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Editorial

This issue of KIU *Journal of Social Sciences* focuses on Political Education, Social Psychology, Human Resource Management, Educational Management, Entrepreneurship Studies, Disaster Management, Counseling Psychology, Peace and Conflict Studies, as well as Educational Technology.

The first part of the Journal addresses issues in Political Education such as Civic Education, Roles of Civil Society Organizations in Public Policy, How to address Political Apathy, Christians and Partisan Politics as well as Service Delivery in the Public Sector. It is argued in one of the papers that the cost of operating democratic governance with rising politically apathetic voters and irrational voting behaviour is enormous and unbearable. It therefore suggests that non-formal political agencies and platforms should be adequately explored and used to reverse political apathy and irrational voting behaviour.

Sections two and three explore the social and cultural factors that affect the academic performance of vulnerable groups in the society. One of the papers suggests that AIDS education to include STDs, sexuality and reproductive health education should be made compulsory and be incorporated into the syllabi and curricula of primary, secondary and tertiary institutions. Also, Health Counselling unit should be established in all academic institutions.

In the Section on Peace and Conflict Studies, it is recommended that a comprehensive training approach involving the community members and law enforcement agencies is also crucial in order to institutionalize the philosophy and strategy of community-oriented policing in the world of law enforcement agencies in Nigeria. This is drawn from the conclusion that community-oriented policing is a potent weapon in the quiver of the government and various communities to stem the flow or tide of terrorism in Nigeria. Community-oriented policing is comprised of three key operational strategies namely, Trust Partnership, Organizational Transformation and problem solving.

It has also been observed that entrepreneurial education is very important in order to achieve a sustainable development and in the search for an economic development agenda/program that empowers people. Against this backdrop, the papers in part seven amplify that central tenet. Theoretical, methodological and practical implications are discussed in the papers. In particular, the results recommended that skills acquisition of university graduates is very important for employability and to retain the job gained. Also, that curriculum planner should lay emphasis on practical aspect of each profession during teaching-learning exercise. Also, that both formative and summative assessment of the learners should be properly done so as to showcase those that

are capable in theory, practical and both theory and practical simultaneously in each professional programme so as to help the employers to put round pegs into round holes as the case may be.

In the last two sections of this issue, Information and Communication Technology (ICT) has been recognized as an important tool for advancement of any nation especially in the era of globalization. It is observed that tertiary education is approaching the point at which, science and technology particularly Information and Communication Technology (ICT) will be playing vital roles in nearly all phases of the educational process. However, the papers identify some of the problems toward the effective use of ICTs in teachers' education programme in most African countries to include poor funding, poor power supply, low level of technical education and inadequate supply of ICTs facilities. Finally, it is recommended that governments and all the stakeholders in the educational system should wake up to their responsibilities by providing ICTs facilities for effective instructional delivery system in teacher education.

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

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Part One
Political Education

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Civic Education: A Veritable Instrument for achieving Sustainable Development in Nigeria

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Abstract. This paper attempts to establish the importance of Civic Education as a veritable instrument for promoting sustainable development in the Nigerian Society. The paper examined civic education and sustainable development, relationship between them and proffers solution on the use of Civic Education Curriculum for knowledge acquisition, skill development and value cultivation as irreducible elements for promoting and achieving sustainable development in the Nigerian Society. Civic Education is, therefore, seen as an effective instrument for sustainable development through the production of responsible citizens who will maximally contribute to building a useful society. The paper points to the fact that going by the interconnections between Civic Education and sustainable development, Civic Education remains a necessary condition for sustainable development in Nigeria. It, therefore, recommends balanced teaching of Civic Education to reflect the Cognitive (Knowledge) Psychomotor (Skill) and Affective (Value) element of functional rational Citizenship capacity building for societal development.

The need to emphasize the use of Value education techniques as basic requirement for addressing the deficiency of the existing teaching methods in the school system which are predominantly teacher centered content transmission driven.

Keywords: Civic Education, Instrument, For Achieving, Sustainable Development.

1. Introduction

Civic Education remains an important means of teaching the populace about individual rights and what duties and responsibilities the governed and leaders should do. The introduction of Civic Education as a subject to be taught in primary and secondary schools in Nigeria is expected to further deepen democratic culture and encourage qualitative participation of the average Nigerian in the governance process. According to Yahya (2013) The Civic Education curriculum addresses young Nigerians in the formative educational years. The content addresses issues that are important to developing young Nigerian people into responsible citizens. That is to say, the curriculum enable our young people imbibe the value, norms, knowledge, actions and activities for sustainable development.

While sustainable development can be seen as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development could also mean a global responsibility and solidarity between generations, between women and men and between cultures and countries. It is about safeguarding and efficient use of existing natural resources. Investments in management of human, social and psychological resources are also vital parts of sustainable development. Nevertheless, Civic Education is a veritable instrument for achieving sustainable

development and improving the capacity of the people to address environment and development issue (Okunloye, Olokooba and Abulsalam, 2017). Civic Education is concerned with three different elements: civic knowledge, civic skills and civic disposition. Civic knowledge refers to citizens' understanding of the workings of the political system and of their own political and civic rights and responsibilities e.g. the rights to freedom of expression and to vote and run for public office, and the responsibilities to respect the rule of law and the rights and interests of others.(Ajibola & Habiba, 2014) Civic skills refers to citizens' ability to analyze, evaluate, take and defend positions on public issues, and to use their knowledge to participate in civic and political processes (e,g to monitor government performance, or mobilize other citizens around particular issue). Civic dispositions are defined as the citizen traits necessary for a democracy, such as tolerance, public spiritedness, civility, critical mindedness and willingness to listen, negotiate, and compromise (Ajibola and Halima, 2014) These civic elements are real because they actually affect people's lives. They are topical and relevant in contemporary human society. They are also issues of public significance bordering on core values or morality in the Nigerian society and her educational system (Nigerian Educational Research and Development Council (NERDC,2009,Azebamwa,2010) It is when responsible citizenship qualities are imbibed and cultivated in citizens that good human relationship, peace and order can reign in any human society.

This requirement was also reiterated by Obama (2009) in his address to American's school children declared thus:
"We will need the insights and critical thinking skills you gain in history and social studies to fight poverty and homelessness, crime and discrimination, and make our nation fairer and freer. You need the creativity and integrity you develop in all your classes to build new companies that will create new jobs and boast our economy."

This speech is established on the assumption that every citizen has got one way or the other to contribute to national development. That is why for every society, there must be a clearly stated framework for responsible citizenship and national development. For Nigeria, there is no doubt; it has been laid down in the National Policy of Education (2008).

Nevertheless, there seem to be a strong relationship between Civic Education and sustainable development. Hence, Enoch (2009) observed that Civic Education is an effective factor to sustainable development, and therefore both concepts are seen as monolithic entities placed on a linear relationship with the concept of Civic Education being stronger. It is therefore capable of affecting sustainable development.

It is arguable to say sustainable development is interconnected with national development. This is because the concept of national development touches all aspects of societal development-economic, political, social, cultural, educational and technological. When examining Civic Education and sustainable development, it should be clearly stated that Civic Education is holistic in approach to contribute to national development. In this situation, Civic Education is seen as an effective instrument that can bring about national development by helping to produce responsible citizens who will maximally contribute to the building of a useful society. When the citizens' capacities and commitments are well developed through the Civic Education curriculum, every citizen will become conscious of his or her responsibility to the growth and development of the nation.

What is the requirement for achieving this? To achieve this there is need for a responsible curriculum that is flexible and dynamic enough to drive the society on the path of growth and developments, such a progressive curriculum must be interdisciplinary in nature and so Civic Education as an interdisciplinary area of study is clearly documented in the National Policy on Education and therefore accorded the status of a core subject. Oyetade & Oladiran (2012) observed that the concept of sustainable development has been an age long discourse in all education matters. For education is a human development process, schools are one of the

societal institutions that have an active role in assisting children and young adult learn to live and work in their nation. Therefore, teachers should endeavor to make their classrooms places where children feel that their ideas will be given a respectful hearing, and where they know that learning will rest on them. Teachers should create occasions to ask pupils what they think, how a proposed problem is to be solved, what features they think should be located on a class-constructed map etc. In such a classroom environment, the pupils learn the meaning of involvement, good will and mutual respect for one another is observed and experienced. We should look for concrete ways in which pupils input have a better-than-even chance of influencing policy. Where civic sensitivity and responsibility are nurtured, children will develop a feeling of loyalty and protectiveness towards their class. This sometimes expresses itself in surprising rewarding ways.

The move towards re-engineering teaching and learning Civic Education in our primary and secondary schools has become a must especially in the face of awakening national consciousness and promoting sustainable development. In the 80s and 90s, it became painful evident that lack of Civic Education and patriotic orientation had led to disorientation in schools and the larger society. The effects were being felt at all strata of our society. Recent happenings have indicated that Nigeria is on the brink of losing its national development. The widespread of corruption, violence, indiscipline, and disrespect for both elders and the rule of law, non-committal to duty and so on are some of the manifestation of negative values in the Nigerian society. All these call for urgent value re-orientation because of their far-reaching impact on sustainable development.

To acquire knowledge and skill have become important for an informed, efficient and responsible citizen. Today, more than ever before, young people need to understand how democracy works and how they can help to keep it and improve it. During the last 10-15 years, Civic Education has become one of the central objectives in many schools, especially in the context of promoting interdisciplinary and practice-oriented projects, making Civic Education not merely a school subject but a way of life. The foregoing assertion therefore clearly suggests that the acquisition of the knowledge of Civic Education is a veritable instrument for sustainable development in Nigeria.

2. Civic Education in Nigerian Secondary School Curriculum

Civic Education is one of the subjects taught in both primary and secondary schools which inculcates sounds moral values in the youths. It is the subject which aims to help people learn how to become active, informed and responsible citizens. Civic Education remains an important means of teaching the populace about individual rights and what duties and responsibilities the leaders and the lead have (Olaitan, 2007) Civic Education is the type of education given to the citizens of a particular country in order to make them to be active and functional citizens. Civic Education can further be defined as a subject that expose the individual to the need for imbibing positive attitude such as patriotism, peaceful co-existence, hard-work, diligence, honesty, mutual respect, love, tolerance and self discipline (Oladele, 2009). Ekwonwa, (2010) views Civic Education as aiming to educate the students to work towards the achievement of their country's national goals and in sharpening of people's value. Effective implementation of Civic Education provides a philosophical and structural framework on which to base the teaching of skills and strategies that reinforce reasoned decision-making skills, evaluation of information, practical application of civic virtue, and an in-depth understanding of citizenship responsibility (Kidwell, 2005)

Aims and Objectives of Civic Education

Shetu (2011) highlighted the aims and objectives of Civic Education as:

1. To ensure the participation of well- informed and responsible citizens, skilled in the arts of effective action and deliberation,
2. To deepen and strengthen democratic culture,
3 To ensure the protection of individual rights,
4. Forming and maintaining an intention to pursue a common good,

5. To protect individuals from unconstitutional abuses by government and from any source, public or private,
6. To seek the broad knowledge and wisdom that informs judgment of public affairs.
7. To develop the skills to use knowledge effectively.
8. To foster the qualities of mind and heart required for successful government within a democracy.

Such above values, perspectives, knowledge and skills in civic matters according to (Shetu, 2011) make responsible and effective civic participation possible. To this author, fostering these aforementioned qualities constitutes the mission of Civic Education.

3. Concepts of Sustainable Development and Sustainable Development Goals

Sustainability education (SE) Education for sustainability (EFS) and Education for sustainable Development (ESD) are interchangeable terms describing the practice of teaching for sustainability. ESD is the term most used internationally and by the United Nation. Sustainable development means vision expression (Lee, 1993) value change (Clark,1989) and moral development (Rolson,1994) The core idea was defined most influentially by The World Commission on Environment and Development (i.e- The Brundtland Commission) as "development which meets the needs of the present without compromising the ability of future generations to meet their own needs" (1987). The fundamental principle underlying sustainability can be separated into economic, social and ecological dimensions. The economic growth is usually seen as a requirement for development, No country can achieve a sustainable economic growth if the environment is not conducive, if there is inadequate human resources and if prosperity is not fairly distributed. Therefore, the economic dimension means that economic growth shall carry on with: first respect taken to the environment, second, growth of the people's health and education and third, a fair distribution of prosperity. The social dimension points out that important resources, power and influence are fairly distributed and that people can feel secured and participate. The social dimension is therefore a requirement for economic growth. The environment dimension means that considerations are taken for the social and economic development. These three dimensions are integrated with each other as they are interdependent and mutually reinforcing. The implication of this is that sustainable development to some extent is about politics. (Tilbury & Wortman, 2004).

A lot of approaches to education for sustainable development encourage people to understand and assess their own values and that of the society in which they live in the context of sustainability. Education for sustainable development wants people to engage in negotiating a sustainable future, making decisions and acting on them. Husckle and Sterling (2006) stated that it is generally agreed that sustainable education must be made to suit individual learners.

According to Tilbury and Wortman (2004) the following skills are necessary to education for sustainable development:
1. Envisioning – being able to imagine a better future. The premise is that if we know where we want to go, we will be better able to work out how to get there
2. Critical thinking and reflection – learning to question our current belief systems and to recognize the assumptions underlying our knowledge, perspective and opinions. Critical thinking skills help people learn to examine economic, environmental, social and cultural structures in the context of sustainable development.
3. System thinking - acknowledging complexities and looking for links and synergies when trying to find solutions to problems.
4. Building partnerships – promoting dialogue and negotiating, learning to work together.
5. Participation in decision-making-empowering people.

4. Sustainable Development Goals

In the year 2000 about 189 Countries of the world came together to face the future this was

because they saw famine, drought, wars, plagues, poverty etc in several cities, towns and villages. They knew that things didn't have to be way it was. They knew we have enough food to feed the world, but that it wasn't getting shared as expected. Therefore, these leaders created a plan called Millennium Development Goals (MDGs) this set of 8 goals imagined a future of 15 years off that would get rid of poverty and hunger. The united Nation Development Programmes (UNDP) Universal International Organization working to achieve the MDGs are found in several countries of the world, it funded projects that can help fulfill the Millennium Development Goals. These countries of the world wanted to build on several successes of the past 15 years and want to go further. Hence, the setting of 17 new set of goals by 193 countries that aim to end poverty and hunger by the year 2030.

The aim of sustainable development is to balance our economic, environmental and social needs, allowing prosperity for now and the future generations .Sustainable development consist of long-term integrated approach to developing and achieving a healthy community by jointly addressing economic ,environmental, and social issues, whilst avoiding the over consumption of key natural resources. Everybody has the right to a healthy clean and safe environment. This can be achieved by reducing pollution, poverty, poor housing and unemployment. No one in this age, or in the future should be treated unfairly .Global environmental threat, such as climate change and poor air quality must be reduced to protect human and environmental health. Economic prosperity is required if Nigeria is to prosper and our business must therefore offer a high standard of products that consumers throughout the world want at the price they are prepared to pay. For this, we need a workforce equipped with suitable skills and education within a framework to support them.

5. Civic Education as Instrument for Sustainable Development

Therefore, the roles of Civic Education in promoting sustainable development becomes inestimable values, if the citizens are to be aware of their rights and obligations and participate in governmental activities with the sole aim of sustainable development. Civic Education is a necessary condition for political and economic reform. This is because it sensitizes the citizens on the need to be patriotic, co-operative, and tolerant; and abide by the constitutional provisions. It is a critical instrument for promoting justice, equity, fairplay, transparency and accountability that are of indispensable virtues or values of democratic culture (Okunloye, 2016b)

Civic education as instrument for environmental education: This subject is also relevant for promoting sustainable environment in the global human society. Responsible citizenship also involves cultivating the values of symbiotic attitude to human-environmental relations and skills for friendly environmental behavior. Civic Education is highly indispensable in the production of citizen who will be conscious of their environment and its associated problems and motivated to solve them. The knowledge of skills and values of environmental protection and environmental problem-solving are central to Sustainable Development Goals (SDGs) as the current development agenda for global human society (Okunloye, Olokooba & Abulsalam, 2016a)

Civic Education is not only restricted to the school system as an instrument of citizenship Education, but also a programme of Civic learning that encompasses citizens outside the school system to promote Civil knowledge acquisition, skill development and value cultivation for socio-economic and developmental problem solving (Okunloye, 2016b)

Civic education also promotes human right advocacy and sustains peace and stability in democratic societies: Every citizen would be aware of his or her rights, obligations and responsibilities and respect for human rights as members of one and indivisible human family (Okunloye et al, 2016b)

Civic education is also an instrument for the cultivation of local and generic value: These

values are recognized as core values for the survival of human beings especially human dignity, and love of fellow humans and good neighborliness individual differences notwithstanding (NERDC, 2009)

Civic Education for good human relation: This human relation cut across intra-group and inter-group levels across all societies. It makes all and sundry to relate together as one. No doubt, civic education is one of the antidotes Nigeria needs through our educational system to re-brand her already collapsed foundation .Civic Education makes people to be responsible and dutiful. Civic education teaches people to be good citizens; in fact, Civic Education is a catalyst to sustainable development. Through Civic Education, an individual becomes sensible and disciplined member of the community. This will ultimately promote good governance and national development (Okunloye, 2016b)

Civic Education is indispensable for the creation and sustenance of good governance. Good governance is non-negotiable for sustainable democracy in Nigeria or any other political system. The ubiquitous influence of politics over other sub-system in the society warrants active and good participation in politics by the greater majority of the citizens for good and mutually rewarding relationship between the government and the governed. It is only then that the rational and active voters can produce good leaders in government to administer every other sub-systems for sustainable development. (Okunloye,2016b)

Obasanjo (2007) in his farewell broadcast to the nation presented this challenge: we have set for ourselves ambitions target that will make us one of the largest economies in the world by the year 2020. This is attainable and achievable, but if we divert from the part of economic prudence, reform and realities, we can miss the road. This year 2020 will be a mirage. In order to address the above challenge, Emah (2009) observed that we need a responsive curriculum such that will take cognizance of vital changes and challenges in the environment and prepares the learners to meet them. He opined that we need a responsive curriculum which equip the learner for development in Information Communication Technology (ICT); local and global challenges of ensuring peace and conflict resolution, health concern and countless of social, economic and political demand that confront individuals and the whole society on daily basis. The present Civic Education curriculum is well responsive enough to equip students with the required skills that will make them function effectively and contribute positively and productively to the growth and development of the nation.

6. Conclusion

From the discussion so far, it is obvious that Civic Education remains a necessary condition for sustainable development in Nigeria going by the interconnections of the two. That is why civic education is identified as a vital instrument in the pursuits of development challenges. Therefore, Civic Education should be given a place of pride in our national affairs. In this regards, this paper argued for the use of Civic Education as a realistic platform for the production of responsible citizens who will contribute positively towards the country's quest for sustainable development. Civic Education should be used to promote educational culture that stimulates civic competence, critical thinking skill, articulate analyze and proffer solution to complex economic, political and socio-cultural issues of state policies. It could be affirmed that responsible citizen is the hallmark of any national development effort, in view of this, It is imperative that citizenship education through Civic Education should be sustained at all levels of education and extended to illiterate Nigerian citizens through the adult education programme and National Orientation Agency (NOA) It is in the light of this that the following recommendations are made:

1. There should be a functional Civic Education teaching and learning programme by emphasizing the skill and value components in the classroom situations.
2. Civic Education should be taught using practical and role-play and club activities in the school system
3. Civic Education should be used to educate all and sundry to contribute meaningfully to the success of the nation's economy.

4. Sustainable Development Goals should be included in secondary school curriculum as emerging issues in Civic Education and Social Studies

5. Create forum in the conventional Civic Education classroom to discuss dysfunctional news reporting about wrong conceptions of politics to address the negative messages from the society from negotiating the desirable values of Civic Education curriculum.

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Civil Society Organisations and Public Policy Influence: The Nigerian Experience in the Fourth Republic

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Abstract. One of the key ways by which the government responds to the challenges which arise from governance from time to time is the formulation of public policy. Public policies are expected to promote broad based socio-economic growth and harness the views and aspirations of every social class of the country. However, the government, either by accident or design, undermines the concerns of the spectrum in the society. For this reason, the involvement of non -governmental actors like Civil Society Organizations (CSOs) in public policy process is imperative. This research sought to unearth the extent to which CSOs in Nigeria were able to influence public policy in the country and it discovered that the efforts of CSOs in this regard resulted into minimal success. Their policy influence were limited by several factors such as the failure of the government to accept CSOs with open arm, the aura of secrecy which surround government documents and activities and the inept manner the CSOs sometimes go about their agitation for policy influence among others.. The paper recommended that for public policy to match with practice, the government must come into terms with the crucial role of CSOs in public policy and give them the necessary support to function effectively and efficiently. CSOs are also advised to learn a better way of pursuing their agitation for efficient policy influence. The research is historical and it depends mainly on the analysis of secondary data.

Keywords: civil society, public policy, policy influence, policy process, policy engagement, peacebuilding

1. Introduction

The socio-economic development of a nation unarguably constitutes the central focus of every sovereign state. In performing these functions, government encounters challenges from time to time which it needs to respond to. The response may take the form of an ad-hoc arrangement to proffer a temporary solution or through the formulation of a policy that is aimed at a more enduring panacea to the issue at stake. Government also formulates policies to ensure optimal performance of its functions and to guarantee the maximum benefits of governance to the citizenry.

Public policy can be described as a dynamic, intricate and interactive system through which challenges that are of public nature are identified and tackled by creating a new public policy or by the modification of an existing one (Momoh and Quadri, 2015). The onus of formulating and implementing public policy lies with the government or government agencies, while that of policy influence resides with the actors outside the government circle.

Public policies are expected to promote broad-based economic growth, improve basic services, promote a conducive political environment and ensure that the views of the poor are considered

in policy discussion. This is why the active involvement of non-state actors, like civil society, is required in the policy process to galvanize and present the aspirations of the masses to the policy makers and as well bring about a progressive synergy between policy formulation and effective implementation.

The strength of democracy as a government of popular participation lies in the ability of individuals and groups to contribute their will to the general will. A democratized political system would not only give room for constant interactions between the state and non-state actors, it would also value the imputes of non-state actors like civil society organizations, whose engagement with the state could have positive influence on the state. This agrees with the view of the incremental approach to decision making which states that decisions emerge after a compromise between different actors who sometimes have conflicting goals and priorities.

Civil society constitutes the sector which is capable of challenging the state over the issues of transparency, efficiency and legitimate building. It is considered a welfare sphere where the course of the masses can be adequately defended. Hence, the involvement of civil society organizations at every stage of public policy process is imperative. While emphasizing the importance of civil society organizations in public policies, Copic (2000) opines that any decision or policy made by the government without the consideration of the interested group may be termed 'legal' but not 'legitimate'. According to her, the only thing that boosts the efficiency and effectiveness of actual policies is when the process of decision making is synergetic and different actors are identified, acknowledged and carried along in the process. She says further that mutual Obstructions may arise as a result of ignoring one of the partners in the decision making process and that in turn, may make power to lose its essence.

While emphasizing the role of the "Third Sector" (civil society) in public policy, Gordon (2001) opines that 'harnessing the support of the public, the audience and the private sector can have a critical influence on government attitudes. This is what is called 'policy influence'. Gordon posits further that policies which reflect the views of civil society are more likely to be effective and sustained than the policy which is imposed on the people from the center.(top down) The involvement of civil society would guarantee full monitoring in order to ensure full implementation of the programme particularly if such NGOs are sincere and truly reflect the aspiration of the society.

In some developing states, public policy stands alienated from social aspirations and representativeness. In such states, the concept of democracy only exists in principle but defective in practice. This often results into wide spread corruption, abuse of power, diminution of the political space and dwindling voter participation. All these create a wide gap between the government and the governed. This is why civil society, which serves as the people's voice, needs to go beyond reactive actions and move to the stage of creative and sustainable engagement with the state, particularly on the issue of public policy. The central focus of this paper therefore is to assess the level of involvement of civil society organizations in public policies in Nigeria. This is to determine the extent to which Nigerian government makes its governance system open for the participation of civil society organisations, the vibrancy of civil society organizations in the country and the extent to which civil society organizations were able to influence public policies in the state. The importance of this is to stress the fact that CSOs are not supposed to be locked in zero-sum game with the government, rather their roles should be complementary to the government's effort of developing the state.

The scope of this work will cover the role of civil societies in public policy formulation and implementation with specific reference to budgeting, formulation and passage of bills, enhancing the capacity of government institutions, peace building as well as advocacy for electoral reforms. This is by no means limiting their invaluable roles to those mentioned above. The research adopted historical approach and relied mainly on the

analysis of secondary data inclusive of relevant test books, Journals and Internet materials.

2. Conceptual Clarification.

For the purpose of avoiding any ambiguity, it will be appropriate to clarify the basic concepts used in this paper. This is necessary because the concepts may be given different interpretations in another context.

2.1 Civil Society Organisations

Civil society organization connotes any organization which operates between the state, the private sector and the household but interacts with the state to demand for concession and call for accountability and transparency from the state. It is an arena where the citizens act collectively to mold, constrain and restrain the state power so as to make power holders responsible to the citizens they represent. However, the interactions of civil society organizations with the state are not with the intention of replacing the state but to improve the effectiveness and responsiveness of the state. That is why Aderounmu (2010) defines civil society organizations as the various voluntary associations of the mass of the people that operate in the public spheres and with the goal of influencing governance without taking over power.

The above definitions aligns with the position of Hendricks (2002) who views civil society as a public sphere which gives room for the various discourses and ideas to be voiced and politically made efficacious. He contends that civil society's activities are channeled towards influencing public affairs as it acts as networks of public opinion which communicates the people's point of view to the government. Civil society organizations include; professional organizations, trade associations, labour unions, women groups, faith based organisations, community base groups and other Non-Governmental Organizations (Akume, 2012).

Civil society organizations can influence public policy through the performance of activities such as advocacy, educating the policy makers and the entire citizenry, embarking on research to provide alternative analysis, informal oversight, independent monitoring, policy support and service delivery

It must be noted, that the degree to which civil society organisations can influence the government depends on the power, influence and the resources at their disposal. The availability of social and economic resources gives them privilege access to useful information and personnel that will enable them to be more organised and gain access to the state. Therefore, when we are talking about the ability of civil society organizations to influence the government policies, we may really be referring to the strong and influential groups within civil society that have sophisticated political strategies to access government and influence policy rather than the smaller or semi-organised community based groups. This is why civil society organisations need to always engage in coalition building. Coalition is the only strategy that can make both the powerful and the weaklings within the arena work together as a team.

2.2 Public Policy

Public policy can be described as an action taken by the government to address an issue of public concern by making laws, regulations, or decisions, which are pertinent to the problem at hand (Ezeigwe, 2013). It can be described as measures adopted by the government for the intention of creating changes in the state of social system, including changes in the policy system itself". Public policies are meant to achieve some values; either values as ends in themselves or values as instrument to achieve other ends. In words of Dahida and Maidaki (2013) it is a mechanism or course of action pursued purposefully by the government to achieve an intended objective of impacting the lives of the citizenry in a positive way. Theodoulou (1995) posits that public policy involves not only the decision to pass a law. it also covers other actions of implementing the law, enforcing and evaluating it.

It has also been defined as a system of courses of action, regulatory measures, laws and funding

priorities concerning a given topic promulgated by a governmental entity or its representatives. According to Anderson (2011) public policy is a relatively stable, purposive course of action or inaction, pursued by the governmental actor in dealing with a problem or matter of public concern .public policy may cover both the fomal and informal sector of the society.

In a nut shell, public policy is all about identification of issues, defining what the issues are, placing them on political agenda, formulating policy to address them, implementing the policy and evaluating the extent to which the policy has achieved its objective

Public policy may cover a wide range of social, economic and political affairs. Such as education policy, food policy, industrial policy, employment policy, electoral policy, foreign policy, exchange rate policy and so on.

2.3 Policy Influence

Public policy process includes stages such as agenda setting, policy formulation, policy implementation, monitoring and evaluation. Policy influence refers to the ability of external actors or non-governmental actors to interact with policy process with the aim of influencing policy position, approaches and behavior at every stage of the process. (Court, Mendizabal, Osborne and Young, 2006) The right to formulate and pronounce public policy in response to any issue unarguably resides with the government. But since the development of a nation does not depend on the government alone, several actors including corporations, non-profit organizations, interest groups and some powerful individuals compete or collaborate to influence policy makers to tailor their decision in a particular way that would suit the position which the individual group advance.

Suffice it to understand that each stage of the public policy process involves a variety of actors. Court et all (2006) opine that some actors are important across the process while some other actors play key roles at certain stages of the process. Hence, for non-governmental actor to make any effective influence on public policy, they must understand the actors involved at every stage and be acquainted with the appropriate strategy and technique of exerting pressure and communicating with the actors in order to have maximum policy influence.

3. Influence of CSOs on Public Policy

3.1 **Budget**

The national budget is an annual framework through which the government manages the economic development of a nation. It is an important policy instrument for a government to deliver goods and services to its citizens (Ibrahim, 2005). Civil society organizations can get involved in the budget process to ensure that the interest of the masses and the maginalised are well taken care of. The involvement of CSOs in budget circle can take the form of advocacy, partnership and networking, tracking and monitoring as well as participating in public hearing.

The crucial role which CSOs can play in budget process was publicly acknowledged in 2017 by the Nigerian Minister of Budget and national Planning, Senator Udo Udoma as he said that "Civil society can involve in advocacy monitoring and evaluation of the budget and through that strengthen budgetary control". He said further that CSOs can engage in independent monitoring as well as collaborate with budget office in monitoring and evaluation of field work to ensure that funds are actually used effectively for what they are meant for" (Guardian, 2017)

Some civil society organisations in Nigeria engaged in budget monitoring by analyzing budget estimates to determine the extent to which they reflect the needs of the people. For instance, the Nigerian Labour Congress (NLC) and three other NGOs formed a coalition to engage in budget monitoring and to mobilize the citizens for participation in the budget processes. The network emphasised the need for public hearing on budget as well as the democratisation of government audit reports which would enable the public to scrutinise government spending

(Aderounmu, 2010). Similarly, ActionAid made several efforts to mobilize the citizens for involvement in budget process, especially on issues such as HIV/AIDS, education and agriculture. The Center for Public Private Cooperation (CPPC) also held workshops and seminars to build the citizens capacity on budget monitoring and tracking.

These efforts encouraged some other CSOs to start monitoring the compliance of government Ministries and Departments with budget estimates and the level of effective implementation.(Giwa, 2008). The consciousness of Nigerian government in budget monitoring was aroused as well. For instance, in 2009, the budget office of the Ministry of Finance, in conjunction with the representatives of some CSOs embarked upon a nationwide monitoring of government projects (Giwa, 2008). Furthermore, the advocacy of CSOs for open budget system has made the National Assembly budget a bit open. The National Assembly now break down and itemize its budget rather than presenting a block budget as it used to do. The National Assembly also held a consultative forum with CSOs on the budget for the first time in 2016. (Igbuzor, 2017).

While one cannot deny the fact that the efforts of CSOs on budget have resulted in some sparing positive results, the obvious truth is that CSOs in Nigeria have not been able to impact the budget process in a dramatic way. The budget circle contains; budget preparation, budget approval, budget implementation, budget monitoring and budget evaluation. But CSOs have not been actively involved in influencing the national budget either at preparation stage or at the implementation stage. They have not been able to ensure that the views of the poor whom they represent are collated and considered as inputs by the various Ministries and Departments of the government. The reasons adduce to these are many. Apart from the fact that many civil society organizations in Nigeria lack the required skill to adequately participate in budget process, the current structure or budget circle gives little or no room for any effective involvement of non government actors in the process. In most cases, civil society organizations find it difficult to gain access to information relating to the budget like the record of government revenue and expenditure. Public officials believe that budget preparation is the exclusive right of the government, so an aura of secrecy still envelops the budget process. Added to this is the lack of legal framework that may assist the CSOs to get the needed information.

3.2 Initiating and Facilitating Passage of Bills

CSOs can engage in dialogue with the state parliament in order to generate change through initiating, influencing or facilitating the Passage of Bills by the parliament. The effort of CSOs in Nigeria in this area is noticeably successful on the issue of freedom of information.

It is common knowledge that the right to information is very crucial to the enjoyment of all fundamental human rights. Article 19 of the International Covenant on Civil and Political Rights states that, “Everyone has the right to freedom of opinion and expression, and to seek, receive and impact information and ideas through any media, regardless of frontiers (CHRI 2008). The objective of the Right to Information (RTI) is to lay down a principle that would guarantee the right to be informed about administrative document as a necessary tool in ensuring that citizens can track, monitor and inform themselves on the activities of the government (Ibrahim, 2005).

Realising the fact that the conduct of government business in secrecy would only breed lack of transparency and accountability, some civil society organizations in Nigeria formed coalitions under various names such as, (a) Right to know Movement, (b) Media Right Agenda and (c)Open Society Justice Initiative (OSJI, 2011). The coalitions presented the freedom of Information Bill to the National Assembly in 1999 but the bill experienced some challenges and it was dropped. It was represented again in 2003. The two chambers of the National Assembly passed it in 2007, but it was vetoed by the President, chief Olusegun Obasanjo who refused to sign it into law. Not relenting it their effort to see the Bill become a law, the civil society coalitions represented it

again at the commencement of the sixth National Assembly in 2007 under the presidency of Musa Yar'Adua. The Bill was eventually passed into law in 2011 under the presidency of Goodluck Jonathan and it received the assent of the president in the same year (OSJI, 2011).

CSOs in Nigeria also engaged with the parliament to facilitate the passage of the Federal Budget Bill, Fiscal Responsibility Bill and Public Procurement Bill. Another issue similar to the above was the seemingly arm-twisting of the National Assembly by civil society organizations in 2010 to empower the then Vice President to perform some functions of the president after the incumbent president, Musa Yar'Adua had left the country for 80days for medical treatment. During the absence of the president Yar'Adua, some powerful cabals within the government decided to prevent the Vice President from functioning as Acting President, capitalizing on the fact that the ailing president did not transmit any letter to the National Assembly to empower the Vice President to serve as Acting president. Nigeria was like a nation without a leader then and the scenario was one of a serious national embarrassment to the country. In their bid to save Nigeria from the proverbial Sword of Damocles dangling on its neck, civil society organizations like 'Save Nigeria Group (SNG)', and 'Enough is Enough' mobilized Nigerians on a protest to the National Assembly to demand for the recognition of the Vice president as Acting President. The protest made the National Assembly to adopt a resolution referred to as 'Doctrine of Necessity' which recognised the Vice President, Dr. Goodluck Jonathan, as Acting President.

From the foregoing, one can say that CSOs in Nigeria have achieved some measure of success, particularly on the issue of FOI Act. But this can at best be refered to as staggered success. CSOs in Nigeria need more robust interaction with the country's lawmakers so as to make more impute into the legislative process. It is common knowledge that access to government documents in Nigeria is an uphill task, even with the enactment of the FOI Act. Rather than rest on their oars, CSOs ought to have continued the struggle until policy and practice are matched and the content of the Act is fully implemented. The inability of CSOs to record much influence in this area may not be unconnected with the inability of most CSOs to embark on rigorous research in order to come up with very credible and feasible proposals or alternative analysis that would sound convincing to the legislators. If the policy position put forward by the CSOs is not evidence based or well packaged and communicated in a straight forward, clear and concise way, the lawmakers may not accept it as credible solution. Moreover, one cannot rule out the fact that the culture of suspicion and mistrust still exist between the government and CSOs. Although, the government tries to feign that it has cordial relationship with CSOs as it sometimes extends invitation to CSOs to participate in discussions on some issues, but the reality on ground shows that the government and its agencies are still very skeptical about ideas coming from non-government actors.

3.3 Enhancing the Capacity of Government Institutions

CSOs can influence public policy through their interactions with government institutions and public officials so as to equip them with the necessary skills needed to make them more effective, efficient, and conform to international best practices in discharging their duties of serving the public.

For instance, Civil society organisations like the CLEEN Foundation usually interacted with the Nigerian Police by providing training for them in order to boost their performance in the task of crime detection, provision of adequate security for Nigerians and policing elections (Chukwuma, 2011). The Network of Police Reform in Nigeria (NOPRIN) also engaged in building the capacity of the Nigerian Police especially on the issue of human rights and conflict management. The organisation which was committed to promoting safety, security, justice, police accountability and respect for human rights was established to provide opportunity for civil society to make a positive impact on police reform. This idea came on the heel of the police ineffectiveness in detecting,

preventing and investigating crime, NOPRIN conducted several seminars and workshops at various locations in Nigeria to boost the capacity of the police by acquainting the law enforcement agency with the best practices around the world, especially on the issues of crime prevention, humane way of dealing with crime suspects and other acts that could help to revamp the bad image of the police force in the country. NOPRIN also compiled a 'News Report' on the activities, performance and conduct of the police for some years. The documentation was to serve as advocacy tool that would lead to reforms and improvement in police performance and public relations.

3.4 **Advocacy for Constitutional Reform**

The advocacy for constitutional reform was championed by the Citizen's Forum for Constitutional Reform. The organisation observed that the problems plaguing Nigerian democracy were rooted in the inadequacies and shortcomings of the 1999 constitution. It had the objective of working towards achieving a people driven and process- led constitution that would serve as the basis for enduring democratic governance in Nigeria (Jibrin, 2004). From 2001 and 2002, the group organised debates and consultations with stake holders at national, state and local levels, on the contentious issues in the 1999 constitution. A national conference was conveyed in 2002, which produced the Model Constitution that served as the basis of the group's engagement with the government. The group advocated a constitution that would develop in a bottom-up participatory and inclusive manner and whose ownership Nigerians would claim rather than the military imposed 1999 constitution. In response to their request, the National Assembly set up a joint-committee of the National Assembly on the review of the 1999 constitution and this has resulted in some constitutional amendments.

3.5 Advocacy for Electoral Reform

Based on the fact that elections in Nigeria were always fraught with irregularities and lack of transparency, CSOs formed a coalition known as 'Electoral Reform Network'. The coalition engaged in campaigning for electoral reforms which would deal with the knotty issues in Nigeria electoral process and guarantee free and fair elections in the future. Their advocacy was partly responsible for the inauguration of the Justice Uwais-led 'Electoral Reform Committee' (ERC) by Musa Yar'Adua (Ezeigwe, 2013). Following the inauguration of the Electoral Reform Committee, CSOs formed a group known as 'Civil Society Coordinating Committee on Electoral Reform'. The group submitted several memoranda to the (ERC) to offer useful suggestions on how Nigeria could improve the electoral process to meet with international standard. Its memoranda contained recommendations such as (a) appropriate sanction and punishment for electoral offences, (b)provision of unambiguous regulations for the conduct of both candidates and their political parties, (c) the need to strengthen the law enforcement agencies to curb the excesses of politician and political thugs, (d) the need to build an enlightened, informed and socially conscious electorates, (e) dealing with post-election tension, (f) creating a conducive environment for independent and impartial national election observers and (g) the adoption of the 2002 African Union (AU) Declaration on Principles Governing Democracy among others.

The Electoral Reform Committee presented its report (which included several recommendations made by civil society coordinating committee) to the President of Nigeria on December 12, 2008. In line with the recommendations of the ERC, the President forwarded 7 Bills to the National Assembly. When the Bills experienced some delays at the National Assembly, the civil society Electoral Reform Network swung into action again by organizing a Civil Society-Legislative Consultative Forum at the National Assembly complex in Abuja on September 15, 2009. The forum which attracted some national legislators, civil society groups and the media discussed the urgency of passing the Electoral Bill into law and the need for the review of the 1999 constitution generally. Eventually, the Electoral Act was passed by the National Assembly after making some amendments in 2010 and it was signed into law in the same year (ERC, 2011).

This narration makes it abundantly clear that CSOs made some tremendous influence on pushing for the formulation of the 2010 Electoral Act and in setting the process of the constitutional amendment in motion. While their efforts in this regard deserve some credit, they can be encouraged to always keep the tempo of their struggles alive rather than being complacent with sporadic success. For instance, not much has been heard about CSOs struggling to ensure the full implementation of the Electoral Act. Perhaps, if the same zeal they demonstrated to see the law passed, was sustained, Nigeria would have gotten over some electoral challenges which plague its democracy now and make it remain at the level of nascent democracy. Added to this is lack of sustained coalition effort. CSOs form coalition only when there is a serious issue to address. Soon after, they disintegrate into fragments and continue to compete for donor's fund. Building a sustainable network would have helped them to always present themselves as a formidable team to the policy makers for more results. It would have also enhanced the capacity of the different groups within the network as each group would draw from the expertise of the other members of the group.

3.6 Contribution to Peacebuilding

The precise number of NGOs in Nigeria particularly those involved in peacebuilding or intervening in conflict situations is difficult to determine while at the same time, their sincerity of purpose is challenging. However, Smith (2010) was of the opinion that as at 2009, many thousands are operating in Nigeria. Some of these organisations operated either as branches of international NGOs or as local NGOs.

Direct violence, militancy and of late, terrorism have significantly polarized and destroy many communities and still destroying some in Nigeria. Such violence include Boko Haram onslaught in Nigeria with specific reference to North East, militancy in the South South and South East, while kidnapping ethno-religious restiveness are common all over Nigeria. The process of moving from war to peace which include peace building to a large extent could not be left to the government alone and this explains the involvement of civil society both local and international ones in this process. In order to assist the communities move above circle of violence, division and negative feeling towards each other, there is that need to establish a new peace environment that will meet the aspiration of both parties which the government through lack of political will might not be able to achieve.

Smith (2010) noted that various pillars of peacebuilding included political and institution, military and security, social, economic and environmental aspects. Though political, military and security reside largely within the control of the government, the paper argues that the roles of the civil societies are paramount in this respect. Among the numerous civil societies engaging in peacebuilding in Nigeria are the African Centre for Peace Research, Empowerment and Documentation, African Values and Heritage Initiatives (AVAHI), African Youth International Development Foundation (AFYIDEF), Centre for Peace Across Borders (CePAB) and African Centre for Development, Peace and Justice

Among the role played in Nigeria in respect of peacebuilding, Uzuegbunam, A.O. (2013) that "NGOs embark on problem solving workshops and seminars aimed at internal conflicts like the religious crises in Kano and Kaduna states, Bauchi and Plateau States, Enugu-Ezike crises in Enugu State where especially the women groups had series of meetings resulting in the following: 1) Deciding to engage in dialogue to resolve mutually intolerable problems; 2) Coming together to map the elements of the problems and the relationship that perpetuate the problems; 3) Uncovering the underlying dynamic of the relationships and beginning to see ways to change them; 4) Planning steps together to change the relationships and; 5) Devising ways to implement their plan".

A critical review of the roles of the Civil Societies in peacekeeping reflected that most of the local ones see the activities as a means of attracting cheap funds for the international donor organizations and government to enrich themselves. In addition, little is presented on

their websites to develop a well-informed opinion about the challenges and successes while the organizations that are international in scope could be instrument in the hand of foreign governments to destabilize the host government. Reinmann, (2005) corroborated the above by that there has always been accountability issues, commercialization of their activities, and ideological issues or political interpretations of their rising influence which might limit their success.

4. Conclusion and Recommendations

This paper has established the fact that the government does not possess the capacity or mechanism to monopolise public policy. Non-government actors like civil society organizations have a very crucial role to play in influencing what the government comes up with as public policy in order to make such represent the interest of the entire segment of the society, ensure good governance and reflect the international best practices. CSOs in Nigeria have through advocacy, made some efforts to influence public policy in the country that have resulted in some measure of success. However, their influence on public policy has been limited due to a combination of factors ranging from their inability to undertake empirical research through which they can suggest credible alternative to the government to the lip service which the government officials pay to acknowledging civil society as a critical partner in development.

The paper recommends that the government should make the political space more liberal and public process more transparent to make it easy for civil society participation. Civil society organizations have become more prominent, more diverse and have gained increase recognition as critical partners in development globally. The government of Nigeria can take a cue from the Ghanaian government which extends invitation to CSOs on regular basis to participate in deliberations and projects- a situation which has benefited the Ghanaian government immensely. CSOs also need to sharpen their intellectual and organizational capacities in order to have a constructive engagement with the government. The study further recommends that the CSOs be more committed in their involvement in peacebuilding while this further requires their sincerity of purpose, minimize corrupt practices and be more accountable in respect of disbursement of resources at their disposal. Finally the CSOs with similar goal should endeavor to collaborate in their efforts to achieve greater result as this will assist in pulling resources, personnel and expertise.

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Christians and Partisan Politics in Nigeria: A Sociological Investigation of their Challenges and Effectiveness

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Abstract. There are many challenges that are capable of standing in the way and the resources that are available to make one very effective in his divine calling as a Christian politician for the benefit of his constituency and the society in general. Christians have succeeded in many other areas of endeavours in this country and beyond, but not in the political terrain because they were discouraged from involving in partisan politics. For the few Christians that have been involved since the seventies, how effective have they been in the politics of Nigeria? Have they been able to influence the political system that is consummated in corruption, suppression, oppression, wickedness, and in a leadership that is without vision and mission? And if they have not, what has been the cause for their inability to bring meaningful change for the better? Have they gone into change things for the better for the generality of Nigerians or have they gone into partisan politics simply to get their own share of the national cake, minding less about the plight of the majority of Nigerians languishing in a state of abject poverty, insecurity and injustice? If these Christians have gone into politics for their own personal benefit, are these Christians the right people called by God to govern us and should these be the right people the church should support into the political arena in Nigeria? This is the burden of the writer in this researched work; and the study is approached from sociological perspectives.

Keywords: Investigation, Christians, Partisan Politics and Effective.

1. Introduction

From the biblical point of view, Christians as light and salt of the world and people vested with the good news of salvation or liberation of the poor and captive, it is imperative that Christians should be involved in partisan politics and aspire to political leadership. As a result, the mission of the Christian politician should not be to amass wealth for himself, his immediate family and friends but to ensure the effective management of the national resources, security and justice for the benefit of all Nigerians. The Christian politician as light and salt must make a difference in the governance of the country or else he would be of no use to society and the church. As light, his presence in the political arena should help to drive away corruption and mismanagement of the resources of the country and ensure its equitable distribution. As salt, his involvement in partisan politics should be able to make politics palatable, interesting, pleasant or give it the good taste it deserve (Ajanaku, 2004).

Besides, the work enumerates some challenges that are before the Christian politicians to performing credibly well. Such challenges include high expectations of stakeholders, being a minority in the field of politics, the temptation to get rich quick, demonic attacks, the urge to compromise, sexual temptation, lack of finance and lack of skills based or a genuine political mentor.

The investigative study does not leave us without a road map to becoming an effective Christian politician. To be effective and successful, the Christian politician must for example seek the will of God, have the right vision, mission and strategy to go into politics, walk daily with God who calls him into partisan politics, apply biblical principles in his politicking, acquire knowledge and skills in the art of governance and development programs, network with other Christian politicians, have godly advisors and be firm and at the same time flexible in his dealings with other politicians and electorate.

2. Why Christians should Be Involved in politics?

Over time and especially now, many churches and Christians have realized that it was a mistake to discourage Christians from getting involved in politics. This became very glaring at the advent of Islamic fundamentalism and fanaticism that led to riots, killing of Christians and destruction of church buildings in the northern parts of Nigeria beginning from 1980 Maitatsine riots in Kano to date. There are many reasons why Christians should be involved in politics and seek elective offices.

2.1 Divine Origin

God is the author of politics and government. If this is true as substantiated by the Christian scriptures, abstinence would be failure to be involved in God's business. In other words, political authority came directly from God. God said in the Bible, "By me kings reign" (Proverbs 8:15). This implies that divine authority gave legitimacy to political authority, in such a way that a man who revolt against political authority is revolting against the very order established by God. As a result, disobedience to the political authorities is not only a crime, but a sin, because of the close connection between divine and human law. No wonder, it was to Pontius Pilate that Christ said, "You would have no power over me had it not been given you from above" (John 19:11). If God refers to leaders as His ministers (Rom. 13: 4 – 6) then the Christians cannot but seek to serve God in this capacity.

2.2 Integral Mission

This is about visible impact of Christian religion on the lives of the people. The mission of the church is to build the Kingdom of God where Jesus Christ reigns supreme through the proclamation and practical demonstration of the gospel to a suffering world. Integral mission is a combination of evangelism and social action which indicates that Christians should touch the life of others in need through practical assistance for meaningful life. The church must, therefore, be involved in evangelism and social action. This is what integral mission or holistic ministry is all about. It is a known fact that evangelism and social action are intertwined and cannot be separated. Jesus said, *"The Spirit of the Lord is on me because he has anointed me to preach good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to release the oppressed"* (Luke 4: 18). Being actively involved in politics is seen as part of Christians' involvement in social action. Christian involvement in politics should be regarded as part of the mission of the church as it provides opportunity to demonstrate the gospel (Hunter, 1983). Thus, service to humanity and seeking the common good of the citizens through Christians' political involvement is of paramount importance to integral mission of the church.

2.3 Light and Salt of the World

Christians are supposed to be the light and salt of the society (Matt. 5. 13-15). Jesus said, "*Let your light shine before men, that they may see your good deeds and praise your Father in heaven"* (Matt. 5:16). How can Christians be light and salt of the world if they are not involved in politics? As light of the world, Christians are God's instruments to illuminate the world. Christians have to come out of their shells and make a reflection of the good works that will glorify God. A lighted candle (Christian) that is hidden under a table (political apathy) serves no useful purpose, but a monumental waste. Also, Christians should be salt of the earth as well. Nigerian political situation can be best compared to a soup being prepared with all ingredients added without salt, it would not bring the desired taste. Thus, two things might have occurred: either the salt was

not added at all or the quantity added was not enough. The latter best describes Nigeria's situation. Christians that are practically involved in politics are not enough as to effect any notable change. For Nigerian politics to have taste for peace and progress, salt must be added through effective Christian participation. Condemning a tasteless soup through a mere criticism of the wrong doings cannot make it change in taste and is not good enough for the political development of the state. Christians' involvement will draw many people into the polity, because everyone wants to have a taste of a sweet smelling soup. For the ideal desires to manifest, the state political process must be seasoned. By so doing, they will truly become the light and salt of the society. The allegation that politics is dirty is not a sufficient reason for abstinence by Christians. Thoburn (1984) argues that there is dirt everywhere, not just in politics. There is dirt in business, in Churches, in families, in medicine, law, lecturing, in schools, everywhere. Beach's (2014) words are very apt regarding this:

The political ordering of society is God's providential provision for fallen humankind. God does not ask the 'good people' of society to stay out of the political governance process and leave socio-political and economic control in the hands of 'evil doers'. Christians are to be the Salt and Light of the societal world and therefore cannot simply opt out of the political process. Actually, such an abdication is in itself a political action, which opens the way for political control by those supporting less than Christian values. 'Do-nothingism' is a sure prescription for sin, becoming the master.

2.4 Development of the Poor

Christians need to get involved to ensure that the resources of the country are effectively harnessed and managed so that all people especially the poor benefit from development programmes. The focus should be on the poor and less privileged. The Apostles emphasized the importance of the ministry to the poor just as Jesus did. Paul specifically stated in Galatians 2:10 that the reputed pillars of the early church (Peter, John and James) asked them to remember the poor in their ministry to the Gentiles. At the beginning of His ministry, Jesus stated that God had anointed Him to preach good news to the poor (Luke 4:18). I believe that in this passage, Jesus was referring to both spiritual and material poverty. By getting involved, Christians would gain experience in governance, lay down patterns, provide security, ensure moral standards, human dignity and national development (Ryan, 2002). Christian politicians must show concern for the people they encounter, especially the poor, not only because they want their votes, but also because this is what God expects of them. National resources must be used for the benefit of all people especially the poor. They should refuse to enrich themselves at the expense of the poor by providing selfless services to the people.

2.5 God's Glory

From past experiences of Christians in politics, there is the tendency to think that politics cannot be played to the glory of God. This is not so. I believe that all legitimate activities, including politics, can be done to the glory of God. Christians are mandated to do all things as unto the Lord and to the glory of God. *"So whether you eat or drink or whatever you do, do it to all for the glory of God"* (1 Cor. 10:31). Christian politicians should go into politics with the aim of glorifying God and not themselves. This means that their allegiance must first be to God and not to political parties or godfathers. Christians who are already engaged in politics or who intend to go into politics should assess their motives. Why are they involved or want to go into politics? Is it for God's glory or the desire for power to control resources for their own personal benefit to the detriment of others? Are they concerned about the increasing poverty of Nigerians? Are they concerned about the increasing corruption in the country and its effects on development? This should be done through a process of self-reflection. Christian politicians should be determined to accomplish what they have set out to do to the glory of God.

2.6 Compassion for Mankind

Compassion involves applying oneself to heal people's wounds no matter the cause, correcting injustices, fighting corruption and working in a loving way to bring about peace and reconciliation among people. In other words,

compassion is love in action which is based on selfless love. Christians must be involved out of compassion for mankind and love of their brothers and sisters. The future of the nation depends largely on politicians. Even if God intervenes, He will intervene through men who are politicians. Christians cannot therefore leave matters of the economy, the school system, medical conditions, housing, security morality, etc. to chances. To be concerned would be to be involved in politics in one way or the other. A compassionate Christian politician will never be at ease nor happy seeing people living in abject poverty, while knowing that such poverty is man-made and caused by injustice, corruption and mismanagement of resources. What gives a compassionate Christian politicians joy is to see justice being done to all people irrespective of their tribe, state and religion. Apart from this, he or she rejoices in doing good and seeing that people are living in peace with one another.

3. Challenges Facing Christian Politicians

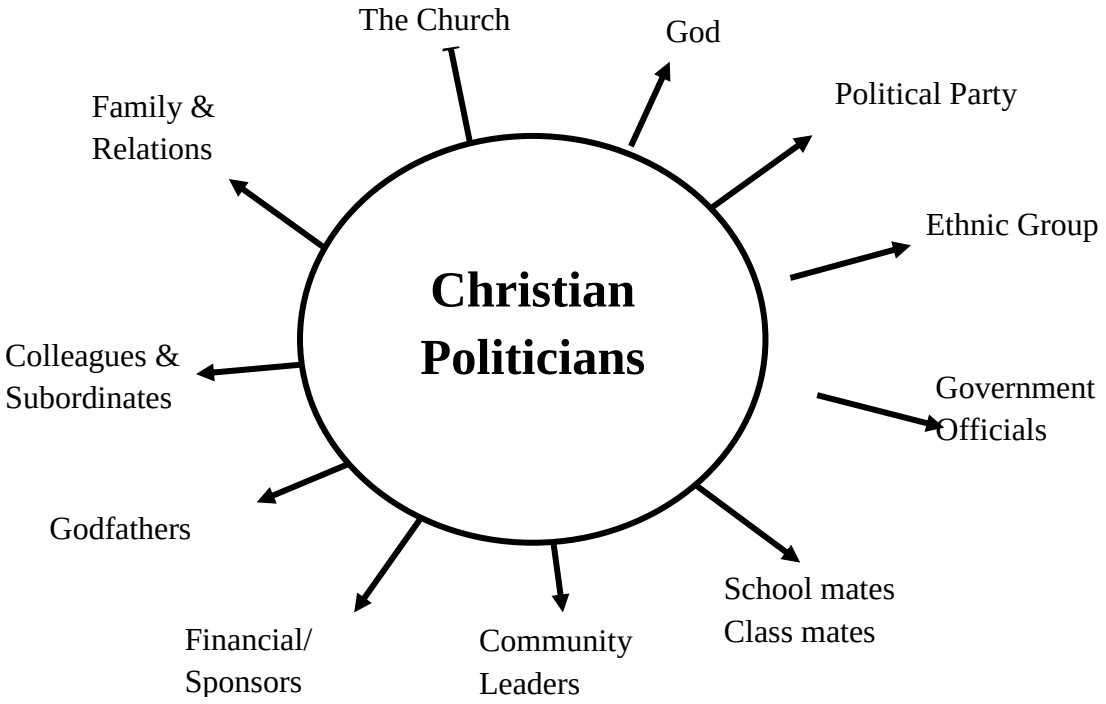
It is of paramount importance to examine some of the key challenges Christian politicians face in the country that have prevented them from being as effective as they should be. These are by no means exhaustive, and may not apply to all Christian politicians. For some Christian politicians, it may just be one or two factors that are responsible for their ineffectiveness while for others, it may be more. For most of them, it might be a combination of these factors that lead to their ineffectiveness.

It is noteworthy to say at this point that considering the challenges Christian politicians face does not amount to passing judgment or blaming them at all. The sole motive is to enable us to better understand the situation they face with a view to developing strategies that would encourage them to be more effective.

Moreover, it appears that these challenges have not been properly understood or appreciated by the church in Nigeria and Christian politicians. If these challenges are not clearly understood, it would be difficult to effectively address them either by Christian politicians or by the church. It appears that no efforts have been made to carry out an in-depth analysis that would provide information that can be used to develop strategies for enabling Christian politicians to be effective. This is based on discussions we have had with a few Christians that are in politics. It is believed the challenges will stimulate Christian block such as Christian Association of Nigeria (CAN), to chart the way forward. These challenges include:

3.1 Expectations from Stakeholders

It is obvious that Christian politicians face different types of demands and expectations from different stakeholders. This work has identified some stakeholders that would make some form demands or have some sort of expectations. How do they cope with these expectations and demands? To which stakeholders do they give their priorities? The diagram below shows how stakeholders can pull a Christian politician in different directions.



The above show expectations or demands expected to be met by Christian politicians. It is generally believed that politicians including Christians, at all levels acquire wealth within a very short time. Many people do not care how this wealth is acquired, but expect all politicians in leadership positions to be rich (Danladi, 2009). It is painful that this belief and expectation is also common among Christians and the church. Hence, there is a lot of demand by Christians and churches for financial assistance from Christian politicians. Besides, politicians in leadership positions are often encouraged by key stakeholders to use their executive powers to enrich themselves, their associates, family members and other stakeholders. Politicians are, therefore, always under enormous pressure to acquire wealth for their own benefit and those of their relatives and associates. Those who do not meet up to this expectations from non-Christian groups such as Muslims and Traditionalists. Christian politicians elected into leadership positions are expected to represent the interests of all groups of people including those who are not Christians.

3.2 Being a Minority

As had earlier emphasized in the introduction, only few Christians have gone into partisan politics. The number is gradually on the increase. Nevertheless, Christian politicians remain a minority. Since politics is a game of numbers, they often find themselves going against the tide when major decisions have to be deliberated upon. What should they do in situations where they have been clearly outnumbered? A Christian politician has had to struggle with great opposition because of his stand against malpractices in government. He has been persecuted many times through demotions and removal from key positions, yet has maintained his integrity. There is no doubt, such Christian politicians cannot be effective since they have not been given the opportunity to perform well. Thus, being a minority in political circles is a dilemma that Christian politicians face every day. The issue of being a minority can be addressed by getting more committed Christians involved in partisan politics.

3.3 Get – Rich – Quick Syndrome

There is no gain saying that the desire to get rich quick through many means is widespread among many Nigerians, especially the politicians. The Nigerian people tend to glorify the rich no matter how they acquire their wealth. It appears that many Nigerians are not bothered about how people acquire wealth as long as they can benefit from it. It is only when they do not benefit that they begin to grumble, but once they are able to get a share of it, they keep quiet. This kind of attitude fuels corruption and mismanagement of resources. The tendency is that those who are wealthy use their riches to influence people in their favour. When Christian politicians who may want to do things right see that it works, they are tempted to do likewise. They are often advised to acquire wealth in order to use it to influence decisions in their favour and told, "This is your time to get rich". Such money used to influence decisions is sometimes referred to as public relation funds, but in reality, this is bribery. Thus, since the rich are the ones most often honoured, Christian politicians face enormous pressure to acquire wealth, and are encouraged to do so by their associates, advisors or relations.

3.4 Demonic Attacks

It is not exaggeration that many politicians go into occultism in order to succeed in politics. We have heard stories of politicians going to witch doctors and herbalists in shrines to make sacrifices in order to be elected into positions of power. Some go to the extent of making human sacrifices. Many politicians go to the herbalists not only to ensure that they win elections but also, to ensure that their opponents or rivals do not succeed. Some go to the extent of planning to eliminate their opponents. In most cases, the herbalists or witch doctors use demonic power to get what the politicians want. Hence, Christian politicians may be subject to demonic attacks from their rivals or opponents, especially when they see that such Christians are popular and have high chances of winning. As a result of this, some Christian politicians have resorted to seeking protection from witch doctors, herbalists and occultism (Ezeogu, 2007). This should not be the case as it is only God that can provide sustainable protection.

3.5 Urge to compromise

In partisan politics, pressure to compromise is very high. How can a Christian politician withstand the pressure to compromise? It is a challenge Christians have to face squarely and overcome. One time advisor to a state Governor told me that one of the greatest challenges of Christian politicians is compromise in dealing with different stakeholders who are not Christians and have different values and expectations. He said they find it difficult to handle requests or demands that are contrary to Christian ethics from non-Christians (Jayeola, 2016). Another area of compromise is using money to buy votes. It is a known fact that politicians who are elected spend huge sums of money to buy votes. Many Christian politicians always compromise their stand by yielding to the pressure to provide funds that would be used to buy votes or rig elections. There is also compromise where a situation demands that they be truthful and honest for political expediency.

3.6 Sexual Temptations

This is particularly a serious challenge for male Christian politicians who are exposed to women or girls of easy virtue. One of the things that can really tarnish the image of a Christian politicians is unholy relationships with the opposite sex. Unfortunately, in political circles it is considered normal for male politicians to keep a horde of girlfriends. Many people do not see anything wrong with it as long as nobody gets hurt. Politicians who travel often may not be able to frequently go along with their wives and so are liable to sexual temptations. They are also victims of pornography. The Bible says that our bodies are temples of God and that we should use them to glorify God (I Cor. 3:16). Christian politicians should follow the example of Joseph who when tempted by Potiphar's wife fled from her. It is indeed very dangerous to think that one cannot succumb to sexual advances from women and men.

3.7 Finding, Appropriate Sponsors/Financiers

A lot of money is required before going into politics and seeking to be elected into leadership positions for campaigns and other logistics. Much funds are required depending on the area of coverage. Most Christians who want to go

into politics do not have adequate funds to sponsor themselves. Thus, inadequate funds make Christian politicians to depend on wealthy individuals to provide financial support for them. These sources of income of some of the people they look up to for financial support may be questionable. Most sponsor who are often referred to as "godfathers", do not follow biblical values or Christians principles, and often exert a lot of pressure and influence on the politicians they assist to be elected into positions of leadership. Politicians usually find it very difficult or impossible to resist their sponsors who are so powerful that can engineer their removal from office.

3.8 Finding Competent Advisers

One of the serious challenges Christian politicians frequently face is how to choose their advisers and what kind of advice they receive. Many politicians have been accused of surrounding themselves with sycophants who tell them what they want to hear, keeping them out of touch with the reality. It appears that many Christian politicians are not different, they seem to have surrounded themselves with people that give them ungodly advice, this, their decisions are faulty. It could be that some of their advisor are imposed on them by their sponsors, or have been inherited from previous leaders.

3.9 Support from the church

Although churches are now encouraging Christians to go into politics, but there seems to be no strategy but in place by any church denomination to prepare their members who want to go into politics and to support them after they might have been elected into positions of power and authority. Many Christian politicians have observe that their church tend to neglect them after going into politics. They complain of getting the necessary support they need in order to enable them be effective (Alabi, 2015). On the order hand, church leaders say Christian politicians distance themselves from the church after they have been elected and do not consult them on crucial national issues (Ojo, 2015). Whatever the case may be, the fact is that there is inadequate support from the church to Christian politicians in terms of prayers, advice and encouragement not to conform to worldly standards. It also gives the Christian politician the impression that they are only considered relevant when the church needs money.

3.10 Sabotage

There is no doubt that Christian politicians who want to stand for the truth and do things right will face big challenges. One of those challenges is sabotage. People who benefit from the corrupt system will normally react negatively when their means of making money is hindered. Sabotage is usually carried out in the form of damage to machinery, vehicle, houses, equipment or materials meant for a particular purpose. It could also come in the form of disruption of work on a particular project, slander, betrayal, intimidation, harassment, fire and arson, smear campaigns, etc. The aim is to portray the Christian politician being targeted in bad light, and to ensure that that whatever he does fails.

Network among Christian politicians

A Christian politician has said that one of the issues he has faced in politics is that there is no forum where Christian politicians can meet together to encourage one another. Related to this is that there is no teamwork among Christians in politics unlike Muslims who seemed to be more united, work together and support one another (Olalere, 2016). A related challenge is how Christian politicians belonging to different political parties can support one another. It appears that Christian politicians often allow ethnic and church differences to keep them from working together to fight corruption and injustice in the country. The fact of the matter is that the amount of pressure being exerted on Christian politicians to conform to the corrupt way of doing things is enormous.

How Christian Politicians can be Effective in Nigeria

Many committed Christians are hardly encouraged to take part in partisan politics because it has been a convention to regard partisan politics as a dirty game and therefore unfit for a committed Christian. Nevertheless, we will now discuss how Christians can be effective as politicians. We have seen that the challenges Christian politicians' faces are

enormous. Christians going into politics must be aware of these challenges and be determined to address and overcome them by the grace of God. It is when these challenges are not taken into consideration that Christians become ineffective in politics. This makes some Christians believe that it is impossible to play clean politics in contemporary Nigeria' or go into politics, and come out unpolluted. I believe that in spite of these challenges, it is still possible for Christians to be effective in politics and make a difference in the way things are done.

Besides, to be effective, Christian politicians must have good, meaningful and close relationship with God, the church and the people they want to serve (including political parties). They must strike a balance in these relationships and be in constant communication with them. Any break in any of the three relationships will make a Christian politician to be ineffective. There must also be a willingness to learn from others and have a teachable spirit. They would also need the support of the church in terms of prayers, encouragement and constructive feedback. For them to succeed and truly be the light and salt of the society, they would need to relate very well with the church.

4. Suggestions

Based on this, outlined below are suggested steps that Christian politicians should consider taking to be effective in bringing about good governance and make a positive impact in the country so that poor people can benefit from developmental programmes.

4.1 Seeking God's Will

It must be noted that it is not every Christian that should go into partisan politics. The decision to go into politics should not be based on assumptions, feelings or a push from other people. Thus, Christian politicians must seek the mandate of God for whatever position they want to vie for. Once God has given them the mandate for a particular position, it would be easier for them to get the people's mandate. They would not have to strain themselves too much to get the people's mandate if it is the will of God. They would not have to get involved in all kinds of tricks and manipulations to get the people's mandate, as it is usually the case today. All they need to do is to clearly outline the strategy God has given them for the people and share this widely. There may be opposition but with persistence and perseverance, they will succeed.

4.2 Having the Right Motivation

Christians who are already engaged in politics or who intend to go into politics should assess their motives. What drives them into politics? The assessment must be done sincerely and honestly if they want to make any meaningful progress in their political career. Our motivation determines our actions. That is why having the right motivation is a very important basic factor for Christians to be successful in politics. Any motivation that is self-centred, focusing on acquiring power in order to amass wealth, which is usually done at the expense of the poor masses, is wrong-service to the people has to do with being the light and salt of the society. Christians are to be models of excellence in whatever they do including contributions to alleviate poverty, ensuring that things are done in the right way and to correct injustice so that the less-privileged and poor people in the society can benefit from development programmes.

4.3 Seeking the Support of the Church and Christians

Christian politicians should seek the support of the church right from the time they feel called to go into politics and not limit it to the times of elections. The church should be one of the major support bases of a Christian politician. Regular dialogue should continue with various church denominations and para-church organizations with regular visit and sharing challenges and experiences, successes and difficulties encountered, praise and prayer requests. Drawing from the strategy they have already developed, the Christian politicians should spell out the areas where they need support from the church. For this to be effective, they must share their strategies with the churches through the leadership.

4.4 Developing a Strategy

A strategy can be defined as a map for a journey for an individual or an organization based on what they know at a particular point in time. The process of planning something or putting a plan into operation in a skillful way (Hornby, 2010). It can also be looked at as a designed, flexible means of achieving your intentions. A well-designed strategy provides focus and direction for an individual or an organization. Without a strategy, a Christian politician may find himself or herself being tossed around by every wind of doctrine. Each Christian politician should develop a strategy based on the knowledge of the political, economic and social situation of his or her locality and the nation at large.

4.5 Willingness to Change

Many politicians make very good speeches about what they would do if elected, but do not fulfil those promises. Those who want or desire to see change must themselves be willing to change. Change at the national level must begin at the individual/personal level. If Christian politicians want to effect change in the governance and political system in the country, they themselves must live exemplary Christian lives, and be willing to change. When they speak against corruption, they themselves must not be corrupt. When they talk about their subordinates being accountable, they themselves must be accountable. When they talk about the importance of unity among the different ethnic groups, they themselves must not sow seeds of discard among the ethnic groups by their actions.

4.6 Accepting Financial Support only from well-Meaning and Honest People

Since it is obvious that he who pays the piper dictates the tune, Christian politicians must be very careful, about whom they accept funds from for their political activities. They should avoid accepting funds from people who have corruptly enriched themselves or persons with dubious and questionable characters, but only from well-meaning and godly people. This may be difficult as there are few well-meaning and godly people that are wealthy. Even though it may be difficult, it is impossible. Moreover, this is an area where the church can come in and provide assistance in cases where it is very clear that particular Christians have been called by God to go into politics.

4.7 Applying Biblical Values and Principles

Values are beliefs and principles that a person or an organization holds high and they serve as the basis for decisions and actions. In other words, our attitudes and behavior are shaped by the values we hold dear. From the attitude and behavior of politicians in Nigeria, it is clear that most of their values are not in line with the Bible; otherwise, there would have been a much greater level of development in country than it is now. For a Christian to be effective in politics and make a positive difference, he or she must imbibe Biblical values. How can Christian politicians know the values they hold? This can be done through a process of values clarification, that is, through a process of self-reflection.

4.8 Engaging Credible Advisers

It is an established fact that the quantity of decisions taken by any person depends very much on the accuracy of information provided or received, and the quality of advice given. Quite often, politicians make wrong decisions because of deficiencies in these areas. Christian politicians must therefore prayerfully consider the sources of their information and advice before they act on them. They should verify all information they get. Before engaging advisers, they must first pray and ask for God's direction, as He alone knows the heart of people. Secondly, they should develop criteria for selection: persons who are faithful, available, show integrity, are trustworthy and honest.

4.9 Setting up Accountability Groups

Christian politicians should consider identifying a group of about three to five Christians or church leaders of high integrity, who can be trusted, and with whom they can meet regularly to discuss their experiences, struggles and

challenges in politics. He or she should be accountable to this group. Discussions with members of the group should be confidential. It is ideal for every Christian politician to have an accountability group. There must be a willingness on the part of the Christian politicians to be open to their accountability group. Such groups provide opportunity to give and receive feedback on what each member is doing, and for sharing ideas, strengths and weaknesses (Danladi, 2009).

4.10 Networking with other Christian Politicians

The need for Christian politicians in the country to liaise with one another for sharing information, challenges, difficulties, experiences and ideas can never be over emphasized. Such liaison among them will provide encouragement for them to continue to do what is right in terms of making proper decisions, fighting injustice, corruption and proper management of resources. Regular meetings are very essential for effective liaising with one another. Through such meetings, they will encourage one another to do the right things and enhance their effectiveness. However, regular meeting of Christian politicians should not be taken to mean that they would not meet or liaise with non-Christian politicians. It is not wise in politics to isolate oneself. They cannot be effective if they do not relate well with their non-Christian counterparts (Danladi, 2009).

5. Towards Effective Involvement and Conclusion

Over time and especially now, many churches and Christians have realized that it was a mistake to discourage Christians from getting involved in politics. This became very glaring at the advent of Islamic fundamentalism and fanaticism that led to riots, killing of Christians and destruction of church buildings in the northern parts of Nigeria beginning from 1980 Maitatsine crisis in Kano. The church by its lukewarm attitude to partisan politics, has contributed very much to the increasing level of corruption in Nigeria. Many church leaders only show interest in politicians when seeking financial assistance for projects such as buildings, vehicle, schools etc. Christian politicians must show concern for the people they encounter, especially the poor, not only because they want their votes, but also because this is what God expects of them.

In the same vein, the need for Christian politicians to acquire knowledge and skills in development approaches, good governance, resource management and appropriate technologies cannot be over emphasized. A Christian politician may have the right motivation, willing to apply biblical principles and values, but if he or she does not have the requisite knowledge and skill in good governance, management and appropriate development approaches, he or she will not be effective. In order to provide good governance, the Christian politician must apply appropriate leadership styles that are not dictatorial but consultative and participatory.

Conclusively, we have seen that many Christian politicians in Nigeria are not as effective as they should be in bringing about positive changes in the political system and governance of our country. This is because they face many challenges that appear insurmountable. There is therefore the tendency for Christian politicians to give up and instead participate in corrupt practices. We have also discovered that the church has not provided the necessary support that is required to enable Christian politicians to be effective. Although it is difficult to be an effective Christian politician in Nigeria given the way politics is played, it is not impossible. I firmly believe that Christians whom God has called to go into politics can be effective and make a difference in the society. Christian politicians themselves must be willing to change their perceptions attitudes and behavior for them to be effective. The church in Nigeria has a very crucial role to play in enabling Christian politicians to be effective in deed. Above all, Christian politicians need to be completely dependent on God to enable them overcome the challenges they face.

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Exploring Non-formal Political Education Programme for Addressing Political Apathy and Irrational Voting Behaviour in Nigeria's 4th Republic.

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Abstract. Democracy is under serious threats in a political system with significant level of political apathy and irrational voting behaviour. The formal political education focused curriculum in the school system is addressing this challenge. However, the illiterate population outside the school system constitutes the greater majority among Nigerian voters. This paper explores and proposes non-formal political education agencies and platforms as well as contents for addressing rising trend of political apathy and irrational voting behaviour among Nigerian voters. Five major interrelated themes are proposed for packaging political education messages in domesticated formats using the non-formal political education platforms revolving around the kingship of voters and subservience of elected politicians as well as appointees to the expressed wishes of voters in their political manifestoes.

1. Introduction

Democracy thrives on popular political participation by all eligible adults or at least a greater majority of them. Athenian or direct democracy as practices in the ancient Greek city States of Athens and Sparta was actually the government of the people by the people. Representative democracy in contemporary modern society requires all eligible electorate to elect their representatives into elective positions in government. Elections in Nigeria have revealed significant variations in the number of eligible voters and the actual voters in general elections in Nigeria since 1999. Indeed, the International Institute for Democracy and Electoral Assistance (IDEA, 2006) observed that voters' turnout in Nigeria general elections up till 2011 has always been below 40% of the general registered voters. In the same vein, the 2015 Presidential election recorded 43.65% (or 29,432,083) voters' turnout. This amounts to 32.11% of the Voting Age Population of Nigerian Voters (91,669,056). These data show high level of voter apathy or political apathy among Nigerian electorate. The implication of low voters' turnout is that successive regimes of government of the Federal Republic of Nigeria are minority government. This contradicts the popular democratic requirements that government should be formed by majority which will allow the minority to have their say with all rights guaranteed.

Another major index of democratic government is voting behaviour. The democratically governed societies are expected to move closer or achieve the civic culture and away from the subject or parochial political culture in terms of voting behaviour (Almond and Verba, 1963). Under the civic culture, the voters are expected to manifest greater degree of rational voting behaviour by voting according to issue orientation, candidate orientation and party identification. This is contrary to voting according to religious, ethnic/tribal, monetary inducement and other sentiments or primordial considerations which are becoming very significant factors in Nigerian voting behaviour

(Powell,1992; Roberts, 2009; Vergne, 2009; Falade, 2014; Amdi, 2014 and Afolabi, 2015).

Consequently, the prevalence of high degree of general political apathy and more specifically, voter apathy as well as irrational voting behaviour among Nigerian voters after 16 years of uninterrupted democratic governance and 25 year of staggered democratic governance are becoming serious concerns requiring urgent solution. Fortunately, Social Studies, Civic Education and other Citizenship-Education related subjects have been introduced into the school curriculum at all levels to solve this problem among educated and eligible voters in the Nigerian School System. Unfortunately, a larger proportion of illiterate Nigerians within and above school age are yet to be positively socialized and reoriented in such a way as to address the problems of political apathy and irrational voting behaviour. Therefore, this paper is an exploration and proposition of a political education agenda, using counter-socialization strategy to address political apathy and irrational voting behaviour among illiterate Nigerians who constitute a greater proportion of Nigerian voters for the purpose of promoting sustainable democratic culture and governance.

2. Political Participation and Apathy

In democracy, there are different levels of political participation which enables the political system to function effectively. These include organizational activism, organizational contribution, opinion leadership, voting and non-voting (Okunloye, 1990). Organizational activism involve those holding different positions in party hierarchy or bureaucracy and nominated to fly party flag(s) in elective position or ultimately elected or appointed into political offices in an elected regime of government. The organizational contributing level involves those supporters, financiers and individuals or groups that ensure the success of the parties in polls within and outside government. The opinion leadership level involve charismatic and other influential individuals who sometimes double as organizational contributors playing significant leadership role in political party or parties to determine the survival and performance of parties in and out of government.

At the voting level, are party and non-party members who are registered in their respective constituencies and usually vote in general elections. At the non-voting level, politically articulate individuals and groups who are mainly below the voting age are engaged in partisan politics except voting, this group on attainment of voting age, graduate into higher levels of political participation. The citizens below the non-voting level of political participation are regarded as apoliticals. The apoliticals manifest withdrawal syndrome from politics or partisan politics. Other voting and non-voting population that manifest such attitude of withdrawal or indifference to politics or partisan politics are said to be manifesting political apathy. Specifically, registered voters who refuse to vote in elections are said to be manifesting voter apathy (Powell, 1992). The trend of voter apathy has been associated with the Nigerian voters from 1979 – 2015 general elections (International Institute for Democracy and Electoral Assistance (IDEA) (2006). This trend is observable in Table 1 showing Presidential election results in Nigeria (1979 – 2015).

Table 1: Presidential Election Results in Nigeria and Voters' Turnout (1979-2015)

Year	Voter Turnout	Total Vote	Registration	VAP Turnout	Voting Age Population	Population	Invalid Votes
2015	43.65%	29, 432, 083	67, 422, 005	32.11%	91, 669, 056	181, 562, 056	2.85%
2011	53.68%	39, 469, 484	73, 528, 040	48.32%	81, 691, 751	155, 215, 573	3.19%
2007	57.49%	35, 397, 517	61, 567, 036	49.85%	71, 004, 507	131, 859, 731	
2003	69.08%	42, 018, 735	60, 823, 022	65.33%	64, 319, 246	129, 934, 911	6.00%
1999	52.26%	30, 280, 052	57, 938, 945	57.36%	52, 792, 781	108, 258, 359	1.40%
1993		14, 039, 486		27.79%	50, 526, 720	105, 264, 000	
1979	35.25%	17, 098, 267	48, 499, 091	44.83%	38, 142, 090	77, 841, 000	2.00%

Source: International IDEA: http://www.idea.int/vt/countryview.cfm?CounntryCode=NIG

From the available data in Nigerian Presidential elections from 1979 – 2015 as shown in Table 1, Nigerian voters displayed the highest level of voter apathy in 1979 when only 35.25% of the registered voters voted in presidential election. A comparative analysis of voters' turnout against the Voting Age Population (VAP) for 1979 showed a lower level of apathy as VAP turnout in general election appreciated to 44.83% of VAP. The observable level of voters' turnout and inferred level of voter apathy are understandable because 1979 marks the return of Nigeria to civil democratic rule after 13 years of military rule which nurtured subject political culture.

However, in 2015, contrary to expectations, after 16 years of democratic rule, the voters' turnout stood at 43.65%. Much more, of greater concern, however, was the VAP turnout which dropped to 32.11%. Meaning an absolute majority of VAP amounting to 67.8% did not vote for President Buhari or any other Presidential candidate in the 2015 Presidential election. Therefore, this observable level of voter apathy is most worrisome as it implies a minority of Nigerian voters voted for all the presidential candidates including the President of the Federal Republic of Nigeria. This scenario is contrary to major democratic norms of forming government by the majority. The observed voter apathy has been attributed to several factors, including voter's perception of election results as predetermined, fear of violence, weak democratic political institutions, eroded voters' confidence in politicians, unfulfilled electoral promises/manifestoes, low democratic political culture, complexity and rigour of voting procedure, shift of election dates, ease of access to polling centres, among others (Dudley, 1982; Powell,1992; Roberts, 2009; Vergne, 2009; Falade, 2014; Amdi, 2014; Afolabi, 2015; Mahmud, 2015; Mudasiru, 2015 and Okunloye, 2017).

3. Voting Behaviour

Voters vote for candidates, parties and manifestoes of their choice in general elections are determined by a wide range of factors. These include ideology leaning, level of education, racial/ethnic/tribal affiliations, geo-political affiliations, party identification, issue orientation and candidate reorientation (Ranney, 1963; Dudley, 1982; Okunloye, 1990; Falade, 2014; Afolabi, 2015; Mahmud, 2015 and Mudasiru, 2015). These factors are collectively known as voting behaviour intervening variables (Bone and Raanney, 1963 and Okunloye, 1990).

Candidate orientation refers to voters' psychological attachment to a particular party or that which is traceable to or resembles their original party of choice. Issue orientation refers to voters' consideration or attitude to matters of the moment that have public policy implication and generated public discuss at the timing of general elections in a political system. Candidate orientation refers to voters' assessment of and attitude to the personality and propensity of candidates contesting election to satisfy their

expectations or solve problems that are common to groups of voters.

There is therefore a higher degree of rational voting behaviour when voters vote on the bases of party identification, candidate's orientation and issue orientation than when they vote according to party's and/or candidate's ability to be the 'highest bidder' by way of immediate gratification in cash or kind. Unfortunately, all Nigerian political parties are alleged to be involved in monetizing votes or giving packaged food and related materials during general elections and even intra-party elections. This less rational voting behaviour has a greater tendency of engendering the politics of zero-sum or winners-take all, corruption and bad governance, given the inordinate political bargaining and transactions between the politicians/parties and group of voters. The right of the group of voters involved in such political transaction has the unintended effect of mortgaging political sovereignty of the voters and political contractual duties of the elected Politian in government to serve the electorate during the elected term of office. These may actually be the cause of bad governance in democratically elected regimes of government in Nigeria and other democracies with high incidence of monetized voting transactions.

4. Non-formal Political Education Agencies and Platforms

The school curriculums at different levels of education are equipped to handle formal political education in classroom situations. The observable trend of political apathy and irrational voting behaviour among Nigerian voters at all levels are best handled by non-formal political education agencies and platforms outside the school system. The relevant agencies in this regard include the print and electronic media, using political awareness creation platforms in Newspapers, radio and television broadcasts and documentaries. Other agencies include Political Education Directorate of Electoral Commissions, National Orientation Agencies (NOA), Federal and State Ministry of Information as well as political socialization-focused Civil Societies through awareness campaign, Town Hall meetings, Bill Boards, posters and domestication of voting procedure in local languages, sponsored debates and serialized Radio and Television drama, among others. These agencies have constitutionally recognized rules and platforms for non-formal and political education of the electorate in Nigeria.

5. Proposed Non-formal Political Education Contents and Strategy

Based on the identified trends and causes of political apathy and irrational voting behaviour, the proposed non-formal political education targeted at the illiterate Nigerian voters and apoliticals should focus on counter-socialization or re-socialization contents and strategies. According to Haralambos (2001), counter socialization or re-socialization is required for the reintegration of a group or people into a newly desired or aspired culture when the culture which they already imbibed will not suit their newly desired role in society. Therefore, the electorate who are already politically apathetic and engrossed with the 'buying' of votes should be counter-socialised into near ideal civic culture of active political participation and rational voting behaviour. The contents of this counter-socialization strategy should be developed around five major interrelated themes namely:

(i) Kingship of voters in democracy;
(ii) Making the elected to serve the voters during elected tenure of office;
(iii) Using political weapons of control in the hands of the electorate on the elected or political appointee;
(iv) Voting to reap long lasting reward for all, and
(v) How not to sow the seed of servitude, mortgaged and hopeless future in general elections.

6. Effects of Political Apathy and Irrational Voting Behaviour

Democracy is unsustainable in an environment characterised by high level of political apathy and irrational voting behaviour. Both factors

undermine democracy and democratic governance in several ways. First, they have the tendency of imposing minority regimes of democratic government on the politically apathetic majority and predominantly irrational voters. Secondly, in the same vein, these have the tendency of affecting the result of general elections even to the extent of turning the expected losers to winners and vice versa in a general election (Faeren, 2015). When low voters turnout and monetized voters are capable of producing minority or unpopular candidates as winners in general elections.

Thirdly, both can erode the legitimacy of democratically elected regimes of government. Legitimacy of an elected regime of government is usually proportional to the margin of popular vote in favour of elected candidates and parties in general election. Hence, legitimacy is tacitly eroded when low turnout of voters is recorded in such elections.

Fourthly, both have the unintended effects of electing bad individuals and parties into government. According to George (2012), "Bad officials are elected by good citizens who do not vote". In other words, the silence or apathy of good voters is capable of making the few irrational voters who voted in elections to have their irrational candidates elected. Fifthly, both make reversal of bad policies by elected bad officials difficult if not impossible during the elected tenure of office. This is because the constitutionally provided mechanism of removing bad elected representatives in government before the expiration of the elected tenure known as impeachment or recall are very difficult to implement and sometimes impossible when legal technicalities and prolonged hearings or interlocutory injunctions are used by the litigants in the process.

Finally, both may lead voters and other concerned individuals who are desirous of changing previously elected individuals or parties by constitutional means to resort to violent and unconstitutional process of changing regimes of government. They may resort to political assassination, coup d'etat, etc.. as the saying goes "he who makes peaceful change impossible makes violent change inevitable".

7. Conclusion

The cost of operating democratic governance with rising politically apathetic voters and irrational voting behaviour is enormous and unbearable. The greater majority of Nigerian voters that are illiterates who are excluded from formal political education platforms need counter-socialization strategy and contents, this is obtainable through non-formal political education agencies and platforms.

8. Recommendations

The following measures are suggested for addressing political apathy and irrational voting behaviour. First, the non-formal political agencies and platforms should be adequately explored and used to reverse political apathy and irrational voting behaviour. Secondly, the five proposed interrelated themes should be used to package the counter-socialization messages to be channeled through the non-formal political education agencies and platforms. Thirdly, the non-formal political education agencies and platform or National Inter-agency Committee on Voter Education and Publicity (NICVEP) should improve collaboration among themselves on the use of their platforms to harmonize and positively reinforce their messages for greater efficacy. This may foster participant political culture and rational voting behaviour. It is hoped that these measures would promote sustainable democracy and good governance in Nigeria.

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An Examination of Service Delivery in the Public Sector: A Study of Nigeria's Budget Process

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Abstract. The poor quality and late service delivery of the National budget informed the economic setbacks and poor infrastructural development that is prevalent in Nigeria. This study thus examined the budget process as carried out by the Legislative to establish a need for transformation of service delivery using the budget process as an example for other areas of public service. The descriptive survey design is employed with the use of secondary data in addition to SERVICOM constructs and the CABRI Survey Report on 26 African nations, their budget practices and procedures. After nine years of the survey report, findings indicated that timeliness, transparency and professionalism of the budget review process still remain as challenges in delivering a quality budget statement that meet with the identified criteria. The study recommended that the principles of SERVICE COMPACT be embraced to enhance the budget process, review and prompt delivery in order to influence the growth of the nation's economy.

Keywords: Service Delivery, Budget Process, Transparency, Timeliness, Professionalism, SERVICOM

1. Introduction

The public sector plays an intermediary role between the government and the masses as it provides services of various kinds for the peoples benefit such as water corporation, health and education management boards and the postal agency among others. Each of these bodies are expected to prepare budgets covering capital and recurrent estimates. The main aim of setting up the public sector is to ensure the effective and efficient management of government business, finance, human and other resources. Each public office must prepare a statement of financial plan which goes through the budget process. The approval of such budget lies with the national assembly at the federal level and the state assemblies at the state levels. Unfortunately, budget at the federal level in the past 15 to 20 years have always encountered unexplainable issues that cause delay in passing the budget on time. In spite of this delay, expenditures are still incurred. For example, 2017 budget was only approved in June, that is half way down the budget year. The implication points to failure right from the start as expenditures and capital estimates had no proper guide. It is therefore pertinent to consider service delivery in the public sector in terms of its effectiveness and efficiency.

Budget, as a financial plan is an instrument for resource mobilization, fiscal resource allocation and management. It provides an important guide to budget execution. "Serious consideration has

to be given to more accountability for the often-vast amounts of investment in resources at the command of governments, which exercise administrative and political authority over the actions and affairs of political units of people'' (Achuah, 2009 and Onuorah, 2012). The budget process and outcome is usually devoid of accountability and transparency (Faleti et al, 2014 and Onuorah, 2012). Budget as observed by Abogun, (2011) and Aliu et al (2014) 'is pivotal to overall aims and objectives' translation into detailed action packages that influence determination of sources and use of fund'. The bane of success can only be found in a budget meeting the purpose and intent of the plan. Unfortunately, atrocious corruption level in the Nigerian economy and other ills such as lack of financial prudence, lack of integrity, paucity of data, bureaucracy over budget approvals and wastefulness have all conspired against productive budgeting system. The effect is that there is poor delivery of services such as good roads, water supply and electricity among others in Nigeria, because the budget is recurrent expenditure driven. This is equally emphasized in Premium Times, (2015), that due to variances in budget speeches and implementation, economic projects often lack continuity thus leading to abandonment of capital projects as we have in road construction and the health sector. To this end, there is an urgent need for transforming the public service as well as the processes of service delivery.

Having observed the poor quality of service delivery, a new paradigm for public service management directed at enabling a performance-oriented culture in public sector service delivery is inevitable if the goals are to be attained. The introduction of SERVICOM as a guide in the public service is required to facilitate and arrest the problem. According to Egbewale (2011) ''fundamental principles of transformation of public service delivery that imbibes the principle of equality of treatment, citizens' rights and entitlements to good service delivery are essential.''

Service Compact implies a 'way of organizing public management in order to increase efficiency, transparency, accessibility and responsiveness to citizens through intensive and strategic information and communication in the inner management of the public sector as well as in its daily relations with citizens' (Abdullah (2008). In one of its codes, the awareness of the poor standard of service delivery was affirmed and respite focused on every government worker being encouraged to renewing their commitment to the service in the conviction that it is a response to national duty. This is not different from the position of scholars anticipating fostering a performance-oriented culture in a less centralized public sector (Kickert;1997:175). The "performance-based management" paradigm combines managerialism and decentralization and is a global phenomenon that is directed at enhancing efficiency in public service delivery to citizens It is hoped that with prompt attention to effective discharge of duties in the public service, which includes the review of budgets by the lawmakers, positive improvements will be recorded on the provision of infrastructure and economic development.

2. Statement of Problem

Service delivery in the public sector is believed to be incredibly slow and not goal oriented. Complaints are rife that financial resources though budgeted were not made available to enhance the quality of service delivery. This has led to frustration on the part of clients and citizenry which impacted the lack of confidence in governance. Such a scenario encourages corrupt practices by anxious citizens ready to get things done. The state of deplorable public-sector service delivery and its implication on national growth and development informed the study to examine the role of the National Assembly in the budget process and the implementation by the executive arm of government with a view of enhancing service delivery.

The research questions guiding this study are:

- What is the link between budget and service delivery?
- What are the citizens' perception of the attitude of the law makers?
- To what extent has professionalism been employed in the budget process?

3. Implication of the delayed budget process on service delivery

It is hoped that the outcome of this study if given the required prominence, shall direct the attention of the law makers to give due attention to the expectations of the masses; more so it is expected that due diligence will start to be the watch word of the lawmakers in matters of national interest. This is believed to extend to impacting the economy positively when lawmakers shall forthrightly review and assent to the budget as at when due.

4. Methodology

The study is descriptive and it will review secondary data such as journals, reports and internet resources dealing with the variables of the study such as budget process, service delivery, effectiveness, efficiency and growth of individual and national economy.

This paper therefore is directed at sensitizing budget officers to efficient and effective performance in the budget process in order to impact positively the growth of every citizens and the national economy.

5. Literature Review

According to former Nigeria's President, Chief Olusegun Obasanjo, 'Public Services are the shopping floor for government business'. Unfortunately, the Nigerian Public Service has all too often been able to offer ineffectiveness, inefficiency and bundles of corruption. The resultant effect is lack of trust by the governed in those who are in governance. The sorry state of most of the public organizations and parastatals and their services and output leave less to be desired as can be seen in the yearly outcome of the national and state budgets with no change in infrastructures which keep dilapidating in spite of earmarking huge sums of money in the budget annually towards maintenance or refurbishing.

According to the UN, world population has reached 7.48 billion (August 2016) while population growth rate remains high among 48 countries found by UN to be least developed countries of which 27 are in Africa. The persistent failure of the executors of the financial system does not make things better as infrastructures are not attended to, maintained or even updated. These problems take their root from the manner in which the nation's budget process is executed. For example, the 2017 annual budget which was submitted in October 2016 was approved in July 2017. Annual budgets are submitted for upward of three to five months but are not passed as approved for running the finances of the nation. Bearing in mind a budget is a financial plan and guide for executing the fiscal and other needs of the nation, failure to plan properly is regarded as a plan to fail. This can be perceived from the general apathy to service delivery in terms of budget submission, review and approval as unnecessary delays in a prompt review of the budget persist. This situation has implication for other organizations as the national budget has a direct influence on their performance such as tax policies, efficient delivery of social services and the citizen's welfare across the Local, States and at the Federal government level. Given the perception that as law makers, service delivery has an implication for the nation's growth and development, the budget process by the law makers is interrogated in terms of Service Compact stipulations. Service Compact (SERVICOM) is a yardstick for measuring the quality of service as delivered by government through its various Ministries, Departments, Parastatals and agencies. It is predicated on the following –

The ultimate purpose of governance is serving the people

Citizens have the right to be served

Services are deemed to be delivered only when the citizens are satisfied

Federal government is committed to the provisions of SERVICOM

The fall-out from this is that Government offices especially at the Federal level are required to prepare SERVICOM charters which challenge officers to provide quality services. The extent of effectiveness is yet to be seen however as the

charter principles can hardly be seen to have permeated the service delivery process.

5.1 Concept of Budgeting

Budgeting could be defined as the process of determining the financial resources necessary to meet the cost of given policy objectives. In other words, it is the process of preparing a financial plan for expected income and expenditure of an organization which is usually a government owned establishment. The aim of preparing the budget is securing effectiveness and efficiency in the management of public records as well as income and expenditure process in order to attain a required performance standard. Aliu et al (2014) defined budgeting as the art and science of balancing competing demands for resources at the disposal of the government in line with government policies, priorities, planning and implementation process. The common theme in all these definitions focuses on articulated resource planning geared towards meeting particular goals and objectives over specific periods in the near future.

There are different types of budget techniques, one of them is the Zero-Based budget technique. Phyrr (1976) described Zero-based budgeting as the preparation of operating budget from a zero-base expenditure cost and justifying such estimate for inclusion in the budget statement. The budget process is a cycle of events which occur sequentially and annually to produce the Approved Budget. The Zero-based budget technique is by nature not prone to corrupt tendencies except in a situation where those who are to plan the estimate, review, approve and execute connive to mastermind distortion of the budget; this has an implication for the effectiveness of the budget execution.

5.2 Effectiveness in the Budget Process

Effectiveness in terms of the budget process implies the capacity or potential to achieve result. As a financial plan therefore, it is required that the performance of the budget be assessed as meeting the stated plans, likewise the effectiveness (attainment of result) of the budget process can only be attained if the passage of the budget is early enough to serve as guide during implementation.

However, no matter how the term budget is conceived, certain benefits accrue to it. The inherent benefits of a budget plan extend beyond the financial dimension, particularly in the management of both corporate and public organizations. These include enforcing leaders or managers to put up plans that will impact the future of the business, motivating managers, leaders and employees through the provision of useful platforms for performance evaluation, communication of plans (in stated values) between different levels of management. Equally, it reveals strategies and realistic plans that can enhance profit targets and presents a common perspective rather than create confusion.

Given these benefits, the executive arm and the approving body can only avail the nation as a whole the opportunity of deriving the benefits if transparency and accountability for financial resources which must be built into the budget. Negatu (2008) emphasized that sound, transparent and accountable management of public funds play a key role in management. It enables a foundation upon which capable and responsive systems are established in order to pave way for national and economic growth and development. The African Development Bank (AFB), recognizing the challenges facing African countries in public finance suggested a financial plan drive that focuses on poverty reduction. Using the Africa platform, CABRI, a Pan-African Initiative opined that using a comparative information on how budget systems work across the African nations may create a synergy for improvement in the levels of budgeting which includes pre-budget activities, actual budget processes, execution of same and the post execution audit of budget statements.

5.3 Perceptions of the Budget Process

Arising from this, The Collaborative Africa Budget Reform Initiative (CABRI) conducted a survey of 26 African countries to form part of the Organization for Economic Cooperation and Development's (OECD) study of 97 countries. This was to enable recipes that could help different countries to resolve budgeting issues that are peculiar to their countries. The Survey

Report according to Neil Cole and Bubal Khaslani is geared towards enabling African countries to "take Stock of the countries budget practices and procedures". This paper would thus conceptualize the Nigerian budgeting system to further situate improvements from the outcome of the CABRI (2008) study outcome. The 2008 Survey in one of the suggestions advised submission of budgets by October of the penultimate year to ensure that budget is passed by the National Assembly before the fiscal year. The following table however shows actual submission and approval dates of the budget --

Year	Month of Submission	Month of Approval	Gap
2012	December 2011	March 2012	4months
2013	October 2012	March 2013	6months
2014	December 2013	April 2014	5months
2015	November 2014	March 2015	5months
2016	December 2015	April 2016	5months
2017	December 2016	June 2017	7months

The table above shows an average of 5 months in which the budget is in the custody of the lawmakers.

The implication of this raises the following:

Weak Professional Approach

If it takes 5months on average to review, and Nigeria's budget year is January- December, it implies the budget process will possibly begin as early as January or February of the penultimate budget year. On the other hand, it emphasizes that the service delivery system of the law makers is deficient and should urgently be reviewed upward to meet with current needs of the nation.

Sound transparency and accountable management of public funds is expected to enhance development. Transparency implies openness about policy intentions, formulation and implementation. Going by the National Development report, the HCD considers the attention to basic need of the citizens in terms of education, health, food and shelter, security; HCD is 0.47, poverty rate is 62.6% in a population of 170 million, per capita Income is $1,280 (UNDP Report, 2016). Given this, performance is low compared to Nations such as Ghana 64.26, South Africa 62.97, Egypt 63.72, Malawi 54.64, Nigeria 48.86 (World Economic Forum 2016 report). Economically, FDI dropped from US$8.88Billion (2011) to US$1.6Billion (2016); Inflation 18.7%, 2017 GDP 9.58% (NBS). A budget requires review of performance implying the budget statements and report should be published regularly. As indicated in the CABRI report, 8 African countries publish monthly, 9 countries publish on quarterly basis, 3 other countries publish every 6months while 4 countries including Nigeria publish annually. In the same consideration, Public availability of budget reports revealed that 3 African countries never do this, 15 countries always make it public, Nigeria however falls into the category of countries that rarely make the budget report public.

Commenting on Nigeria's budget, Suleiman (www.academia.edu) considered the budgeting process and the variances arising from it as not addressed. Many people feel that the budget adds no value to them (https://www.nationalpriorities .org). Likewise, Lawmakers have always delayed the budget since President Olusegun Obasanjo era and Osinbajo cuts Parliament to size on Budget, (African free press). Lowenthal, (2010) captures an organization (which includes National Assembly and the lower House) as a body that identifies and groups the work to be performed by defining and delegating responsibility as well as establishing relationship for the purpose of attaining set objectives. This phenomenon is paradigm to management in both public and private organizations, for the chief executives at the helm of affairs to respond to it. Ingram (2011), emphasized that the position of leadership in terms of finance is not about observing safe practice but balancing risks, rights and responsibilities to allow efficiency and effectiveness towards sound judgement and a framework of accountability. The primary functions of a modern government all over the world, includes, but not limited to the protection of lives and properties, through the armed forces and the police, while the law courts protect the rights of the citizens. Second, is the provision of social amenities such as good roads, hospitals, schools, electricity, recreation centers using the

income from taxes and other generated revenue. Equally important is the provision of employment opportunities and possibly social welfare packages for the unemployed, maintenance of justice, law and order, regulation of economic activities as well as ensuring neat and peaceful transfer of power as may be required. These are essential offshoots of an effective structure in budget process.

5.5 Professionalism in The Budget Process

As identified by Pacek (2010), there are usually fundamental differences in leadership, however, leadership requires the ability to exercise power, a fundamental understanding of people; inspiring followers to apply their full capabilities and a leadership style that is conducive for all climate. For effectiveness to be achieved therefore, demands some commitment to achieve expected goals which is usually at a cost this gap has created a serious challenge that must be addressed.
The Role of the Legislative in the Budget Process

The role of the legislative in budget process was said to be embedded in the Financial Management of Public Resources. The Survey indicated Nigeria coming up with 0.47 (not up to 50%) implying less institutional capacity for financial scrutiny. To arrive at this report, the financial considerations included the power of Government to interfere with legislative expenditure approvals; overspending without approval, contingency reserve and extensive use of supplementary budget.

6. Theoretical Framework

One of the frameworks considered by is performance as determined in line with the expectations of the citizens. According to Arambewela (2003), the use of expectation as a comparison standard to measure satisfaction and service quality (Oliver, 1996; Anderson & Sullivan, 1990) is widely applied. The study thus conceptualized service delivery by the lawmakers; every citizen anticipates a plausible change arising from the approved budget as it affects the welfare of the citizens, economic growth and development of infrastructures such as roads.

Parasuraman et al (1985), in a Conceptual Model of Service Quality and its Implication for Future Research suggested that the attainment of quality in service and products delivery stands out as a pivotal concern. Due to the undefined nature of service quality, his suggestions for further studies on service delivery could result in better performance by all stakeholders.

7. Findings

Overall, the report submitted that there are weaknesses in budget execution and expenditure control. The budget process requires more careful and intentional review of the submitted budget. Using a budget technique that is based on the identification of activities and programmes through management effort will preempt the inherent challenges in the current technique. Fiscal transparency is associated with fiscal discipline, when imbibed will reduce the tensions that cause distractions in the review process. The policies guiding the submission and approval process need to be applied seriously to enhance the passing of a timely budget.

8. Discussion

There is a serious link between the national budget review with the service delivery, naturally the extent of service delivery's effectiveness is implied by the promptness of its approval, that is before the commencement of the fiscal year. As a financial plan, its needless delay before approval create distortion from the actual plan especially when expenditures are made outside intended plan. International standards require that the legislative have sufficient time for budget review; from majority of the African nations reviewed, budget submission timeline ranged between 2 to 3 months before the fiscal year CABRI report) and the reviewed budget was submitted before the fiscal year commenced. From the above table, submission of the nation's budget was as early as October, whereas the budget could not be passed before March of the following year which implies that the legislative had custody of

the budget for between 4 to 7months between 2012 and 2017. This portends grave implications for economic development even if there is an understanding that the previous year's budget could be used as guide. This implies proper planning and execution do not exist thus the premises of expenditure cannot be related to the planned budget. The system does not encourage performance nor transparency yet it creates ground for corruption, this has created room for perpetuating acts inimical to corrupt practices. Notably, there is no economy that can progress in the presence of corruption, therefore an intentional effort is required to imbibe transparency and overcome corruption.

Several views were aired on the delay of the budget. From the Presidents' speech, the focus was improving on the dwindling exchange rate, addressing the debt status and generally impacting the economy. The need to immediately work on the infrastructures was paramount too. The changes by the lawmakers fundamentally affected some of the programme priorities (The Executives).

However, in spite of the poor process and delay, the budget for specific projects were tampered with, for example budgeted amount for the Lagos-Ibadan road project was adjusted to provide for the lawmakers' own projects; resolution of the reductions was now to be through virement for those affected. The implication for this reveals lack of purpose or a misdirected authority over already planned submissions.

In an ideal budget process, all departmental, ministerial and house of Assembly's budget proposals should formally go through the Federal Ministry of Finance who is responsible for all the financial records of the nation. The Finance Ministry is also responsible for presenting the annual financial statement and not the lawmakers. Thus, there is a misplacement of professional ethics in the budget process. The implication may point to creating opportunities for corruption.

9. Conclusion

As rightly observed therefore, 'mismanagement is a curse for poverty, a deterrent for development and advancement' (Oyedepo, 2015); conversely, good management is the master key to a world of enlargement, development and an engendered future. Good leaders therefore, in the context of this paper must be able to manage effectively every resource to the organization, which is also expected of managers in government. In order to overcome these crucial challenges in governance, its managers must be able to adhere and practice to the core, the five major functions of management which are planning, coordinating, controlling, leading and organizing. In line with these, is setting corporate objectives aligned with performance standards and controls that enhance attainment of objectives.

10. Recommendations

Given the position of leaders on the application of SERVICOM in the delivery of public services, lawmakers have an advantage of availing themselves the adoption of the principles of SERVICOM. The possible additional advantage is that the general workers' population will embrace it as it will become binding. Most essential is the quality and prompt budget delivery that the lawmakers will be challenged to imbibe. To overcome economic setbacks created by the National Assembly's approach to the budget process, transparency, commitment to a selfless national service should be embraced in order to achieve the expected boost in the nation's economy.

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Part Two
Social Psychology

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Psychological Disposition and Cultural Constraints to Female Participation in Higher Education: A Study of Selected University Women

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Abstract. In Europe, America and Latin America, statistics show that the ratio of girls and boys at the primary and secondary levels of education are proportionate. In Nigeria, this is not the case, but rather, female participation in education is usually more pathetic in the so-called unfeminine fields. Yet, females constitute approximately fifty percent of the country's population. The present study is an exploration of cultural factors and the disposition of women in Nigerian Universities, to some selected factor. The findings revealed that there are many constraints in the academic path of many females and that most of them were trained for the home roles.

1. Introduction

The home plays an important role in the socialisation process of a child. What parents approve or do not approve of any sex depends on the social and cultural milieu in which the family lives. Hoffman (1977) asserted that parents tend to socialise their sons for the father occupational role and their daughters for the mother role.

Many females are believed to perceive education in the western form as a waste of time. Thus when a child is to be sacrificed for another to move educationally as a result of financial incapability of the parents, it is more often than not, a girl that will be sacrificed. Further, a girl's time is taken up by household tasks such as trading than attending to school work because school assignment is not on the agenda. For the adult woman, who might be burdened by her role as a mother, over-burdened by domestic labour and household chores, she might be left with little time and energy to pursue higher education certificate. Many women, especially the brilliant ones also usually tend to want to hide their brilliancy because of fear of rejection by their male folks and society. Fear of success leads to inhibitions in career and education. Homer (1968), hypothesised that women with this disposition are always anxious and defensive. However, it can be assumed that females who are not plagued by fear of success will not be inhibited in professions and educational achievement.

The school as a socialising agent equally play a significant role in socialising females away from high achievement, especially by their hidden curriculum. Other socialising agents that equally psychologize females away even if not directly include the mass-media especially too in its hidden curriculum.

It must be noted that the tendency among women to shy away from higher education is not peculiar to Nigeria. For example, Ironside (1982) noted that in America, in spite of equal opportunities in the country, the position of women in academic appears to have changed very little over the past several decades. Ironside went on to note that women as a group earn fewer doctorates than men and that the fundamental barriers to this tendency are the result of differential socialisation among men and women.

2. The Relationship Between Culture, Psychological Disposition and Level of Education Attainment

Kirkpatrick (1936) researched into attitude towards feminism. He investigated differences between college students and their parental attitude towards feminism. He designed a questionnaire to represent some categories of issue like social status, domestic issues and economic issues. The economic category consisted primarily of issues concerning professional training, working conditions and pay for women. He reported in his finding that the students subjects in the study scored higher than their parents on the economics categories and that this could be due to the higher educational status attained by the students rather than a social trend favourable towards feminism. This implies a subtle limitation on women and where they can go.

Brown, Perry and Harbough (1977) asserted that "Traditional" women derive their basic satisfactions and sense of identify from the wife and mother roles, feelings that the women's role is subordinate. Non-traditional women, who may be favourably disposed to women's participation in higher education were said to have considered maximisation of their own potential equally as important as family duties and acknowledged their need for individual achievement. Their sample of women consisted of 253 black and white women living in Detroit, Michigan. Their findings also indicated that the women became significantly less traditional as their educational level become higher. Vanfossen (1977) equally reported that level of education was positively associated with the sex values. Rogers (1984) found a positive relationship between women's perception of their sex role and their level of achievement, implying educational achievement.

Holt (1979) made the observation that women were under-represented in many sector of American Society, Walum (1976) (in O'Leary, 1977) reported that twenty five females Ph.D. holders were able to do so because they had strong identification with some female model. Spear (1978) also reported a tendency in females to achieve highly only when they have role models.

Eschbach cited in Lund, (1994) stated that women's problems at higher level of education participation are still with us and also noted the tendency for women in co-educational institutions to becoming academically and socially isolated. Equally, Dines cited in Lund, (1994), said such discrimination could be ascribed to history and believes that discrimination will continue as long as culture stereotype persist. The author equally noted that though enrolment is on the increase in culture stereotype persist. The author equally noted that though enrolment is on the increase in higher levels of education, it is still in female subjects.

Differential expectations are often placed on girls and boys even in the school. Girls are expected to excel in the arts, at reading language and verbal fluency while boys are expected to excel in the sciences, mathematics, manipulation of spatial relations, judgement task, and to be mechanically inclined (Boocook, 1975,; Weitsman, 1972). In furtherance of the stereotypical curriculum, seventh-grade girls are regularly channelled into a year of home economics including a semester of cooking and a semester of sewing while boys are channelled into a year of industrial arts, including a series of three or four-shops, such as wood, metal, electric and graphic arts. This situation "channels" children's future vocational decisions by teaching them there are appropriate occupational roles for males and females" (West side women's committee report in O'Leary, 1976).

The above situation can be said to be similar to what takes place within the Nigerian setting, where home-management or home economics and food and nutrition are taken by girls , carpentry, woodwork and technical drawing are taken more by boys . notwithstanding the national policy on education specifications , girls are encouraged to offer subjects such as Home Economics, or Arts subject. If she is bright, she is told "You will not find a husband-oh" (Nwagbara, 1985). Thus, almost from the time girls enter school, they appear to restrict the

range of occupations open to them. Usually when girls are asked "What do you want to become when you grow up? They choose either to be a nurse or to be a teacher. It is interesting to find that several girls may respond that they would be mother, whereas most boys would not say they would be fathers. Girls at all ages between nine and seventeen also choose lower ranking occupations than boys of the same age. Wirtenberg and Nakumura (1976) went on to note, that:

The net result of all this is that by the time they finish their formal education (in most cases high school, few cases college) there are gross differences in the expectations, and preparation that women and men have for their life work. (p.166)

This explains the psychological disposition of females to education and why many shy away from participation at the higher echelons of the education ladder.

3. The Purpose of Study

The present study aims at finding answers to the following questions:

(i) What type of training was given to the subjects under study in their childhood and adolescent years?
(ii) What was the initial career choice of female lecturers under study?
(iii) What are the academic constraints faced by the subjects under study? And
(iv) How were they handled?

4. Methods

The research used the descriptive survey method, while the sample consisted of female lecturers, and undergraduates who were on part-time course in the selected universities, either because they were combining studies with a paid job or home-making. The lecturer had at least the master degree. While some were on the Ph.D. programme, others had completed theirs. The respondents were randomly selected from universities in the eastern, western and northern part of the country. The total number for student was 318 while it was 325 for lecturers. Those who did not respond to some items were left out for analysis purpose for those items.

4.1 Instrument

An investigator designed questionnaire was used to elicit required information. The instruments were first tested. In this instance, the first draft of the questionnaire was given out to forty female undergraduates and lecturers, who were like the subjects for the present study in many respects. Varied options were given to them to respond to and it was from observed responses that the present items on the questionnaire were used, because the items rated among the highest ticked during the pilot test. Psychometric experts agreed to the face validity of the instrument.

Scoring Procedure

The respondents were required to tick as it relates to them appropriately. Frequency counts was used to calculate responses for each item, and the chi-squares was equally made use of.

5. Results

The results of the study as to what the subject under study were trained for principally in their childhood and adolescent years are on Table 1.

Table 1: Childhood/Adolescent Training of Female Undergraduates and Lecturers in the Study.

Group	**Student**	**%**	**Academic**	**%**	**Total**
Career Prospects	61	19.2	122	54.2	183
Family Prospects	208	65.4	56	24.8	264
Both family and career	49	15.4	47	21	96
Total	**318**	**100**	**225**	**100**	**543**

As revealed in Table 1, most (54.2%) of the lecturers claimed they were trained for career prospects, while some (21%) claimed they were trained for both family and career prospects. Some other (24.8%) claimed to have been trained solely for family responsibilities. The

analysis for the students revealed that most (65.4%) believed they were trained for family prospects , some (19.2%) claimed they were trained for career while others (15.5%) claimed they were trained for both career and the family. The chi-square statistics was computed for the distribution in table 1 to test for significant x-value of 94.3 which is greater than the table value of 5.9 for 2 df was obtained. This shows that the difference between the number of those trained for career prospects and others is significant and that academics differ significantly from the students in this regard.

Table 2: Initial Career choice of female lecturers in sample

Group	Frequency	A	F	Percentage
Teaching	144	32	46	59.8
Medicine/Nursing	38	12	9	15.8
Pharmacy	11	7	2	4.6
Law	7	0	4	2.9
Engineering	6	3	1	2.5
Other Professions	35	1	2	14.4
Total	**241**			**100**

Most of the academics had teaching as their first choice of career. One hundred and forty-four (59.8%) of the women identified teaching, while thirty eight (15.8%) chose medicine or nursing. Profession chosen by others include pharmacy, engineering and others. It was interesting to find that many of the women had decided to go into teaching career before their university education

Academic Constraints of female Undergraduates and Academics

On the type of constraints the female undergraduates and lecturers faced in achieving their academic goals, the major reasons given by both groups related to finance, while the lecturers identified also, thesis supervision etc. The summary is given in table 3.

Table 3: Academic constraints of females in the sample

Group	Frequency	Percentage
Students		
Finance	187	56.7
No interest at first	91	27.6
Marriage	52	15.7
Total	330	100

Lecturers

Group	Frequency	Percentage
Finance	71	51
Thesis supervision problem	48	27.1
Antagonism for husband/relations	37	20.9
Having to combine academic goals and family responsibilities	21	11.9
Total	117	100

The researcher went a step further to find out how the female lecturers handled their particular constraints. The results is in table 4.

Handling of constraints among female lecturers

Group	Frequency	Percentage
Took things easy/cool	59	31.7
Restored to prayer and belief in God	43	23.1
Hard work	36	19.4
More determined	27	14.5
Humility to all	21	11.3
Total	**186**	**100**

As could be observed from table 4, many of the respondent (31.7%), claimed they decided to take thing easy. Some (23.1%) said they resorted to prayers. Others claimed they become more determined and worked harder. Many who faced antagonism from husband or relations claimed they had to resort to humbling themselves so as to be more acceptable to all.

6. Discussion

As can be observed from the result, cultural norms and expectations still hold for many females in the study. It is revealing that this is more prominent among the female students than among the female lecturers and significantly so too. More of the female lecturers claimed to have been trained for the career prospects, this could have aided them towards desired goals without or with little exhibition of fear of success.

As to the career choice of the females, it is revealing that most opted for the teaching profession. This may be because of the societal perception that it is the profession that allows for taking care of the home after office hours. Those who claimed to have preferred the teaching profession to the other professions were in the majority and only among those who preferred pharmacy was there preponderance towards androgynous behaviour.

As to the constraints faced by the females a major factor among the students was finance, while most equally said they had no interest at all first and that was why they went into paid employment before enrolling for their first degree or why they married first. The female lecturers on their own part equally identified finance as a major constraint and supervision of thesis.

Supervision problems especially (among the doctoral groups) was another major constraints. The fact that husbands and relations were antagonistic further revealed societal attitude to female participation in higher education.

The investigator further asked the lecturers to identify how they coped with identified constraints as this could be path-finding for many female, and a high proportion observed that they took things easy with cool head. Many also said they took to hard work and determination.

From the above, it could be seen that it is necessary to train females early in life for future work roles as well as the home roles. As in every other thing, to succeed too in higher education, taking into cognisance constraints that may be in the way, it is necessary to have a cool head, to have faith in oneself as well as in God and to be hardworking and determined. No doubt, problems not envisaged could always arise, but when one has internalised the above attitude, one is on the way to solving such problems.

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Environmental Influence on Career Choice of Undergraduates at University of Ilorin: Implications for Counselling

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Abstract. Career choice is an important choice that is influenced by numerous factors, some of which are environmental in nature. This study, therefore, investigated environmental influence on the career choice of undergraduates at the University of Ilorin, Ilorin, Nigeria. The study also examined whether moderating variables such as gender, age, level and religion affect the respondents' opinions. Descriptive survey design was adopted for the study. The sample was made up of 415 undergraduates selected at random from the various faculties of the institution. The instrument used for data collection was a self-designed questionnaire entitled "Environmental Influence on Career Choice Questionnaire (EICCQ)". Analysis of Variance (ANOVA) and t-test were used to test the null hypotheses formulated for the study at 0.05 alpha level. The findings revealed that undergraduates at the University of Ilorin expressed that environmental factors have influence on their choice if career. Also, there was no significant difference in the influence of environmental factors on the career choice of undergraduates at the University of Ilorin based on gender. However, there were significant differences in the influence of environmental factors on the career choice of undergraduates at the University of Ilorin on the bases of age, level and religious affiliation. Based on the findings of this study, it was recommended that undergraduates should be informed on the various environmental factors that may influence their choice of career and guided by professional counsellors so as to make accurate career choices.

Keywords: Environmental Influence, Career Choice, Undergraduates, University of Ilorin.

1. Introduction

Career choice is one of the most important choices that an individual especially a student has to make. Career choice is vital because it could determine whether or not an individual is going to be successful in life. It also determines the kind of friends and companions a person will keep, business associates, recreational activities, opportunities, salary status, where a person will live and our style of living generally. Ogueze (2008) maintained that proper choice of career leads to success and happiness and is indeed a prerequisite for self-actualization. A major turning point in adolescents' lives involves the career choice that they make while in secondary school (Natalie, 2006). Natalie further contended that career choice, frequently, is viewed by family and community as a mere start to workplace readiness; however, this decision plays a major role in establishing youth in a career path that opens as well as closes opportunities.

Career choice has become a complex science with the advent of information technology, the

emergence of post industrial revolution and job completion. At the secondary school level, a student should have knowledge of what he or she wants to do in the future. This, in turn, inform the kind of subjects to select at the senior level, and subsequent senior secondary school certificate examinations such as W.A.S.S.C.E, NECO, NABTEB, etc.

Career decision making provides students with the competences they need to advance in their careers because when professionals school counsellors provide career and educational guidance to their students, they influence the future by helping to clarify developmental decision that often last a lifetime (Omotosho & Nyarko-Sampson, 2012). The younger generation is the future of any nation. As such, their occupational choices should assist them to develop the knowledge, skills and attitude needed to successfully examine their lives, while exploring and evaluating a wide range of career options to attain goals in the future.

Career choice is an exercise that is carried out under the influence of certain factors. According to Kerka (2000), career choice is influenced by multiple factors including personality, interest-concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and finance. Bandura, Barbarenelli, Capara and Pastorelli (2001) stated that each individual undertaking the process is influenced by factors including the context in they live in, their personal attitudes, social contact and educational attainment. According to Hewitt (2010), factors influencing career choice can either be intrinsic or extrinsic or both. Hewitt further stated that most people are influenced by careers that their parents favour; others follow the careers that their educational opportunities have opened for them. Some individuals' career choices are also influenced by the significant others through social support from peers. In a study by Natalie (2006), young adults, through interaction within the context of the family, school and community, learn about and explore careers which ultimately lead to their career choice. One consistent finding in research suggests that adolescents' own aspirations are influenced by their parents' aspirations or expectations. Parental support and encouragement are important factors that have been found to influence career choice. Children may choose what their parents desire, simply to please them (Taylor, Harris & Taylor, 2004).

A career, according to the business dictionary (2016), is defined as the progress and actions taken by a person throughout a lifetime, especially those related to that person's occupations. It is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one occupation. Dictionary.com (2016) defined career as an occupation or profession, especially one requiring special training, followed as one's lifework. It also means a person's progress or course of action through life or through a phase of life, as in some profession or undertaking.

However, various careers differ in terms of the requirements for entry into them; in terms of subjects' combination, aptitude, abilities and personality traits which should be considered and assessed before an individual can be said to be qualified to enter specific careers (Onoyase & Onoyase, 2009).

In this study, emphasis was laid on environmental influence on the choice of career among undergraduates at the University of Ilorin, Ilorin, Nigeria. Environment is a term which has many meanings- it has physical, social, economic and cultural connotations. Olatunji (2003) opined that there are three types of environment, which include; the natural environment, the biological environment, and the social environment.

Olatunji argued that the natural environment consists of man's surroundings which are the result of natural process. It comprises such natural phenomenon as air, water, land, mountains, rivers, climate and its elements. This implies that natural environment exerts some influence on man as determined by weather condition, source of income and mode of living. The biological environment consists of all living things- plants, animals including man himself and microorganisms that surround man in a

given area. These living things are interdependent on one another and they ultimately depend on the natural environment for survival. The social environment refers to all effects of man's interaction with man in the process of living in the natural environment. Social environment is made up of all the patterns of social relationships and groupings as well as the educational, recreational, religion, technological, cultural and economic opportunities created by man in the environment for the use of mankind.

From the foregoing, the research carried out by Olatunji (2003) showed that the social environment is significant, since it looks into social concepts such as the family, religion, education, peer group and even political group. Therefore, it will be more suitable to carry out this research in light of Olatunji's (2003) definition of social environment.

The study therefore investigated the influence of environment on choice of career among undergraduates at the University of Ilorin.

2. Problem Statement

In the light of technological advancement, economic recession, increased unemployment in the world of work as well as increase in the number of occupations, undergraduates in Nigeria Universities and other tertiary institutions are faced with the challenges of making a suitable career choice. The problem is compounded by lack of adequate information about available jobs and lack of knowledge of what career to choose. Still, some secondary school students, because of ignorance, their social and economic interest, ignore the advice of professional counsellors with respect to suitable career choice. Furthermore, many undergraduates are influenced to make career choice based on parents' wish. In addition to the foregoing, the influence of peer group, school environment, parents' residence and a host of other factors, have made career choice a complex issue requiring urgent attention.

Several researches have been conducted on the factors that influence career choice among students. Ebochukwu and Nworah (1997) investigated the effects of factors such as personality type, prestige and economic benefits on career choice. The findings showed that these factors have either positive or negative influence on career choice of students. Onayase and Onayase (2009) examined the effects of environmental factors such as family background, school environment, religious institutions and peer group on students' choice of career. The findings revealed that a combination of these factors determine the career choice of students.

There is dearth of research on environmental influence on the career choice of undergraduates. Also, the studies that involve environmental influence on career choice did not use variables such as the type of school attended, curriculum content of the school, influence of teachers, geographical location and parents' residence, and economic reality of the country.

The study therefore investigated the environmental influence on career choice of undergraduates at the University of Ilorin, Ilorin, Nigeria.

3. Research Questions

The following research questions were raised based on the problem of the study:

(i) What is the influence of environmental factor on career choice of undergraduates at the University of Ilorin, Ilorin, Nigeria?
(ii) Is there any difference in the influence of environmental factor on career choice of undergraduates at the University of Ilorin based on gender?
(iii) Is there any difference in the influence of environmental factor on career choice of undergraduates at the University of Ilorin based on age?
(iv) Is there any difference in the influence of environmental factor on career choice of undergraduates at

the University of Ilorin based on level?

(v) Is there any difference on the influence of environmental factor on career choice of undergraduates at the University of Ilorin based on religious affiliation?

4. Research Hypotheses

The following null hypotheses were formulated to guide the conduct of this study:

(a) There is no significant difference in the influence of environmental factor on career choice of undergraduates at the University of Ilorin based on gender.
(b) There is no significant difference in the influence of environmental factor on career choice of undergraduates at the University of Ilorin based on age.
(c) There is no significant difference in the influence of environmental factor on career choice of undergraduates at the University of Ilorin based on level.
(d) There is no significant difference in the influence of environmental factor on career choice of undergraduates at the University of Ilorin based on religious affiliation.

5. Methodology

Research Design

The research design that was adopted is descriptive survey method. The survey generally involves collections of data from a defined population to describe the present condition of the population using the variable under survey (Dada, Agbana & Adetayo, 2010). Based on this, the researcher considered the method relevant and appropriate for the study at hand. The method was used to investigate the environmental influence on career choice of undergraduates at the University of Ilorin, Ilorin, Nigeria.

Participants

The population for this study comprised all undergraduates at the University of Ilorin which is put at 36,516 (University of Ilorin Annual Report, 2016). The researcher, making use of the Research Advisors (2006) selected a sample of 381 respondents at 95% confidence level and 5% margin of error. However, due to attrition or experimental mortalities, the researcher increased the sample size to 415 respondents from 7 faculties across 100 to 500 levels, using simple random sampling procedure.

Measures (Instrument)

Instrumentation, according to Owolabi (2015), is the whole process of preparing to collect data. Owolabi further noted that instrumentation involves not only the selection or design of the instrument, but also the procedures and the conditions under which the instruments will be administered.

The instrument that was used for data collection was a researcher-designed questionnaire entitled "Environmental Influence on Career Choice Questionnaire" (EICCQ). Items in the questionnaire were derived from information obtained from review of the related literature.
The instrument had two sections, A and B. Section "A" contained demographic data of the respondents such as age, gender, level and religious affiliation. Section "B" comprised items designed to find out the environmental factors influencing career choice.

Validity**:** According to Dada (2007), an instrument is valid when it measures what it purports to measure truly and accurately. Thus, validity refers to the degree to which an instrument can be relied upon to assess what it is designed to assess. The questionnaire designed to collect data for this study was subjected to content validity. Copies of the questionnaire were given to experts in the Department of Counsellor Education, University of Ilorin. Corrections were made based on their observations, comments and suggestions.

Reliability: According to Trochim and Donnelly (2005), reliability is the degree to which a measure is consistent or dependable, the degree to which it would give you the same result over and over again, assuming the underlying phenomenon is not changing. In the opinion of Nyarko-Sampson (2010), reliability of a measure means that the measure must be stable

and must consistently produce the same measurement over a period of time.

In order to determine the reliability of the instrument, test re-test method was adopted. The instrument was administered to twenty undergraduates after which it was re-administered to the same set of individuals at an interval of 4 weeks. The two sets of scores were subjected to Pearson Product Moment Correlation formular (PPMC). The result yielded a coefficient of 0.91, which was good enough for the study.

Data Analysis

The data obtained from the copies of the questionnaire were analysed using the Statistical Package for Social Sciences (SPSS 22.0) software application. The analysis and interpretation of the questionnaire were done using tables and percentages. Analysis of Variance (ANOVA) and t-test statistical analyses were used to analyse the null hypotheses. Hypothesis 1 was analysed using t-test while hypotheses 2, 3 and 4 were analysed using Analysis of Variance (ANOVA). The hypotheses were tested at 0.05 alpha level.

6. Results

Demographic Description of Data

The data presented in Table 1-4 included demographic characteristics of the respondents in percentages. The variables used included gender, age, level and religious affiliation.

Table 1: Distribution of the Respondents by Gender

Gender	Frequency	Percentage
Male	233	56.1
Female	182	43.9
Total	**415**	**100.0**

Table 1 reveals that out of the 415 students that participated in the study, 233 representing 56.1% were males, while 182 representing 43.9% were females. This shows that there were more male students than female students in this study.

Table 2: Distribution of the Respondents by Age

age	frequency	percentage
16 – 20 years	132	31.8
21 - 25 years	239	57.6
26 – 30 years	38	9.2
31 years and above	6	1.4
total	**415**	**100.0**

Table 2 reveals that out of the 415 students that participated in the study, 132 representing 31.8% were between ages 16 and 20 years, 239 representing 57.6% were between ages 21 and 25years, 38 representing 9.2% were between ages 26 and 30years, while 6 representing 1.4% were between ages 31 years and above. This shows that majority of the respondents in this study were between ages 21 and 30 years.

Table 3: Distribution of the Respondents by Level

Level	Frequency	Percentage
100 Level	105	25.3
200 Level	107	25.8
300 Level	74	17.8
400 Level	120	28.9
500 Level	9	2.2
Total	**415**	**100.0**

Table 3 reveals that out of the 415 students that participated in the study, 105 representing 25.3% were 100 Level students, 107 representing 25.8% were 200 Level students, 74 representing 17.8% were 300 Level students, 120 representing 28.9% were 400 Level students, while 9 representing 2.2% were 500 Level students.

Table 4: Distribution of the Respondents by Religion

Religion	Frequency	Percentage
African Traditional Religion	21	5.1
Christianity	191	46.0
Islam	203	48.9
Total	**415**	**100.0**

Table 4 reveals that out of the 415 students that participated in the study, 21 representing 5.1% were worshippers of African Tradition Religion, 191 representing 46.0% were worshippers of Christianity religion, while 203 representing 48.9% were worshippers of Islam religion.

Answering of Research Questions

Five research questions were raised; research question 1 was answered with the use of percentage, while research questions 2 to 5 that had corresponding hypotheses were tested with the use of the independent t-test and ANOVA statistical tools.

Research Question One: What is the influence of environmental factor on career choice of undergraduates at the University of Ilorin, Ilorin, Nigeria?

In order to answer this research question, responses of the undergraduates to items on the influence of environmental factor on career choice questionnaire were collated. The output of the analysis reveals thus:

Table 5: Percentage Analysis of the Influence of Environmental Factor on Career Choice of Undergraduates at the University of Ilorin, Ilorin, Nigeria

Environmental Factor	Frequency	Percentage (%)
High	114	27.5
Average	262	63.1
Low	39	9.4
Total	**415**	**100.0**

Table 5 reveals that out of the 415 undergraduates that participated in the study, 114 representing 27.5% had high influence of environmental factor on career choice of undergraduates, 262 representing 63.1% had average influence of environmental factor on career choice of undergraduates, while 39 representing 9.4% had low influence of environmental factor on career choice of undergraduates. This shows that the influence of environmental factor on career choice of undergraduates at the University of Ilorin was average.

Hypotheses Testing

Four null hypotheses formulated for this study were tested using the independent t-test and ANOVA statistics at 0.05 level of significance.

Hypothesis one: There is no significant difference in the influence of environmental factors on the career choice of undergraduates at the University of Ilorin based on gender.

In order to test this null hypothesis, respondents' responses to the influence of environmental factors on career choice questionnaire were collated. The data collected from the study was analysed as shown in Table 6.

Table 6: Mean, Standard Deviation and t-test Analysis of the Difference in the Influence of Environmental Factors on Career Choice of Undergraduates at the University of Ilorin based on Gender

Gender	N	Mean	SD	df	Cal.t	Sig.(2-tailed)	Decision
Male	233	53.91	14.11				
				413	0.61	0.55	**Not Rejected**
Female	182	53.11	12.89				

As shown on Table 6, the calculated t-value was 0.61 while its calculated significance value was 0.55 at alpha level of 0.05. On this basis, the null hypothesis one was therefore not rejected. This means that there was no significant difference in the influence of environmental factors on career choice of undergraduates at the University of Ilorin, Ilorin, Nigeria based on gender. The reason was that the calculated significance value (0.55) was greater than 0.05 alpha level, (0.55> 0.05).

Hypothesis Two: There is no significant difference in the influence of environmental factors on the career choice of undergraduates at the University of Ilorin based on age.

In order to test this null hypothesis, respondents' responses to the influence of environmental factors on career choice questionnaire were collated. The data collected from the study was analysed as shown in Table 7.

Table 7: ANOVA Summary of Difference in the Influence of Environmental Factors on the Career Choice of Undergraduates at the University of Ilorin based on Age

Source of Variance	Sum of Squares	df	Mean Squares	Cal.F-ratio	p-value	Decision
Between Groups	1504.213	3	501.404			
Within Groups	74837	411	182.088	2.75	0.042	**Rejected**
Total	**76342.183**	**414**				

***Significant, < 0.05**

Table 7 shows the cal. F-value of 2.75 with P-value of calculated 0.042 at 0.05 alpha level. Since the p-value of 0.042 is less than the 0.05 alpha level, hypothesis two is thus rejected. This implies that there was a significant difference in the influence of environmental factors on career choice of undergraduates at the University of Ilorin based on age.

Since there was a significant difference using Analysis of Variance (ANOVA) based on age, the researcher proceeded to use Scheffe's as a post-hoc test to determine the age groups mean scores that led to the significance difference noted in the ANOVA results on Table 7.

Table 8: Scheffe's post- hoc Table for Influence of Environmental Factors on Career Choice of Undergraduates based on Age

		Subset for alpha = 0.05			
Age	**N**	**1**	**2**	**3**	**4**
31yrsandAbove	6	48.00			
26 – 30 yrs	38		51.08		
21 – 25 yrs	239			52.66	
16 – 20 yrs	132				56.16

Table 8 shows the Scheffe's post-hoc on influence of environmental factors on the career choice of undergraduates at the University of Ilorin based on age and it was revealed that the four age groups were significantly different from each other. Group 1 (16 – 20) years with a mean score of 56.16 differed significantly from groups 2 (21 – 25) years, 3 (26 – 30) years and 4 (31 and above) years with mean scores of 52.66, 51.08 and 48.00 respectively. Group with a mean score of 52.66 differed significantly from groups 1 and 4 with mean scores of 56.16 and 48.00 respectively, but differed slightly from group 3 with a mean score of 51.08. Group 3 with a mean score of 51.08 differed significantly from groups 1 and 4 with mean scores of 51.16 and 48.00 respectively, but differed slightly from group 2 with a mean score of 52.66. Group 4 with a mean score of 48.00 differed significantly from groups 1, 2 and 3 with mean scores of 56.16, 52.66 and 51.08 respectively.

It is worth noting that groups 1 and 4 differed significantly from other groups, i.e groups 2 and 3. Hence the significant difference noted in the ANOVA results of table 7 was as a result of the fact that groups 1 and 4 differed significantly from other groups, i.e. groups 2 and 3. Thus, hypothesis 2 was rejected.

Hypothesis Three: There is no significant difference in the influence of environmental factors on career choice of undergraduates at the University of Ilorin based on level

In order to test this null hypothesis, respondents' responses to the influence of environmental factors on the career choice questionnaires were collated level. The data collected from the study was analysed as shown in Table 9.

Table 9: ANOVA Summary of Difference in the Influence of Environmental Factors on Career Choice of Undergraduates at the University of Ilorin based on Level

Source of Variance	**Sum of Squares**	**df**	**Mean Squares**	**Cal. F-ratio**	**p-value**	**Decision**
Between Groups	14882.489	4	3720.622			
Within Groups	61459.694	410	149.902	24.82	0.000	**Rejected**
Total	**76342.183**	**414**				

***Significant, p < 0.05**

Table 9 shows a cal. F-ratio of 24.82 and a cal. p-value of 0.000 at 0.05 alpha level. Since calculated P-value of 0.000 is less than 0.05 alpha level, hypothesis three is thus rejected. This implies that there was a significant difference in the influence of environmental factors on career choice of undergraduates at the University of Ilorin, Ilorin, Nigeria based on level.

Since there was a significant difference using Analysis of Variance (ANOVA) based on level, the researcher proceeded to use Scheffe's as a post-hoc test to determine the level mean scores that led to the significant difference noted in the ANOVA results on Table 9.

Table 10: Scheffe's post hoc Table for Influence of Environmental Factors on Career Choice of Undergraduates based on level

		Subset for alpha = 0.05				
Level	**N**	**1**	**2**	**3**	**4**	**5**
500 Level	9	46.11				
400 Level	74		47.47			
300 Level	120			47.61		
200 Level	107				58.35	
100 Level	105					60.42

Table 10 shows the Scheffe's post-hoc on influence of environmental factors on career choice of undergraduates at the University of Ilorin based on level and it was revealed that the five levels were significantly different from each other. 100 level with a mean score of 60.42 differed significantly 200 level, 300 level, 400level and 500 level with mean scores of 58.35, 47.61, 47.47 and 46.11 respectively. 200 level with mean score of 58.35 differed significantly from 100 level, 300 level, 400 level and 500 level with mean scores of 60.42, 47.61, 47.47 and 48.00 respectively. 300 level with mean score of 47.61 differed significantly from 100 level and 200 level with mean scores of 60.42 and 58.35 respectively, but similar to 400 level with mean score of 47.47, and differed slightly from 500 level with mean score of 46.11. 400 level with mean score 47.47 was similar to 300 level with mean score of 47.61, and differed slightly from 500 level with mean score of 46.11, but differed significantly from 100 level and 200 level with mean scores of 60.42 and 58.35 respectively. 500 level with mean score of 46.11 differed slightly from 300 level and 400 level with mean scores of 47.61 and 47.47 respectively, but differed significantly from 100 level and 200 level with mean scores of 60.42 and 58.35 respectively.

It is worth noting that 100 and 200 levels differed significantly from other levels i.e. 300, 400 and 500 levels. Hence the significant difference noted in the ANOVA results of table 9 was as a result of the fact that 100 and 200 levels differed significantly from other levels i.e. 300, 400 and 500 levels. Thus, hypothesis 3 was rejected.

Hypothesis Four: There is no significant difference in the influence of environmental factors on career choice of undergraduates at the University of Ilorin based on religion.

In order to test this null hypothesis, respondents' responses to the influence of environmental factors on the career choice questionnaires were collated. The data collected from the study was analysed as shown in Table 11.

Table 11: ANOVA Summary of Difference in the Influence of Environmental Factors on Career Choice of Undergraduates at the University of Ilorin based on religious affiliation

Source of Variance	**Sum of Squares**	**df**	**Mean Squares**	**Cal. F-ratio**	**p-value**	**Decision**
Between Groups	2155.256	2	1077.628			
Within Groups	74186.927	412	180.065	5.98	0.003	**Rejected**
Total	**76342.183**	**414**				

***Significant, p < 0.05**

Table 11 shows a cal. F-ratio of 5.98 and a calculated p-value of 0.003 at 0.05 alpha level. Since calculated p-value of 0.003 is less than 0.05 alpha level, hypothesis four is thus rejected. This implies that there was a significant difference in the influence of environmental factors on career choice of undergraduates at the University of Ilorin based on religious affiliation.

Since there was a significant difference using Analysis of Variance (ANOVA) based on religious affiliation, the researcher proceeded to use Scheffe's as a post-hoc test to determine the religious group means scores that led to the significant difference noted in the ANOVA results on Table 11.

Table 12: Scheffe's post hoc Table for Influence of Environmental Factors on Career Choice of Undergraduates based on Religious Affiliation

		Subset for alpha = 0.05		
Religion	**N**	**1**	**2**	**3**
Traditional	21	50.14		
Christianity	191		51.48	
Islam	203			55.87

Table 12 shows the Scheffe's post-hoc on influence of environmental factors on career choice of undergraduates at the University of Ilorin based on religion and it was revealed that the three religions were significantly different from each other. Islam with mean score of 55.87 differed significantly from Christianity with mean score of 51.48 and traditional religion with mean score of 50.14. Christianity with mean score of 51.48 differed slightly from the Traditional religion with mean score of 50.14, but differed significantly from Islam with mean score of 55.87. Traditional religion with mean score of 50.14 differed slightly from Christianity with mean score of 51.48, but differed significantly from Islam with mean score of 55.87.

It is worth noting that Islam differed significantly from Christianity and Traditional religion. Hence the significant difference noted in the ANOVA results of table 11 was as a result of the fact that Islam differed significantly from other religions, i.e. Christianity and Traditional religion. Thus, hypothesis 4 was rejected.

7. Discussion

The findings of this study revealed that the influence of environmental factor on career choice of undergraduates at the University of Ilorin was average. This is based on the results of percentage analysis of the influence of environmental factor on career choice of undergraduates at the University of Ilorin on table 5. This finding is in line with that of Salami and Salami (2013) who reported that secondary school students agreed largely that environmental factors can influence the choice of career among secondary school students. A plausible reason for this finding is that students at both secondary and tertiary levels of education are influenced by certain environmental factors such as parental influence, peer influence, school environment, enlightenment programmes, status of occupation among others in their choice of career. Another reason for the influence of environmental factor on career choice of undergraduates at the University of Ilorin on career choice being average is that, other factors intrinsic to the respondents such as interest, personality, aptitudes, values, training, etc. may also influence their choice of career.

Another finding revealed that there was no significant difference in the influence of environmental factors on career choice of undergraduates at the University of Ilorin based on gender. This finding is in dissonance with that of Salami and Salami (2013) who found that there was a significant difference in the perceptions of the male and female students based on the environment among secondary school students in determining their choice of career. Also, Kochung and Migunde (2011) reported significant difference in the factors influencing students career choices among secondary school students in Kisumu Municipality, Kenya based on their gender. The reason for the difference between the finding of the current study and findings of Salami and Salami (2013) and Kochung and Migunde (2011) may be due to the fact that the respondents in the current study are in the same school environment and may be affected by similar factors which resulted in no significant difference between male and female undergraduates in the influence of environmental factors on their choice of career. Another reason may be that the respondents in the current study are more mature and less influenced by gender consideration in making career choices.

Similarly, finding shows that there was a significant difference in the influence of environmental factors on career choice of undergraduates at the University of Ilorin based on age. This finding is in dissonance with that of Omotere (2010) who reported that there was no significant difference in the influence of environmental factors on choice of career among

secondary school students in Nigeria based on their age. A plausible reason for the difference between the finding of Omotere and that of the current study may be attributed to the fact that the respondents in the current study are undergraduates who are old and mature enough so, they may respond to influence of environmental factors based on their differing age and experiences, unlike secondary school students who are much younger, of similar age and easily influenced by environmental factors.

Also, finding of this study corroborates with that of Fabea (2014), who reported that there is difference in educational factors that influence the career choices of university of Cape Coast students based on age. Probable reason for the similarity in findings may be that the respondents in both studies are undergraduates with varying age groups. They tend to respond differently to environmental influence on their career choices based on their age.

Furthermore, finding revealed that there was a significant difference in the influence of environmental factors on career choice of undergraduates at the University of Ilorin based on level. This finding is in dissonance with that of Omotere (2010) who reported that there was no significant difference in the influence of environmental factors on choice of career among secondary school students in Nigeria based on their class. A plausible reason for the difference in findings between Omotere (2010) and that of the current study may be due to the fact that undergraduates who are the respondents of the current study may be exposed to different environmental factors in their respective levels which accounted for differential response based on their levels, unlike secondary school students who may not be exposed to different environmental factors in different classes.

It was discovered that there was a significant difference in the influence of environmental factors on career choice of undergraduates at the University of Ilorin based on religious affiliation. This finding is in support of that of Kochung and Migunde (2011) who reported a significant difference in the factors influencing students' career choices among secondary school students in Kisumu Municipality, Kenya based on their religion. Reason for difference in the influence of environmental factors on career choice based on religious affiliation may be as a result of the fact that adherents of the various religions are exposed to different doctrines, beliefs, ideas and values so, they tend to respond differently to factors in their environments that may influence their choice of career.

8. Conclusion

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

The influence of environmental factor on career choice of undergraduates was average. There was no significant difference in the influence of environmental factors on the career choice of undergraduates at the University of Ilorin based on gender. Also, there were significant differences in the influence of environmental factors on career choice of undergraduates at the University of Ilorin based on age, level and religious affiliation.

9. Implications for Counselling

Counsellors should equip themselves with the knowledge of the influence which environmental factors have on the career choice of undergraduates, positive or negative so as to be able to counsel and facilitate career development of students. Counsellors should equally organize career day periodically during which they will enlighten students on such environmental variables that tend to influence their choice of career. This will help the students to minimize and enhance positive influences of those variables.

10. Recommendations

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

(i) Students should be knowledgeable or aware about environmental factors that may influence their choice of career.

(ii) Students should minimize the influence of the environmental factors on their career choice and based their decisions more on internal factors such as their abilities, interest and value.

(iii) Undergraduates should strive to develop their inborn talents and abilities so as to give less room for influence of environmental factors as major determinants of their course of career.

(iv) Parents should limit the degree of control over their undergraduate children with respect to choice of career and should equally guide them (their children) on the way to minimize the influence of peers.

(v) School should regularly organize orientation programmes that will enlighten undergraduates on what it takes to attain higher heights in various fields of human endeavor rather than being and allow their career paths to be directed by conditions in the environment.

(vi) Counsellors should enlighten undergraduates about influence of environmental factors that may influence their choice of career and guide them to base their decisions on the internal factors that have better chances of enhancing career success.

(vii) The institutions of higher learning should be well equipped with facilities and resource persons that would give undergraduates better training which would make them fit to perform well in their respective careers.

(viii) The government should create a favourable socio-political and economic environment that would give undergraduates assurance of gainful employment and prospect of success in any chosen career.

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Influence of Socio-Cultural factors on Rural House Form in Taraba State of Nigeria.

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Abstract. This study investigates the Influence of Socio-Cultural factors on Housing Form in Rural Environment Among various ethnic groups of Taraba State, Nigeria with the aim to understand the socio-cultural factors that influences housing form adopted by tribes. A population of 2,300,736 (NPC, 2006) and a sample size of 750 house-hold head were selected for this study comprised of 135(18%) Mumuye, 86(11.47%) Jukun, 120(16%) Tiv, 95(12.67%) Mambila, 175(23.33%) Fulani, 105(14%) Wurukum and 34(4.53%) belong to other minority tribes. A Multistage Sampling technique was employed in the process of data collection. The study is a descriptive survey design with the main instruments used in collecting the data was "Questionnaire and in-depth interview (IDI) with a reliability index of 0.818 and validity of 0.90. Results are presented using simple percentage and the hypothesis was analyzed using chi-square statistics. The findings revealed that Traditional Single Hut Form (TSHF) is synonymous to Mumuye ethnic group belongs to low income class, while Traditional Compound Form (TCF) is synonymous to Jukun and Fulanis ethnic group belongs to low and middle income classes. The Fulani ethnic group were the majority in the use Jointed Block of Traditional Form (JBTF) and Jointed Block of Modern Building Form (JBMBF) of middle income classes. This study area socio-economic activity is agrarian in nature; Mumuye ethnic groups were the majority in food crop farming followed by Tiv and Mambila ethnic group. Tiv ethnic group are the majority in cash crop farmland followed by Jukun ethnic group, The Fulani ethnic dominated the animal husbandry (pastoral Farmland), while Fish farming was dominated by Wurukum ethnic group. The hypothesis revealed that Housing forms are not the same among the various ethnic groups in the study area. The researchers therefore recommend that when Wurukum tribe in any part of the country need to be resettled by government it should be near fishing water source, Fulanis near grassing field, Mumuye, Tivs and Mambila ethnic groups near farmable land.

Key words: Socio-cultural, Housing forms, culture, Beliefs, influence.

1. Introduction

Culture has several definitions, which can be said to converge at the fact that, it is the symbolic and learned aspects or ways of life and their complete design for living in human society. This is still based on the first definition as was used by Tylor in 1871 in which he

defined it as a learned complex of knowledge, belief, art, morals, law, and customs and any other capabilities and habits acquired by man as a member of society (Rapoport, 1998; Scolt and Marshall, 2005; Otite and Oglonwo, 1979; Igbo, 2011; Jencks, 1993; Okau, 2012).

On the other hand the term rural means different things to different people and countries. However, within the context of this study it is seen in terms of low population, subsistence occupation predominantly of small scale farming and 'pastoralism', community of face to face interpersonal relationship of less ability to move easily and quickly from one setting to another, and of low technological innovation. Rural is identified with socio-economic backwardness, neglect and deprivation; and with houses designed by the user in his spare time and based on low investment, local materials, combined with the assistance of relations, friends and neighbours, reflecting cultural heritage of the peoples; also encapsulating traditional forms value. Despite the fact that this explanation of rural is becoming obsolete in the developed world as a result of several changes and development, it is still the situation of most developing world.

Most people naturally build houses to fulfil and meet their socio-cultural needs and relevance hence housing can be viewed as a predictor of a variety of behaviours (Galster and Hesser (1981), Amerigo and Aragones (1990), Potter and Cantarero (2006) and Jiboye (2010) as societies establish an order on their living space and reflect their characters in these spaces. Spatial organization is a sign of the common attitudes and the hierarchy of their different levels (Hillier and Hanson, 1984). Altman and Chemers (1980) in their various researches of the home around the world confirmed that family dwellings simultaneously satisfy the needs of the occupants for personal identity and for bonds with the community and culture at large. The socio-cultural value of man varies from one society to another, having both direct and indirect influence on his habitation. Man's status, occupation and other resources also affect the houses he builds for himself (Mills-tettey, 1989).

The socio-cultural values that can influence the housing form and patterns of a cultural group include: religion, occupation, leisure, neighbourliness, family size and marital patterns, security and safety, occupation, wealth and poverty and so on. Social status and culture of an individual are set of beliefs, customs, practices, behaviours, norms, values, myth, sanctions, taboos, restrictions, and so on that exist and direct human's action within any community.

The effect of socio-cultural values and lifestyles of the people are very much inherent in the determination of preferences as reflected by Dawan (1984) and Muller (1994) on the study of the resettlement scheme for Gwari people in Abuja, Nigeria and that carried out among the kitale dwellers in North West Kenya respectively. The studies revealed that the pattern and forms of the new dwellings provided for those being resettled were at variance and in conflict with the social and cultural value of the dwellers, therefore consequently abandoned for alternative locations. According to Awotona, Mills-Tettey and Ogunshaki (1994) opined that any housing design will invariably lack originality and relevance so long as it antagonistically contradicts cultural values and user's life styles.

Jiboye (2004) opined that socio-cultural factors and house form in Nigeria reiterated that there are some generalized patterns for houses in rural or urban location and in spite of numerous differences in building materials, customs, habits and beliefs, certain elements are common among the various Nigerian traditional house form.

Therefore, there is a need for a practical approach on carrying out research concerning housing forms which had been of cultural relevance to the people particularly the different ethnic groups of Taraba State of Nigeria. In this study, the intention is to understand how social status and culture of the various tribes influences rural housing form in rural area of Taraba State.

2. Statement of the Research Problem

In human development man is continuously trying to reshape his immediate environment to

suit his socio-cultural needs directed at his housing apparently producing variation in housing characteristic across different cultural areas and of course not without some resultant problems. Charalambons (1992) suggests that the cultural investment in space, both locally and globally, varied to a considerable degree between as well as within each ethnic groups. Adeyemi (1998) reported that the rural landscape was perceived visually as unwelcome and the buildings within the rural settings as substandard. The study area is a conglomerate of tribes and people that moved or lives in the land as a result of trade, nomadic life, tribal conflicts / wars, political movement and farming, all bringing different types of cultures and values, social system, their language and traditional houses to suit. The different tribes recognized themselves to be relatively distinctive and different from their neighbours, although their borders, between them are now becoming narrow, due to various social developments, like intermarriage, political influence and interaction, education, urban employment, tribal wars, draught, migration and looking for animals' green pastures. Setting out this principle, tribes reflects evolution of the people numerous origins of different cultures. It will be worthwhile, therefore, to undertake a study on the socio-cultural factors that influence rural house forms in such area.

3. Purpose of the Study

The purpose of this study is to examine the socio-cultural factors that influence housing forms in relation to ethnic groups in Taraba State, while specific objectives are as follows:

(i) to identify the various ethnic groups in the study area
(ii) to identify socio-cultural activities the people living in the study area
(iii) to find out the socio-cultural activities that influences their choice of housing forms
(iv) to examine the specific value on housing forms in the study area.

4. Research Questions

In order to achieve the research purpose, a set of broad and more specific research questions have been raised in this section to guide the study.

(a) What are the house forms synonymous with various ethnic groups?
(b) Does marital status influence house forms in the study area?
(c) Does Religious believe influence house forms in the study area?
(d) What are specific values about house form in the study area of the tribes?
(e) What are the common norms guiding housing construction in the study area?

5. Methodology

5.1 Research Design

This study adopted two research designs namely survey research design and historical research designs. Survey research allows data to be collected and analyzed only from a few people considered to be representative of the entire group. Historical research on its part is a procedure in which researcher conducts a systematic search for his documents in order to answer some questions about some past events which could lead to a better understanding of the present and the prediction of the future (Jegede, 1999 and Nworgu, 1991).

5.2 Population and Sample

Population

A total population of 2,300,736 according to National Population Census (2006) from sixteen local government area of Taraba Satate. A total of 750 household head were sampled.

Sample

The sample size was made up of 750 household head which comprised of 135(18%) Mumuye, 86(11.47%) Jukun, 120(16%) Tiv, 95(12.67%) Mambila, 175(23.33%) Fulani, 105(14%) Wurukum and 34(4.53%) belong to other minority tribes.

5.3 Sampling Technique

Multistage sampling technique was adopted in this study classifies the study population into North, Central and South zones. In applying multistage sampling, the zones are taken as the Primary Samplings Units (PSU) from a purposively sampled was selected from each ethnic group. Then, further division of each of the selected secondary unit of Local

Government areas (two Local Government Areas from each of the senatorial zone). According to Kitchin and Tate (2000) contend that sample size depends on the variability of the population to be sampled. They further argued that if one already knows something about the variability, one can estimate the size of sample needed in order to estimate population value with a certain degree of confidence. Multistage Sampling technique as mentioned was employed in the process of data collection. Multistage sampling plan is where the sampling is carried out using smaller and smaller unit. It can be said to be a complex form of cluster sample which involve dividing the population into clusters or groups with the clusters chosen at random and everyone within the chosen cluster is sampled. The three stages of samples were as follows: Selection of ethnic groups, Selection of localities and Selection of respondents.

The six ethnic groups selected do not have even geographic spread all over the sixteen local government areas and one development centre.

Instruments of Primary Data collection

Questionnaire and in-depth interview (IDI) were the direct methods used in this study for the collection of the primary data and they formed the major instruments. The questionnaire was divided into two sections and based on the research objectives, consisted of open and closed-ended questions.

5.4 Method of Data Analysis

The collected data were entered into Statistical Package for Social Sciences (SPSS) version 17.0 application software, simple percentage was used to answer the research questions based on socio-cultural factors influencing Housing form of the different ethnic origin were presented and discussed.

The simple percentage formula used is presented below:

$$P = \frac{OF}{TR} x \frac{100}{1}$$

Where:

P = Percentage score

OF = observed frequencies

TR = Total respondents

6. Results

Research Question One

What are the house forms synonymous with various ethnic groups?

Table 1: House forms across Ethnic Groups in Taraba State

Ethnic Groups	**House Form**						**Row Total**
	Traditional Single Huts	Traditional Compound	Jointed Block of Traditional Form	Jointed Block of Modern Building Form	Jointed block of mixed traditional and Modern Housing Form	Modern Housing Form-(flats, bungalow and others)	
Mumuye	52 (38.52)	37 (27.41)	33 (24.44)	5 (3.70)	6 (4.44)	2 (1.48)	135 (100)
Jukun	23 (26.74)	30 (34.88)	22 (25.58)	3 (3.49)	5 (5.81)	3 (3.49)	86 (100)
Tiv	45 (37.50)	44 (36.67)	20 (16.67)	5 (4.17)	3 (2.50)	3 (2.50)	120 (100)
Mambila	21 (22.11)	40 (42.11)	20 (21.05)	3 (3.16)	6 (6.32)	5 (5.26)	95 (100)
Fulani	20 (11.43)	82 (46.86)	52 (29.71)	15 (8.57)	3 (1.71)	3 (1.71)	175 (100)
Wurukum	41 (39.05)	28 (26.67)	25 (23.81)	4 (3.81)	3 (2.86)	4 (3.81)	105 (100)
Others	12 (35.29)	12 (35.29)	6 (17.65)	1 (2.94)	1 (2.94)	2 (5.88)	34 (100)
Colum Total	214 (28.53)	273 (36.40)	178(23.73)	36 (4.80)	27 (3.60)	22 (2.93)	750 (100)

Source: field survey 2015. Note that Percentages are in parentheses (%)

Table 1 revealed House forms of various Ethnic Groups in Taraba State, majority of the Mumuye ethnic group had 52(38.52%) of Traditional Single Hut Form (TSHF), while the Jukun and Fulanis ethnic group had 30 (34.88%) and 82 (46.86%) of Traditional Compound Form (TCF)

respectively. The Fulani ethnic group were the majority in Jointed Block of Traditional Form (JBTF) and Jointed Block of Modern Building Form (JBMBF) with 52 (29.71) and 15 (8.57) respectively. In summary, 214 responses representing 28.53% of the respondents had Traditional Single Huts (TSH), 273 responses representing 36.40% of the respondents had Traditional Compound (TC), 36 responses representing 4.80% of the respondents had Jointed Block of Modern Building Form (JBMF), 27 responses representing 3.60% of the respondents had Jointed Block of Mixed Traditional and Modern Housing Form (JBMHF) and 22 responses representing 2.93% of the respondents had Modern Housing Form-flats, bungalow and others (MHF).

Research Question Two

Does marital status influence house forms in the study area?

Table 2: Marital Status influence on House forms

Marital Status	Traditional single hut	Traditional compound	Jointed Block of traditional form	Jointed block of modern building form	Jointed block of mixed traditional and modern housing form	Modern Housing form-Flat, bungalow and others	Total (%)
Single	176 (23.47)	14 (1.86)	0	0	0	0	190 (25.33)
Married	20 (2.67)	259 (34.53)	171 (22.80)	35 (4.67)	22 (2.93)	13 (1.73)	520 (69.33)
Separated	7 (0.93)	0	0	1 (0.13)	0	0	8 (1.07)
Widowed	10 (1.33)	0	2 (0.27)	0	0	0	12 (1.60)
Divorced	1 (0.13)	0	5 (0.67)	0	5 (0.67)	9 (1.20)	20 (2.67)
Total	214 (28.53)	273 (36.40)	178 (23.73)	36 (4.80)	27 (3.60)	22 (2.93)	750 (100)

Table 2 revealed marital status and house form, 190 (25.33%) are singles, 520 (69.33%) are married, 8 (1.07%) are separated, 12 (1.60%) are widowed and 20 (2.67%) are divorced. Marriage is a strong influencing factor that determines house form in the study area, out of the 520 (69.33%) married household head relationship with 20 (2.67%) had Traditional single hut, 259(34.53%) had Traditional compound, 171 (22.80%) had Jointed Block of traditional House form, 35 (4.67%) had Jointed block of modern building form, 22(2.93%) had Jointed block of mixed traditional and modern housing form, and 13(1.73%) had Modern Housing form-Flat, bungalow and others. This study finding is in line with Charalambons (2007) opined that culture being systems of human behaviour and thought focuses on attributes that people acquire not through biological inheritance but by growing up in a specific tradition (society), remains useful determining factor to house form.

Research Question Three

Does Religious believe influence house forms in the study area?

Table 3: Married Respondents religious influence on House forms

Religion	House Form						Total
	Traditional single hut	Traditional compound	Jointed Block of traditional form	Jointed block of modern building form	Jointed block of mixed traditional and modern housing form	Modern Housing form-Flat, bungalow and others	
Christianity	20 (3.85)	159 (30.58)	95 (18.27)	18 (3.46)	15 (2.88)	10 (1.92)	317 (60.96)
Islam	0	91 (17.5)	66 (12.69)	16 (3.08)	6 (1.15)	2 (0.38)	181 (34.81)
Traditional	0	9 (1.73)	10 (1.92)	1 (0.19)	1 (0.19)	1 (0.19)	22 (4.23)
Total	20 (3.85)	259 (49.81)	171 (32.88)	35 (6.73)	22 (4.23)	13 (25.19)	520 (100)

Table 3 revealed religious status and house form of the 520 (69.33%) married household head from table 2 above. Religions is another strong influencing factor that determines house form in the study area, based on the cluster of dispersal marriage is a core of culture in any society and it cut across all religion in the study area. 20 (3.85%) of the household head that had Traditional single hut enough to cater for their family, but majority of the of 259(49.81%) household head had Traditional compound. This study is in agreement with Kottak (2004) restated anthropologist Anthony F.C. Wallace's definition of religion as "belief and ritual concerned with supernatural beings, powers, and forces" influences house form.

Research Question Four
What are specific values about house form in the study area of the tribes?

Based on the researchers' interactive interviews with the respondents and observation of various ethnic groups in the study area it was observed that everybody in the area of study respects each other belief and the society values that bind them together.

The Mumuye ethnic group have value for children, children huts are always at the approach into the compound because they belief that the children will soon leave the compound after attaining appropriate maturity age to start their own. Secondly, the Mumuye people restrict other persons apart from the spiritual head from the shrine area (which is fenced in enclosed place with so many trees and woods inside). Thirdly, the Mumuye people have a burial place with the housing units because of their norms and believe.

The Wurukum ethnic group believes the ancestors dwell in some particular forest hence regarded as sacred and anyone viewing it contrary is a taboo. Secondly, whenever a twin is given birth, traditional pots always put at the entrance of the mothers hut to be used for worship festivals.

The Hausa/Fulani ethnic group kitchen always situated opposite living rooms as a custom and as a Muslim always have private, semi-private and public space of worship.

The Mambilla ethnic group dug graves outside and tunneled to the inside of the house, being a sign of respect and honour for the dead.

The Tiv ethnic group always has a central place resting hut in their compound for relaxation and their strong interaction ('ate). Secondly, the Tiv's bury dead youth at the entrance to the settlement and others within the settlement.

The Jukun ethnic groups live in booths during the Iya-puje festival (the festival in harvest thanksgiving) young adult normally settle away from the main family. The Jukuns buried their dead within the compound mostly unmarked.

Research Question Five
What are the common norms guiding housing construction in the study area?

Based on the researchers interactive interviews with the respondents and observation of various ethnic groups in the study area it was observed that everybody in the area of study respect the various ethnic group norms and avoid encroaching into another person's Land (Landed properties) was a common norm guiding housing construction in the study area.

7. Discussion

House forms synonymous with various Ethnic Groups in Taraba State, majority of the Mumuye ethnic group had 52(38.52%) of Traditional Single Hut Form (TSHF), while the Jukun and Fulanis ethnic group had 30 (34.88%) and 82 (46.86%) of Traditional Compound Form (TCF) respectively. The Fulani ethnic group were the majority in Jointed Block of Traditional Form (JBTF) and Jointed Block of Modern Building Form (JBMBF) with 52 (29.71) and 15 (8.57) respectively.
Marriage is a strong influencing factor that determines house form in the study area, out of the 520 (69.33%) married household head relationship with 20 (2.67%) had Traditional single hut, 259(34.53%) had Traditional compound, 171 (22.80%) had Jointed Block of traditional House form, 35 (4.67%) had Jointed block of modern building form, 22(2.93%) had Jointed block of mixed traditional and modern housing form, and 13(1.73%) had Modern Housing form-Flat, bungalow and others. This study finding is inline with Charalambons (2007) opined that culture being systems of human behaviour and thought focuses on attributes that people acquire not through biological inheritance but by growing up in a specific tradition (society), remains useful determining factor to house form.

Religions is another strong influencing factor that determines house form in the study area, based on the cluster of dispersal marriage is a core of culture in any society and it cut across all religion in the study area. 20 (3.85%) of the household head that had Traditional single hut enough to cater for their family, but majority of the 259(49.81%) household head had Traditional compound. This study is in agreement with Kottak (2004) restated anthropologist Anthony F.C. Wallace's definition of religion as "belief and ritual concerned with supernatural beings, powers, and forces" influences house form.
The specific values about house form in the study area of each tribe in the study area it was observed that everybody in the area of study respects each other belief and the society values that bind them together. The Mumuye ethnic group have value for children, children huts are always at the approach into the compound because they belief that the children will soon leave the compound after attaining appropriate maturity age to start their own. Secondly, the Mumuye people restrict other persons apart from the spiritual head from the shrine area (which is fenced in enclosed place with so many trees and woods inside). Thirdly, the Mumuye people have a burial place with the housing units because of their norms and believe.

The Wurukum ethnic group believes the ancestors dwell in some particular forest hence regarded as sacred and anyone viewing it contrary is a taboo. Secondly, whenever a twin is given birth, traditional pots always put at the entrance of the mothers hut to be used for worship festivals.
The Hausa/Fulani ethnic group kitchen always situated opposite living rooms as a custom and as a Muslim always have private, semi-private and public space of worship.
The Mambilla ethnic group dug graves outside and tunneled to the inside of the house, being a sign of respect and honour for the dead.
The Tiv ethnic group always has a central place resting hut in their compound for relaxation and their strong interaction (ate). Secondly, the Tiv's bury dead youth at the entrance to the settlement and others within the settlement.

The Jukun ethnic groups live in booths during the Iya-puje festival (the festival in harvest thanksgiving) young adult normally settle away from the main family. The Jukuns buried their dead within the compound mostly unmarked.
Based on the researchers interactive interviews with the respondents and observation of various

ethnic groups in the study area it was observed that everybody in the area of study respect the various ethnic group norms and avoid encroaching into another person's Land (Landed properties) was a common norm guiding housing construction in the study area is in line with Charalambons (2007) view.

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Comparison of the Academic Performance of Students with Literate Mothers and Students with Illiterate Mothers in Kwara state, Nigeria

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Abstract. There are important variables to academic performance. Further, mothers are very influential to what their children become. A literate and informed mother can make a difference to the academic performance of her child. This was the crux of this study; to find out if mothers educational qualification(s) is related to academic performance of subjects under study.
The study was carried out in Kwara State. The one way analysis of variance (ANOVA) was the statistical tool utilized. The results revealed that mothers educational qualification was related to the performance of students.

1. Introduction and Review

School performance is influenced by varied factors such as school location, achievement motivation, achievement orientation, the home factors amongst others. The present study was conceived with the notion of finding out how specifically, if mother's educational qualification is related to academic performance. Niles (1981) affirmed that children of parents who had higher education performed better than others in school. Parental interest was believed to be an important determinant of achievement in school. It seems reasonable to suggest that students with literate mothers therefore, who probably because of parental "push" to perform well in school will also be superior in achievement orientation when compared to their counterparts whose mothers are illiterates.

Alele Williams (1986) asserted that the type of socialization women receive inflict psychological constraints on them. Women are trained to serve men even at their own expense and also not to respect themselves as women. In the same vein, Rogers (1980) claimed that there are important psychological processes involved in socialization. Such processes turn many women into advocates of the home and family "destiny". Rogers noted that women have been carefully trained for this work, and are repeatedly told that it represents the best that life can offer. Mothers level of education not only related to daughters' choice of non-traditional occupations but also to their educational expectations. These findings suggest that mothers level of educational attainment has a strong influence on the type of roles their daughters will accept in the future. It shows that education liberates the mind and thus causes changes in the role expectations of people. In the same way, mothers level of education can influence the males school performance. Helping with school work, asking after school progress and monitoring all makes a difference to performance.

In a related study, Mowaiye Fagbemi (1996) researched into the achievement orientation of students from urban and rural settings in Kwara State, Nigeria. It was reported that students from urban schools performed significantly higher than those from the rural areas. It was also reported by the same researcher that achievement orientation and the training that a

child from a literate home receives differs from that a child from an illiterate background receives. These differences influence achievement values and orientation and even early socialization concepts given. Jhrakliewciz, Samson & Manderlink, 1989; Shanahan & Walberg, 1985; Mussen, Conger, Kegan & Houston all reported that the home background and home literacy was related to academic performance (Mowaiye Fagbemi, 1996). Mowaiye (1996) had found that academic posit to achievement was related to academic performance. The present study is a step further in the study of academic performance. The present study will look at the influence of mothers educational qualification to academic performance of students under study.

2. Methods

The study sought to find out if mothers educational qualifications is related to the academic performance of secondary school students.

The study employed the stratified random sampling technique. There was a sample of students from schools in areas designated as educationally disadvantaged and in the rural areas of Kwara state and then a sample from the educationally advantaged areas found principally in the urban areas. Total number of sample was one hundred and sixty four subjects (N=164). However, some were later left out because their own academic sheets that showed their results could not be located.

The one way of analysis of variance (ANOVA) was the statistical tool used to make inferences from the study.

3. Results and Discussion

Hypothesis 1

There will be a significant difference in the academic performance of students whose mothers are literate and students whose mothers are illiterates.

To test the above hypothesis, the one way analysis of variance was carried out on the results. Table 1 presents this (with mother's educational level teased out of other variables)

TABLE 1

Anova of students performance in English and Mathematics

SOURCE	DF	SS	MS	F-VALUE	PR.>F	
LOC	1	72.88.3	7388.3	26.6	0.0001	H/S
EDU	3	6281.7	2093.9	7.5	0.0001	H/S
PR	1	148.6	148.6	0.5	0.4659	N/S
AO	1	8.7	8.7	0.03	0.8597	N/S
LOC & EDU & AO	18	4052.6	225.1	0.81	0.6835	N/S
Error	108	29976.0	277.55	-	-	
Total	132	41856.09	-	-	-	

As observed from table 1 the F (1,108) = 7.5, P<0.0001 for mothers education is highly significant. To locate the point of difference(s), the Duncan Multiple Range was used.

The results of Duncan Multiple Range test carried on the influence of mothers educational level are shown in table 2.

Table 2

Duncan Multiple Range test for Mathematics and English Language performance with consideration for mothers educational level.

Level of education	*N*	$\bar{X}$	*MSE*	*Df*	*Critical range*
Degree	13	112.1			
OND/HND	26	101.6			
Primary – Sec. Schl	54	98.4	277.5	108	10.5
No formal Education	46	89.2			

As observed, a significant difference exists between the mean scores on mathematics and english language for students with literate mothers and those with illiterate mothers, in favour of those which literate mothers.

Table 2 revealed that students whose mother had at least a first degree (Bachelor's degree), performed significantly higher than others. While those whose mothers had either the Higher National Diploma (HND) or Ordinary National Diploma (OND) equally performed better than those whose mothers had either the secondary/primary school leaving certificates and those whose mothers had no formal education.

The result findings indicate that the home background does influence the academic performance of students, with students whose mothers had degrees (Bachelor, OND, HND) performing better than others.

4. Conclusion

Mother's educational qualification was related to the academic performance of the students under study.

It follows that more women and girls need to be educated to be able to influence their children positively. The Nigerian Government needs to place greater importance on funding of the girl – child education. When more women are educationally equipped (and are therefore financially equipped) they would be better able to help their children with their school work, with educational values given to the children, with achievement orientation given amongst other advantages. The aggregate of good values and better performance from each home will invariably lead to better values in the society and accelerate development in Nigeria.

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Cognitive Behaviour Therapy as a Counselling Strategy for Managing Academic Stress among Adult Learners in Nigeria

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Abstract. Adults Learners are matured men and women between the ages 25 -50years and above who are returning back to school to obtain degree(s) due to various reasons such as demand of workplace, promotion in the office, need for career change or need to earn higher salary etc. Many of these adult learners are married, have children, jobs and playing other multiples roles in the society while pursuing their educational goals. Many of these adult learners that cannot cope with academic stress are dropping out of school and will not be able to achieve their educational goals. Numerous factors contribute to their academic stress such as family, work, financial resources, school environment etc. Thus, this paper provides information on how Cognitive Behavioural Therapy (CBT) can be used as a counselling strategy for handling academic stress in adult learners in Nigeria. The paper covers review of relevant literature on the theoretical background of concept of adult learners, academic stress, symptoms of academic stress and sources of academic stress. The paper therefore concluded that counsellors through the use of cognitive behaviour therapy should teach adult learners new and healthier ways of thinking which is restructuring of negative cognitions and other strategies which will help the adult learners manage their academic stress effectively.

Keywords: Adult learner, Academic stress, CBT

1. Introduction

Adult learners are the fastest growing population of students in various institutions of distance learning such as National Teachers' Institute, National Open University and sandwich students in various universities in Nigeria. They seek career advancement and opportunities to improve their quality of life, to meet employment expectations, facilitate and accommodate life changes, to bring additional skills etc. that will benefit the workplace and the nation at large, and to enhance their employabilities.

Adult learners face unique challenges such as work, family, and numerous responsibilities and obligations that they must joggle while pursuing a degree with limited time and financial resources. Adult learners are different from traditional college students. Many adult learners have responsibilities (e.g. family and jobs) and situations (e.g. transportation, child care, domestic violence and need to earn more income) that can interfere with the learning process. Most adults entered educational programmes voluntarily, managing their classes around work and family responsibilities. Additionally, most adult learners are highly motivated and task-oriented (Merriam & Caffarella, 1999). According to Ismail (2008), adults who are working and studying at the same time face a lot of challenges daily. They have commitment not only to their works and studies; but also to their families. Some of them are the care-givers and providers to the families. Having a lot of commitments and responsibilities can cause a lot of stress to a person.

Stress occurs in different situations and settings such as homes, workplaces or colleges and any other human setting, for example, in an academic setting, students do experience academic stress, so named because it occurs in an academic environment. Stress has become an important topic in academic circles. Many scholars in the field of behavioural science have carried out extensive research on stress and its outcomes and concluded that the topic needed more attention (Agolla, 2009). Stress in academic

institutions can have both positive and negative consequences if not well managed (Stevenson & Harper, 2006). Academic institutions have different work settings compared to non-academic and therefore one would expect the difference in symptoms, causes and consequences of stress (Chang & Lu, 2007).

2. Academic Stress

Academic stress among students have long been researched on and researchers have identified stressors as too many assignments, competitions with other students, failures, and poor relationships with other students or lecturers (Fairbrother & Warn, 2003). Academic stressors include the student's perception of the extension knowledge base required and the perception of an inadequate time to develop it (Carveths, Gesse, & Moss,1996). Students report experiencing academic stress at predictable times each semester with the greatest sources of academic stress resulting from taking and studying for examination, grade competition and the large amount of content to master in a small amount of time (Abouserie, 1994). When stress is perceived negatively or becomes excessive, students experience physical and psychological impairment. Methods to reduce stress by students often include effective time management, social support, positive reappraisal, and engagement in leisure pursuits (Murphy & Archer, 1996).

2.1 Sources of Academic Stress of Adult Learners

Mercer (1993) divided barriers to persistence into three classes; situational, dispositional and institutional. Family, job and civic commitment all play a part in determining situational barriers. Dispositional barriers are intrapersonal and consequently much harder to define and they include dissonance among role demands.

Situational barriers: One of the major forms of stress to female adult learners is their unavailability for their children. Parents feel guilty about being unavailable when their children need them, with mothers or children younger than thirteen feeling the most conflict (Terell, 1990). The age of the children may well determine the persistence of women. Those with older children may persist to graduation, whereas those with young children may interrupt or stop their education (Carney-Crompton & Tan, 2002). This is especially true of female adult learners who are prone to dropping out in response to barriers created by their unique pressures (Muller, 2008; Fincher, 2010) Institutions rarely recognize the needs of female adult students and as a result, may inadvertently impose more barriers on their success.

Financing Education: Funding the education is another stress and challenge to adult students encounter; the difficulty may be due to multiple roles most of them play with the present economic recession, high rate of job layoffs, family responsibilities, and financing have become a big need to adult students as school fees and other dues, writing papers for seminars increases, the demand for internet services for assignments and research, condition at home, special child care needs, work demands, transportation, family's health, friends or colleagues requires huge finance, this mounts pressure on adult students (Terell, 1990).

Finances play a significant role in the ability of adults to complete their academic goals. In addition to tuition and related expenses, parents with young children may have to pay for child care while at work and in class. Lower-income families cannot afford such services as child care or summer camp while school is out of session (Terell, 1990).

Time and energy spent trying to "make ends meet" can drain the most dedicated student. Financial aids received by students are all variables that determine the persistence rate of adult students (Carney-Crompton & Tan, 2002). Although other variables can be negotiated, income levels cannot. The basic needs of the family, like food and rent or mortgage, take priority over educational outlays. Adult students with complex problem who believe the financial involvement is enormous quit the academic programme.

Job demand: Job responsibilities are both a blessing and a curse for adult students. Hours of employment have a positive effect on the psychological well-being of adults (Chartrand, 1992) but at the cost of most of their spare time (Terell, 1990). Adult students may have to make career compromises for the sake of both their families and academic work, leading to health and financial consequences. (Terell, 1990).

Full time students report role overload and student, family and job demands all contribute to role contagion (Home, 1998). Many full time students are unable to fully anticipate the effects of their combined role demands. In contrast to jobs with fixed hours, student and family demands never seem to end. Caregivers may be more vulnerable to role contagion because of the guilt associated with the demand (Home, 1998).

Support from family and friends are essential when adults are making the decision to stay in school or drop out (Chartrand, 1992). Carney-Crompton and Tan (2002) report that traditional-aged students have more supportive individuals available in their lives than do adult students. This may well be an area in

which institutions can develop services to strengthen social support networks.

Institutional barriers: Schools often are not structured to accommodate adult students (Benshoff & Lewis, 1992). Colleges and universities are not equipped to deal with the career orientation of adults (Bauer & Mott, 1990) and class work may do little to meld life experiences into academic subject matter. Office and class hours may not meet the needs of students. Adult students may never find a cohort of similar students with whom they can connect socially or emotionally.

Ageing condition: Ageing conditions occurs as one ages, one undergoes a number of physiological changes which affect not only how one looks, but how one functions and respond to daily living. The consequences of these changes can include decreased stamina with shortness of breath and fatigue, which in turn may impair one's ability to perform activities of daily living, such emotional disturbances and conditions challenge ones mental health, sometimes resulting in loss of interest or pleasure in usual activities, changes in appetite and weight, sleep disturbance, motor agitation or retardation, fatigue and loss of energy, feelings of worthlessness, self-reproach or excessive guilt, suicidal thinking, or attempts and difficulty with thinking or concentration.

These create negative health outcomes such as traumatic stress, depression, anxiety phobias/panic disorder, sexual dysfunction, substance abuse, high blood pressure, stroke and other problems which narrow the focus of attention (Chartrand, 1992), it can lead to an inattention to peripheral details (Carney- Crompton & Tan, 2002). All these and much more put pressure on adult students making learning difficult and boring.

Low self-esteem: Adult students who have experienced or experiencing abuse which they may include attempts to dehumanize or intimidate them, use of verbal and non-verbal act that reduce their sense of self-worth or integrity have low self-esteem, great frustration, stress resulting to inability to achieve goals and wishes. This makes some adult students to build fear and anger that affect their personality structure, sometimes destroy the ability to learn.

In some adult students, these feelings of threats are expressed by failure to participate, dropping out, resisting examinations, refusing to take part in discussion. Such negative peak experience characterized with confusion and unhappiness may also "intensify pre-existing conflict, emotional pain and inner confusion and chaos that may potentially lead to intra-psychic depletion, fragmentation and debilitating anxiety. Adult students with a fragile sense of self or damaged self- image may be in great danger. Knowles (1990) states that educators need to focus on the needs, interest and desires of adult students.

However, in fulfilling these attributes educators first have to understand who these adult learners are, how they learn, why they learn and why they enter the learning process. Kerka (2002) maintained that meeting the needs is not a viable guiding principle at the heart of practice. He stated andragogical methods which purports to provide a relaxed, trusting, mutually, respectful, informed, warm, collaborative and supportive learning environment are more conclusive to learning at all ages. It is obvious that adult students come into the programme with numerous challenges, some which are not stated here, battling with these needs without counselling services hinders the development of full potentials and ability to adapt to newer role.

3. Cognitive Behavioural Therapy

Cognitive Behaviour Therapy (CBT) was pioneered by psychologists Aaron Beck and Albert Ellis in the 1960s (Rachman, 1997; Gale Encyclopaedia of Medicine, 2008). Cognitive behaviour therapy is one of the major orientations of psychotherapy (Roth & Fonagy, 2005) and represents a unique category of psychotherapy intervention because it derives from cognitive and behavioural psychological models of human behaviour that include for instance, theories of normal and abnormal development, and theories of emotion and psychopathology. Cognitive Behavioural Therapy (CBT) combines cognitive and behavioural therapies, and involves changing the way one thinks (cognitive) and how one responds to thoughts (behaviour). CBT focuses on the 'here and now' instead of focusing on the cause of the issue, and breaks overwhelming problems into smaller parts to make them easier to deal with. These smaller parts can be described as thoughts, emotions, physical feelings and actions. Each of these has the ability to affect the other, for instance, the way one thinks about things can affect how one feels emotionally and physically, and ultimately how one behaves. CBT is based on the principle that individuals learn unhelpful ways of thinking and behaving over a long period of time. However, identifying these thoughts and how they can be problematic to feelings and behaviours can enable individuals to challenge negative ways of thinking, leading to positive feelings and behavioural changes. It is possible for the therapy to take place on a one-to-one basis, with family members or as a group depending on the issue and how the individual feels most comfortable.

Cognitive Behavioural Therapy is useful in dealing with issues such as anger, anxiety, depression, drug or alcohol problems, eating disorders, obsessive-

compulsive, phobias, post-traumatic stress disorder, sexual and relationship problems (Driessen & Hollon, 2010). The emphasis on cognitive or behavioural aspects of therapy can vary depending on the issue at hand. For example, the emphasis may be more towards cognitive therapy when treating depression and the emphasis may be more towards behaviour therapy when treating obsessive compulsive disorder. CBT is a practical therapy, hence it is likely to work best when used in treating a specific issue per time as it focuses on particular problems and how to overcome them. CBT sessions may consist of a number of activities, including: Coping skills, Assessments, Relaxation, challenging certain thoughts, thought stopping, homework projects, and training in communication (Salman, Esere, Omotosho, Abdullahi, & Oniyangi, 2011).

The underlying concept behind CBT is that thoughts and feelings play a fundamental role in behaviour. For example, a person who spends a lot of time thinking about plane crashes, runaway accidents and other air disasters may find themselves avoiding air travel. The goal of cognitive behaviour therapy is to teach clients that while they cannot control every aspect of the world around them, they can take control how they interpret and deal with things in their environment (Burns, 1999). Cognitive behaviour therapy has become increasingly popular in recent years with both mental health consumers and treatment professionals because CBT is usually a short-term treatment option, it is often more affordable than some other types of therapy. CBT is also empirically supported and has been shown to effectively help patients overcome a wide variety of maladaptive behaviour (Ledley, Marx & Heimberg, 2005).

3.1 Techniques of Cognitive Behavioural Therapy

In the process of using Cognitive Behavioural Therapy, the client and therapist collaborate through an open dialogue to develop a problem definition and goal. Goals can behavioural, cognitive, or physical in nature and can be defined by problem or process. Cognitive Behavioural Therapy uses a range of therapeutic techniques to achieve these goals. Ultimately, however, despite the vast toolbox of techniques, client change is related to his/her investment in the process of CBT (Burns, 1999).

Cognitive Behavioural Techniques according to Burns (1999) are:

Socratic Questioning: Questioning allows the therapist to stimulate the client's self-awareness, focus on the problem definition, expose the client's belief system, and challenge irrational beliefs while revealing the clients' cognitive processes.

Homework: To assist with cognitive restructuring, clients are often assigned homework. Typical CBT homework assignments may include activities in behaviour activation, monitoring automatic thoughts, reviewing the previous therapy session, and preparing for the next therapy session.

Self-monitoring: Also called diary work, self-monitoring is used to record the amount and degree of thoughts and behaviours. This provides the client and therapist information regarding the degree of a client's negative affirmations.

Behavioural Experiment: The Experiment process includes experiencing, observing, reflecting and planning. These steps are conducted through thought testing, discovering, activity, and/or observation.

Systematic Desensitization: systematic desensitization pairs relaxation with exposure to something stressful. Clients are taught to relax in anxiety provoking situations (Grohol, 2010).

Cognitive Behaviour Therapy values and empowers the individual to take control of his/her life through psycho-education with a vast array of techniques specific to individual diagnosis. Unconditional self-regard is extended to include the unconditional regard of others, which is congruent with social work's strength-based values. The goal of CBT is to allow a client to take control of his/her problems and to manage life in a healthy adaptive way.

The cognitive model hypothesizes that people's thoughts and feelings are not determined by a situation, but by their interpretation and construction of the situation. Recognizing this discrepancy, CBT seeks to modify the dysfunctional core beliefs that result in automatic thought which trigger emotion in any given situation. Behavioural methods are often used to accomplish this task and education components are often coupled with client homework for successful treatment.

Cognitive behaviour therapy has been used to treat people suffering from a wide range of disorders, including anxiety, phobias, depression and addiction. It can also be used to change the negative attitude of people. CBT is one of the most researched types of therapy, in part because treatment is focused on a highly specific goal and results can be measured relatively easily (Grohol 2010).

4. Cognitive Restructuring

Cognitive Behavioural Therapy holds that most of our emotions and behaviors are the result of what one thinks or believe about oneself, other people and the world. It shapes how one interprets and evaluates what happens to him / her, influences how one feels about it and provide a guide to how one should respond. Unfortunately, sometimes ones' interpretation, evaluations and underlying beliefs

thoughts contains distortions, errors, or biases that are not very useful or helpful. This results in unnecessary suffering and often causes one to react in ways that are not in ones' best interest.

Cognitive restructuring in layman's term is the process of learning to replace one's current negative thoughts with better and more beneficial thoughts. It is the process of learning a better way of speaking to one's self. Salman, Esere, Omotosho Abdullahi and Oniyangi (2011) defined cognitive restructuring as a psychotherapeutic process of learning to identify and dispute irrational or maladaptive thoughts such as all or nothing (splitting), Magical thinking and emotional reasoning which commonly are associated with many mental health disorders.

Cognitive restructuring is a set of techniques for becoming more aware of our thoughts and for modifying them when they are distorted or are not useful. This approach does not involve distorting reality in a positive direction or attempting to believe the unbelievable. Rather, it uses reason and evidence to replace distorted thought patterns with more accurate, believable and functional ones. Cognitive restructuring is essentially changing the way one thinks about situations, also called reframing. Cognitive restructuring is a tool that helps one reduce negative, irrational or critical self-talk and get to the truth about a situation. It is based on the theory that one's attitude are determined by what we tell ourselves and therefore, positive self-talk can create a positive mood and reduce stress.

The cognitive restructuring theory asserts that humans are directly responsible for generating their own negative emotions and that these self-created negative emotions over time leads to dysfunctions such as stress, depression, anxiety and even social awkwardness. When utilizing cognitive restructuring in cognitive behavioural therapy (CBT), it is combined with psycho-education, monitoring, in vivo experience, imaginal exposure, behavioural activation and homework assignments to achieve remission (Huppert, 2009). Hope, Burns, Hyes, Herbert and Warner (2010) identified four steps involved in cognitive restructuring and six types of automatic thoughts.

The four steps include:

(i) Identification of problematic cognitions known as "automatic thoughts" which are dysfunctional or negative views of the self, world or future;

(ii) Identification of the cognitive distortions in the automatic thoughts;

(iii) Rational disputation of automatic thought to the automatic Socratic dialogue; and

(iv) Development of a rational rebuttal to the automatic thoughts.

The six types of automatic thoughts are:

(a) Self-evaluated thoughts;
(b) Thoughts about the evaluations of others;
(c) Evaluative thoughts about the other person with whom they are interacting;
(d) Thoughts about coping strategies and behavioural plans;
(e) Thoughts of avoidance; and
(f) Any other thoughts that were not recognized.

The purpose of cognitive restructuring is to widen one's conscious perspective and thus allow room for a change in perception. Conclusively, cognitive restructuring helps client consider any maladaptive patterns in their thinking-feeling-behaviour cycles. The client's goal is to rethink these patterns and consider more adaptive alternatives that will work better for him or her. Ultimately, the goal is to have the adult learners recognize that sometimes their thoughts lead to feelings and actions which are maladaptive. By examining and changing their thoughts (belief), feelings and actions are altered in a pro-social direction. The shift in thinking if successful can help the adult learners to achieve their educational goal (Baker & Scarth, 2002).

5. Cognitive Distortions

The term "Cognitive distortions" refers to errors in thinking or patterns of thought that are biased in some ways. They may include:

(i) interpretations that are not very accurate and which selectively filter the available evidence;

(ii) evaluations that are harsh and unfair and/or

(iii) expectations for one-self and for others that is rigid and unreasonable.

The more a person's thinking is characterized by these distortions, the more they are likely to experience disturbing emotions and to engage in maladaptive behaviour. A number of common patterns of cognitive distortions have been identified including:

(a) All – or – Nothing thinking: looking at things in absolute, black and white categories, instead of a continuum. For examples, if something is less than perfect, one sees it as a total failure.

(b) Overgeneralization: viewing a negative event as a part of a never ending pattern of negativity while ignoring evidence to the contrary. You can often tell if you overgeneralizing If you use words such as

never, always, all, everyone, no one, nobody or everyone.

(c) Mental filters: focusing on a single negative detail and dwelling on it exclusively until one's vision of reality becomes darkened. "I can't trust men, they only let you down".

(d) Magnification or minimization (e.g. magnifying the negative and minimizing the positive): Exaggerating the importance of one's problems and shortcomings. A form of this is called "catastrophizing" in which one tells oneself that an undesirable situation is unbearable, when it is really just uncomfortable or inconvenient.

(e) Discounting the positive: Telling oneself that one's positive experiences, deeds or personal qualities do not count in order to maintain a negative belief about oneself or doing this to some else.

(f) Mind Reading: concluding what someone is thinking without evidence, not considering other possibilities and making no effort to check it out.

(g) Fortune telling: Anticipating that things will turn out badly and feeling convinced that the prediction is an already established fact. It often involves; A) Overestimating the probability of danger, B) exaggerating the severity of the consequences should the feared event occur and c) underestimating one's ability to cope should the event occur. B and C are also examples of catastrophizing.

(h) Emotional Reasoning: Assuming that one's negative emotions necessarily reflect the way things really are (e.g. "Because I feel it, it must be true". "I feel stupid; therefore, I am stupid).

(i) Rigid rule (perfectionism): Having a precise, fixed idea of how oneself or other should behave and overestimating how bad it is when these expectations are not met, often phrased as "should "or "must" statements.

(j) Unfair judgment; Holding oneself personally responsible for events that are not (or are not entirely) under one's control, or blaming other people and overlooking ways in which one might have also contributed to the problem.

(k) Name calling: Putting an extremely negative and emotionally loaded label on oneself or others. It is an extreme form of magnification and minimization, and also represents a gross over generalization.

In addition to the above list which is largely influenced by Aaron Beck's version of cognitive therapy, Albert Ellis produced a similar list that highlights what he called irrational beliefs (which consist of faulty assumptions and unreasonable rules about life).

6. Techniques of Stress Inoculation Training

Relaxation Techniques: Relaxation is antonym of stress. A relaxed person is less apt to be stressed. When one feels stress, one should relax. Relaxing one's body and mind should be done consciously, adult learners should focus on changing the things they can and accepting the things they cannot. Relaxing can reverse the physical effects of stress and make an adult learner feel better, think better and perform better (Akinade, 2007).

Sleep: Sleep is the best form of relaxation. It is good for our health. Adult learners should always create time to sleep but do not oversleep. Sleep enhances the immune system. Some people believe they should not sleep unless they complete a task, especially one that is even not a one – shot affair or one that demands a long time. When one loses sleep for a prolonged time, the body may / will break down which may eventually affect the realization of one's dream or goals in life.

Relaxation techniques can help adult learners manage stress and improve their concentration and health. Other relaxation techniques available to adult learners include muscle relaxation, correct posture, visualization, meditation and deep breathing etc. Other cognitive restructuring techniques available to adult learners are listed and explained subsequently.

Positive Self Talk: Talking is good, adult learners should always say something positive and the more of that, the better for them and those they relate with. It is beneficial to adult learners avoid negative thoughts, statements or feelings. This is because they are capable of poisoning the body system and increasing one's stress levels. Instead adult learners should think, feel and act positively most of the time. Talking to oneself in beautiful and positive ways is a powerful tool. Making a mental prone situation will calm one down even when such event comes up. It may not even come up again, adult learners should just relax in their mind

The following assertions can help improve adult learner's efforts to reduce stress: I have a fantastic brain, I have a limitless intellect, I can never fail, I am great, I am confident of my abilities, I can, I will etc.

Regular Exercise: Adult learners feel stressed, He or she can engage in reasonable physical exercise. This can help an adult learner relax and effectively reduce stress. The American Council on Exercise recommended that one can use physical activity to manage stress. Daily exercise at least 20 minutes of

rhythmic aerobic activity six to seven days a week. One may follow a TV or video recorded programme to do this. This can be done in the comfort of one's home. Engaging in a variety of physical exercises such as walking, riding a bike, swimming, and jogging or join gym and attend regularly. Adult learner may also learn yoga and yoga-type of activities. In this way, the mind relaxes as the body increases it amounts of muscular work. Play recreational sports. A vigorous game of squash, tennis, racquetball, volleyball or badminton purges the body of adrenaline and other stress-producing hormones.

Re-evaluate the importance you place on many of your sources of stress: Adult learners often make things bigger than they really are due to their many sources of stress like family, work and school. They need to know how they feel when they are stressed, if they do have any physical, mental or emotional signals that show up when they are stressed. The first line of defense against stress may be to reduce their symptoms of stress. Taking a walk, doing yoga, meditating and "venting" about their stress are common examples of symptoms reduction strategies. They are geared to relieve the common symptoms of stress. Once the symptoms are relieved a little, they will be ready to identify their source of stress (if it is not already apparent to them).

Manage time to manage stress: Effective time management is a key approach to preventing avoidable stress. Adult learner should keep him/herself organized and plan ahead. Anticipate their peak stress times and clear their schedule as much as possible to be able to focus on the most important assignments, exams and other schoolwork. Keep a running "to do" list, and keep doing the tasks on the list in order of their priority.

Keep out of the rut with routines: Adult learners should work on developing productive, healthy routines; He/she will likely notice a dramatic drop in his/her stress levels. Routines automate certain decisions about time management and work that can help them stay on top of their schedule. Adequate sleep, a good diet, and exercise are crucial to preparing one's mind and body to handle daily stressor. Developing regular study routines will help an adult learner to keep up with school work and prevent the need for last-minute work on deadlines and cramming for exam which can add to their stress.

Habits: Many coping mechanisms are not effective at alleviating stress and may over the long term be harmful. For example, smoking, alcohol and drug use, and indulging in junk food binges are simply means of making the stress. Adult learners should know what is best for their body and their emotional and mental health; Adult learners should break away from bad habits and form good one.

Identify your stressor: Before an adult learner will be able to manage his/her stress effectively, He/she needs to know where his/her stress is coming from. Time pressures, making the adjustment to university life, finances, leaving home, living independently, relationships, and balancing work, school and a personal life may all contribute to their stress. Knowing where the stress comes from can help adult learners concentrate on their stress management where it will matter most. Taking time out to deal with stressors head-on can make a big difference in their day to day experience of stress.

Let it out: Adult learners should talk to someone during times of high stress such as a close friend, family member, an academic advisor, a classmate, or the course instructor. From a support group of classmates who have similar work-and stress-loads to help get you through difficult time. Just writing down your stressors can sometimes make them seem a little less frightening and can help put things into perspective. If the stress is getting out of control, it may be time to speak with a professional counsellor.

Adaptation: Adult learners should learn to adapt to life's unavoidable realities. There will be certain stressors that one cannot change. For example, exams, essays and deadlines are unchangeable aspects of university education. They should learn to cope with these realities (perhaps by building needed skills). Doing so can help them deal more effectively with the stress such realities cause.

Adult learners should think about how stress is affecting them mentally, emotionally and behaviourally and what he/she may be doing to make the stress he/she is experiencing worse. They should take time daily to think about and be thankful for the positive things in their life and always attempt to have a positive rather than pessimistic outlook. (Akinade, 2007)

The main thrust of the theory is to restructure the cognitive process so that individuals that were previously thinking negative can now think and feel positive in life. When cognitive restructuring has taken place, the adult learners will now realize they can do very well in school despite their sources of stress.

7. Conclusion and suggestions

Adult learners face unique challenges such as work, family and numerous responsibilities and obligations that they must joggle while pursuing a degree with limited time and financial resources. They face many stressors such as career, family and financial responsibilities, rigid schedules and limited time, poor academic preparedness and low self -

confidence, balancing family and work etc. (U.S Department of Education, 2005) most of these stressors would not allow most of the adult learner to achieve their educational goal. SIT is a counselling strategy counsellors can use to help adult learners cope with their academic stress. CTB is based on the principle that individuals learn unhelpful ways of thinking and behaving over a long period of time. However, identifying these thoughts and how they can be problematic to feelings and behaviours can enable individuals challenge negative ways of thinking, leading to positive feelings and behavioural change.

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Street Children as Threat to National Security and Peace in Nigeria: Can the Child Rights Act serve as a Panacea?

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Abstract. This paper highlights how street children can be a threat to National Security and Peace in Nigeria. It has been observed that street children are vulnerable and can easily be used as political thugs, foot soldiers and terror elements in religious conflicts, accomplices to armed robbery and easy recruits for ethnic militia. Street children get involved in petty theft on the streets and stealing through car windows in traffic holdups. Street children have also been known to be involved in raping unsuspecting females passing through lonely or dark places. Top among the issues of concern is why these children are still on the streets despite laws seeking to prevent them from being there. The paper examines the existing legislations that provide for children in need of care and protection with the view of determining their adequacy or otherwise. The impact of the law mandating parents to take responsibility for the feeding, housing and general upbringing of their children and wards is also considered. It looks into the role of regulatory authorities, courts and the Nigerian Government in arresting this situation. It also considers the extent to which these agencies are enforcing the law that empowers them to arrest these children and either cause the parents to face their responsibilities of taking care of their children, or causing the government to take these children to institutions where their needs will be taken care of. Finally, the lapses that are inherent in the constitution that the government is taking advantage of are considered. The paper concludes by proffering likely solutions to prevent the possibility of children being prone to misuse or becoming a threat to national security and peace. The author is of the opinion that rehabilitation of street children into the society where they can learn a trade of their choice will go a long way in solving this problem. The political will of government to eradicate poverty by creating jobs and empowering the citizens to establish their own business will reduce the number of children on our streets.

In most big towns and cities in Nigeria, it is not unusual to see children between the age of three and 18 roaming the streets at all hours of the day and even at nights. These children are seen roaming the street aimlessly, begging, being used as beggars' guides and hawking petty wares. Some of these children live and sleep on the streets while some go back home at nights to their parents, guardians or any adult they live with. It has been observed that street children are vulnerable and can easily be used as political thugs, foot soldiers and terror elements in ethnic/religious conflicts, accomplices to robbery and armed robbers and easy recruits to ethnic militia. Street children get involved in pick pocketing, stealing through car windows in traffic hold ups, breaking and stealing from shops during demonstrations that had earlier started as peaceful, which street children had

taken advantage of, to loot and cause wanton destruction of properties and killing of innocent people. Street children have also been known to be involved in raping unsuspecting female passing through lonely or dark places.

The questions now are: Why are these children on the street despite laws seeking to prevent children from being on the street? Is the law mandating parents to take responsibility for the feeding, housing and general upbringing of their children and wards making any impact? Are the agencies concerned for the welfare of children adequately enforcing the law that empowers them to arrest these children and either cause the parents to face their responsibilities of taking care of their children, or causing the government to take these children to institutions where their needs will be taken care of? Finally, what lapses are inherent in the constitution that the government is taking advantage of.

This paper examines the existing legislations that provide for children in need of care and protection with the view to determining its adequacy or otherwise. It also highlights how street children can be a threat to National Security and Peace in Nigeria. It looks into the role of legislations, regulatory authorities, courts and the Nigerian Government in arresting this situation. The paper concludes by proffering likely solutions to prevent the possibility of children being used or becoming a threat to national security and peace in Nigeria.

1. Introduction

Since 1924, the attention of the International Community has been focused on children. The declaration of Geneva on the risks of child was adopted by the League of Nations in 1946 reading 'children's Special Needs and Vulnerability', the United Nations Organization set up the UNICEF to provide relief assistance for children. A growing concern for the Rights and Welfare of children has culminated in to the adoption of the Convention on the Rights of the Child by the General Assembly of the United Nations on 20th November 1989. This was closely followed by the adoption of the Organisation of the African Unity Charter on the Rights and Welfare of the Child by the Assembly of Head of States and Government held in Addis Ababa in 1990. Here in Nigeria the Child Rights Act is the protection of the Rights of the Child and most especially for children in need of care and protection under which street children fall.

This paper will explain who street children are and why they are on the street or living in the street. The paper will also examine how this category of children could become future threat in National Security and Peace. The responsibility of parents and government to take care of these children as contained in our laws will be examined with the aim of finding solution to this pending problem.

2. Street Children

The United Nations Convention on the Rights of the Child states that a child means every human being below the age of 18 years unless under the law applicable to the child, majority is allowed earlier. The 1999 Constitution of the Federal Republic of Nigeria holds a child to be a person below the age of 18 years and the Child Rights Act defines a child as a person under the age of 18 years.

There is no universal definition of street children and several interpretations are in common use. This is because the phenomenon arises as a result of these children being abandoned by or themselves abandoning their families and homesteads. The concept can thus be further divided into street working children i.e. those who have homes to which they return at night but stay on the street as a means of sustenance begging or engaging in patty trading and sometimes other vices. Street living children on the other hand would refer to those who for the majority of the time sleep on the street and remain in limited or no contact with their families or origin.

The most common definition of street child or youth is 'any girl or boy who has not reach adulthood, for whom the street in the broadest sense of the word including unoccupied dwellings wasteland etc has become his or her habitual abode and or source of livelihood and who is inadequately protected, supervised or directed by responsible adults' children who

work and or sleep on the street, children of the street are homeless children who live and sleep on the street in urban areas. They are totally on their own living with other street children or homeless adult street people. On the other hand children on the street earn a living or beg for money on the street and return home at night. They maintain contact with their families.

Rather than being abandoned, street children almost always leave home in an intentional manner, initially staying away for a night or two, then step by step, spending more time away from home. Gradually the amount of time they spend with other children increases. Yet contrary to common belief, they rarely break family ties completely. About 90 percent of street children maintain contact with their families and most of them contribute to family income. It is not surprising that the male children in impoverished families are encouraged to begin working and contributing to family income at an early age. They are children in urban area who have completely or partially ruptured family ties and engage in various survival activities on the street. As long as he does not get in trouble with the law in the process of trying to survive, the child that can successfully negotiate the realm of the street is seen as resourceful and self-reliant. They are those for whom the street more than family has become their home, a situation in which there is no protection, supervision or direction from responsible adult.

According to UMP at least three major types of street children have been identified following UNICEF proposal define the first category to refer to children on the street.

These are children who maintain good family ties and often return home in the evening, the second category refer to children of the streets. These are children with lose family contacts who spend some nights or days, or part of the day on the streets and occasionally go back home. The third category is closely related to the second category and refers to children who are completely detached from their families and live in gangs in temporary makeshift shelters. Lately, a new category of street children is emerging; children whose parents are also street children/adolescent i.e. children of street children.

There are also religious street children found in all parts of Nigeria but most especially in the Northern cities in Nigeria where Koranic education encourages Islam tutors to send their pupils to beg on the street, as part of religious preparation for toughness and perseverance. A few are found in the southern cities although in different forms, usually as guides to physically challenged adults. In the East, children aged 8 to 9 years are found on the streets early, as fewer premiums are placed on education in comparison with trading activities.

A further challenge is the phenomenon of child destitution which continued to thrive through the Almajiri system of education in the North of the country. Originally intended to ensure that young children undergo sound Quranic teachings under their parent or Islamic scholar known as mallam, the system was a major source of child abandonment, abuse and neglect. The Almajiri system has become corrupted and turned into the leading source of child destitution. Some of the mallams to whom parents commit the training of their young children and who ought to bring up the children, allow them to leave the school and to roam the streets begging for alms and food – left with neither parental control nor the guidance of the mallams, the children turn into beggars and vagabonds.

The key factor that push children into the street according to Ebigbo include marital problems or instability in the home, poverty, hunger, insecurity, abuse and violence from parents, displacement caused by inter/intra communal clashes, insufficient parental care, death of one or both parents, inadequate family income, unemployment of one parent, lack of (or limited) opportunities in education, abandonment by parents, housing difficulties, drug use by children and peer influence.

It is noteworthy to mention at this juncture that all available figures on street children in Nigeria are often contested as extrapolates or estimates rather than actual figures derived from specific studies. In one of the few studies carried out on street children in Lagos, it was shown that

although homeless street children were rare in the mid-eighties, there were an "estimated" 8,ooo of them by the early 1990s. But because of increasing social and economic burdens in families and communities, the population of street children is likely to be increasing in Nigerian cities. Also, studies have showed that the menace of street children was alarming in the public sphere such as market, bus stops, car parks, garages, street corners, and under the bridges.

3. National Security and Peace

National security entails the ability of Nigeria to advance her interest and objectives to contain instability, control, eliminate, and improve the welfare and quality of life of every citizen.
National Security from any perspective is about safeguarding the interest of the citizenry and providing the type of atmosphere that is free of threats that could inhibit the pursuit of the good of all. It is about the process and measures required to preserve law and order.

Among the core issues of National Security are law and order. National security has also been defined as the aggregate of the security interest of all individuals, communities, ethnic groups, political entities and institutions which inhabit the territory of Nigeria.

The question we may want to ask here is how does street children become threat to national security and peace? The street children pose a security in the cities. They sometimes involve in petty stealing of such items as cell phones, hand bags and any other small items from open wind screens of trapped vehicles in traffic jams.

There is another type of street children which can better be described as road children. These children and young adults, under the guise of filling pot holes on major roads engage in begging. Apart from facing serious safety risks to themselves and other road users, they have found to be part of organised high way robberies as they provide unsuspecting intelligence and sometimes plant sharp object on the road to puncture and deflate vehicle tyres and trap vehicle for easy plunder by the main armed robbers.

During the series of major ethno-religious conflicts like the Zango-Kataf riot, Kano riot, Bauchi riot, Jos riot, Sharia riot in Kaduna etc. Ekpenyon and Oarhe observed that street children especially the almajiris of Islamic street children/urchins drew the first blood and the bulk of the mayhem was sustained by this group of children. This could be largely due to the unquestionable indoctrination and lack of objective analysis of social events by children of this age. Their actions are consequently brutal and devastating.

In Lagos, the OPC mayhem between 1999 and 2001 involved a lot of street children as foot soldiers. The events in Niger Delta cities in the last eight years are equally instructive. Most urban terror gangs operating in these cities have street children as both active foot soldiers and surveillance team that provide the intelligence before attacks. Even the cult wars that have specifically ravaged the city of Port-Harcourt involve the active participation of street children who also act as unsuspecting hard drug couriers to beat the prying eyes of security agencies.

It was reported that Nigeria witnessed at least 187 ethno-religious conflict between May 1999 and April 2009.

Human Rights Watch observed that the criminal nature of Nigeria's transitional democracy tend to rely heavily on 'godfathers' violence and brutality to capture power at all cost. This of course, involves the reliance of the large pool of street children as potential thugs. The fact therefore, still remains that street children in Nigeria are potential threat to National security as a nation infested with street children cannot be free from security threats.

4. Legal Provisions Protecting the Child

The 1999 Constitution of the Federal Republic of Nigeria provides that the state shall direct its policy towards ensuring that:

(i) All citizens, (children inclusive) without discrimination on any group

whatsoever, have the opportunity for securing adequate means of livelihood as well as adequate opportunity to secure suitable employment;

(ii) Conditions of work are just and humane and that there are adequate facilities for leisure and for social, religious and cultural life;

(iii) The health, safety and welfare of all person in employment are safeguarded and not endangered or abused;

(iv) There are adequate medical and health facilities for all persons;

(v) There is equal pay for equal work without discrimination on account of sex, or no any other ground whatsoever;

(vi) Children: young persons and the aged are protected against any exploitation whatsoever, and against moral and material neglect;

(vii) Provision is made for public assistance in deserving cases or other conditions of need and

(viii) The evolution and promotion of family life is encouraged.

These are laudable provisions that if implemented would go a long way in reducing if not removing children from our streets. However, these provisions are only seen on pager and never implemented. These provisions are contained in chapter 2 of the Nigerian 1999 constitution which makes them not enforceable. It appears the government is hiding under these provisions and does not have the intention of meeting them. There is the need for our government to back up their policy objectives with their political will to carry out their promises.

The Child Right Act 2003 provides that:

Every parents, guardian, institution, person and authority responsible for the care, maintenance, upbringing, education, training, socialisation, employment and rehabilitation of a child has a duty to provide the necessary guidance, discipline, education and training for the child in his or its care such as will equip the child to secure his assimilation, appreciation and observance of the responsibilities set out in this Part of the law.

Children in need of care and protection have been identified in Section 50 of the Child Rights Act to mean:

(a) Is an orphan or is deserted by his relatives;

(b) Has been neglected or ill-treated or battered by the person having the care and custody of the child;

(c) Has a parent or guardian who does not exercise proper guidance and control over the child;

(d) If found destitute, has both parents or his surviving parent, undergoing imprisonment or mentally disordered or otherwise severely incapacitated;

(e) Is under the care of a parent or guardian who, by reason of criminal or drunken habits, is unfit to have the care of the child;

(f) Is the daughter of a father who has been convicted of the offence of defilement or indecent treatment of any of his daughters;

(g) Is found wandering or has no home or settled place of abode, is on the street or other public place, or has no visible means of subsistence;

(h) Is found begging or receiving alms, whether or not there is any pretence of singing, playing, performing, offering anything for sale or otherwise or is found in any street premises or place for the purpose of so begging or receiving alms;

(i) Accompanies any person when that person is begging or receiving alms whether or not there is any pretence of singing, playing, performing, offering anything for sale or otherwise;

(j) Frequents the company of a reputed thief or common or reputed prostitute;

(k) Is lodging or residing in a house or the part of a house used by a prostitute for the purpose of prostitution, or is otherwise living in circumstances calculated to cause encourage or favour the seduction or prostitution of the child;

(l) Is a child in relation to whom an offence against morality has been committed or attempted;
(m) Is otherwise exposed to moral or physical danger;
(n) Is otherwise in need of care, protection or control; or
(o) Is beyond the control of his parents or guardian.

With a careful perusal of the above stated provision, one will be able to observe that these categories of children are the same as those described as street children. They are children in need of care and protection rather than to be criminalised or left to become security threat to the nation. Ti is the responsibility of the Federal, State, and Local Governments to see to the welfare of these children as provided for in the constitution and the Child Rights Act.

Government institutions are not sufficient to accommodate the large number of street children and there is no adequate financial provision to feed and clothe the children while in government institution. For example, it was reported that there are about seven million child beggars or Almajiris in the Northern part of Nigeria.
It is our opinion that this provision was inherited from the colonial days in the Children and Young Persons Act and no improvement or review has been made in it. It does not meet our needs and for the situation of things in Nigeria today. This provision tends to see these children as criminals who should be arrested and detained or punished rather than provide a better alternative to rehabilitate and reintegrate them back into the society where they belong by identifying their problems and asking them for options they wish to take in the process of reintegration back into the society.
Section 45 of the Act provides that it is the duty of a state Government to investigate where there has been a report of an abuse or likely abuse.

The Magistrate faces a very real dilemma of detaining a child who has committed no offence or allowing the child to return to a potentially very damaging environment among convicted offenders. The practice of keeping child victim together with child offenders needs to be addressed.
In Part V Section 50 (3) (a) cause the parent or guardian of the child to enter into a recognisance to exercise proper care and guardianship over the child; or (b) make a corrective order (i) committing the child to the care of any first person whether a relative or not, who is willing to undertake the care of the child, or (ii) sending the child to an approved institution, in exceptional circumstances where a non-institutional measure is impracticable or inappropriate and Section 52 contains provisions giving the court power to order parents to contribute to maintenance.

What we see in Nigeria today are situations where these children are treated like criminals and when they are placed in remand homes, parents do not visit them throughout their period of committal. This could be due to the fact that these parents do not have the means to support these children due to unemployment or job loss.

Despite the provision for compulsory education in Nigeria the UNICEF reported in May 2005 that over 7.3 million Nigerian children of school age were not in school.

The so called free education is not free in the actual sense. What the government does is to put up the school buildings, employ teachers and pay teachers' salaries. The pupils have to buy school uniforms, pay for desk and chair, buy school books and pay Parent/Teacher's Association levies. These can cost as much as N7,000 per child. Many poor parents are unable to send their children to the so called free schools. The most important factor here is that free education also falls within the provisions under chapter two of the 1999 Nigerian Constitution which is not enforceable i.e. the government cannot be made to provide free education.

Children in the street and children of the street meet and interact on the street and it is often easier for children in the street to graduate to children of the street. These children are already used to the carefree and restless life and cannot be made to stay in school where they would be

under the authority and control of the school administration.
The Criminal Code Act in Section 300 states that it is the duty of every person having charge of another who is unable by reason of age, sickness, unsoundness of mind, detention or any other cause to withdraw himself from such charge and who is unable to provide himself with the necessaries of life, whether the charge undertaken under a contract, or is imposed by law, or arises by reason of any act, whether lawful of unlawful, of the person who has such charge, to provide for that other person the necessaries of life; and he is held to have caused any consequences which result to the life or health of the other person by reason of any omission to perform that duty.

Section 301 states that it is the duty of every person who as head of a family, has charged of a child under the age of fourteen years, being a member of the household, to provide the necessaries of life for such child; and he is held to have caused any consequences which result to the life or health of the servant or apprentice by reason of any omission to perform that duty.

Section 302 provides that it is the duty of every person who as master or mistress has contracted to provide necessaries, food, cloth, or lodging for any servant or apprentice under the age of sixteen years to provide the same; and he or she is held to have caused any consequences which result to the life or health of the servant or apprentice by reason of any omission to perform that duty.

From the above provisions, one can see that it is the responsibility of adults in charge of children to provide necessaries for their upbringing and that it is a crime to neglect to do so. As has been stated, unemployed parents, or parent that has no means or providing for his family, even where he has the desire to do so, cannot be compelled to provide for his family. This is because parents of most street children, where they can be identified, are very poor that they cannot provide for them.
Busa and Tzannatos rightly observed that the recurring decline in virtually all modern societies is usually an articulate social welfare policy that comprehensively seeks to protect the rights, privileges and security of children and young persons. Part of their consideration is the obvious fact that children from the bedrock of the future of any society. Adequate protection of this segment of the population is therefore important for development and national security of modern national states.

This general concern by modern societies has led to renewed interest to study street children as to the development crises of modern societies. This recognition is based on the importance of human capital accumulation as a catalyst, and even a prerequisite for development. Street children are viewed as a major impediment to social-economic progress and significant threat to national security. These apparent and real threats accentuated the current surge in global interest in street children.

Street children in Nigeria, most likely, provide a ready pool of ethno-religious soldiers. The import of this large pool of children soldiers to national security cannot therefore be over emphasized. This is because as a result of the state failure, citizens rely on ethno-nationalistic sentiments for survival. The situation is therefore tantamount to fanning embers of ethno-religious conflicts which are reasonably sustained by child soldier/militants recruited from the streets.

In the report of Olusegun Claudius Adeniyi Fakoya, he said that sometimes in the mid-nineties, a government approach to solving the menace of area boys in Lagos was to lock them up at an island called Ise in Lagos state ... The area boys were kept in a specially constructed buildings which was surrounded by water ... the water was infested with crocodiles. It was never designed to address the root cause of this social problem and of course it failed to work. It was a punitive action aimed at scaring the area boys. The detainees were dying and the government wanted a government medical opinion. He went further to say that General Ibrahim Babangida 1985 to 1993 established a Peoples Bank which extended micro-credit to many street boys and girls to help them start small business. However, the programme

suffered from insufficient funding and many of those who benefitted from the handout simply returned to the streets when the bank collapsed in the late 1990s.

Ex-governor Bola Tinubu of Lagos state designed a scheme aimed at ridding the city of the area-boys scourge. He set up a skill training centre at Ita Oko – a disused island prison in Lagos. The aim was to rehabilitate these street boys by teaching them artisan skills and trades. This laudable programme also went the way of previous government attempts either due to insufficient attention by the government or lack of commitment to its implementation.

It has been observed that the disintegrating nature of the urban family and the breakdown or weakening of the Nigerian kinship system in the urban setting could be the main contributing factor to the problem of street children in Nigeria.

Public policy regarding street children all too often does not seem to exist. Whatever exists is based on laws dating back to the colonial period relating to the care, custody and control of children and youth. All too often street children are rounded up and handed back to their parents or temporarily locked up in prison. Ideally, children would be given into the custody of an institution such as an approved school or remand home. However with more and more children flocking the streets, government's responses appear futile.

When relationship with caregivers are disrupted or become unhealthy, children may seek to cope by seeking connections and relationships elsewhere. Research on street children indicates that homeless and abandoned children develop their own social network to provide the emotional and instrumental support they need to survive. The sinew coping methods, however, may clash with traditional believes of children in the affected society. As a result, street children are often seen as urban blight, rather than rights holders trying to cope with social and economic pressures and the lack of a family for them. Such children are often "problematized or scapegoated for crimes in order to justify police "clean ups" and summary executions.

Most child offenders often come from broken homes and lack parental guidance. Normally, poverty and lack of education dominate their backgrounds. Some child offenders involved in what are called "status offences" such as vagrancy, truancy or wandering are usually detained for their own protection. Others are detained at the request of parents for stubbornness or for being "beyond parental control". Up to two-thirds of all child offenders experience one form of physical, verbal and emotional abuse during arrest or detention by the police and most young offenders in detention do not get proper meals, sleeping facilities, recreational facilities and facilities for personal hygiene. Sometimes the ages of child offenders are difficult to determine because of the non-availability or evidence of registration at birth. Child offenders are not often prepared for life after detention due to the inadequacy of vocational and educational facilities, counselling services, and after-care service that should assist in their rehabilitation and reintegration into society.

5. Conclusion

It has been observed that sending street children back to parents who in the first place do not have the means for taking care of these children will not be a solution to the problem as provided in the Child Rights Act.

Government institutions are not sufficient to accommodate the large number of street children we now have roaming our streets and government has not made adequate financial provisions for the feeding, clothing and other welfare of these children while in government institutions.

Compulsory basic education may not also be the solution in the care of street children as they are already used to a carefree and restless life. They are not used to taking instructions from any authority except those that are in their gangs.

Poverty is the root cause of the problem of street children and government policies has not been made to solve this problem. We are of the opinion that rehabilitation of street children into

the society where they can learn a trade of their choice under a master of their choice and supervision of social welfare officer will go a long way in solving this problem.

The political will of government to eradicate poverty by creating jobs and empowering the citizens to establish on their own business will reduce the number of children on our streets.

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Constructivism and the Quest for Cross Cultural Understanding

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Abstract. Culture is a human legacy bequeathed through human interactions with nature and the universe which he lives. It entails human capacity to express and act within specific environmental contingencies. Culture is the totality of man represented in the phenomena of knowledge, arts, morals, law, and custom as acquired by man in his society. However, culture is diverse and relative to people at specific periods, this diversity has generated spates of reaction among scholars. Our intention in this work is really not to examine the tension created as a result of human cultural diversity but to argue that a constructivist view of culture is key towards achieving cultural harmony that seeks understanding in uniqueness and differences for a better world. Constructivism is the hallmark of open-mindedness which enables us to recognize our differences and still able to absorb consciously from others.

Keywords: culture, cross-cultural, understanding, constructivist, relative and diverse.

1. Introduction

An alternative to universalist and relativist approaches to the problem of cultural understanding is constructivism. Here we propose to explore those issues central to cross-cultural understanding itself. This understanding is a product of open-mindedness which constructivism seeks to achieve in order to make the world a better place. Cross-cultural understanding could be viewed as a kind of 'understanding of relations – an understanding that draws on the relations between different disciplines in order to position the observer 'to see' and thus be in a position "to understand" the world from the perspective of the other". Hence, the "other" in this case should also be assessed significantly from the point of understanding its own reality. We are therefore compelled to drive our judgements within the circle not alien to the perspective of the "other". Thus:
To engage the reality of the "other" requires that we see multiple aspects of that reality through the eyes of the "other" themselves – through the eyes of its philosophers, historians, writers and artists – those who provide us with critical perspective of the "others" lived experieces.

The import of the argument is other culture is significant and instead of engaging in relativistic cultural principles constructivism employs a dialectical method of rationality which is not only self-reflexive but also able to engage itself with a variety of different cultural perspective so that the "other" can be accommodated in the scheme of things. It is a truism that this task might be an herculean one since it may be difficult to agree based on shared understanding, however, common grounds can be constructed through a dialogical process in which both sides critically engage in a reflective manner what is positive and negative in their perspective cultural domains by trying again to integrate the progressive ones. The reason is for them to be able to strike a balance and when we look

through our culture, we shall understand that none is absolutely 'set apart'. There are traces of one in the other, some truths and values are in fact true and right for all people. These truths and values can become the basis of our understanding where we can generate specific cross-cultural agreement and therefore engender universal norms or truths as a result.

As argued by the constructivist, knowledge, truth and values are carefully constructed from the mind's engagement with reality and experience and not really a product of abstract articulation. It means humans can know nothing about the world if it relies solely on its mental processes and therefore concepts cannot be formulated without real interactions with the external world. In this way, concepts like; justice, beauty, values, aesthetics or simply put the universals etc. may be meaningless if they are not seen as properties arising out of human mind or human comprehension individuated in particular observable phenomena.

They seemed not to possess objective existence except when it is craftily created by the thinking mind, hence, "the world in and of itself produces no concepts, just as the human mind in the absence of interaction with the world produces no concepts." It is this interaction with nature and the sociological environment that determines the formation of the mind and this is the reason John Locke contends that the mind of humans at birth is *tabularaca*. Henry Putnam argues "the mind and the world jointly make up the mind and the world." Here Putnam seems to be of the view that whatever is culturally constructed by the mind cannot be done in isolation from the objective world and so culture is man's interaction with his immediate environment, Hence, both the mind and the world are connected. So, culture is a function of the human mind in engagement with the world and therefore all values and norms already accepted are human construct and human creation.

It is precisely because all norms are constructed that they can be reconstructed in ways which enable us to comprehend the world better and interact with it more successfully ... If new norms can be constructed within culture, there is no reason why they cannot also be constructed between cultures.

The human person who is the agent that carries culture around him is ever ready to expand his cultural horizons and this of course demonstrates the natural capacity of man as dynamic being that is inclined towards learning from the 'other'. Because of this dynamic nature, that is the reason the constructivist viewed that just as new norms and values arise within cultures, they can also be adapted and constructed between cultures. The implication here is that culture diffuses itself through interaction and interaction is the point of convergence where different cultures meet to give way to a new one. Today, the world becomes a global village because it has interacted with one another through the instrumentality of science and technology; a new world order is evolving apart from colonialism and imperialism which in a way have altered the psyche especially of most African States. These have affected them both positively and negatively. The bottom line is, in our contemporary world there may be no traditional man or 'primitive' man again. Given this fact, then, the need to reconstruct, redirect our dogmatic tenacity to values, meanings, norms and aesthetics to reflect the modern ethos that can make all humanity across culture live a better life.

There is also the need for constructive moral dialogue in cross-cultural understanding. In order to achieve this, there has to be a general moral dialogue imbued with the intention to examine common norms and values shared by all. Though, one may agree that this attempt seems to be a difficult one but nevertheless, it is an avenue through which and understanding can be reached. Dialogue here involved a situation whereby people are consciously involved in the attempt to go into the analysis of what is to be moral rights and wrongs that binds the entire life circle, within individuals and groups in a cultural milieu. The assumption here is that citizens of the world have to be united perhaps to take an inventory of shared values that will form their guide to life, if such is possible. There are so many moral issues bewitching our world

today ranging from euthanasia, abortion, cloning, surrogate motherhood, human sacrifices, genocide, homicide, patricide, and the list is endless which in a way may have both socio-political and cultural dimensions. The question therefore is what may be the guide globally in this circumstance? It is for this reason that Etzioni contends vehemently that:
Societies need shared formulation of the good, and cannot function only on the basis of negotiated settlements of differences between individual and subgroup formations of the good. And it assumes that the processes that lead to such shared formulations entail dialogues that concern values and not merely deliberations over empirical facts or logically derived notions. They are not merely a matter of reasonable people coming to terms, but people of divergent convictions finding a common normative ground.

Obviously, this position is one that is critical especially with the caveat that such endeavour should not be handed to few people who may trivialize the formation of the supposed cross-cultural values. It must be one in which 'divergent convictions' are grounded and one which take into cognizance the diversity of human culture. This endeavour is strictly to lead to a formulation of global values. Although, worldwide moral dialogues maybe absolutely difficult they are nevertheless achievable. Difficult in the sense that the powerful nations are always dominating the less powerful ones especially when lending their 'moral voices' on global issues and when such global issue do not favour them. In other words, to achieve global moral dialogue, it is necessary to raise 'moral voices' especially when they truly reflect the desire of the people of a society that is raising them, should be raised cross-culturally. Implied here may be that if all 'moral voices' are raised, it means we could have array of voices leaving us with varieties or multiplicity of moral values and choices since all nations for instance may be advancing their own moral cause. What then could be the yard-stick determining genuine moral claims that can enjoy global acceptance? Etzioni contends succinctly that "the fact that initially there is an array of voices does not mean that no convergence of moral claims is possible." For him, the possibility of this convergence for global values was demonstrated when the world raised their voices in the past decades against the "legitimacy of totalitarian and authoritarian regimes, and Marxism" which paved way for ideal democratic rules which most nations enjoy in our contemporary world. The point in question at this juncture is that, is it necessary to raise moral voices globally and across culture in order to foster the core of human values or what is globally shared to be common to humanity. Etzioni further affirms:
To call on all people to respect the same set of core values does not entail arguing that all have to follow the same path of economic development, enjoy the same music, or have the same table manners. At issue are core values such as respecting human dignity by not warring or tolerating genocide, being responsive to all the members of the respective communities, rather than being in the service of small elites.

The above looks beautifully appealing seeing that it bears on the core of human values. But my worry from the foregoing is that much as this list of values can have general imports, their causes in the societies may differ from one another. That is, the cause of ethnic genocide in Rwanda for instance may not be the same in Yugoslavia, meaning that it is apparent that nations forming a global alliance in attending to cross-cultural problems will in the final analysis have to return to the source of individual socio-political problems for cure and thereby making cross-cultural alliance to resolve global moral problem a futile engagement. This seems to make Etzioni's suggestion one that is not sacrosanct. But with this argument there seems to be a light at the end of the tunnel especially with the contention that world-wide moral voice should not go in the way of the relativists but charged all societies to respect the rights of others to lay moral claims on them just as they can also do on others. By this he is advocating a mutual or symbiotic moral relationship to build a global family that is open-minded and that embraces one another in the spirit of cosmopolitanism. Thus, the dialogue will only engender cooperation, understanding and not chastisement. In this way, "the West should realize that it is well within its legitimate role of

world-community building when it criticizes China for its violation of human rights. And China should be viewed as equally legitimate when it criticizes US society for its neglect of filial duties."

The above call for mutual alliance in cross-cultural understanding is a possibility given the practical and theoretical nature of culture as put forward earlier, culture is a human enterprise and no human species world over is exclusively and essentially apart without some overlapping similarities. Even the relativists cannot claim a culture 'set apart' without the influences from other human categories. It is for this reason that a probable understanding can be achieved. Ludwig Wittgenstein gives a symmetrical analogy of culture in his famous notion of family resemblance. For him, there is no single essential property which is shared by all things that we refer to as a game. They are 'a complicated network of similarities overlapping and crises-crossing.' The idea can be applied both to the relation of members between cultures and within cultures. In this way, culture is viewed as a comprehensive entity that is capable of overlapping with other cultures and this enables us to observe similarities between cultures. Nancy Fraser did not mince words when she observes that culture are woven of many strands, and some of these strands will be shared by those whose identities otherwise diverge. This implies that there is an ever expanding identity in diversities which makes dialogues realistic in cultural enterprise. The fact here underscores the reason why I seem to agree with Etzioni that global moral dialogue and voices can be heard in the bid to restore cross-cultural understanding. It implies again that all vestiges of absolutism of both universalism and relativism are to be jettisoned. It is a truism that both makes contribution to the theory of culture, nevertheless their extremes are inimical to the development of global cooperation. It seems Lawson offers a way out on how interactions between cultures are to be convoked so as to underplay the absolutism of the above theories of culture. For him, "we need to take account of both the general (universalism) and the particular (relativism), of sameness and difference. We may well see 'otherness' as constituted by difference, but this does not mean that we cannot also see the self in the other." What this suggests is to embark on a cultural synthesis attuned to human realities, existence and peaceful coexistence. Again, it suggests an abandonment of divisive thinking towards a dialectical mode of thought that enables ongoing dialogue among cultures rather than fencing or locking our world to others and others to us.

2. Learning from Other Cultures as a Veritable Instrument for Effective Development

The idea of cross-cultural understanding should not only dwell on having basis to do comparison of cultures but also it must involve how concepts within and between cultures are used in relation to particular situated experiences. This attempt may enable us to avoid misjudgment. The degree of our experience of other culture will inform the way we relate with the culture, in this way, effective assessment or evaluation of other cultures can only be made when we truly experience it the way it is. The point here is our experience arms us with audacity to make objective reference to the world views of different cultures.

The above supposition is what the earliest philosophers and anthropologists failed to realize in their evaluation of some cultural realities about Africa. It is important to draw and learn from other cultures even though it may seem initially difficult to interiorize an alien conceptual frame work or categories but they can still be learned since man itself is an open project of many possibilities. Evanoff submit:
to deny that the ways of alien cultures can be learned is to commit ourselves to the problematic view that people from other culture are biologically incapable of thinking, acting, or feeling in the ways of another culture. Precisely because human nature is not immutable we always have the capacity to learn new ways of thinking, acting, and feeling.

Obviously human being is potentially disposed to learn the thought system of other culture this ultimately inform my initial position that man is a possibility of different capacities. This view is

apparently supported by the cognitive psychologists when Talmy holds "there has evolved in the human species an innately determined brain system whose principle function is the acquisition, exercise, and imparting of culture." Obviously, from the nature of man as a dynamic agent it is possible to learn and acquire the mode of rationality and values of thought systems that are not ours if we truly show interest. The significance of this attempt is that by engaging in the world views of other cultures we gain assess more objectively into the cultural categories of others instead of evaluating the world from the perspective of our own biases. It is important for cross-cultural understanding to be deeply rooted and this can be done when alien cultures are assessed through the lens of their cultures so as to better our knowledge of other cultures. It is then we can objectively critique the patterns of life and culture different from ours in the same way, people from other cultures different from ours may also reciprocate the same respect accorded them. In this way, dialogue which is the effective instrument for cross-cultural understanding can be enabled. Thus:

People from other cultures may be able to learn from our experiences and in the process dialogue based on an emphatic cross-cultural understanding of different traditions becomes possible. A willingness to learn from other cultures does not mean the outright abandoning of one's own cultural traditions and values, although in the process of exposing ourselves to different ways of thinking we will inevitably be led to a penetrating reexamination of our own culture and values.

As a result of the healthy romance between and within cultures makes our horizons of culture opened to vista of opportunities and we gain a wider range of views across board which will in the final analysis integrate us as community of people that is not totally strange to one another. Through this medium we make ideas within our cultures to crisscross and actively engage the fundamentals of another culture and naturally, in what may look like Hegelian dialectics some anachronistic elements through this dialectical process will give way to a better synthesis. This is what Wiredu and Oladipo passionately expressed in the African situation especially the obvious socio-economic transition of Africa from primitivism to modernity. There is a sharp departure from the traditional past and the task of the contemporary Africa.

The obvious fact is; the reality in the continent is that traditional thought is inadequate for the industrialization of contemporary Africa society. "Of particular significance in this respect is the role of industrialization as an agent of modernization and development and its impact on contemporary Africa societies." No doubt, the advent of industrialization and modernization have had so much multiplier effect on the psyche and the entire life in African societies, so that traditional approach can no longer be sustained or is fast giving way to the best practices initiated by science and technology. Observing that Africa does not need to remain stagnant in the past that is why Wiredu advocated for a cross-cultural blending. Hence, he contends "there is an urgent need for conceptual decolonization in African philosophy." That is, we must strip ourselves of the vestiges of non-useful cultural elements to embrace the progressive ones even if it is alien to our tradition. As a result he argues, "it is not desirable to ignore developments in other cultures" The fact above is a cross-cultural advocacy and a clarion call to learn from other cultures so that one is not locked out of civilization: science and technology seems to be one such area that should be tapped and harness to the benefit of African society. This implies that we should undermine the effects of cultural differences at this level to learn the progressive aspect of science and technology for socio-economic emancipation from poverty, hunger and diseases. The import of this argument is that it is not in all cases that we can claim cultural relativism or cultural self-identity even though as Appiah noted "differences iSn colonial experience have also played their part in shaping the continent's diversities" but we must also learn and borrow consciously from others especially now that the world has turned to a global village, African society most especially cannot avoid joining the moving train, hence, we may be left behind civilization. It may even be uncultured given the dynamic nature of man to

observe in another culture element that can enhance the status of man's development and refuse to imbibe it or adapt it to our own all in the name of cultural relativism or self-identity. So, ongoing dialogue is a veritable instrument for cultural integration and this of course does not imply that the identity of each may go comatose. Wiredu clearly demonstrate this when he contends that "a culture can shed off many of its traits and gather foreign accretions without losing its identity." Wiredu seems to be comfortable with individuals, groups and most importantly Africa to be committed to a kind of bicultural framework through integrating at least some values, ideas of the other culture into Africa's own way of thinking.

3. Conclusion

In conclusion, given the cultural mix, a third culture can be created at least theoretically which does not reflect exclusively either of the previous ones thereby creating different identities from the ones before, a kind of cultural hybridity. It is no gainsaying the fact that in today Africa and it may be like that for other continents, that it may be difficult to have complete traditional societies uninfluenced by others cultural elements. The cosmopolitan nature of modern world is one that enables and encourages relationship either at bilateral or multi-lateral levels to the extent that the world is now open to various forms of divisions of labour. Even in the area of morality, there is a global voice against man's inhumanity to man that is why when problems seems to transcend the boundaries of culture, then cross-cultural dialogue are constructed as a way out. That is why dialogue is important because it enables people from diverse cultures to work together on problems of mutual concern. Dower was emphatic in his own cross-cultural morality when he maintains "where the lines of cause and effect run across nation-states, so do the lines of moral responsibility." So, as said earlier cross-cultural interaction may bring about new horizons of experience and therefore avoid relapsing into extremism or absolutism which is evident in relativism and universalism.

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Part Three
Counseling Psychology

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Attitudes of University Students towards Abortion in Nigeria: The Role of Health Counselling

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Abstract. The study examined the attitude of university students towards abortion in Nigeria. A total of nine hundred (900) respondents gave their opinions on a self-structured questionnaire. The frequency counts and percentages were used to analyse the personal data of the respondents and means, standard deviation, t-test and analysis of variance (ANOVA) for analyzing the hypotheses at α=0.05 level of significant. Some students support abortion when it is on health condition of either the mother or the baby. Based on the findings, some of the recommendations made include proper reproductive health education and health counseling should be given to young ladies and boys about unsafe abortion preventive method, Federal Government as a matter of urgency should consider legalization of induced abortion to prevent the practice of clandestine abortion in the back street.

Keywords: Attitudes, University, Students, Abortion, Health Counselling, Nigeria

1. Introduction

Abortion is the removal or expulsion of an embryo or foetus from the uterus, resulting in or caused by its death. This can be spontaneously as miscarriage or artificially induced by chemical, surgical or other means. "Abortion" can refer to an induced procedure at any point during human pregnancy; it is sometimes medically defined as either miscarriage or induced termination before the point of variability. Through history, abortion has been induced by various methods and the moral and legal aspect of abortion is subject to intense debate in many part of the world (Jones, Sheinberg & Byer, 2014).

John, Sutton & Cooley (2015) were of the opinion that abortion is the termination of pregnancy prior to the time the foetus is able to survive. McConell (2011) put it simply that when the conceived which is the product of conception is expelled from the uterus prematurely, this is called abortion. Potts, Diggory & Peels (2012) defined abortion as a loss of pregnancy before the foetus or foetuses are potentially capable of life independent of the mother. However, a clearer definition of abortion is the removal of a growing embryo or foetus from uterus to which it is attached. This general definition covers spontaneously abortion (miscarriage) and induced abortion but distinguished both from premature birth, live or still. Certain authorities seem to complicate the issue by defining abortion as a termination expulsion or detachment of foetus or fertilized ovum before its time of viability (Golden, 2011).

In general a foetus is not viable before the 28th weeks of gestation. The following medical terms are used to categorize abortion.

Spontaneous Abortion (Miscarriage):
Spontaneous abortion, according to Mules (2011), is the sudden termination or expulsion of

the foetus/pregnancy. It is characterized by complaints of feeling of uneasiness before the onset of specific signs and symptoms, by the mother such as vaginal bleeding i.e. brown spotting or bright red blood. Spontaneous abortion can be due to accidental trauma or natural causes, most miscarriages are due to uncorrected replication of chromosomes they can also be caused by environmental factors.

Induced Abortion: This is an abortion brought about by interference either by therapeutic or elective abortion as a result of deliberate human action (Roche, Nit, 2014).

Therapeutic Abortion: - An abortion performed either to:

- Save the life of the pregnant woman
- Preserve the woman's physical or mental health.
- Terminate pregnancy that would result in a child born with a congenital disorder that would be fatal or associated with significant morbidity.
- Selectively reduce the number of foetus to lessen health risks associated with multiple pregnancies.

In United Kingdom legal termination of pregnancy is a therapeutic procedure carried out under the terms of the 1967 abortion act (William, 2015). Before this type of abortion can be carried out, 2 registered medical practitioners should be of the opinion that the pregnancy should be terminated and consent must be obtained from the husband and wife. The procedure is performed after an agreement must have been reached between the 2 doctors.

Elective Abortion: This is an abortion performed at will by an individual in contravention of the *Abortion Act* (William, 2015). This type of abortion is performed for any other reason such procedures are illegal and punishable by imprisonment especially country like Nigeria.

It is attempted by unqualified, non-expert person or non-medical (Quack) practitioner, it can also be done by patient herself by ingesting corrosive substance such as taking blue, potash, lime or excessive salt.

The incident of abortion deals with sexual attitudes and behaviours within any given society. One of the major concerns of any society is the regulation of the sexual behaviours of the individuals so that they can conform to the generally accepted standards or norms of that particular society (Mcray, 2014). The society is becoming so diffused that it is becoming increasingly difficult to determine the acceptable sexual attitudes and behaviours.

Abortion is as old as humanity and probably occurs in all cultures, yet, clouded by shame, secrecy and misunderstanding. Throughout recorded history women have restored to induced abortion to terminate unwanted pregnancies regardless of religion or legal sanction and often at considerable risk (David, 2013 & Konje, 2012). Voluntary regulation of family was one of the earliest features of most human social group, frequently implemented by abortion and infanticide (David, 2013 & Hodgson, 2011).

Social problem on a society, seems to progress from denial or rejection of their existence to pragmatic approaches whereby formals steps are taken to alleviate such problems, such progress has occurred in the past decade in relation to the question of abortion. The question is being debated frequently in our society as individuals learn more about this volatile issue. People are learning that abortion has been employed as a method of birth control.

The way people react to abortion often depends in their attitudes towards it. Guilt about abortion has been and in most societies continues to be deliberately induced as part of a traditional system of social control. In such circumstances it is superfluous to ask whether patients experience guilt. It is axiomatic that they will (Hodgson, 2011).

Where abortion laws have been liberalized public attitudes have shifted towards approval of abortion (David, 2013) even in conservative setting (Hodgson, 2011). Such objectives are probably too deep to be changed within one generation. As a result, many women while seeking abortion are still intimidated by the moralities that for them retain its prestige even

though they are unable to confirm it in their own behaviour (Figa-Talamance, 2011 & Hodgson, 2011). Infact, several studies have shown that women undergoing abortion do not necessarily have more permissive attitudes towards this practice; while they may consider abortion an undesirable practice in general, they judge it necessary in their own personal situation (Figa-Talamance 2011, & Hodgson 2011).

The world-wide legal status of abortion ranges from complete prohibition to elective procedures at the request of the pregnant women. In the wake of a growing awareness of population and environmental concerns, social-economic development and recognition of the right of women to control their own fertility and aided by technological innovational, abortion has gradually emerged from an aura of social ambivalence (Olaitan, 2009).

Beginning in 1920 and accelerating during the past decades, accepted of abortion as a women's right has gained increasing public support. Infact, abortion practice in our society which appears firmly embedded in our history, now seems to be approaching an era of social acceptance (David, 2003 & Hodgson 2001). However, abortion has continued ranging debates in political social, medical, theological and legal fields (Christain, 2009). To this end two major camps have emerged namely.

(i) The Pro-choice
(ii) The pro-life

The pro-choice fights for the legalization of abortion and hence that a woman should have the right to decide whether or not to have her baby.

To pro-life activists, on the other hand fight for the right, the unborn child to life and hence are vehemently opposed to the legalization of abortion (Christain, 2009).

Since we live in a free world, who would not favour the privilege of choice? But at the same time, looking at the issue from reasonable man's perspective, which would not favorable? In resolving this controversial issue, its becomes imperative to conduct an individual opinion/survey strictly on abortion so as to be able to decide whether abortion should be legalized in Nigeria as in case of Britain, United State of America and other Western Countries.

Thus, the university students appear to be the fertile area for this study since the modal societal impression is that this cohort is the most responsive to change of a traditional ideas and the adoption of what may be heuristically labelled as liberal political and social philosophy.

2. Purpose of the Study

The purpose of this study is:

(i) To examine the general attitudes of university students in south west Nigeria towards abortion.
(ii) To assess whether gender, religion, marital status, age, tribe and institution influence university students' attitudes towards abortion.
(iii) To determine the role of health counselling on the university students' attitudes towards abortion

3. Research Questions

To what extent do gender, religion, marital status, age, tribe, institution of students and health counselling influence their attitudes toward abortion in south west Nigeria?

4. Research Hypothesis

(i) There is no significant difference in the attitudes of University students toward abortion on the basis of their gender.
(ii) There is no significant difference in the attitudes of University students toward abortion on the basis of their religion.
(iii) There is no significant difference in the attitudes of University students toward abortion on the basis of their marital status.
(iv) There is no significant difference in the attitudes of University students

toward abortion on the basis of their age.

(v) There is no significant difference in the attitudes of University students toward abortion on the basis of their tribe.

(vi) There is no significant difference in the attitudes of University students toward abortion on the basis of their institutions.

(vii) Health Counselling will not significantly play a role on the university students' attitudes towards abortion

5. Materials and Methodology

The study area is located south western Nigeria. A cross-sectional survey design was adopted for the study. The population of the study area is a heterogeneous group of both gender, different age groups, religions, tribes, marital status and institutions. There are many universities from each state, but 6 universities located at the capital city of each state were purposively selected and 150 students from each of the institutions through a simple random sampling technique to make total of 900 students as the subjects.

A purposely designed structured validated questionnaire that was tested for reliability was distributed to the students by the researcher with the help of 12 trained research assistants who administered the questionnaire to the students in their various institutions to gather information about their attitudes towards abortion. The information provided on the questionnaire includes, gender, religion, marital status, age, tribe and institution of the respondents. Also general information about attitudes towards abortion was included. Data were analysed by using descriptive statistics of frequency count and percentage for the bio-data and inferential statistics of *t*- test and analysis of variance (ANOVA) were employed to test the hypotheses formulated at $\alpha = 0.05$ level of significance.

6. Results and discussions

These are reported on two sections, the first section dealt with the bio-data which were analyzed and discussed under frequency counts and percentages (Table 1). The second section presented the analysis of the respondents' opinion on the six hypotheses of the study.

Table I: Bio-data of respondents in percentages **N=900**

Variables		**Freq.**	**%**
Gender	Male	342	38.0
	Female	558	62.0
Religion	Christian	378	42.0
	Muslim	522	58.0
	Traditional	-	0.0
Marital Status	Single	520	57.8
	Married	380	42.2
Age Group	≤30 years	318	35.3
	≥31 years	582	64.7
Tribe	Yoruba	504	56.0
	Hausa	120	13.3
	Igbo	276	30.7
Institution	University of Lagos, Akoka, Lagos State, Nigeria (Unilag)	150	16.7
	University of Agriiculture, Abeokuta, Ogun State, Nigeria (UNAAB)	150	16.7
	University of Ibadan, Ibadan, Oyo State, Nigeria (UI)	150	16.7
	Obafemi Awolwo University, Ile-Ife, Osun State, Nigeria (OAU)	150	16.7
	Federal University of Technology, Akure, Ondo State, Nigeria (FUTA)	150	16.7
	University of Ado-Ekiti, Ekiti State, Nigeria (UNAD)	150	16.7

Table 1 revealed that majority of the respondents 62% were females while 38% were males. As much as 58.0% of the respondents were Muslims while 42.0% were Christians. Majority of the respondents 57.8% were single, while 42.2% were single.
Also, 35.3% of the respondents were less than or equal to 30 years old while 64.7% were greater than or equal to 31years old. 56.0% of the respondents were Yorubas, 13.3% were Hausas, while 30.7% were Igbos. 150 (16.7%) each of the respondents were from Unilag, UNAAB, UI, OAU, FUTA and UNAD respectively.

Table 2: Results of hypotheses testing on differences on the attitudes of university students towards abortion on the basis of gender, religion, marital status, age, tribe and institution

N=900

S/N	Variable	Alternative	Ẍ	SD	Calculated value statistical test	Critical value	Decision on Ho
Ho 1	Gender	Male	47.54	7.98	*t*-test = 2.55	1.96	Rejected
		Female	96.67	16.54			
Ho 2	Religion	Christianity	33.34	3.15	t-test = 2.10	1.96	Rejected
		Islamic	59.28	8.91			
Ho 3	Marital status	Single	91.27	15.11	t-test -= 1.34	1.96	Accepted
		Married	79.56	10.78			
Ho 4	Age Group	≤ 30 years	83.23	12.24	t-test = 1.62	1.96	Accepted
		≥ 31years	76.67	10.98			
Ho 5	Tribe	Yoruba	59.92	8.44			
		Hausa	51.65	7.99	F-test = 4.03	4.07	Accepted
		Igbo	56.67	8.21			
Ho 6	Institution	Unilag	50..98	7.98			
		UNAAB	54.11	8.34			
		UI	57.02	8.41	F-test = 2.98	3.69	Accepted
		OAU	52.23	8.08			
		FUTA	51.78	8.01			
		UNAD	55.56	8.39			
Ho7	Health Counselling	All universities students	67.48	9.33	X^2 =17.57	21.03	Rejected

P≤0.05

Table 2 shows the *t*-test statistics for gender, religion, marital status and age group. Also, Analysis of Variance (ANOVA) statistics for tribe and institution were shown. The calculated *t*-values are 2.55, 2.10, 1.34 and 1.62 for Gender Religion Marital status and Age Group respectively. Hence, the hypothesis that there is no significant difference in the attitudes of University students toward abortion on the basis of gender was accepted meaning that significant difference existed in the of attitude of male and female students towards abortion. Male with the mean of 47.54 does not have a good attitude towards abortion as female with the mean score of 96.67. The result of this finding contrary to the finding of Adler (2011) that both male and female students have a liberal attitude towards abortion. In the same vein, the study concluded by Martin (2012) when students (males and females) were asked if they favoured or opposed abortion at anytime during the first three months of pregnancy. The results showed that two third (67%) of both male and female students questioned were in favoured that abortion should be legalized regardless of circumstances.

The finding obtained on religion revealed that, the hypothesis was rejected, that implies that significant difference existed in the attitudes of University students toward abortion on the basis of their religions. The mean value for Christian is 33.34 and so have negative attitudes towards abortion compared with Muslim with the mean of 59.28. The result of this finding was expressed by certain scholars in respect to abortion and religion. Moore (2014) and David (2013) who did an extensive examination of statement by western religions scholar of diverse

persuasions came to the conclusion that Christianity religion according to Okagbue (2008) expressed that Christianity set its face sternly against abortion mainly because it regards it as high religions crime that a child should die Islam's view on abortion is not precise. To them abortion is strictly prohibited after the foetus has required a life or soul of its own which is estimated to about 120 days. In a nut shell, Christians totally against abortion, while the Muslim supports before formation of life (before 120days) therefore, both religions have different views

The result on marital status shows the calculated value is greater than the table value. Therefore, the hypothesis formulated that, there is no significant difference in the attitudes of University students towards abortion on basis of marital status was accepted. That is, both single with mean of 91.27 and married with the mean of 79.67 have positive attitude towards abortion. The result of the findings tallied with the submission of Raphael (2011) whose findings revealed that both the single and married students have liberal attitudes toward abortion over 679 of the students said abortion should be as available be as available to the single as to the married students.

On the tribe, however, the hypothesis was accepted, meaning that no significant difference between Yoruba (59.92), Hausa (51.65) and Igbo (56.67) on their attitudes towards abortion, they all have positive attitudes towards it. This finding corroborated with Olaitan (2009) who in his study on sociodemographic factors, said that the attitudes of Nigerians are more or less the same when it comes to reproductive health issues, regardless of the tribes.

As regards the institutions of the respondents with the following *means (X̄)*, UNILAG (54.11), UNAAB (57.02), UI (52.23), FUTA (51.78) and UNAD (55.56) the ANOVA result showed that the hypothesis was accepted. Hence, regardless the institutions, students have positive attitudes towards abortion. The result of this funding tallied with some of the reasons for abortion in some societies according to Potts. et al (2012) which included the following:

- For the sake of the mother's health.
- A pregnancy resulting from a crime like rape or child abuse
- The child resulting to serious physical deformity, genetic problem mental defects after given birth to
- Poverty
- Regulating population size etc

Health counselling has been proven to have a significant role on the university students' attitudes towards abortion in Nigeria

7. Conclusions and Recommendations

Gender and religion have been seen to have significant influence on the attitudes of university students towards abortion. Whereas, age, marital status, tribe and institutions have been seen as socio-demographic factors that do not have influence on the attitudes of university students towards abortion They are of the opinion that abortion should be allowed when it on health conditions of either the mother or the baby to be given birth to, and that abortion should be legalized and people be educated on unsafe abortion.

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

(i) The federal government as a matter of urgency should consider legalization of abortion to prevent the practice of abortion in the back street or corner by unqualified medical doctors or quacks.

(ii) Health counselling should be intensified to young ladies and boys about preventive methods of unsafe abortion.

(iii) Reproductive health (sex and family life) education should be introduced at secondary and tertiary institutions in the country, so as for the students to be properly informed on issues such as abortion and other related areas in human sexuality

(iv) Further researches should be carried out in areas of abortion and other

areas relating reproductive health, sexuality, family life and sex education

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Assessment of Group Communication Campaign of Midwife Scheme against Baby Delivery at Home in Bauchi State, Nigeria.

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Abstract. High maternal mortality rate is one of the serious health's challenging in developing countries like Nigeria. Pregnancy related complications are among the leading causes of death and disability among women in Nigeria, women who reside in rural areas mostly deliver their babies at home with or without the help of midwife, so the risk of complications specifically hemorrhage which is leading cause of death is high. The question that comes to mind as a result of the continued deaths and complications arising from child delivery at home bothers on whether the group communication campaign carried out by midwives service scheme is not having a desired impact on the phenomenon. Therefore, the main objective of this study was to assess the effectiveness of group communication campaign of midwife service scheme against home delivery in Bauchi state, Nigeria. The study adopts descriptive design, purposive, simple and cluster random sampling techniques as it research methodology and recommendations were made based on the findings.
Keywords: Home delivery, Maternal Mortality, Delivery practices, Group communication.

1. Introduction.

The desire to procreate offspring is an obligation common to all human societies, particularly the female species except for some reasons that could prevent some from partaking in this responsibility. In an attempt to fulfill this desire, many women lose their lives during childbirth especially in developing countries. Pregnancy-related complications are among the leading causes of death and disability among women in Nigeria and for every woman who dies, other women suffer injury, infection or disease (Dahiru, 2013).

Communities, particularly the women, need to be educated about complications that may arise before, during and after childbirth at home. To bridge this gap, various face-to-face communication campaigns are being carried out in various communities. Communication, particularly verbal, occurs when one person speaks and another listens. Health workers uses range of verbal communication skills to respond

to questions, find out about an individual's problems or needs, contribute to team meetings, break bad news, provide support to others and deal with problems and complaints.

According to MDG-DRG Funded Midwives Service Scheme (2009) despite the intervention of international organization, gaps still exist. These gaps range from infrastructure, communication gap, access to services and human resource needs in many health facilities across Bauchi State, Nigeria. There is shortage of skill attendants which may impact negatively on the utilization of services by women. One of the major communication campaigns carried out in these rural communities is the group communication campaign where women are gathered in a group (within the primary health centers) to address the issue of baby delivery at home through the orientation offered by the midwives.

According to Smith (2011), "group communication refers to the communication that exists between two or more people". This type of communication is used in health and social care where issues and complaints are addressed in groups, particularly to improve maternal health by discouraging baby delivery at home where complications affecting the baby like stillbirth after the start of labor, the baby dying within the first week of birth, brain injury, fractures to the upper arm or shoulder during birth, and faces in the lungs, are prevalent.

Igberase, (2009) affirms that efforts should be directed towards educating women about the risk of delivering at homes of traditional birth attendants adding that providing information to women on community participation and mobilization would help prevent maternal mortality to some extent in Bauchi state, Nigeria. As a result, informing the women would help create awareness and probably reduce maternal mortality to the barest minimum. In group communication, patients are likely to open up to a social worker about issues if they are around people of similar situations. Different languages, cultures and psychological factors, exist which makes it difficult for every social worker to fully comprehend verbally what their patients are complaining about in a typical group communication; this in turn gives room for effective communication and interaction to play an important role in the work of all health and social care professionals.

2. Statement of the problem

High rate of maternal mortality death in Nigeria is a serious health challenging issues; statistics confirmed that 176 women die every day during childbirth and other pregnancy related complications (WHO 2010). Low delivery in health centers and hospital in Bauchi state Nigeria as a result of many factors leading to high rate of maternal mortality death. Delivering at home is associated with high risk of maternal deaths. The major complications of home delivery are increase the risk of HIV/ AIDs transmission, infections or death of either the baby or mother, and high rate of death of pregnant women as a result of long labour in the hand of traditional birth attendants who conduct deliveries without protective equipment's.

3. Objectives of the study

To access the effectiveness of group communication campaign in addressing the problem of baby delivery at home among women in Bauchi state, Nigeria.

4. Research Questions.

How effective is group communication campaign able to address the problem of baby delivery at home among women in Bauchi State?

5. Literature Review

According Collins (2011) explain group communication as a process of giving, receiving, and interpreting information through verbal and non-verbal expression within a group. Effective communication occurs in a group when the speaker speaks and the message is interpreted by the members of the group receiving the message in the manner that the speaker intended sending and receiving messages which often takes place simultaneously due to the dynamic process of

verbal and non-verbal communication. Collins (2011) added that group communication is either adaptive or maladaptive. Adaptive may include clarifying goals and the sharing of ideas, experiences, and feelings. Group communication that is maladaptive may include seeking to control the group by controlling the channels of communication, and avoidance of specific issues or persons.

According to Wood (2003) a group must have, "three or more people who interact over time, depend on each other, and follow shared rules of conduct to reach a common goal". Also, Wilson (2002) defines a group as, "a collection of three or more individuals who interact about some common problem or interdependent goal and can exert mutual influence over one another". He goes on to say that the three key components of a group are, "size, goal orientation, and mutual influence". Interpersonal communication can also be aligned with group communication because individuals may communicate interpersonally in pairs while organizational communication might be thought of as a group that is larger than 12 people.

Group communication follows slightly different 'rules' from communication in one-to-one situations and can be seen as an extension of interpersonal communication. This is because information shared through interpersonal communication can be spread by an individual to a group and then the process continues.

According to Collins (2011), "group communication deals with a number of different people trying to speak, get their point across and their voices heard". In this context of communication, Collins listed a number of benefits groups can have for participants:

- A group can be an effective way of sharing responsibilities.
- Group can improve decision-making and problem solving because they draw on the knowledge and skills of a number of people.
- Groups tend to command more respect and have more power than an individual acting alone.

Furthermore, Collins highlighted a number of ways that can undermine the effectiveness of group communication if:

- The power in a group is held by a single person or is misused by a small clique of people to dominate others and pursue their own agenda.
- Power struggles and battles break out within the group, resulting in a loss of purpose and effectiveness.
- The group loses sight of its main goal or purpose, drifting into a pattern of ineffective activity that does not have a real benefit or outcome and people find it hard to speak and contribute effectively or to challenge aspects of groups thinking or practices. This can lead to poorly thought-out and unquestioned decisions being made.

5.1 Group Communication and Its Effectiveness to Discourage Baby Delivery at Home In Bauchi State.

Communication helps one to better comprehend a person or circumstances to resolve differences, build trust and respect, and create environments where creative ideas, problem solving,

Affection and care can flourish. As simple as communication may seems, much of what we try to communicate and others try to communicate to us gets misunderstood, which at times can cause conflict and frustration in personal and professional relationships. In this information age, according to Robert (2010), message are sent, received and processed on daily basis. Communicating the message is not just enough to grasp the interest of the audience, rather effective communication can enable acceptability of the message by the recipient which is more than just exchanging information.

For example, effective communication may not occur when rural women are communicated via radio on the type of shoes to wear during pregnancy or the type of dress to wear unless it is communicated to them via television or face-to-face approach. This is because effective communication requires one to understand the emotion behind the information. It can improve relationships in various setting among the parties involved by deepening the connections to others

and improving teamwork, decision-making, caring and problem solving. It enables the individual to communicate even negative or difficult messages without creating conflict or destroying trust. Robert further added that effective communication combines a set of skills including nonverbal communication, attentive listening, the ability to manage stress in the moment, and capacity to recognize and understand ones emotions and those of the person he or she is communicating with.

5.2 The Midwives Service Scheme (MSS).

According to the National Primary Health Care Development Agency (2013), several initiatives and programs have been introduced over the years to reduce mortality among women in Bauchi state, Nigeria. Despite these efforts implemented by National Primary Health Care, Development Agency (NPHCDA), poor maternal and child health indices has continued to be one of the most serious development challenges facing the state.

National Primary Health Care Development Agency (NPHCDA) established the Midwives Service Scheme (MSS), a public sector collaborative initiative, designed to mobilize midwives, including newly qualified, unemployed and retired midwives, for deployment to selected primary health care facilities in rural communities. It is aimed at facilitating an increase in the coverage of Skilled Birth Attendance (SBA), to reduce maternal, newborn and child mortality. Nigeria has a very bad record regarding maternal and child health outcomes. An estimated 53,000 women and 250,000 newborn die annually mostly as result of preventable causes. The NPHCDA, under the 2009 Appropriation act, was tacked with establishing the MSS. The MSS is the public sector initiative and collaborative efforts between the three tiers of government in Nigeria. A memorandum of understanding (MOU) between the federal, state and Local governments was signed by all 36 states of Nigeria and was set out clearly to define shared roles and responsibilities, which are supported by the strategic partner of the MSS (National Primary Health Care Development Agency, 2013). This intervention is aimed at bringing the midwives closer to the women to assist them with the necessary obstetric care needed.

Receiving update, reviewing progress and offering advice in order to provide strategic direction, support and guidance for the implementation of the MSS is done by a Technical Working Committee (TWC). The secretariat of the MSS is responsible for day-to-day management, while state focal person serve as contact people for the midwives in the MSS.

The MSS is based on a cluster model in which four selected primary healthcare facilities with the facility to provide basic essential obstetric care are clustered around a General hospital with capacity to provide comprehensive emergency obstetric care.

A midwife is deployed to each selected PHC ensuring 24 hours provision of medical care services and access to skills attendance at all birth to reduce maternal, newborn and child mortality and morbidity. The MSS has established and reactivated ward development communities at all primary health care to ensure community participation and ownership in its implementation (National Primary Health Care Development Agency, 2013). These midwives posted to various rural communities help to educate the uninformed and the misinformed women about the need for the women to be mindful of their health during pregnancy stage and child delivery stage and the need to avoid baby delivery at home.

5.3 Baby delivery.

Childbirth or baby delivery is the conclusion of a human pregnancy or gestation period with the expulsion of one or more newborn infants from a woman's uterus. The process of normal human childbirth is categorized into three stages of labour: the shortening and dilation of the cervix, descent and birth of the infant, and birth of the placenta.

5.4 Baby Delivery at Home.

The move from birth at home to the hospital begin in the 18th century, according to study in the United Kingdom, approximately 40% of first

time mothers and 10% of women who have previously giving birth are transferred from home to the hospital for delivery. According to American Pregnancy Association (2013), some of the reasons why women are transferred from home to hospital for delivery are; the mother feels exhausted and those not want to continue, premature rupture of membranes, high blood pressure, no progress with labor, fetal distress, cord prolapsed and hemorrhage.

According to World Health Organization (2010), the number of women dying due to complications during pregnancy and baby delivery has decreased by 34% from 1990-2008. Through the progress is notable, but the annual rate of decline is less than half of what is needed to achieved the Millennium Development Goal (MGD) target of reducing the maternal mortality ratio by 75% between 1990 and 2015 which will require an annual decline of 5.5%. The 34% decline since 1990 translates into an average annual decline of just 2.3%. Hence, more needs to be done to achieve the set targets. WHO added that UN agencies, donors and other partners have increasingly coordinated their assistance to countries by focusing on the countries with the greatest burden through their assistance to governments to develop and align their national health plans in order to accelerate progress in maternal and newborn health.

According to Dahiru (2013), unsafe abortion is one of the causes of maternal mortality. Unskilled persons, in circumstances where the pregnancy is not wanted, often carry out the procedure usually in an unhygienic environment. After delivery, genital tract infection which causes sepsis that can lead to death if left untreated, can occur especially if the delivery is not conducted in hygienic environment as in the case of home delivery. Other causes of maternal death include obstetric hemorrhage, obstructed labor, and ruptured ectopic gestation, pulmonary and amniotic fluid embolism. The risk of a women in a developing country dying from a pregnancy related cause during her lifetime is about 36 times higher compared to a women living in a developed country.

Montagu (2011), explain that most poor women deliver at home. A home birth in developed countries is an attended or an unattended childbirth in a non-clinical setting, typically using natural childbirth methods, that takes place in a residence rather than in a hospital or a birth Centre, and usually attended by a midwife or a lay attendant with expertise in managing home births. Home birth are either attended or unattended. He added that in developing countries where women may not be able to afford medical care or it may not be accessible to them, a home birth may be the only option available, and the women may or may not be assisted by a professional attendant of any kind which may result to complication that could have been avoided. Awom (2010), is of the opinion that child delivery at home can be more vulnerable for both the mother and the child and proper care should be taken to avoid both occurrences particularly in the developing countries.

He added that the valuable assistance of nurses and gynecologists should not be washed away and in just there is always the possibility of a normal low risk pregnancy to become a high risk in just a few minutes.

5.5 Why women prefer home delivery.

According to Debora, et'al (2009), the top five reasons why women prefer home delivery are: safety, avoidance of unnecessary medical interventions common in hospital births, previous negative hospital experiences, more control and comfortable and familiar environment.

Also physical distance and financial limitations were two major constraints that prevent most community members from accessing and using trained attendants and institutional deliveries.

5.6 Effective communication.

Effective communication may occur when an information is shared resulting to a desired effect, which is interpreted between multiple entities and acted on in a preferred way. This effect may ensure that the message is not distorted during the communication process.

Effective communication may generate the desired effect and maintain the effect, with the

potential to increase the effect of the message on the recipient. Therefore, effective communication may serve the purpose for which it was planned or designed if changes occur. Communication, according to Brown (2010), is the process of sharing information, thoughts and feelings between people through speaking, writing or body language. Effective communication extends the concept to require that transmitted content is received and understood by someone in the way it was intended. Effective communication, for example, is said to occur when information that lends to discourage baby delivery at home is effectively communicated and the result is positively achieved amongst the intended audience; who are mostly the women of Bauchi State, Nigeria. The goals of effective communication include creating a common perception, changing behaviors and acquiring information.

6. Theoretical Framework

This study was based on Social Judgment theory propounded by Sheriff and Carl in 1961 and it arose from social psychology. It is a communication theory that explains when a persuasive communication message is most likely to result in attitude change. The theory specifies the condition under which this change takes place and predicts the direction and extent of the attitude change.

This theory is also known as Latitude of Acceptance and Rejection (Jonge, 2012). For O'Keefe (1990), only understanding the person's latitudes of acceptance, rejection and non-commitment will permit one to understand the individual's reactions to persuasive messages on the issues.

According to Sheriff (1961), the essence of this theory is to explain how attitudes may change in the communication process. He added that the attitude change will be less likely to occur if the gap between an attitude a person already has and the attitude advised by the message is big.

Using this theory to explain this study, messages related to the need for women to avoid baby delivery at home and to visit health centers for obstetric care are communicated by the midwives (and nurses) to the women in group. Hence, attitude change would occur if the woman (the message is being communicated to by midwives or nurses) accepts the message.

The theory holds that any person hearing a message would position it on an attitude scales based on his/her personal judgment. Hence, Sheriff (1961) composed three different latitudes known as:

(i) Latitude of Acceptance. It is the range of positions a person is ready to accept or agree with the content of the message. In this latitude, change occurs. For example, messages that fall within this latitude can induce an attitude change in a pregnant woman to avoid baby delivery at home and to visit health centers for regular antenatal and postnatal care.

(ii) Latitude of Non-Commitment. It contains the range of ideas and opinions neutral or the person feels undecided or indifferent to the individual's mindset. For example, messages that fall within this latitude can position the woman at the state of neutrality. That is, the woman may or may not accept the message on the need to avoid baby delivery at home or the message on the dos and don'ts during and after pregnancy.

(iii) Latitude of Rejection. This is the area where an individual finds all ideas, beliefs, stands and opinions objectionable (unacceptable). In this latitude, attitude change is likely not to occur. Some women of Bauchi state, for example, may not accept messages regarding the need to avoid baby delivery at home and to visit the hospital for antenatal and postnatal care.

7. Methodology

This study was conducted in Bauchi state, Nigeria. The targeted population was women of child bearing between the ages of 15 and 49 years. The purposive sampling method was used to satisfy the purpose of the study. That is, based on the specific characteristics of the selected sample who are basically the mothers, pregnant women and the nursing mothers. These respondents were purposively selected within the three local government areas in Bauchi state, and cluster random sampling methods were used to divide the respondents according to geographical distribution.

Then the researcher used simple random sampling method to select the respondents from three local government areas in Bauchi state which is Misau, Dambam and Katagum Local Government to make up the 75 women of child bearing age. Both Quantitative and Qualitative methods were adopted in this study. Questionnaire was the instrument used in quantitative, while in-depth interview was utilized in qualitative. The questionnaire was presented in form of close-ended questions. The respondents are to react to the options provided in the questionnaire to air their views on the effectiveness of group communication campaigns against baby delivery at home in Bauchi state. A total of twelve (12) key informants were interviews which includes; 3- pregnant women, 3- nursing mothers, 3- traditional births attendants and 3- medical personnel. Data obtained were analyzed. Frequency and simple percentage were used for quantitative data, while data from the interviews were transcribed to support the quantitative data.

8. Findings

The sample of 90 respondents were drawn and given questionnaire, but 67 questionnaires were returned. 12- Key informants were interviewed which includes 3- pregnant women, 3- nursing mothers, 3- traditional births attendants and 3- medical personnel.

Demographic characteristics of the respondents. The respondents were asked to indicate their marital status, religion, tribe, educational level and occupation.

Table 1. Age distribution.

Respondents	Frequency	Percentages
15 – 21	20	29.8
22 – 37	18	26.9
38 – 43	16	23.9
44 – 49	13	19.4
Total	67	100

The study asked the ages of the respondents participated in answering the questionnaires and found that the age categories of the respondents were divided into four groups as follow; 15-21 years and below were 20 (29.8%), 22–37 years were 18 (26.9%), 38-43 years were 16 (23.9%), and 44-49 years were 13 (19.4%). The findings revealed that the age category of the respondents between the age of 15 to 21 were the majority of the respondents this implies that the average age of marriage in northern Nigeria is within these category of age and they were more vulnerable in the complication of child delivery with regard to high rate of infants mortality rate.

Table 2. Occupation of respondents.

Respondents	Frequency	Percentages
Students	14	21
Tailoring	7	10.4
Hairdressers	17	25.4
Traders	8	11.9
Civil servant	7	10.4
House wise	14	21
Total	67	100

In the same vein the respondents were requested to indicate their occupation and the research funding reveals that 14 (21%) of the respondents were students, 17 (25.4%) are hairdresser, 7 (10.4) were civil servant, 8 (11.9) traders, 7 (10.4) tailors while 14 (21%) of the respondents were house wives. The findings revealed that the majority of the respondents were hairdressers this imply that the majority of house wives in the area under study were engaged in the business of hairdressing and followed by students.

Table 3. Respondent's marital status.

Respondents	Frequency	Percentages
Married	39	58.2
Divorced	17	25.4
Single	11	16.4
Total	67	100

The researcher asked respondents to indicate their marital status and the findings confirms that 39 (58.2%) respondents participated in this study was married, 17 (25.4%) were divorced and 11 (16.4%) were single as illustrated in the table above. This findings showed that the majority of the respondents that participated in the study were married women.

Table 4. Educational level.

Respondents	Frequency	Percentages
Primary	29	43.3
Secondary certificate	22	32.8
Post -secondary certificate	16	23.9
Total	67	100

From the above table confirmed that the educational level of the respondents are as follows:-29 (43.3%) of the respondents were attended only primary school, 22 (32.8%) have attended secondary school and 16 (23.9%) were attended post- secondary school certificate.

Table 5. Reasons for not delivering at hospital and health centers.

Reasons	Respondents	Percentages
High cost services	21	31.3
Bad attitudes of health workers	8	11.9
Fear of operation	14	21
Presence of TBAs	17	25.4
Long Distance	7	10.4
Total	67	100

Reasons given by respondents on why women in rural areas of Bauchi state they are not want to delivered at hospital or health centers 21 (31.3%) of the respondents confirm that because of high cost of services at the hospitals and health centers during delivery, 8 (11.9%) because of the bad attitudes of health workers during anti – natal and post- natal clinical servicers, 17 (25.4%) were on the opinion that the presence of traditional births attendants who are competent and provide friendly services.7 (10.4%) were due to long walking distance to health centers while 14 (21%) were due to fear of operation they prepared to delivered at home.
Distance is one of the major factors contributing of home delivery especially in rural areas of Bauchi state, Nigeria. Most of the hospitals and health centers were located in city and town which is very difficult for rural people to access, it is irrelevant to have a health centers which is well equipped with facility and staffed but not accessed by the women for delivery as a result of long distance.

In an interview with one pregnant woman confirms that majority of them in rural areas want to deliver at hospital or health centers but they find it very difficult to locate federal medical center Azare and other specialist hospital in Bauchi town because of long distance, lack of good road and transport.
In-depth interview with another respondent also added that, another factor that contributes to home delivery is financial constraints. She heard from the radio Bauchi that delivery in government hospitals are free of charge but when you went there the workers asked you to buy everything and even demand some money from the patient or their relatives, she said based on this reason majority of pregnant women husband who are poor they engaged in the services of traditional births attendants in their areas.

In an interview with one of the medical personnel revealed that the bad attitudes and unfriendly behavior of health workers and the way they manage the patients during and after labor are very unfortunate. The health workers most of the times they used to molest the pregnant women with bad words and insult them during and after delivery, so for this reason most them they prepared to delivered at home. On the risks and complication associated with home delivery.

9. Conclusion

The major reason why pregnant women still deliver at home is the long distance from nearest health facility. To reduce maternal mortality access to health facility by pregnant mothers need to be improved. Interventions such as waiting homes near health facilities to accommodate the expectant mothers residing far from the nearest health facilities before delivery day can be helpful in such situation. Also negative attitudes and bad behaviors of health care professionals and high cost of services during delivery at health centers are among the major factors contributing delivery at home. State government provides free medical services to the pregnant women during and after delivery but this study confirms that the rural peoples are not benefiting this scheme.

10. Recommendations

Bauchi state government in collaboration with MDGs and international health agencies should improve health centers facility and more centers should be built in rural areas.

The state ministry of information and health in

collaboration with Non – Governmental Organization (NGOs) should organize orientation programs to district, village, and religious leaders in the communities on the risks and complication associated with home delivery. And a strong committee of monitoring and supervision should be constituted under the ministry of health to ensure free medical services provides by the state should reach the rural people in the communities.

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Knowledge of Transmission Patterns of HIV/AIDS and the place of Health Counselling among Students of Tertiary Institutions in Kwara State, Nigeria

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Abstract. This study investigated knowledge of transmission patterns of HIV/AIDS and the place of counselling among students of tertiary institutions in Kwara State, Nigeria. A proportionate sampling technique was used to select 700 students from five tertiary institutions in Kwara State. The hypotheses formulated were tested using Chi-square and analysis of variance (ANOVA) at $\propto = 0.05$ level of significance. In the findings, calculated X^2 value of 124.69 revealed that the students have adequate knowledge about HIV/AIDS transmission through sexual contacts, also calculated x^2 value of 67.83 revealed that students have adequate knowledge that HIV/AIDS can transmit through mother to child and the ANOVA result of 3.52 showed that students of various tertiary institutions in Kwara State have varied knowledge about HIV/AIDS transmission in health care setting. Fisher least significance difference was used as multiple range comparison test to identity where the significant difference between and within the group of students. Health counselling is not fully in place to influence students' knowledge. Based on the findings, it was recommended that AIDS education to include STDs, sexuality and reproductive health education should be made compulsory and be incorporated into the syllabi and curricula from primary, secondary and tertiary institutions. Also, Health Counselling unit should be established in our institutions in Nigeria in Nigeria.

Keywords: Knowledge, Transmission patterns, HIV/AIDS, Health counselling, Tertiary institutions

1. Introduction

To date, epidemiological studies from throughout the world have documented that HIV transmission is manly implicated through blood, semen and vaginal secretions. The etiological agents of AIDS are transmitted in the following ways:

1.1 Sexual Contact

Sexual contact with an infected individual sexual contact is the main mode of HIV transmission. Although AIDS seems to have started among homosexuals, it is not restricted to them. Infected men can infect their female sex partners as well and infected women can similarly infect men. Transmission occurs

through anal, vaginal and oral sex intercourse, although the relative efficiency of each route is not known. Anal intercourse which frequently results in slight ruptures of the rectum is thought to be a frequent mode of transmission. Through these rupture, semen containing virus can enter the blood stream of the sexual partner (Mann, 1997).

1.2 Mother to Child Transmission (MTCT)

HIV can also pass from mother to child during pregnancy, labour and delivery or through breastfeeding (Rosser, 2010). If a woman who is infected with HIV becomes pregnant, there appears to be about a 50% chance that her child will be infected with HIV. Mother to child transmission may occur in the uterus during childbirth or shortly after birth (Mann, 1997).

Berge, Foster, Mcintyre, Msellati, Praage and Baggaley, (2009) said that, mother to child transmission is also called vertical transmission and that mother to child transmission in pregnancy and childbirth is also called perinatal transmission. In developing countries, between one in three babies or one in four babies born to HIV positive women are born with HIV themselves. Some of these babies become infected during pregnancy, but not infected during the birth itself. There appears to be a greater risk of HIV transmission during pregnancy and childbirth if the mother has a high viral load or if her immune status is poor. Her viral load will be higher if she is HIV positive just before or during her pregnancy, and if she is continuing to be exposed to the HIV through unprotected sex in pregnancy and has symptomatic HIV (Olaitan, 2002, Rosser, 2010).

Exposure of fetus to the virus in cervico-vaginal secretion is thought to play a role. In addition, recent reports have indicated that the mode of delivery may affect the transmission rate. Caesarean section whether elective or emergency has been shown to decrease transmission in some studies (ECS, 1994). Landesman, Karlish and Burson (2006) concluded that prolong rupture of membranes (more than four hours) increase the risk of transmission.

1.3 Transmission of HIV in Health Care Settings

Bouvet and Laporte (2008) discussed on the transmission of HIV infection through exposure to blood and blood products. This occurs as a result of the receipt of infected blood or blood products, the blood-contaminated needles or equipment by drug abusers, or the use of inadequately sterilized needles or other skin-piercing instruments.

Accidental exposure to blood (AEB), pericutaneous exposure (PE), needle stick injury and blood splash have been discovered as the ways through which hospital workers may be infected with HIV following exposure (Bouvet and Laporter, (2008), Olaitan (2004) opined that viral transmission due to pericutanous exposure to blood in a hospital occurs in three ways:
(i) Exposure of hospital workers to blood of patients
(ii) Exposure of patients to blood of health workers
(iii) Exposure of patients to blood of other patients.

In practice, exposure of hospital workers to the blood of patients is the major concern. The rate of transmission of HIV infection to the hospital worker depends on the prevalence of infection inpatients, the frequency of exposure to blood, and the risk of transmission (Olaitan, 2004).

2. Research Questions

(a) To what extent do students of tertiary institutions in Kwara State have knowledge about sexual contact as a transmission pattern of HIV/AIDS?
(b) What is the knowledge of students of tertiary institutions in Kwara State about mother to child transmission as a transmission pattern of HIV/AIDS?
(c) Do students of various tertiary institutions in Kwara State have knowledge about health care setting practices as transmission patterns of HIV/AIDS?
(d) Is health counselling services available for students of tertiary institutions in Kwara State on

knowledge about transmission pattern of HIV/AIDS?

3. Research hypotheses

(i) Students of tertiary Institutions in Kwara State will not significantly have knowledge about sexual contact as a transmission pattern of HIV/AIDS.
(ii) Students of tertiary Institutions in Kwara State will not significantly have knowledge about mother to-child transmission as a transmission pattern of HIV/AIDS.
(iii) Students of various tertiary Institutions in Kwara State will not have significant difference in their knowledge about health care setting practices as transmission patterns of HIV/AIDS.
(iv) Health counselling services availability will not significantly influence students of tertiary institutions in Kwara State on knowledge about transmission pattern of HIV/AIDS.

4. Research Methodology

A descriptive survey research method was used to achieve the purpose of the study. The population comprised all the students in tertiary institutions in Kwara State. A multistage sampling technique was used to select a total
number of seven hundred students. The researchers constructed the instrument which seeks to elicit information from respondents on their knowledge of transmission patterns of HIV/AIDS. The instrument was validated by the experts and tested for reliability, using a split-half method with a reliability coefficient of 0.89. The researchers and 6 trained research assistants distributed and collected the questionnaire to gather data for the study. Descriptive statistics of frequency counts and percentage were used for the bio-data of the respondents, while inferential statistics of Chi-Squre (x^2), t-test and analysis of variance (ANOVA) were employed to analyse the hypotheses formulated at 0.05 alpha level of significance.

5. Results and Discussion

Table 1 Bio-data of respondents N=700

Characteristics	**No. (%)**
School	
University of Ilorin, Ilorin (Unilorin)	310(44.3)
Federal Polytechnic Offa (Fed Poly Offa)	250(35.7)
College of Education, Oro (COE Oro)	80(11.4)
School of Nursing, Ilorin (Nursing School)	20(2.9)
College of Education, Lafiagi (COE Lafiagi)	40(5.7)
Gender	
Male	390(55.7)
Female	310(44.3)
Age (In years)	
≤ 20	193(22.6)
21-25	224(32)
26-30	148(21.1)
≥ 31	135(19.3)
Religion	
Christianity	288(41.1)
Islam	391(55.9)
Others	21(3)
Marital Status	
Single	460(65.7)
Married	240(34.3)
Total	***700(100)***

Table 1 showed that 310(44.3%) are from Unilorin, 250(35.7% from Fed Poly Offa, 80(11.4%) from COE Oro, 20(2.9%) from Nursing School and 40(5.7%) from COE Lafiagi. 390(55.7%) male and 310(44.3%) female participated in the study. On the age of respondents, 193(22.6%) are less than or equal to 20 years, 224(32%) are within 21-25 years, 148(21.1%) are within 26-30years and 135(19.3%) are greater than or equal to 31 years of age. Christian respondents are 288(44.1%), Moslem are 391(55.9%) while others are 21(3%). On the marital status; single constitutes 460(65.7%) and married are 240(34.3%). This means that, majority of the respondents are male (55.7%), within ages 21-25years (32%), Moslems (55.9%) and single (65.7%).

Table 2: Students responses and X^2 result on knowledge about sexual contacts as a transmission pattern

N=700

S/No	Sexual Contact through	SA	A	D	SD	X^2	DF	Cal. X^2	
1.	Man and woman (Heterosexual)	152	268	83	197	124.69	15	25.00	Rejected Decision on HO.
2.	Man and man (homosexual)	319	28	261	92				
3.	Woman and woman (lesbianism)	77	296	115	212				
4.	Man/woman and animal (Bestiality)	315	212	109	64				
5.	Male multiple sexual partners (Polyandry)	372	106	98	124				
6.	Female multiple sexual partners (Polygamous)	359	123	101	117				

P≤ 0.05

In table 2, Since the calculated value of 124.69 was greater than the critical value of 25.00 at 0.05 level of significant, the null-hypothesis was therefore rejected. This means that students in tertiary institutions in Kwara State have significant knowledge about sexual contacts as a transmission pattern of HIV/AIDS.

Table3: Students responses and X^2 results on knowledge about mother-to-child as a transmission pattern of HIV/AIDS N-700

S/N	Mother-to-child-transmission through	SA	A	D	SD	X^2	DF	Cal. X^2	
1.	MTC during pregnancy (Antenatal transmission)	89	280	360	271	67.83	9	16.92	Rejected
2.	MTC during labour/childbirth (parinatal transmission)	101	421	219	41				
3.	MTC during breast feeding (postnatal transmission)	216	150	305	29				
4.	MTC during Cesarean (sectional transmission)	92	389	115	104				

P≤ 0.05

Table 3 shows that calculate value of 69.83 was greater than the critical value of 16.92 at 0.05 level of significant, the null-hypothesis was therefore rejected. This means that students in tertiary institutions in Kwara State have significant knowledge about mother-to-child-transmission as a transmission pattern of HIV/AIDS.

Table 4: Percentage Performance of Health Care Setting Practices as Transmission Patterns of HIV/AIDS

S/N	Variables	Age	PE	NSINj	B/Splash	X
1	Unilorin	38.8	39.6	71.9	50.1	50.1
2.	Fed.Poly Offa	57.1	47.3	68.5	39.9	53.2
3.	COE, Oro	41.4	36.8	70.7	28.6	44.4
4.	Nursing Sch. IIorin	62.2	60.7	82.5	51.4	64.2
5.	COE, Lafiaji	32.3	41.6	63.4	12.5	37.5

Table 4 showed the percentage performance of students of various tertiary institutions in Kwara State on their knowledge about ways HIV/AIDS can be transmitted in the health care setting. They are, through accidental exposure to blood (AEB), percentage exposure (PE) needle stick injury (NSInj) and blood splash (B/splash). The overall analysis showed that students of college of nursing Ilorin have performance score of 64.2% followed by Federal Polytechnic Offa (53.2) Unilorin (50.1) while students of COE Oro and COE Lafiaji have below average knowledge with performance scores of 44.4% and 37.5% respectively.

Table 5: ANOVA results on Health Care Setting (HCS) Practices as Transmission Patterns of HIV/AIDS N=700

Source	Ss	Df	Ms	F-Ratio
Between	7277.2414	4	1819.31035	3.52
Within	7760.1661	15	517.34440667	
Total	15037.4075	19		

Cal. F= 3.52 Crit value @ $0.05F_{4,15}$ =3.06

Decision on the hypothesis = rejected.

In table 5, since the calculated value of 3.52 was greater than the critical value of 3.06, at 0.05 level of significance, the null-hypothesis was therefore rejected. i.e. there existed significant differences in the knowledge about the health care setting practices as means of transmission patterns of HIV/AIDS. Hence the need for multiple comparison test to know where the significant difference lies.

Table 6: Multiple Range Comparison Tests (Fisher's LSD)

Main effect	COE Lafiaji	COE, Oro	Unilorin	Fedpoly	Nursing Sch
	5	3	1	2	4
Means ($\bar{X}$)	37.5	44.4	50.1	53.2	64.2

Conclusion: 5 is significantly different from 3, 1, 2, and 4
3 is significantly different from 1, 2, and 4
1 is significantly different from 4

The results showed that there existed significant differences in the knowledge about health care setting practices as means of transmission of HIV/AIDS among students of various Tertiary Institutions in Kwara State as stated in the conclusion above.

Table 7: Students responses and X^2 results on health counselling availability on the knowledge of transmission pattern of HIV/AIDS N-700

S/N	Availability of health counselling services	SA	A	D	SD	X^2	DF	Cal. X^2	
1.	I have received counselling on sexual contact transmission on HIV/APDS	67	340	460	313	67.83	9	16.92	**Rejected**
2.	I have received couselling on MTC during labour/childbirth (parinatal transmission)	91	211	219	261				
3.	I have received counselling on MTC during breast feeding (postnatal transmission)	16	130	225	329				
4.	I have received counselling on MTC during Cesarean (sectional transmission)	71	189	205	235				

$P \leq 0.05$

6. Discussion of Findings

The analysis revealed that students had knowledge about the transmission patterns of HIV/AIDS. Even through their knowledge varied from one Institution to the other.

The students were knowledgeable that HIV/AIDS can transmit by sexual contact through heterosexual, homosexual, lesbianism, bestiality, polyandry and polygamy practices. This corroborates the findings of Mann, (1997) who also discovered that transmission occurs through anal, vaginal and oral sexual intercourse. However, it is imperative that generally, people are in one way or the other involved in one or more of the sexual practices above.

The students were knowledgeable about the transmission of HIV from mother to the child antenatally, perinatally, postnatally, and sectionally, this is in line with Mann (1997), Baggaley et al (2009) and Rosser, (2010) that HIV can also pass from mother to child during pregnancy, labour and delivery or through breastfeeding. Some of the subjects knew that HIV can not pass to another person through the swimming pool, this is in line with WCTO/WHO/UNESCO/ILO (2005) that AIDS is not transmitted by insect, food, water, swimming, etc.

The students were knowledgeable that a person may contact HIV by sharing syringes and needles, and piercing instruments with AIDS patient, this is in line with Bouvet & Laporte (2008), Olaitan (2004) and Achalu (1993) that needle stick injury and blood splash have been discovered as the ways through which hospital workers may be infected with HIV following exposure and sharing needles, syringes, razors or other skin piercing instruments respectively. They also have knowledge about transmission of HIV/AIDS through semen, vaginal fluid and blood, this is in support of Mann (1997) that the sexual contact is the main mode of HIV transmission, i.e. transmission occurs through anal, vaginal, and oral sex intercourse, semen containing virus can enter the blood stream of the sexual partner.

According to Bouvet and Laporte (2008), and Olaitan (2002) and Marcus et al (1999) transmission of HIV can and does occur in health care settings. They further stressed that, the rate of transmission of HIV infection to hospital worker depends on the prevalence of infection in patients. This is to support the responses of the subjects who said that, in the health care setting HIV transmission is more likely from the patient to health care worker. They knew that HIV/AIDS can not be transmitted through mosquito bite, this is in line with WCTO/WHO/UNESCO/ILO (2005) that there is considerable evidence to show that HIV is not transmitted by insects, food, water, sneezing, coughing, toilet, urine, swimming pools, sweat, tears, shared eating and drinking utencils, or other items such as protective clothing, telephone, shared toys, books furniture or athletic clothing.

Health counselling services have not really been available in most of the institutions, and this necessitated the major problem for the inadequate knowledge of students about transmission patterns of HIV/AIDS. Many of the respondents lack knowledge about the patterns of HIV/AIDS transmission, claiming that the little knowledge they have was through other means and not through counselling services of any kind.

7. Conclusion and Recommendations

From the result of the study and within its limitations, the following conclusions were drawn:

(i) Students of tertiary institutions in Kwara State have adequate knowledge that HIV/AIDS can be transmitted by sexual contacts through heterosexual, homosexual, lesbianism, polyandry and polygamy practices.

(ii) Students of tertiary institutions in Kwara State have adequate knowledge that HIV/AIDS can be transmitted through mother to child, antenatal, perinataly, postnataly and Caesarean sections.

(iii) Students of various tertiary institutions in Kwara State have varied knowledge about the ways HIV/AIDS can be transmitted in health care setting. The students of college of Nursing

in Ilorin, Federal Polytechnic Offa, and University of Ilorin have quite above average knowledge, while students from Colleges of Education, Oro and Lafiaji have below average knowledge. This may be due to the exposure of these categories of students to health care setting practices and their knowledge about HIV/AIDS transmission patterns.

(iv) Students did not have health counselling services on HIV/AIDS transmission in their institutions

Based on the above findings and conclusions, the following recommendations were made:

(a) More and adequate information on knowledge of HIV/AIDS transmission patterns should be made available to the students and the entire population regardless of age, sex, religion, groups, occupation, etc.

(b) AIDS education to include STDs, sexuality and reproductive health education should be made compulsory and be incorporated into the syllabi and curricula from primary, secondary and tertiary institutions in Nigeria

(c) Federal and State Ministries of Health and Education should lay more emphasis on campaign against HIV/AIDS and should make students have access to posters, handbills, billboards, mass media both printed and electronic on the possible transmission patterns of disease.

(d) Health counselling centre should be established in our institutions to counsel students about the transmission patterns of HIV/AIDS and other related issues in general

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Influence of Radio Enlightenment Campaigns on Agricultural Productivity in Yobe State, Nigeria.

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Abstract. Agriculture is a critical sector in any country's economy. Even the developed countries of Europe and America, continue to pay serious attention to their agriculture. This means that Nigeria cannot be left behind in this all- important development sector. One of the observed challenges to agricultural development in Africa, Nigeria inclusive is the inadequate information available to farmers. One of the serious constraints to agricultural development in Yobe state is the limited access to agricultural information. It is argues that farmers can use improved information to raise their consciousness and advance their agricultural productivity is widely held. An appropriate channel is needed to facilitate access to and transfer of agricultural innovation to farmers. Radio in particular has the capacity of reaching large number of geographical dispersed, remote and often not so literate audiences. Therefore, radio can be used to educate, mobilized and sensitize farmers to adopts improved farming techniques. This study examines the influence of radio enlightenment campaigns on agricultural productivity in Yobe state Nigeria. The study was based on diffusion of innovation theory. Survey design was adopted for the study. Purposive and convenient sampling methods were used. The study concludes that the campaigns strategies were addressed agricultural issues like irrigations system, pest control, crop production, farm records and management as well as agricultural education and mobilization, these are key factors as far as agricultural enlightenment campaigns is concern and recommendation were made based on the findings.

Keywords: Radio, Agricultural Productivity, Enlightenments Campaigns.

1. Background to the Study

Agriculture is considered the mainstay of the Nigeria's economy in spite of growing urbanization and increased revenue from the oil sector. Historical experiences have shown that there is no cases of successful development in a country in which rise in agricultural productivity did not precede or accompany development. The belief is that farmers can use improved information to advance their productivity and profitability as well as contribute to higher rates of agriculture, economic growth and poverty reduction is widely held and has been a key rationale for agricultural campaign as an

important element of agricultural development in Nigeria.

Agricultural campaign is a general term used to refer to mobilization of farmers to adopt the application of scientific research and new knowledge to agricultural practices through farmer education using different channels of communication. The field of agricultural campaign encompasses a wider range of communication and learning activities organized for rural people by educator from different disciplines including agriculture, agricultural marketing, health, environment and so no. The emergent of different agencies embarking on agricultural campaign in Nigeria today is widely acknowledged.

Agricultural campaign conveys information capable of facilitating access to and transfer of agricultural innovation and knowledge among different entities involved in the innovation system and create competent institutional modes to improve the overall performance of the innovation or knowledge system in relation to productivity and market value.

Yobe state is an agricultural state with majority of its residents being farmers' and the state vast fertile soil is an added advantage for agricultural products. The crops mainly grown in the state includes millets, maize, rice, bean, groundnut and guinea corn. While the irrigation farming is practiced in large scale mainly supported by use of rivers and streams, cattle and other livestock are extensively reared in the state. It has been established that agricultural campaign, which is an important element of agricultural development can effectively be achieved using radio.

Radio is at the centre of human development (Gershon, 2010). Radio acts as the catalyst for modernization, creating new ideas and promoting social change. In addition, radio acts as the promoter of agriculture towards foreign exchange, balance of payment and food security. Radio is an integral part of national development. This is so because it cuts across different facets of human endeavor. Of all the communication tools available to the population of developing countries, radio has been the life wire of community development, agricultural development, health improvement and human capital development.

Specifically, radio is at the centre of agricultural growth and development, owing to the fact that most farmers live in the rural areas. (Arokoyo, 2009). Radio signifies a two- way process which entails the exchange of views from various sources and the adaptation of media for use by the communities (Larsson, 2002). It allows members of a community to gain access to information, education and entertainment and offers an opportunity for the community to participate actively in the media as planners, producers and performers (Moemeka, 2003).

Farmers account for the greater part of the population of any developing country such as Nigeria. Governments of developing countries have a major responsibility of ensuring that there is adequate rural development in their various communities and local governments which would lead to effective and efficient agricultural systems that will not only supply food and animal protein, but also foster the utilization of natural resources in a sustainable manner. When the rural farmers lack access to knowledge and information that would help them achieve maximum agricultural yield, they are only grope in the dark but also driven to the urban centers in search of formal employment, as the only option for survival (Carswell, 1997).

Agriculture is a critical sector in any country's economy. Even the developed countries of Europe and America, continue to pay serious attention to their agriculture. This means that Nigeria cannot be left behind in this all-important development sector. One of the observed limitations to agricultural development in Africa, Nigeria inclusive is the inadequate information available to farmers. An international seminar on the role of information for rural development notes that one of the serious constraints to agricultural development in West Africa is the limited access to agricultural information. (FAO, 2003).

2. Statement of Problem

Over the years, rural farmers in Nigeria have been kept incommunicado especially as it

concerns the agricultural production and its attendant effects on the population. Most of the farmers in Nigeria live in rural areas, hence are disconnected from the comfort of the urban centers. Worse still this set of the population account for food security in Nigeria. In other words, agricultural productivity in Nigeria today hinges on the level of information and sensitization of these peasant farmers. (Fashola, 2006).

For quite sometimes now, food production in Yobe State Nigeria has been on the decline. This is as a result of dwindling soil fertility, due to overgrazing, bush burning and lack of poor soil management. Worse still, farmers do not have the requisite access to basic information needed for farming practices, leading to low or poor yields at the end of each farming season.(Omenesa, 1997). The lack of access to basic information needed for farming practices, leading to low or poor yields at the end of each farming season and the lack of access to basic agricultural knowledge and information by rural farmers in Yobe State Nigeria have made these farmers to stick to their old traditional methods of farming system, hence resulting in poor crop and livestock productivity. This study is set to fill the gap of information needed for increased farm yields, food production, livestock development, geared towards eradication of poverty and hunger in the area.

3. Objective of the Study

The objective of this study was to evaluate the influence of Radio enlightenment campaigns on agricultural productivity in Yobe State, Nigeria.

4. Literature Review

4.1 Mass Media and challenges of Agriculture in Nigeria

Radio and television plays significant in role in creating awareness and knowledge about latest agriculture technologies information among farmers (Mahmood 2015). Media is one of the best source of spreading information about new technologies and innovation of agriculture among farmers which is faster than personnel contacts. Communication technology is playing very essential role in making awareness about different agricultural technologies among farmers.

Radio has one of the most important media to diffuse the technical, systematic and scientific information to the people. In countries where literacy level is very low especially in rural areas, the choice of mass media is very important. In this context, the radio play major role in transfer of modern agricultural technology to educated and uneducated farmers within a short time for farmer communities (Nazari 2013). Mass Media offer powerful channels for communicating agricultural messages and related information which can enhance the capacity building of farmers. Broadcast media have the ability to disseminate information to large audiences efficiently; and radio can be a particularly most famous channel among farmers.

According to Irfan, (2012), information and communication technologies, radio and television are an important medium of communication to communicate agricultural-related information to farmers in the rural areas of a country. In their study, the authors ascertained that if farmers adopt and access technologies which are given on radio, the enhancement of agricultural-related production could be improved significantly.

Obi (2008), asserts that Nigeria has one of the greatest agricultural potentials and resources in the world but ironically, it is one of the poorest countries in the world. Several factors such as bad leadership and corruption may be responsible but the media have a critical role to play. He further explain that critics contend that despite the nation massive wealth, especially the wealth generated from oil over many years of amalgamated Nigeria, about one in three of Nigeria's 140 million people goes to bed very hungry and this attributed to the less attention paid to agricultural activities by government.
Although, several efforts have been made by government through different agencies and foreign bodies to intensify agricultural productivity but the desired goals remained

unobtainable. Among the remedies to adopt for this problem as proffered by Alozia (2011), is the role of the mass media in promoting sustainable food production through dissemination of agricultural innovations and stimulation of interactions among peasant farmers towards the attainment of surplus food production and general agricultural development in Nigeria.

He also indicates that the role of media in promoting agricultural development is quite natural. The problem currently is not with the media in this regard but rather the choice of the appropriate media for particular audiences. For example, newspapers, magazines, bulleting, books, pamphlets and newsletter would not be suitable for rural farmers. The use of radio, television and interpersonal communication through agricultural extension workers were more appropriate but such are not available in rural areas of Nigeria.

4.2 Radio and Sensitization of Farmers

Radio has been at the forefront of farmer sensitization and enlightenment over the years. This development is not uncommon in the developing countries, where the majority of the population depend on radio for information in virtually all spheres of human endeavor (Myers, 2011). Part of the many roles of radio in the Nigerian society is the sensitization of farmers on pest control, fertilizer application, irrigation farming, use of chemicals and the extent to which the chemicals can be used. Also, radio helps to alleviate the sufferings of farmers, who are considered information poor in the society. The extent of radio function, in this regards, is determined by the massive usage by the farmers (Olajide, 2012).

4.3 Radio and Transfer of Farm Technology

Radio helps in teaching farmers new ways of farming practices, such that their productivity is improved. It aids in providing the needed information for the application of new ways of farming, such as mechanized farming, mixed crop farming systems, better ways of pest control and livestock management. Agricultural extension brings about changes, through education and communication in farmers attitude, knowledge and skill. The role of agricultural extension involves dissemination of information, building capacity of farmers through the use of a variety of communication methods and help farmers make informed decisions (Adamu, 2009).

In other words, radio programmes are organized in to include the farmers, in order to foster their relationship with other sectors of the economy. The problem always faced by farmer could be in the form of lack of access to basic information on the appropriate way to carry out a farming system. It should be noted that most Nigerian farmers live in the rural areas as such, lack access to the other types of media channels. This has made Agricultural and Development experts to come up with the necessary tools for making their intentions known to the farmers. Radio becomes the best option (Aboyade, 1990).

4.4 Influence of Radio Programmes on Farmers Productivity in Yobe State, Nigeria.

In Yobe State, there is a great role played by the radio programmes towards agricultural productivity. This ranges from information about agricultural issues to the promotion of sale of farm produce and ensuring bumper harvest at the end of each farming season. For decades now, radio has been a dominant source of information for farmers in much of Sub-Saharan Africa. Although the reach of radio varies from country to country, it is estimated that between 80 and 90 percent of households in Africa have access to a functional radio. Radio continues to be the best way to sizeable portions of rural smallholder farmers in Africa. Furthermore, advances in information and communication technologies (ICT) have made it significantly easier and more affordable to engage and interact with listeners over the radio. By using new technologies, it is possible to enhance the potential of radio as a power distribution channel beyond what had ever been possible. Radio stations and development organizations working with farmers now have a number of options available to them for converting traditional broadcast-only radio into what has become known as interactive radio. (Mboho, 2009).

5. Theoretical Framework

This study was based on the diffusion of innovation theory. Formulated by Rogers and Shoemaker in 1960 and it explains a process in which new idea, discovery is communicated through appropriate channels or mediums over time among and within members of a community or social system. Diffusion theory has its roots from the agricultural extension in America, when American government wanted farmers to adopt new farming technologies that help improve productivity. It was believed that if these new ideas are to be accepted by farmers the best way to do this is to use mass media. Through use of diffusion theory new farming method are transmitted to the farmers and this new ideas leads the farmers to adopt modern farming method which is technologically based and definitely it can improved agricultural productivity (Folarin, 1998).

Rodger (2003). Emphasizes that "innovation spread through certain channels over time among the members of social system". According to this emphasis, spreading of new innovations require communication, time and social system or target audiences that the message should be diffused to. Diffusion of Innovations has been approved as a perfect model in spreading innovation: Sherry and Gibson, (2002). Dooley, (1999) and Stuart, (2002) recommended this model as a theoretical frame-work that work best in many disciplines such as political sciences, communications, and education and in environmental issues among others. This model (the diffusion of innovation) is the most effective theory for investigating the degree of adoption of technology higher education and educational environment; Medlin, (2001) and Parisot, (1995). Rodgers considered technology as "a design for instrumental action that reduces the uncertainty in the cause-effect correlations involved in achieving a desired outcome."

6. Research Methodology

6.1 Research Design

Survey research design was used for this study. This is because it is a behavioral research, hence, it is based on the reaction of farmers on Agricultural programmes aired on Radio Stations in Yobe state. Survey research design provide a relatively simple and straight-forward approach to the study of attitudes, value, beliefs and motives. It is also justifiable way of collecting generalizable information from almost any human population and have high amount of data standardization. This study was conducted in three senatorial zones in Yobe state, Nigeria which include Eastern, Southern and Northern zones. From each of these zones, two local government areas was selected for the study.

6.2 Sampling Technique

The purposive and convenient sampling technique was used for this study. The essence is to ensure equal participation among the target population. Also, purposive sampling is used for the study because it is recommended when the population have equal characteristics. Hence, in this study, the population of farmers is to be considered. Purposive sampling is recommended for case studies such as survey and other opinion-based research. In other words, the respondents are selected because they are typical and possess some specific qualities such as having the richest information and manifest the most characteristics needed by the researcher. While, convenient sampling were use in administrating the questionnaires in the selected areas.

6.3 Sample Size

Yobe state is divided into three zones which includes, Estern, Sourthern and Northern zone. Out of these zones, two local government were purposively selected from each zone for this study. The selected local government area includes; from Eastern zone, Damaturu, Tarmuwa; in southern zone Potiskum, Fune; and in northern zone Nguru and Bade were selected respectively. From each of these local government areas, 50 respondents was purposively selected for the study. This means 100 respondents was selected from each zone. This brings the total sample size to 300. The researcher was carried out a survey about enlightenment campaigns by radio stations on agricultural productivity in Yobe state, Nigeria.

6.4 Method of Data Collection

Data for this study was collected using the questionnaire. The questionnaire was presented in form of close-ended questions. The respondents are to react to the options provided in the questionnaire to air their views on the development of agriculture and productivity in Yobe state.

6.5 Method of Data Analysis

After retrieving back the questionnaire and collecting the required data, it was then prepared for analysis by using Statistical Package for Social Scientists (SPSS, version 22.0) software. In this process, the data underwent these processes i.e. data editing which involved checking the filled questionnaires for any omissions or mistakes; then data coding which involved giving each item of the questionnaire or variable a code to be used when imputing the data into the computer, and lastly data entry into the computer for analysis. After processing (i.e. editing, coding, and entry into the computer) the collected data, the researcher analyzed it. The analysis was done using frequency and percentage distribution tables to achieve demographic characteristics of the respondents and objective of the study.

7. Data Presentation and Analysis

This study sought to assess the influence of enlightenment campaigns by radio stations as a tool for improved Agricultural productivity among the farmers in Yobe state, Nigeria. The data generated were principally responses to the research objective and the data were presented and analyzed according to the research question. As mentioned earlier, 300 farmers were surveyed and all of them attested to having knowledge of the existence of the radio in their respective areas and all of them have acknowledged the agricultural programmes aired by these stations. The researcher had distributed 350 questionnaires in total; however, only 300 were retrieved, giving a response rate of 85.7%. Amin (2005) believes that if the response rate is more than 70%, it signifies that the turn up of participants was good hence the data can be used in the final analysis of the study.

7.1 Demographic Characteristics of the Respondents

This section determines the demographic characteristics of the respondents. To achieve it, questionnaires were distributed to capture these responses. Frequencies and percentage distribution tables were employed to summarize the demographic characteristics of the respondents in terms of gender, age, education level, and work experience. The following tables give the summary of the findings.

Table 4.1: Gender of the Respondents

Gender	Frequency	Percent (%)
Male	235	78.3
Female	65	21.6
Total	**300**	**99.9**

Source: Primary Data, 2017

Table 4.1 revealed that majority, 78.3% of the respondents were male while 21.6% were female. The dominance of the male respondents was attributed to the fact that the male are more engaged in listening agricultural related programmes in radio stations hence they are able to pick interest in learning more about agricultural activities than their female counterpart.

Table 4.2: Age of the Respondents

Age	Frequency	Percent (%)
21-30	66	22
31-40	74	24.6
41-50	88	29.3
50 and Above	72	24
Total	**300**	**100**

Source: Primary Data, 2017

Table 4.2 revealed that majority, 88% of the respondents were within the age group of 41-50 years, followed by those within the age group of 31-40(74%) while those within the age group of 50 and above and 21-30 were represented by 24% and 22.% respectively. The dominance of the age group within 41-50 years could imply that they are mature enough to take interest in agricultural activities compared to their young counterparts within the age group of 21-30 years who might still be interested in whiter-collar jobs.

Table 4.3: Educational Level of the Respondents

Educational Level	Frequency	Percent (%)
None	29	9.6
Primary	68	22.6
Secondary	147	49
University Graduate	56	19.6
Total	**300**	**100**

Source: primary data, 2017

Table 4.3 revealed that majority, 49. % of the respondents had secondary school qualification, followed by those with primary certificate (68%). On the other hand, respondents who are university graduate and those with no formal education were represented by 19.6% and 9.6% respectively. The dominance of the respondents with secondary school qualification implies that they are more concerned with agricultural enlightenment campaign on radio stations. In other words, they understand the agricultural terminologies and the most common language used for communication such agricultural programmes.

Table 4.4: Ownership of radio Set

Ownership of radio Set	Frequency	Percent (%)
+Yes	289	96.3
No	11	3.6
Total	**300**	**100**

Source: Primary Data, 2017

Table 4.4 revealed that majority, 96.3% of the respondents indicated that they owned a radio set, while 3.6% said they did not. This implies that majority of the respondents have access to agricultural information dissemination on radio stations. The respondent's responses show that majority of the farmers own a radio sets from which they listen to programmes. Possessing the radio set alone signifies the farmer's interest in radio programmes including agricultural programmes. This implies that accessing agricultural programmes on these radio sets make farmers aware of techniques and encourages them to approach extensions agents for more details. It is one of the quickest ways of reaching a large number of farmers in a very short time and therefore useful in times of emergencies such as a large pest attack.

Table 4.5: Radio Station Programs Schedule

Programmes	Frequency	Percent (%)
News and current affairs	74	24.6
Agriculture	97	32.3
Education	60	20
Health and environment	69	23
Total	**300**	**100**

Table 4.5 revealed that majority, 32.3% of the respondents prefer watching agriculture related program, followed by News and current affairs 24.6%, while those who prefer watching health and environment programs were represented by 23% and education programs represented by 20% respectively. The dominance of the respondents who prefer watching agriculture programs implies that they have rich knowledge regarding agricultural related programs aired by radio stations.

As Moemoka (2003) asserted that the extent at which farmers own radio sets signifies the farmer's chance of access to their radio programmes. This means that the more they own radio, the more likely to access their radio programmes. Hence, Agricultural programmes. Yes indeed, because subsequently the results shows high degree of access to agricultural programmes by the farmers. The responses also indicate that majority of the respondents listen to agricultural programmes very often. (Mboho, 2009) state that as farmers listen to agricultural programmes very often it can be used to facilitate acquisition of helpful ideas which this study refer to.

Table 4.6: The objective of this study was to evaluate the influence of Radio enlightenment campaigns on agricultural productivity in Yobe State, Nigeria.

Radio programs on agricultural productivity	Mean	Std. Deviation	Interpretation
Agricultural programs aired by radio stations have helped me to enhance my skills on agricultural activities	3.73	0.999	Satisfactory
Enlightenment campaigns by radio station on agricultural activities contributed my awareness on new farming methods	3.73	1.051	Satisfactory
Enlightenment campaigns by radio stations have enhance my skills on agricultural practices and farm management	3.70	1.112	Satisfactory
Enlightenment campaigns by radio station on agricultural activities have helped me to understand the importance of irrigation farming	3.67	1.019	Satisfactory
Radio programs on agriculture increase food productivity and reduce poverty	3.65	1.115	Satisfactory
Enlightenment campaigns by radio stations have enabled me get the most appropriate information about crop farming.	3.65	1.061	Satisfactory
Enlightenment campaigns by radio stations would solved most of agricultural problems	3.49	1.208	Satisfactory
Enlightenment campaigns by radio stations on agricultural have enhance my skills no pest control	3.45	1.160	Satisfactory
Agricultural programs on radio stations have helped me to learn more about farm record	3.30	1.207	Fair
Average mean	**3.58**	**1.109**	**Satisfactory**

Source: Primary Data, 2017

The table above confirmed that the information obtained from radio stations on agricultural related activities may be considered as an indicator of effectiveness of radio and also radio serve as primary source of information for the farmers. The results presented in table 4.6 above revealed that respondents assessed the effectiveness of radio enlightenment campaigns in promoting agricultural productivity as satisfactory (average mean=3.58, Std=1.109). This was attributed to the fact that majority of the respondents agreed that enlightenment campaigns by radio stations had helped them to learn more about new innovation on agricultural systems generally (mean=3.73, Std=0.999) while others agreed that the agricultural programs by radio stations had totally enhances their skills on new approach on agricultural activities (mean=3.73, Std=1.051). The respondents further reveal that professionals and agricultural communicators should always seek improvements in the quality of agricultural messages. The respondents remarked also that in addition to provision of information on land preparation, planting materials, plant growth, harvest and storage and information on biotechnology and access to small-scale loans were provided and extensively highlighted in the programmes. Majority of the respondents agree that the programmes transmitted by radio stations addressed the agricultural issues in their areas and that the programmes highlighted issues regarding agricultural information, agricultural education and extension services and agricultural mobilization and this shared create good awareness to the farmers in relation to agricultural innovation and that influence farmers attitudes in relation to adoption of agricultural innovations to farming practices**.**

Furthermore, respondents agreed that enlightenment campaigns by radio stations contributed in creating awareness and adopting modern technologies for farming activities (mean=3.70, Std=1.112). Other respondents agreed that agricultural programs on radio stations had helped them to know the importance of irrigation (mean=3.67, Std=1.019). A similar view was shared by respondents who agreed that radio programs are essential for poverty reduction (mean=3.65, Std=1.115). In addition, respondents agreed that radio programs on agriculture had enabled them to get the most appropriate information about crop farming

(mean=3.65, Std=1.061) and pest control (mean=3.45, Std=1.160).

Therefore, the findings showed that enlightenment campaigns by radio stations on agricultural activities has been very fundamental in promoting agricultural productivity .The farmers have learned a lot through this communication strategies. The findings also revealed that most of the farmers have used the knowledge they acquired from radio stations to modernize their agriculture through modern technology, and innovation. In addition, farmers have gained new knowledge such as farm records, irrigation systems, farm management, pest control and disease management, etc. This implies that application of such knowledge can enable a farmer to get bumper harvests and profits hence reducing poverty in such households.

8. Conclusion

The study holds that enlightenment campaigns by radio stations is significantly the best tool of improving agricultural productivity and diffusion of agricultural innovations among farmers in Yobe state, Nigeria. The greatest assumption here may be that farming as a profession may continue to advance in as far as agricultural information would be made available to farmers through mass media especially radio. This is because as the major stakeholders (Peasant farmers) are well empowered with vital information to advance their agricultural productivity. It has been acknowledged that the enlightenment campaign by the radio stations were capable of inducing farmer behaviour to adopt the agricultural innovations to their farming practices and it conclude that the campaigns strategies were addressed agricultural issues like irrigations system, pest control, crop production, farm records and management as well as agricultural education and mobilization, these are key factors as far as agricultural enlightenment campaigns is concern.

9. Recommendations

Based on the finding the following recommendations are made:

Yobe state government should maintain the current stations through financial support, adequate equipment's, maintenances, workers motivation and other means as may deem appropriate in order to justify the patronage accorded to the stations. There is need for the government to organize practical training programs for the local farmers through ministry of agriculture and natural resources so that they gain practical skills because the information disseminated on radio stations should not enough to enable the farmers' to acquire new agricultural methods and innovation. This study recommends that the state government should motivate the farmers by initiating scheme that would support the farmers efforts financially, mechanically (provide tractors and other farm machineries) pest control skills, provide fertilizer, modern agricultural markets and stores.

The study also recommend that enlightenment campaigns programmes by the radio stations should be redesign and reviewed comprehensively to extend that it encompasses the program producer, agric-extension workers, representative from the ministry of agriculture, Yobe state agricultural development program, Yobe state Mechanization authority, FADAMA 3 Project and farmers this plan would give the programme new direction and more insight to achieve the main objective of enlightenment campaigns.

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Part Four

Human Resource Management

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Effect of Working Condition on Productivity of Academic Staff of Selected Tertiary Institutions in Bauchi State, Nigeria.

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Abstract. The study was on working condition and productivity of academic staffs of selected tertiary institutions in Bauchi state, Nigeria. The study was to determine the effect of working condition on productivity of academic staffs. The study was based on Herzberg's two factor theory. The study adopt both descriptive correlational survey designs. The study population was 1389 and the sample of the study was 400 respondents, selected using systematic random sampling technique. Questionnaire was used as instrument for data collection. Data was analyzed using Pearson's linear correlation coefficient and simple linear regression analysis. The findings of the study revealed that there is a positive significant effect of working condition on productivity of academic staffs where (r-value=.526, Adjusted R=.275, p< .001). The study concludes that working condition has effect on productivity of academic staffs of selected tertiary institutions in Bauchi state, Nigeria. The study recommends that the institutions should put in adequate resources in providing safe working condition to all academic staffs. The study improves researchers' effort in understanding the study variables and has open up a debate on the effect of working condition on productivity of academic staffs. The study suggest that further study should be carry out to cover the North-Eastern geographic region of the country, to give a wider coverage where result can be used for generalization purposes.

Keywords: Productivity, Academic Staffs, Working Condition.

1. Introduction

Productivity was widely accepted by industrial World after World War II. The culture was accepted by China, USSR, Eastern Europe in 1980's when they reorganized their economic system for improve effectiveness. Rationalization movement in Germany, new job design by Scandinavian countries and harmonious labor management relations in Japan gave rise to participatory management and cooperative relationships that regarded human resource as key factor for the improvement of corporate productivity (CDL, 1997). Productivity in developing nations that include African countries appear to be extremely low, GDP per capita and average firm level sales per employee in manufacturing-commonly known as labor revenue productivity across a sample countries and the message seems clear that developing countries firms have lower levels of labor productivity (Nicholas, Aprajit, David & John, 2010). African nations were characterized

by poor productivity, even though there is volatility in input and output variables especially total factor productivity and labor productivity. Qualities of human capital were not only low but deteriorate in Nigeria, due to low public expenditure on education and brain drain phenomenon (Adeola, 2005). Despite enhanced employee productivity, institutions establishment, poor budgetary support hampered their operations (Adeola, 2005). Decline in labor productivity had affected economic growth. Konal, (2007), stated that human development strategy implementation is the challenge towards enhancing organizational and employee productivity.

2. Problem Statement

Nigerian tertiary institutions are established with the aim of giving any students who enrolls a very sound and qualitative education, to be able to function effectively in any environment in which they may find themselves; so as to become more productive, self-fulfilling and attain self-actualization (Federal Government of Nigeria,2004; Aluede, *et al,* 2005). The tertiary education system has been criticized for being inefficient and ineffective, making it irrelevant to the needs of a new democracy. For the most part, major issues in higher education are similar to those in most countries around the world, Nigeria and Bauchi in particular. Problems such as access, infrastructure, quality, funding, efficient and effective management, and governance have been some of the major issues facing the Bauchi and Nigerian higher education system (Teboha, 2000).

Despite Tertiary Education Trust Fund (TETFund) intervention on Public Tertiary Education Institutions on areas like physical infrastructure for teaching and learning; instructional material and equipment; research and publication; academic Staff Training and Development; and any other need which, is critical and essential for the improvement of quality and maintenance of standards in the higher educational institutions and increase on the annual disbursement of the fund. There is no much improvement of the efficiency and effectiveness of the institutions and academic staffs, because of the incessant strikes by academic staffs as a result of job dissatisfaction in Nigeria and Bauchi in particular. This has resulted to poor academic standard and performance in tertiary institutions, many parents year-in-year out send their children to other countries abroad where they believe the academic standard of the institutions over there is sound and high compare to ours (Kawugana, 2016). This study investigate working condition, as a possible factor that influence productivity of academic staffs of selected tertiary institutions in Bauchi State, Nigeria.

3. Objectives of the Study

To determine the effect of working condition on productivity of academic staffs of selected tertiary institutions in Bauchi state, Nigeria.

4. Research questions

Is there effect of working condition on productivity of academic staffs of selected tertiary institutions in Bauchi, Bauchi state, Nigeria?

5. Research hypotheses

H_1: There is a significant effect of working condition on productivity of academic staffs of selected tertiary institution in Bauchi state, Nigeria.

6. Scope of the Study

Geographical Scope: This study was conducted from Abubakar Tatari Ali Polytechnic, Bauchi, Federal Polytechnic Bauchi and College of Education, Azare, Bauchi state, Nigeria. The study was conducted because of the large size of respondents whose responses can be generalized.

Theoretical Scope: Fredrick Herzberg's, two factor theory (known as motivators-hygiene theory) of 1959 cited in Nwachukwu (2007), was chosen as the most suitable for this study, due to its relevance to work situation. The theory explain that there are certain satisfiers and dissatisfies for employee at work. Dissatisfies (hygiene factors) include working condition, salary, job security, company policy,

interpersonal working relationships. Motivators (satisfiers) include recognition, promotion, achievement, responsibility and personal advancement. Herzberg pointed out that the 'motivators' were all intimately related to the content of the work. He maintained that the absence of motivators does not lead to job dissatisfaction, but merely to lack of job satisfaction (Invacenvich, et al., 2005). The researcher decided to use the theory because it is the most widely replicated and used in business. It splits hygiene factors from motivation factors, and discussed factors that lead to dissatisfaction and satisfaction this makes it different from other motivation theories.

7. Review of Related Literature

Working condition is defined by Longman dictionary of contemporary English (2003) as all the situations, events, people, etc. that influence the way in which people live or work. It is defined as working environment and all existing circumstances affecting labor in the work place, including: job hours, physical aspects, legal rights and responsibility, organizational culture, workload and training (Gerber et al 1998, cited in Ali, Abdi & Adan, 2013). It was also defined as working conditions created by the interaction of employee with their organizational climate, and include psychological as well as physical working conditions (Gerber et al 1998, cited in Ali, Abdi & Adan 2013). As long as more than one employer offers good working conditions for a particular category of worker, employers may be forced to bid up their wages possibly as high as the marginal value of the worker's product. Whether such a positive wage differential exists is an empirical question. If one is found, it would represent a lower bound on the value of actual differences in productivity, bearing in mind that some offsetting compensating wage differential may also be reflected in the observations (Gariety & Shaffer, 2001).

Bornstein (2007) states that in organizations where employees are exposed to stressful working conditions, productivity are negatively influenced and that there is a negative impact on the delivery of service. On the other hand if working conditions are good, productivity increase and there is a positive impact on the delivery of service. Schramm (2010) provided a proof that flexible working hour arrangements could boost labor productivity.

Employee Workload: is generally defined as the extent of the processing capacity that is expended during the performance of a task and thus involves the interaction between resource supply and task demand (Young et al., 2008). Workload can also be defined the expenditure incurred by a person, given their capacities (resources), while achieving a particular level of performance on a particular task with certain demands (Hart & Staveland, 1988). DiDomenico and Nassbaum, (2008) state that workload is determined by the relationship between task demands, the circumstances under which that task takes place and the perceptions, actions, skills and knowledge of the individual performing the task. The task demands may include physical actions, cognitive tasks and/or a variety of other factors. Increased workload can improve short-term productivity, but it can increase long-term costs, as stress and illness among employees lead to poor judgments and low productivity (Petterson & Armets, 1998).

Employee development: means to develop the abilities of an individual employee and organization as a whole so; hence employee development consists of individual or employee and overall growth of the employee as when employees of the organization would develop the organization, organization would be more flourished and the employee performance would increase (Elena, 2000).

Employee development activities are very important for the employees, as the activities are performed, it indicates that organization cares about their employees and wants them to develop (Elena, 2000). When organizations are contributing towards the employee development activities, the employees work hard; utilize their full skills and efforts to achieve the goals of the organizations. There are many schools of thoughts. Employee development must be recognized by the employees who want to learn or who are willing to learn. When employees are willing to learn, they show their interest in the

developmental activities, as a result they are more satisfied with the job which will lead to increase in employee performance (Elena, 2000). Employee development also depends upon the individual employee, how much curiosity to learn.

***Employee working hours*:** refers to the period of time that an individual spends performing paid occupational labor. Worker strain reduced productivity, increased turnover and increased injury and illness. Workweeks are not to exceed the maximum set by local law and should not be more than sixty hours per week, including overtime, except in emergency or unusual situations, and workers should be allowed at least one day off every seven days (EICC, 2017). The maximum daily and weekly limits on hours of work are 8 hours a day (or the number of hours in your regular work day, if it is more than 8), 48 hours a week.

Productivity is defined as an average measure of the efficiency of production. Employee productivity is defined as an assessment of efficiency of a worker or group of workers. This can be assessed relative to an average of employee doing similar work (Rob, 2015). Zelensk & Murphy (2008) citing Campbell et al. (1993) stated that individual productivity is the degree to which an employee executes his or her role with reference to certain specified standards set by the organization.

Rolloos (1997) defined productivity as, that which people can produce with the least effort. Productivity is also defined by Sutermeister (1976) as, output per employee hour, quality considered.

Dorgan (1994) defines productivity as, the increased functional and organizational performance, including quality. These definitions suggest that productivity is the measure of economic performance, as well as resources used to produce goods and services (Bernardin & Russell, 1998, Ross, 1981). Firms that derive their productivity advantage from firm-specific knowledge may wish to provide better working conditions with the hope that this would reduce worker turnover and minimize the risk of their productivity advantage spilling over to competing firms (Glass & Saggi, 2002).
Productivity is defined as an average measure of the efficiency of production. Employee productivity is defined as an assessment of efficiency of a worker or group of workers. This can be assessed relative to an average of employee doing similar work (Rob, 2015).

Employers should pay more for higher productivity, in order to retain and maintain employees. Gariety & Shaffer, (2001), state that as long as more than one employer offers good working conditions for a particular category of work, employers may be forced to bid up their wages possibly as high as the marginal value of the worker's product. Whether such a positive wage differential exists is an empirical question. If one is found, it would represent a lower bound on the value of actual differences in productivity, bearing in mind that some offsetting compensating wage differential may also be reflected in the observations. Work environment includes some factors, which contribute either positively or negatively to achieving maximum employees' productivity (Elywood, 1999).The factors that contribute either positively or negatively to employee productivity are temperature, humidity and air flow, noise, lighting, employee personal aspects, contaminants and hazards in the working environment, types of sub environment.

Operationally, employee productivity is referred to the value, effort and commitment put to achieve a set goal. Employee productivity can be achieve when there is adequate number of hours worked, task capacity, individual capacity and individual effort.

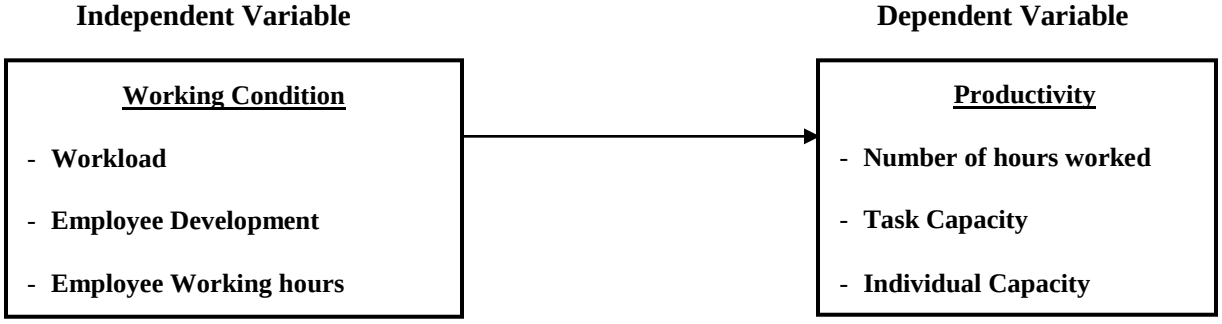
***Number of hours worked*-** Garrison and Bly (1997) suggested that, with the productivity demand comes the time pressure of getting the service delivered in an ever-shorter time frame. Working hours for adult should not be more than forty eight hours per week except in special cases where exemptions are granted (Harrington & Cooper, 1997). Rolloos (1997) defined productivity as, that which people can produce with the least effort. Productivity is also defined by Sutermeister (1976) as, output per employee

hour, quality considered. According to a number of authors Hill et al, 1998; Messenger, 2004; Golden, (2012), workers' ability to choose their working time arrangements has a positive impact on job performance and productivity.

Task capacity refers to the technological capability of the organization, how organization designs the task and the physical inputs provided by the organization. Task capacity is refers to organization available technology and technological change by employing the implementing principles, a reversal of the logic employed by (Slocum and Sims, 1980 cited in Song, 2008).

Individual capacity refers to the knowledge, skills and abilities possessed by individual employee in an organization, which will make him perform their duty effectively or not. The way to incorporate new (individual) ideas into the organizational knowledge (or intellectual capital) must be free of any barriers (Mueller-Stewens, 1996). Wenger, (2000), knowledge is seen as being co-constructed through interaction among members of a community engaged in a joint enterprise. Skills are the relevant knowledge and experience needed to perform a specific task or job. Skills also constitute the product of education, training and job experience together with relevant technical know-how (Bjørnåvold and Tissot, 2000).

8. Theoretical framework for the study:



Source: *Adopted from Ngirwa (2005) in Elisifa (2014) and Ruch & Hershauer, (1974)*

9. Empirical Review

Working Condition and Productivity

Hameed & Amjad (2009) studied the impact of office design on employee productivity in banking organizations of Abbottabad, Pakistan. The findings revealed that there is direct relationship between office design and employee productivity. The implication was that most organizations do not give importance to office design but it is an important factor in increasing employee productivity.

Ali, Abdi & Adan (2013), studied working conditions and employee productivity in manufacturing companies in sub-Saharan African context Somalia. The findings showed that working hours act as drivers of working condition, and high workload makes employee productivity to decrease. Implication was that, high working hours could bring employee in continually diminishing their ability to work and poor working conditions lead to decrease in employee productivity.

Leblebici (2012) studied the impact of workplace quality on employee productivity in terms of physical and behavioral components on private foreign bank in Turkey. The findings of the study showed that employees are happy with the physical conditions of the workplace but behavioral workplace environment has greater effect on employee productivity.

Roelofsen (2002) has also yielded indications suggesting that improving working environment results in a reduction in a number of complaints

and absenteeism and an increase in productivity. The indoor environment has the biggest effect on employee productivity.

Akinyele (2009) conducted a study on the influence of work environment on workers' productivity in selected oil & gas industries in Lagos, Nigeria. The findings showed that the basic factors in the external work environment particularly the inadequate supply of some infrastructural facilities have imbedded the productivity of the workforce. The study also revealed that there are number of physical facilities and psychological factors that are considered pertinent for enhancing productivity are currently labor expectation.

Gensler (2006) stated that a survey was conducted by taking a sample size of 2013. The research was related to; workplace designs, work satisfaction, and productivity. The findings of the survey suggested that businesses can enhance their productivity by improving their workplace designs. A rough estimation was made by executives, which showed that almost 22 percent increase can be achieved in the company's performance if their offices are well designed.

According to Yesufu (1984), the nature of the physical condition under which employees work is important to output, Offices and factories that are too hot and ill ventilated are debilitating to effort. There should be enough supply of good protective clothing, drinking water, rest rooms, toilets, first aids facilities etc. Both management and employees should be safety conscious at all times and minimum of requirement of the factories act must respect. This push for more productivity from public sector agencies is not a new phenomenon. These factors may be important; yet, believing that the attitudes and management styles of mid-level managers are what really influences employee productivity.

10. Research Methodology

The study adopts both descriptive correlational cross-sectional survey designs.

Target Population

There population of the study was 1389 members of academic staffs of selected tertiary institutions in Bauchi state. They include Abubakar Tatari Ali Polytechnic 255, Federal Polytechnic 413 and College of Education 721. Academic staffs of selected tertiary institutions constitute the population of the study because, they are the people who have the knowledge or information the study wants.

Sample Size of the Study

The minimum sample was 311 arrived using Slovenes formula and the sample size adjusted for response rate was 389 arrived using James, Joe, and Chadwick (2001). Systematic random sampling technique was used to select respondents for the study.

Category	Population size	Sample size adjusted for response rate
Abubakar Tatari Ali Polytechnic, Bauchi	255	71
Federal Polytechnic, Bauchi	413	116
College of Education, Azare	721	202
Total	**1389**	**389**

Source: *field survey, 2017*

Method of Data collection

Survey method of primary data collection was used, closed ended standardize questionnaire was the instrument for data collection using Likert five point scale of strongly disagree, disagree, undecided, agree and strongly agree.

11. Data Analysis

Data from the field were compiled, sorted, edited and coded to have the required quality, accuracy and completeness. The data were entered into the computer using the Statistical Package for Social Sciences (SPSS V. 21.0) for analysis. Pearson Linear Correlation Coefficient and Linear Regression Analysis was used in determining if there is significant effect of working condition on productivity of academic staffs, at 5% level of significance (α=0.005) which is the most popular in social sciences. The degree of freedom (df) was the sample size used (n) minus two (algebraically, df = n-2= 315-2= 313).

Descriptive Analysis

The study revealed that the general average mean of working condition of academic staffs of selected tertiary institutions in Bauchi state, Nigeria was assessed by the respondents as fairly satisfactory. This was because the general mean= 3.3400, and standard deviation= 1.1324. Furthermore, two of the sub constructs (work load and employee working hours) were measured fairly satisfactory with (average mean= 2.9185, std. =1.21703) and (average mean= 3.4148, std. =1.12501) while employee development was measured satisfactory with the (average mean= 3.68868, std.=1.05535). The findings imply that academic staffs of selected tertiary institutions in Bauchi state, Nigeria have fairly satisfactory working condition.

The productivity of academic staffs of selected tertiary institutions in Bauchi state, Nigeria was assessed by the respondents as averagely satisfactory. This was attributed to the fact that respondents average mean was 3.8314, and standard deviation of 1.06065. The findings implies that academic staffs of selected tertiary institutions in Bauchi state, Nigeria have agree with the total hours worked, task capacity and individual capacity.

Inferential analysis

Regression Analysis for Effect of Working Condition on Productivity of Academic staffs

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.526[a]	.277	.275	13.03650	
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20374.920	1	20374.920	119.887	.000[b]
	Residual	53194.458	313	169.950		
	Total	73569.378	314			
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.417	4.062		7.243	.000
	Working condition	1.455	.133	.526	10.949	.000

The results presented in revealed that working condition can significantly explain the variance in productivity of academic staffs by 27.7% (Adjusted R= 0.275, $p<0.01$). This shows that working condition effect productivity of academic staffs by 27.7%. It implies that productivity changes significantly with respect to working condition. Therefore H_0 was rejected, and conclude that there is significant positive effect of working condition on productivity of academic staffs in selected tertiary institutions in Bauchi state, Nigeria because r = 52.6%. Furthermore, a single achievement in working condition affect 52.6% variance in productivity. The table explain the coefficient of regression equation as, y=29.417 + 1.455x.

12. Discussion, Conclusion and Recommendations

The objective of this study was to determine the effect of working condition on productivity of academic staffs of selected tertiary institutions in Bauchi state, Nigeria. The study found a significant moderate effect of working condition on productivity of academic staffs. The findings therefore imply that the academic staffs have average acceptable working hours, fair satisfactory un-stressful workload and opportunity for growth and advancement. This implies that good working condition reduce absenteeism, makes employee happy with the physical environment, improve their level of competency, efficiency and productivity. The institutions should ensure adequate provision of good working condition that will improve the efficiency of academic staffs.

This study agrees with Ali, Abdi & Adan (2013) who says poor working condition leads to decrease in employee productivity. High workload decrease employee productivity and working hours act as driver for working condition. It also agrees with Hameed & Amjad (2009) who revealed that there is direct relationship between office design and employee productivity, because employee are happy with the physical condition of work place which has influence on their productivity (Leblebici, 2012).

Roelofsen (2002) says that improving working environment results in a reduction in a number of complaints and absenteeism. It also agree with Gensler (2006) who suggested that businesses can enhance their productivity by improving their workplace designs. The study disagree with Yesufu (1984) who stated that even though provision of conducive working condition may be important; yet, believing that the attitudes and management styles of mid-level managers are what really influences employee productivity.

The study was to determine the effect of working condition on productivity of academic staffs of selected tertiary institutions in Bauchi state, Nigeria. The study found a significant effect of working condition on productivity of academic staffs.

The study recommends that the institutions should put in adequate resources in providing safe working condition and equipment's that will enable academic staffs discharge their responsibilities efficiently. This means that they should provide reasonable work load that will adequately utilize skills and knowledge, acceptable working hours that provide time for research and ensure safety and health of academic staffs that improve the quality of work life.

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The Public Service and Problem of Morale: Nigeria in Perspective

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Abstract. The Public Service is viewed the world over as the Government on the spot or most demands and needs of a society. It is characterized as non-profit making but service oriented.

The civil service forms the major or focal point of the public service in any society, and the symbolization is stronger even with the civil service in terms of bureaucracy. Many schools of thought accuse the civil service, most especially in the developing countries of inertia. Yet it is the main force of stability in terms of crisis and a powerful force for growth and change in normal times in any country. This paper takes a general global look at the nature, role and organization of the public service and the civil service in particular. An attempt was also made of examining the civil service in Nigeria and the problem of morale, performance and job satisfaction. In so doing, the author employs secondary method of generating data.The Government is known to be the largest employer in most societies of the world and most especially in developing nations. The government is the fastest growing employer and it is known that public employment expands as existing activities grow and new activities are undertaken. Usually, the choice between alternative proposals rests with ministers or commissioners, and once these duos have their final decisions. It is the duty of civil servants to implement them in the possible manner as if the decisions were their own. It is generally known that the morale of the civil service is therefore, a matter of the greatest importance to the government and all governments should as a matter of fact realize this.

As long as members of the civil service carry out their duties diligently and in loyalty, honesty, and to the utmost of their capacity, one expects they should be given the full measure of protection by Government.

Keywords: Public Service, Civil Service, Morale, Loyalty.

1. The Civil Service within the Machinery of Government

It is of most importance to define the civil service as the main component of the public service. The civil service the world over is fathomed to mean the executive arm of government. For the purpose of this paper, it would be necessary to establish a working definition of the term to avoid any misunderstanding of what is being discussed. Civil service as it exists today, is the executive organ of government through which governments' dreams, objectives and policies are translated into action and reality. It is the organization of government ministries which is the basic structure and machinery of government.

The civil service exercises control and supervision over all other arms of the public service, for example, the ministry of education supervises educational institutions and related bodies. Thus other arms of the public service reach the government only through the civil service and the ministers or commissioners in charge of such ministries and departments.

2. Definition and Role of the Public Service

It is perhaps necessary to begin this section by attempting to first give a definition of the public service. Public service, in precise, is the entire machinery of government in any country. It includes the police, the Armed Forces, all government Boards and parastatals including the Teaching Service, Local Government Service, Government health institutions and Judiciary. Public Servants are career officials whose job is to enforce standards and laws as well as provide welfare services in diverse and swiftly changing conditions.

According to Anifowose and Enemuno (2000), public service represents the employees of government. They are those responsible for the functioning of government through the implementation of government policies. Such policies include welfare services rendered to the citizens.
Anifowose and Enemuno posited further that public service is therefore made up of workers in government ministries, parastatals and agencies. Workers in the ministry of education, central banks of Nigeria, NITEL, Water Corporation, etc. are all members of the public service. Within the public service, the scholars said that, we have the civil service, which constitutes the inner core or the heart of public service.

In actual fact, the relevance or importance of public service in any setting cannot be over-emphasized. It is the public service that ensures the continuity of government, acts as custodian and protector of the public interest and public treasury against violation by the ruling class The Public Service, particularly the civil service should serve any political master faithfully as they enjoy security of tenure of office.

Edigin (2003), asserted that civil service of a nation is perhaps the centerpiece of its administrative activities and performances. Its output mirrors the performance of the ruling government. As the arm of government charged with the formulation and implementation of public policies, the civil service is expected to play a vital role in the political, economic and the overall social development of a nation.

In Nigeria, the civil service has been subjected to various metamorphic changes from the colonial era through independence to the present time. Among others, it has been modified by successive governments-Civilian and Military. Structural changes notwithstanding, the traditional role of the civil service should remain the same. The civil service in this manner thereby acts as a driving force in the process of national development.

According to Longe (1985) a former secretary to the Federal Military Government and Head of the civil services emphasized on the importance of civil service thus:
Successive governments in Nigeria since independence in 1960 have acknowledged that no matter how well meaning and how well articulated the programmes of any government may be, they cannot be successful implemented without an effective civil service on whose loyalty and commitment depends on the translation into action of ministerial decisions. The strength and efficiency of the civil service is vital to the success of the government as a whole.

As the role of governments have considerably changed from its traditional regulatory function to one involved with the full scope of contemporary life, the Civil Service in a modern nation-state has had to advise on aspects of policies such as housing, public transportation ,health care, defense and internal affairs. Etc.
Writing on the functions of the civil service in developing society, Frank L.Blitz has this to say;
In the contemporary world, no government can discharge its obligations without an efficient and

organized civil service. The function of the civil service in the modern state is not merely the improvement of government; without it indeed government itself would be impossible.

In the same vein, the Public Service Review Commission in its submission to the Federal Government of Nigeria in 1974 clearly states as follows:

- The new style public servant is conversant with the objectives and broad outlines of the Development plan and knows his role in the achievement of targets that come within the area of his responsibility whether large or small. He is result-oriented and such is not so much interested in minuting a file or writing a memo as is what actually happens on the ground; he wants to see results. He does not merely administer the established order by processing matters that come before him; he manages, that is, he makes things happen by organizing men and materials in order to achieve the particular objectives of his ministry or organization, within time targets. Such management is a vital factor in Nigeria's drive for development.
- Today, the Nigerian public services are recognized in the affairs that were beyond the imagination of our civil servants fifteen years ago. We are now selling insurance and minuting; we are banking and building. Tomorrow, we shall be forging still and educating every young Nigerian through his primary school years. All these are in addition to the regular work that itself has continued to expand along with all these new dimensions.

In precise, the above represents in a nutshell the task ahead of the developing civil service of Nigeria. The civil service as an organization is supposed to be organized and structured along certain prescribed norms if it is to achieve its aims. Being the principal organ of the nation's bureaucracy, the civil service represents all the activities of government.

3. The Civil Servant and Problem of Loyalty and Morale

The term civil servant should be understood to apply to any staff in a Government Ministry from the messenger to the permanent Secretary. It does not include the ministers or commissioners who are usually referred to as 'public functionaries'.

The civil servant is a servant of the state and his first loyalty therefore is to the state. Since the government is charged by popular choice with the control and administration of affairs of the state, the civil servants' loyalty is to the government of the day, and he should appropriately feel a positive and consistent responsibility to prosecute the interest of the Government as his employer. This explains why the civil servant swears an oath of allegiance, oath of loyalty or office and oath of secrecy. The allegiance or loyalty is to the state and government. The effectiveness of the government therefore, depends on the efficiency of the civil service and its ability to respond in practical terms to its policy decisions.

Agagu (2001) had his view that there have been many administrative reforms in Nigeria ,but their impact have not been very significant . He came up with cogent reason that civil Service in Nigeria has really been confronted to the characteristic features of the third world countries, but in the nearest future it may improve.

Adebayo (2011) asserted that with the emergence of modern states, the civil service evolved as the bedrock of the executive arm of government and its task came to be the implementation and execution of the policies decided on by the legislature or those appointed by the legislature to carry on the executive work of government.

It could be said therefore that civil service is the custodian of government's reputation because if it fails to carry out government's policies faithfully and efficiently, it may not only frustrate these policies but might seriously undermine government position and stability. This perhaps emphasizes the special relationship between the civil servants and the governments to the attitude of the civil servants

to their administration and their concern to ensure that attitude orientation in the services are in complete accord with the philosophy underlying the government's policies. This feeling is a common feature of every government.

The above is in line with the idea of Garreft (1980) that the civil servant should not identify himself with any political party in order to be able to respond to the policies of the party in power.
The essential point, however, is not acquisition of a party card or lip service to the policies of the government in power; so much as a clear understanding of the policies of government and the significant role the civil service has to play as the executive arm of government in the development of the state.
The understanding is that policy decision is the responsibility of ministers or commissioners and the cabinet, and the civil servants' essential role is to implement to the best of his ability the decision handed down to him by his minister or commissioner and the cabinet or council.

It must however be understood that the higher civil service plays a vital role in the decision making process and the most important feature of the civil service could be said to be its non-partisan political character and as long as the relative role of the ministers/commissioners and civil servant are well understood, there is usually a smooth relationship between them. It is supposed to be a permanent service and its members should not normally expect to take up or to quit office on a change of government. But this feature was however eroded for years under the military government. The experience in Nigeria is that each time there is a change of government the civil service undergoes a trauma.

The civil servant is supposed to be in a position to serve all governments of whatever completion with equal loyalty, and obtain the confidence of his minister or commissioner irrespective of his political affiliations.
This can only come about if civil servants particularly, those in the higher ranks, exercise special restraint in political matters, and are sensitive to the political climate so that they do not embarrass their ministers or commissioners by their action. At the lower levels, the definition of the responsibility of the civil servant as one of carrying out the decision of his minister or commissioner fully describes his role.

The ordinary clerk, executive officer or artisan has to carry out instructions and though it is healthy for him to be able to appreciate the policy behind his instructions he ordinarily has no part in making that policy. It is his duty to carry out his responsibly diligently and to the best of his ability. He can make and often does make, suggestions for improvements in method and result which are welcome, but has no part in the formulation of political or administrative policies.
His immediate loyalty is to his superior officer in the service, and this loyalty ultimately leads by the normal chain of command to the minister or commissioner. The civil servant in the more senior posts of responsibility, however, has an important role in policy formulation. He is usually an officer with long personal experience and expert in knowledge, and is able to bring that experience and knowledge to beer on policy matters which should greatly assist his minister or commissioner. This is particularly the case with such officers as permanent secretaries, heads of Divisions and their immediate deputies and assistants. They have a normal responsibility of advising their ministers or commissioners over the whole range of their official duties. This advice is not only on the formulation of policy, but also on the execution and effect of any proposed policy. They also have the responsibility for interpreting to their staff the precise nature of their ministers' or commissioners' policies. All these form part of morale to these higher executives.

Adabayo (2011:71) emphasizes the vital and crucial role of the higher civil service in determining the effectiveness and efficiency of government since it participates fully in formulation of policy and at the same time is responsible for the execution of agreed policy and feels that this role is even greater under a military rule. The topmost civil servants may

therefore put forward policy proposals and could be loosely called ‘’policy makers” the need for top ranking civil servants to be sensitive to the political wishes of their political masters has already been emphasized. At the level of permanent secretary, a realization of this need is the keynote to successful management and cordial relationship between the civil service, the cabinet or council and the governed.

Usually, the choice between alternative proposals rests with the ministers or commissioners, and once the ministers or commissioners have made their final decisions, it is the duty of civil servants to implement them in the best possible manner as if the decisions were their own. Most lectures on refresher courses for officers of the service lay great emphasis on these needs.

4. Conclusion

The good civil servant is said to be one who studies his minister’s or commissioner’s ways and saves him from trouble. He has a special responsibility for preventing his minister or commissioner from making a fool of himself and this he must do in tactful, quite and unobtrusive way.

It is certainly clear that no minister or commissioner wants to be led by civil servants. The civil servant is, however, prevented from replying publicly to public criticisms since he has no voice but that of his minister or commissioner and so, the minister or commissioner ought to defend his civil servants from criticisms or attacks in respect of acts which they carry out in their official capacities.

The civil servants may see this as a source of frustration and demotivation. Today, if one should visit civil service, very often you hear them say ‘’it is a thankless job’’. It does appear that civil servants are gradually and very fastly to beginning to feel that their service is not worth the care. Such statement and feeling can only be taken as an expression of a lowering of morale.

This situation seems to be on the upward trend and it seems as if it becomes worse with each change and operation of government. The importance of mutual confidence and loyalty between the civil servant and the Government cannot be over emphasized. The civil service, as it is believed holds the key to the effectiveness of the government and its ability to manage efficiently the affairs of the state .

The morale of the civil service is therefore a matter of the greatest importance to the government and all governments should realize this. As long as members of the civil service carry out their duties diligently, in loyalty, in honesty and to the utmost of their capacity, one expects they should be given the full measure of protection by government and get their morale boosted.

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Compensation and Employee Performance in Gassol Local Government, Taraba State, Nigeria.

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Abstract. The study titled "compensation and employee performance in Gassol local government, Taraba state, Nigeria." The study was based on two objectives: (i) To determine the relationship between compensation and employee performance, (ii) To determine the effect of compensation on employee performance in Gassol local government. Descriptive correlational survey design was used. The population of the study was 3,794 (according to personnel and administrative department, 2016). The minimum sample size was 362.Survey method of data collection was used and the instrument for data collection was closed ended questionnaires. The data was analyzed using correlation and regression analysis. The study conclusion was based on objectives (i) There is positive relationship between compensation and employee performance. (ii) There is significant effect of compensation on employee performance. The study recommends that there is a need for government to ensure employee compensation package such as salary and allowances, pension and gratuity of workers are provided this will improve the performance of employees.

Keywords: compensation, Employee, Employee performance

1. Introduction

Compensation is one of the most important component of human resource management which covers all aspect of economic rewards such as basic pay as well as benefits, indirect compensation or supplementary pay (Ojo, 1998).Compensation manifest basically from the fact that it provides income to employees and constitute an important cost item to the employer (Martocchio, 2011).Compensation is divided in to two categories: The intrinsic and extrinsic reward. The intrinsic reward relate to the psychological mindset that is experienced by workers at work. Whereas, the extrinsic rewards covers employees' pay and benefits, which workers enjoy as a results of their contribution to the organization (Amstrong,2002.) the most vital tools for creating value to organization is extrinsic compensation(Lai,2012).

Therefore, this study will be undertaking in Gassol local government employee extrinsic compensation does not mean only involve salary alone but all remuneration, benefits, and allowances offered to the employees for their service (Bhattacharya and Senupta,2009,Bruvik and Gibson,2010).The study will be based on equity theory &two factor theory to examine how elements of compensation might influence

on employee performance and the main reason of this study is the compensation packages such as pay and benefits which most of the workers enjoying in Nigeria, inform of seniority and longevity pay. Furthermore, longevity and seniority pay system compensates employee based on time spent in service, pay increases in a number of years put in services (Martocchio2011).

2. Statement of the Problem

Employees are the most cardinal point in every organization to considered most for it survival. Over the years some organization sees employees as additional cost as well as liability to their operation they do not compensate them appropriately and where it is more appropriate, the compensation is not proportionate with the efforts and skills that employees put in to the organization activities, instead of paying attention on how employees will be compensated appropriately, but some organization concentrate more on other resources and no consideration for human resource which lead to inability to the local government attain their objectives, they do not know that it success is relies heavily on how much attention pay to its employees compensation.

In view of this, the study tried to find the relationship between compensation and employee performance and how compensation affects employee performances in Gassol Local Government in general. Initial perception fails to take in to consideration the fact that even when public enterprises appears to have wide range of compensating systems, employee performance has not necessarily matched with the existing provision (Killefer&Mendoca, 2006).This has not scanty in Gassol Local Government who general performance has not met the expected performance and by observation about 15% of employees are compensated fully and 85% are not compensated appropriately.

3. Objectives of the study

The main objective of this study was to determine the effect of compensation on employee performance.

Other specific objectives are as follow:

(i) To determine the relationship between compensation and employee performance.
(ii) To determine the effect of compensation on employee performance

4. Hypothesis

Ho1: There is no significant relationship between compensation and employee performance.
Ho2: There is no significant effect between compensation on employee performance.

5. Theoretical review

An understanding of motivation help employees improve their performance. Employees generally fall into types: self-motivated and those that require external motivation to stay motivated. Self-motivated employees tend to exhibit good performance even if they are never provided with much external motivation but their performance but the performance increase more if they are provided with the motivation surely improve performance when skillfully motivated. For this study the researcher reviewed different theories that are more related to the variable under study. The theories are expectancy and Maslow's hierarchy of motivation theory.

Expectancy theory of motivation. According to Vroom, porter and Lawler (1997).The philosopher of expectancy theory argued that the degree of effort an individual exerts depend on his or her own perception of the performance. If individual are not given data necessary to makes the perceived probability of these linkages communication will suffer if reward are not made clear, if the criteria for determining and measuring performance are ambitious. Will lead unsatisfactory performance, the effort will reduced, so communication play significant role

in determine the level of employee performance. This theory is about mental process regarding choice.it explains the mental process that an individual undergoes to make choice and predict that employee in an organization will be motivated when they believe that putting in more effort will yield better job performance will lead to organizational rewards such as increase in salary and employee benefits. Therefore, was first proposed by Victor Vroom and emphasizes the need for organization to relate rewards directly to performance to ensure that the rewards provided are those rewards deserved and wanted by the employee.

Maslow's theory according to hierarchy of needs (1954), human needs operate at a number of different levels from basic i.e. physiological needs such as food and shelter needs and last self- actualization. General arguments was that of other things being equal, people tend to satisfied their lowest level needs before moving to higher level needs .Maslow's further argued that people are motivated to satisfied five basic needs. Maslow's argued that some people appear to be content with the lower level needs, but only until these are satisfied, they would then strive for the next level (Maslow's 1943).Since the theory was first presented in 1943, there has been much more debate by many scholar's on the five categories of needs as suggested by Maslow's. The stated order of the five step model, and how some steps seems to interact more or overlap with other (Cronje et al2001, Dresang 2009, Marnewick2011 &Robin et ,al,1985).Therefore, the researcher note the criticisms Maslow's model has considered the impact of motivations in general and in particular as regards to employee performance that relates to this very study.

6. Review of Related Literature

Compensation is the human resource management function that deals with every type of records individual receive in exchange for performing organization tasks, Cervich (2001). Element of compensation system include non-monetary compensation which includes employment security, flexible work, work arrangement recognition and development opportunities. Direct Monetary Compensation splinted into two: Direct monetary compensation includes required and voluntary assurance, Vacation and time off, family care health and wellness programs (Hellriege, Jackson & Slocum, 2001).Compensation is the human resource management function that deals with every type of reward individuals receive in exchange for performing organizational tasks, with a desired outcome of an employee who is attracted to the work, satisfied, and motivated to do a good job for the employer Ivancevich (2004). A double input-output exchange between an employee and an employer Belcher (1997).

According to the American Compensation Association's (1995) definition, "compensation is the cash and non-cash remuneration provided by an employer for services rendered" (ACA). It could be financial rewards which refer to any monetary rewards that go above and beyond basic pay. These rewards are separate and not added into basic salary. Examples of these include financial incentives, bonuses, and recognition. Compensation can be described as direct and indirect compensation received by employees in an organization that serves to achieve employee satisfaction and retention as well as improve performance (Adeniji & Osibanjo 2012). Direct compensation includes wages, salaries, bonuses or commission. Indirect compensation includes incentives, medical benefits, housing allowance, annual leave allowances and training opportunities. Compensation is the reward employees receive in exchange for performing organizational tasks. Compensation is direct and indirect wages. Direct compensation includes wages, salaries, bonuses or commission based on performances, overtime work, holiday premium, while indirect compensation is paid as medical benefits, housing allowance, meal allowance, utility allowances, incentive bonus, shift allowances, hospitalization expenses, out of station allowance, vehicle loan benefits, annual leave allowances, car basic allowances, etc.

Designing compensation program is significant in personnel management because of its direct influence on employees' satisfaction and

performance in the company. Compensation impacts everyone in the organization to an extent and can prove to be a very Valuable and powerful tool - either intentionally or unintentionally Lawler (1996).This compensation tool has the ability to achieve employee satisfaction and employee retention, as it comprises of financial and non-financial rewards that attract, motivate and satisfy valuable human capital, retaining effective performers as the compensation system recognizes desired behaviour towards aiding competitive advantage of the organization. Salary is the fixed or guaranteed regular monthly or annual gross payment made to employees; it varies between hierarchy of job positions, employees to employees and companies to companies (Adeniji & Osibanjo2012). Wage on the other hand is a regular, usually weekly or daily payment made for work or services usually to manual workers. A person's paycheck is a way to communicate the value and importance of teamwork (Caudron 1994, Zinghem&Schstar 1997), as the Instrumentality theory explains that remuneration is a source of power, and a means of employee acquiring necessities and luxuries, and ensures the employees willingness and commitment to excel on the job, thereby ensuring employees' retention. It is important to note that compensation is not all about money. It is a symbol of what an organization believes is valuable. It specifically communicates the extent to which an organization value its employees. Incentives are awards given for the accomplishment of pre-determined goals and are directly related to performance and has a positive influence on the employees' objectives and organizational success. Incentives are used to motivate employees towards a greater performance, and it rewards the differences in performances, which is validated by the expectancy theory, that employee will perform in certain manner in expectancy of a given outcome.

According to Vroom (1964), Effort = F (expectation that a particular act would lead to attainment of desired outcome) * (valence of the outcome). Therefore, efforts plus performance and rewards equals employee satisfaction and retention, but where expectancy does not match performance, dissatisfaction occurs. Incentives are rewards offered in addition to the base wage or salary and are usually directly related to performance. They are given to encourage reimburse some particular employee for effort beyond normal performance expectations. They stimulate employees' contributions above and beyond the normal standard of expectation. Not only are those, bonuses typically after-the-fact discretionary awards given for accomplishments, behaviours, and/or other related events Zobal (1998). Fringe benefits, which are supplementary in nature, not worked for, and are usually given to all employees of an organization, irrespective of their different performances such as annual leave allowances, salary advance and educational assistance (Adeniji & Osibanjo 2012).The compensation package must be attractive enough to prevent employees from becoming dissatisfied and looking elsewhere for better salary, career development opportunities, fringe benefits, bonuses and incentives.

7. Compensation and Employee Performance

Sarfaraz (2001) providing respectful compensation to the employees of an organization has soothing effect of the organization and employee productivity. Findings of the study revealed that compensation practices are positively associated with the performance of the employees in public as well as private sector in Pakistan. In research on oil and gas industry of Pakistan empirical studies concluded that in five human resource management practices compensation is also one that has viable impact on employee performance (Khan, 2010).

A research on the effect of extrinsic and intrinsic compensation of employees' performance was concluded in national bank of Pakistan talking a special case. Initial data was collected by survey and near so bank employees were interviewed. After finding the result from regression it was concluded that all extrinsic and intrinsic compensations use in had positive relationship with motivation and employee productivity. (Tahir et al 2011). Hardley (1995) has proved

that compensation practices can affect performance of employee directly or indirectly. Further, Browra et al (2012) by Trssema & Soeters, (2006) stated that positive correlation exist between employee performance and compensation practices. This has proven that compensation has relationship with performance of employees in organization.

8. Methodology

Research Design

The study employed descriptive correlational survey design, because it is reliant on description and interpretation of the various views and ideas from respondents.

Study Population

The population of the study includes both junior and senior staffs, sectional heads and head of departments of Gassol Local Government, Taraba state, totaling about 3,794.

Sample Size

The sample size of the study the study was 362, which was arrived using Slovene's formula for sample size determination.

Table 1: Showing number of departments, population size and sample size of the study

Number of department	Population size	Sample size
Administrative department	602	57
Agriculture and natural resource	708	68
Budget and supply	110	11
Legislative council	313	30
Finance	200	19
Primary health care	848	81
Social development	392	37
Works and housing	621	59
Total	**3794**	**362**

Source: Personnel and Administrative Department 2016.

Sampling Procedures

Considering the large number of the research population, the researcher used simple random sampling techniques to select the required sample for the study. The researcher used closed ended questionnaires as instrument for data collection.

9. Data analysis

The researcher used correlation and linear regression model to analyze the variables using statistical package for social sciences (SPSS) 16.0 version, at 0.05 level of significant.

Correlation and Regression Analysis

Table 4: Showing the relationship between compensation and employee performance in Gassol Local Government

Correlations		Compensation	Employee performance
WECC	Pearson Correlation	1	.486**
	Sig. (2-tailed)		.000
	N	362	362
Employee performance	Pearson Correlation	.486**	1
	Sig. (2-tailed)	.000	
	N	362	362

Table 4: Showing the relationship between compensation and employee performance in Gassol Local Government

Correlations		Compensation	Employee performance
WECC	Pearson Correlation	1	.486**
	Sig. (2-tailed)		.000
	N	362	362
Employee performance	Pearson Correlation	.486**	1
	Sig. (2-tailed)	.000	
	N	362	362

**. Correlation is significant at the 0.01 level (2-tailed).
WECC=Compensation

The first objective of this study was to determine the relationship between compensation and employee performance in Gassol local government. The result presented in table 4 revealed that there is high positive relationship between compensation and employee performance at 0.01 level of significant(r=.486**,N =362).Therefore, the null hypothesis was rejected and concluded that there is positive relationship between compensation and employee performance in Gassol local government.

Table 5: Effect of Compensation on Employee Performance in Gassol Local Government.

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.486[a]	.236	.234	9.66744	
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10853.691	1	10853.691	116.133	.000[a]
	Residual	35140.711	360	93.459		
	Total	45994.402	361			
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	46.043	2.358		19.529	.000
	WECC	1.667	.155	.486	10.776	.000

Dependent Variable: Employee performance.
WECC=Compensation

The second objective of this study was to determine significant effect of compensation on employee performance in Gassol Local Government. The table 4 revealed the findings that compensation significantly account for 23.4% variance in employee performance (Adjusted=.236, p<0.01).This implied that compensation affect employee performance by 23.6%.Therefore, the study reject null hypothesis accept alternate hypothesis and concluded that there is significant effect between compensation and employee performance which also signified that a single compensation responsible for 48.6% of employee performance.

10. Discussion of findings

The objective of this study was to determine the significant effect of compensation on employee performance in Gassol local Government. The study found that there is positive significant effect between compensation and employee

performance. The result implied that the compensation such as employee security, vocation and time off, opportunity for career development and work flexibility are the driven agent of employee performance.

This study also agrees with (Greezy et al, 2000) who said that different studies are available that shows positive relationship between compensation and employee productivity. In research on oil and gas industry of Pakistan on empirical studies revealed that in five human resources management practices compensation is also one that has viable impact on employee performance (Khan,2010).It also agreed with (Sarfaraz,2001) who said providing respectful compensation to the employees of an organization has soothing effect of the organization and employee performance.

11. Conclusion

(i) The first objective of the study was to determine the relationship between compensation and employee performance and the study found that there is significant relationship between compensation and employee performance.

(ii) The second objective of this study was to determine the effect of compensation on employee performance and study found that there is significant effect of compensation on employee performance.

12. Recommendations

There is needs for the government of the Nigeria to ensure that the employee compensation such as salary& allowance, pension and gratuities of worker, medical allowance, leave grant, sick leave, maternity leave for women in every local government of the state of the federation to avoid unforeseen circumstances and also state government should put this forward on since now local government was control by state government through joint account.

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Examining Employee Characteristics as Determinants of Level of Productivity of the Manufacturing Industries in Nigeria: Cross Sectional Survey Approach.

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Abstract. The paper examined the Employee Characteristics (Demographic, Job and Social) as determinants of levels of productivity of the manufacturing industries in Nigeria. The study adopted a cross sectional data obtained from four (4) manufacturing industries which were in operation by the year 2016 production season. Data was analyzed using STATA Version 13 (Logistic Regression Model) since the dependent variable; productivity was an ordinal outcome to assess the net impact of demographic, job, social characteristics on productivity as well as cross tabulation. The result indicated that the level of productivity of the manufacturing industry in Nigeria was low for the period of this study. It is recommended that work experience, job autonomy, task identity, skill variety, task significant, teamwork, job security and career development should be improved so that the level of productivity in the manufacturing industry in Nigeria can move to the greater height.

1. Introduction

Increase in level of productivity has become a cardinal objective for manufacturing industries in Nigeria as well as other developing countries (Oyeranti, 2012) outlined its role in economic growth and development all over the world. Many authors have showed that higher productivity among manufacturing industries is a sure mean of boosting economic growth, enhancing firm growth and increasing standard of living of the people through larger supplies of both consumer and capital goods at a lower cost and prices (Alao 2010, Anyawu, 2004, Nto and Mbansor, 2011).

Job characteristics, study and experiment with a variety of samples, the results showed job characteristics have positive influence to productivity (Mans and Francis, 2002).

Job security situation where an employee remains employed within the organization with no reduction of seniority, pay, pension rights and the likes, is likely to be more productive (Abdulrahman, S. F, 2013).

Evidence does suggest that poorly appropriated monetary reward structures can undermine organizations productivity effort (Demerouti, *et al*, 2010).

Institution in an emerging economy may create an enabling environment for business by reducing uncertainty and establishing policies and structures that promote productivity (Podrecca E. & G. Carnec., 2001).

Productivity which is defined as ratio of total result achieve over total resources consumed has played very important roles in consolidating economies of both emerging and middle income countries through higher real earnings, improvement in working conditions and improved returns on asset (Utom P., 1998).

Globally, it is reported that middle income countries such as: Hong Kong, South Korea, Singapore, the Philippines, India, Mexico as

well as Brazil which took similar steps and embraced boosting of productivity among manufacturing industries as an integrals part of their national planning scheme have made a very significant roads into the world manufacturer's market (Graig, C. & Harris, R., 1973). Also, Japan from the end of the World War II and the United States of America from the 1970's have made high productivity the center point of their economic development plans and results have been resounding (Anyanwu, 2004).

Explaining the productivity variation among smallholder maize farmers in Tanzania East Africa using SFPF, discovered that the major determinants of productivity are low level of education of farmers, lack of extension services, limited capital and fragmentation and unavailability of inputs among others (Martin A.J. (2004)).

In Nigeria, Nto and Mbansor (2011), observed that enhanced productivity will equally contribute to the competitiveness of manufacturing industry in both domestic and foreign market which is what is required to put Nigeria back on the path of economic recovery and growth. This is imperative following the prolonged economic recession occasioned by the collapse of the world oil market from the early 1980's as well as global financial crisis that rocked all the manufacturing industries since 2007, (Oyeranti, 2012). However, many economic measures have been introduced by the Nigerian government to address problems associated with productivity decline but evidence about that they have not yielded the desired results. For example, contribution of manufacturing industries to the Nigeria's Gross Domestic Product (GDP) have been on the declining trend, ranging from 9.2% in 1981 – 1985 to 6.3% in 1996-1998 (Anyawu, 2004).

A report by manufacturers Association of Nigeria, confirmed that the general trend in productivity among manufacturing industries was negative in 1989. (MAN, 2010). According to National Bureau of Statistics (NBS), the situation has not improved, though growth rate of manufacturing industry may have increased imaginary from 7.31% in 2010 to 7.32% in 2011 but an ugly scenario could be drawn when compared with 2008 and 2009, when growth rate was 8.39 and 8.13 percent respectively. With this statistical review of contribution of manufacturing industry to GDP, it is obvious that productivity among the manufacturing industries has not improved, hence the need for an urgent and critical step that will help to identify major drivers of productivity among manufacturing industries in Nigeria (NBS, 2012).

Therefore Nigeria scholar as well as social and economic researchers must borrow a leaf by bringing productivity to lamp light, if and only if the country is to join the league of economically vibrant states (NBS, 2012).

2. Methodology

The study was conducted in Northern Nigeria which consists of North West North East and North Central parts of Nigeria. The cross sectional data used for the study were collected from four (4) manufacturing industries which included the following; automobile, food and beverage, textile and mining. The procedures adopted in the study were as follows;

In order not to select a subject more than once, the researcher used proportionate stratified sampling method. In doing so, the following strategies were followed; each element came from the population and each element was selected independently (Anderson, *et al*, 2006). An individual employed by the industry at the time of the study survey satisfied the first requirement. The second requirement was satisfied selected procedure was devised to select the item independently and thereby avoided a selected bias that gives higher probability to certain industries. To obtain the respondents, the researcher identified a contact person in each industry who then identified the respondents to answer the questionnaire. This procedure was deemed to have eliminated the researcher's bias but could introduce the biases of the contact person. Nevertheless, for most of the cases, the contact person was the Human Resource Manager of the individual industry who was usually directed to grant permission to researchers to solicit information from the respective respondents.

Sloven's Formulae was used for the computation of a sample size as presented in the table below:

Name of Industries	Targeted Population	Computed Sample Size
Food and Beverages	100	50
Mining	42	32
Automobile	58	40
Textile	100	49
Total	**300**	**171**

Source: Researcher's computation

To achieve the objectives of the study, specific characteristics of the sample industries were realised with simple descriptive statistics which determinants of the level of productivity in Nigeria with employee characteristics (Demographic, Job and Social) were analysed with ordered logistic regression model and cross tabulation.

Productivity by demographic, job, and social characteristics was assessed using cross tabular analysis and associations investigated using the Pearson's chi-square test.

$$\chi^2 = \sum_{i=1}^{2}\sum_{j=1}^{2}\frac{(O_{ij}-E_{ij})^2}{E_{ij}}$$

Where O_{ij} is the number of individuals observed in the ith row and jth column cell,E_{ij} is the number of individuals expected in the ith row and the column cell.

Since the dependent variable, productivity was an ordinal outcome, to assess the net impact of demographic, job, and social characteristics on productivity, the plausible model was an ordered logistic regression model.

$$log\left(\frac{(\Pr(y_i=j)}{(\Pr(y_i=1)}\right) = \alpha_j + \beta_1 x_{1i} + \beta_2 x_{2i} + \cdots + \beta_k x_{ki} + \mu_j$$

Where $\alpha_1 < \alpha_2 < \cdots < \alpha_{k-1}$

Where β_0 is the intercept, $\beta_1 \ldots \beta_k$ are slope coefficients for independent variables, , $x_1 \ldots x_k$ are the independent variables, k is the number of possible outcomes, $\alpha_1, \alpha_2, \ldots, \alpha_{k-1}$ are cut points, μ_j the error term is assumed to be logistically distributed, y_i is the dependent variable.

3. Result and Discussion

Association between level of Productivity and Demographic characteristics

All demographic factors had a significant association with level of productivity at least across one of the industries apart from gender. Age was significant for the food and beverage industry (χ^2 = 19.1191, p=0.004) with age groups 30-39 (100%) and 20-29 (80%) having the highest ratings of productivity as satisfying. Education level was significant in the mining industry (χ^2 =15.8390, p= 0.045) with respondents holding school certificates (100%), diploma/NCE (75%) and Bachelors' Degree (78.95%) having the majority rating productivity as high.

Table 1: Association between Level of Productivity and Demographic Characteristics

	Food & beverage			
Variable	**Very low**	**Low**	**Satisfying**	**High**
Age				
20-29	0.00	7.50	80.00	12.50
30-39	0.00	0.00	100.00	0.00
40-49	0.00	50.00	43.75	6.25
50-59	0.00	25.00	25.00	50.00
	Chi2(6) =19.1191 Pr =0.004			
Variable	**Mining**			

Education level	Very low	Low	Satisfying	High
School certificate	0.00	0.00	0.00	0.00
Diploma/NCE	0.00	12.50	12.50	0.00
Bachelor's Degree	0.00	5.26	15.79	0.00
Master's Degree	0.00	42.86	42.86	0.00
PhD	0.00	1.00	0.00	0.00
	Chi2(8) =15.8390 Pr = 0.045			

Source: Result of Data Analysis (2016)

Association between level of Productivity and Job characteristics

Work experience was significant only for the food and beverage industry (χ^2 =19.0288, p= 0.004) with respondents having 7 and above years of experience (33.33%) having the majority rating productivity as high. Similarly, Job autonomy was only significant in the food and beverage industry (χ^2 =16.2917, p=0.012) with respondents having satisfying job autonomy (27.27%) having the majority rating productivity as high. Regarding task identity, it was significant in the industries of food and beverage (χ^2 =20.3868, p=0.002) and mining (χ^2 =18.6919, p= 0.005) with the majority rating productivity as satisfying (75.86%) in the food and beverage industry and high (88.89%) in mining industry. Skill variety was significant for the food and beverage industry (χ^2 =13.0278, p=0.043) as well as the mining industry (χ^2 =17.1866, p= 0.002)with respondents having high skill variety in both the food and beverage industry (28.57%) and mining industry (80%) having the majority rating productivity as high. Task significance was only significantly associated with level of productivity only in the textile industry (χ^2 =15.4287, p= 0.017) with respondents having high task significance (44.44%) being the majority rating productivity as high followed by those with low task significance (13.33%). Job knowledge was significant across industries of food and beverage (χ^2 = 15.3709, p=0.004) and textile (χ^2 =21.5981, p= 0.000) where those with satisfying job knowledge (17.14%) and those with high job knowledge (37.5%) respectively being the majority rating productivity as high.

Table 2: Association between level of Productivity and Job characteristics

	Food & beverage			
Variable	**Very low**	**Low**	**Satisfying**	**High**
Work experience				
1-2 years	0.00	4.76	80.95	14.29
3-4 years	0.00	50.00	35.71	14.29
5-6 years	0.00	11.76	88.24	0.00
7-above	0.00	22.22	44.44	33.33
	Chi2(6) =19.0288 Pr = 0.004			
Job autonomy				
Very low	0.00	0.00	100.00	0.00
Low	0.00	28.57	66.67	4.76
Satisfying	0.00	9.09	63.64	27.27
High	0.00	50.00	37.50	12.50
	Chi2(6) =16.2917 Pr =0.012			
Tax Identity				
Very low	0.00	0.00	0.00	0.00

Low	0.00	50.00	50.00	0.00
Satisfying	0.00	10.34	75.86	0.00
High	0.00	22.73	68.18	0.00
	Chi2(6) =20.3868 Pr =0.002			
Skill Variety				
Very low	0.00	75.00	25.00	0.00
Low	0.00	21.05	73.68	5.26
Satisfying	0.00	9.68	74.19	16.13
High	0.00	28.57	42.86	28.57
	Chi2(6) = 13.0278 Pr = 0.043			
	Mining			
Variable	**Very low**	**Low**	**Satisfying**	**High**
Task identity				
Very low	0.00	50.00	25.00	25.00
Low	0.00	40.00	0.00	60.00
Satisfying	0.00	11.11	55.56	33.33
High	0.00	5.56	5.56	88.89
	Chi2(6) =18.6919 Pr = 0.005			
Skill Variety				
Very low	0.00	0.00	0.00	0.00
Low	0.00	40.00	0.00	60.00
Satisfying	0.00	33.33	66.67	0.00
High	0.00	8.00	12.00	80.00
	Chi2(4) =17.1866 Pr = 0.002			
	Textile			
Variable	**Very low**	**Low**	**Satisfying**	**High**
Task significance	0.00	66.67	33.33	0.00
Very low	0.00	26.67	60.00	13.33
Low	0.00	13.64	81.82	4.55
Satisfying	0.00	0.00	55.56	44.44
High	Chi2(6) =15.4287 Pr = 0.017			
Job Knowledge				
Very low	0	0	0	0
Low	0	66.67	22.22	11.11
Satisfying	0	9.38	81.25	9.38
High	0	0	62.5	37.5
	Chi2(4) =21.5981 Pr = 0.000			
	Food and Beverages			
Variables	**Very low**	**Low**	**Satisfying**	**High**

Very low	0	0	0	0
Low	0	60	40	0
Satisfying	0	17.14	65.71	17.14
High	0	0	87.5	12.5
	Chi2(4) = 15.3709 Pr =0.004			

Source: Result of Data Analysis (2016)

Association between level of Productivity and Social characteristics

Teamwork, Trust, Job security and Career development were significantly associated with level of productivity at least across two of the industries. Teamwork was significant in the industries of food and beverage (χ^2 =22.9265, p=0.001) and mining (χ^2 =19.3028, p= 0.001) with the majority of respondents who reported high levels of teamwork rating productivity as high both in the food and beverage industry (21.05%) as well as mining industry (83.33%). Similarly, trust was significant in the industries of food and beverage (χ^2 = 34.5349, p=0.000) and mining (χ^2 = 14.7779, p= 0.022) with the majority of respondents who reported high levels of trust in the organization rating productivity as high both in the food and beverage industry (100%) as well as mining industry (88.89%). As for, job security, it was significant in the industries of automobile (χ^2 =25.8037, p=0.002), food and beverage (χ^2 =28.2143, p=0.000) as well as textile (χ^2 =14.0302, p= 0.029) where respondents with satisfying job security in the automobile industry (24.14%) and those with high job security in both the food and beverage industry (100%) and textile industry (44.44%) being the majority rating productivity as high. Regarding career development it was significant in the food and beverage (χ^2 =32.0040, p= 0.000), textile (χ^2 =17.5923, p= 0.007) and mining (χ^2 =24.7819, p= 0.000) industries where the majority of respondents who rated productivity as high in all industries of food and beverage (100%), textile (60%) and mining (86.96%) had high levels of career development.

Table 3: Association between level of Productivity and Social characteristics

	Food & beverage			
Variable	**Very low**	**Low**	**Satisfying**	**High**
Team work				
Very low	0	0	50	50
Low	0	63.64	36.36	0
Satisfying	0	6.67	80	13.33
High	0	10.53	68.42	21.05
	Chi2(6) =22.9265 Pr =0.001			
Trust				
Very low	0	33.33	25	41.67
Low	0	30	70	0
Satisfying	0	7.41	88.89	3.7
High	0	0	0	100
	Chi2(6) = 34.5349 Pr = 0.000			

Job Security				
Very low	0	50	50	0
Low	0	20.45	77.27	2.27
Satisfying	0	8.33	41.67	50
High	0	0	0	100
	Chi2(6) =28.2143 Pr =0.000			
Career Development				
Very low	0	0	0	0
Low	0	57.89	36.84	5.26
Satisfying	0	2.44	82.93	14.63
High	0	0	0	100
	Chi2(4) =32.0040 Pr = 0.000			
	Mining			
Variable	**Very low**	**Low**	**Satisfying**	**High**
Team work				
Very low	0.00	50.00	25.00	25.00
Low	0	0	100	0
Satisfying	15.38	0	30	40
High	27.27	0	4.17	12.5
	Chi2(4) =19.3028 Pr = 0.001			
Trust				
Very low	0	66.67	33.33	0
Low	0	25	25	50
Satisfying	0	14.29	42.86	42.86
High	0	5.56	5.56	88.89
	Chi2(6) =14.7779 Pr = 0.022			
Career development				
Very low	0	0	0	0
Low	0	100	0	0
Satisfying	0	18.18	54.55	27.27
High	0	8.7	4.35	86.96
	Chi2(4) =24.7819 Pr = 0.000			
	Automobile			
Variable	**Very low**	**Low**	**Satisfying**	**High**
Job Security				
Very low	100	0	0	0
Low	0	60	33.33	6.67
Satisfying	6.9	17.24	51.72	24.14
High	0	50	50	0

	Chi2(9) =25.8037 Pr =0.002			
Variable				
Job Security		**Textile**		
Very low	0	100	0	0
Low	0	7.69	84.62	7.69
Satisfying	0	23.08	69.23	7.69
High	0	11.11	44.44	44.44
	Chi2(6) =14.0302 Pr = 0.029			
Career development				
Very low	0	100	0	0
Low	0	7.69	92.31	0
Satisfying	0	23.33	63.33	13.33
High	0	0	40	60
	Chi2(6) =17.5923 Pr = 0.007			

Source: Result of Data Analysis (2016)

4. Discussion

The research was guided by research objectives which includes firstly examining employee characteristics (Demographic, Job and Social) as determinants of level of productivity. Apart from job knowledge, the rest of the job characteristics had no significant effect ($p>0.05$) on productivity whereas for social characteristics, only trust has a significant effect ($p<0.05$) on the level of productivity.

The insignificance of career development may be attributed to the fact that career development programs are still in the early stage of being incorporated into organizations and thus are likely to be adopted first by relatively young, large companies in manufacturing industries that employ professional managers although studies such as Bartel (1991, 1995, 2000), Black and Lynch (1995), Bishop (1996), Kim (2001) and Barrett & O'Connell (2001) have found the impact on productivity of career development to be generally positive. As for trust, its insignificance and inconsistent with studies by Echols M.E. (2005), who reported that workers with temporary contracts provide more effort than permanent employees. Regarding teamwork ($p>0.05$), the study reported an insignificant effect on teamwork inconsistent with studies including (Hammer and Champy 1993; Katzenbach and Smith 1993; Womack *et al.* 1991) which suggested an important link with organizational performance.

5. Conclusion

The study focused on the employee characteristics (Demographic, Job and Social) as determinants of the level of productivity in Nigeria. It employed ordered logistic regression model and cross tabulation in the analysis of data. The study revealed that demographic, job and social characteristics are determinants of the level of productivity in manufacturing industry in Nigeria. Therefore, the study result indicates only job knowledge ($p>0.05$) is significant on the level of productivity, the rest of job characteristics have no significant effect on the level of productivity, for social characteristics, only trust ($p<0.05$) had a significant effect on the level of productivity. Therefore, the study rejects the null hypothesis (H_0) which states that employee characteristics (job and social characteristics) do not determine the level of productivity of the manufacturing industry in Nigeria and conclude that employee characteristics (demographic, job and social) are determinants of the level of productivity in manufacturing industry. The study recommended that work experience, job autonomy, task identity, skill variety, task significant, team work, job security and career development should be improved so that the

level of productivity in the manufacturing industry in Nigeria can move to the greater height.

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Part Five

Disaster Management

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The Role of the United Nations Environmental Programme (UNEP) to the Development of International Environmental Law

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Abstract. The United Nations Environmental Programme (UNEP) is one of the prominent United Nation (UN) organs and bodies which address environmental protection issues. UNEP has been described as the environmental conscience of the UN System. UNEP has also been recognized as a major catalytic instrument for global environmental co-operation. Since its inception in 1972, UNEP has formulated scientific position, develop legal strategies and build political support to develop binding agreements (such as the Montreal Protocol, 1989, Basel Convention, 1989 etc) and nonbinding agreements. The focus of this paper is on UNEP's birth, mandate, and contribution in the development of international environmental law. The study examines the role of UNEP as a forum for negotiations on environmental problems that fall outside the mandate of other intergovernmental organizations. The study relies on primary and secondary sources of information. The information obtained through these sources was subjected to content analysis. The study found that UNEP did not contain provisions for economic incentives to foster compliance. The study concluded that UNEP has the opportunity to include economic incentives and monitoring mechanisms in its further development of international environmental law.

1. Introduction

Environmental law bridges policies and actions to achieve goals for the protection of the environment and sustainable development, providing a structure to support systems of environmental governance. The process of developing environmental law also presents an opportunity for strengthening international cooperation and solidarity to face the common challenges ahead. International organizations such as the United Nations Environmental Programme (UNEP) have an important role to play in the development of environmental law. The United Nations Environmental Programme (UNEP) is a specialized agency of the United Nations that coordinates United Nations environmental activities, assisting developing countries in implementing environmentally sound policies and practices. It was founded in 1972 with headquarters in Nairobi, Kenya. Since its inception, UNEP has played a significant role in the development of international environmental law: It has negotiated and obtained adoption of nearly thirty binding multinational instruments, as well as ten set of nonbinding environmental law guidelines and principles; offers technical assistance to developing countries in formulation of environmental legislation; and publishes a set of reference texts for international environmental law scholars and practitioners.

UNEP has been described as the environmental conscience of the UN system. It is recognized as a major catalytic instrument for global environmental co-operation. The importance of UNEP is its ability to provide a forum for negotiations on environmental problems that falls outside the mandate of other intergovernmental organizations.

The role of UNEP in the development of international environmental law has been repeatedly emphasized at various international fora, including the Governing Council of UNEP and the United Nations General Assembly. Agenda 21, in Chapter 38, states that the priority areas on which UNEP should concentrate include the further development of international environmental law, in particular conventions and guidelines, promotion of its implementation, and coordinating functions arising from an increasing number of international legal agreements.

UNEP was created to perform the tasks of an anchor institution in the system of global environmental governance. It is a leading global environmental authority that sets the global environmental agenda and promotes the coherent implementation of the environmental dimension of sustainable development.

UNEP is to further development of international environmental law aiming at sustainable development, including the development of coherent interlinkages among existing international environmental conventions; the advancement of the implementation of agreed international norms and policies; and the monitoring and fostering of compliance with environmental principles and international agreements and the stimulating of cooperative action to respond to emerging environmental challenges.

2. Montevideo Programme

In 1981, UNEP adopted a systematic approach to address the development of regional seas conventions with clearly defined benchmarks. A group of senior government officials' expert in environmental law representing Governments from around the world met in Montevideo, and developed a long-term, strategic guidance for UNEP in the field of environmental law. It was adopted by the Governing Council of UNEP in 1982 and became a UNEP long-term programme (the Montevideo Programme for the Development and Periodic Review of Environmental Law). During the 1980s and 1990s, the Programme and its successor, the Programme for the 1990s (Montevideo Programme II adopted by the Governing Council in 1993) provided the basis for UNEP's action aiming at progressive development of environmental law.

In February 2001, the twenty-first session of the Governing Council adopted the Programme for the first-decade of the twenty-first century (Montevideo Programme III) with a view to further strengthening its activities in the field of environmental law. This Programme has a particular focus on enhancing the effectiveness of environmental law, addressing the following areas: Implementation, compliance and enforcement; Capacity-building; Prevention and mitigation of environmental damage; Avoidance and settlement of international environmental disputes; Strengthening and development of international environmental law; Harmonization and coordination; Public participation and access to information; Information technology; and Innovative approaches to environmental law.

The Montevideo Programme III addresses also pectoral issues for conservation and management of the environment. These include: Freshwater resources; Coastal and marine ecosystems; Soils; Forests; Biological diversity; Pollution prevention and control; Production and consumption patterns; Environmental emergencies and natural disasters. In addition, the Programme covers the related fields, including: Trade; Security and the environment; Military activities and the environment. The Montevideo Programme III is being implemented in line with the overall UNEP Programme of Work as approved by the Governing Council.

The Montevideo Programme, among its programme areas, addresses the need for strengthening the capacity of States, in particular developing countries and countries with economies in transition, to take legal and institutional measures to protect their environment, to achieve sustainable development and to participate effectively in the initiation, negotiation and implementation of international legal instruments in the field of the environment.

3. Global and Regional Conventions and Protocols

UNEP has facilitated a number of Conventions and Protocols at the global and regional levels.

3.1 Global Environmental Conventions and Protocols

Under the Montevideo Programme, a number of global environmental conventions have been developed under UNEP's auspices. These include the 1985 Vienna Convention for the Protection of the Ozone Layer, the 1987 Montreal Protocol on Substances that Deplete the Ozone Layer, the 1989 Basel Convention on the Control of Transboundary Movements of Hazardous Wastes and Their Disposal, the 1992 Convention on Biological Diversity, the 1998 Rotterdam Convention on the Prior Informed Consent Procedure for Certain Hazardous Chemicals and Pesticides in International Trade, and the 2001 Stockholm Convention on Persistent Organic Pollutants.

3.2 Vienna Convention.

The Governing Council (GC) of the United Nations in 1981 directed UNEP to undertake measures to protect the ozone layers from modifications due to human activities.

Based on the Barcelona Convention model, in 1985 UNEP seek for the UN adoption of the Vienna Convention to control Chlorofluorocarbon (CFCs) which is responsible for global warming. The Vienna Convention constitutes an effective regime for reducing and possibly eliminating emissions of ozone layer-depleting substances. It is the central international mechanism for harmonizing national and international policies and strategies on ozone layer research.

After the adoption of the Vienna Convention, the United Nations Governing Council recommended for the full range of ozone-depleting substances by adopting the Montreal Protocol in 1987.

3.3 Montreal Protocol.

The Governing Council of the United Nations adopted the Montreal Protocol in 1987 to complement the Vienna Convention in eradicating ozone depleting substances. The Montreal Protocol is a central international control instrument. It freezes CFC consumption as of January 1, 1990; requires 50% reductions in CFC production and consumption by mid 1998; and mandates a 1992 freeze on the consumption halons. The Montreal Protocol uses three kinds of provisions as economic incentives to encourage participation in and compliance with the Protocol's control regime: 1) entry into force requirements, 2) controls on trade with non parties, and 3) research and technology transfer benefits.

3.4 Basel Convention on the Control of Tran boundary Movement of Hazardous Waste

The Basel Convention on the Control of Tran boundary Movement of Hazardous Waste (Basel Convention) was adopted in 1989. The Basel Convention establishes a waste export notice and consent system to control transboundary traffic. An exporting state shall not permit a waste export to occur until it has notified the importing state, received written confirmation of the importing state's consent, and received the importing state's confirmation of a contract specifying environmentally sound management of the waste. Transit countries which are parties to the Convention shall be notified of proposed shipments.

The rules and standards established by the Convention for transboundary movement of wastes are to be enforced at national and international levels. At the national level, Article 9(5) obligates each party to introduce appropriate national legislation to prevent and punish illegal traffic in hazardous and other wastes. A party may, for example, create hazardous waste laws expressly prohibiting importation and exportation of hazardous wastes without the prior notifications and consents required by the Convention. A party may also, by law, establish a special police force or custom unit charged with the responsibility of detecting illegal imports and exports of wastes. Furthermore, a party may create laws stipulating fines and/or imprisonment for citizens and others who import hazardous wastes without following the Convention procedures. Countries can also establish laboratories at their entry points to test the nature of substances exported to their countries to determine whether they are

prohibited wastes, in addition to any laws, policies and procedures that may require the return of hazardous wastes to countries of origin in cases where proper procedures have not been followed.

In addition, Article 10(2)(C) obligates parties to have effective and efficient methods for environmentally sound management of hazardous wastes as the basis of their national laws, regulations and policies, and the obligation to cooperate in the improvement of existing technologies, and in the development and adoption of new technologies to enable the reduction of waste generation and the management of wastes in an environmentally sound manner.

UNEP surmounted many political obstacles in obtaining adoption of the Convention. The Convention lacks economic incentives to encourage compliance or spur waste reduction.

3.5 Bamako Convention

The Bamako Convention on the Ban of Imports into Africa and the Control of Transboundary Movement and Management of Hazardous Wastes within Africa (Bamako Convention) was adopted in 1991and enter into force in 1998 as a follow up to the Basel Convention at regional level. Thus the Bamako Convention was adopted by African states to address certain aspects of hazardous waste problems that the Basel did not cover.

3.6 RIO Declaration

The Declaration was adopted by the United Nations General Assembly in 1972. The RIO Convention is widely regarded as the underpinnings of international law. The RIO Declaration contains a preamble and twenty-seven international law principles that guide the international community in its efforts to achieve sustainable development. Since the adoption of the RIO Declaration, major developments in international environmental law have taken place that affect the definition, status and impact of principles and concepts in international environmental law. These developments include the negotiation and entry into force of several major multinational agreements; and the provision of guidance for courts and tribunals in the process of interpreting international rules and obligations.

Some of the principles and concepts are Responsibility for Transboudry Harm, Transparency, Public Participation and Access to Information and Remedies, Precaution, Prevention, Polluter Pays Principle, Common Heritage of Mankind and Good Governance etc.

3.7 Regional Environmental Conventions and Protocols

At the regional level, UNEP has facilitated the development of regional seas conventions and protocols since the mid 1970s, including the conventions and protocols for the Mediterranean, the Gulf, the Red Sea, West and East African coastal zones, the Caribbean, the South Pacific, the South-east Pacific and the Black Sea. Those conventions and protocols are supplemented by related action plans. Actions plans have been developed also for the regions where legally binding instruments are yet to be developed, including East and South Asian seas and the Northwest Pacific. The development of regional seas agreements and related action plans continues. UNEP currently assists the Governments of Central East Pacific region to develop a regional sea convention.

In addition, UNEP assisted Governments in the development of regional environmental conventions, such as the 1987 Agreement on the Action Plan for the Environmentally Sound Management of the Common Zambezi River System and the 1994 Lusaka Agreement on Co-operative Enforcement Operations Directed at Illegal Trade in Wild Fauna and Flora. UNEP's assistance is currently being provided to States in the Caspian Sea region to develop a Convention on the Caspian environment. UNEP has been providing similar assistance to ASEAN member States to develop the ASEAN Agreement on Transboundary Haze Pollution, which will be adopted by ASEAN Ministers.

4. Non-binding Agreements

In order to fill gaps in the areas where no binding instruments has been developed, UNEP has promoted the development of non-binding international legal instruments which are designed to urge Governments and other parties

to undertake actions to protect the environment on a voluntary basis. Some of them provided the basis for the development of legally binding instruments on the respective subjects. Those include guidelines and principles for Governments in the field of shared natural resources (1978), weather modifications (1980), offshore mining and drilling (1982), information exchange on hazardous chemicals in international trade (1984, 1987 and 1989), marine pollution from land-based activities (1987), management of hazardous chemicals (1987) and environmental impact assessment (1987). More recent instruments include the Code of Ethics on the International Trade in Chemicals (1994) and the International Technical Guidelines for Safety in Biotechnology (1995). The Global Programme of Action for the Protection of Marine Environment from Land-based Activities (1995) complements the provisions on this subject set forth in the 1982 United Nations Convention on the Law of the Sea.

In order for an international environmental agreement to achieve defined environmental goals effectively, the agreement should set forth adequate mechanisms for its implementation. UNEP organizes an open negotiating process and it is a means for ensuring such adequacy of the contents of the agreement. After the adoption and entry into force of the agreement, it becomes a responsibility of the parties to the agreement to ensure its adequacy.
The Barcelona Convention provided UNEP with a significant and successful model for the development of international environmental law. UNEP negotiated and adopted the 1976 Barcelona Convention for the protection of the Mediterranean Sea against Pollution. The Convention is a framework instrument that creates a general obligation to take all appropriate measures to prevent, abate, and combat pollution of the Mediterranean sea and to protect and enhance the marine environment.

5. Monitoring, Assessment and Reporting

The activities of UNEP include environmental assessment, information and early warning, including tasks related to environmental disaster. Furthermore, UNEP has facilitated the development of other global and regional conventions by providing decision-makers of countries with environmental assessment and information on significant environmental issues and coordinated international actions that led to the development of such instruments. Examples of such UNEP's involvement included the 1992 United Nations Framework Convention on Climate Change (through the Intergovernmental Panel on Climate Change, organized jointly by UNEP and the World Meteorological Organization) and the 1994 United Nations Convention to Combat Desertification in Those Countries Experiencing Serious Drought and/or Desertification, particularly in Africa (through UNEP's activities to combat desertification). More recently, UNEP provided substantive support to the parties concerned to develop the 1999 Basel Protocol on Liability and Compensation for Damage Resulting from Transboundary Movements of Hazardous Wastes and Their Disposal and the 2000 Cartagena Protocol on Bio safety.

6. Improved Communication and Information Services.

By promoting improved communication and networking technologies, UNEP facilitates the access by governments, intergovernmental and non-governmental organizations to unique sources of data and information. UNEP also catalyses and makes use of targeted scientific research towards improved environmental information management in decision-making. UNEP's assessment capacity has been strengthened through the initiation of the Global International Waters Assessment (GIWA) as the main assessment mechanism to analyze current problems, including their root causes, and develop for the future condition of the world’s water resources.

Furthermore, through the transformation of the World Conservation and Monitoring Centre (WCMC) into the UNEP's Global Biodiversity Information and Assessment Centre, UNEP strengthened its capacity in assessing global environment as well as in supporting countries

to handle information for decisions related to sustainable development. UNEP has kept the state of the world's environment under review through global and regional state-of-the-environment reports.

UNEP continued to provide policy makers with early warning and information on emerging issues and environmental threats in order to facilitate the policy dialogues on such issues and to promote the development of impact reduction strategies. The UNEP Global Resource Information Database (GRID) contributes to the development of capacity for early warning of emerging environmental issues and threats. Among the recently developed data sets are those in the areas of population and the terrestrial environment, transboundary resource issues and natural hazards.

Provision of information for decision making in the field of environment is one of the core functions of UNEP. Activities in this field are carried out with the worldwide network of partners for environmental assessment and information. UNEP's global environmental information exchange network, INFOTERRA, promotes the public's access to environmental information. It is being reformed with a view to ensuring better public access to environmental information and for the purpose of increasing the capacity of the public to participate in environmental decision-making. Parts of its activities are focused on specific subject areas, such as the information exchange on hazardous chemicals through the prior informed consent procedure jointly implemented by UNEP and FAO. Communication and public information is an integral part of all the activities and programmes of UNEP.

UNEP has been providing advice on policy options and raising awareness on emerging issues. For instance, in the case of the ozone layer protection, those include further promotion of cleaner production, provision of clearing-house functions on ozone depleting substances, preparation of policy guidance materials for developing countries concerning the phase-out of ozone-depleting substances and concerning sustainable tourism. Relevant technical assistance and training activities are also provided by in-work attachments as well as by organizing relevant seminars and workshops on environmental law for countries in regions.

UNEP undertakes action to improve arrangements for the receipt, processing and dissemination of information on environmental legislation. In this regard, UNEP and IUCN have been developing a Joint Environmental Law Information System (ECOLEX) to provide access to such legal materials through Internet-based database. Many legal and technical publications have provided useful information to Governments, and thus facilitated their work in identifying relevant instruments and in promoting harmonization of laws through compendia of legislation.

7. Publications

UNEP publishes a number of useful reference works in the field of international environmental law. In addition, UNEP is currently developing compendia on environmental legislation in Eastern European countries and in Latin American countries. UNEP's Newsletter for Parliamentarians, highlights recent development in international environmental law. UNEP manual on environmental legislation and Administration in Developing Countries, provide helpful guidance for legislative development.

UNEP releases a wide array of publications available for the public, some at a cost, on many hot environmental issues. These publications include guidance manuals for practitioners in the environmental economic field for regulating services of ecosystems, status reports on issues such as recycling rates of metals, and recommendations to develop efficient sustainable lifestyle policies and initiatives.

In addition to the varying publication topics, UNEP also publishes an annual report which catalogues the work done by UNEP throughout the previous year and shows its future relevance to meet the emerging challenges in years to come. UNEP also publishes two separate periodicals, TUNZA and Our Planet. Our Planet is a free publication available to the public, with each issue focusing on a specific theme like

biodiversity, clean technology, or green technology implementation and use. Our Planet publishes multiple publications throughout each year. TUNZA is the UNEP magazine for youth, written by the youth and focusing on their issues.

8. Challenges

In spite of the role of UNEP in the area of creating treaties and multinational environmental agreements; monitoring, assessment, and reporting; information provision, and development of common norms and principles, UNEP has failed to analyze environmental issues at the state level. The responsibility for monitoring, assessment, and reporting is allocated to all the eight divisions of UNEP thereby creating redundancy. In addition, the UNEP system of reporting is disorganized and difficult to access. Also, the public cannot use UNEP's publications and benefit from the organization's work due to lack of a single easily accessible database.

UNEP has had considerable success in the creation of treaties and multinational environmental agreements. However, it has not succeeded in becoming the central forum for debate and deliberation in the area of international environmental law. For instance the World Trade Organization (WTO) is known for trade, the World Health Organization (WHO) for health. UNEP lacks a central coordinating authority. UNEP has not been able to fulfil its coordination mandate effectively in coordinating multilateral environmental agreements and environmental activities of other international organizations.

UNEP's ability to set the global environmental agenda came to be severely constrained by its organisational structure and unpredictable funding. Such inherent weakness could be a product of half-hearted political support to this international environmental institution.

9. Conclusion and Recommendations

Since its inception, UNEP has contributed greatly to the development of international law. Its approach has been first to formulate scientific position, then develop legal strategies, and in the process build political support. An important component of this approach has been UNEP's negotiation of "soft law" guidelines or principles as a prelude to the development of binding international law.

UNEP has negotiated legal instruments which seek to place direct controls on environmentally harmful activities. In the absence of any global entity capable of enforcing such controls, however, UNEP has began to consider how to build into its agreements economic incentives that favour environmental compliance, UNEP has also began to develop mechanisms for evaluating the effectiveness of environmental control regimes. UNEP's landmark Montreal Protocol, 1987 on Substances that Deplete the Ozone Layer took an important step in this direction. The Basel Convention, 1987 on the control of Transboundary Movements of Hazardous Wastes and Their Disposal, however, retreated to strategy of direct controls. UNEP has included economic incentives and monitoring mechanisms in its further development of international environmental law.

A number of national and international agencies and organizations have already done considerable work on developing mechanisms that preserve biodiversity while at the same time provide increased economic and social benefits to people who live in the vicinity of the biodiversity reserves. UNEP should build upon such work in developing its global convention on biodiversity and should include incentives that combat corruption that threatens species' survival.

The role of UNEP in the further development of international environmental law should be strengthened to include the development of coherent interlink ages among relevant environmental conventions in cooperation with their respective conferences of the parties or governing bodies. In performing its functions related to the conventions signed at the UN Conference on Environment and Development or as a result of it, and other relevant conventions, UNEP should strive to promote the effective implementation of these conventions in a manner consistent with the provisions of the

conventions and the decisions of the conferences of the parties.

It is evident that the damage of the global environment is of public concern. Their causes and consequences are also known. And that several environmental institutions, such as UNEP, have been established to effectively respond to environmental challenges. To determine their successes need further research. However to effectively manage the global environmental problems, there is need to strengthen the capacity of existing institutions. This could include strengthening implementation process through capacity building and technological improvements at global, national and local levels; improve monitoring and assessment conducted independently and freely by qualified institutions; additional funding to support increased representation from national capitals of the developing countries; and lastly mobilise political will at global, national and local levels.

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Assessment of Irrigation Water Quality Sourced from River Galma in Zaria, Nigeria

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Abstract. This study aimed at assessing the quality of irrigation water sourced from River Galma to irrigate farmlands in Zaria, located between latitudes 11^{o} 00' to 11^{o} 12'N and longitude 07 ^{o} 36' to 07 ^{o} 45'E. Irrigation water samples from River Galma used to irrigate the fadama land were collected from five different points for three consecutive times at the very points where the farmers use the water to irrigate their farms and tested for the following selected metals: chromium (Cr), lead (Pb), nickel (Ni), and arsenic (As). X-ray Fluorescence (XRF) spectroscopy which is an analytical technique was used to determine the metal contents of water samples. Analysis of variance was used to compare the result at 0.01 significant level. The results show the concentration of Cr, Pb, Ni and As as; 0.09, 0.04, 0.04 and 0.03mg/l respectively. Although Cr has the highest mean value and is significantly differentiated at the five sampling locations over the basin, the mean value is below the permissible limit for irrigation water by Nigeria's Federal Environmental Protection Agency concentration of the selected metals was found to be tolerable for irrigation purpose. The study thus recommended that the quality of irrigation water should be investigated from time to time to avoid build-up of heavy metal that may be detrimental to health of both human and animal in the long run.

Keywords: Water quality, Irrigation, River Galma, Metal content, Zaria

1. Introduction

Water, a vital element in all aspects of life on earth, plays an extremely important role for human being, socioeconomic development and the existence of ecosystem (An et al, 2014). The quality and quantity of any water supply planning is highly important, especially when considering for irrigation purposes. Effective irrigation influences the entire growth process from seedbed preparation to germination, root growth, nutrition utilization, plant growth and re growth, yield and quality. It is often used to make dry soil fertile in areas that do not benefit from natural flooding or rainfall. There are different categories of irrigation methods (Frenken, 2005) and each method is aimed at supplying crops with the required water for the crops to flourish.

In many parts of Africa, the traditional method of irrigation has been used to lift water from perennial streams, lakes, dams and basins for the

purpose of supplying irrigated field. This is because irrigation allows the primary producer to grow more crops, produce higher quality crops, be more flexible in operations especially during water stress, achieve higher yields and meet market demand, have insurance against seasonal variability and drought and to take advantage of market incentive for unseasoned production (The State of Vitoria, 1996-2009). It further enables farmers to cultivate non-traditional high value crops, such as tomato, green pepper and leafy vegetables etc. Under favourable economic conditions, farmers can thus diversify their cropping patterns and earn higher incomes, which would increase overall household consumption and reduce poverty levels.

Zaria is one of the most developed urban center in northern Nigeria. It is a nerve centre for commerce, education and transportation in the country. The area has been a notable hot spot of vegetable gardening in Nigeria which has extended to the floodplains of the major rivers draining the area (Mashi et al, 2007; Yakubu et al, 2007). This is due increase in population and consequent increase in demand for vegetable and some other annual crops (Olusola, 2012). The input of irrigation water represents one of the main requirements in sustaining the fertility status of the soil. This is very important especially in areas of short and or uncertain water supply but daily utilization of this water raises concern about the health and environmental risk of such practices particularly the heavy metal content of the irrigation water. Although surface water in cities may be advantageous for irrigation since it is largely sewage effluents that may contain valuable plant nutrients, Martins and Bello (1997) however warned that water that drains into surface water is likely to increase the quantities of solutes thereby increasing the concentration of certain ions that may ultimately lower the quality of water for irrigation.

The arable land in Zaria consists of upland and fadama land. The latter being texturally finer and nutritionally richer than the former is agriculturally more productive and is cultivated all year for a host of high value crops. The former on the other hand depends on rains in the wet seasons and residual soil moisture in the dry season. To alleviate the problem of moisture stress during the dry season, supplementary irrigation is provided by pumping water from river Galma. Although, irrigation is useful for sustaining agricultural production in any locality, it is imperative that only good quality water is used because contaminated water affects both soil and crop qualities adversely. Vermilion (2004), for instance reported that 40% of world food and 60% of its grains is under irrigation and land under irrigation had increased drastically from 94 million hectares in 1950 to 240 million hectares in 2000. This is expected because of the increase in world population and the need to expand agricultural land under the threat of climate change.

Irrigation water irrespective of its source contains some dissolved salts. It is the concentration and proportion of dissolved elements that determine the suitability of water for irrigation (Ajayi et al, 1990). Evaluation of water quality for irrigation depends on plant, soil and climatic variables all of which can be interdependent. Using poor water quality can create four types of problems, namely toxicity, water infiltration, salinity and miscellaneous (Ayers and Westcot, 1985). Poor quality water may affect irrigated crops by causing accumulation of salts in the root zone, by causing loss of permeability of the soil due to excess sodium or calcium leaching, or by containing pathogens or contaminants which are directly toxic to plants or to those consuming them. Contaminants such as heavy metals, nitrates and salt have affected water quality as a result of disposal of waste from humans and livestock, industrial discharges, inadequate treatment, and over-use of limited water resources (Yakubu et al, 2017). The contaminants in irrigation water may accumulate in the soil and, after a period of years, render the soil unfit for agriculture. Even when the presence of pesticides or pathogenic organisms in irrigation water does not directly affect plant growth, it may potentially affect the acceptability of the agricultural product for sale or consumption.

As River Galma flows through Zaria town before reaching the farming sites, field observation showed tones of refuse with all sorts of household wastes dumped into the river which would probably change the quality of water that is often used to irrigate farmlands along its course. This could in one-way or the other contaminate the soil or crop qualities. Knowledge of irrigation water quality is critical to the understanding for the management require for long-term productivity. The aim of this study is to assess the current quality status of irrigation water of the fadama land along river Galma in Zaria metropolitan area to ascertain its suitability for growing crops with specific reference to some heavy metal concentrations. As crop yield is directly related to quality of water used for irrigation, an assessment of suitability of such irrigation water is essential for the growth of food production (Shahid, 2006).

2. Material and Method

The Study Area

The research was conducted in River Galma, (one of the main tributaries of River Kaduna) (see Fig. 1). Zaria town is located between latitudes 11^{o} 00' and 11^{o} 12' N and longitudes 07^{o} 36' and 07^{o} 45' E. It falls within the tropical savanna climate with distinctive wet and dry seasons. It has a single maxima rainfall regime. The two distinctive seasons in the region (dry and wet seasons) are dictated by the movement of the Inter Tropical Zone of Discontinuity (ITZD), which is in turn dictated, by the movement and dominance of the two contrasting air masses affecting the region like other parts of the country. These two air masses are the Dry Tropical Continental (cT) air mass of Northern origin from the Sahara Desert and the moist Cool Tropical Maritime (mT) air mass of the Southern origin from the Atlantic Ocean.

The tropical continental air mass originates from the Eurasia high pressure belt and it enters the country from the north east. It is a moisture laden wind which brings harmattan into the country and is normally associated with poor visibility and fire outbreak. However, the wind is somewhat of socio-economic importance; hence, it is used in drying crops and other similar functions. The tropical maritime air mass on the other hand because it is a moisture laden wind brings rainfall (Kowal and Kassam, 1973). Zaria has a mean annual rainfall of 970mm, the atmospheric humidity over this area is lowest in the dry season 58% and is highest in the wet season above 90% while evaporation is higher in the dry season and lower in the wet season (Yakubu, 2009). The geology of the study area is part of the Basement complex rocks, the plains attain elevation ranging from about 550m to 740m asl and are underlain by pre-cambriam rocks of variable composition. This area was described as undifferentiated Basement Complex (FDALR, 1990).

The landforms consist of inselbergs, pediment landscape overlying the basement complex nearly level of gently undulating plain (FDALR, 1990), and broad stream valleys. The seasonal vegetation cover in the area and occasional intensive rainfall combined to give rise to wide spread sheet wash. The onset of the raining season in the study area is usually May – June and by July – August its influence covers almost every parts of the country. Zaria has a mean annual rainfall of about 900mm which supports savanna vegetation.

The major soil type of the study area is tropical ferruginous; while along the wide gentle sloping valleys are the dark vertisol and fadama soils. The area falls within the guinea savanna region and therefore most of the vegetation have been degraded due to human interference ranging from agriculture, wood harvesting, overgrazing, urbanization processes etc. The true climatic climax vegetation is almost absent except in the outskirts especially in the southern suburb. The topographical nature of the area is a gentle rolling undulating landscape with residual hills of various sizes and shapes and is drains largely by three channels. These include rivers Galma, Kubani and Saye.

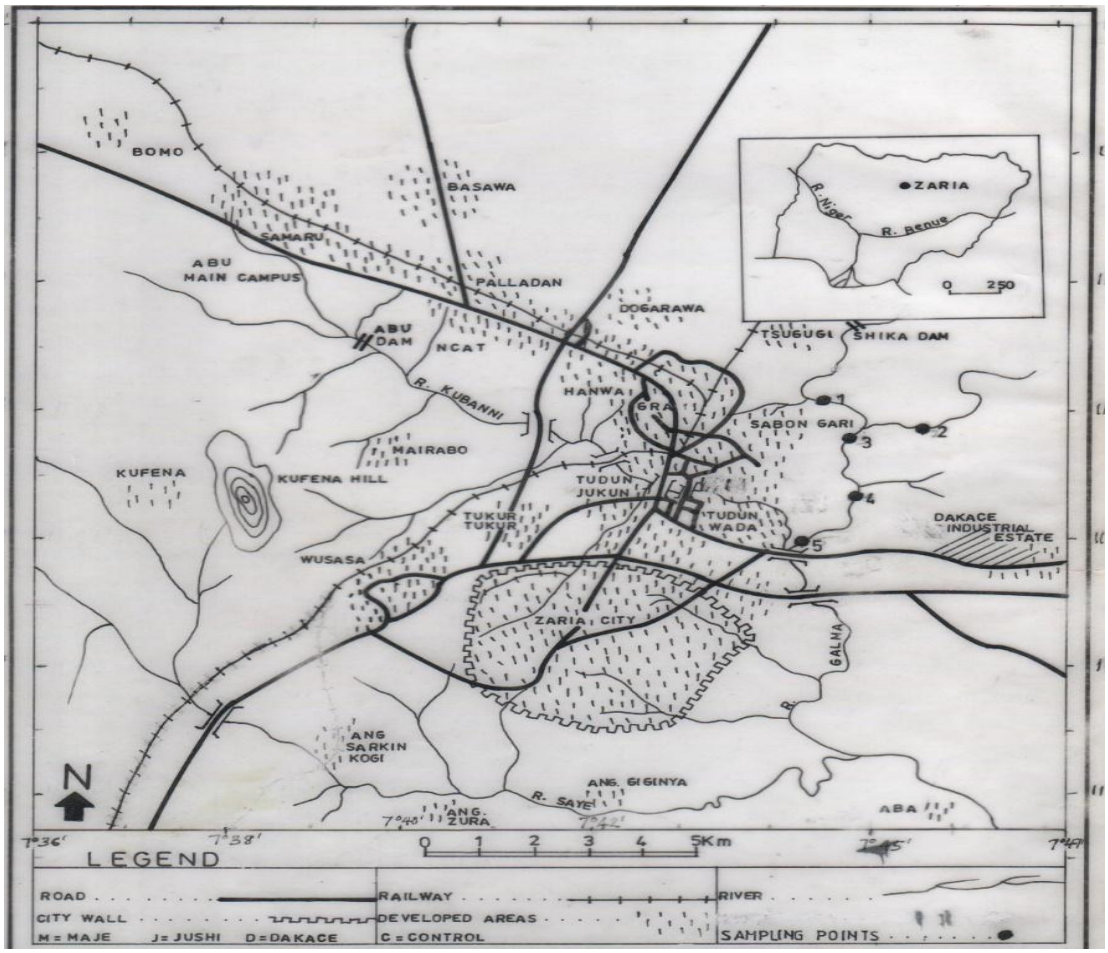

Fig. 1: The sampling points

Sample Collection

Irrigation water samples were collected four times from five different points along River Galma. That is, at the points where the farmers use the water to irrigate their farms. Clean plastic bottles rinsed with distil water were used for the collection of water samples at 10cm depth. The water samples collected were then taken straight to the laboratory for determination of the following heavy metals; chronium (Cr), lead (Pb), nickel (Ni) and asenic (As).

Sampling Techniques and Data Analysis

X-ray fluorescence (XRF) spectroscopy which is an analytical technique widely used for the qualitative and quantitative elemental analyses of environmental, geological, biological, industrial and other samples was used to determine the samples at Center for Energy and Research Training, Ahmadu Bello University, Zaria. XRF has the advantage of being non-destructive, multi-elemental, fast and cost effective compared to other competitive techniques such as Atomic Absorption Spectroscopy (AAS), and Neutron Activation Analysis (NAA). Analysis of variance was used to compare the results among the various sampling points at 0.01 levels of significance.

3. Results and Discussion

From the study, the results show that the concentration level of Cr in irrigated water ranged from 0.01 to 0.1mg/l with a mean of 0.09mg/l and a standard deviation of 0.01. This is followed by Pb and Ni with mean values of 0.04mg/l and standard deviation of 0.07 respectively. The value for As ranged between 0.02 - 0.05mg/l with a mean of 0.03mg/l and a standard deviation of 0.01. this confirm the

study of Komosa (1999), Gonzalez et al (2000) and Wajahat et al (2006) reported a high concentration of such metal contents in irrigation water and river sediments. The sources of these heavy metals in irrigated water could probably be from the urban wastes generated from metal work, construction, agrochemical industries and other household disposal. A close look at the pattern of distribution of the heavy metals over the various sampling locations, as contained in Table 1, revealed that the selected heavy metals do not follow consistent pattern of concentrations over the various sampling locations. This means that the various metals do not have same sources but come from variety of sources within Zaria town.

Table 1: Metal concentration in irrigated water and permissible level by FEPA
S = Significant, NS = Not Significant at 0.01, NA = Not Available

Element (mg/l)	Point 1	Point 2	Point 3	Point 4	Point 5	Mean	Standard Deviation	Max Allowable (FEPA,1991)	ANOVA
Cr	0.01	0.07	0.01	0.1	0.1	0.09	0.01	0.1	S
Pb	0.03	0.02	0.05	0.04	0.06	0.04	0.07	NA	NS
Ni	0.03	0.03	0.05	0.04	0.04	0.04	0.07	0.2	NS
As	0.02	0.02	0.03	0.03	0.05	0.03	0.01	0.1	NS

Cr has the highest concentration and is significantly differentiated among the five sampling locations over the basin, but the mean value is below the permissible limits for irrigation water by Federal Environmental Protection Agency (FEPA, 1991). The highest value of Cr (0.1mg/l) was recorded at points 4 and 5. Low level of Cr, Pb, Ni and As upstream with the corresponding higher level at the downstream in many rivers has been reported while increasing discharge of contaminants with distance towards the downstream was blamed for this trend (Gasparon and Burgess, 2000).

Furthermore, River Galma at both upstream and downstream is used for irrigation of many vegetables and other food crops along its bank with no readily available clean water for the farmers. Accumulation of heavy metals by crops receiving such contaminated water for irrigation is common and metals could be biomagnified along food chain to a higher tropic level (Wang, 2003). Consumption of such food crops could expose man to untold heavy metal hazards.

From the result, the heavy metals did not show consistent pattern of concentration over the various sampling points. That is, the various elements do not have the same sources in the irrigation water, rather, they come from varieties of sources within Zaria metropolis. More so, the ANOVA results show that only Cr is significantly different among the sampling points. None of the metals is above the permissive limit for irrigation by Nigerian's Federal Environmental Protection Agency (FEPA, 1991).

In general, it should be noted that heavy metals enter rivers from a variety of sources. The rocks and soils directly exposed to surface water are the largest natural sources. Dead and decomposed vegetation and animal matter contribute small amounts of metals to adjacent waters. Wet and dry fallout of atmosphere particulate matter from natural sources as well as man's activities can introduce large quantities of metals. In addition to the natural sources, the discharge of various treated and untreated liquid wastes to the water body can introduce large amounts of trace metals to rivers and lakes (Pires and Mattiazzo, 2003).

4. Conclusion and Recommendation

Assessment of the use of River Galma as irrigation water source in Zaria metropolis indicated that the water is suitable for irrigation. The heavy metals investigated (Cr, Pb, Ni and As) fall within the tolerable limits for irrigation purposes but the long-time implication is uncertain. It is important to know that irrigation water quality can influence crop productivity more than soil fertility, hybrid, weed control and other factors. With the current potential of the fadama land in Zaria, if fully harnessed and properly managed, will increase crop production

and consequently alleviate food scarcity in the area.

It is therefore recommended that the quality of irrigation water should be investigated from time to time, since the type, extent and rate of irrigated water contamination varies from time to time and season to season. In addition, indiscriminate waste disposal along the river course should be restricted.

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Liability for Environmental Damage in Antarctica: Adoption of Annex VI to Madrid Protocol

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Abstract. In 2005, the Antarctic Treaty System adopted the Annex to the Protocol on Environmental Protection to the Antarctic Treaty on Liability Arising from Environmental Emergencies (also known as Annex VI). Annex VI contains provisions on preventive measures and contingency planning. It creates responsibilities for state and non- state operators (such as tourist ship operators) regarding response action to any form of an environmental emergency. It also establishes what the liability would be for failure of the state or non-state to take action to respond to the emergency. Annex VI established exceptions from liability and limits of liability. The paper observed that Annex VI is not comprehensive enough and lacks regulations that would make the liability and accountability stricter. The paper also found that Annex VI imposes liability for mere damage to the environment, even where there is no economic loss or damage, something novel in environmental law. The paper noted that Annex VI is still waiting for the ratification by the present Consultative Parties and recommended for its speedy ratification.

Keywords: Environment, Environmental Protec tion, Environmental Emergency

1. Introduction

Antarctica, the seventh continent, is anomalous, compared with the six inhabited continents. Antarctica is a continent for scientists and, more recently, tourists. The question of who pays for environmental damage is controversial throughout the world. Establishing liability for environmental damage is even more essential in a place like Antarctica where the environment is fragile and easily disrupted. The occurrence of a man-made disaster such as an oil spill would be catastrophic for the Antarctic ecosystem and wildlife.

Government and non-government activities undertaken in the Antarctica are governed by the Antarctic Treaty and the Protocol on Environmental Protection to the Antarctic Treaty (the Environmental Protocol)

In 2005, the Antarctic Treaty System adopted the Annex to the Protocol on Environmental Protection to the Antarctic Treaty on Liability Arising from Environmental Emergencies (also known as Annex VI). The Annex contains provisions on preventative measures and contingency planning.

It creates responsibilities for state and non-state operators (such as tourist ship operators) regarding response action to any form of an environmental emergency. It also establishes what the liability would be for failure of the state or non-state to take action in respond to the emergency. The Annex established exceptions from liability and limits of liability were established.

Annex VI sets rules governing who is liable for preventing and dealing with environmental emergencies arising from scientific research, tourism and other activities in the Antarctic

Treaty area, such as logistic (shipping and aircraft) support. The aim of the Annex is to stipulate – before anything goes wrong – who could be held responsible for cleaning up after an environmental emergency, and the legal avenues to respond to disaster. It also allows compensation to be claimed from the polluter if someone else has to clean up.

Annex VI on Liability Arising from Environmental Emergencies was finally adopted in 2005 but it is still waiting for all the present Consultative Parties to ratify it.

2. The Antarctic Treaty System

The Antarctic Treaty System (ATS) is a unique regime at international law by which participating States cooperatively manage the Antarctic continent pursuant to a suite of international agreements. The ATS is composed of the Antarctic Treaty, several related agreements such as the Convention on the Regulation of Antarctic Mineral Resource Activities (CRAMRA), the Madrid Protocol, and the recommendations and decisions of the Antarctic Treaty Consultative Meetings (ATCM) regarding subjects such as scientific cooperation and the conservation of the Antarctic environment. The related agreements between the parties have enabled the creation of legally binding rules governing activities in the Antarctica.

2.1 The Antarctic Treaty

The first of these agreements, which effectively operates as an overarching instrument for the regime, is the *Antarctic Treaty* (Treaty). This was established by its twelve original Parties in 1959 on the principles of reserving Antarctica for peaceful purposes, promoting international scientific cooperation and ensuring the continuance of international harmony. The Treaty entered into force on June 23, 1961.

2.2 The Convention on the Regulation of Antarctic Mineral Resource Activities (CRAMRA)

The Consultative Parties on the assumption that mining could be consistent with the preservation of the Antarctic environment negotiated the Convention on the Regulation of Antarctic Mineral Resource Activities (CRAMRA). However, most countries opposed the agreement and same was subsequently abandoned.

2.3 Protocol on Environmental Protection (the Madrid Protocol)

At the fifteenth Antarctic Treaty Consultative Meeting in 1989, the Consultative Parties agreed to review the proposals for a comprehensive environmental regime. The Protocol on Environmental Protection (Known as the Madrid Protocol) was negotiated and rectified by the Consultative Parties in 1998. The objective of the Madrid Protocol is to protect the Antarctic environment and associated ecosystems. The Consultative Parties designated the Antarctic region as a natural reserve, devoted to peace and science in accordance with its goals of international scientific cooperation and the peaceful use of Antarctica.

The Madrid Protocol was adopted to supplement the Antarctic Treaty and to minimize the environmental impact of human activities in the Antarctica. The Madrid Protocol has been greatly instrumental in strengthening international co-operation with the Antarctic Treaty System as well as in changing the broader international community's perception about the
Antarctic Treaty System

Article 16 of the Madrid Protocol provided for the future adoption of a liability regime through and annex to the Madrid Protocol. Article 16 states that:

Consistent with the objectives of this Protocol for a comprehensive protection of the Antarctic environment and dependent and associated ecosystems, the Parties undertake to elaborate rules and procedures relating to liability for damage arising from activities taking place in the Antarctic Treaty area and covered by this Protocol. Those rules and procedures shall be included in one or more Annexes to be adopted in accordance with Article 9(2)

Thus, in June 2005, Annex VI on Liability Arising from Environmental Emergencies (Annex VI) was adopted by the Consultative Parties in Stockholm.

2.4 Annex VI to Protocol on Environmental Protection

The need for an Annex detailing liability in the event of an environmental emergency has been increasingly urgent due to the booming levels of human activity in the Antarctic, specifically in the commercial activities of tourism and fishing. The Annex was adopted after more than fourteen years of negotiations and represents the first step in accomplishing the goal established in 1991 by Article 16 of the Madrid Protocol. Despite support for a comprehensive liability regime, votes by the United States, Japan, and Russia resulted in a liability regime limited to response action for environmental emergencies.

The Annex touches on contingency and preventive measures. Its greatest achievement is the establishment of response action obligations and liability for failure to take such action in the face of an environmental emergency.

Activities in the Antarctica are run either by State Parties or Private Operators. To effectively regulate operators, the Annex established obligations and corresponding liability for both State and non-State operators.

After fifteen years of negotiations, Annex VI was adopted by the Consultative Parties in Stockholm. The purpose of the Annex is to ensure that all operators in Antarctica have an incentive to avoid environmental emergencies. The Annex aims to reduce the likelihood of harm- laws that impose certain requirements on their operators organising activities in the Antarctic treaty area. The law require operators to undertake preventive measures on activities causing accidents and to ensure responsibility for the costs involved in a response action to minimize the effect that any such accident might have on the environment by requiring Parties to adopt and develop contingency plans in order to avoid environmental emergencies.

A liability annex was necessary for providing a regime both to fix responsibility for environmental damage and to determine the necessary response action. Annex VI is the result of fifteen years of negotiations. The purpose of the Annex is to ensure that all operators in Antarctica have an incentive to avoid environmental emergencies. The language of the preamble to the Stockholm Annex supports the notion that the purpose of imposing liability is to deter State and operators from causing damage.

The Annex encouraged the States and the Operators carrying on activities in the Antarctica to take preventive measures. The degree to which States must require Operators to take preventive measures was changed from the "maximum extent practicable" to "reasonable preventive measures".

The annex allowed both Parties and the Operators to take response action. The Annex extends the obligation of the Parties to adopt laws requiring their Operators to take establish contingency plans and to take response action where their activities have caused an environmental emergency. The Annex also provides that Parties need to ensure their operators take preventive measures to reduce the likelihood of environmental emergencies. The Annex also expands, albeit in vague terms, on what amounts to an environmental emergency and what the aims of a response action are. In addition, the Annex sets out what the situation would be, should an operator failed to meet their response action obligations.

The Annex introduced Response action in its Article 2(f). Response action under the Annex is not limited to steps taken to contain an emergency. It also include clean-up actions. There was consensus among the Consultative Parties that response action applied to steps taken to avoid the consequences of an emergency that had already occurred.
The most significant provision of the Annex is the liability regime. Liability avoidance is the incentive for Operators to take immediate response action following an environmental emergency. An Operator whose activities in the

Antarctic region create an environmental emergency must take immediate response action. If an Operator fails to take response action, it will either be liable for the cost of action taken by the other Parties or it must pay the cost of clean-up to the environment protection fund.

Although the Annex is not a comprehensive liability regime, its represents a major step in realising the obligations of Article 16 of the Madrid Protocol and the goal of preserving the Antarctic environment.

3. Major Obstacles

Negotiation took fifteen years. The negotiations took long period of time for a number of reasons. These include:

(i) Substantive challenges. Decisions about the standard of liability to be imposed, which should be held liable and to whom, which activities and what type and level of damage or harm would attract liability, and whether there should be limits and exceptions to the liability are among the complex issues.

(ii) Procedural constraints. These include Diversity of legal systems,

(iii) Consensus required by all Consultative Parties,

(iv) Changing personnel over time and Language barriers.

(v) Political climate. Before the protocol enters into force in 1998, there was reluctance to seriously consider the liability Annex. The Operators did not support the discussion since it could affect operating budgets. Also lack of internet and urgency did not facilitate quick resolution of liability discussions

(vi) Rectification of the Annex. It is difficult to predict when the Annex will come into force. One of the challenges to bringing the Annex into force through ratification was identified as the ability to obtain insurance for land-based activities.

(vii) The Annex is not comprehensive. The negotiations for the Stockholm Annex involve a policy choice between a piecemeal approach and a comprehensive approach in developing liability regime. The Consultative Parties selected the piecemeal approach as a step in the establishment of a liability regime in accordance with Article 16. The Annex is limited in scope to providing for response action to environmental emergencies.

(viii) The scope of liability. A lot of issues as regard the scope of liability are yet to be resolved. The Annex's scope, one of the most fundamental issues, was unresolved despite the log period of negotiations. Effective negotiation could not be achieved because the parameter of the Annex was unclear.

(ix) The Annex evolved from a 'cut and paste' operation. The Annex was extrapolated from earlier recommendation and legal instruments such as the Convention on the Regulation of Antarctic Mineral Resource Activities (CRAMRA).

(x) Advance notice. Liability only attaches when the environmental emergency results from activity that required advance notice. Thus, it is unclear whether reimbursement could be sought by a Party having responded to an environmental emergency caused by an activity that did not require advance notice. This is particularly problematic given that the activities that require advance notice.

(xi) Insufficient definitions of terms. Certain words and terms were used interchangeably. Terms like "liability", "compensation" and "reimbursement", were thrown around like paper planes rarely if ever defined. Some terms like "damage" were given explanation, but other similar terms such as

"harms" and "impact" were used but left without expansion as to what they might mean. While ambiguity would have been an asset in procuring consensus, it might also have hindered the logical progression of negotiation. The terms used in the Annex are not always consistent with those used in the Protocol. For example, the impact used to define environmental emergency in Article 2 of the Annex is described as "significant and harmful". This differs from the more familiar phrase used in the Protocol, "minor and transitory impact". There is no clear indication as to what amounts of significant or harmful impact or who would be in the position to decide when that threshold has been met.

(xii) The ecosystem is not protected. The Madrid Protocol envisaged the development of liability rules for the protection of the "the Antarctic environment" and "associated and dependent ecosystems", yet the Annex only applies to the former. Neither the Protocol nor the Annex specifically defines this. If the environment does not include its ecosystems then an environmental emergency will not arise, and thus liability will not attach, if an accidental event only harms the latter.

4. Conclusion

To date there appears to have been no attempt to bring an action for reimbursement of response action taken on another's behalf. However, as accessibility to Antarctica continues to improve and more people want to visit or conduct research in the continent, the need for Annex will likely become apparent. Annex VI represents an important first step in the performance of the obligation provided by Article 16 of the Madrid Protocol to establish a comprehensive liability regime for the environmental protection of the Antarctic environment. While it is only the first step, it is an important accomplishment that carves the path for development of additional liability Annexes, covering responsibility for a wider range of situations where harm results from activities being undertaken in the Antarctic Treaty area. Identification of the issues surrounding some of the more difficult elements of liability, left unresolved by the current Annex, might now prove useful as a platform from which to proceed for the establishment of these additional Annexes.

The liability Annex took 13 years to negotiate and lost much in terms of the scope of its application along the way, which reflects the complex and controversial nature of the problems tackled, as well as the procedural challenges and general political climate. Furthermore, guidelines might be required to make some of the more ambiguous provisions more clear, but it seems the ambiguity was often not accidental, illustrating a form of compromise employed to procure consensus. The focus must now to turn to bringing it into force. In theory at last, this should not prove problematic since all consultative Parties have agreed to its provisions and all that remains is for each to domestically implement them.

Before Annex VI was negotiated only the Parties to the Madrid treaty were liable for the damages done in the Antarctica. However, Annex VI introduced a new dimension to the Treaty by making the Operators also accountable for their actions in the Antarctica. This is a remarkable achievement in the sense that both the Participating States and the Operators are involved in the activities taking place in the Antarctica.

However, one will expect that a document that had taken 13 years to agree on would be precise and unequivocal. Yet there are a number of lacunas and area of ambiguity which arguably require resolution to ensure the effective implementation of the Annex.

If the international community is serious about their environments to protect the Antarctic environment, it is important that more time and resources are not spent debating how to protect

than spent actually protecting it. Of course, this is not easily done and the energy put into ensuring that a truly comprehensive liability regime is agreed on will help ensure more effective protection of the environment in the long run.

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Part Six
Peace and Conflict Studies

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The Islamic Law of War for Conflict Resolution: The Case of Boko Haram in Nigeria.

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Abstract. This paper attempts to look at the present situation of the boko haram crisis in Nigeria and the manner of resolution of the crisis under the Islamic Law. It starts by explaining the existence of the group, its origin, and then assesses the violent activities of the group which has culminated in panic and insecurity of life and properties around the nation. It appreciates the evidential threat of the group or sect to the unity of Nigeria while assessing the view of some experts on what they conceive to be the possible manner to resolve the crisis. It then goes further to analyze the manner of settling this crisis using the Islamic Law approach.

1. Introduction

The unrest that the crisis of *book haram* has generated among all the people of Nigeria is such as can be felt from the top of the government to the ordinary people on the street. Everyone looks out for suspicious looking people or unusual activities in their various areas. Life and properties are being threatened. What deepen the suspicion are not only the attacks but the imminent risk of same. Several has been said about the group and some quarters believe that the sect has become franchise that anyone can buy into, rather than necessarily carrying on violence on Islamic grounds as claims. The Sultan of Sokoto, Alhaji Sa'adu Abubakar, the spiritual leader of Nigerian Muslims has called the sect "anti-Islamic" and "an embarrassment to Islam." George (2011) The Coalition of Musliim Clerics of Nigeria (CMCN) has also called on the *boko haram* to disarm and embrace peace. If pacifism is of utmost priority in Islam, there should then be a modality for maintaining such identity of the religion regardless of the taints which tends to oust the principle.

It is to this end that the possible resolution of this crisis is assessed from the Islamic point of view for indeed, the *boko haram* sect is purportedly Islamic.

2. The Group *Boko Haram*

Better known by its Hausa name Boko Haram (*Jama'atu Ahlis Sunna Lidda'awatiWal-Jihad*) is a violent organization based in the northeast of Nigeria (David 2011). It is a purported Islamist movement which strongly opposes man-made laws. Founded by Mohammed Yusuf in 2001 or 2002, the organization is a Muslim sect that seeks to abolish the secular system of government and establish Sharia law in the country. The group has adopted its official name to be People Committed to the Propagation of the Prophet's Teachings and Jihad, which is the English translation of *Jama'atuAhlisSunnaLidda'awatiwal-Jihad.*

The movement, whose name in the Hausa language, *boko haram*, translates as "Western education is sacrilege" or "a sin", is divided into three factions, and in 2011, was responsible for more than 450 killings in Nigeria.

Though the group first became known internationally following sectarian violence in Nigeria in 2009, it does not have a clear structure or evident chain of command. Moreover, it is still a matter of debate whether *boko haram* has links to terror outfits outside Nigeria and its fighters have frequently clashed with Nigeria's central government.

The group was founded in the city of Maiduguri with the aim of establishing a Shari'a government in Borno State under former Governor Ali Modu Sheriff (Johnson, Toni 2011-08-31). Mohammed Yusuf, the founder of the group, established a religious complex that included a mosque and a school where many poor families from across Nigeria and from neigbouring countries enrolled their children (Farouk 2012). The centre had ulterior political goals and soon it was also working as a recruiting ground for future fighters for its cause, to fight the State. The group includes members who come from neigbouring Chad and Niger and speak only Arabic.

In 2004, the complex was relocatd to Yusuf's home state of Yobe in the village Kanamma near the Niger border.

Human Rights Watch researcher Eric Guttschuss stated that Yusuf successfully attracted followers from unemployed youth by speaking out against police and political corruption. Abdulkarim Mohammed, a researcher on *boko haram*, added that violent uprisings in Nigeria are ultimately due to "the fallout of frustration with corruption and the attendant social malaise of poverty and unemployment."

3. Emergence of the Violence

In the town of Maiduguri, where the group was formed, the residents dubbed it Boko Haram. The term *"boko haram"* comes from the Hausa word *boko* meaning "western language" and the Arabic word *haram* figuratively meaning "sin" (literally, "forbidden"). The name, loosely translated from Hausa, means "western education is forbidden". The group earned this name due to its strong opposition to anything Western, which it sees as corrupting Muslims.

The group conducted its operations more or less peacefully during the first seven years of its existence (Cook, David 2011). That changed in 2009 when the Nigerian government launched an investigation into the group's activities following reports that its members were arming themselves. Prior to that, the government reportedly repeatedly ignored warnings about the increasingly militant character of the organisation, including that of a military officer.

When the government came into action, several members of the group were arrested in Bauchi, sparking deadly clashes with Nigeria security forces which led to the deaths of an estimated 700 people. During the fighting with the security forces *boko haram "fighters" reportedly* "used fuel ladenmotorcycles" and "bows with poison arrows" to attack a police station. (Nossiter and Adam (July 27, 2009) The group's founder and then leader Mohammed Yusuf was also killed during this time while still in police custody. With the death of Muhammad Yusuf, a new leader emerged for the group whose identity was not known at the time.

After the killing of Muhammad Yusuf, the group carried out its first terrorist attack in Borno in January 2010. It resulted in the killing of four people. Since then, the violence has only escalated in terms of both frequency and intensity.

In January 2012, Abubakar Shekau, a former deputy to Yusuf, appeared in a video posted on YouTube. According to Reuters, Shekau took control of the group after Yusuf's death in 2009(Brock, Joe 2012). Authorities had previously believed that Shekau died during the violence in 2009.

By early 2012, the group was responsible for over 900 deaths (Nossiter and Adam (2012)

The group was responsible for several violent attacks in Nigeria mostly in the northern part of the country. The following are a toll of the group's attacks:

7 September 2010: Bauchi Prison break
31 December 2010: December 2010 Abuja attack
22 April 2011: Boko Haram frees 14 prisoners during a jailbreak in Yola, Adamawa State.
29 May 2011: May 2011 northern Nigeria bombings.
16 June 2011: The group claims responsibility for the 2011 Abuja police headquarters bombing.
26 June 2011: Bombing attack on a beer garden in Maiduguri.
10 July 2011: Bombing at the All Christian Fellowship Church in Suleja, Niger State.
11 July 2011: The University of Maiduguri temporary closes down its campus citing security concerns.
12 August 2011: Prominent Muslim Cleric LimanBana is shot dead by Boko Haram.
26 August 2011: 2011 Abuja bombing.
4 November 2011: 2011 Damaturu attacks.
25 December 2011: December 2011 Nigeria bombings
5 – 6 January 2012: January 2012 Nigeria attacks.
20 January 2012: January 2012 Kano bombings.
28 January 2012: Nigerian army says it killed 11 Boko Haram insurgents.
8 February 2012: Boko Haram claims responsibility for a suicide bombing at the army headquarters in Kaduna.
26 February 2012: Church of Christ in Nigeria (COCIN) bomb blast in Jos.
8 March 2012: During a British hostage rescue attempt to free Italian engineer Franco Lamolinara and Briton Christopher McManus, abducted in 2011 by a splinter group Boko Haram, both hostages were killed.

4. The *Boko Haram* Threat:

Due of its several indiscriminate attacks, many people have seen the presence of the sect and its activities as a potential threat to the continuous existence of Nigeria as a nation. Attacks have been targeted at government security officials and non-Muslims basically, and also "liberal Muslims" who do not believe in the cause of the sect. the will of the sect is to purge the northern Nigeria of non-Muslims. The resultant death of Muslims, women and children are not assessed as collateral damage but as a necessary sacrifice to the cause of the sect.

Although there have been many sectarian and ethnic conflicts, with several thousand associated deaths, these conflicts were never of an existential nature. The perpetrators were faceless, their grievances unknown or nebulous. This anonymity made it difficult to channel anger, or to sustain coordinated action against the perpetrators. The intentions of the perpetrators were assumed, but since they never voiced or articulated such intentions publicly, it was difficult to mobilize life changing actions and engagements based on such amorphous assumptions (Malcolm and Fabiyi). The Sharia crises of the early 2000s were also extremely serious but non existential threats. Grieved as Nigerians were by the politicization of religion, the Nigerian constitution offered recourse to citizens who wished to live outside of Sharia law even if they continued to live in Sharia states.

The threat of *boko haram* is a different story. It is a threat like none other than Nigeria has ever experienced. It is both a sectarian and ethnic conflict. Unlike ethnic and sectarian conflicts in the past, the anonymity of the perpetrators has been shed. Their agenda has been articulated.
Prosecuting the security war against *boko haram* will require a paradigm shift in the way security is conceived in Nigeria. It will require a reassessment of the political environment and what is permissible in that sphere.
It is to this end that some analysis have put forth seeming means or "steps that will be required for finding an effective solution to the Boko Haram crisis". These are:
Rethinking Security: Solving the Boko Haram menace is not a Law Enforcement issue, it is an intelligence issue. In the past, fundamentalists and zealots could be tagged. They belonged to sects that could be called by a name. They had leaders that could be tracked and incapacitated or imprisoned. They established enclaves and centralized structures that could be broken down

by heavy handed military actions. *Boko haram* is a movement, a tendency. Its sympathizers range from political thugs to fanatical zealots, its ranks include UK based graduate students and jobless street kids, successful businessmen and sitting Senators in the Nigerian National Assembly. *Boko haram* has no headquarters, no known place of doing business. It has no central leader or authority, working instead like some decentralized franchise operation. It was once funded by politicians, but *Boko haram* has since turned to raiding banks to raise funds and has since found friends in foreign lands willing to fund its war against Nigeria. Law enforcement actions such as sweeping raids, and emergency laws, presume the law breaker has a desire to survive, escape detection and is desperate to stay alive. None of those assumptions hold with *Boko haram*. The actions of this group has introduced the word "suicide bomber" into the Nigeria lexicon. How do you implement "law enforcement" against a group that seeks death? More disturbingly, groups like Al Qaeda have become involved in the crisis, and the methods with which *boko haram* will coordinate their campaign of terror will rely on tactics honed against the most powerful intelligence and military services in the World in theaters like Afghanistan, Somalia and Iraq. A new security strategy, built on intelligence and not demonstration of brute force is required.

The Thrust of Political Engagement: The first issue that needs resolution is whether or not *Boko haram* is the northern equivalent of Movement for the Emancipation of Niger Delta (MEND). To believe that *Boko haram* can be resolved with MEND style tactics – negotiation with the leadership of the militant group, rapprochement with the political elites that enable the militants and articulate their cause, and amnesty for the combatants; one must believe there is an equivalence in their world views. MEND wanted fairness in resource administration. Boko Haram seeks an end to "Western Education" and the vacation of the North by Southerners and Non-Muslims. MEND made clear that it had no issues with the Nigeria people, only its government; *Boko haram* has stated that it has a grouse both with the Nigerian government and its Southern & Christian people. Unless the government is ready to compromise on the rights of its people to live freely in the nation and to practice their faith without hindrance, a political rapprochement seems unlikely. The government perhaps believes that *Boko haram* is still under control of politicians who are masterminding the crisis to thrust themselves into relevance. That viewpoint implies that the governments would believe that the real pacification that is necessary is to come to terms with the political elite in the usual manner – provide them access to the national treasury via contracts and appointments. While it is true that politicians were involved in the birth of *Boko haram* in Borno State, it appears that at some point in the last couple of years a transformation has occurred that has unhinged the ties between the two.

Openness in Government: The beginning of the end for Nigeria will come if:

Believing that the government is incapable of offering protection to them Christians and Southerners in the North, (and perhaps Northerners in the South) begin to form vigilante groups; and

Such groups begin to systematically enforce retributive justice in their spheres of influence if a perceived injustice is done to their kith and kin in other parts of the country, or engage frontally with other groups they perceive as threatening their collective security in areas of crisis.

The government must be transparent with the Nigerian people and admit that it is well over its head, and will require some help. It is a rare government that squares with its people; however, if Nigeria is to survive this crisis, the Nigerian government must become more open about its shortcomings. If the government claims things are under control and deaths and casualties continue to mount, then the people will be forced to conclude that the government is able to, but simply does not wish to protect them, thereby justifying any eventual recourse to self-help through vigilante and militia action. This is how the conflicts in Liberia, Somalia, Sierra Leone and Rwanda began.

Engaging the Nigerian People: So far, most of the major arrests in connection to *Boko haram* have been aided by freely given, unsolicited tips from Nigerians. The Nigerian people love their nation, but their government must fess up to its ineptitude and request their help. The

government must actively recruit the Nigerian people as part of its intelligence gathering effort. Mass enlightenment programs to educate people on what to look out for in identifying possible terrorist activity should be provided to the people. Whether or not Nigerians will be receptive to this clarion call is a different issue. A people must trust that the government that they will freely offer services to, services which by the way could lead to their identification as traitors and possible death – would probably be inclined to do so only if that government had shown itself deserving of their support. A government that raises fuel prices in the midst of a global recession, stifles its people's rights to freely express themselves and ignores the corruption that cripples the nation hardly deserves any support. If Nigerians respond to this call, it will be despite, not because of their government.

5. The Islamic Law Approach to Crisis Resolution

Islamic thought and action is derived from two primary sources: (a) the Quran and (b) the examples and sayings of the Prophet Muhammad that are referred to as the Sunnah. In adition, legal elaborations can be derived from the first two sources. The above four edge3d stand as a modality to ensconce the demystification of the present *boko haram* crisis in Nigeria is etched in a rather particularized western approach of conflict resolution, based on ordinary analysis vis-à-vis palpable evidence. However, any source of information can be used to elaborate on strategies to resolve conflict. The Bible, Torah, and any secular knowledge can be accepted as long as the information derived is not in contradiction with the Quran or Sunnah. Islam sources establish that is important to follow both the Quran and Sunnah and evidence of this is found in numerous Quranic verses.

Qur'an 3:32:

"Say: "Obey Allah and the Messenger". But if they turn away, then Allah does not like the unbelievers."

Qur'an 3:132:

"And obey Allah and the Messenger that you may obtain mercy."

Qur'an 4:59:

"O you who believe! Obey Allah and obey the Messenger, and those of you who are in authority. (If) you differ amongst yourself, refer it to Allah and His messenger, if you believe in Allah and in the Last Day. That is better and more suitable for final determination."

Western traditions of peace studies and peace research have yielded important insights, such as the distinction between conceptions of peace that are premised on no more than the absence of war and organized violence, and conceptions of peace that signify an additional presence of human dignity, economic wellbeing, and ecological balance. Scholars and activists alike have testified to the dangers and costs of pursuing peace through preparation for war and maintenance of hegemony. They have only just begun, however, to identify cultural pluralism as an essential resource for world order, and to develop a truly cross-cultural research agenda. Where the Western approach celebrates human self-determination, Islam underscores divine purpose and human exertion. Where the Western approach affirms political pluralism and individual rights conjoined with consumerism as the substance of peace, Islamic perspectives frame communal solidarity, social justice, faith in the transcendent and even cultural relativism as the way of peace. Where Westerners have placed a priority on innovation and "freedom to do" – freedom as a means to diverse human ends – Muslims have more often than not sought to preserve the historical continuity of a tradition that frames existential freedom – "freedom to be" – as an end in itself, a state that may be experienced despite the presence of external constraints.

While the strongest current of the Western approach to conflict resolution prioritizes problems to be abstracted and solved, distinctively Islamic approaches resemble other non-Western approaches insofar as they frame conflicts as matters of communal, and not just individual concern and underscore the importance of repairing and maintaining social relationships. Muslim approaches to conflict

resolution draw on religious values, traditional rituals of reconciliation, and historical practices of communal and inter-communal coexistence. Strong emphasis is placed on linkages between personal and group identity, between individual and collective responsibility for wrongdoings, and between attentiveness to "face" – related issues (public status, shame, reputation for generosity) and the achievement of restorative justice. Conflict resolution efforts are directed toward the maintenance of communal or inter-communal harmony, toward the recognition of mutual rights and obligations, as well as toward the upholding of shared values and the need for public apology, compensation for losses, and forgiveness. While Muslim writers almost invariably assert that Islam has something of unique value to contribute to international peace and human dignity, many non-Muslims have articulated visions in which Islamic participation in the contemporary world order can be conceived as a serious challenge to stability. In other words, Islam has been viewed as an actual or potential problem, and research questions have been framed around threat perceptions rather than potentially positive aspects of the intercultural encounter.

The future development of cross-cultural inquiry is of considerable importance, particularly insofar as it can help provide both fresh contributions to theories of conflict resolution and constructive channels for the perennial religious impulse. Studies of Islamic approaches to peace and conflict resolution provide new angles of insight into universal human dilemmas, as well as important supplementation to studies that recognize contemporary Islamic activism not as a backward-looking rejection of the modern world, but as a deeply felt expression of cultural identity and a critique of domestic as well as international political orders. Muslims have heard differnet overtones in their religion's call to peace. Many have interpreted peace primarily as an absence of war, violence, and disorder that must be secured through the use of coercive power or force to compel and protect. Others have understood peace as condition of justice achieved through virtuous governance or steadfast resistance to oppression. Still others have perceived peace as a state of equilibrium or all-encompassing harmony.

6. The Islamic Law Approach to the *Boko Haram* Crisis

Having established the manner of resolution of crisis and conflicts under the Islamic Law generally, it is pertinent to address specifically the manner which Islam will resolve the *boko haram* crisis given the peculiarities of the crisis.

Despite the near war reality the group has successfully painted in the view of its series of attacks and threats of more to be carried out, the perpetrators and principal players of the group are Nigerians who are still under the protection of the Constitution of the Federal Republic of Nigeria.

More importantly, the group is Islamic, its members are Muslims and as such a different scenario is presented, as against hostilities from non-Muslims.

The Qur'an states as thus:

Qur'an 49:9-10:

"And if two parties or groups among the believers fall to fighting, then make peace between them both. But if one of them outrages against other, then fight you (all) against the one that which outrages till it complies with the Command of Allah. Then if it complies, then make reconciliation between them justly, and be equitable. Verily! Allah loves those who are the equitable.

The believers are nothing else than brothers (in Islamic Religion). So make reconciliations among your brothers and fear Allah that you may receive mercy."

It is clear that both the Qur'an and the Sunnah have established conflict resolution, both as negotiations and as third-party interventions as a responsibility upon every Muslim. The role of a third party is however identified to the extent that he:

Follows society's rules of fairness,

Assists in defining issues,

Assists in generating options, and

The intervener needs to assist parties in clarifying and correcting beliefs and attitudes which are influenced by these negative practices and misperceptions.

This intervention can be accomplished in a variety of ways, but an Islamic approach must address differently the different rights, responsibilities, and needs of the conflict parties. The most important and principal of the resolution techniques under Islamic Law is dialogue.

Islam's view of war or violence is that it is a necessary evil to be resorted to only when it is absolutely unavoidable. The purpose of war in Islam is the establishment of peace and freedom, if those can be achieved without resorting to war, then there is no need for war. The Prophet, peace be upon him, said in a *hadith*:

"O people! Do not wish for an encounter with the enemy. Pray to Allah to grant you security; but when you (have to) encounter them, exercise patience." (al-Bukhari).

Therefore, Islam makes provisions for avoiding war, minimizing its effects if it unavoidably occurs and ending it as soon as possible. These provisions are based on agreement between the conflicting parties to be strictly adhered to by both sides. Islam seriously warns its followers against breaking agreements or acting in a treacherous manner towards their enemy. The Prophet, peace be upon him, said:

"No people would break a treaty except that Allah has made their enemy to prevail over them."

The provisions are as follows:

AMAAN: One of the said provisions is *amaan*, or protection, which is the suspension of the legality to kill an enemy, enslave him or take his property. The purpose of *amaan* is to make possible dialogue between warring parties and enhance communication by allowing a free flow of ideas and views. This provision will offer warring sides an opportunity to interact in an atmosphere of mutual trust, talk to each other and, hopefully, reach a peaceful settlement of their dispute.

ISTI'MAAN: This is asylum, which is the act of guaranteeing the safety of an individual from a hostile country to enter Muslim territory for a purpose after which he is to return to his country, on the condition that he remains subject to Islamic rule for the duration of his stay. The difference between *amaan* and *isti'maan* is that the former can be granted to a number of people or to an entire population in their own land, while the latter is given only to individuals with stipulation that they remain in the Islamic territory.

SULH: or peace treaty is another avenue for peace created by Islam in order to give a chance for negotiation and dialogue for peaceful resolution of conflicts. It means an agreement reached between warring or conflicting factions for peace either permanently or for a very long period. All people under the above three categories of agreements are guaranteed freedom of faith and protection of their lives, honour and property.

MUHADANAH: Even after the start of a war or conflict, Islam leaves wide-open channels for negotiation and eventual peace. The provision of *muhadanah*, or truce, is meant to serve this purpose. *Muhadanah* is an agreement reached between conflicting parties to cease hostilities for a short period of time after the conflict has already begun. This measure is designed to afford the two sides opportunity to take stock of the conflict and re-examine their options and priorities. It is also an open invitation to the conflict parties to sit around the negotiating table and try to resolve their differences through dialogue and fair arguments.

Examples abound in Islamic history where these principles were put to good use thereby saving lives and avoiding the catastrophe of war.

Even before the dawn of his prophetic mission, Muhammad, peace be upon him, had displayed great diplomatic ability and capacity to resolve disputes peacefully and affect reconciliation between mutually antagonistic people. A notable example is the serious dispute which broke out between Arab chieftains when the Quraish leaders rebuilt the holy sanctuary of Ka'aba. The dispute arose as a result of disagreement on whom among the Arab tribal leaders would have the honour of putting the black stone (*Hajar al-Aswad*) in its place. The dispute was so serious that war seemed imminent. The Prophet, who was then a young man of 35, was able to solve this stalemate to the satisfaction of all when he placed the stone on his garment and they carried it together. On reaching its designated location, he lifted the stone with his own hands and put it in place. Thus, he cleared a potentially explosive

situation which could have degenerated into a bloody war with devastating consequences.

Another important example is the famous treaty of Hudaibiyyah, in the 6th year after Hijra. The Prophet had gone to Makkah with his companions intending to perform *Umrah* (the lesser Hajj). Makkan authorities thought that he had come to conquer the city and they made preparations for war. Tempers flared when the Muslims realized that the Pagan Quraish leaders would not allow them to enter the city and observe their rites. There were heated negotiations which resulted in a treaty that was unfair to Muslims because it imposed unfavourableconditions on them. Tensions rose high and danger was imminent but for the great restraint and statesmanship showed by the Prophet who was able to persuade the Muslims to accept the treaty. This treaty later proved to be a great victory for Islam.

Successive generations of Muslim leaders followed the Prophet's example. This became an established norm and was incorporated into the Shari'ah. Throughout Islamic history, beginning with the time of the Rightly-Guided Caliphs, through the middle ages and down to the modern era, Muslims consistently championed the cause of peace and opposed military adventure. They always preferred negotiations and peaceful settlement of disputes.

Putting the Nigerian case to heart, the following methods may be most desirable:

DOWNPLAYING VICTIMIZATION:

As desirable as the dream of an Islamic Society under the governance through the Qur'an and Sunnah may be, Islam is not only concerned about that end but also the means to that end. Where however it is allowed to use the means of peaceful preaching entice to the religion of Islam it is abominable to commence violence. The hardships that come as a result of this peaceful dissemination of the message of Islam, in so far same has not commenced hostilities and violence against Muslims, must be borne. Islam dictates that all hardships are tests from God and that patience and perseverance must be exemplified. So the role of victimization is downplayed and oppressive conditions are reframed as opportunities for spiritual growth. Research has shown that, in Islam, remembrance of God provides psychological feelings of security; which in turn fosters community binding and peaceful coexistence. This is an excellent example of the effectiveness of how Islam meets the basic human needs (e.g. safety as well as love & belongingness) of its followers.

ADVOCATING MERCY:

Evidence indicates that it is important for an Islamic approach to embody the concept of mercy. Mercy is important because it is mandatory upon a Muslim to do so as is indicated by the Qur'an and Sunnah. An example of such evidence is that Jabir bin 'Abdullah narrated: The Prophet Muhammad said:

"He who is not merciful to others, will not be treated mercifully [by God]."

ADVOCATING PATIENCE:

Patience is also of most importance in an Islamic approach. This is especially useful about which to remind disputants about. To remind disputants that patience is valued and commanded upon them by God and his Messenger will likely increase internal identification as a Muslim. The Qur'an states that:

Qur'an 3:200:

"O you who have attained faith! Be patient in adversity, and vie in patience with one another, and be ever ready [to do what is right], and remain conscious of God, so that you might attain to a happy state".

This example lays out the importance of patience and its promised reward.

ADVOCATING RESTRAINT:

In the present situation where violence is involved, restraint must be emphasized. The Qur'an states that one should show restraint because an enemy become a friend in future. It also establishes the practice of restrain against those that restrain themselves from being violent against you. The Qur'an also delineates that a response to an attack should not increase in intensity, covenants should be respected, and that speech should be withheld to only that which is beneficial. There are also hadith that establish that oppression is unlawful, that true strength is controlling one's anger, and that harm to a *dhimmi* (non-Muslim in a Muslim land) is equal to harming the Prophet. The

concept of restraint is also clearly exemplified in the conquest of Mecca, where the Prophet did not seek revenge on any of his enemies. The concept of restraining form punishment is further validated by research in game theoryDreber, A., Rand, D., Fudenberg, D., & Nowak, M. (2008, March 20). Tit-for-tat is the strategy whereby the one party matches the tactic carried out by the opposing conflict party in the previous move. This strategy is regarded by all supporter of game theory as the most effective strategy. On the other hand, costly punishment is the tactic of punishing an opposing party when they defect in their previous move. The tit-for-tat strategy can be interpreted as restraining from transgressing and forgiving when apology is given, while costly punishment can be seen as transgressing and be unjust and oppressive.

STRESSING ON FORGIVENESS:

Forgiveness has long been underestimated as an effective tool in conflict resolution. However, in Islam it is highly regarded and rewarded. Islam what is sough is a reformation or moral good accomplished by sincere forgiveness. There are numerous Qur'anic verses such as the following: Qur'an 42:37-43:

"And who shun the more heinous sins and abominations: and who, whenever they are moved to anger, readily forgive… But [remember that an attempt at] requiting evil may, too, become an evil: hence, whoever pardons [his foe] and makes peace, his reward rests with God – for, verily, He does not love evildoers… But withal, if one is patient in adversity and forgives – this, behold, is indeed something to set one's heart upon."

There is also *hadiths* that elaborate on this effective conflict resolution practice; in that manner that accepting an apology is mandatory and rejecting one is sinful. The hadith states that Jabir said that the Prophet said, "If one makes excuses to his brother, but he does not excuse him, or accept his apology, he is as sinful as one who takes an unjust tax." This has great implications in explaining the dynamics of how apologies and forgiveness should operate in Islam. The members of the sect should be assured of profound forgiveness, if the group should cease and desist from further violence. A declaration of no victor – no vanquished should be made and even the group to continue to exist and even registered under Part C of the Companies and Allied Matters Act to give it a corporate personality.

7. Conclusion

The *Bokoharam* crisis in Nigeria has culminated in several security problems in the country rendering unsafe lives and properties of all persons in the country especially in the Northern Nigeria. Women, children and even the aged all are potential targets. While the Northerners are under the imminent risks of attacks, the Southerners are worried of suffering the faith of their Northern brothers over a Northern-Nigeria purported Islamic group with an estranged creed of killing women, children, non-Muslims and Muslims alike over making Nigeria an Islamic nation. The multi-cell group has demonstrated the carnage it is capable of unleashing if its terms are not met. In the world today, the doors of violence should be shut before (even) an underestimated party may spring a deadly and far reaching surprise. One cannot be sure what a party may carry out as campaign or reprisal at this age of chemical and biological weapons. However, one cannot rule out the immense change that dialogue may effect. This is what Islamic Law offers as solution to all crisis, local, tribal, inter-tribal, national or international. The issue of matching violence for violence is only to subdue the crisis and a last resort where all possible dialogue has failed. It is also to the extent of suppressing the violence and not to persecute. Islam enjoins peace, mercy and compassion sustained by justice to all in all spheres of human existence which Nigeria is a part of.

As such, what the Federal Government of Nigeria should initiate is peaceful negotiations with the Sect strictly on the basis of the Qur'an and Sunnah. The negotiation should be carried through expert negotiators who are skilled in the knowledge of the sources of Islamic Law and are capable of effecting peaceful and proactive negotiations (even if it means that the Federal Government will specially sponsor such knowledge of negotiation), while stating that Nigeria as we know it today is multi religious

country that the violent activities of the sect will only paint an immensely devilish Islam to those who, and will always, view Islam from the outside. Such violence will render it difficult for their Muslim brothers to practice their religion as due. Already several diatribes are directed at Muslims who keep beard or wear their trousers before the ankle, and non-Muslims judge them by the activities of *boko haram*. The manner of Prophet Muhammad's spreading of Islam was peaceful as should that of his followers. Violence meted out by Muslims must never at any point be as a sword but as a shield, a shield against terrorism, oppression, violence, unrest and destruction of lives and properties. To attack harmless non-Muslims on the basis of establishing Islamic governance is foreign to Islamic International Law and as such must be discouraged and disapproved of at all levels. Muslims, Christians and Jews are allowed to live together in peace and harmony. The lives and properties of these non-Muslims must be identified and respected. It is the duty of all Muslims and any group that truly identifies Islam, respects and obeys Allah and His Messenger must honour this.

It is however when this peaceful negotiation has failed that an equal and matching counter-attack may be administered to subdue the group and not transgress against them.

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Curbing the Trend of Violence in the Nigerian Society: The Violence against Persons (Prohibition) Act, 2015

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Abstract. Violence exists throughout the world without respect for national, ethnic or cultural boundaries. Despite the number of Nigerians who experience violence, until recently there was no comprehensive Federal legislation in place to prevent this violence, protect survivors or punish perpetrators. The Violence against Persons (Prohibition) Act 2015 was thus welcomed with joy by the populace. This paper briefly examines the background history of the Act, its major provisions and what positive effect, if any, the Act has had on the perpetration and perpetrators of violence in the country. The writer also considers the factors militating against a successful implementation of the provisions of the Act. Some suggestions are made at the end of the paper. The writer concludes that among other factors, a change in people's attitudes towards violence is paramount to a successful implementation of the Act.

Keywords: Act, Nigeria, persons, prohibition, violence

1. Introduction

All over the world, acts of violence are a daily occurrence. The rate of such occurrence varies from place to place. Nigeria, for example, is one of those places in which the rate is very high and thus a cause for grave concern. Not a single day goes by without the average Nigerian citizen getting to hear of an act of violence. Numerous legislation dealing with various forms of violence exist in the country. Prominent among these, and perhaps the latest of them all, is the Violence against Persons (Prohibition) Act, 2015.

The VAPP Bill is the result of a 14–year–long process of activism in the civil society that began at a legislative advocacy workshop on the violence against women in 2001 in Abuja. By the end of the workshop, participants agreed to form a coalition – the Legislative Advocacy Coalition against Violence against Women (LACVAW) – to pursue the goal of pushing for a National Bill prohibiting violence against women. The content of the Bill is home grown, reflecting the realities of violence in Nigeria today even as it incorporates provisions based on Nigeria's commitment to international human rights principles. First presented to the House of Representatives in May 2002, the Bill on Violence against Women became a Bill on Violence against Persons in 2008 when it was harmonized with 8 other Bills on gender based violence in the National Assembly.

2. What is violence?

Violence has been defined as the use of physical force, usually accompanied by fury, vehemence or outrage; especially physical force unlawfully exercised with the intent to harm.

Violence means physical force unlawfully exercised; an act tending to intimidate or overawe by causing apprehension of bodily injury. It also means using or threatening force, causing injury. It may be physical, emotional or mental and is caused by a person (or people) against others. It results in pain, injury, humiliation and/or degradation.

Violence is defined by the World Health Organization as "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation", although the group acknowledges that the inclusion of "the use of power" in its definition expands on the conventional meaning of the word. This definition involves intentionality with the committing of the act itself, irrespective of the outcome it produces. However, generally, anything that is excited in an injurious or damaging way may be described as violent even if not meant to be violent (by a person and against a person).

The UN Declaration on the Elimination of Violence against Women provides a good and comprehensive understanding of the concept when it defines violence [against women] as:

"any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering [to women], including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life."

Such act includes physical, sexual and psychological violence such as domestic violence; burning or acid throwing; sexual abuse, caning, whipping, torture, including rape and incest by family members; female genital mutilation (FGM); feticide and infanticide; sexual slavery; forced marriage and forced pregnancy; honour killing; dowry – related violence; emotional abuse such as coercion and abusive language; and abduction of women and girls for prostitution.

Violence is defined by the World Health Organization as "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation", although the group acknowledges that the inclusion of "the use of power" in its definition expands on the conventional meaning of the word.

Violence and other forms of abuse are most commonly understood as a pattern of behaviour intended to establish and maintain control over family, household members, intimate partners, colleagues, individuals or groups while violent offenders are most often known to their victims (intimate or estranged partners and spouses, family members, relatives, peers, colleagues, etc.), acts of violence and abuse may also be committed by strangers. Violence and abuse are used to establish and maintain power and control over another person, and often reflect an imbalance of power between the victim and the abuser. Violence is a choice, and it is preventable. The roots of all forms of violence are founded in the many types of inequality which continue to exist and grow in society.

3. Forms of violence

Violence can be divided into three broad categories:

- self-directed violence
- interpersonal violence
- collective violence

Violent acts can be:

- physical
- sexual
- psychological
- emotional

Physical violence occurs when someone uses a part of their body or an object to control a person's actions, often inflicting injury on the victim.

Thus, secret detention centers and other controversial practices used in the war against terrorism and other forms of criminalism are questioning and compromising the absolute prohibition of torture and all forms of cruel, inhuman or degrading treatment meted out to prisoners and victims alike. There is abundant evidence of all forms of dehumanizing torture going on in prisons, for example. Prisoners are subjected to chaining, beating, whipping, gruesome torture, solitary confinement, denial of food, harassments, verbal intimidation and threats, the use of leg chains, shackles and

forced labour, etc. Prisoners are also reported to be forced to sleep naked on wet floors or on soaked blankets. Most criminal convictions are based on confessions which were often extracted through torture. Torture continues to be widespread, particularly within the police institution. Torture as a technique of investigation has in the past been confirmed by members of the police force themselves. Policemen confirmed that in the absence of an efficient means of investigating crime, torture becomes the easiest method of extracting information from suspects. These practices persist in the police institution till today.

Psychological violence occurs when someone uses threats and causes fear in a person in order to gain control over that person. Inhuman and degrading treatment and torture often lead to the death, injury and incapacitation of the victims. in the Prison institution for example, prison officials, on the other hand, and other perpetrators of violence usually attribute the death and injuries sustained by the inmates to "natural causes" and "accidents." Terrible working conditions exist for the staff of the prisons and so the disgruntled warders often express their displeasure at the system by unleashing violence on the inmates who in turn would prefer to lie low to avoid staking their necks.

Violence could also be sexual, emotional, spiritual and cultural. Governments regulate the use of violence through legal systems governing individuals and political authorities, including the police and military.

Nigeria has a long running/standing insecure environment. The entrenchment of democracy has not significantly reduced this practice. It appears the prolonged years of military dictatorship in Nigeria entrenched a culture of wanton disregard for human life, particularly on the part of security and law enforcement agencies. This attitude has largely remained unchanged. At the same time an environment of great inequalities between people may cause those at the bottom to use more violence in attempts to gain status.

4. Brief background history

Nigeria currently has disparate pieces of legislation, which do not address violence against women or gender-based violence uniformly across the country. A few states have passed legislation on domestic violence, harmful traditional practices or gender-based violence. A few others have attempted to do so unsuccessfully. Much of the existing legislation is out-dated, not sufficiently comprehensive, not specifically directed to the grave problem of violence and not adequately enforced. Until recently, there was no comprehensive legislation on violence at the national level.

Also Nigeria has incorporated into its domestic law the United Nations Protocol to Prevent, Suppress and Punish trafficking in Persons, Especially Women and Children, and the United Nations Convention against Transnational Organized Crime and the Convention on the Rights of the Child.

Similarly, at the national level, the 1999 Constitution of the Federal Republic of Nigeria contains salient provisions which deal with the issue of violence. In this regard mention must be made of Section 34 of the Constitution which provides for and guarantees the right to dignity of every individual.

Apart from the nation's basic law, there are other statutory enactments which address the problem of violence in Nigeria in different forms. The Criminal Code and Penal Code, for example, contain provisions which criminalize acts of violence directed at both males and females. Such acts of violence include assaults (like slapping or beating), manslaughter and murder. These offences attract punishments ranging from imprisonment for some number of years or imprisonment for life and even death sentence in case of murder.

The VAPP Act was a result of agitations for protection of persons against the different forms of violence. Violence, both at the home front and the larger society, is fast becoming a trend in the recent day Nigeria. Daily, we hear of someone killing or maiming someone else; or a

scorned lover pouring acid on an ex-lover; or someone being forcefully taken away from their family and loved ones. It was the need to protect citizens from violence such as these that led to the enactment of the VAPP Act, 2015. The Violence against Persons (Prohibition) Act is an improvement on the Penal and Criminal Codes in relation to violence.

The VAPP Act is an amalgamation of different bills, which sought to abolish all obsolete laws relating to matters such as rape and assault, and enact new laws on hitherto neglected areas such as domestic violence. It aims to improve upon similar provisions on violence as contained in Nigeria's Criminal and Penal Codes. In part, initial delays stemmed from the gender-sensitive nature of earlier bills. Thus, it was initially focused on violence against women. Passage of this bill proved difficult for many years because of the heavily – masculine legislature's bias against focus on women's issues.

The Legislative Advocacy Coalition on Violence against Women (LACVAW), an umbrella body of various women's and civil rights group, developed the Violence against Women Bill which was presented to the National Assembly in 2002. The Bill was later changed to the Violence against Persons (Prohibition) Bill, receiving much more support than had hitherto been the case. Following advocacy efforts by stakeholders, public hearings were held in March 2015, followed by passage by the Senate. Continued advocacy eventually culminated in Presidential Assent in 2015. The result of that activism was the signing into law of the Violence against Persons Prohibition Act on May 25, 2015, after more than ten years in the legislative process.

The Act was passed into law in a bid to eliminate violence in private and public life; prohibit all forms of violence, including physical, sexual, psychological, domestic, harmful traditional practices; discrimination against persons and to provide maximum protection and effective remedies for victims and punishment of offenders.

5. Brief Review of the Contents of the Act

The enactment in 2015 of the VAPP Act can be said to be a measure in line with Nigeria's international obligations under CEDAW and the *Protocol to the African Charter*.

The VAPP Act came into existence to address gaps that existed in the protections and remedies available to women who had suffered various harms as a result of violence meted out to them on account of their gender. In this regard, it provides a broad description of acts that may be described as violent.

The content of the Act is rich in its provisions as it covers most of the prevalent forms of violence in Nigeria today ranging from physical violence; psychological violence; sexual violence; harmful traditional practices; and socio-economic violence. Following are the major provisions of the Act.

Perhaps the most prominent provision of the Act is its expansion of the meaning and definition of rape and its prohibition thereof. The definition is improved upon under the VAPP which defines rape as the act of intentionally penetrating the vagina, mouth or anus of another person with any other part of his or her body or anything else; without the consent of the other person or where such consent is obtained by means of force, threats, intimidation, intoxication or fraudulent misrepresentation or impersonation of any sort.

Other existing laws had hitherto limited the scope of the law of rape to protect only females in relation to vaginal penetration without consent. By this definition, both males and females are protected against rape. The issue of rape being gender biased has been a jurisprudential issue in Nigeria for a while because our law, as it then was, did not recognize situations wherein a man would or could be raped.

The Act also recognized the fact that sex can no longer be limited to the primary sex organs and thus, expands the scope of rape to include anus and mouth. This is because it was difficult in times past, to bring an issue of forceful anal or oral sex under the umbrella of rape simply because such occasion was not envisaged or accommodated by our laws.

Section 5 of the Act prohibits and criminalizes 'offensive conduct'. It provides that a person who compels another, by force or threat, to engage in any conduct or act, sexual or otherwise, to the detriment of the victim's

physical or psychological well-being commits an offence and is liable on conviction to a term of imprisonment not exceeding 2 years or to a fine not exceeding N500,000.00 or both. It is submitted that this provision covers sexual trafficking, among other similar offences.

The Act also prohibits and criminalizes female circumcision and genital mutilation. These are practices which are regarded as customs in many traditional societies in Nigeria. under the Act, any person who performs female circumcision or genital mutilation or engages another to carry out such circumcision or mutilation commits an offence and is liable on conviction to a term of imprisonment not exceeding 4 years or to a fine not exceeding N200,000.00 or both. Also, anyone who attempts to carry out the offence of female circumcision or genital mutilation commits an offence and is liable on conviction to a term of imprisonment not exceeding 2 years or to a fine not exceeding N100,000.00 or both. Furthermore, a person who incites , aids or abets or counsels another to commit the offence of female circumcision or mutilation commits an offence and is liable on conviction to a term of imprisonment not exceeding 2 years or to a fine not exceeding N100,000.00 or both.

6. Offences related to the family

There exist a wide range of such offences under the VAPP. They include forceful ejection or eviction from home by any marriage partner which is prohibited. Consequently, any partner who forcefully evicts his/her partner from his or her home or refuses access commits an offence attracting imprisonment not exceeding 2 years or to a fine not exceeding N300, 000.00 or both. Section 12 of the Act also prohibits forced financial dependence or economic abuse. The abandonment of spouse, children and other dependants without sustenance is also prohibited. The Act goes further to prohibit spousal battery, harmful widowhood practices and incest.

The Act further makes provisions against various forms of violence. It prohibits all forms of violence by both State and private actors. The Act defines political violence to mean 'any act or attempted act of violence perpetrated in the course of political activities, such as elections, and including thuggery, mugging, use of force to disrupt meetings or the use of dangerous weapons that may cause bodily harm or injury' and anybody found guilty of such, commits an offence and is liable on conviction to a term of imprisonment not exceeding 4 years or to a fine not exceeding N500,000.00 or both.

Attack with harmful substances, damage to property with intention to cause distress, deprivation of liberty, forced isolation or separation from family and friends, stalking and intimidation are some of the other forms of violence prohibited by the Act.

The Act provides for certain measures to protect victims of any offence provided for under it. It provides that no complainant of any offence under the Act shall be expelled,disengaged, suspended or punished in any form whatsoever by virtue of the action of compliance with the provisions of the Act. The Act also seeks to protect the dignity and identities of victims of offences under the Act. The Act makes provision for the number and categories of persons that may be in court during trial. It further empowers the Court to hear proceedings in camera or to exclude any person from attending such proceedings and prohibits the publication of certain information in relation to the trial. The Act also empowers a judge to issue protection orders.

The Act provides, amongst others, that the court shall award appropriate compensation to the victims of offences under the Act as it may deem fit. The Act also recognizes the important role of international law. Section 38(1) provides that victims of violence have the right to all remedies allowed under international law. It is, however, important to note that the provision of Section 38 would not preclude the requirement for domestication of international treaties as required by the Constitution of the Federal Republic of Nigeria. What it does achieve is to give further impetus to broaden the scope for wide interpretation of the provisions of the Act, particularly with respect to the rights and entitlements of victims.

In every section where an offence is created, the Act also criminalizes an attempt to commit the offence. Such attempts usually attract lesser punishments than the substantive offences.

The VAPP bill is an amalgam of nine different bills before the National Assembly and it also seeks to abolish all obsolete laws relating to the subject matter such as rape, assault and others. It brings them into present realities. Where any of the provisions of the Act and any other provision on similar offences in the Criminal Code,
Penal Code, Criminal Procedure Code or any other law, conflict, the provisions of the Act shall supersede the provisions of the other laws.

7. Two years down: how effective has the Act been?

The signing into law of the VAPP was greeted with great fanfare and jubilation. It was expected by all and sundry that acts of violence would soon become extinct in the country. But almost two years down the line, can we say violence has been greatly reduced or eliminated? Sadly, the answer is in the negative.

Recently, cases of every form of violence, both by State and non – State actors, have been on the increase. The situation has degenerated to a stage where no one feels secure in any part of the country. Tales of kidnappings, armed robberies, unlawful arrests, tortures and detentions, extra judicial killings, harassment, wanton destruction of lives, properties and means of livelihood pervade the land.

Apparently, the issue of the killer herdsmen/farmers clashes currently features most prominently on the national landscape. These herdsmen usually invade farmlands and have their herds eat up crops meant for human consumption and commercial purposes. It was recently reported by Mercy Corps that through clashes in the North-Eastern part of the country alone, Nigeria loses $14billion annually to herdsmen/farmers clashes. These clashes usually arise from disagreement over the use of essential resources like farmlands, grazing areas and water. Arguments and clashes even arise from mundane issues such as the refusal on the part of the villagers to allow the herdsmen stay in the villages. These clashes thwart the country's economic development to an enormous extent. According to the report, the average household affected by conflict today could see income rise by at least 64% and potentially 210% or higher if these conflicts were resolved. These clashes presently constitute one of the most threatening crisis in the country. The clashes, which presently occur nationwide on a regular basis and currently ongoing, have led to the complete razing of villages, farmlands, abandonment of homes, hunger and the current rises in the cost of basic food items and other consumables as the farmers no longer go to their farms for fear of being killed, maimed or sexually assaulted. The incidents, when reported to the relevant authorities, are usually swept under the carpet thereby encouraging the perpetrators to engage in further acts of violence. The wanton killing of peaceful demonstrators by the agents of the federal government while armed herdsmen who serially murder scores of citizens and ransack communities and farmlands are left to roam about freely shows some elements of selective justice and leaves a lot to be desired.

Sexual offences have also recently risen to alarming proportions. Babies are not even exempted as victims of such acts.

In all these, women bear a disproportional percentage of the negative consequences of the climate of violence. In addition to the issue of the poverty and economic imbalance in power relations between a man and a woman in the family, violence against women is driven by the patriarchal nature of the Nigerian society. For example, cultural and religious practices in Nigeria have tolerated and reinforced violence against women. We are not in doubt that the acts of violence against women militate to a great extent against the fundamental freedoms and growth of women in the society which calls for an end to it if we are to achieve equality and dignity for all human beings.

Of course, most Nigerians are aware of the menace of violations perpetrated against the

womenfolk, from the cases of the likes of Akolade Arowolo, who was sentenced to death and still awaiting execution, for allegedly stabbing his banker-wife Titilayo 76 times, leading to her death to the case of the almost 300 Chibok girls who were abducted by the Boko Haram with impunity.

Another important point of note is that, most perpetrators of these crimes in our society cut across class, status and religion and it has become a daily occurrence.

8. Possible challenges against its successful implementation

While the Act establishes an institutional framework, it does not address certain aspects that would permit effective implementation. For instance, the Act does not mandate the establishment of rape crisis centres. Given the paucity of these centres and the acute need for them, it would have been helpful for the Act to mandate the enforcement agency to establish such a centre with some basic requirements. While rape is punishable by life imprisonment in Nigeria, the tedious process of proving same, the shame of reliving the experience coupled with societal pressure to keep silent, victim blaming, and stigma, often dissuade women from reporting sexual violence. Also, the police have a habit of dismissing cases of domestic violence as a 'family affair' and are reluctant to intervene even where any of the parties has sustained serious injury.

Again, sexual trafficking involves involuntary servitude. It thrives and goes on with impunity because several countries do not have tough anti-trafficking legislation in place and even where there are legislations in place, such laws are often not enforced due mainly to very influential people involved in the disgraceful act. A cursory look at some of the provisions of the Act raises potential concerns, for instance, the offence of abandonment which provides that a spouse can be charged with abandonment if he/she abandons the home and his/her responsibilities. It is a fairly common occurrence in Nigeria, to hear that a spouse (particularly a man) has abandoned his responsibilities in the home and absconded, in some cases even to an entirely unknown place. A challenge is how to locate the absconder. It is assumed that this provision of the law is to be put into operation only when the location of the absconder is known. But would a woman who seeks refuge outside the home in the face of domestic violence be accused of abandonment?

The response of government to reported acts of violence is usually slow and a lot of the time ineffective and gives the impression that violence is being encouraged by inaction and impunity. The Nigerian government has failed in its obligations both under international and domestic human rights laws to protect its citizens. Up till now, government has not demonstrated the political will to protect the citizens and bring the perpetrators of numerous acts of violence against them to justice.

Similarly, the Act does not provide for a compensation fund. Such a fund was provided in earlier versions of the Act. The aim of a compensation fund as envisaged by previous versions of the Act was to provide a means for rehabilitating survivors. No provision is made under the Act for a sponsor or source of the compensation fund. Where perpetrators are not persons of means, and this is so in a significant number of cases, it is essential for there to be resources for rehabilitation and treatment, as necessary and appropriate. Unfortunately, the Act does not provide for this, relying instead on the goodwill of service providers. This may not be a sustainable or effective approach in the long run, given that these service providers themselves often lack the means to assist victims and survivors. The Act does not specify a budget and source of funding for implementing the Act. This would have been helpful as it would give legal force to such budget. The insertion of clear sources of financing is not unknown to Nigerian legislation. Indeed, the National Health Act, which was signed only a few months before the VAPP Act makes clear provisions for funding from specific sources including government revenue. Be that as it may, it is critical for the Action Plan to clearly articulate a budget and the sources of funding for implementing the Act. Ideally, the legislation should mandate a budget. Establishing a budget line in the legislation would ensure sustainability.

Violence in many forms is preventable. There is a strong relationship between levels of violence and modifiable factors such as concentrated poverty, income and gender inequality, the harmful use of alcohol, and the absence of safe, stable, and nurturing relationships between children and parents. Strategies addressing the underlying causes of violence can be effective in preventing violence.

Moreover, it is important to recognize that legislation is only one instrument amongst others in eliminating violence against women. Legislation alone will not be sufficient to eradicate longstanding practices which are deeply rooted in customs. The practical difficulties encountered in the area of gender-based violence, including underreporting, stigmatization and re-victimization, poor follow-through and lack of political will, inadequate support services, poor referral systems, and limited availability of information on existing and available support and services, are not all solvable by reliance only on the enactment of legislation. Education and enlightenment are key to making laws like the VAPP Act truly effective. The National Agency for the Prohibition of Trafficking in Persons and Other Related Matters (NAPTIP) is mandated to administer the provisions of the Act in collaboration with the relevant stakeholders. It is however doubtful if the NAPTIP is well equipped to undertake this responsibility in addition to its original duties as contained in the NAPTIP Act.

The VAPP Act currently has only a limited impact, in part because of its limited geographical reach. It is applicable only in the Federal Capital Territory and within Federal Courts. The Act needs to be adopted by the various States for it to be fully applicable nationwide. It is however sad to note that the VAPP Act which was signed into law since 2015 is yet to be domesticated across the thirty-six states of the Federation. The length of time it has taken LACVAW to get this far is an indication of how deeply violence, particularly violence against vulnerable persons, is entrenched in our society. It is also indicative of how long it takes to change policy. It might also equally indicate how long it might take for the thirty-six states of the Federation to adopt the same. Specific actions will need to be taken to move the law from words on paper to active implementation and protection of Nigerians.

9. Recommendations and Conclusion

The VAPP has potential, arguably, to transform the landscape of violence in Nigeria. A lot, however, depends on its being adopted and re-enacted by the various States and a strict implementation of the same. Advocacy to states to adopt the Act needs to commence in order to ensure country-wide implementation.

The Act contains a lot of provisions which serve to protect the rights of females, despite its gender-neutral language. Undoubtedly, this is as a result of its history as originally a law to protect women from violence. It thus goes a long way to ensure women's rights are protected. Enforcement of the legislation must be taken seriously. Nigeria has a poor record on enforcement of extant law.

Violence in many forms is preventable. There is a strong relationship between levels of violence and modifiable factors such as concentrated poverty, income and gender inequality, the harmful use of alcohol, and the absence of safe, stable, and nurturing relationships between children and parents. Strategies addressing the underlying causes of violence can be effective in preventing violence. To eliminate violence therefore, we must take steps to eliminate the root causes of violence.

The 1948 Universal Declaration on Human Rights is instructive. Article 1 of the Declaration states that: *"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards another in a spirit of brotherhood."*

Although changing international and national laws are major steps towards punishing and ending violence, they cannot be successful without a fundamental change in people's attitudes towards violence. Beyond laws, we have to get social sanction on the side of the victims.

Posterity demands effective implementation of the Act. The VAPP Act is not a new law. It is only novel because it is an amalgamation of so many offences relating to violence into one law.

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Community Policing: An Essential Strategy for Checkmating Crime and Terrorism in Nigeria: A Case Study Of Gombe State

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Abstract. This study interrogated the philosophy and strategy of community – oriented policing as an instrument for curbing terrorism in Nigeria. The study employed descriptive method and adopted Asset to liability shift theory. The study revealed that community-oriented policing is a potent weapon in the quiver of the government and various communities to stem the flow or tide of terrorism in Nigeria. Community-oriented policing is comprised of three key operational strategies namely, Trust Partnership, Organizational Transformation and problem solving. The study further revealed that the implementation of the operational strategies of community-oriented policing is one besieged by many and various challenges which include lack of trust, corruption, and human right abuses. The study concluded that the adoption of community-oriented policing is warmly welcomed to create safe environment in Nigeria. The study recommended a shift in the culture of the conventional law enforcement agencies to integrate the paradigm of community-oriented policing. A comprehensive training approach involving the community members and law enforcement agencies is also crucial in order to institutionalize the philosophy and strategy of community-oriented policing in the world of law enforcement agencies in Nigeria.

Keywords: Terrorism, Community policing, Community partnership, Organizational Transformation

1. Introduction

Terrorism is an age long phenomenon that dates back to many Millennia. It is a domestic as well as international concern and have posed real threat to security at the national, regional and international levels. At the domestic level terrorism seeks to gain control of the political and economic power of a state, while at the international scene, the greatest challenge it poses is the ability of its members to execute transnational terror or attacks that leads to huge loss of properties and human lives.

Since the dawn of the present Millennium, terrorist incidents have begun to occur with increasing rapidity. According to Awake (June 2006) sited in Okolie and Lortyer (2014) the phenomenon of terrorism which was initially plaguing the Western world has today assumed a global dimension. The global prevalence of the terrorism has become evident in Africa in general and in Nigeria in particular. Of note is the emergence and growth of an Islamic fundamentalist group dabbed Boko Haram. This sect has been terrorizing the North-eastern Nigeria since 2010. Since its violent transmutation, the sectarian insurgents have wrecked immense havoc in the country, especially "using explosives and firearms with gruesome, fatal" consequences" (Awake June, 2006:6). The brutality with which the group has inflicted on people have enlisted them amongst one of the deadliest fundamentalist groups globally. This has posed devastating threat to Nigeria's security and governance.

To fight these, the Nigerian government has an already made a home grown strong weapon to counter and curb the phenomenon within its domain to the lowest ebb. This weapon is the community-oriented policing which is indigenous to many global communities including Nigeria. Community-oriented policing is actuated by the growing need for the community or people at the local level and their immediate environment to have the benefit of local police services to supplement the effort of the conventional law enforcement agencies in order to ensure or guarantee the safety or security of their lives and properties.

It is common knowledge that the services of the conventional security agencies are not available to many distant communities in the country. There is also increase in crime motion and terrorist activities in the country with the devastating impacts sounding in loss of properties and human cost. It is also trite knowledge that the terrorists live within the native population, strike with hidden identity and return to the same native population to dwell. It is a truism that the law enforcement agencies in Nigeria do not have established strong and efficient information network that involves members of the native communities. This paper thus examines how the integration of the mechanism of community-oriented policing into the anti-terrorism measure will enable the security agencies in Nigeria receive early warning of overhanging crimes and terrorist activities thereby putting them in a vantage position to nip terrorist activities in the bud. The study also interrogates the philosophy and strategy of community policing as an instrument in curbing terrorism in Nigeria.

2. Theoretical Framework

Several theoretical postulations exist to explain and analyze the rampant incidence of terrorism today. This study adopts "Asset to Liability Shift Theory" which stands out in explaining the prevalence of terrorism in Nigeria. The "Asset to Liability Shift Theory" which was propounded by Cumingham (2003) discusses that asset to liability shift is a changing factor that is fundamental to terrorist attack or strategy. The theory assumes governments view states and local government areas within its jurisdiction as assets that must be defended against internal or external aggression. It noted further that "acts of terrorism would cost the government valuable lives and money in defending these assets against a sustained terrorist campaign as experienced with the Boko Haram. The theory assumes that after the government suffers significant losses, the asset will become instead, a liability and the government will decide to forfeit the asset and cut their losses" (Alao 2015:81).

The Boko Haram group aims at destabilizing Nigeria and creates a state of confusion thereby making the country 'ungovernable' as to allow a breakup or establishment of an Islamic state in a hitherto secular state. This is anchored on the assumption that during anti-terrorist campaigns government will overreact and become oppressive to combat the terrorists as this will expose the weakness of the government to the populace like the extra-judicial killing of Mohammed Yusuf, the founder of the Boko-Haram sect. This in turn will make the members of the public withdraw their support for the government and develop sympathy for the sect. Though the theory had been criticized but it reflects significantly the philosophy behind terrorism and to a large extent explains why the government has been unable to overcome the challenges posed by the sect (Alao 2015:81).

Anchored in the context of this discourse, the Asset to Liability Shift Theory is quite relevant to comprehending the true nature, character and behaviour of the Boko Haram sect in Nigeria in their efforts to take over the country and thereat Islamize the country or impose Muslim culture and tradition on the citizens.

3. Conceptualizing Terrorism

That terrorism is an age long concern notwithstanding, the phenomenon lacks a precise or generally accepted definition and the debate over what constitute terrorism exists (Osah, 2017). While one may justify it as "war of liberation or freedom fight" (Rourke 2004:316). Of course, many individuals and

institutions have denoted different definitions. These definitions however spring from the diverse perspectives which are ultimately tainted or coloured by the environment, academic discipline and experience of the definers. It is therefore common place to see many nations oppose terrorism while others condone or overtly and actively support terrorism and terrorist groups.

The US State Department definition of terrorism contains four elements. The first being threat of violence or an act of violence; political objective; violence and threat of violence as a direct attack on civilians making civilians a primary target and its perpetration by a supporting nation or nations of terrorism. It further noted in Title 22 of the U.S. Code, Chapter 38, Section 2656f(d)(2): that terrorism is a "premeditated, politically motivated violence perpetrated against non-combatant targets by sub-national groups or clandestine agents." This follows the conception of the British Home Office (1974) which sees terrorism as "the use of violence for political ends and include any use of violence for the purpose of putting the public, or any section of the public in fear."

Similarly, the Federal Bureau of Intelligence (FBI) own definition states terrorism is "the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives."

The United Nations (1992) defines the phenomenon as "an anxiety-inspiring method of repeated violent action, employed by (semi-) clandestine individual, group or state actors, for idiosyncratic, criminal or political reasons, whereby - in contrast to assassination - the direct targets of violence are not the main targets."

Of all the several definitions, the one advanced by UN (1992) has been adopted by many. In a fair summation, terrorism may be defined as the use of violent act or the threat of violence by a group of persons to intimidate or coerce a given population or government into granting their request. It is a systematic use of terror by a group of people as a means of coercion to achieve political objectives through the psychological impact created by the terror (Cunningham, 2003:10, Rourke 2004:316).

Undoubtedly, one of the greatest challenges to peace and security today is terrorism. At the domestic level the major goal of the terrorist group is to have control over the political and economic power of the targeted state. At the global level the greatest danger posed by terrorism is the ability of the group members to strike or launch terror or an attack with devastating impacts across or beyond the borders of the state of their formation or origin against unsuspecting third party. The major terrorist operations within the global communities are the September, 11th 2001 attack on the World Trade Centre and Pentagon in United State of America, war against terrorism in Afghanistan, Al-Shabaab attacks in Kenya and Somalia, Boko Haram in Nigeria launching attacks in Cameroon, Niger and Chad and ISIS (which is the new Al-quada) in Syria (Agbede 2010, Botha 2014).

Terrorism originated in Nigeria between 1970 and 1980 with the emergence of the notorious maitatsine group in the Northern part of Nigeria, when one Mohammed Marwa, a Cameroonian dissident preacher popularly believed to constitute threat to peace and unity of Nigeria formed the sect. He inspired his members to uprising which resulted in the death of many Nigerians. The maitatsine uprising instilled in some analysts the belief that Boko Haram is an off-shoot of the maitatsine sect (Alao 2015).

Later, in the 1990s Nigeria witnessed the rise of another radical group that called itself the 'Nigerian Taliban'. This was the first direct evidence of the importation of Middle East terrorist ideology into Nigeria. In 2003 the members of Nigerian Talibans migrated out of Maiduguri bush to around kanamma in Yobe State. The group and its members were crushed by the Nigerian Security Forces (Agbede 2010).

Upon the demise of the Nigerian Talibans another group known as Boko Haram emerged. The group was founded by a preacher called

Mohammed Yusuf. According to Alao (2015:84) Boko Haram was founded in 2001 by late Mohammed Yusuf, in the town of Maiduguri. The resident of Maiduguri adopted the term "Boko Haram" for the sect. In 2004 Yusuf relocated to his home state, Yobe and settled in the village called Kanamma.

The Sunday Tribune (February 12:2012) has submitted that it is the sojourn of the slain Mallam Mohammed Yusuf that successfully radicalized the group and opened it to foreign collaboration, especially with the Al-Qaeda in Islamic Magreh (AQIM).

The Northern parts of Nigeria though a hotbed of conflict and bloodbath occasioned by inter-ethnic cum religious crises, the region was never a harbour for terrorism. With the emergence of Boko Haram in the North, Nigeria as a nation – state is rated as one of the World's Terrorist States (WTS). Nigeria though has been inflicted with many acts of religious and ethnic crises that tended to project it as a violent prone nation; the state has never been involved in any direct international terrorist act until what became known as the Farouk Mutallab Saga. Boko Haram has also successfully launched transnational terror in Cameroon and Niger with grave or devastating effects. Thus, Nigeria as a nation-state manifests a growing transnational threat to international security and Boko Haram represents the face of Africa in global terrorism (Agbede 2010, Botha 2014).

4. Challenges of Curtailing Terrorism in Nigeria

Like many states in Africa, terrorism in Nigeria is intricately linked with political, economic religious, ethnic and social dynamics of the country. Political instability, poverty, disease, hunger, ethnic and religious tensions, porous borders, illiteracy and ignorance are all propitious conditions for the growth of violence which overtime would mature into terrorism (Agbede, 2010:279)

One of the greatest security concerns to Nigeria remains its inchoate borders with its neighbouring states. Nigeria shares common borders with four sovereign states namely, Benin, Chad, Cameroon and Niger. None of these states has a precisely defined and delineated boundary with Nigeria. The inchoate borders has given birth to uncontrolled population movement from the neighbouring states into Nigeria. Through the inchoate borders small and medium arms are illegally moved into Nigeria by the dissidents or unscrupulous citizens for the purpose of unleashing terror, and executing armed banditry, religious and ethnic strife in Nigeria. The inchoate or porous borders has brought to the fore the corrupt tendencies of Nigeria security agencies. Again the free movement of ECOWAS citizens under the ECOWAS Protocol on free movement poses a great threat to security in Nigeria (Echezona; 1992, Anyadike, 2013).

One major problem facing counter – terrorism measures in Nigeria is that the terrorists are difficult to identify. Terrorists live or are mixed with the civilian population. They do not carry arms openly nor do they wear uniform or insignia either before or during attacks. Again the mode of operation of the terrorists poses a great challenge. Terrorist attacks are spontaneous. They spring surprise attacks on their victims. They also do not obey the laws of engagement or laws of war, and they do not seek economic gain in most occasions (Alao 2015)

That terrorism is ideological/religious makes it a great challenge facing counter terrorism measure in Nigeria. Religious fundamentalist may be either Christianity or Islam. Religious bigot was the reason why Christian authority killed many people during the dark ages. Today Islamic fundamentalism is the major cause of terrorism the globally and in Nigeria in particular. The Boko Haram sect is committing the various acts of terrorism based on the belief that Western education or civilization is forbidden. It should be noted that one of the easiest means of mobilizing people for any cause is religion. Political and economic uses of religion have caused many conflicts. Political intolerance is a major challenge to counter – terrorist measures. Many nation states are populated by people of diverse origin, cultural, educational ethnic, religious and social background. This diversity

has the potency to reflect on their perspectives of the world they live in. Nigeria is composed of people of heterogeneous background. The inability of the Nigerian population to see or understand their fellow citizens from their own view is a major challenge facing the counter – terrorism efforts (Alao 2015).

When conflict is structurally rooted it may pose danger to efforts to curb terrorism. When conflict is rooted in the institutional arrangement in the country it will activate terrorism. Structural or institutional violence occurs when people have a sense of social and political injustice that would make them take to terrorism as a means to redress the political, social or historical wrong. Example of this is the compulsory acquisition of land belonging to a community or group without paying any or adequate compensation to them. The Niger – Delta case is a good example of structural violence. Cultural violence is another inhibiting factor to the fight against terrorism. Culture is the way of life of a people. The cultural violence occurs when people believe that violence or its threat will be effective or usher in the desired change. When terrorism is structurally or culturally based it is difficult to address. Structurally and culturally based terrorism is a cog on the wheel of efforts to fight or curb terrorism (Sandole:, 2003, Victoroff: 2005).

5. Conceptualizing Community Policing

Dreadful, terrible and insurmountable terrorism though might seem, Nigeria possesses the potentials or prospects of curbing this phenomenon within its domain to the barest level. These potentials include among others using community policing as an instrument. The concept of "Community Policing" is indigenous to many global communities. In African state and Nigeria in particular the concept of "community policing" does not yield itself to any precise definition. In the first instance the concept goes by different conventional appellations in different communities. Community policing as a concept also manifests relative variations in terms of structure, characteristics and organization as one proceeds from one community to the other. Myriad and various definitions of the concept have therefore emerged as scholars approach the issue of community policing from their own perspectives which are greatly coloured by the norms, values and practices and indeed the ethos of the environment within which they live. According to Adeyoh (2014) community policing refers to "all forms of unconventional security groups organized by community members to protect lives and properties in the community. It ranges from neighbourhood watches, communal guards and other forms of vigilante groups that are formed to enhance the safety and security of residents especially in neighbourhoods where formal force are unable to effectively guarantee this".

According to the United States Institute of Peace (USIP), Special Report (2014) "community policing is both an ethos and an organizational strategy or instrument that aims to promote a partnership based collaborative effort between the police and the community to ensure safety and security". This is precisely so because community policing is both a philosophy and a tool resulting in disconnect between theory and realities of implementation. According to Trojanowinez (1986) cited in Udefuna et al (2014)), "community policing entails an organization-wide philosophy of full-service, personalized and decentralized policing where the community is empowered to work in proactive partnership with the police at solving the problems of crime, fear of crime, disorder, decay and other societal issues".

Stipak (1994) views community policing as a management strategy that promotes the joint responsibility of citizens and the police for community safety, through working partnership and interpersonal contact. Ikuteyijo and Rotimi (2012) assert that community policing entails community partnership in creating a safe and secure environment for all in which people take active part in their own affairs. According to the International Association of Chiefs of Police (2014), the philosophy of community policing promotes organizational strategies that support the systemic use of partnership and problem-solving techniques, to proactively address the immediate conditions that give rise to public

safety issues such as crime, social disorder, and fear of crime Similarly, Docobo (2005) opines that "community policing is the primary prevention strategy for Homeland Security at the Local Law Enforcement Level.

It is trite knowledge that the services of government established or conventional security agencies are unavailable to many distant ends of Nigeria. Again the increasing crime wave across the nation together with the emergence of Boko Harram terrorist group with the devastating effects of their activities sounding in loss of properties and human tragedy have indeed reinforced the need for community oriented policing as a counter-terrorism measure to boost the efforts of the various government security agencies in curtailing terrorism in Nigeria.

6. Key components of Community Policing

It is common knowledge that terrorists and violent extremists dwell with the native population. This singular factor commends community-oriented policing as a veritable counter-terrorism measure or instrument. Community-oriented policing as an approach or a measure to counter social disorder has existed across time in Nigeria but with no generally adopted or set standard for its implementation. Method of implementing community-oriented policing varies from one community to the other. Despite the varying definitions and lack of set standard for implementation, it is generally agreed that the philosophy of community-oriented policing is composed of three key components or operational strategies (Docobo 2005, Okeshiola and Mudiare 2013, IACP 2014).

According to IACP (2014) community policing "promotes organizational strategies that support the systematic use of partnership and problem-solving techniques, to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder and fear of crime" Thus, achieving the philosophy or noble objectives of community-oriented policing requires successful execution or implementation of three primary or essential operational strategies. And these are: community partnership, organizational transformation and problem-solving. We agree with Docobo (2005) that the three key components of community policing philosophy include the creation and reliance on effective partnership with the community and other public/private-sector resources, the application of problem-solving strategies or tactics, and the transformation of the police organization and culture to support the philosophical shift.

The necessary implication is that community-oriented policing in Nigeria is a philosophical system on how the services of the various security agencies can be effectively delivered to the citizens of the state. Central to community policing in Nigeria is that the residents of a community or people within a neighbourhood and the relevant law enforcement agencies have a shared or common understanding and jointly strive to identify and relentlessly fight to reduce the scourge of terrorism or violent extremism in their domain to the lowest ebb.

Community partnership entails the collaborative partnership between the law enforcement agencies in Nigeria and individuals, community stakeholders, intergovernmental and interagency joint endeavour with the state and federal governments and their agencies to identify the immediate causes of terrorism or violent extremism and proactively seek and provide remedies to stem the tide or rising wave. The imperative of community oriented policing springs from the fact that the efforts of the relevant law enforcement or security agencies alone are insufficient to stem the rising tide of terrorism. There arises therefore the compelling need for the citizens of the particular community or neighbourhood to be empowered to cohere with the law enforcement agencies in the fight to curb terrorism. Trust is the very foundation upon which community partnership is built. A successful partnership in community policing must anchor and foster on mutual trust. Mutual trust admits of transparency, information (communication) flow and respect. Efficient information flow and joint endeavour between the various law enforcement agencies, state and federal government agencies, and community police services will bring about mutual relations that will fertilize understanding that will breed

mutual trust. This in turn will enhance the capacity to curb terrorism in Nigeria (IACP 2014, Docobo 2005).

Organizational transformation is also a component of community-oriented policing. Community-oriented policing and conventional or government organized security agencies have points of convergence and divergence. They converge in the arena of purpose in that central to both community-oriented policing and conventional security agencies is the anxious desire to provide police or security services to the immediate environment and neighbourhood in order to prevent loss of lives and properties. They contrast sharply in the area of origin and organization. Community-oriented policing in Nigeria are indigenous to various communities and pre-date colonial encounter. The structure and organization of community-oriented policing in Nigeria largely depend on the cultural and traditional pattern of the concerned community. They vary according to the normative environment or the ethos of the community (Okeshiola and Mudiare 2013). There is therefore diversity of community-oriented policing in Nigeria. The conventional security agencies arrived Nigeria on the wings of colonial encounter. They are modelled in Western values and traditions. They are therefore alien or foreign to the sense of security of the native communities.

The conventional security agencies therefore require organizational transformation. This means radical changes in the organizational management, structure, personal and communication/information system in order to accommodate or integrate the philosophy of community policing for the overall delivery of security services to the community. Community-oriented policing is a paradigm that focuses on response to the early warning or information of overhanging crimes using the community partnership in order to nip the crime in the bud. The community policing models favours or seeks a shift or disconnect from the traditional paradigm of waiting to respond to distress calls or crime occurrence. Community policing draws the understanding, participation and cooperation of the community and stakeholders within it in the effort to curtail terrorism or violent extremism. It fosters community commitment in a seamless and reputable endeavour to address matters of terrorism and terrorism-related crime. In summation, community policing focuses on changes in the organizational structure and management system of the conventional law enforcement agencies including their personal and technologies in order to support the paradigm shift that actuate community policing in Nigeria (Okeshola and Mudiare 2013).

7. The Need for Community Policing

A notable feature of terrorist organization is that the group members are not easily identifiable. This is because the members of the dreaded group live and walk in the same community with the civilian population who incidentally is their target. Terrorists the world over do not carry arms openly neither do they wear any insignia like the regular army, that bear them out as members. The modus operandi of the terrorists is quite different. They adopt a type of strategy or tactics otherwise known as guerrilla warfare. The major target of the terrorists is the civilian population. They strike the defenceless civilians with hidden identity and thereafter return to the same community. The fact that the terrorists live and walk in the same community with the civilian population is a sufficient and an eloquent signification that the identity of the terrorists now shrouded in mystery can be unveiled if only the civilian population can muster the strong will, courage and determination to fight the insurgents. The fact that the terrorists strike with hidden identity and thereafter return to the same community to abide with the civilian population makes it all the more imperative to involve the cooperation of the members of the native community in any counter–terrorism measure in order to achieve an enduring success. It is therefore imperative for communities to establish a strong and efficient information gathering network that involves members of our native communities (Adejoh 2014).

Community policing stands as a formidable or veritable instrument in the fight against terrorism in Nigeria. There exist in many modern communities in Nigeria the organized groups' popularly known as and called

vigilantes. The group is composed of members of the native population. The members of the vigilantes are familiar with every nook and cranny of the community and know and understand the members of the native population. The major function of the vigilantes is to alert the police of the presence of suspected criminals, the incidence of crime commission and identify to the police the suspected criminals. The advantage of using community policing are many and various. The first is that the members of the vigilantes are members of the community where the crimes prevail and criminals dwell.

The second is that the vigilantes know the secret nooks and crannies of the native community where criminals can be located. Third, members of the vigilantes know the members of the community, their means of livelihood and understand each other's behavioural pattern. They can easily identify strange fellows and suspicious movements within the community. The members of the community police share ties and affinities with members of the native community which provides them easy access to information about the commission of crimes, the criminals, and their whereabouts. These peculiarities and circumstances facilitate and make information and intelligent gathering within the native environment most effective and efficient. These sterling qualities or characters commend the community policing as a strategy, mechanism or enterprise worthy of importation into the realm of counter – terrorism measure. The adoption should carry with it the mandate to effect the necessary structuring or modification to enable the strategy work in concert and perfect unison with the Nigerian police force and other security agencies postured to fight terrorism in Nigeria. The integration of the mechanism of community policing or vigilante into the anti – terrorism measure will enable the security agencies receive early warning or information of overhanging crimes waiting ominously to descend on the community and thereby put the security agencies on a firmer terra or vantage ground to nip the crimes in the bud (Adejoh 2014).

Community-oriented policing strategy can serve as a veritable means of providing gainful employment to the unemployed, the jobless, poor and frustrated humanities while engaging them in service to their immediate communities or neighbourhoods. The prevailing economic crunch or down turn in Nigeria has given rise to unemployment and poverty. It is true that terrorism is anchored on political grievance and not necessarily economic, there is no doubt that there exist an intrinsic bond between unemployment and poverty on one hand, and terrorism on the other. Unemployment and poverty though have no causal link or relationship with terrorism these twin elements provide the propitious conditions or fertile ground upon which terrorism thrives in Nigeria. Unemployment, abject poverty, frustration, and state of hopelessness have the potency to raise dissident citizens in this country. Food is a basic human need. A hungry man is an angry man. The unemployed man is an idle man and the devil's workshop. The failure by the state to provide this basic need for her citizens will make the citizens vulnerable for enlistment as terrorists against the state or be propelled to withdraw their cooperation with and obedience from the state in the fight against terrorism.

Thus according to Nwogwugwu (2015), where there is youth unemployment, the youth "become an army available to be engaged in a potentially conflict situation. Any inducement in such direction would lead to their willing participation in violent conflict". On the converse a citizen with a growing concern or gainful employment can hardly abandon the excitement and lure of his career or vocation and the luxury of his home for the distress, pains and woe of terrorism. Form the premise of frustration – aggression theory, terrorism is a vendetta by the hungry, poor, frustrated, hopeless and jobless citizens against the state for the failure by the state to provide their basic human needs. This study therefore posits that it now behoves the government of Nigeria to take immediate and stern measures to address the question of poverty and unemployment in the country using the community-oriented policing as a means/instrument. Community members who are employed should be adequately

remunerated to motivate them or promote their interest. In this regard community-oriented policing will become a potent weapon in the quiver of the community and the government in the fight against terrorism.

8. Challenges of Community Policing

The central focus of community-oriented policing is to engage the community and its stakeholders and empower them to be strong and dependable partners with the law enforcement agencies in the dire efforts to curb crime and terrorism within their domain or neighbourhood. Relevant or useful the community-oriented policing might be the implementation and operation of its components or strategies is indeed beset by many difficulties and challenges. These challenges include cultural, religious and social practices, corruption, human right abuses and the lack of trust between the community and its stakeholders, and the law enforcement agencies.

The carrying out into execution or operation of the philosophy of the community-oriented policing is besieged by diverse cultural, religious and social practices. Many of the cultural practices adopted by many communities across Nigeria as a nation-state cannot be imported and transplanted to fit into the conventional security system existing in the country. Many community-oriented policing outfits in Nigeria bear their origin from the ashes of the culture and tradition of the concerned community which recognize the use of divination and magical techniques as veritable instruments of crime dictation, prevention and warfare. Membership into the community policing group or vigilante group is marked by or involves oath taking ceremonies. These cultural techniques provide the group a good vantage in preventing and curbing crime and terrorism or dealing with security issues. This paradigm of community-oriented policing finds existence or instance in the North-Eastern part of Nigeria. In Gombe in particular in the North-Eastern region there exists a local security group called Yan Banga. This group has demonstrated commendable agility and expertise in the use of magical techniques in dealing with all issues of security and warfare, including crime, violent extremism and terrorism. There exists also in the Northern Region of Nigeria a local hunters group that go by the appellation Maharba of the Hausa/Fulani tribes. The group is famous in its use of magical powers rooted in the Hausa/Fulani culture and tradition in fighting crime and extreme violence (Umar and Bappi 2014).

Some cultures admit only of same sex interactions. They prefer men interacting with their men-folk and women associating with their female counterparts. Some religious restrain their members from travelling, eating, working or answering phones and responding to emails on certain days (IACP, 2014).

Absence of trust in the relationship between the community members and the law enforcement agencies is a debilitating factor in the community oriented-policing arrangement. This social malady has its origin in Nigeria's historical legacy. The colonial masters left a legacy of authoritarianism, weak institutions and artificial nation-state. The law enforcement agencies in Nigeria such as the police force (as the name appears instead of police service) are authoritarian and weak institutions established by the colonialists not for the purpose of preventing or curtailing crime in the civil society but to repress nationalist movements. The law enforcement agencies in Nigeria still wear the colonial authoritarian mental attire. They still carry with them the centralized structure, and the norms, value and practices, indeed the culture upon which they were constructed within the colonial environment.

The civil society in Nigeria still perceives the law enforcement agencies as authoritarian institutions or agencies. The colonial legacy of authoritarianism is the very basis for the absence of trust between the law enforcement agencies and community members and indeed the bane of community-oriented policing strategy (United States Institute of Peace-special Report 2014).Trust partnership is an essential element in community policing. Balanced communication and information flow and intelligent gathering are cardinal to community policing in that it shapes the perception of the community members about the seriousness or otherwise of the law enforcement agencies. The

law enforcement agencies in Nigeria are still authoritarian or adhere to the centralized structure of their colonial origin. The perception of the public is that the law enforcement agencies are foes and not friends. The law enforcement agencies do not share information, are not open, honest and transparent.

This development makes the community members apathetic and alienated and withdraw their cooperation from the law enforcement agencies in the community-oriented policing strategy.

Lack of balanced communication and shared back information have instilled in community members a deep feeling that the law enforcement agencies have no genuine intention in engaging them in any trust partnership but have a stratagem or ruse to use them for information and intelligent gathering and no more (IACP 2014). This assertion finds countenance in the fact that many law enforcement agencies ignore the communities, their members and stakeholders in identifying and solving problems involving social disorder in the community. Again many law enforcement agencies both overtly and covertly show their dislike and resentment to the philosophy of community-oriented policing (Umar and Bappi 2014).

Community members now lack interest or desire in the community policing arrangement or strategy in that often time many early warning crimes passed on to the law enforcement agencies are neglected until the crimes occur. The law enforcement agencies are reluctant to shift from the reactive model to the modern proactive paradigm that seek to nip the crime in the bud. This attitude defeats the soul and spirit of community-policing arrangement in Nigeria.

One of the majors constrains in implementing community-oriented policing strategy is the attitude of the community members or vigilante groups. The members of the vigilante often act ultra vires. They carry out their activities beyond the province or sphere of their assigned duties. The obligation of the members of vigilante group is confined or restricted to sending early warning signals or information of crime occurrence to the police, locating and identifying suspected criminals, apprehending and handing them over to the police. Time and over the members of the vigilante misuse the golden opportunity offered them to serve, deviate from the course of their duty and engage in human right abuses. They engage in the unlawful detention of suspected criminals and extra-judicial killing of suspects. These practices are direct antitheses or contrast the very soul and spirit behind the community-oriented policing as a philosophy and a strategy (Okeshola and Mudiare, 2013, Arisukwu and Okunola 2013, Udefuna et al 2014).

Another major drawback in the community-oriented policing is that the Nigeria Police Force and other law enforcement agencies are found to have plunged themselves in the quagmire of corruption. Under the community policing, the police has a duty call to conduct thorough investigations of the activities of suspected criminals handed over to them by the community members or vigilante group. Where there exists a nexus between the suspects and the alleged crimes the police is under obligation to arraign the suspects before a court of competent jurisdiction for the ventilation and vindication of their right to justice. Unfortunately the police and other law enforcement agencies clothed with the power and duty to combat crimes and terrorism are known to have deviated from the stream of their civic duty. They are now enmeshed in the bog or mire of releasing the suspected criminals handed over to them without any endeavour for thorough investigation after collecting money from the suspects or their godfathers. This infamous conduct derogates from the noble objectives behind the community-oriented policing and therefore poses great challenge or danger to the successful implementation of community-oriented policing operational strategies (Okeshola and Mudiare, 2013, Arisukwu and Okunola 2013, Udefuna et al 2014).

9. Nature and Structure of Community Policing in Gombe State and Nigeria

There are in existence in various communities in Nigeria many and different types of vigilante groups but the common or recognized types

from the available literature are, religious vigilantism, ethnic vigilantism, state sponsored vigilantism and neighbourhood or community vigilantism. The central purpose for the existence of the various forms of the vigilante groups is to prevent or control crime and terrorism, their traditional appellations, nature and structure differ from one community to the other (Alimeka and Chukwuma 2004, Adejoh 2013, 2014). The neighbourhood or community vigilante often by stakeholders in the villages in the rural areas and landlords or people resident in a particular area or street in the urban or semi-urban areas. Membership of the neighbourhood or community vigilante is composed mainly of youth, hunters, and retired police and military officers. They keep surveillance over or police the entire community or village by walking round or patrolling the areas at night. The members are armed with light lethal weapons such as cutlasses, bows and arrows, spears and guns. Their strategies including prayer, traditional divination and the use of magical powers or methods.

The practice of divination and magical techniques are employed by the vigilante group called Yan Banga of Gombe State and Hunters group called Maharba of Hausa-Fulani also in Gombe State of Nigeria (Umar and Bappi 2014, Adejoh 2014). In 2012 and 2013 the Governor of Gombe State recruited a total of 2,700 youth as Marshals to assist in security in the State (Umar and Bappi 2014). In 2001, the Governor of Lagos State announced his readiness to engage members of O'odua People's Congress (OPC) in crime control in Lagos State, and in Anambra State, the House of Assembly passed the vigilante services Act in 2001 (Adejoh 2014). Community policing has been introduced to various extents and depths in States over eighteen (18) pilot states of Nigeria including Abuja, Anambra, Imo, Banue, Lagos, Edo State with commendable success.

10. Conclusion / Recommendations

This study explored community-oriented policing as a strategy and philosophy for curtailing terrorism in Nigeria. The study revealed that community-oriented policing is a potent weapon in the quiver of the government and various communities to stern the tide of terrorism if its operational strategies are successfully implemented. The study further revealed that the implementation of the operational strategies of community-oriented policing is one besieged by many and various challenges.

For the account of the foregoing this study therefore makes the following recommendations:

Employing community members as members of community policing and paying them reasonable remuneration has the tendency to curb terrorism as members who ordinarily would have enlisted as terrorist group are now gainfully engaged to fight the phenomenon. The community members engaged in the community-oriented policing

Also that there should be should desist from human right abuses and strive to achieve the lofty objectives of their national duty. Organizational changes in the culture and traditional of the law enforcement agencies to usher in and institutionalize community policing. As a corollary a comprehensive training of officers of law enforce agencies and community members is indeed crucial.

Furthermore, law enforcement agencies should see Nigerians as human beings and fellow citizens who they have a duty to protect and not to be brutally assaulted. Nigeria should emulate India, United Kingdom and United States of America and adopt multi-tier Local Government System that will usher in districts sub-districts and Urban Local Government into the System. This will reduce Nigeria population into tiny and manageable units for security purpose. This will usher in a security system in which every resident in the local unit is a participant.

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Violent Crimes Against Women and The Law

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Abstract. This paper is an outcome of a research into women's involvement in violent crimes, especially sexual assaults on men, including rape, vis-à-vis the applicable aspect of the Nigerian Criminal Justice System (Nigerian CJS). A total of 50 women offenders purposely selected were interviewed. To further investigate the emerging pattern of violent sexual crimes by female offenders, 5 men who had experienced forced sex or other forms of sexual assaults by women were interviewed. Data were collected using both quantitative and qualitative methods. The research instrument for the quantitative data was a questionnaire. Both Focus Group Discussion (FGD) and In-Depth Interview (IDI) were used for the quantitative data, Frequency counts and percentages were used to analyze the data. The findings reveal that the commission of violent crimes in Nigeria is no longer exclusive preserve of men and that a number of factors are responsible for the emerging phenomenon. Albeit, the Nigerian CJS does not discriminate between women and men in the punishment of crimes, the obvious legal impossibility of women committing rape on men in the country meant that women are not legally punished for their acts of rape of men.

Keywords: Violent Crimes, Sexual Assaults and Rape.

1. Introduction

Although men continue to commit the vast majority of violent offences, recent researches suggest that women's involvement in crimes has increased over the past decade (Bell 2004). As a result, there had been a burgeon interest in understanding why some women behave violently. Women's status in a gendered society like Nigeria has been found to play a prominent role in their violent behaviours. Also, with low socio economic status, unemployment, poverty, and a lack of educational and vocational opportunities (for sizable number of them) are the other strong factors that tend to heighten women's penchant for behaving violently (Batchelor 2005). An emerging dimension to the commission of violent crimes by women in Nigeria is the issue of sexual assaults, including rape. Hitherto, these forms of crimes are culturally viewed as exclusive preserve of men. Also, whilst it is arguable that the Nigerian CJS recognizes the possibility of women committing limited forms of sexual assaults, it regards the

commission of rape as a legal impossibility for women, going by the statutory definition of rape and the legal requirements for securing conviction in it.

Arising from the foregoing, it is necessary to research into the reasons why women commit violent crimes, in general, and sexual assaults, including rape, in particular. For instance, it will be highly educative to know the type of crimes women commit, the factors that heighten or propel them for the commission of violent crimes, in general, and their motives for the commission of rape, in particular. Thus, the aim of this paper is to supply researched answers to the foregoing.

(a) What is a crime?

Crime, in the sense of a breach of legal prohibitions, is a universal concept. In the strict legal definition, however, a crime in Nigeria is the doing of any act or omission to act which is contrary to any section of criminal legislation and which additionally attracts sanctions, such as fine, term of, or life, imprisonment, or even death by hanging. However, the definition of crime among criminologists would recognize factors such as value systems, norms and religious attitudes in a given culture (Dambazau, A.B. 2011).

"Sexual assault", on the other hand, is a non-legal and gender-neutral term employed by researchers to denote criminal acts such as: un-consensual vaginal sexual intercourse, oral or anal genital intercourse, etc. (Strong, Devault, Sayard and Tarber (2003).

Specifically, rape, which is an aspect of sexual assaults, has been defined by researchers as a penile-vaginal penetration against women's will through the use of force or threat. However, this definition is inadequate as rape is still legally committed, even where there is consent, if such consent was obtained by deceit or threat of death or harm or intimidation. Thus, AKA'AHS JSC in *Musa v. State* (2013) judicially defined rape thus:

"…unlawful carnal knowledge of a woman or girl, without her consent, or with her consent, if the consent is obtained by force or by means of threat or intimidation of any kind or fear of harm or by means of false and fraudulent representation as to the nature of the act, or in the case of a married woman, by impersonating her husband…

It is obvious from the foregoing judicial definition of rape – a definition that is no doubt a distillation of statutory definition of rape in Nigeria - seems to have ruled out the possibility of men being victims of act of rape perpetrated by women. Furthermore and apart from the mentioned statutory explanation, legal things that must be judicially proved before there can be conviction for the offence of rape seems to have also clearly excluded men as victims of rape by women. Thus, OKORO JSC in *Adonike v. State* (2015) listed the relevant ones to this work to include: that intercourse took place with the ***prosecutrix*** without her consent; the victim not the ***wife*** of the offender; that there was penetration of the prosecutrix's ***vagina***; and that there was injury to or rupture of the prosecutrix's ***hymen***.

(b) Theoretical Underlay

The use of theories as analytical tools helps to shape the structure of qualitative research in order to develop a critical understanding of the study. Thus, it is of immense benefit to examine some of the theories underpinning the work.

Social Learning Theory

The Social Learning Theory opines that some women behave violently because modeling is central to development of violence. Violent females are more likely to have experienced violence in their growing up at home than their non-violent counterparts either between family members or as victims themselves. (Babcorck et al 2003). In addition to the emphasis on the learning of behaviour through observation, Social Learning Theorists have increasingly come to realize the relevance of individual's cognitive process in the development and maintenance of violence.

Feminist Theory

Feminist Theorists contend that female violence is a reaction to male dominance (Kruz 1993).

Over Control Personality

This theory examines the over control and under control personality construct and emphasize that factors both internal and external to the individual are instrumental in predicting violence (Megargee 1996). Ogle and Colleagues (1995) extend this theory to female homicide and offenders and suggested that socialization

processes teach women to inhibit expression of anger, thereby compelling them to internalize negative affective states such as guilt, hurt and depression; rather than externalize it as anger. As a result of these societal inhibitions, women are prevented from developing cultural appropriate ways of expressing the feeling of anger. Furthermore, a number of stressor increases in a woman's life. e.g. unemployment, motherhood, poverty and messages of society's devaluation. Inadequate means of dealing with these stressors lead to pent-up negative emotions which may eventually surpass their inhibitions threshold and erupt in violence (Ogle et al 1995).

(c) Limitation

Crimes researched include: armed robbery, murder, sexual assaults, advance fee fraud, human's trafficking and child stealing. Generally, the cultures of most African societies make report of sexual assaults on men a taboo. Thus victims of rape keep mute so as to avoid societal opprobrium. At worst, the offender or her/his family will arrange with the victims or his/her family for payment of some money in the form of restitution. In that instance, the crime is not going to be reported to the police and thus will not be recorded. (Dambazau, 2011). No doubt, that challenge accounts for the absence of the majority of such offenders in prisons. Thus, in *Ezigbo v. State* (2012), the parents of the 6-year old girl who was raped by the appellant demanded for N40,000 compensation so that the accused-appellant could be let off prosecution. It was his inability to pay the amount that led to his eventual prosecution, conviction and sentence to 14years imprisonment.

In spite of the foregoing limitation however, the outcome of the research is still very highly educative.

2. Materials and Method

A qualitative semi structured method was used to elicit information on the experience of 50 women offenders from semi urban rural communities of the western part of Nigeria. 5 men who had experienced sexual assaults from women were also purposely selected. A convenient sampling method was utilized to select samples because it is far less complicated to set up and considerably less expensive (Cohen, Mariam and Moriss 2007. P113).

Also, purposive and convenient sampling methods were used for this study and in the selection of the 50 women, who are legally incarcerated for violent criminal offences, including sexual assaults, and the 5 men who have experienced sexual assaults by women. Respondents were identified through acquaintances and informal contacts and primary criteria for referral were women who were in custody and who have been incarcerated for more than one violent offence and conviction for at least one year. The recruitment technique is called snowball sampling because the sample was built based upon references to women already interviewed (Lindlof & Taylor, 2002).

A total of 50 women offenders were successfully interviewed and the criteria for inclusion comprised their capacity to express their emotions and inner feelings with relative ease and without fear or inhibition and the willingness to express the feelings. The purpose of the study was explained to respondents orally or in writing and written consents obtained for participation. Respondents were also assured of anonymity and confidentiality of the process.

Data was collected through Focus-Group Discussion (FGD) and In-Depth Interview (IDI). Both methods of data collection were used because they were appropriate for seeking to know cultural communication methods, language and forms of action between cultural players, process and thoughts that are otherwise hard to observe without intimate, in-depth, private, trusting conviction.

Much was gained by examining the view point of 50 respondents on violent related behaviours. Data collected were transcribed verbatim and thematic analysis was adopted in contextualizing the experiences of women who committed violent sexual offences and other forms of crime.

3. Results

In the cause of the research a number of questions designed to elicit correct information

from the respondents were used and answers were supplied to them as follows.

Question 1: What Type of Crimes do Women Commit?

When asked from the respondents the type of offences they committed, most of them named the offences committed. This is considered necessary so as to be able to know the nature and types of crimes in Nigeria. In addition to the conventional crimes of armed robbery, murder and assault, Nigeria is on the global map of other crimes since 1980. Drug and human trafficking, advance fee fraud have been particularly identified with Nigerian transnational criminal syndicates (Dambazau, 2011). Out of 50 women offenders, 10 said they committed the crime of human trafficking; 10 armed robbery; 12 the crime of advance fee fraud; 12 committed the offence of child stealing; whilst the remaining 6 others committed offences against person. However, offenders did not mention or report sexual assaults, simply because cases of sexual assaults were not reported to the police. Crime against persons could include rape, which is considered a private affair in most African cultures. Incident of sexual assaults is usually kept close within the family to avoid shame.

Question 2: What are the Factors that Propel Women for Violence?

This question is considered necessary so as to inquire whether criminal behavior is influenced by psychological, physiological, social or environmental factors. Criminal behaviors cannot be explained by a single factor, because human behaviors are complex interactions between genetic, environmental, social, psychological and cultural factors.

Risk factors for committing violent crimes which distinguish women from male counterparts and from non-violent women offenders include environment, family and individual factors. (Pollock et all 2006, Bachelor, 2005). Environmental factors include unemployment, low socioeconomic status, poverty, and lack of access to educational opportunities. Family level risk factors include factors that are external to individual and are highly influential in predicting violence risk. These could include witnessing violence in their homes while growing up, being victims of violence themselves, having been physically or sexually abused during childhood, parental problem etc.

Question 3: What are the Motives of Women who are Prone to Committing Violent Offences, such as Rape or other forms of Sexual Assaults?

Women's violent conducts are more likely influenced by be economic survival instinct and as a way of releasing accumulated tension, when compared with those of men. (Campbell, 1993; Cunningham, 2000). In the investigation, 50% of the women provided information on incidents of 5 most common offences. The motivations generally centered on five items, with the three most common ones being in response to others (20%) Jealousy resulting from partners' infidelity. The remaining 50% reported that they behaved violently in order to elicit material gains whilst others mentioned self defence.

Question 4: Do Women Perpetrate Sexual Assaults Against Men?

The issue of women forcing men to have sex has received little attention. The experience of forced sex by men interviewed shows that Nigeria is increasingly becoming aware of male sexual assaults. The below table shows the experience of men concerning the magnitude of sexual assaults by women:

	Yes	%	No	%
Have you heard of male sexual assault	5	100	-	-
Have sex against your wish	4	80	1	20
Forced to have sex by a women	4	80	1	20
Has had a dad who physically forced you to have sex	4	80	1	20

Types of sexual assault from women

	Yes	%	No	%
Touching of the parts of the body	5	80	-	2
Unwanted kiss	3	60	-	40
Forcing one to have sex by persuasion	3	60	-	40
Forced sex attempt	4	80	-	20
Unlimited sex advances	4	80	-	20
Frequent text messages	4	80	-	20
Unlimited comments talk or invitation for sex	4	80	-	20
Verbal threat to invite you for sex	4	80	-	20
Shown proteures of sexual dealing to invite you to have sex	4	80	-	20

As to the legal punishments for violent offences, including sexual assaults, it was found out that the Criminal Code Act, which is the organic legislation for crimes under the Nigerian CJS, provides for various legal punishments for perpetrators of crimes without gender discrimination. The punishments range from fine; term of, or life, imprisonment and death by hanging. Specifically, offences against morality – having canal knowledge of *any person* against the order of nature, attempt to commit it, in decent treatment of boys under the age of 14 years etc. – attract 14 years, 7 years and 3 years imprisonment respectively. Offences of rape and attempt to commit it attract life and 14 years imprisonment respectively.

4. Discussion

It is observed that the environmental factor plays a major or significant role in determining criminal behavior of women offenders. Factors within the environmental issue, such as poverty, unemployment, corruption, moral decadence, poor education e.t.c. have been reported as the likely causes responsible for committing crimes. Findings in this paper also reveal that poverty, unemployment lack of vocational and educational opportunities are the environmental factors responsible for committing criminal offences in Nigeria.

This particular finding agrees with the report of Clark who defined poverty as lack of some fixed level of material goods necessary for survival and minimal well-being of individuals. The World Bank views poverty as a situation in which people are unable to fulfil their basic human needs as well as lack of control over resources, (Batchelor, 2005, Pollock et all, 2006). Unemployment for example creates the environment in which frustration breeds stress, feeling of hopelessness, especially in a society like Nigeria, where there is no adequate provision for social welfare that could give temporary relief from lack of employment. The situation itself becomes an instigator for criminal behavior.

Furthermore, women's motives for violent crimes are also centered on jealousy resulting, in some cases, from partners' infidelity, material gains and self defence. This particular finding is also supported by that of Carbone Lopez (2006) who observed that the three most common women's motivations generally centres on five themes, with the tree most common being violence in response to others' disrespect toward them, jealousy resulting from partner's infidelity while few women reported behaving violently in order to elicit material gains or because of an argument with partners.

Additionally, it is now certain that sexual assaults, including rape, are perpetuated by women against men.
Research findings from purposely selected male victims of sexual violence have shown that rape of men once considered by some to be a paradoxical concept is now real. Thus, from the

experiences of the 5-men respondents who have been victims of women sexual assaults, 100% heard of female's sexual assaults on men. 80% experienced sex assaults against their wish. Another 80% experienced forced sex by women. 80% had dates with women who physically and practically forced them to have sex. The typical forms of coercion include the touching of sensitive parts of the men's bodies, unwanted kisses, tactics of persuasion, physical intimidations, use of frequent and amorous text messages, unsolicited sexual comments, talks or invitations, forced sex attempts, etc.

Incidence of women forcing men to have sex has received little attention in sexological literature and has never been particularly been taken seriously by the general public because of the assumption that men would not be capable of erection and ejaculation. However, it has been revealed that, in fact, anxiety may even heighten the potentials for physical responses. Male appears to react to sexual coercion and violence in the same ways as women feeling a tremendous loss of control (Lauman, Cragnon, Micheal and Michaeal (1994). The concern for denying men, as rape victims, is the belief that men should be able to protect themselves and that where they are raped, it should be seen as their own fault. Males are looked at as people who should not be victims and this probably prevents them from ever reporting such abuse to authorities. Even though women's rape of men occurs, the Nigerian cultures regard it as not an appropriate topic for discussion; hence research on male rape seems to be a no go area and thus, the unavailability of relevant literatures on it. Additionally, sexual assaults by women may be perpetuated for the reason of seeking material gains, favour or pregnancy, if a woman is desperate to have a child in situation where her husband cannot impregnate her.

5. Conclusion / Recommendation

This paper examined the emerging increase in women's involvement in violent crimes, including sexual assaults, in Nigeria. Of a particular note are the realities of commission of rape on men by women, the non-capture of the phenomenon by the current Nigeria CJS, talk less of providing legal remedy for the men-victims. Unemployment, poverty, corruption, amongst others, has been linked to the commission of violent crimes by women in Nigeria. Government should therefore put in place relevant welfare schemes that will ameliorate the harsh economic realities, with a view to reducing crimes in the country. It must also accept the reality of men being victims of rape by ensuring that her CJS captures that reality and, additionally, provides for resultant relevant legal remedies for potential victims of the particular crime.

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Part Seven
Entreprenuership Studies

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Predictive Effects of Knowledge, skills, Understanding and Attitude on Graduate Employability in South West, Nigeria

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Abstract. This study is designed to establish the relationship, composite and relative effects of knowledge, skills, understanding and attitude on graduate employability in south-west, Nigeria. Descriptive research design of correlational type was employed to investigate the relationship that exists between the independent variables and dependent variable. The employers of university graduates in south west, Nigeria were used. 518 participants out of which 422 are males and the rest 95 are females were involved in study. Secondary data were collected and used for the study using the information from the APAFORM (Annual Performance Form) of the concerned university graduates records file. Correlation and multiple regression analysis were used to analyze the three research questions that were raised at 0.05 levels of significances. The result revealed significant correlation, composite effect and relative contributions with skills as the most potent predictor ($B = 0.416$, $t = 7.924$, $p < 0.05$) followed by attitude ($B = 0.319$, $t = 4.194$, $p < 0.05$) followed by knowledge ($B = 0.207$, $t = 4.373$, $p < 0.05$) and finally followed by understanding ($B = 0.183$, $t = 3.319$, $p < 0.05$) in that order. Based on the findings of this study, it was recommended that skills acquisition of university graduates is very important for employability and to retain the job gained. Also, that curriculum planner should lay emphasis on practical aspect of each profession during teaching-learning exercise. Also, that both formative and summative assessment of the learners should be properly done so as to showcase those that are capable in theory, practical and both theory and practical simultaneously in each professional programme so as to help the employers to put round pegs into round holes as the case may be.

Keywords: Knowledge, Skills, Understanding, Attitude, Graduate, Employability

1. Introduction

One of the most aching challenges confronting Nigeria today is the issue of unemployment. It has become so severe that policy-makers, parents and youths, especially graduates alike are having sleepless nights over it. The issue has been in the front burner of national discourse in recent years. The unemployment question is even aggravated by the increasing number of graduates being turned out annually by tertiary institutions made up of Universities, Polytechnics, Monotechnics and Colleges of Education, about 322 in all excluding Technical Colleges (Educational and Employability Survey Report, 2014). Ajiboye, Oyebanji and Awoniyi (2013) defined unemployment as the share of the labour force that is without work but available and seeking employment. It could also be seen as an economic condition in which individuals seeking jobs remain unhired (Eurostat, 2013). The rate of unemployment in Nigeria has assumed and alarming dimension. It had steadily risen from 21% in 2010 to 23.9% in 2011, though the economy has been growing in an average of 7% per annum (National Bureau of Statistics, 2012).

More worrisome is the problem of graduate employability, which has rendered many Nigerian graduate unemployable. This is because, while it is one thing for tertiary institutions to produce graduates, it is another for the products of these schools to meet up with employers' requirements, skills or competences for employment. Employers of labour often complain that some of these graduates though professionally or technically qualified are unemployable, in that they lack the requisite, essential skills or competencies needed in the job or for sustainable employment. These skills create a gap in their knowledge which must be filled to make them suitable to compete for few, existing vacancies that crop up from time to time (Sodipo, 2014).

As stated by McNair (2003), graduate employability has increased in importance because of the changing nature of the graduate labour market, mass participation in higher education, pressures on student finance, competition to recruit students and expectations of students, employers, parents and government.

According to British council 2014, employability can be defined as the possession of relevant knowledge, skills and other attributes that facilitate the gaining and maintaining of worthwhile employment. Employability is about the development of a range of attributes and skills at university that can be transferred into situations beyond university study. Graduate employability is multifaceted and entails career management skills, academic performance and labour market awareness. This view is supported by Pool & Sewell (2007) that employability goes beyond just gaining employment. It is about being capable of getting and keeping fulfilling work (an individual's capacity and willingness to become and remain attractive in the labour market). Teamwork, effective communication, adaptability to change, positive and flexible attitudes, continuous learning, self-confidence, willingness to take risks and commitment to personal excellence are all characteristics linked to employability skills (Pool & Sewell, 2007).

The concept of employability affects both individuals and society at large. Employability has been subjected to many studies and is at the center of discussion in this study. Many governments, universities, employers and other stakeholders have given various suggestions on increasing graduate employability. Despite these extensive developments and evidence of innovative practices to increase employability within universities, employability still remains to be a complex and problematic area without much clarity or complete direction (Rae, 2007).

Graduates' employability is a set of achievements, skills, understanding and personal attributes that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy' (Mantze Yorke, 2006). It is also defined as a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace to the benefit of themselves, their employer and the wider community (CBI, 2011). Graduate employability means that higher education graduates have the developed capacity to obtain and/or create work. Furthermore, employability means that institutions and employers have supported the knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce (Hinchliffe & Jolly, 2011; Holmes, 2013; Knight & Yorke, 2004; Yorke, 2006; Yorke & Knight, 2006).

These factors are referred to the employable skills necessary for getting, keeping and being successful in a job. These are the skills and attitudes that enable employees to get along with their colleagues, to make critical decisions, solve problems, develop respect and ultimately become strong ambassadors for the organization. The skills required includes: Interpersonal skills which used to interact with people, participate effectively as members of a team, negotiate, satisfy customers, make decisions, manage time and work effectively with colleagues. Communication skills have to do with **v**erbal and in writing. Writing clearly and succinctly, demonstrates good vocabulary and listening actively and critical thinking skills is ability to solve problems and make decisions is a huge

asset to employers. This also includes ability to effectively plan and organize creative thinking are innovative and inventive and are more likely to devise new ways of doing things that add value to the work environment. Furthermore, having the right attitude towards work and the organization you work for. Employers look for people who are open to learning and embrace change. Such a person will be more successful than the person who is afraid of learning and resistant to changes in the organization, while self-management skills is self-motivation, self-confidence, self-control-skills that are used to manage personal feelings and how people react to challenges and problems both at work and in their private lives and presentation skill is needed for presenting information clearly and effectively in the work place. This includes business plans, reports, minutes etc. The leadership skill which is ability to influence others towards the achievement of a goal and IT skills have to do with acquiring basic IT skills and being familiar with the computer, open a wide range of employment opportunities and increase marketability in workplaces. It also involves understanding of numerical data, statistics and graphs. It is also a part of making decisions and reasoning. According to Bridgestock (2009) employability skills refers to the abilities required to proactively navigate the working world and successfully manage the career building process based on attributes such as lifelong or continuous learning and adaptability. Employability skills are very important in enhancing employability. They are skills that are directly pertinent to obtaining and maintaining work. According to Bridgestock (2009) employability skills are grouped into four categories and described as follows:

Understanding and graduate employability as parts of what a graduate is expected by employers to have are to have an understanding in the following areas these are business and customer awareness which is the understanding of a business markets of their employer, their customers and the challenges that they face. This aspect of business and customer awareness is important to an employer as the opinions of this new graduate employed will add value to their organization.

Knowledge and graduates' employability as stated by the CBI (2011) is that 'graduates should have a basic knowledge of the key drivers for business success – including the importance of innovation and taking calculated risks – and the need to provide customer satisfaction and build customer loyalty'. Trought (2017) viewed that specific knowledge can be developed on one's chosen industry sector by reading newspapers, journals and newsletters from professional bodies.

This will not only help graduates with their employability skills, but will help them have better understanding of their classroom lectures and assignment they have learnt while in school. The industry knowledge will be more apparent in the conversations the new graduates will have about their sector and the responses they will give in interviews. The best way to gain an insight into an industry is to gain work experience. Work shadowing, internships and placements all provide opportunities for graduates to not only understand the industry but to see if they want to work in it. As a result, they will gain an insight into how companies manage the users' experience and build brand loyalty. They can develop this knowledge by reflecting on their own experiences with companies. Customer retention is important for businesses as without customers there is no business.

Knowledge of Information Technology (IT) is transforming, disrupting and reshaping all industries. No organization is isolated from the rapid changes taking place within the technology sector, but it's the resounding ripples and waves that affect all industries as well. The dramatic advances in technology are causing industries to question their purpose in the future. An example of this is the retail banking sector. 'There are so many different ways that you can make payments these days; you can pay by email, by Paypal and you can pay by your mobile phone, but all of that relies on the same plumbing and predominately it's the banks that provide that plumbing. As graduates they will be expected to be information technology literate by the employer. The employers will want to see how the graduate can use technology to improve their processes or add value to their role. There is

therefore the need for students to continually update their information technology skills, undertake short courses to learn about new technologies and new ways of performing tasks. The application of information technology involves the ability to demonstrate basic information technology skills, including the familiarity with word processing, spreadsheets, file management and email.

Attitude and graduates' employability- businesses continually face challenging, demanding and transforming landscapes, and so workforces need to manage and respond accordingly. Companies increasingly realise that the attitudes of their employees plays an important role in determining an individual's response to a situation or to other people. Employers are looking for attitudes like personal attributes or character, positive attitude i.e. a 'can do' approach, good work-ethics and the willingness to learn, good personal presentation, honesty and integrity, reliability, time keeping and personal organization, team working, collaboration and cooperation, flexibility, commercial awareness and Customer focus and business etiquette skills.

2. Statement of the Problem

There was strong argument among sub-group of Nigeria populace most especially the employers of labour, educators and researchers concerning the employability of university graduates in South west, Nigeria and the trust that people have for university education in Nigeria in terms of quality of education in the universities. Some school of thought believed that there is nothing wrong with graduates' employability in Nigeria whereas some other school of thought believed that a lot is wrong with graduates' employability. And that university graduates are not employable due to quality of education received by them when in school. Some are of opinion that the graduates are not sound academically, theoretically and practical wise while some are saying that those that are grammatically sound are not good in practical and those that are sound in practical are not sound grammatically. As a results of this argument the researcher embark on this study since employability of the graduates is an integral of part of quality of education received and which can be measured in the world of works in line with this the employers of labour were considered as the respondents to avoid self-reported information from graduates. Since no one will be bias against him/herself and to actually view the opinion of employers of labour. Thus the researcher is determine to use attitude, skills, understanding and knowledge has perceived by the employers of labour to establish the relationship between these independent variables and the dependent variable among the graduates in south west, Nigeria.

3. Purpose of the Study

The study is designed to examine the relationship between the skills, attitude, knowledge and understanding on graduates' employability in South west, Nigeria. Also, it is meant to highlight both the composite effect and relative contribution of each of these variables on graduates' employability in South west, Nigeria.

4. Significance of the Study

Ascertaining the composite and collective relationship between skills, attitude, knowledge and understanding on dependent variable (graduates employability) in South west, Nigeria will challenge respective stakeholders to appropriately maximize the use of these variables to promote graduates employability in south west in Nigeria. Also, to determining appropriate employability factors and their correct use will go a long way in enhancing graduates employability. When this is done, both lecturers and graduates will be satisfied, huge sums of money spent by parents in sponsoring their children/wards will not be in vain and government's primary objective to produce future patriots who are educationally and technologically sound will be easily realized.

5. Research Questions

The following research questions guide the course of this study:

(i) Are there significant relationships among the independent variables (skills, attitude, knowledge and understanding) and dependent variable (graduates employability)?
(ii) What is the composite contribution of the independent variables to the dependent variable?
(iii) What is the relative contribution of the independent variables to the dependent variable?

6. Methodology

Descriptive research design of correlational type was employed to investigate the relationship that exists between (knowledge, skills, understanding and attitude) predictor variables and (graduate employability) criterion variable. The population for this study consists of the university graduates who had completed the mandatory one year National Youth Service Corps (NYSC) programme. Secondary data were retrieved from the records of individual used in this study. The performance of university graduates from various employers based on Annual Performance Form (APAFORM) filled on each of university graduate by the Directors of each department in the various working places were randomly sampled by the researcher and a sample of 517 employees were obtained from the personnel department of each establishment used for the study based on the predetermined criteria such as knowledge, skills, understanding, and attitude. The reasons for considering these four factors to the best of knowledge of researcher are that these factors are germane to university graduates employability. The sample consisted of 422 males and 95 females. The average age of the participants is 30.63 years and with standard deviation of 2.96 years. Data were collected on the basis of the subgroups involved in the study. The subgroups were male and female and category, knowledge, skills, understanding and attitude. Data collected were then analyzed using bivariate correlation and multiple linear regression analysis at α =0.05 level of significance.

7. Results

Research Question 1: Are there significant relationships among the independent variables (Knowledge, skills, understanding and attitude) and (dependent variable) graduates employability?

The result from Table1 depicts the test of significant correlations among independent variables (knowledge, skills, understanding and attitude) and (dependent variable) graduates employability.

Table1: **Summary of Test of significant Correlations among knowledge, skills, understanding and attitude of the Respondents**

Variable	Mean	SD	(r)	Sig. P	Remark
Knowledge	20.31	4.09	0.264	0.000	S
Skills	20.63	2.91	0.289	0.000	S
Understanding	22.41	2.35	0.351	0.000	S
Attitude	30.21	0.84	0.198	0.000	S
Graduates employability	37.50	0.92	1.000	-	-

NB: ** Significant at P<0.01 * Significant at P<0.05

The results from Table1 showed that graduates employability had significant correlation with knowledge ($r = 0.264$, $p<0.05$), skills ($r = 0.289$, $p < 0.05$), understanding ($r = 0.351$, $p < 0.05$) and attitude ($r = 0.198$, $p < 0.05$) of the respondents.

Research Question 2: What is the composite contribution of the independent variables to the dependent variable?

TABLE 2: Summary of Regression Analysis of the Combined Prediction of University Graduate Employability by the Four Independent Variables

R	R-Square	Adjusted R-Square	Std. Error of the Estimate
0.701	0.49	0.48	0.95274

Analysis of Variance

Source of Variation	Sum of Square	Df	Mean square	F	Sig.
Regression	118.570	4	29.64	32.64	0.000*
Residual	2280.154	512	0.908		
Total	2398.723	516			

*Significant at p<0.05

Table 2 shows the prediction of all the four independent variables to the dependent variables. That is, graduates employability correlated positively with the four-predictor variables. The Table2 also shows a coefficient of multiple correlations (R) of 0.701, and a multiple R square of 0.49. This means that 49% of the variance in the graduates' employability is accounted for by all four predictor variables, when taken together. The significance of the composite contribution was tested at $p < 0.05$ using the F- ratio at the degrees of freedom (df= 4, 512). The table also shows that the analysis of variance for the regression yielded a F-ratio of 32.64 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Research Question 3: What is the relative contribution of the independent variables to the dependent variables?

TABLE 3: Relative Contribution of the Four Independent Variables to the Dependent Variable (Test of Significance of the Regression Coefficients)

Variables	Unstandardized coefficient	Standardized coefficient		T	Sig.
	B	**Std. Error**	**Beta**		
Constant	8.710	1.015		8.580	.000
knowledge	.207	.047	.178	4.373	.000
skills	.416	.053	.325	7.924	.000
understanding	.183	.063	.153	3.319	.010
attitude	.390	.093	.171	4.194	.000

** Significant at P< 0.01 and * P< 0.05

Table3 reveals the relative contribution of the four independent variables to the dependent variable, expressed as beta weights. The partial correlation coefficients of knowledge, skills, understanding and attitude have positive relationship with graduates' employability. The positive value of the effects of knowledge, skills, understanding and attitude are actually determined by positive reinforcement of these four variables. Using the standardized regression coefficient to determine the relative contributions of the independent variables to the explanation of the dependent variable skills ($B = 0.416$, $t= 7.924$, $p < 0.05$) is most potent contributor to the prediction followed by attitude ($B = 0.319$, $t = 4.194$, $p < 0.05$) followed by knowledge ($B = 0.207$, $t = 4.373$, $p < 0.05$) and finally followed by understanding ($B = 0.183$, $t= 3.319$, $p < 0.05$) in that order.

8. Discussion of the Findings

Research question one was on relationship between independent variables and dependent variable. The results shown in Table 1 revealed that there was significant correlation between independent variables and dependent variable. There was significantly positive correlation between employability of university graduates and the independent variables. The finding of the study supported Pool & Sewell (2007) they found significant positive relationship between skill and employability of university graduates. In related vein, Sodipo (2014) also found

significant correlation between employability of university graduates on Knowledge, skills, understanding and attitudes of the university graduates. Yorke & Night, (2006) corroborating with the above findings demonstrated that a significant relationship existed between independent variables and employability of university graduates.

The result in relation to research question 2 shows that, the joint contribution of the independent variables predict employability of university graduates among employers of labour in south west, Nigeria. The finding of this study supported Bridge and Stock (2009) that found significant positive relationship between Knowledge, skills, understanding and attitudes of the university graduates. This means that Knowledge, skills, understanding and attitudes variables are most important than any other factors in predicting the university graduate employability of the participants.

The result in relation to research question 3 shows that, the relative contribution of each of these independent variables on university graduate employability among the participants in the study, skill made the most significant relative contribution to the prediction of university graduate employability followed by attitude; knowledge and finally followed by understanding in that order. This shows that skill as a factor appears as the most potent contributor to university graduate employability. This means that skill acquisition and process variables are most important than any other factors in predicting the university graduate employability of the participants. This finding corroborates Yorke (2006) and Holmes (2013) who discovered that, skill, attitude, knowledge and understanding of university graduate factors have significant impact on university graduate employability. Also, this finding is in line with the finding of Hinchleffe & Jolly (2011) who found that skill, attitude, knowledge and understanding as factors are more significant in predicting university graduate employability in south west, Nigeria.

9. Conclusion

Considering the findings of this study, it was concluded that there was significant relationship between the independent variables and the dependent variable. The finding of the study shows that there was joint effect of the independent variables on the dependent variable. This suggests that independent variables are critical variables that determine university graduate employability. The independent variables relatively contributed to the variation of university graduate employability. The significant relationship between the independent variables and the dependent variable implies that these variables enrich the tendency of stakeholders to improve quality of university education. Skill has shown to have the most potent significant effect on the university graduate employability.

10. Recommendations

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

Curriculum planners should prepare and built in these four factors into each professional programme so as to make the university graduates employable. Since these four factors are germane to graduates employability.

Government should provide free and compulsory education to all citizens with or without social family support.

In addition government should provide basic learning infrastructures to enhance university graduate employability.

Graduates enlightenment on issues of skill, attitude, knowledge and understanding could be done regularly, as this would enhance university graduate employability and it will go a long way to allow university graduates to be aware of what is required of them to retain their job if opportune to get one.

Lecturers should be told to adopt pedagogy that will promote skill, attitude, knowledge and understanding of curriculum content and that learners should be evaluated from time to time on both theory and practical aspects of their profession.

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Relational Capital and Small Scale Business Performance: A Case of Selected Bakery Firms in Kano State, Nigeria

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Abstract. This paper empirically examines the relationship between Relational Capital and Small Scale Business Performance, of selected Bakery Firms in Kano State, Nigeria. By way of survey method, the data for the study were collected using Four-Point Likert's Scale Questionnaire. Two hundred and eighty seven (287) questionnaires were distributed from which 242(84%) were returned and these were found to be representative for the analysis. Using, SPSS, inferential and descriptive statistics were developed for analysis of the study. The findings show that, there is significant positive correlation between relational capital and small scale bakery firms in Kano State (r = 0.715; Sig. = 0.000). Furthermore, relational capital accounts for 0.509(50.9%) variation towards performance of the selected bakery firms in Kano State. Similarly, it also revealed that, relational capital contributed 54% (B=0.540) towards the performance of the selected small scale bakery firms in Kano State.

Key Words: Relational Capital; Small Scale Business Performance; Intellectual Capital.

1. Introduction

Due to the emergence and advancement of economic globalization, the operation of small business environment turns to be highly competitive and in an effort to improve its performance development and competitiveness, small businesses must acquire, monitor and manage relational capital (Kijek & Kijik, 2007). In corporate competition, relational capital holds the balance because it acts as the source of increasing the firm's market share and profitability and guaranteeing the organization's stable operation and sustainable development. It is with this background that, relational capital appears to be a very important and vital component of intellectual capital (Intangible resources of a business).

The issue of small scale business performance can be looked at, from a variety of ways, that inter alia include financial performance (e.g. Profitability, return on investment); Product performance (e.g. product reliability, number of unique product features); and Market performance (e.g. market share, customer satisfaction), (Adeoti & Mustapha, 2013).

Kano State is in the Northern part of Nigeria. It is an area where many small bakery businesses are operating. These small bakery businesses in Kano State represent a vital part of the economy being the source of various economic contributions through new job opportunities, introducing innovations and stimulating competition.

2. Literature Review

Relational capital refers to knowledge embedded in relationships with customers, suppliers,

industry associations or any other stakeholder that affects the organization's survival (Cabrita & Vaz, 2006).

According to Huggins (2009), relational capital is defined as an investment in calculative relations by firms through which they gain access to knowledge to enhance expected economic returns.

Marr & Schiuma (2003), in his study, claimed that relational capital can provide long-term sustainable competitive advantage, and serves to improve efficiency and effectiveness of a business organization.

Relational capital gives added advantage to the firms as they are helpful in obtaining information from external environment. This information is useful to small scale businesses in their decision making process and exploiting of new business opportunities (Grannovetter, 1978).

It is broadly recognized that small scale business organization's network, structure and inter-connection enable it to cope with market uncertainties that bureaucracy could never handle, hence making critical contribution to organizational effectiveness and performance (Gulati & Zaheer, 2000).

The advantages that arise out of relational capital are manifold in nature. A firm focused on improving its relational capital benefits in two aspects; cost reduction and increased market value, (Kijek & Kijik, 2007). To elaborate this further, it is observed that knowledge flow happens through relationship network created among employees, suppliers which will facilitate process innovation and thereby cost reduction.

The relationship network between employees and suppliers also help in identifying the needs of customers and ensuring a better customer satisfaction, thereby expanding the market share of a small scale business enterprise. Similarly, a higher quality product and satisfied customers will result in repeat-purchasing behavior and higher sales turnover, which in the long can positively influence profitability and return on investment.

3. Small Scale Business

This study is about small scale bakery businesses in Kano State, Nigeria. Small scale businesses are privately owned corporations, partnerships or sole proprietorships that have fewer employees and/or less annual revenue than a regular-sized business or corporation. Businesses are defined as "Small" in terms of being able to apply for government support and qualify for preferential tax policy varies depending on the country and industry. Small businesses range from fifteen employees under the Australian Fair Work Act, 2009, fifty employees according to the definition used by the European Union, and fewer than five thousand employees, to qualify for many U.S small business administration programs. While small business can also be classified according to other methods such as annual revenues, sales, assets, or by annual gross or net revenue or net profits, the number of employees is one of the most widely used measures (Nzelibe, 1991).

Small scale businesses in many countries include service or retail operations such as convenience stores, small grocery stores, bakeries, hairdressers or trades people (e.g., carpenters, electricians, restaurants, guest houses, and photographers, very small scale manufacturing and internet-related businesses such as web designing, and computer programming). Some professionals operate as small businesses, such as lawyers, accountants, dentist and medical doctors (although these professionals can also work for large organizations or companies) (Nwakoby, 1988).

According to Mwirumubi (2012), small scale businesses are classified into categories, as can be seen as follows; Services (e.g. restaurants, legal services, private schools); Trade (e.g. wholesale, retail shops, tailoring); Manufacturing (e.g. bread, pancakes, cosmetics, plastics, footwear and textiles); Construction (e.g. bricklaying, carpentry, welding); and Agriculture, Forestry and Fishing (e.g. cash crops, food crops, fish catch, livestock, livestock products).

In Nigeria, the general definition of small scale business changes from one zone to another because of the differences each zone share in terms of inequality in rural resources distribution, poverty level and in economic activity, more importantly, the number of employees employed by the small business varies from zone to zone. Because of these, that is why some businesses are called small businesses or medium businesses. However, Small and Medium Enterprises Development Agency of Nigeria (SMEDAN), defines small business and medium scale businesses as can be seen in table 1.1 below;

Table 1.1: Distribution of Micro, Small and Medium Businesses.

Firm Size	Number of Workers	Assets (₦ Million) excluding land and Building
Micro business	Less than 10	Less than 5
Small business	10 – 49	5 – less than 50
Medium size business	50 – 199	50 – less than 500

Source: SMEDAN (2015).

According to Christopher and Richard (2012), increase in branches, capital, number of employees and profit, are the key indicators of small scale business performance. A good measurement of small scale business performance should therefore, be able to consider the goal of the owner or a policy designed to promote the sector in the areas of some specific results such as output and profitability (Marr & Schiuma, 2004).

According to Wikipedia encyclopedia "a bakery is an establishment that produces and sells flour-based foods, baked in an oven such as bread, cookies, cakes pastries and pies". Meanwhile, the policy objectives of bakery firms in Kano State, revealed that, bakery firms in the state are expected: to focus their attention on constant growth in sales on annual basis; to generate customer satisfaction, so that at least 60% of our customer base continue patronizing our products; to provide quality products at reasonable prices with exemplary services; to supply bread and other baked foods to the entire Kano State; to exceed customers' expectations in every sense; to be number one in bread manufacturing and supply in Nigeria. (Nigeria Bakers Association, Kano State Chapter, 2012).

4. Objective of the Study

The objective of this study is to establish a relationship between Relational Capital and Small Scale Business Performance in the selected Bakery Firms in Kano State, Nigeria.

5. Hypothesis of the Study

H_0: There is no significant relationship between relational capital and small scale business performance.

H_1: There is significant relationship between relational capital and small scale business performance.

6. Methodology

The research was a cross-sectional survey. The data for the study were collected through self administered questionnaire of Four-Point Likert's Scale, to measure the level of agreement or disagreement with the scale range from 1 as "strongly disagreed", to 4 as "strongly agreed". Two hundred and eighty seven (287) survey instruments were distributed, from which 242 (84%) were returned and these were found to be representative for analysis. The data collected were analyzed using SPSS as per descriptive and inferential statistics.

7. Empirical Results and Discussion

Reliability

Reliability is concerned with consistency of measures. The consistency of variables was tested using Cronbach's Alpha Statistics. The greater the degree of consistent and stability in an instrument, the greater is the reliability (Field, 2009). Cronbach's Alpha Analysis is a statistical measurement that is widely used to assess the internal consistency reliability of multi-item scales at an interval level of measurement. The

results showed that relational capital had a coefficient of 0.854 and business performance had 0.899, as shown in table 1.2. Classification of quality of Cronbach's Alpha value by Field (2009) stated that 0.5 is a sufficient value while 0.7 is a more reasonable value. Therefore, it was concluded that the instrument used in this research were reliable.

Table 1.2: Cronbach's Alpha Test for Reliability

Variables	Number of items	Cronbach's Alpha value	Remarks
Relational Capital	10	0.854	Very good
Business Performance	10	0.899	Very good

Descriptive Statistics

Table 1.3 shows the descriptive statistics of the independent and dependent variables. The results showed that relational capital has a mean value of 3.2247, and business performance has a mean value of 3.2186, meaning that the result is much favourable.

Table 1.3: Descriptive Statistics

Variables	Mean	Standard Dev
Relational Capital	3.2247	0.54559
Business Performance	3.2186	0.76460

Correlation Analysis

Correlation analysis refers to the degree of association between two variables. Table 1.4 of Pearson's correlation analysis shows the statistical correlation among the variables in the research, from which can be learned that relational capital and business performance correlated significantly to each other on the significance level of ($r = 0.715$; Sig. = 0.000). This implies that Null hypothesis (H_0), was rejected and alternative hypothesis (H_1) was accepted, which means that there is significant positive relationship between relational capital and small scale business performance in the bakery industry.

Table 1.4: Pearson's Correlation for Relational Capital and Business Performance

Variables correlated	r-value	Sig.	Interpretation
Relational Capital and business performance	0.715	.000	Significant positive correlation.

*Correlation is significant to the 0.01 level (2-tailed).

Regression Analysis

Linear regression analysis was used to ascertain and establish the strength of the relationship between relational capital and business performance. Cooper and Schindler (2006), argue that the coefficient of determination (R^2) indicates the goodness of the fit of the regression model.

Table 1.5 depicts the linear regression results. 50.9% ($R^2 = 0.509$) of the variance in business performance was explained by the independent variable ($F = 44.062$; Sig. = 0.000).

This implies that, the alternative hypothesis (H_1) is accepted, and it concludes that the model is useful. The standardized coefficient has been used to assess the effect of the predictor. The higher the absolute value of Beta, the more important the variable is in predicting the business performance. The results, therefore, shows that relational capital contributed 54% (B=0.540) towards the performance of the selected small scale bakery firms in Kano State.

Table 1.5: Regression Analysis for Relational Capital and Business Performance

Variables regressed	Adjusted R^2	F	Sig.	Interpretation	Decision on Hypothesis
Relational capital and business performance.	0.509	44.062	.000	Significant effect.	Null hypothesis rejected and alternative hypothesis accepted.
Coefficient	Standardized Beta				t
(Constant) Relational Capital	.2223 .540				1.001 13.629

*Dependent variable: Business Performance.

8. Discussion

The results revealed a significant positive relationship between relational capital and small scale business performance. This implies that, higher level of relational capital will result in higher level of small scale business performance in the bakery industry.

The findings of this study is in agreement with the findings in earlier studies such as the ones conducted by Nahapiet & Ghoshal (1998); Gravan, Morley, Gunnigle and Collins (2010); Williams (2009), who argue that relational capital has a significant influence on business performance. They further concluded that a company can become successful because of improving its relational capital which makes it possible to create production processes successfully.

Following the findings of previous studies and the findings of this current study, it can be argued that, higher level of relational capital will result in higher level of small scale business performance. Relational Capital proved to be a very good influential factor of small scale business performance, as it increases the efficiency of action and aids cooperative behavior in an organization. This means that without relational capital in place, small scale bakery firms in Kano State, would not be able to generate value up to expectations.

Indeed, the current research findings contribute with empirical evidence that the development of continuous, strong, trusted and fluid ties with customers and suppliers could play a key role in explaining small scale business performance. Furthermore, it is vital for managers to know that good relationship with customers, suppliers, and other stakeholders will facilitate small scale bakery firms in Kano State, to develop a sustainable competitive advantage and achieve a better business performance.

9. Conclusion

The empirical results in this study suggest that, relational capital generates a reasonable contribution towards successful business performance of the selected small scale bakery firms in Kano state. Considering the findings of this study and previous studies, it can be argued that when small firms maintain relationship with external agents, a cumulative effect emerges (Zahra and George, 2002), that leads to ensuring a better customer satisfaction, while satisfied customers will result in repeat-purchasing behavior and higher sales turnover.

Despite the noted significance of this research, it has some limitations. Firstly, the research employs Cross Sectional data survey research design. A longitudinal research may provide further insights on how people perceive relational capital over time. Secondly, this research was conducted in Kano State, which considered small scale bakery firms. The result may not be generalized to other geographical areas, most especially from the southern part of Nigeria.

Due to the noted limitations in the current study, some future research directions are suggested. Firstly, further research should focus on other industries such as plastics and examine the effect of relational capital on business performance. Secondly, researchers can also examine if these

results can be generalized to other geographical areas in the southern part of Nigeria in the same industry or different ones. Thirdly, a longitudinal research is needed to examine the dynamic effect of relational capital over time.

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Technical Efficiency of Different Factor Input on Poultry Production in Kaduna State, Nigeria

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Abstract. The study was conducted to determine the technical efficiency of different factor inputs on poultry production in Kaduna state and 9 local governments were selected using stratified random sampling. Data was collected with the used of structured questionnaire from 166 layer producers. Frequencies, percentages and stochastic frontier production function were adopted in the analysis of data. The study is interested on factor inputs efficiency such as feed, stocking of birds, labor and drugs in poultry production. The average technical efficiency of layer producers in the study area was 73% as revealed by the study. The study further revealed that labor, feeds and flock size have significant influence on layer production while vaccine cost have less influence. Age, education and years of farming experience led to decrease in technical inefficiency.

Keywords: Technical efficiency, Poultry Production.

1. Introduction

Agricultural business was the earliest commercial activity in the history of mankind, started long ago. The contribution of agriculture in the world over cannot be denied and the sector is credited with the role of becoming one of the great pillars of the world's economy. An agricultural activity encompasses production in orchards, cattle ranch, beekeeping, fishery, crops production, sugarcane plantation and poultry production (McConnel and Brue, 2008). In the past, poultry farming involved raising chicken in the back yard for family daily egg and meat consumption, but poultry production today is highly specialized as profit maximizing and efficient enterprise with huge business that splits into several operations as hatcheries, pullet, meat and eggs production that generates income and employment to the greater number of people in the poultry industry (Hamra 2010). World watch institute (2006) estimated that 74 per cent of the world poultry meat and 68 per cent of eggs were produced in a way that is described as intensive poultry production and free range which is an alternative to the former. More than 50 million chickens are being raised annually as sources of food from both their meat and eggs. The largest poultry producers in the world from 2006 to 2013 includes China, Indonesia, and India in Asia, United State of America, France, Germany and United Kingdom in Europe, South Africa and Nigeria in Africa. The industry has been growing in terms of size, income and employment especially in Asia and Africa (FAO 2006).

In Africa, the poultry sector became the fastest growing sector between the years of 2000 and 2012 where the poultry production expanded by 5.0 percent annually. The biggest seven

producers with a combined output of 3.6 million tons which accounted for almost 80 per cent of the regional total output were South Africa, Nigeria, Egypt, Morocco, Algeria, Tunisia and Libya. The expansion of the sector has contributed to income and employment generation in these countries (Evans 2013).

Poultry production in Nigeria was considered as one of the important sub sector due to its relevance in providing employment for the job seekers and creating business opportunities for entrepreneurship. It generates quick economic return to the producers and the subsector provided direct jobs opportunities to 10-15% of Nigerian populace as well as substantial income (Afolabi et al 2013) and (Abiola 2007). Sahel (2015) described the Nigerian poultry industry as one of the largest in Africa because of the huge capital involved which was estimated to the tune of ₦80 billion ($600 million), the industry products comprises 165 million birds that produced 650,000 metric ton (MT) of eggs as the largest in Africa and 290,000 MT of poultry meat as the second largest, after South Africa. The livestock subsector contributed 25% - 27% to the Gross Domestic Product (GDP) and the Poultry sector contribution to the (GDP) was 10% over the years which is a sharp declined from 25% in 1999 (Achoja 2012). Poultry production is a major source of protein from their meat and egg which was considered to be one of the most nutritious food intake and acceptable by the major religions in the country (Ohajianya et al 2014).

Poultry subsector in Kaduna state provides employment opportunities to over 50 percent of the people mostly at subsistence level (Tabari 2015). Commercial poultry production was categorized in to small, medium and large scale enterprises in Kaduna state, where the majority of the poultry producers fall within the category of small and medium scale producers. This subsector has an advantage over other livestock sector in providing income and greater employment opportunities to the greater number of people in Kaduna state (Emaikwu et al 2012) and (Tabari 2015).

Despite the employment and income as well as the nutritive value of poultry output, the production in the country in general and Kaduna state in particular is grossly inadequate as compared with the wide gap between demand of 65gm and supply of 7gm daily (Ike 2011). This was attributed to numerous problems and challenges associated with the poultry production in Nigeria such as poor breed, low eggs and poor weight as a result of diseases and pest, poor quality feeds and inefficiency of management as well as poultry factor inputs. Other include lack of capital, risk and uncertainty of the business that arises from price fluctuations, unexpected depreciation of investment, unstable supply of quality feeds as well as general high cost of poultry production (Omodele and Okereke 2014).

2. Objective of the study

The main objective of the study is to determine the technical efficiency of different factor inputs on poultry production in Kaduna state.

3. Methodology

3.1 Study area description: The research was conducted in Kaduna State as one of the 36 state in Nigeria. It has 23 local governments, with a population of 6,006,562 million as at 2006 (NPC 2006) and increased to 7.8 million (Kaduna state 2014). The state covers an area of about 48,473.2 kilometers and occupies the central portion of northern Nigeria and lies between latitude 90 and 140 north of the equator. The state extends from tropical grassland (savannah) in the south to Sudan savannah in the north. The savannah region covers the southern part with vegetation and tall trees. The Sudan savannah covers the northern part with veldt grass and short tress. The state has arable land of about 4.5 million hectares and only 2.02 million hectares are in actual cultivation. The state has vast expanse of fertile land growing both food and cash crops and it has rivers that provides opportunities for irrigation and fish farming. More than 70 percent of the work force earns their livelihood from farming where they produce food crops, cash crops and

livestock (Kaduna State 2010). Commercial poultry production is receiving wider popularity and acceptability day by day as a result of the growing demand for poultry meat and egg as well as providing employment and income to the greater people in the state. The research considered 9 local government areas where commercial poultry producers concentrated, 3 local governments from zone one (northern zone) which comprises Zaria, Sabon gari and Lere local governments. Four local government from zone two (central zone) which comprises Kaduna North, Kaduna South, Igabi and Chukun. The two local governments from zone three (southern zone) were Kachia and Sanga respectively.

3.2 Source of data collection: This study was cross sectional survey that gathered information from farm records and panel procedures with the use of questionnaire and supplementary interview administered to the commercial poultry producers in Kaduna state, which served as primary sources of data. The used of publications, documents, journals, library materials and theories that have Universal validity as the sources of secondary data.

3.3 Sample procedure: A stratified random sampling procedure was applied. Where by poultry producers were divided into areas and randomly selected based on the inclusion criteria, such as years of poultry production experience (minimum of 10 years) and must be commercially poultry producers and based in Kaduna state from the selected 9 local government areas of study. Chukun local government 14 farms responded, Igabi 21 and Kachia local governments16 farms, while Kaduna north 25 farms, Kaduna south 24, Lere, Sabongari and Sanga, 18, 15, 14 respectively and Zaria local government 19 farms responded**.** These areas are predominantly poultry producers, 166 respondents responded by submitting their questionnaires from the 250 distributed as indicated in table 1.0

Table 1.0 Response Rate of the Distributed Questionnaires

Response Rate	**Frequency**	**Percentage (%)**
Response	166	71
Non Response	84	29
Total	**250**	**100**

Source: Primary Data 2015

Table 1.1 indicated the age distribution of the respondents and their frequencies. The dominant respondents were from the ages of 36 to 40, (40.4%). Followed by the ages category of 31 to 35 (21.1%), then (17.5%) were between the ages group of 41 to 45. The age group of 46 and above constituted (9.0%) while (2.4%) were from the ages group of 20 to 25 and (6.6%) percent of the respondents were between the ages of 26 to 30.

1.1 Demographic characteristics of the respondents

Age of the Respondents	Frequency	Percent
20-25	4	2.4
26-30	11	6.6
31-35	40	24.1
36-40	67	40.4
41-45	29	17.5
46-above	15	9.0
Total	166	100.0

Sources: Primary Data 2015

3.4 Educational Level of Respondents

The level of education frequencies and percentages of the respondents were captured in this study and tabulated in table 1.3 below.

Table 1.2: Level of Education of Respondents

Response		Frequency	Percent
Valid	Secondary	39	23.5
	Certificate	2	1.2
	Diploma	62	37.3
	Bachelors	30	18.1
	Masters	2	1.2
	Others	31	18.7
	Total	166	100.0

Source: Primary data 2015

Table 1.2 showed the percentages of educational level of poultry producers. Diploma level of education have the greater percentage of (37.3%), followed by the secondary level of education (23.5%). The percentage with other level of education was (18.7%) and those with bachelor's level of education were (18.1%) where as those with certificate and master degrees constituted (1.2%) respectively. This indicated that, to some greater extent the poultry producers in Kaduna state attained one level of education or the other.

Table 1.3 Experience in Poultry Production

Response	Frequency
10 years	48
11-20 years	116
21-30 years	1
31+ years	1
Total	166

Source: Primary data 2015

Results in table 1.3 above revealed that the overall poultry producers engaged in poultry production activities for 10 years were (28.9%). While the majority (69.9%) poultry producers that spent 11 to 20 years in poultry business.

3.5 Method of data analysis

Descriptive analysis, statistics such as, frequencies and percentages, were used to describe socioeconomic characteristics of the respondents. ML stochastic production frontier model was used for the analysis of technical efficiency. A stochastic production frontier model was specified below.

Model Specification

$\ln Yi = \beta_0 + \beta_1 \ln X_1 i + \beta_2 \ln X_2 i + \beta_3 \ln X_3 i + \beta_4 \ln X_4 i + Vi - Ui$

Where subscript i refer to the observation of ith farmers,

ln = Logarithm to base e,

Y = poultry Output of the ith farmers (kg)

X1= Labor (Man-hour)

X2 = Feed (kg)

X3= Vaccine (mg)

X4= Flock size (numbers)

The inefficiency effects, Vi is a random error term assumed to be independently and identically distributed as N $(0, \sigma_V^2)$. U_i represents technical inefficiency and is identically and distributed as a truncated normal with truncations at zero of the normal distribution. The U_i is defined as:

$U_i = \delta_0 + \delta_1 \ln Z_1 i + \delta_2 \ln Z_2 i + \delta_3 \ln Z_3 i + \delta_4 \ln Z_4 i + \delta_5 \ln Z_5 i$

Where:

U_i= Technical inefficiency of the ith farmer

Z_1= Age of the farmer (years)

Z_2= Years of education of the ith farmer

Z_3= Sex of the ith farmer (1= male, 0= female)

Z_4 = Marital status of the ith farmer (1=married, 0= single)

Z_5= Farming experience of the ith farmer (Years of farming)

4. Result and Discussion

Estimated technical efficiency of Layer farmers

The ML estimates and inefficiency determinants of the specified frontier are presented in Table 2.0.The study revealed that the generalized log likelihood function was -15.18. The log likelihood function implies that inefficiency exist in the data set. The log likelihood ratio value represents the value that maximizes the joint densities in the estimated model. Thus, the functional form that is, Cobb-Douglas used in this estimation is an adequate representation of the data. The value of gamma (γ) is estimated to be 0.842 and it was highly significant at ($p<0.01$) level of probability. This is consistent with the theory that true γ-value should be greater than zero. This implies that 84% of random variation in the layer output of the farmers was due to the farmers' inefficiency in their respective sites and not as a result of random variability. Since these factors are under the control of the poultry producers, reducing the influence of the effect of γ will greatly enhance the technical efficiency of the producers and improve their output. The value of sigma squared ($\boldsymbol{\sigma^2}$) was significantly different from zero level of probability. This indicates a good fit and correctness of the specified distributional assumptions of the composite error terms while the gamma γ indicates the systematic influences

that are unexplained by the production function and the dominant sources of random error. This means that the inefficiency effects make significant contribution to the technical inefficiencies of layer producers.

Table 2.0 Technical efficiency of Layer Production

Variables	Parameters	Coefficients	Standard error	T-Value
Production Variable				
Constant	β_0	5.927***	0.307	19.286
Labour	β_1	0.027**	0.043	0.625
Feed	β_2	0.017***	0.004	4.831
Vaccine	β_3	0.017	0.050	0.341
Flock size	β_4	0.216**	0.063	3.432
Inefficiency Variable				
Constant	Z_0	0.295***	0.112	2.638
Age	Z_1	-0.003***	0.0007	-3.814
Education	Z_2	-2.124***	0.660	-3.218
Farming experience	Z_5	-0.0045	0.234	-0.019
Sigma-square	(σ^2)	0.396***	0.012	33.282
Gamma	(γ)	0.842***	0.072	11.689
Log likelihood function	L/f	-15.18		
LR test		11.66		
Mean efficiency		0.73		

Sauces: Primary data 2015

The maximum likelihood estimates of the Cobb-Douglas stochastic production frontier model presented in table 2.0 indicated that the major drivers of the output of the layer producers in the study area were labor, feed, vaccine and flock size. However, the estimated coefficients of the parameters of production function (feed, labor and flock size) were positive and significant at 1% and 5% level of probability which play a major role in layers production in the study area. The average technical efficiency for the layer producers was 0.73 implying that, on the average, the respondents are able to obtain 73% of potential output from a given mixture of production inputs. Thus, in a short run, there is minimal scope (27%) of increasing the efficiency, by adopting the technology and techniques used by the best layers farmer. The estimated coefficients cost of vaccine was statistically not significant.

Feed has a positive coefficient and is significant at 1% level of significant. This agrees with a priori expectation. This suggests that the more the quantity of feeds allocated to the poultry birds; the larger will be the size of the birds and thus, the higher the number of eggs and income obtained by poultry producers.

Flock size was positive and is significant at 5% level of significance. The positive coefficient is the elasticity of production and it shows that there is a direct relationship between flock size and egg output in the study area. It shows that a unit increase in flock size would bring forth a corresponding 0.216 increase in poultry egg output. This finding is in line with that of Tijjani, et al (2012), Begun et al (2012), Ohajianya (2014) and Achoja (2010) that the larger the flock sizes of a poultry farm, the higher the number of egg output and income the producers generate in their poultry egg production.

Age of the layer producers was negatively related to the technical inefficiency of the layer

producers in the study area and was statistically significant at 1% probability level. This means that a unit increase in the age of the layer producers will increase their technical efficiency by a magnitude of 0.001. Therefore, the older the layer producers, the lower their technical inefficiency and this could be attributed to the ability of the layer producers to be fully involve in the day to day activities of their farms as they grow old and hence, their farms tend to be less inefficient because of their involvement in the supervision and operations of their farms.

Educational status of the layer producers was negatively related to the technical inefficiency of the layer producers in the study area. This study is in line with a priori expectation and was statistically significant at 1% probability level. This implies that a unit increase in the education of the layer producers will decrease their technical inefficiency. Therefore, the more educated the layer producers, the lower their technical inefficiency and this also implies that education enhances the technical efficiency of the layer producers. This is because the more educated the layer producers, the better will be their managerial ability in handling the operations of their layers farms and also, education enhances their ability to acquire technical knowledge with respect to adoption of technologies geared towards increasing their efficiency. Therefore, the educational level of the layer producers can be exploited as an important policy variable towards enhancing the technical efficiency of layer farms in the study area.

Layer production years of experience had an estimated coefficient of (-0.0064) and this implies that the poultry production experience of the layer producers was inversely related to the technical inefficiency of the layer producers in Kaduna state. The years of experience in poultry production equally indicates a positive relationship with the number of eggs produced in Kaduna state. This is to stated that the more years they put in the production process the more experienced they become and the more they would increase their flock size depending on the prevailing situation. This is in agreement with Ike (2011), Eze et al (2012) and Ohajianya (2013) where educational level, age of the farmer and years of experience put in layer production contributed positively to the efficiency of layer output as revealed in their separate studies.

5. Conclusion and Recommendation

This study revealed that the coefficient of 73% technical efficiency of layer poultry producers in the study area which indicated that the farmers were not fully technically efficient, although the gap was not wide (27%) due to inability of adopting the technology and techniques used by the best layers farmer. It is recommended that poultry production in this study area must be able to adopt new and improved technologies that are both labor and cost effective, bearing in mind the goal of maximizing and efficient use of factor resources. Poultry producers should be encouraged through education and technical knowhow in the use of poultry production materials as well as government should endeavor to make adequate provision of infrastructures and subsidies of poultry input, this will improve poultry production and reduce the technical inefficiencies.

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Agricultural Diversification and Smallholder Farmer Sustainable Food Security in Kano State, Nigeria

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Abstract. The paper examined the relationship between agricultural diversification and sustainable food security in Kano State. Data was collected from a sample of 378 respondents through questionnaire admnistration, interview and focus group discussion. Using correlation and multiple regression analysis on quantitative and qualitative data, the study established that mixed cropping and mixed farming methods were positive correlates of food security. At preliminary level, there was a relationship between mixed cropping and food security ($r = 0.364$, $p < 0.05$) and also between mixed farming and food security ($r = 0.481$, $p < 0.05$). However, mixed farming had a more positive significant relationship than mixed cropping. At confirmatory level, the two enterprise diversification methods explained 26.7% of the variation in food security (adjusted $R^2 = 0.267$), while the remaining 73.3 was explained by other factors not considered by this study . The regression model was found to be significant ($F = 64.510$, $p < 0.05$). This also suggested that there is a relationship between mixed cropping and food security ($\beta = 0.215$, $p = 0.000$) and between mixed farming and food security ($\beta = 0.402$, $p = 0.000$). However, the magnitudes of the respective betas suggested that mixed farming was the most significant predictor of food security followed by mixed cropping.

Keyword: Agricultural Diversification, Micxed Cropping Mixed Farmin, sustainable food security.

1. Introduction

Kano State is estimated to have a total of 9,401,288 people based on 2016 national census which makes the state the most populated in Nigeria (NPC, 2016). Agriculture is the major economic activity engaging over 65% of the people, majority of whom were producing at subsistence levels (Abdulrahman, 2013). The paper examined the relationship of agricultural diversification and sustainable food security among smallholder farmers in Kano State, Nigeria. This was premised on the assertion that, in spite executing several agricultural projects to boost agricultural production and to make Nigeria self-sufficient in food production, the situation remain the same (Ephraim, & Arene, 2015). In Kano State, the focus of the study, many families cannot access or afford the required amount of food on a sustainable basis (Irohigbe and Agwu, 2014).

Many smallholder farmers in Kano State could not achieving household food security, and this has become a major challenge affecting many families in Nigeria (Irohigbe and Agwu, 2014). The Federal Government in collaboration with relevant stakeholders had executed several

agricultural projects in order to boost agriculture and to make the country self-sufficient in food production, but with little success (Ephraim & Arene, 2015). Similarly, in Kano State, a number of projects like the Fadama Irrigation Scheme which targeted over 760,000 smallholder farmers and the Agricultural Intensification Program under the National Special Program on Food Security (NSPFS) targeting over 6,000 smallholder farmers were meant to boast agricultural production among smallholder farmers in the State, however, many families still cannot access or afford the required amount of food on a sustainable basis (Irohigbe and Agwu,, 2014).The paper therefore, seeks to examine the relationship between agricultural diversification and sustainable food security among smallholder farmers in Kano State, Nigeria.

Boserup (1975) posit that, population pressure at times induces some positive changes in the agricultural production process by encouraging intensification (Diversification) which could takes care of the decrease in available arable lands. In this regard, population increase is seen to have a positive impact on agricultural production, particularly, being the major stimulus (Labour) for agricultural production (Carswell, 1997). The theory therefore, is a factor in agricultural diversification for increase food production to achieving sustainable food security. Sustainable food security is therefore defined as, ''when all people at all times have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preference for a healthy and active life''(Sunderland, 2011). Whereas, smallholder farmers are small-scale farmers, pastoralists, forest keepers or fishers who manage areas varying from less than one hectare to 7 hectares characterized by family motives, such as stability of the farm household system, using mainly family labour for production and using most of the produce for family consumption (FAO, 2009). Agricultural diversification on the other hand, is the development of multiple production ventures within the farm business unit resulting in additional distinct marketed outputs (Hansson, Ferguson & Olofsson, 2010). Aneani, Anchirinah, Owusu-Ansah, and Asamoah (2011) suggest that there are two main forms of diversification: horizontal and vertical diversification. Horizontal diversification involves the cultivation of additional crops/ livestock as opposed to one or two major crops/livestock while vertical diversification refers to the upstream and downstream activities of a particular crop or crops/livestock. However, this study only considered horizontal diversification which involves the cultivation of additional crops/ livestock as opposed to one or two major crops/livestock. Hence mixed cropping and mixed farming were considered in this investigation.

Mixed cropping is a simple and inexpensive strategy and has been recognized as a potentially befitted technology to increase crop production due to its substantial yield advantage than sole cropping (Talukder, Rahman, Nahar, Rahman, & Kaisar. 2015). The purpose of intercropping is to generate beneficial biological interactions between the crops. The most common goal of intercropping is to produce a greater yield on a given piece of land by making use of resources that would otherwise not be utilised by a single crop. Studies by (Amujoyegbe, Torimiro, Tselaesele & Balole, 2013; Dhakal et al., 2015; Legwaila, Marokane, and Mojeremane (2012); Maheswarappa, Hegde, Dhanapal, Sairam, & Vidhan Singh, (2001); Guvenc & Yildirim, (2006); Mousavi & Eskandari, (2011); Negash & Mulualem, (2014); Pypers, Sanginga, Kasereka, Walangululu, M. & Vanlauwe (2011) Yadollahi, Abad, Khaje, Asgharipour, & Amiri (2014) pointed to the relationship between mixed cropping and food security. However, gaps emerged at contextual, conceptual, methodological and empirical levels. For instance, at contextual level only one study by Amujoyegbe et al. (2013) was carried out in Nigeria. At conceptual level, no study considered food security but instead it was implied by increased production. At methodological level, studies by Mousavi and Eskandari (2011) and Yadollahi et al. (2014) were critical reviews. These gaps made it reasonable for this empirical study in the context of Kano State, Nigeria to investigate the relationship between mixed cropping and sustainable food security.

Mixed farming is a system where livestock are kept on a farm where crops are grown. A mixed crop/ livestock farming system, consists of integrated crop and livestock activities. A number of scholars Błażejczyk-Majka, Kala & Maciejewski, (2011; Funes-Monzote, (2008); Gupta, Rai, & Risam, (2012); Moraes, Carvalho, Lustosa, Lang, & Deiss (2014); Obasi et Obasi, Nwaiwu, Korie, & Tim-Ashama, (2016); Obasi & Tim-Ashama, (2016); Peyrauda, Taboadac & Delabya, (2014); Sujatha & Bhat, (2015) conducted studies that relate mixed farming to food security. The findings revealed that the contribution of livestock to total outflows was high, mixed farming increases agricultural production hence food security. However , gaps arised at contextual and methodological level. For instance at contextual level, only two studies (e.g. Obasi et al., 2016; Obasi & Tim-Ashama, 2016) were carried out in Nigeria. At methodological levels, some studies such as Gupta et al. (2012) and Peyrauda et al. (2014) were critical reviews. These gaps made it imperative for this empirical study in the context of Kano State, Nigeria, to the effect if there is relationship between mixed farming and food security.

2. Method

A total of 378 respondents were selected using multi-stage random sampling techniques for the questionnaire. Interview and focus group discussion were conducted using participants who were purposively selected from 9 program sites.

Survey method: Questionnaire was administered on 378 respondents from 9 program sites across the state. The questionnaire demanded respondents to answer questions covering: background information and agricultural diversification.,. Section A has a total of 7 items, while section B, has 10 questions. Questionnaire survey was chosen for the simple reason, it allows for gathering of a lot of information from large number of respondents within a short period of time (Oso and Onen, 2009).

Interview: The study used the unstructured interview allows because it allows great freedom and flexibility of questions and responses which relied on social interaction between the researcher and the informant. Interview was conducted in all the 9 sites where 2 farmers and the site manager (extension officer) were purposively selected making a total of 3 participants. Interview was also conducted with Kano State coordinator National Special Program on Food Security (NSPFS)

Focus Group Discussion: Focus Group Discussions was also conducted to obtain more detailed information not necessarily provided by the questionnaire or under the interview. This comprised two groups of 17 participants who were purposively selected. The first group consisted of 4 extension managers from each of the program site, 4 farmers and 1 representative of the Local Government Authority making a total of 9 participants. The second group also had 5site managers 5 farmers representing each program site, and 1 representative of the Local Government Authority, making a total of 11participants. The discussion was guided by the questions used in the interview, though, not restricted to only that. Vital information was obtained particularly on the counterpart funding, sustainability of the program and general benefits of the program to the farmers and the state.

To establish whether there was a relationship between agricultural diversification and food**,** security**,** each of the two constructs on agricultural diversification (mixed cropping and mixed farming), the results were presented at bivariate which include linear correlation of the independent variable on the dependent variable and at multivariate level the pertinent hypotheses derived from agricultural diversification are tested using multiple regression modelling. In the interpretation of results basing on the five-point Likert scale that was used, a mean close to one is considered to imply strongly disagreed, a mean close to two is considered to indicate disagreed, a mean close to three is considered not sure (average or moderate) a mean close to four suggests agreed while a mean close to five is considered to indicate strongly agreed. To establish how mixed cropping was carried out in the areas under agricultural diversification, the respondents were required to specify whether

they grew more than one crop on their farms, grew several crop varieties (more than two) in the same farm at ago, had been introduced to improved mixed cropping techniques, grew cash crops mixed with other food crops and whether easy access to capital enabled farmers to grow cash crops in mixed cropping.

3. Results

The results of farmers access to mixed cropping methods were presented in table 1:

Table 1: Summary statistics on Farmers Access to Mixed Cropping

Descriptive			Statistic	Std. Error
Mixed cropping	Mean		3.67	0.02
	95% Confidence Interval for Mean	Lower Bound	3.63	
		Upper Bound	3.71	
	5% Trimmed Mean		3.69	
	Median		3.60	
	Variance		0.15	
	Std. Deviation		0.39	
	Minimum		2.60	
	Maximum		4.20	
	Range		1.60	
	Interquartile Range		0.60	
	Skewness		-0.17	0.13
	Kurtosis		-0.70	0.25

Source: Primary Data

Table 1 shows that the mean = 3.67 was almost equal to the median = 3.60. Therefore, despite the negative skew (skew = -0.70), the results were normally distributed. The mean and median close to four suggested that mixed cropping was high basing on the scale used; four represented agreed (good). The low standard deviation = 0.39 suggested low dispersion in the responses.

To establish how mixed farming was carried out in the areas under the agricultural diversification program, the respondents were required to indicate whether they reared animals and grew crops at the same time, animal farming was their major source of income, animal farming catered for their different family needs, sold animals to buy other food items needed by the family and whether they preferred growing crops than keeping animals.

Table 2: Summary statistics on Farmers Access to Mixed Farming

Descriptive			Statistic	Std. Error
Mixed farming	Mean		3.71	0.03
	95% Confidence Interval for Mean	Lower Bound	3.65	
		Upper Bound	3.77	
	5% Trimmed Mean		3.72	
	Median		3.80	
	Variance		0.28	
	Std. Deviation		0.54	
	Minimum		2.00	
	Maximum		5.00	
	Range		3.00	
	Interquartile Range		0.80	
	Skewness		-0.46	0.13
	Kurtosis		0.05	0.25

Source: Primary Data

Table 2 show s that the mean = 3.71 was almost equal to the median = 3.80. Therefore, despite the negative skew (skew = -0.46), the results were normally distributed. The mean and median close to four

suggested that mixed farming was high basing on the scale used, four represented agreed (good). The low standard deviation = 0.54 suggested low dispersion in the responses.
To establish whether there was a relationship between agricultural diversification and food security, linear correlation analysis was carried out. The two agricultural diversification methods considered were mixed cropping and mixed farming.

Table 3: Correlation between Enterprise Diversification and Food Security

Constructs	Food security	Mixed cropping	Mixed farming
Food security	1		
Mixed cropping	0.364**	1	
	0.000		
Mixed farming	0.481**	0.388**	1
	0.000	0.000	

**. Correlation is significant at the 0.01 level (2-tailed).

The results in Table 3 suggest that both methods of agricultural diversification namely mixed cropping and mixed farming were positive significant correlates of food security ($p < 0.05$). Thus, at the preliminary level, hypotheses H1 to the effect that there is a relationship between mixed cropping and food security ($r = 0.364$, $p< 0.05$) and H2 to the effect that there is a relationship between mixed farming and food security ($r = 0.481$, $p< 0.05$) were supported. This means that there is a significant positive relationship between enterprise diversification and food security. However, mixed farming had a more positive significant relationship than mixed cropping.

To confirm whether agricultural diversification predicted food security, agricultural diversification (the independent variable) was regressed on the dependent variable (food security). The agricultural diversification methods were mixed cropping and mixed farming.

Table 4: Regression of Enterprise Diversification and Food Security

Constructs	Standardised Coefficients Beta (β)	Significance P
Mixed cropping	0.215	0.000
Mixed farming	0.402	0.000
Adjusted $R^2 = 0.267$		
F = 64.510, p = 0.000		

Source: Primary Data

The results in Table 4 shows that, the two agricultural diversification methods explained 26.7% of the variation in food security (adjusted $R^2 = 0.267$). This means that 73.3% of the variation was accounted for by other factors not considered in this study. The regression model was significant ($F = 64.510$, $p< 0.05$). Therefore, the hypotheses to the effect that; H1 stating that there is a relationship between mixed cropping and food security ($\beta = 0.215$, $p = 0.000$) and H2 stating that there is a relationship between mixed farming and food security ($\beta = 0.402$, $p = 0.000$), therefore the study hypothesis is accepted. The magnitudes of the respective betas suggested that mixed farming was the most significant predictor of food security and mixed cropping followed respectively.

4. Summary

Enterprise diversification was found to be the dominant methods used for achieving food security in Kano State. It was also indicated that farmers now grow cash crops mixed with other

food crops simultaneously. Some degree of specialisation had also been achieved where farmers grew crops that have been identified to do well in their respective areas. With regards to mixed farming, farmers who reared animals and grew crops at a go were more food secured than those who do not. Therefore, the two enterprise diversification methods namely mixed cropping and mixed farming were positive correlates of food security. This means that there is a significant positive relationship between enterprise diversification and food security

5. Discussion of findings

The dependent variable was food security, and the results of the study revealed that there was food security. This finding therefore was inconsistent with the premise on which this study was developed, that despite designing and executing several agricultural projects to boost agricultural production, smallholder farmers in Kano State were food insecure and increasing number of households in the State could not access or afford the required amount of food on a sustainable basis (Irohibe, 2014). The findings is however consistent with earlier studies conducted by different authors using the same variables to determine the role of agricultural intensification program on food security as indicated by the related literature reviewed and the summary was presented here under.

The study revealed that the two agricultural diversification methods namely mixed cropping and mixed farming had a positive significant relationship with food security. This finding is consistent with the findings of previous scholars. For instance, Amujoyegbe et al. (2013) found that the combine land equivalent ratios (LER) for intercropping were above 200% better than sole cropping at all the sampled locations. Dhakal et al. (2015) showed that maize-pumpkin mix cropping was profitable with higher productivity per ha on maize main product equivalent basis. Maheswarappa et al. (2001) showed that with mixed cropping, there was an increase in the coconut nut yield over the years. Guvenc and Yildirim (2006) established no significant effect of different intercropping systems on growth characteristics and yield of cabbage compared with sole cabbage cropping. Farm productivity increased significantly when cabbage was intercropped with cos lettuce, bean, leaf lettuce or onion. LER was greater under intercropping systems increasing total yield, productivity and profitability.

Mousavi and Eskandari (2011) showed that row-intercropping, mixed- intercropping, strip-intercropping and relay intercropping were the most important types of intercropping. Crops yield increases with intercropping were due to higher growth rate, reduction of weeds, pests and diseases and more effective use of resources. Pest and disease damage in intercropping was less than in pure cropping, due to pest or pathogen attract by the second crop species, also when crops in intercropping system have a complementary effect together. Soil fertility increases by using plants of leguminosae family in intercropping, due to the increasing amount of biological nitrogen fixation activity.

Negash and Mulualem (2014) found out that growing maize with different arrangements between rows of cassava did not cause significant difference on cassava tuber yield and yield components. However, there was as significant grain yield and yield components for maize with yield advantages ranging from 26 to 71%. Pypers et al. (2011) revealed that planting cassava at 2m between rows and 0.5m within the row, intercropped with four legume lines, increased bean yields during the first season and permitted a second bean intercrop increasing total legume production. Wang et al. (2014) indicated that intercropping led to high yield and nutrient acquisition, with soil fertility maintained over a period of at least 3–4 years. Yadollahi et al. (2014) revealed that mixed cropping was an important weed control because mixed crop systems use resources more effectively than with monoculture leading to decrease in the weeds. .In general, from the available literature so far reviewed, it can be concluded by saying, there is a positive significant relationship between mixed cropping and food security.

Mixed farming also has significant relationship with food security which concurs with previous

scholars. For instance, Błażejczyk-Majka et al. (2012) showed that mixed farms had greater scale of production very close to the optimal scale for medium-sized, big and very big farms. Funes-Monzote (2008) indicated that when comparing specialised and mixed farming systems, the latter achieved higher levels of food production as a result of more efficient use of natural resources available on farm (or locally). Gupta et al. (2012) reported that in an integrated system, crops and livestock interacted to create a synergy, with recycling allowing the maximum use of available resources. Crop residues were used for animal feed, while livestock and livestock by-product production and processing enhanced agricultural productivity by intensifying nutrients that improved soil fertility, reducing the use of chemical fertilisers. Obasi and Tim-Ashama (2016) indicated that mixed farming had a positive significant effect on productivity, boosting food production. Peyrauda et al. (2014) found out that integrated crop and livestock systems contributed to increasing resilience of the agricultural sector against climatic and economic constraints. Closer integration of arable and livestock farming, and the development of legume cropping reduced the dependence of the agricultural sector on external inputs (mineral fertilisers, protein feeds and pesticides) and careful recycling within agro-ecosystems minimised nutrient losses. Sujatha and Bhat (2015) established that the contribution of livestock to total outflows was high from 2008 to 2014 except in establishment year of dairy unit. With the finding of the study supported by all the previous scholars so far reviewed, this means that there was a positive significant relationship between mixed farming and food security.

6. Conclusion

The two enterprise diversification methods namely mixed cropping and mixed farming were positive correlates of food security. At the preliminary level, the hypotheses to the effect that there is a relationship between mixed cropping and food security ($r = 0.364$, $p < 0.05$) and to the effect that there is a relationship between mixed farming and food security ($r = 0.481$, $p < 0.05$). This means that there is a significant positive relationship between agricultural diversification using mixed cropping, mixed farming and food security. However, mixed farming had a more positive significant relationship than mixed cropping. At the confirmatory level, the two enterprise diversification methods explained 26.7% of the variation in food security (adjusted $R^2 = 0.267$). The regression model was significant at ($F = 64.510$, $p < 0.05$). Therefore, stating that there is a relationship between mixed cropping and food security ($\beta = 0.215$, $p = 0.000$) and that there is a relationship between mixed farming and food security ($\beta = 0.402$, $p = 0.000$) were. However, the magnitudes of the respective betas suggested that mixed farming was the most significant predictor of food security and mixed cropping followed respectively.

7. Recommendations

Smallholder farmers to be encouraged to use the two agricultural diversification methods to enhance their food production capacity to achieve sustainable household food security in Kano State, Nigeria

Results from the findings showed that the combine land equivalent ratios (LER) for intercropping were above 200% better than sole cropping. It is therefore recommended that farmers be properly trained on effective farm management under the system.

Kano State Government to provide all the necessary inputs and services needed at subsidized rate to make the initiative attractive to farmers for easy adoption.

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Part Eight

Educational Technology

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The Role of Information and Communication Technology in Enhancing Instructional Effectiveness in Teachers' Education in Nigeria.

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Abstract. Information and Communication Technology (ICT) have been recognized as an important tool for advancement of any nation especially in the era of globalization. This has led to the inclusion of ICT education into the National Policy on Education (NPE 2004) of which the Nigerian Tertiary education is one of the beneficiary. Tertiary education is approaching the point at which, science and technology particularly Information and Communication Technology (ICT) will be playing vital roles in nearly all phases of the educational process. This paper takes a look at the roles of ICT in Teachers' Education in Nigeria toward ensuring instructional effectiveness. ICT provides opportunities for teacher's professional development, transform teaching, provide network opportunities for teachers and enhance the quality of students learning amongst others. However the paper identifies some of the problems toward the effective use of ICTs in teachers' education programme in Nigeria to include poor funding, poor power supply, low level of technical education and inadequate supply of ICTs facilities. Finally, it recommended that government and all the stakeholders in the educational system should wake up to their responsibilities by providing ICTs facilities for effective instructional delivery system in teacher education in Nigeria.

Keywords: Education, Pre-Service Teacher, Teacher Education and ICT.

1. Introduction

The concept of education has been seen as the activities and experiences put together to assist the all-round development of the learner as an individual and as member of society. In other words, education is a major tool of change, an instrument per excellence for effecting national development. Education should stimulate in each person a compelling urge to explore the unknown and to exercise to the fullest degree the vast possibilities of his mind (Isyaku, 2000). Indeed, it is worthy of note that education is the stepping stone to development. No wonder the Nigerian National Policy on Education (NPE) asserts that no nation can rise above the quality of its teachers (FRN, 2004).

A teacher is a pathfinder, a motivator, a local pastor, an agent of change in a society, all these attributes need to be learnt and inculcates into the blood vein of the pre-service teacher through a well-defined teacher education programme. Teacher education is conceptualized as a specialized type of education that prepares the recipients to acquire necessary knowledge, skills and professional competency defined as appropriate for their professional responsibility (Anikweze, 2008). The formal responsibility of the teacher is concerned with influencing

learners toward desirable changes in their behaviours.

Teacher education programme in Nigeria basically seek to endow entrants with training in methodology, what to teach, how to teach it and practice of internship. Infact, the National Policy of Education (NPE, 2004) captures the goals of teacher education in Nigeria to include the following:

(i) Produce highly motivated conscientious and efficient classroom teachers at all levels of our education system.
(ii) Encourage further the spirit of inquiry and creativity in the life of teachers
(iii) Help teachers to fit into the social life of the economy and society at large and enhance their commitment to national objectives, provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world.

From the above it can be inferred that teachers' education is aimed at helping the child to study and identify his needs through an organized educational programmes. The aim and objectives of teachers' education may not be freely realized if information and communication technology is not fully integrated into teacher curriculum. The use of Information and Communication Technology (ICT) is a recent technology in Nigeria which is aimed at improving the teaching and learning process at all levels of educational system.

1.2 Concept of Information and Communication Technologies (ICTs)

In recent years, there has been a groundswell of interest on how computers and the internet can best be harnessed to improve the efficiency and effectiveness of education and training in both formal and informal settings. As a result many schools of thought see the meaning of ICT from different perspective especially in its impact to reduce the world to a global village. For instance, Obeta (2008) defines information and communication technology as a company of diverse sets of technological tools and resources used to communicate, create, disseminate, store and manage information. In another development, Bluton (2002) views ICT to include computers, internet, broadcasting technologies (radio and television) and telephony. Information and communication technology therefore refers to electronic means of capturing, processing, storing and disseminating of information. It encompasses the computer hardware and software, the network and several other devices (video, audio, photography, camera and other convert information (text) images, sound, motion etc (Akpgurene, 2008).

Anuoye and Osuji (2011) also described ICT as a 'means of accessing or receiving, storing, transferring, processing and sending ideas, perception or information through computer and other telecommunication facilities. He further added that ICT enable large quantities of information to be handled quickly and economically. ICT encompasses all that is involved in modern communication technologies so that the output generated can reach the users at reasonable costs and in good-time to the overall benefit of mankind.

Job (2006) opined that Information Communication Technology (ICT) has not generated much controversy in terms of definition, since it is generally believed to be concerned with four key words-transmission, reception, processing and retrieval of information from an electronic machine. This definition becomes an inclusive one, which accommodates, radio, television and films.

Still in search for definitional perspectives Akude (2010) posits that ICT "as a systematic process of gathering, processing, storage, retrieval and spreading information through the print, broadcast, capturing and telecommunication media". Obviously ICT permeates the business world; it underpins the success of modern cooperation and establishment and provides governments with

sufficient infrastructure. At the same, ICT add value to the process of learning and in the organization and management of learning institutions.

ICT is an indispensable tools and has been accepted as part of the contemporary world especially in the industrialized societies. Cultures and societies have adjusted to meet the challenges of the knowledge age. The pervasiveness of ICT has, brought about rapid changes in technology, social, political and global economic transformation. However, the field of education has not been unaffected by the penetrating influence of ICT. Unquestionably ICT has impacted on the quality and quantity of teaching and learning.

ICT has a wide spectrum of applications with enormous relevance to teachers' Education institutions and therefore provides opportunity for students, teacher and non-teaching staff to communicate with one another more effectively during formal and informal teaching and learning (Yusuf, 2005). In the same vein, teachers and pre-service teacher in the educational institute need training not only in computer literacy but also in the application of various kind of educational software in teaching and learning (Olobube, 2006).

Apart from this, teachers and pre-service teachers need to learn how to integrate ICT into their classroom activities and school structure. The quality of instructional service delivery in teacher education therefore encompasses the extent of effectiveness of lecturers and even the pre-service teacher in carrying out their classroom teaching and learning process.

Instructional delivery refers to those human interactive skills that facilitate learning in face-to-face instruction, as well as those skills in using various forms of instructional delivery mechanisms, (Wiki Educator, 2007).

Effective instruction delivery in teacher training institution refers to the extent to which teachers in training institute carry out his instructional duties given the necessary instructional materials so that learners will benefit optimally from the learning experience in which he is exposed to. In order to help the teacher to achieve this effectiveness, they need to taps to the ICT worlds.

2. ICT Pedagogy Approach and Current Mode of Instruction in Tertiary Institution in Nigeria

FME (2007) sees tertiary Education as Post-Secondary section of the nation education system which is given to universities, polytechnics, College of Education, College of Technology. According to the National Policy on Education (2004), the higher institutions in the country have their aims which include:

(a) The development of the intellectual capacities of individuals to understand and appreciate other environments
(b) The acquisition, development and inculcation of the proper value-orientation for the survival of the individual society.
(c) The acquisition of both physical and intellectual skills which will enable individuals to develop into useful member of the community.

The tertiary institution in our country is therefore saddled with a lot of responsibilities. For we cannot afford to toy with this level of our educational system, hence the need to use most effective form of instruction to tutor and bring out the best out of pre-service teachers in the country.

Unfortunately what we observe in our tertiary institutions going on as regards to instructional mode is an eye sore. The main methods of teaching up till now remain the chalk and talk in spite of curricular changes, scientific and technological inventions including ICT (Salau, 2003).

The situation is almost the same in universities and the colleges of education, instruction is mainly through dictation of notes and giving out handouts a situation whereby many pre-service teachers copy lots of notes from their lecturers both in their teaching subjects, general studies as

well as education. This tends to make our tertiary institutions to operate at a lower technological level than the society in which they are cited. There is therefore the need for the lecturers and the pre-service to key into the new pedagogical approach of using ICT to facilitate the instructional activities in the classroom setting.

The ICT pedagogy approach is one of the new teaching approaches that have proven to be effective in the area of learners' active interaction with the learning materials (Ogunlade, 2014). It provides learners the opportunity to work with people from different cultures, thereby helping them to enhance learning and communication skills as well as their global awareness. While the need to make students skillful in ICT is important, skill alone is not enough to encourage students to confidently integrate ICT into their classroom progammes. The intention of this approach is that teachers skilled in ICT would confidently integrate it into their classroom practices. This is currently the approach adopted by some institutions outside Nigeria (Ogunlade, 2015). Students are required to complete two compulsory ICT units within their first two years; one skill-related, and the other emphasizing the integration of ICT in the curriculum.

This approach is very useful to the extent that the skills improve ICT literacy skills and the pedagogy allows students to further develop and maintain these skills in the context of designing classroom based resources. In this approach, there is need for present day teachers to view technology as an effective tool to be used while planning, delivering and assessing instruction, not just being compelled to meet specified technology standard.

3. Role of ICT in Enhancing Effective Instructional Delivery

The potentials for information and communication technology to improve the quality of instruction, transform the school, improve school management among other cannot be overemphasized.

ICT has the potential for enhancing the tools for learning as it allows materials to be presented in multiple media, motivates and engages students in the learning process through the following modes.

(i) **Use of Digital Literary**: This is an important skill required to prepare the students for the entry into new technology through related expression like computer literacy. It is a phase in which one uses ICT and internet in new, creative reflective ways leading to active participation and reflection of individual and communal identity (Dabesaki, 2005).

(ii) **Using Software for Reading**: interactive books in internet bring books to life for students who find reading boring. They can be asked to use such programme while they are still non-readers, as the computer will read the story for them, highlighting each word as it being read.

(iii) **Teachers' Professional Development**: ICT can also be relevant in the teachers' professional development to make them guides to sources of knowledge. Teachers in contemporary knowledge society require large, rich and easily accessible knowledge base which can be provided through ICT technologies that support teachers' professional development (Gallimore & Stigler, 2003). Teachers need to be lifelong learners to keep abreast of new knowledge, pedagogical ideas and technology (World Bank, 2003) relevant to successful implementation of Nigerian educational reforms; hence the need for them to be competent in the use of ICT.

(iv) **Reinforcement Software**: Through the use of ICT tools many software programs have been developed to help develop literacy skills and reinforce concepts through repetition and practice. Programs are available that target the following areas; early child literary skill, sight word recognition, phonological skills etc.

(v) Computer-Based Presentation Technology

Interactive White Board (IWB): This has to do with the same properties as computer. In this case, the teacher books up to a data projector, (you can present visual materials, into pages in a magnified way for everyone to see, teachers and students can write on the board which the images are being projected and can manipulate images on the board with the use of special pens.

(vi) **Conversion of Oral to Written Text**: This is made possible through the use of voice recognition programs. This will type a document as one speaks. It will assist students with oral language exceeds their written language abilities. Using a microphone, the user can dictate written assignment, letters, notes onto a computer which converts the oral language to written text.
(vii) **Greater Collaboration**: ICT technology tools make collaboration among students much easier since many projects involve collaboration learning, the online environment is far easier to work since leaners do not have to be face to face (Agbetuyi and Oluwatayo, 2012).
ICT provides new frontiers for providing access to basic education for disadvantaged children and youth excluded from the formal school system. As modern ICTs are attractive to children and youth, they provide unmatched learning opportunities for them to learn within and outside the formal school system. They are powerful motivational tools for learning through games, exploration, collaboration and learning work-related skills (Fillip, 2002). This is to say that ICT can provide opportunities for individuals with disabilities to have access to quality education in conventional and distance education settings.

Information and Communication can assist in evaluation at both Macro (national objectives) Meso/Intermediate (Institutional or school level) and micro (classroom) levels of the Nigerian education system. Through ICTs research results of educational institutions can be centralized and disseminated for national or specific contextual application.

A research carried out by Yusuf (2005) found out that ICT provides variety of tools to support and facilitate teachers' professional competence. ICTs transform teaching and helps teachers to be more efficient and effective thereby increasing their interest in teaching. The use of ICTs can assist in the organisation and structure promoting rethinking and revision of curriculum and instructional strategies.

4. Challenges to Effective Utilization of ICT Facilities in Teacher Education in the Way Forward

Despite the numerous useful contributions of ICT to instructional delivery system in educational system, there are some constraints that militate against full actualization toward lessen the abstraction in instructional delivery in teacher education.
(i) Low Level of Technology Education: Teacher are the key factors in the teaching-learning process, therefore it is important to develop their competence in the use of ICT. Unfortunately studies have shown in Nigeria teacher education programme that many end users of ICT potentials and opportunities especially lecturers are far from being literate in ICT and therefore cannot enjoy the full benefit offered by the modern technology (Salau, 2003). To overcome this menace, there should professional development in ICT skills and applications, also the professional development should focus on how to integrate ICT into curriculum, instructional design etc. These can be addressed through pre-service teacher training, workshops and in-service teacher training programmes.
(ii) **Poor Power Supply**: In most of the teachers' training institute in Nigerian epileptic power supply is still very rampant. This has rendered ICT equipment less reliable. Most important information in the software cannot run/display without the availability of Electricity. To overcome this problem, the government and all stakeholder in the educational process should collaborate in provide stable electricity supply.
(iii) **Inadequate Technical Supportive Staff**. Technical support is important to the sustenance of ICT programmes in Colleges and teachers' training institute. These personnel require competence in ICT installation, operation, maintenance and network security. Unfortunately due to proliferation of ICT development and rapidity of change, it has become impossible for developing nations like Nigeria to educate and train commensurate number of ICT technicians and personnel necessary to cope with the need of the nation to compete favourably in ICT driven global

resolution. To overcome this challenge more technical staff need to employed and trained in various ICT operations, installation and maintenance because there lack in time of technical breakdown can cause loss of money and time.

(iv) **Educational Administrators**: Teachers play a key role in the success of ICT integration. Undermining attitude of the administrators affects the integration process of ICT. Therefore administrators must be competent in the use of ICT, have broad understanding of technical, curricular, administrative, financial and social dimension of ICT in education.

(v) **Shortage of Content Developers**: These are specialists in content development such as instructional designers, scriptwriters, audio and video production specialists, programmers, multimedia, course authors and web developers. These professionals are highly needed in planning the curriculum and teaching materials to match the national curriculum requirement as well as make the curriculum have local meaningful content.

(vi) **Low Quality Service Provider**: Internet service provider depreciate in the quality of their due to congestion of the information high way as a result there are low level of inter-connectivity and dysfunctional telephone lines. Government should enact a policy to improve on this segment of ICT.

(vii) Low level of funding. The cost of ICT equipment to which references has been made as a problem need to be considered.

5. Conclusion

Information and communication technology interpretation as learning tools has brought about many opportunities and challenges in all spheres of life as a result of globalization. It is a veritable tool for ensuring the success of instructional delivery in any Educational system. If the society is operating in an age of electronics, nuclear energy and space travel, there is no way the teacher training institute that is supposed to be serving as an agent of change should be operating at the level of graphs, chalk and talk and even charts methods of instruction. To guarantee the effectiveness of the instructions and to ensure that pre-service teachers benefit fully from the learning experience, the teacher should avail himself of the opportunities for the utilization of ICT for instructional delivery.

6. Recommendations

Despite the role of ICT in enhancing effective instructional delivery system, teachers' education in Nigeria is yet to fully adopt this innovation for teaching and learning. Effort should be made toward integrating ICT in our Teacher training institute in the country through the following measure:

(a) Government should wake up to her responsibility by ensuring that ICT Policy statement are translated and necessary funding provided.
(b) All teacher training institute in Nigeria should be made to benefit from the ICT project regardless of location and ownership through procurement of ICT facilities and providing the enabling environment for ICT integration.
(c) Lecturers in the teacher training Institute should be encouraged to go for ICT training and capacity building workshops rather than just possess the qualification on paper for promotion sake.
(d) The government should work towards stabilizing power supply in Nigeria rather than paying lip service to it to fast track ICT facilities installation in most of the teacher training institute so as to function effectively.

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Empirical Assessment of E-Commerce Use Through Smart Phones Among Babcock University Undergraduate Students in Ogun State, Nigeria

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Abstract. A large number of consumers change from tradition shopping to the online shopping through the use of Smartphones which is taking the role of the computer, making it possible to do a lot especially buying and selling of products and services online. On the growth of e-Commerce in the Nigerian community, many steps have been taken for its promotion, but there are still lots to be done to make it operate well in the country.

This study adopted the survey research design with a historical approach to the phenomenon under investigation. The population of the study consists of all the undergraduate students of Babcock University, Ilishan-Remo, Ogun State, Nigeria (referred to in this study as BU). The total population of undergraduate students in BU stood at 8, 650. A sample size of 583 was drawn from the study population using the Australian Calculator. A self-constructed questionnaire was the instrument used for data collection. It consists of 37 items closed-ended questions. The instrument after being administered to twenty (20) respondents recorded 0.65Cronbach's Alpha co-efficient indicating that the instrument is approximately 70% reliable. The method of data analysis adopted was purely quantitative (i.e. descriptive) using frequencies, percentages calculated with SPSS 21.0 software version.

The findings of the study revealed that Babcock University undergraduate students are using smart phones, are totally aware of e-commerce and use it for online shopping, search for information products and pay and order for goods and services. Jiji, Wakanow, Konga, OLX, Jumai and Efiritin are the major e-commerce platforms used by Babcock University students via their smart phones on a daily basis. However, Babcock University undergraduates prefers to buy directly at sales point than online, perceives e-commerce could be fraudulent and would not advice their friends to use e-commerce.

The study recommended various ways that can be used to improve the use of e-commerce through smart phones and suggested further research areas that can be improved upon.

Keywords: E-commerce, University undergraduates, Students, Smart phones, Use, Nigeria

1. Introduction

The advantages, changes and benefits associated with technological advancements are innumerable and the advent of the Internet has brought about social, economic, political changes, to say the least. One of the most notable changes associated with ICT advancements is the way business is transacted. The Internet as a tool has bridged gaps in the financial sector between customers and businesses today. Though traditional commerce (face-to-face transactions) has not been completely phased out in many settings, electronic commerce is gaining momentous popularity among internet users globally as a convenient and quick way of transacting business. Online shopping systems give consumers a much greater choice with regard to

their desired products and services, and offer much more in terms of ease and convenience, as against overseas travels for shopping purposes(Alley, 2010). In Nigeria, the e-commerce industry in Nigeria began in the mid-nineties when the Internet and telecommunications industry started becoming popular (Oluyinka, Shamsuddin, Wahab, Ajagbe, &Enegbuma, 2013).

The packaging of mobile communications devices with Internet services such as e-commerce and other broadband services is providing customers with fewer restrictions and greater flexibility.

The invention of the Internet has significantly modified to a great extent the way consumers shop. A large number of consumers change from tradition shopping to the online shopping through the use of Smartphones which is taking the role of the computer, making it possible to do a lot with this small handheld device. It has a broad use such as sharing information, paying for the product, browsing and shopping through an application (Malviya, Saluja&Thakur, 2013).

Now, consumers are more likely to engage in online shopping because they become active virtually and this enables them to shop at any time for any product and anywhere around the globe. Hence, it is important to understand the concept of e-commerce to appreciate its adoption.

1.1 Smart Phones

A Smartphone is a mobile device with a voice and data capabilities and which runs an operating system that allows the installation and running of third party native applications (Ayodele & Ifeanyichukwu, 2016).According to Adeleke (2017) a Smartphones and handheld devices (HHD) combine advanced computing capability, such as Internet communication, information retrieval, video, e-commerce and other features, that make the device as one of the necessities for many people.

1.2 E-Commerce

e-Commerce can be defined as the integration of communications, data management, and security capabilities that allows organizations to exchange information on sale of goods and services. It can also be defined as an act of conducting transaction via electronic medium. Such electronic media can be TV, Fax, or the Internet(Thomas &Jose, 2015).The internet on which e-Commerce rides is a major catalyst for the economic development of Nigeria. E-Commerce can be placed in two categories i.e. e-Merchandise (selling goods and services electronically) and e-Finance (online financial services and transactions).A typical e-Commerce transaction involves four major stages; the customer search stage (from the various e-Commerce sites available), the ordering stage by the customer, the online payment stage for the goods and services and, finally, the delivery stage. Some other stages such as inquiry, complaints, returns of goods, etc., may, however, come in at some point within, or along the major stages of the e-Commerce transaction. The way an e-Commerce site handles the transactions goes a long way in determining customer trust, loyalty, retention and referral, which will further boost sales and profits.

2. Statement of the Problem

On the growth of e-Commerce in the Nigerian community, many steps have been taken for its promotion, but there are still lots to be done to make it operate well in the country. Although there have been previous studies on the adoption and perceptions ofundergraduates towards online shopping in Nigeria (Ani, Nyekwere&Chiaha, 2017), little research has been done to assess the use of e-commerce through smart phones by undergraduates in Nigeria universities. Hence, this study seeks to assess the use of e-commerce through smart phones among undergraduates in Nigeria.

3. Purpose of the Study

The main purpose of this study is to assess the use of e-commerce through smart phones among undergraduates in Nigeria.

The specific purpose was to:

(i) Investigate if Babcock University undergraduate's students are

familiar with e-commerce and what they use it for;

(ii) Examine the extent to which Babcock University undergraduates use e-commerce;

(iii) Find out the perceptions of Babcock University undergraduate students towards the use of e-commerce through their smart phones.

4. Research Questions

The research questions are:

(a) Are Babcock University undergraduate's students familiar with e-commerce and what do they use it for?

(b) What is the extent to which Babcock University undergraduates usee-commerce?

(c) What is the perceptions of Babcock University undergraduate students towards the use of e-commerce through their smart phones?

5. Empirical Review

In the study conducted in US by Xu and Paulins (2005), results showed that there was a strong relationship between students' attitude and intentions towards e-commerce for apparel products. The demographic variables Internet usage, employment status, and car access had significant influence on students' attitude toward online shopping for apparel products.Students who browsed the Internet on a more frequent basis had a more favorable attitude toward shopping online for apparel products than those who browsed the Internet less frequently. Also, students past online shopping experiences were shown to have significant influence on their attitudes toward online shopping for apparel products.

The study of Charles, Uyinomen, Ibukun, and Ayodele (2007) on e-Commerce Implementation in Nigeria: Trends and Issues revealed that there are enormous opportunities for e-Commerce implementation in Nigeria based on the rate of growth and the diffusion of mobile devices. There is prospect for patronage but may be dependent on the available services. The major threats to e-Commerce services include insecurity, high cost of services and unavailability of basic infrastructure such as electricity among others.

Chen and Barnes (2007), in their study of college students conducted in Taiwan on "Initial trust and online buyer behavior" in Taiwan, found that perceived usefulness, perceived security, perceived privacy, perceived good reputation, and willingness to customize are the important antecedents to online initial trust. It is also discovered that different levels of trust propensity moderate perceptions toward the web site and online with respect to online initial trust, including perceived usefulness, perceived security, perceived privacy, perceived good reputation, and willingness to customize. Both online initial trust and familiarity with online purchasing have a positive impact on purchase intention.

A study by Seock and Bailey (2008), on college students of two eastern US universities showed that participants' shopping orientations were significantly related to their searches for information about and purchases of apparel items online. Seven shopping orientation constructs were identified: shopping enjoyment, brand/fashion consciousness, price consciousness, shopping confidence, convenience/time consciousness, in-home shopping tendency and brand/store loyalty.

In the study done in India by UshaVaidehi (2014), it was revealed that male students are more interested in purchasing goods online when compared to female students. This study exhibits that the Factors such as shopping online saves time, availability of the product for less price, promotions that E- Retailers are providing, ease in payment are the motivating drives to encourage students to shop more online.However, both male & female respondents preferred to purchase goods online and they were more interested to buy apparels, electronic goods and books through online.

According to the study in the United States of America by Jadhav and Khanna (2016) younger

consumers searched for more products online than did older consumers, but they did not buy more online. Younger consumers were more likely to agree that online shopping was more convenient than older consumers. Also, if they searched for product online, older consumers were more likely to buy the product online than younger consumers.

According to Punch (2016) it was reported that it is not yet uhuru for e-Commerce in Nigeria. Many people have not yet fully adopted the new purchasing technology as according to a research, out of 70 per cent of respondents who know about e-Commerce, only about 32 per cent of them actually use it. The most common online activities of Nigerians in percentage are browsing and searching, 74 per cent, selection of a product, 56 per cent, paying online, 15 per cent, paying offline, 82 per cent and online checking of results, 43 per cent. These figures clearly show that although a huge percentage looked for information online, many of them are reluctant to pay online. The major reasons for this include lack of trust in online retailers, lack of adequate technological infrastructure and fear of inadequate online security of their data when making payments.

More recently, Ani, Nyekwere, and Chiaha (2017) in their study investigates "Unizik Undergraduate Students" Awareness, Perception and Practice of e-commerce." revealed that although majority of undergraduates are aware of online shopping (92.5%), and that their awareness does not immediately translate to knowledge that can influence positive behaviour towards e-commerce, as only a negligible few (29%) practice online shopping.More so, most internet users were found to be familiar with the major online shopping storesbut do not know in details their operations and hence, their limited knowledge is believed to have informed their perceived fears about security concerns which hindered their adoption of the activity.Their study also found out that most active internet users (i.e. those who use the internet daily) are mostly youths in their 100 levels and 200 levels of education (87%); they do so mostly with their Mobile Phones (89.2%) and that their pattern of usage of online shopping reveals that taste and fashion were determinants of each individual's online buying habits.

6. Methodology

This study adopted the survey research design with a historical approach to the phenomenon under investigation. The population of the study consists of all the undergraduate students of Babcock University, Ilishan-Remo, Ogun State, Nigeria (referred to in this study as *BU*). The total population of undergraduate students in BU stood at 8, 650 (source: The Registrar, BU, 2017).

A sample size of 583 was drawn from the study population using the Australian Calculator. Also, the multi-stage sampling technique was adopted; first, the cluster sampling technique was used to divide the university into clusters of 10 schools. Thereafter, three (3) faculties were randomly selected(Veronica Adeleke School of Social Sciences, School of Management Sciences, and School of Computing & Engineering Sciences). Out of this number, two (2) departments were further selected using same simple random sampling technique, giving a total to six (6) departments in all.

A questionnaire was the instrument used in this study; it consists of 37 items closed-ended questions. Different scales of measurement were adopted. It ranges from 2 to 5-point scale of measurement.
The instrument after being administered to twenty (20) respondents recorded 0.65Cronbach's Alpha co-efficient indicating that the instrument is approximately 70% reliable.

The method of data analysis adopted was purely quantitative (i.e. descriptive) using frequencies, percentages calculated with SPSS 21.0 software.

7. Results and Discussion of Findings

The results were presented in line with the research questions.

Table 1: Summary of the Demographic Data

Demographic Information	Response	Percentage (%)
	Level	
100L	70	12.0%
200L	92	15.8%
300L	140	24.0%
400L	281	42.8%
	Residence	
On Campus	444	76.2%
Off Campus	139	23.8%
	Age	
16-20	163	28.0%
21-25	115	19.7%
26-30	140	24.0%
31-35	94	16.1%
36- above	71	12.2%

Source: Field survey (June, 2017)

The results in table 1 clearly revealed that 70 (12.0%) of the respondents were 100L, 200L 92(15.8%), 300L 140(24%) while, 400L were 281(42.8%).The table also depicts that 144(76.2) of the respondents resides in campus, while 139(23.8%) resides off campus. Also, the age range between **16-20** (28%), **21-25**(19.7%), **26-30** (24%), while **31-35**(16.1%), while **36 and above** were (12.2%)

Research Question One: Are Babcock University undergraduate student's familiar with e-commerce and what do they use it for?

Table 2 showing student's familiarity with e-commerce and purpose of its use?

Familiarity and purpose of e-commerce use	**YES (583)**	**% (100)**	**NO (583)**	**%(100)**
Smart phone user	583	100%	-	-
Aware of E-commerce	583	100%	-	-
Used E-commerce before	583	100%	-	-
Used E-commerce to shop Online	466	79.9%	117	20.1%
Used E-commerce to Search for product information	536	91.9%	47	8.1%
UsedE-commerce for subscriptions	420	72.0%	163	28.0%

Used E-commerce for online bookings	326	55.9%	257	44.1%
Used E-commerce to pay bills	372	63.8%	211	36.2%
Used E-commerce to order goods and services	465	79.8%	94	16.1%

Source: Field survey (June, 2017)

Frequency distribution of responses to the question on the familiarity and purpose of e-commerce used in Table 2 shows that 100% of the respondents are smart phone users, are aware of e-commerce, and have used e-commerce before.

It also, depicts that the respondents use **e-commerce to shop online** (79.9%), while 20.1% of the respondents don't use e-commerce to shop online. Also, majority of the respondents use **e-commerce to search for products information** (91.9%), while 8.1% don't. also, most of the respondents (72.0%) use **e-commerce for subscriptions**, while 28% does not use e-commerce to subscription purposes. The table also depicts that 55.9% of the respondents **use e-commerce to book online**, while 44.1% does not use e-commerce for online bookings. It was also revealed that 63.8% of the respondents use **e-commerce to pay bills**, while 36.2% don't. conclusively the able also shows that 79.8% of the respondents use **e-commerce to order for goods and services online**, while 16.1% of the respondents does not use e-commerce to order for their goods and services online.

Research Question Two: What is the extent to which Babcock University undergraduates use e-commerce?

Table 3 showing the percentage to which Babcock University undergraduates engage in e-commerce

Frequency of e-commerce useby percentage (%)

Usage	**Jiji**	**Shopahollic**	**Wakanow**	**Konga**	**Vconnect**	**OLX**	**Jumia**	**Cheki**	**Efiritin**	**Dealdey**
Daily	12.2	-	3.9	12.2	-	3.9	3.9	-	3.9	-
Weekly	16.2	-	-	16.1	4.1	12.0	32.1	3.9	-	-
Monthly	24.2	8.1	16.1	39.8	3.9	40.1	28.0	-	3.9	-
Yearly	11.8	32.2	28.3	28.0	20.2	16.1	16.0	20.4	16.1	24.2
Never	35.8	59.7	51.6	3.9	71.7	27.8	20.1	75.6	76.0	75.8

Source: Field survey (June, 2017)

Frequency distribution of responses to the question on the frequency of e-commerce use in Table 3 reveals that **Jiji**is being used Daily (12.2%), Weekly (16.2%), Monthly (24.2%), Yearly (11.8%), and 35.8% have never used **Jiji**before. Also the it was revealed that **Shopahollic**is being used Monthly (8.1%), Yearly (32.2%), while 59.7% have never used**Shopahollic** before. Also the table clearly shows that **Wakanow** is being used Daily (3.9%), Monthly (16.1%), Yearly (28.3%), and 51.6% have never used**Wakanow** before. It also shows that **Konga** is being used Daily (12.2%), Weekly (16.1%), Monthly (39.8%), Yearly (28.0%), and 3.9% have never used **Konga** before. The respondents also indicated that they use Vconnect Weekly (4.1%), Monthly (3.9%), Yearly (20.2%), while 71.7% does not use Vconnect at all. It was also revealed that the respondents use **OLX** on a Daily basis (3.9%), Weekly (12.0%), Monthly (20.1%), Yearly (16.1%), and 27.8% have never used **OLX** before. The above table depicts that the respondents use **Jumia** Daily (3.9%), Weekly (32.1%), Monthly (28.0%), Yearly (16.0%), and 20.1% have never used **Jumia**.

The table also shows that the respondents use **Cheki** Weekly (3.9%), Yearly (20.4%), and 75.6% of the respondents have never used **Cheki**. Also the table depicts that the respondents use **Efiritin** Daily (3.9%), Monthly (3.9%), Yearly (16.1%), while 76% don't use **Efiritin.** Conclusively the table reveals that **Dealdey**is being used Yearly (24.2%) and 75.8% indicated that they have never used **Dealdey** before.

Research Question Three: What is the perceptions of Babcock University undergraduate students towards the use of e-commerce through their smart phones?

Table 4 showing theperceptions of Babcock University undergraduate students towards the use of e-commerce

Perceptions of E-commerce Use	SA	(%)	A	(%)	SD	(%)	D	(%)
E-commerce allows buying and selling online easy for me	306	52.5	254	43.6	23	3.9	-	-
E-commerce allows searching for products prices without distance barrier	235	40.3	301	51.6	47	8.1	-	-
Product and services delivered via e-commerce are reliable and original.	210	36.0	46	7.9	281	48.2	46	7.9
Delivery of products and service via e-commerce is slow.	209	35.8	23	3.9	236	40.5	92	15.8
I prefer buying and selling directly at sales point than via online .	257	44.1	162	27.8	141	24.2	23	3.9
E-commerce can be fraudulent	350	60.0	69	11.8	-	-	164	28.1
I would not advice my friends to use e-commerce	280	48.0	23	3.9	23	3.9	257	44.1

Source: Field survey (June, 2017)

Frequency distribution of responses to the question on student's perception of e-commerce use in Table 4 reveals that 52.5% and 43.6% of the respondents strongly agreed and agreed that e-commerce allows them to buy and sell online with ease, while 3.9% strongly disagreed. It was also revealed that 40.3% and 51.6% of the respondents strongly agreed and agreed that e-commerce allows them search for products prices without distance barriers, while 8.1% of the respondents strongly disagreed. Majority of the respondents (36% and 7.9%) strongly agreed and agreed that delivery of products and services via e-commerce are reliable and original, while 48.2% and 7.9% strongly disagreed and disagreed.

The table depicts that 35.8% and 3.9% of the respondents strongly agreed and agreed that delivery of products and service via e-commerce is slow, while 40.5% and 15.8% strongly disagreed and disagreed. Majority of the respondents 44.1% and 27.8% strongly agreed and agreed that they prefer buying directly at sales point than via online, while 24.2% and 3.9% of the respondents strongly disagreed and disagreed.

It was also revealed that majority of the respondents 60% and 11.8%) strongly agreed and agreed that e-commerce can be fraudulent, while 28.1% clearly disagreed. Conclusively, 51.9% of the respondents agreed that they cannot advice their friends to use e-commerce, while 48.1% strongly disagreed.

8. Discussion

The study revealed that Babcock University undergraduates are smart phone users, which could be as a result of Malviya, Saluja and Thakur (2013) that the use of Smartphones makes it possible to pay for the product, browse and shop through an application.

They are aware of e-commerce, and have used e-commerce before which could be as a result of Alley (2010), that e-commerce systems give consumers a much greater choice with regard to their desired products and services, and offer much more in terms of ease and convenience, as against overseas travels for shopping purposes.

Also over 60% of Babcock University students use e-commerce for online shopping, search for information products and pay and order for goods and services. This is also in concomitant with the findings of Jadhav and Khanna (2016) that younger consumers searched for more products online and finds it more convenient and as also revealed by Seock and Bailey (2008) that college students searches for information about products, services,and purchases items online.

It was also revealed that less than 45% of Babcock University students use Jiji, Wakanow, Konga, OLX, Jumai and Efiritin on daily despite their level of awareness, which could be as a result of Ani, et al. (2017) findings in UniZik, Nigeria revealedthat undergraduate's awareness of e-commerce does not immediately translate to knowledge on how to effectively use e-commerce.

Also the study also revealed that over 70% of Babcock University Students have not used e-commerce which contradicts their initial statement that they have used e-commerce before (***see table*** **2**) these findings is in concomitant with Punch (2016) findings that was reported that it is not yet uhuru for e-Commerce in Nigeria. Many people have not yet fully adopted the new purchasing technology as according to a research, out of 70 per cent of respondents who know about e-Commerce, only about 32 per cent of them actually use it.

Conclusively, over 50% of Babcock University students perceives e-commerce as it being easy for them to buy and sell online with ease, allows product information search, which also is in line with the study done in India by UshaVaidehi (2014), e-commerce saves time, availability of product for less price, ease in payment motivates students to shop more online.

Also, over 50% of Babcock University undergraduates disagreed that products and services delivered via e-commerce are not reliable and original, services are slow.

Conclusively, majority of Babcock University undergraduates prefers to buy directly at sales point than online, perceives e-commerce to be fraudulent and can't advice their friends to use e-commerce. These might be as a result of Charles, et.al (2007) findings that the major threats to e-Commerce services include insecurity, high cost of services and unavailability of basic infrastructure such as electricity among others can hinder its effective use.

9. Conclusion

This paper assesses the use of e-commerce through smart phones among undergraduates in Babcock University. The findings of the study have shown that undergraduate students are using smart phones, are totally aware of e-commerce and use it for online shopping, search for information products and pay and order for goods and services. Jiji, Wakanow, Konga, OLX, Jumai and Efiritin are the major e-commerce platforms used by Babcock University students via their smart phones on a daily basis. However, Babcock University undergraduates prefers to buy directly at sales point than online, perceives e-commerce to be fraudulent and can't advice their friends to use e-commerce.

10. Recommendations

Having assessed the use of e-commerce through smart phones among undergraduates in Babcock University, the following are therefore recommended:

There is prospect for increased use of e-commerce among undergraduates in Nigeria due to Central Bank of Nigeria (CBN) cashless policy, but may be dependent on the services provided by the owners of e-commerce platforms in Nigeria. Threats to e-commerce services such as insecurity, high cost of data subscriptions, electricity and poor network

services should be resolved by the Government and owners of e-commerce platforms in Nigeria.

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Influence of Information and Communication Technology on Sports Management of Tertiary Institutions of Ilorin Metropolis

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Abstract. This study examined the influence of information and communication technology on sports management of tertiary institutions of Ilorin Metropolis. The research design employed for the study was descriptive design of the survey type. The population of the study comprised all sports personnel and staff in sports units in tertiary institutions in Ilorin metropolis. 103 were selected for the study. The instrument used for the study was a validated researcher structured questionnaire which was tested for reliability using the test-retest method, a reliability co-efficient of 0.72 was obtained. The postulated hypotheses were tested with Chi-square (x^2). Three hypotheses were tested at 0.05 significance level. All the hypotheses were rejected. The conclusion was that Computer system, Internet facilities and smart devices significantly influence sports management in tertiary institutions in Ilorin metropolis. It was recommended that ICT gadget such as smart devices should be made available for sports personnel in tertiary institutions in the State.

Keywords: Management, ICT, Internet facilities and smart devices.

1. Introduction

Sport is a global social giant that brings together people from different social, political and religious background for the attachment of a goal. It is a natural part of human life for competitive or recreational purposes. Spaaij (2009) defined sport as an institutionalized physical activity which operates by rules fixed externally. Sport today is globally accepted as an instrument for promoting peace, unity and understanding among nations. Sports is education, is life, and above all character molder by all standard (Coakley, 2011). Information and Communication Technology (ICT), however, have become part of every individual in the world as regard to the flowing of information; it has been globally and universally accepted and applicable.

ICT according to Rosandich (2011) is a systematic process which has to do with various Information and Communication Technology devices such as floppy disk, CD Rom, DVD, Flash drives, scanner, hardware and other software. Development of computers has been acclaimed as the most technological development of the 21st century; they are input-process-output (IPO) system. Tondeur, Valcke & Braak (2008), defined computer as any machine or device which, under the control of a stored programme, can accept data, process the data, and give the result as information in a specified format.

Computer plays important role in making things easier for individuals and different sectors such as business, sport, education and health in the world and it has help the process for human

existence which has driven man to continuously seek ways to improve the processing of information and communication of such information to one another irrespective of distance and on a real-time basis (Apple Education, 2009). Mears (2009) noted that in a technology-driven society, getting information quickly is important for any administration; ICTs have made it possible to quickly find and distribute information. Many initiatives (eg. Fax, SMS, Social media etc) have been taken at the international level to support Africa's efforts to develop a communication infrastructure and these efforts are designed to enable African countries, including Nigeria, to find faster ways to achieve durable and sustainable development in tertiary institutions.

Nemcek (2013) observed that internet service is the access, and exchange of information, messages and files transmitted via communications networks. Nwachukwu (2012) agrees that importance of internet service cannot be overemphasized because people need information to plan and carry out their managerial tasks. Kulsum (2008) mentioned that ICTs make data updating very easy and available by sitting at any comfortable place and the desired information can be accessed by connecting to the internet and surfing through Web pages for smooth administration of sport.

Baca, Kolb and Eder (2009) stated that smart devices such as smart phones, digital camera and webcam could be very useful for tracking donors or potential donors for sport events. They could be very vital for general management of sport; issues like capturing moments, assessing and transferring database, keeping business records, employees' files, equipment inventories or facility maintenance records could be handled using different types of smart devices. Cummiskey (2011) further stated that the organizational marketing information system is a typical database program in which information such as season ticket sales; gate receipts or merchandise sales are tracked. Database could be regularly updated by gadgets to record changes, bearing in mind that the passage of time presents a more comprehensive future of most activities, the ability to record changes in sport and making sense and corrections out of it is essential for long term survival of sport management in tertiary institutions.

While Management, is described by Roger (2010) as the planning, innovation, coordination and supervision as well as undertaking risks and handling uncertainties. Roger and Jackson further argued that management is the activity of working with people in organizations to accomplish results. Kehinde (2012) stated that effective management, therefore, involves ensuring efficiency and effectiveness in the use of the available human, physical and financial resources together with the ability to combat any constraints that might hamper the achievement of objectives. This, the primary function of management is to take decisions leading to the achievement of organizational objectives. Mears (2009) opined that a system is a set of interrelated components that function together to achieve a common goal. Management of information technology in sports encompasses the development, use management and study of computer based information system in the organization of sports in the Universities and the society at large.

According to Atajeromavwo (2010) internet is interconnection of millions of computer from one geographical location to another through the end of telecommunication system in other to accomplish sharing of information across the globe. It is important to note that computer networks need not be limited to a single site or facility. Wide Area Network (WAN) can together university sports administrators located throughout the Federation. For example, the zonal offices of a national sports governing body such as the Nigerian College of Education Games (NICEGA) can be linked together regardless of their geographic locations.

Computers are tied together through the medium of network. Today, apart from sports managers, most larger enterprises use computer networks to link their operations in a common computing environment. This network has a main server that houses most of the information and database files. Sports as a physically demanding profession should use computer to help push sporting organizations towards their goal of success (Atajeromavwo, 2010).

2. Statement of the Problem

Nowadays, Information and communication Technology (ICT) has become useful and applicable in different sectors as opined by Anderson and Glen (2003) that Information and Communication Technologies are generally related to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware such as computers and other devices, software applications and connectivity such as access to the internet, local networking infrastructure and video conferencing.

Unavailability of computer systems as a means of keeping athletes; record in tertiary institutions has caused several misunderstanding during sporting competitions as a result of improper documentation. Objective of ICT devices is not to replace the role of the sport personnel but rather to support them in their decision-making and management of sport in tertiary institution especially in competitive situations. (Thomas, 2014). In spite of the benefits of the ICT devices-computer, internet and especially smart devices such as phones, digital camera, webcam on the transfer, and capturing of sport moments specific, changes are yet to be noticed in the sporting competition communication of among tertiary institutions in Ilorin metropolis which has created a research gap. The vacuum created by the situation of the state has led to the investigation of the influence of ICT on sport management in tertiary institutions in Ilorin metropolis.

3. Research Questions

The following research questions were answered by the study:

(i) Do the sports managers in tertiary institutions in Ilorin metropolis have the knowledge of Information Communication Technology (ICT)?

(ii) What types of ICT devices are available or being used by sports managers in tertiary institutions in Ilorin metropolis?

(iii) What are the ICT training programmes available for sports managers in tertiary institutions in Ilorin metropolis?

4. Hypotheses

The following hypotheses were tested:

(a) Knowledge of computer system will not significantly influence sport management in tertiary institutions in Ilorin metropolis.

(b) Type of Internet facilities or ICT devices available will not significantly influence sport management in tertiary institutions in Ilorin metropolis.

(c) ICT training programme will not significantly influence sport management in tertiary institutions in Ilorin metropolis.

5. Methodology

Descriptive research design was used for this study. Population comprised all sports personnel in sports units in tertiary institutions in Ilorin metropolis. A multi-stage sampling procedure was used to select the respondents. Stage one; Stratified sampling technique was applied to group institutions into University, Polytechnics and College of Education in Ilorin metropolis. Stage two; purposive sampling technique was used to select one institution from each stratum while simple random sampling technique was used to select the sports personnel in the selected institutions. One hundred and three (103) respondents were selected for this study (University of Ilorin, 33, Kwara State Polytechnic 39 and College of Education, Ilorin 31).

A researcher structured questionnaire was used for the conduct of the study. The questionnaire, tagged ICT and Sport Management (ICTSM) contained two sections (A and B). Section "A" designed in a 4-point likert-scale format of strongly agreed, agreed, disagreed and strongly disagreed will comprised the demographic data of the respondents while section "B" elicited questions based on the variables identified on

the influence of ICT on sport management in tertiary institutions in Ilorin metropolis. The instrument was validated by three (3) experts in the Department of Human Kinetics Education, Faculty of Education, University of Ilorin. To determine the reliability of the instrument, the test - retest method was adopted whereby 10 copies of the questionnaire were administered on a group of respondents two times at the interval of two weeks on the group in an area that was not part of the study area which is Ilorin metropolis University (KWASU) Malete. Pearson's Product Moment Correlation was employed to test the reliability of the instrument. Reliability coefficient of 0.72 was obtained. The postulated hypotheses were tested with inferential statistical analysis of X^2 at the 0.05 level of significant.

6. Result

Hypothesis 1: Knowledge of computer system will not significantly influence sport management in tertiary institutions in Ilorin metropolis.

Table 1: X^2 analysis showing the influence of Knowledge of computer system on sport management in tertiary institutions in Ilorin metropolis.

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	df	CAL. VALUE	TABLE VALUE	REMARK
1	Use of computer as data base for documentation is essential for the management of sport	48 (46.6%)	45 (43.7%)	5 (4.9%)	10 (9.7%)	103				
2	Computer system is essential for quick processing of information such as registration and accreditation of athletes	41 (39.8%)	53 (51.5%)	8 (7.8%)	1 (1.0%)	103				
3	Computer system ensures durability of sports records such as competition played, athletes, coaches and others	41 (39.8%)	54 (52.4%)	6 (5.8%)	2 (1.9%)	103	9	282.11	16.92	Ho Rejected
4	Computer system provides easy review and access past sports information.	50 (48.5%)	43 (41.7%)	8 (7.8%)	2 (1.9%)	103				
	Column Total	**180**	**195**	**27**	**15**					

P < 0.05 alpha level

Table 1 above showed the calculated X^2 value of 282.11 and a table value is 16.92 at 9 degree of freedom at 0.05 alpha level. Since the calculated value of 282.114 was greater than the table value of 16.92, the null hypothesis was rejected. This implies that there was significant influence of Knowledge of computer system on sport management in tertiary institutions in Ilorin metropolis.

Hypothesis 2: Type of Internet facilities or ICT devices available will not significantly influence sport management in tertiary institutions in Ilorin metropolis.

Table 2: X^2 analysis showing the influence of Type of Internet facilities on sport management in tertiary institutions in Ilorin metropolis.

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	Df	CAL. VALUE	TABLE VALUE	REMARK
5	Internet facilities ensure a swift access to information for effective management of sport	65 (63.1%)	36 (35.0%)	2 (1.9%)	0 (0.0%)	103				
6	Electronic Mail ensures fast communication on sport related issue	49 (47.6%)	48 (46.6%)	4 (3.9%)	2 (1.9%)	103				
7	Internet service helps to connect various sporting	46 (44.7%)	55 (53.4%)	2 (1.9%)	0 (0.0%)	103	9	210.12	16.92	Ho Rejected

	events simultaneously for easy access by athletes, officials and spectators					
8	Internet server serve as a bank for data base files and documents such as athletes and staff details	63 (61.2%)	33 (32.0%)	7 (6.8%)	0 (0.0%)	103
	Column Total	223	172	15	2	

P < 0.05 alpha level

Table 2 indicated that the calculated X^2 value is 210.12 and the table value was 16.92 at 9 degree of freedom at the 0.05 alpha level. Since the calculated value of 210.12 was greater than the table value of 16.92 at 9 degree of freedom, the null hypothesis was rejected. This means that Type of Internet facilities significantly influence the management of sport in tertiary institutions in Ilorin metropolis.

Hypothesis 3: ICT training programme will not significantly influence sport management in tertiary institutions in Ilorin metropolis.

Table 3: X^2 analysis showing the influence of ICT training programme on sport management in tertiary institutions in Ilorin metropolis.

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	df	CAL. VALUE	TABLE VALUE	REMARK
9	ICT training programme exposes managers to skills useful for screening exercise and ticketing during sporting events for security purposes	67 (65.0%)	29 (28.2%)	4 (3.9%)	3 (2.9%)	103				
10	Gadget such as smart phones, CD Rom, flash drive ensures mobility of saved game reports	54 (52.4%)	39 (37.9%)	6 (5.8%)	4 (3.9%)	103				
11	Smart device help in the testing of equipment and facilities and in the procurement of these items.	66 (64.1%)	29 (28.2%)	8 (7.8%)	3 (2.9%)	103	9	157.21	16.92	Ho Rejected
12	Smart phone is essential for the regular update of sport information like current trends and updates in sport industry	33 (32.0%)	35 (34.0%)	20 (19.4%)	15 (14.6%)	103				
	Column Total	**220**	**132**	**38**	**25**					

P < 0.05 alpha level

Table 3 indicated that the calculated X^2 value is 157.21 and the table value was 16.92 at 9 degree of freedom at the 0.05 alpha level. Since the calculated value of 157.21 was greater than the table value of 16.92 at 9 degree of freedom, the null hypothesis was rejected. This means that ICT training programme has significant influence on management of sport in tertiary institutions in Ilorin metropolis.

7. Discussion of Findings

The results of the study are discussed below based on the hypotheses tested.

Hypothesis 1 revealed that knowledge of computer system has significant influence on sport management in tertiary institutions in Ilorin metropolis. The finding supports the assertion of Tondeur, Valcke & Braak (2008) that computers have been acclaimed as the most technological development of the 21st century; computer is an input-process-output (IPO) system. Computer play important role in making things easier for individuals and different sectors such as business, sport, education and health in the world and it has have been the basis for human existence from time immemorial and this has driven man to continuously seek ways to

improve the processing of information and communicating such information to one another irrespective of distance and on a real-time basis (Apple Education, 2009).

Hypothesis 2 revealed that Type of Internet facilities or ICT devices available have significant influence on sport management in tertiary institutions in Ilorin metropolis. This finding is supported by Nwachukwu (2012) who agreed that importance of internet service cannot be overemphasized because people need information to plan and carry out their managerial tasks. Kulsum (2008) also mentioned that ICTs make data updating very easy and available by sitting at any comfortable place the desired information can be accessed by connecting to the internet and surfing through Web pages for smooth administration of sport.

Hypothesis 3 revealed that ICT training programme has significant influence on sport management in tertiary institutions in Ilorin metropolis as stated by Baca, Kolb and Eder (2009) stated that smart device such as smart phones, digital camera and webcam could be very useful for tracking donors or potential donors for sport events, it could be very vital for general management of sports; issues like capturing moments, assessing and transferring database, keeping business records, employees' files, equipment inventories or facility maintenance records could be handled using different type of smart devices. Cummiskey (2011) further stated that the organizational marketing information system is atypical database program in which information such as season ticket sales; gate receipts or merchandise sales are tracked database could be regularly updated by gadgets to record changes, bearing in mind that the passage of time Presents a more comprehensive future of most activities.

8. Conclusion

The conclusion of the study states that:

Based on the findings of the study it was concluded that information and communication technology (ICT) has significant influence in the management of sports in tertiary institutions in Ilorin Metropolis.

9. Recommendations

Conclusion made above, it was recommended that tertiary institutions in Ilorin metropolis should endeavor to upgrade the ICT facilities from time to time to assist in the management of sports. This is because of the dynamic ranging out of new ICT devices that shoe forth in the market to improve global communication.

Latest ICT devices should be provided for the sports managers to afford them carry out sports management effectively.

Sports mangers should, on daily basis, exposed to in-service training in ICT recognized outfits to update their knowledge of use of improved ICT facilities.

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Data Management Issues and Lecturers' Effectiveness of State Tertiary Institutions in North Central Nigeria

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Abstract. The study examined data management issues and lecturers' effectiveness of State Tertiary institutions in North Central Nigeria. A descriptive survey research design was adopted for the study. The population for the study was 3070 respondents, comprising of the head of Department Level Adviser, Examination Officers, Admission Officers, Store Keepers in the 65 State Tertiary institutions in the North Central Nigeria. A sample of 1300 population using stratified random sampling technique, four research questions were raised and three hypotheses are formulated to guide the study. The instrument for data collection was a self-designed instrument tagged Data Management Issues for lecturers' Effectiveness Questionnaire (DMILEQ). The instrument was statements items and was validated by the experts in Test and Measurement and educational Management. Split-half reliability index of .79 after subjected to spearman ranking order statistics at .05 significance level. The result showed that the instrument is reliability for use. All the research questions were answered using descriptive statistics like mean scores and standard deviation at 2.5 decision level Pearson product moment correlation statistics was used to test all the hypotheses at .05 significance level. The findings revealed that data management, availability and utilization have positive significant influence on the record keeping teaching research, enrolment projection, graduation rate, students' academic performance and lecturers' effectiveness in State Tertiary Institutions in North Central Nigeria. It was however recommended that the lecturers should be exposed to the training on the data management issues like data availability storage and utilization methods through Workshops, Conference, in service training and method of managing available data towards enhancing lecturers' effectiveness in State Tertiary Institutions in North central Nigeria.

Keywords: Data Management Issues, Lecturer Effectiveness State Tertiary Institution and North Central Nigeria.

1. Introduction

The major problem confronting educational planning process in Nigeria is negligence of data usage by the educational planners. Many educational however, observed that they are planning without adequate data at their disposal. Witham (2002) faulted the pronouncement of Universal Basic Education programmeby former president Olusegun Obasanjo in 1999 as devoid of effective planning process in Nigerian education, became the former president did not

take into consideration all the necessary data to be managed in order to make the programme to succeed. However, the author observed that data management issues are very essential for effectiveness and efficiency in Nigerian educational programme.

Data can be defined as a numerical measure of educational phenomena especially in the school system at a particular point in time in order to aid effective decision making process, effectiveness, and efficiency in administration. Afolabi (2004) also described educational data as the collection of quantitative and qualitative information that are necessary for planning and administrative function in the school settings. For effective planning and administrative functions the need for Data management issues are called for. The data management issues of consideration are data classification, types of data needed for school administration, data availability usage, the data management challenges and solution. However, data cannot be effectivelyused without the knowledge of the stakeholders that will use them and without the availability of data the lecturer will not be effective in their administration. Durosaro (2007) classified needed educational data into quantitative and qualitative data. The author described quantitative data as those countable physical and human resources that their stock can be taken for manipulation in order to aid effective decision making process in the school settings. Qualitative data according to the author are those data relating to decision making communication skills, interpersonal human relation and delegation of authority. It should be noted that for effectiveness in data management to be enhanced, there is the need for efficiency in data collection storage and analysis. The data should be reality available for collection; the data collected should be appropriate and accurately analysed. The data availabilityfor collection, stored and analysis therefore, constitute effective data management in the school administration (Ofo (2000). The rationale for this study is to examine the data management issues like types of data, data source, collection, storage and analysis as influence the lecturer effectiveness indicators like teaching research, community services and record keeping in state tertiary institution in North Central Nigeria.

2. Statement of problems

In the recent time, data availability collection storage and analysis are essential and veritable tool for effective planning process in Nigeria educational system. No educational planning can succeed without having effective data management (Akinsol 2005), be it primary or secondary data at the disposal of the planners. However, for the lecturers in state tertiary institutions of North central Nigeria to be effective in their teaching research communist services and record keeping, there is the need for adequate data management as relate to data availability, collection, storage, organization and analysis. Therefore, the problem of investigation therefore centered on the relationship between data management issues and lecturers' effectiveness of state tertiary institutions in North Central Nigeria

3. Aims and objective

The study aimed at examining the relationship between data management issues and lecturers' effectiveness of state tertiary institution in North central Nigeria. Specifically, the objectives of the study are to:

i. find out the influence of data management issues on lecturer effectiveness of state tertiary institution in North Central Nigeria.
ii. examine the types of data necessary for lecturers' effectiveness in state tertiary institution in North Central Nigeria.
iii. investigate the level to which necessary data are available for lecturers' effectiveness in state tertiary institution
iv. examine the efficiency in the data organization for enhancing lecturersjob effectiveness in state tertiary institution in North Central Nigeria.

4. Research questions

The following research questions are raised to guide the study.

RQI: What are the types of data to be managed for assuring lecturers' effectiveness

instate tertiary institution of North Central Nigeria?

RQ2: To what extent do the data availability influence lecturers' effectiveness in state tertiary institution in North Central Nigeria?

RQ3: To what extent do the data utilization aid lecturer job effectiveness ins state tertiary institution in North Central Nigeria?

RQ4: what are the problems militating against effective data management for lecturers' job effectiveness in state tertiary institution in North Central Nigeria?

5. Research hypotheses

The following research hypotheses were for militated for the study:

H_{01}: There is no significant relationship between data management and lecturers' and lecturers' job effectiveness of state tertiary institutions of North Central Nigeria.

H_{02}: There is no significant relationship between data availability and lecturers' job effectiveness of state tertiary institution in North Central Nigeria.

H_{03}: There is no significant relationship betwee3n data utilization and lecturer's job effectiveness of state tertiary institutionin North Central Nigeria

6. Methodology

The study adopted a descriptive research design which was carried out in expost-facto design. The population of the respondents was 3070 comprising of head of departments level advisers, examination officers, store keepers, in all the 65 state tertiary institutions in North Central Nigeria. A stratified random sampling techniques was used to selected 1300 respondents from the tertiary institutions. The respondents from state polytechnics, colleges of education, Universities and Health institutions. Five research questions and three research hypotheses were generated to guide the study. The instrument was a self-designed instrument tagged Data Management issues for Lecturers' effectiveness questionnaire (DMILEQ). The instrument was validated by the experts in statistics, Test and measurement and Educational management. Split-half reliability index of .79 after subjecting it to spearman Ranking order statistics at .05 significance level.

The research questions were answered using descriptive statistics like, means score and standard deviation at 2.50 decision level of agreement. The hypotheses were tested using Pearson product correlation statistics at .05 significance level. Find below the results.

RQ1: what are the available types of data to be managed for lecturer's effectiveness of state tertiary institution in North Central Nigeria?

Table 1: The availability types of data for lecturers' job effectiveness in tertiary institutions in North Central Nigeria.

S/No	Types of data	$\bar{x}$	Sd	Decision
1.	Students enrolment	20.24	2.01	Agreed
2.	Infrastructure facilities	22.21	2.57	Agreed
3.	Instructional facilities	18.29	2.72	Agreed
4.	Number of teaching staff	14.86	2.54	Agreed
5.	No of non-teaching staff	18.21	2.66	Agreed
6.	Number of buildings	29.16	2.72	Agreed
7.	Capacity of classrooms	12.42	2.62	Agreed
8.	Number of programmes	11.82	2.55	Agreed
9.	Graduation rates	12.21	2.61	Agreed
10.	Progression rates	18.12	2.57	Agreed
11.	Number of science equipment	22.61	2.81	Agreed
12.	No of technological equipment	16.11	2.59	Agreed
13.	Library facilities	21.2	4.61	Agreed
14.	Sporting equipments	24.6	20.73	Agreed
15	Internet facilities	20.61	2.55	Agreeds

Table 1 shows that the available data in education system are students' enrolment, physical facilities instructional facilities, teaching and non-teaching staff, buildings, the capacity of classroom number of

programme, flow and stock statistics such as graduation and internet facilities. However, the effective management of the agreed data definitely aid lecturers' job effectiveness especially supported by Durosaro (2000) which noted that the availability and effective planning in Nigeria it is therefore, essential for lecturer the data to be effective managed towards effectiveness.

RQ2: to what extent do the data availability influence lecturers' effectiveness in state tertiary institution of North Central Nigeria?

Table 2: Influence of data availability on lecturers' effectiveness of tertiary institution in North Central Nigeria

S/No	Statements	$\bar{x}$	Sd	Decision
1.	Lecturers makes use of available data for their planning purpose	11.72	2.96	Agreed
2.	The available data and efficient record keeping	14.86	2.72	Agreed
3.	Lecturers job performance are enhanced with the knowledge of available data	13.26	2.66	Agreed
4.	The availability of library science facilities aid career guidance	14.58	2.83	Agreed
5.	The capacity of the available buildings aid lecturers' activities on community services	15.52	2.62	Agreed
6.	The availability of data enables the lecturers to monitor their progression their jobs.	13.36	2.77	Agreed
7.	Awareness of the available data encourage expansion of the institutional programme	12.44	2.69	Agreed
8.	Data availability evaluation	41.29	2.70	Agreed
9.	Through the availability data progression rate is determine which aid lecturer's commitment	12.43	2.56	Agreed

Table 2 answer the question that relate to the extent to which the effective data availability influence lecturers' job effectiveness in North central Nigeria, the respondents however, agreed that the lecturers in the tertiary institution make use of availability data for their planning purpose, that the availability aid effective record keeping, it develop the lecturers' in their institutions, with the choice of subjects is entrenched, the availability of data on the capacity of building determine the types of commonly services that the institutions could be involved and thereby lead to expanded programme. The knowledge of available data enable the lecturer to determine their progression rate of the students and thereby aid lecturers' commitment in the school system therefore, the availability of data is essential for lecturers' job effectiveness in tertiary institutions.
(one 2012).

RQ3: To what extent do the data utilization aid lecturers' effectiveness of state tertiary institutions in North Central Nigeria?

Table 3: Data utilization and lecturers' effectiveness of state tertiary institutions in North central Nigeria?

S/No	Statement	$\bar{x}$	Sd	Decision
1.	Enrolment data helps teachers to have accurate records	19.46	2.92	Agreed
2.	Effective data analysis of the data collected created awareness or students progression rates	18.64	2.59	Agreed
3.	Number of physical resource availability encouraged planning processes	21.52	1.65	Disagreed
4.	The number of students determine the number of teachers to be recruited	16.39	1.56	Disagreed
5.	The record of programmes at the institutions determine number of library facilities required	18.32	2.62	Agreed

Table 3 examined the extent to which the available data in tertiary institutions are utilized in a bid to enhance lecturer's effectiveness of tertiary institutions in North central Nigeria. The respondents agreed that the utilization enrolment data aid accuracy and stability of the school records. The awareness of the

data available and analysis helps the lecturers to be aware of progression rate in the school system. The respondents also disagreed on the fact that number of the physical facilities in tertiary institutions is the major determinant of planning process. Also, the respondents also disagreed on the fact that number of student enrolment determine the number of staff recruited; the respondents disagreed that number of the programmes determine the number of library to be provided. The opinion however negate the recommendations of United Nation Education Scientific Commission which stated the teacher-student rates of 1:40. The record of students need to be determined for effective planning processes but it is not used in North Central Nigeria (FGN, 2013).

RQ4: What are the problems militating against lecturers' effectiveness of tertiary institutions in North Central Nigeria?

Table 4: Problems militating against data management for lecturers effectiveness of tertiary institution in North Central Nigeria.

S/No	Statement	$\bar{x}$	Sd	Decision
1.	High rate of figure falsification	15.52	2.62	Agreed
2.	Poor statistical knowhow affect record keeping	18.32	2.55	Agreed
3.	Political interference on figure need affect usage	22.16	2.63	Agreed
4.	Truncated school calendar affect school records keeping.	24.33	2.69	Agreed
5.	Population explosion of the students affect the learning processes	18.62	2.72	Agreed

Table 4 agreed that the following factors militate against effective utilization of the available data for enhancing lecturers' job effectiveness in the state. Institutions in North Central Nigeria such problems are falsification of data, poor statistical knowhow, political interference, population explosion which made the data to be unstable and truncated school calendar.

Hypotheses Testing

The following hypotheses were tested using Pearson Product Moment Correlation Statistic at .05 significance level.

Ho_1: There is no significant relationship between data management and lecturers' job effectiveness of state tertiary institutions in North central Nigeria.

Table 5: Data management issued and lecturers' effectiveness of state tertiary institutions in North Central Nigeria.

Variables	No	$\bar{x}$	Sd	df	Calculated r-value	Critical r-value	Decision
Data management	1300	58.63	12.11				Ho_1
				1299	.56	.196	
Lecturers' effectiveness	1300	72.32	6.21				Rejected

Table 5 shows that the calculated r-value of .56 is greater than the critical r-value of .196 at degree of freedom of 1299 and tested at .05 significance level. Hence, the null hypothesis which stated that there is no significant relationship between data management and lecturers' effectiveness in state tertiary institutions in North Central Nigeria is therefore rejected. It however, showed that effective management of data are influencing lecturers' job effectiveness especially in the state tertiary institutions. The result is in line with Ogundele and Oparinde (2012) which opined that the availability of data enhance effective monitoring of the teachers efficiency and effectiveness in the educational institutions.

Ho_2: There is no significant relationship between data availability and lecturers' effectiveness of state tertiary institutions in North central Nigeria.

Table 6: Data availability and lecturers' effectiveness of state tertiary institutions in North Central Nigeria.

Variables	No	$\bar{x}$	Sd	df	Calculated r-value	Critical r-value	Decision
Data availability	1300	61.44	13.62	1299	.63	.197	Ho_2
Lecturers' effectiveness	1300	72.32	6.21				Rejected

Table 6 indicates that the calculated r-value of .63 is greater than the critical r-value of .197 at the degree of freedom of 1922 and tested at .05 significance level. Therefore, the null hypothesis which stated that there is no significant relationship between the data availability and lecturers' effectiveness of state tertiary institutions in North Central Nigeria is therefore rejected. It means that the availability of data in the state institutions and effectiveness of lecturers in the tertiary institutions. The result is therefore supported with the findings of Ogundele and Afolabi (2010) which stated that the available records in the school system enable the schools to determine the progression rate, dropout rate, withdrawal and promotion rate in the educational system.

Ho_3: There is no significant relationship between data utilization and lecturers' effectiveness of state tertiary institutions in North central Nigeria.

Table 7: Data utilization and lecturers effectiveness of state tertiary institutions in North Central Nigeria.

Variables	No	$\bar{x}$	Sd	df	Calculated r-value	Critical r-value	Decision
Data utilization	1300	42.66	12.33	1299	.62	.197	Ho_3
Lecturers' effectiveness	1300	72.32	6.21				Rejected

Table 3 shows that the calculated-value of .62 is greater than the critical r-value of .197 at the degree of freedom of 1299 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between data utilization and lecturers' effectiveness of state tertiary institutions in North Central Nigeria is rejected.

The result shows that high significant relationship existed between the data utilization and lecturer job effectiveness especially in state tertiary institutions in North central Nigeria. The result shows that the utilization of the available data that aid lecturers effectiveness in the areas of teaching research and community services especially in the North Central Nigeria. The result however, supported Nwachukwu (2014) which stated that effective utilization of data aid lecturers effectiveness in their teaching and participation in the community services and there research activities in the tertiary institutions especially in Nigeria.

7. Conclusion

Based on the discussion of findings, data availability is an essential instrument for enhancing lecturer job effectiveness especially in state tertiary institutions in North Central Nigeria. The information received encourage effective planning process by the lecturers. It could be concluded that effective management of the available data will ameliorate the associated problems in the institutions emanated from data management in state tertiary institutions in North Central Nigeria.

8. Recommendations

Based on the results of findings and the conclusion made, the following recommendations are proffered:

Provision of related data for effective planning:
Data related to the educational planning and administration process should be adequately provided for effective teaching-learning process of the state tertiary institutions' lecturers in North Central Nigeria.
Lecturers' should be trained in areas of data management:

The lecturers' should be trained in the areas of data availability and utilizations for enhancing lecturers and administrative effectiveness of Nigerian institutions.
Data banks should be established for tertiary institution usage:

Also, every institution should establish data banks in their school and such data in the safe should be made open for usage to the staff, enhancing lecturers' job effectiveness in the state tertiary institutions in North Central Nigeria.

Enforcement of the data for effective record keeping in the schools.

Finally, the institution administrators should ensure that the lecturers are making use of available data for their record. Keeping provision of essential services and monitoring of the internal efficiency of the students which are the indicators of lecturer effectiveness of state tertiary institutions in North Central Nigeria.

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Improving the Benefits of Fulfude Language Standardization, by Using the Formal Teaching and Learning Methods.

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Abstract. This paper assesses the benefits of Fulfulde language standardization by using formal teaching and learning trends and insights. It is surveys briefly the various language teaching methods and approaches that have been used over the years (audio lingual methods, cognitive code learning methods, grammar translation methods, direct methods, functional national approach and communicative language teaching approach) and shows the reasons for changes in beliefs and emphasis from one method/approach to another. It then uses some of the methods as basis to show the benefits of what standardization is all about, and what the language teacher stand to benefit from the approach.

Keywords: Fulfulde, Teaching Methods, Benefits, Standardization.

1. Introduction/background

Fulfulde has been categorized under Niger Congo language family. Greenberg (1970). It is the language of the Fulbe, the nomadic cattle owners of West Africa whose unknown origin has provided a fruitful field for speculation for those so inclined and prompted theories of relationships among people as diverse as the ancient Egyptians, the Biblican Phat, the Basques and Dravidians of India. Now after centuries of gradual movement mainly on our eastern direction from an early district which seemed to have been somewhere from the eastern part of what is now Senegal or western part of present day Mali. They are found throughout a wide band west Africa roughly between the10th and the15th parallels and extending from Senegal, Gambia and Guinea on the Atlantic, through Mali, upper Volta, Niger and northern Nigeria to Chad and Cameroon while the fringes of the dispersion are to be found in southern Mauretania, northern Sierraleone and Ghana in Dahomay and even as far east as the Sudan, Arnott (1970).

There are seven dialect groups that are distinguished within Fulfulde language in Africa including the one spoken in the Sudan Republic. Mammadou (2000). These are:

(i) Pulaar group – spoken in Senegal valley and Futa – toro
(ii) Fula/Pular group – spoken in FutaJalo in the Republic of Guinea
(iii) Masina group – spoken in Mali and Burkinafaso Republic
(iv) Sokoto group – spoken in Burkina, Benin Republic and West Niger
(v) Central Northern Nigeria group – Nigeria and West Niger
(vi) Adamawa group – spoken in Chad and Cameroon Republic
(vii) Sudan group – spoken in Nile Red Sea

There is a need to standardize the Fulfulde language because we need to provide a unified means of communication, provide uniform form for learning materials and dictionaries and for establishing of agreed orthography and spelling.

Wikipedia has also defined standard as a dialect (also known as a standardized dialect or '' standard language'') is a dialect that is supported by institution such institutional support may include government recognition or designation, presentation as being the '' correct'' form of a language in schools, published grammars, and text books that set forth a correct spoken and written form, and an extensive formal literature that employs that dialect.

As such, there is need to train Fulfulde teachers to use the available methods in teaching the language. The importance of the training of competent teachers in both the subject matter and methodology cannot be neglected. No teacher can succeed if he has deficiency in using teaching/learning methods.

According to Brown (1998: 41) *Teachers should adapt the most appropriate methods of teaching a language, as this is likely to lead to remarkable improvement in the level of proficiency of language among Nigerian primary school pupils. They should therefore be aware of the various methods of teaching and should be able to apply them when necessary*.

It is not advisable for a teacher to teach the learners by using only one method but rather by using different methods depending on appropriate situation. Therefore a brief survey of some language teaching methods and approaches would suffice.

2. Literature

2.1 A Brief Survey of Language Teaching Methods

2.2 Audio-Lingual Method: Audio-Lingual Method has its roots in the 1920s in the works of descriptive linguists and later in the 1950s in the works of structural linguists. Bloomfield's rejection of mentalistic interpretation of learning in favour of a mechanistic approach exerts great influence and informed the audio-lingual method. The method was first used in the armed forces language schools in Europe to cater for the growing need and to ensure quick learning of the foreign languages. The method has the following features; (i) Speech is primary, writing is secondary, (ii) Listening comes before speaking, reading before writing (iii) discourages the use of mother-tongue and (iv) places great importance or mimicry and memorization of patterns, dialogue substitution tables, etc.

Several assumptions informed the Audio-lingual Method; (i) speech is primary, writing secondary (ii) what is learned can be specified (iii) what the students learn can be described and (iv) language learning takes place as a process of habit formation.

In Audio-Lingual Method, the materials to be learnt are presented in forms of dialogues, pattern drills and substitution tables, and mimicry and memorization are its common features. These processes gradually lead to rule-generalization. Materials are presented in the following order; listening, speaking, reading and writing. The method depends heavily on reinforcement. There is also more learner participation and the use of language laboratory.

However, the Audio-Lingual Method has some apparent limitations that:

- Language is not learnt in discrete isolated context,
- The artificial drills may not necessarily represent language as used in real-life communication (all the linguistic corpus may not be possible),
- There is no one-to-one correspondence between selected linguistic items and actual linguistic performances, and
- Language is not habit-formation and therefore should not aimed at error-free learning.

2.3 The Cognitive-Code Learning Method

The method was introduced as a reaction to the flaws in Audio-Lingual Method. Proponents of the method believe that 'language learning is rule-formation, not habit formation" Williams (1990). In this method, group work and individual instruction are encouraged while choral work is discouraged. 'There is greater use of visual materials and illustrations.

Cognitive-Code Learning Method is based language is rule-governed, and that every individual is subconsciously, an internalized structure of language, hence the method stresses

conscious study of grammar rules. The following principles underline the method:

(a) materials are presented in contrast with other items, not as discrete items,
(b) materials which are presented in a meaningful context are more easily learned and retained,
(c) visual materials are better learned than oral ones, and
(d) language skills are better learned if attention is paid to its structural features.

Like the Grammar-Translation Method, the Cognitive-Code Learning Method is rule-based, with a lot of practice in all the language skills. There is more of learners' activities and less of teacher-talk. Language is presented in meaningful contexts. The cognitive-code learning method comes closer to eclectic approach; its techniques are adaptable to different situations.

2.4 Grammar-Translation Method

During the 19th century, the Grammar-Translation Method dominated language teaching in Europe. The method stresses the importance of learning the rules, since according to its proponents "language is rule-governed behaviour". It emphasizes the study of the forms of language rather than the communicative use of language (Williams, 1990). Language learning involves the breaking down of sentences into clauses, phrases and identifying parts of speech. lo Williams (1990), a typical language class, under this method, at that time would have been engaged in the following activities-only eight of the eleven activities are paraphrased and presented here as:

(i) Role-memorization of vocabulary items with their native language equivalents.
(ii) Reading a loud in the foreign language of texts.
(iii) Translation of sentences from the foreign language to the native language, and vice versa.
(iv) Explicit statements and explanation of rules governing the use of structures to be learned.
(v) Explicit teaching of terminologies.
(vi) Little or no systematic practice of pronunciation as such.
(vii) Teaching is done in the native language, with not enough use of the target language.
(viii) Learning by deduction, the teacher stating the rule first and giving examples afterwards to illustrate the rule.

However, the method's neglect of systematic practice in aural-oral skills is a serious defect to the second language teaching. Little attention, too, is paid to activities for developing communicative competence. The method creates artificial forms of the language thereby encouraging the teacher to do much of the talking, "denying the students the active participation that is so vital to second language learning" Williams (1990). But, to be fair to the method, there are times when it will be better and economical to state the rule and explain it. So also, there are situations where translations can be an effective technique in language teaching.

2.5 Direct Method

This method came as a reaction to the rule-governed approach to foreign language instruction. Central to this method is its emphasis on the active use of language in concrete situations. Here, the learner has a "direct" taste or experience of the language-being confronted with various situational matrices of speech and utterances. In this method, grammatical rules play no prominent role, no effort to distinguish grammatical structures from other forms of language here language is treated as "a global" phenomenon, not as a discrete grammatical structure.

In this method, lessons are conducted orally and directly in the 12 without translation; the attempt was to ensure communicative competence. The basic psychological tenet of the method is that the learner learns to speak not through memorization, translation and regurgitation of grammar rules, but through a mechanism used in learning native language. In addition to the above, the direct method has the following features:

(a) The learner thinks and responds in the target language.
(b) Lessons are introduced "assisted by the use of actions, gestures, miming" or through the use of pictures, diagrams and illustrations.
(c) Lessons are full of activities from start to the end to be done by the both the teacher and students.
(d) Questions are asked and answered in the target language.
(e) Rules are stated in the target language.
(f) Grammar is taught through induction i.e. examples first before pattern practice.
(g) The mother-tongue should not be used in teaching the target language.
(h) Speech comes before reading-reading aloud will assist oral skills.

It should be noted that the direct method makes a lot of demands on the teacher. In this method mistakes should not be frown at, they should be corrected without discouraging the child. Teachers should create situations where students are expected to speak the language. For the effectiveness of this method, teachers need to review what has been taught and should determine how much has been retained by the students-less retention means the technique has not been successful. Teachers should always insist on the use of the language.

Having seen what the method is all about, the next thing is to consider its strengths and weaknesses. One strength of the method is that it makes for faster mastery of the target language since learners are expected to start using the language right from the outset. Secondly, the method is good for a heterogeneous class where the medium of instruction is the target language. Thirdly, it ensures full teacher and students participation since it full of exciting activities.

However, the method has recorded some negative criticism. One is that, the method is too unstructured to allow the learners to know what they are expected to do. Secondly, it is unrealistic to think that 1.2 learning could be the same as L1 learning. Thirdly, the method makes great demand on the teacher who has to be talking, gesturing, demonstrating etc all throughout the lesson. The method is sensitive to the personality of the teacher.

2.6 The Functional-Notional Approach

This approach "views language as primarily intended for use in society". (Williams 1990). It considers the learner as a social person. Syllabi are developed with reference to functions and notions in language. Topics are presented as functions i.e. as "speech acts" such as "Asking for information" (in the bank), "Asking for directions", "Apologizing to someone" etc, not as traditional grammar units such as "countable and uncountable nouns", or "transitive and intransitive verbs". Notions refer to "the concepts which people use in verbal communication", "hatred' or abstract relations like "agent", "recipient", "quality", "quantity", "time", "space" etc (Williams 1990).

The functional-notional approach has three general principles: (1) priority should be given to communication competence in language teaching (2) content should be emphasized without sacrificing grammatical form, and (3) language activity should be organized around specific classroom situation for specific communicative purposes (Williams, 1990).

The pedagogical principles of the method could be summarized as:

(a) introduce new linguistic forms in social situation to clarify their meaning (bank, market etc).
(b) use particular language items in appropriate situations to illustrate a concept (prices, costs, etc)
(c) extend vocabulary and structures through constant practice using variety of examples.
(d) proceed from controlled to freer types of activities.
(e) combine active practice with the conscious study of the rules of language.
(f) use realistic everyday life activities relevant to the communication need of the learner.
(g) use variety of teaching methods, styles and techniques where appropriate.

The method is generally in line with current trends and emphases on communicative

competence. It integrates the social aspects of language with the role of the individual in language interaction.
However, the method has recorded two major flaws. One is the difficulty of sorting out and grading materials for classroom or textbook presentation. Secondly, the problem of making the syllabus suitable for beginning learners, since activities such as role-play and dramatization will require a basic knowledge of the structure of the language.

2.7 The Communicative Language Teaching Approach

This method deals more with communication aspect of language than all other methods so far discussed. It is closely related to functional-notional approach in that they both assume communicative competence as the main aim of language teaching. This method is gaining currency, second only to the electric approach, in the field of Second language (L2) and Foreign Language (FL) teaching.

Proponents of the method emphasized the communication aspect; the appropriateness of language use. By appropriateness of usage as Hymes (1972) puts it "A child knows when and when not to speak, what to talk about with whom, when, where and in what manner". So the emphasis is on productive rather than receptive skills.

The idea of communicative goal of language teaching is not new. Even the proponents of the methods highlighted above would be surprised if they were told that their methods were not aimed at developing communicative ability in their students. The only new thing is the shift in emphasis.
The features of communicative language teaching can be summarized in the following; use of verbal responses, use of oral drills, use of many dialogues, use of authentic language and language in action, role playing, novelity, use of visual materials, questionnaires and interviews etc.

Some of the most common principles guiding communicative language teaching methods include:

- communicative competence is acquired through the process of social interaction.
- communication has a purpose.
- communication conveys feelings and attitudes as well as facts.
- communication involves use of authentic language.
- communication is language in action-getting people to do things.
- communication involves using acquired skills.
- communication involves a lot of the unpredictable (new things), and
- learner's role should be paramount than that of the teacher.

It is true that the new trends in the field of language teaching is communicative competence. There is the growing clarion call for more students talk, and less teacher-talk. It is also a fact that we cannot bring the real world into the classroom. But we can simulate reality through role-playing, group activity, seeking and getting information etc. However, all these placed great demands on the teacher in the area of preparation and presentation of materials. This and other more psychological and social constraints will inform the use of Eclectic Approach.

3. The Current Issues and Trends in Language Teaching

3.1 The Eclectic Approach: The current trends in the field of language teaching emphasize the integrative approach. The Eclectic Approach is based on the tenets of selecting the most appropriate techniques from a variety of language teaching methods to suit a particular lesson. This is done with the need of the learner, the items to be learnt, and the environment in which the learning takes place at the back of the teacher's mind. The teacher uses many alternative techniques within a lesson modifying the methods to accomplish his lesson objectives.
The Eclectic Method is systematic, and the choice of the techniques to be used is deliberate, not accidental or done out of frustration. The steps to be followed are pre-planned keeping in mind the psychological and situational constraints.

The Eclectic Method is flexible. The choice of which method to use depends on the teacher's capabilities and types of language item(s) to he presented. For instance, two methods could be used in the teaching of grammatical structures, the Grammar-Translation Method for the presentation of rules, and the Direct Method for the drills and practice of structural items. It involves a combination of different methods being used during a particular lesson.

It is often said, the Eclectic Method is no method at all; it has no underlying principles of its own. It is not a collection of all methods but a conscious selection of the best techniques from amongst all the other methods.

An Eclectic Approach ensures a balanced participation between the teacher and the pupils, a balance between spoken and written English and a balance between accuracy and fluency. In short the proponents of the method are saying we are not enslaved to only one method. Eclectic Method does not condemned any other method.

3.2 The Newer Methods

In the last three decades of the 20th century, newer methods of teaching language have emerged. These methods which have succeeded in some ways than others are collectively known as the "Humanistic Approach" (Al-Hassan, B.S.Y 2001, and Odo, J.C: 2007). They include following:

Suggestopedia: This approach was designed by a Bulgarian psychiatrist, George Lozano. It is based on the science of suggestions known as suggestology. It is based on the fact that L2 learning is better done in relax and stress free atmosphere. Here, no attention is paid to grammatical errors. "In this way, the composed learner is bound to benefit more than in tense situation with the fear of making mistakes (At-Hassan 2001 and Odo 2007).

The Silent Method: In this approach both teaching and private practicing are reduced to a minimum. Learners used language items in the lessons for solo training. The aim is to develop some self-assuredness in the learner. Charts containing vocabulary and colour coded guides to pronunciation are made available to guide the learners while the teacher talks little.

Community Language Learning Methods: The CLL method is simply used for diagnostic purposes. It develops a sense of association between the teacher and the learner. That is, the learner says something in his native language which the teacher translates and the learner then repeats what the teacher says. There is no prepared material for the lesson.

Natural Method: The method emphasizes the mastering of vocabulary rather than grammatical rules. There is no formal correction of mistakes. The aim is to achieve communication in informal settings. There is also more stress on the importance of emotional rather than cognitive factors

Language From Within Method: The materials to be learnt, in this method, come from the learner, in this case, the learner become involved and his own needs, interests, values and immediate routines form the basic ingredients of the lesson(s). The aim is to allow the cognitive, affective and interactive elements to flow together (Odo 2007).

Delayed Oral Practice Method: This method is based on the premise that, it is easier for learners to recognize language than to produce it. Through this method, the foundation for basic receptive competence is laid.

Total Physical Response Method: This method is relevant especially in the early months of learning a second language. At this stage, aural comprehension is seen as the sole aim of language learning.

Teaching Aids and Materials Method: All methods, including old and new, become more effective through the use of teaching aids. Teaching aids could be roughly categorized into visual, aural and audio-visual.

4. The Discretional Methods

According to Crystal (1987), there are hundreds of teaching methods, each based on a particular

view of language. Such methods recommend a specific set of techniques and materials to be implemented in a specific sequence.

Based on the above, it would be difficult to single out the most effective method of teaching language. This seemingly complex situation makes a lot of demand on the teacher to be both an artist and a scientist. The teacher is an artist because he has to use his imagination and creativity to achieve effect. And, he is a scientist because he applies tests and measurements to achieve his goal(s) (Odo, 2007). This is what is referred to as the discretional method. In other words, the methods require the teacher to use his own judgment (discretion).

For the teacher to accurately use his own discretion, he needs to be fully informed and aware of the various methods of teaching language including strengths and weaknesses.

5. Conclusion

As teachers, we should not be slaves to methods. No matter how well grounded a method is, it cannot be a replacement of the teacher. Therefore, language teachers should note that methods are aids to learning, and cannot by themselves make learning possible. However, a combination of the two would surely facilitate teaching/learning process.

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Part Nine

Educational Management

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Historical Analysis of Nomadic Education Programme in Kwara State, Nigeria: 1988-2011

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Abstract. In a bid to enhance the access of nomads to education and to translate into action the philosophy of equality of educational opportunities, the Federal Government of Nigeria introduced a special education programme called Nomadic Education in 1986. Following this, all the states of the federation with large concentration of nomadic Fulani were directed by the Federal Government to launch the programme in their respective states. Kwara state government hence, launched the programme in the state 1988. This study, therefore, traced the trends in the historical development of nomadic education in North Central Nigeria: 1988-2011. This study adopted the historical research method, relying on both primary and secondary sources. The population of the study comprised all relevant stakeholders in nomadic education programme: the officials, head teachers and nomads. A total number of 420 respondents were sampled in the study using the multi-stage sampling techniques. Challenges of Nomadic Education Questionnaire (CNEQ) was used to gather data for the study. It was revealed that students' enrolment figures were fluctuating within the period covered by this study. It was also found out that there was an upward trend in the number of Nomadic Schools in Kwara state, Nigeria from 1988-2011. Based on the findings, it was recommended that government should also embark on constant awareness campaign to encourage and sustain enrolment in nomadic school.

Keywords: Nomadic, Nomadic Education, Historical Analysis.

1. Background to the Study

Nomads are groups of people who seasonally move from one place to another in search of means of livelihood. These groups of people, particularly the pastoral Fulani nomads, do not have permanent settlement; rather they wander from one location to the other in search of good pasture and water for their animals. Wambai (2007) asserted that pastoral Fulani nomads, at times, move in order to avoid disease infected areas with a view to keeping their herds and themselves safe from attack. The frequent movements of the nomads according to Ezeomah (2000) are hinged on some factors which include desire for independence and freedom from the interference and supervision by the sedentary authorities.

According to Osokoya (2008), attempts at providing the African nomads with western education first started in parts of the French West African countries in the1920s. Kitchen (1962) stated that the first tent school among the Sahelian nomads was established in 1924. However, similar efforts were later extended to

Chad, Mali, Nigeria and Niger after the Second World War (Umar, 1998).

Nigeria has two broad categories of nomads, namely the pastoralists and the migrant fishermen. The pastoral category whose population is estimated at about 6.5 million is made up of the Fulani (5.3 million), the Koyam (32,000), the Badawi (20,000) and the Dark Buzzu (15,000). The rest of the pastoralists are found mainly in the Borno plains and the shores of Lake Chad (National Commission for Nomadic Education, 2010). According to Osokoya (2010), the literacy rate among the pastoralist nomads was very low. It stood at 0.02 percent. The migrant fishermen are mainly found in the Atlantic coastline, the riverine, and the river basin areas of the country (Osokoya, 2008). The literacy rate of the migrant fishermen in Nigeria was 2.0 percent (Osokoya, 2010). This simply implies that the two categories of nomads in Nigeria are educationally disadvantaged.

However, the major reasons for the poor participation of the children of Nigerian nomads in western education as identified by scholars such as Ezeomah (1982), Junaid (1987), Tahir (1991), Umar (1998) and Osokoya (2010) are:

i. their constant migrations/ movements in search of water and pasture in the case of pastoralists; and fish in the case of migrant fishermen
ii. the centrality of child labour in the production system, thus making it extremely difficult to allow their children to participate fully in formal schooling.
iii. the irrelevance of the school curriculum which is tailored to meet the needs of sedentary groups but however, ignores the functional needs of nomadic people
iv. their physical isolation since they operate in largely inaccessible physical environments; and
v. land tenure system that makes it difficult for nomads to acquire land and settle in one place.

In order to redress the illiteracy level among the nomadic population of Nigeria, the government introduced a special education programme called Nomadic Education. The educational programme according to Iro (2006), has three broad goals: to raise the living standard of the nomadic community; to harness the potentials of the nomads; and to bridge the literacy gap between the Fulani and the rest of the society.

Nomadic Education Programme in Nigeria commenced officially in 1986 after the Yola National Workshop on Nomadic Education which held on 4th November, 1986. Osokoya (2008) stated that the Yola National Workshop on Nomadic Education was a turning point in the development of nomadic education in Nigeria. According to him, the workshop was followed by an active mobilization and enlightment campaigns for nomadic education in the country. Furthermore, the workshop formed the basis for development of the blue print on nomadic education which was published in 1989.

In order to enhance proper implementation of the programme, the National Commission for Nomadic Education (NCNE) was established by Decree 41 of December 12th, 1989 to cater for the educational needs of the children of Nigerian nomads (Ahmed 1999). The Commission began functioning in January 1990 with 206 schools, 1,500 students and 499 teachers. Ninety-seven (97) of the schools had permanent building while the rest of the schools operated on temporary structures or under the trees. Some schools had furniture, others used mats. The schools taught modified curricula in English, Arithmetic, Social Studies, and Primary Science developed by the Usmanu Danfodiyo University, Sokoto (Lar, 1997). In order to adapt to the work rhythms, nomadic schools run morning and afternoon shifts so that the children can rotate between herding and schooling (Iro, 2006).

With the official launching of the Nomadic Education Programme by the Federal Government, all the states of the federation with considerable number of Nomadic Fulani were directed by the Federal Government to launch the programme in their respective states (Lar, 1989). Following this directive, Na'Allah (1991) reported that Kwara state as one of the states with a large population of Nomads quickly commenced efforts at encouraging the nomads

to enlist their children on the programme. The State Government through State Ministry of Education immediately entered into dialogues with two Fulani associations in the state, namely, Maiyetti Allah Cattle Breeders Association and MacDuranake Allah Jamu's Fullo Association, to ensure successful implementation of the programme in the State.

The first Nomadic school in the state was commissioned in New Bussa (defunct Kwara State) by then state commissioner for Education, Dr. Ramat Abdullahi, on the 15th February,1988. Moreover, Kwara State government launched the programme officially at the Kwara State Stadium Complex on 30th June, 1988. Therefore, it could be understood from the foregoing that the year 1988 was a major landmark in the history of nomadic education in the state because the first Nomadic school was commissioned in that year. Equally, the programme was officially launched in the state in that same year. Thus, this informed the commencement date of this study. The termination year of this study, 2011, was chosen because of its significance to Nigerian history in general. In 2011, there was a change in government. The democratic government, Goodluck Jonathan Administration, came into power in May 29, 2011. The Goodluck Administration launched a policy package called Transformation Agenda. By this, the Administration hopes to transform the whole country using thirteen key areas as the spring board, education sector inclusive.

In order to ensure successful operation of the programme in the state, the state government approved budgetary allocation for the programme which was supported by the Federal Government during the 1988 fiscal year as could be seen in the table 2.

Table 1: Take-off Grants for Nomadic Education in Kwara State in 1988

States	Federal Financial Aid	State Financial Aid
Kwara	759,966.52	320,000.00

Source: Lar (1989)

Table 1 shows the take-off grants for Nomadic Education by both the Federal and Kwara State Governments. With these efforts by both the Federal and the State Governments, nomadic education gathered momentum in the state in terms of pupils' enrolment and establishment of nomadic schools as could be seen in the Table 2

Table 2: Enrolment of Nomadic Schools Pupils in Kwara State

S/N	Place	Local Govt. Area	No. of Students
1	Aiyekale	Ilorin	45
2	New Bussa	Borgu	25
3	Lafiagi	Edu	30
4	Kata	Ifelodun	15
5	Agbonna	Asa	60
6	Etile	Asa	30
7	Aleyo	Asa	20
	Total		225

***Sources**: Na'Allah (1991)*

Table 2 shows nomadic school pupils' enrolment rates in Kwara state as at 1990. A total of 255 nomadic pupils were enrolled in seven nomadic schools spread across five Local Government Areas of the state with Asa Local Government Area having three schools and the other participating Local Government Areas have one each.

Consequently, progress reports on nomadic education by the Kwara State Ministry of Education (2003) revealed that there is a mild increase in the growth of nomadic schools in the state. The number of nomadic schools in the state which was twenty four in 1991 had risen to 28 schools spreading across ten Local Governments Areas of the state by 2003.

Since the inception of Nomadic Education Programme in Kwara state, the State Government has been working closely with the NCNE to ensure the smooth implementation of the programme in the state. In 1991, Kwara state government undertook mobilization campaigns for nomads so that could embrace western education. This effort also resulted in increase in enrolment rate of nomadic school pupils. The enrolment rate which was 120 at the inception of the programme in the state in 1988 had rapidly risen to 320 pupils by the 3rd quarter of 1989. In 2003, a total of 1,536 nomadic pupils were recorded in the state. Out of this number, 896 pupils were males while 640% were females. These figures represent 58.3% males and 41.7% females respectively (Komolafe, 2005).

It is worthy of note that Kwara state is a multi-ethnic state, it is made up of many ethnic groups. These include, Yoruba, Nupe, Baruba, Ibolo, Fulani and so on. These people have accepted western education in addition to other forms of education (the Traditional education and Islamic education) which were prevalent in the state before the introduction of western education. Even, the Fulani who by nature are wanderers still imbibed western education, though; this was through the Nomadic Education Programme which was designed for them by the Federal Government of Nigeria. This educational programme (nomadic education) was launched in the state two decades ago to cater for the educational needs of the nomads. There is, therefore, the need to give a historical account of the development of the programme in the state and hence, this study was designed to trace the historical development of Nomadic Education in Kwara state, Nigeria from 1988-2011.

2. Purpose of the Study

The main thrust of this paper is to analyze the Historical development of Nomadic Education programme in Kwara State Nigeria from 1988-2011. Specifically, the study analyze:

(a) trends in the enrollment of pupils of nomadic schools in Kwara State from 1988-2011
(b) trends in the establishment of nomadic schools in Kwara State from 1988-2011
(c) challenges faced Nomadic Education Programme in Kwara State from 1988-2011

3. Research Questions

(i) What were the trends in the enrolment of pupils of nomadic schools in Kwara State from 1988-2011?
(ii) What were the trends in the establishment of nomadic schools in Kwara State from 1988-2011?
(iii) What were the challenges faced Nomadic Education Programme in Kwara State from 1988-2011?

4. Methodology

Historical research method was adopted for this study. This is because the researcher investigated and explained past events concerning nomadic education in Kwara State, Nigeria. This is to have a better understanding of the present and make a reliable prediction of the future. According to Osokoya (1996), historical research involves investigating, recording, analyzing and interpreting the events of the past for the purpose of making generalizations that are helpful in understanding the past, the present and to a limited extent, in anticipating the future.

The population of the study comprised all the officials who are connected with nomadic education, the Headmasters/teachers of nomadic

schools and nomads in Kwara State, Nigeria. The target population included the Desk Officers of National Commission for Nomadic Education (NCNE) in Kwara State, Coordinators/Directors of Nomadic Education Programme in both State Ministry of Education and State Universal Basic Education Board in the State, Headmasters and teachers of nomadic schools in Kwara State Also, members of the recognized Fulani associations in the State i.e. Maiyetti Allah Cattle Breeders Association and Nomadic Fulani Development Association (NOFDA) constituted the target population of this study

Multi-stage sampling technique was employed for selection of the sample needed for the study. The first stage involved stratified sampling of the target population into the officials of Nomadic Education Programme (policy Makers), the Head teachers/teachers of nomadic schools (implementers) and nomads (beneficiaries). The second stage involved the use of purposive sampling technique to select all the 13 officials of Nomadic Education in Kwara State. This is in line with Ujo's (2000) position, that a researcher can purposively sample respondents if the researcher finds any attribute of interest in the population. The third stage was the use of simple random sampling technique to select 217 out of 472 Head teachers/teachers of nomadic schools in Kwara State selection is in agreement with the Research Advisors' (2006) sample size. It was analyzed and concluded in a population of 500 at confidence level 95%, 217 respondents could be sampled. The fourth stage involved cluster random sampling technique to select 200 nomads from the recognized Fulani associations in North Central Nigeria. Daramola (2006) posited that a researcher can adopt cluster random sampling in a situation where it is difficult or almost impossible to obtain a complete listing of the element of given target population. A total number of 420 respondents were used in the study

This study being a historical research type employed both primary and secondary sources of information to gather data used. The primary source of information for this study included questionnaire tagged "Challenges of Nomadic Education Questionnaire" (CNEQ), official documents and proforma. The test re-test reliability co-efficient of 0.75 was obtained on the instrument (CNEQ). The official documents used included the following:

(i) NCNE Annual Reports,
(ii) Annual Reports from Kwara State Ministry of Education.
(iii) Annual Reports from Kwara SUBEB.

Data for the study was analyzed using the percentage and the mean rating.

5. Results

Research Question one: *What were the trends in the enrolment of pupils of nomadic schools in Kwara State from 1988-2011?*

Table 3: Trends in the enrolment of nomadic schools pupils in Kwara State from 1988-2011

Year	Enrolment Rate			% increase over
	Male	Female	Total	the previous year
1988	78	41	119	-
1989	85	43	128	7
1990	87	64	151	15.2
1991	93	39	132	-14.3
1992	106	75	181	27.07
1993	119	71	190	4.7
1994	189	185	374	49.1

1995	229	158	387	3.3
1996	322	243	565	31.1
1997	277	116	393	-43.7
1998	216	205	421	6.6
1999	273	215	488	13.7
2000	524	414	938	47.9
2001	927	534	1461	35.7
2002	1325	1285	2610	44.0
2003	1852	1948	3800	31.3
2004	1954	1951	3905	2.68
2005	2277	1668	3945	1.01
2006	2277	1668	3945	0
2007	2318	1650	3968	0.5
2008	2915	1267	4182	5.1
2009	3170	2077	5247	20.29
2010	3526	2407	5933	11.56
2011	3462	3221	6683	11.22

From table 3, it can be seen that students' enrolment figures were fluctuating. In 1989, there was percentage increment of 7% and by 1991, it drastically reduced to -14.3%. This sharp reduction could be attributed to the fact that some parts of the state were carved out to Kogi and Niger states. However, an appreciable percentage increment in the students' enrolment could be seen from 1992 to 1999. There was a sharp increment in the year 2000, especially when it is compare to the previous year (1999). This could simply be seen as part of the influence of Universal Basic Education programme which was launched on 30th September, 1999 by the then President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo.

Research Question Two: *What were the trends in the establishment of nomadic schools in Kwara State from 1988-2011?*

Table 4: Trends in the establishment of nomadic schools in Kwara State from 1988-2011

Year	No. of Nomadic School	Percentage (%) increase over the previous year
1988	7	-
1989	11	36.3
1990	12	8.3
1991	24	50
1992	16	-50
1993	18	11.11
1994	20	10
1995	21	4.7
1996	21	0
1997	23	8.6
1998	25	8
1999	27	7.4
2000	33	18.1
2001	34	2.9

2002	34	0
2003	38	10.52
2004	38	0
2005	45	15.5
2006	45	0
2007	45	0
2008	55	18.1
2009	61	9.83
2010	67	8.9
2011	82	18.29

Table 4 reveals the trend in the establishment of nomadic schools in Kwara state from 1988-2011. An upward in the number of nomadic schools was observed from 1988-1991. This is an indication that Kwara state government was committed to the establishment of nomadic schools. However, there was a sharp decrease in the number of nomadic schools in 1991. This could be attributed to the fact some part of the state were carved out to Kogi and Niger states.

From 1991 to 2011, the table shows slight fluctuation in the number of nomadic schools. For instance, in 1991, the number of nomadic schools was 24 and by 1991, it decreased to 16. It then rise again in 1993 to 18 (a percentage of 11.11 over the previous year). The number of nomadic schools thereafter move upward again from 1993-2011.

Research Question Three: *What were the challenges faced Nomadic Education Programme in Kwara State from 1988-2011?*

Table 5: Mean and Rank Order of Responses on the Challenges of Nomadic Education Programme in Kwara State

S/N	Challenges of Nomadic Education in Kwara State	Mean	Rank
1	Inadequate funding	3.10	1st
2	Inadequate infrastructural facilities in nomadic communities	2.98	2nd
3	Inadequate instructional materials in nomadic schools	2.74	13th
4	Dearth of teachers in terms of quantity	2.69	15th
5	Dearth of teachers in terms of quality	2.89	6th
6	Indiscriminate transfer of teachers from nomadic schools to conventional school without replacement	2.70	14th
7	Teachers' truancy	2.77	10th
8	Drop-out rates	2.88	7th
9	Inadequate supervision	2.90	5th
10	Distance between nomadic schools and the community	2.77	10th
11	Lack of portable water in nomadic schools	2.94	4th
12	Lack of health facilities in nomadic schools	2.84	9th
13	Lack of cooperation between the Nomads and the host community	2.60	17th
14	Lack of interest in schooling on the part of the nomads	2.86	8th
15	Cultural issues such as early marriage	2.60	17th
16	Irrelevant curriculum	2.96	3rd
17	Centrality of child labour in the production system of the nomads	2.76	12th
18	Constant migration of the nomads	2.67	16th
19	Lack of accurate data	2.56	19th
20	Security problems	2.54	20th

Table 5 reveals the mean and rank order of responses on the challenges of nomadic education in Kwara state. It was revealed that all the items on the table are the challenges facing nomadic education in Kwara state because their mean scores are above 2.50 which is the cut-off point for determining the challenges facing nomadic education in Kwara state. Inadequate funding ranked 1st with the mean score of 3.10. Inadequate infrastructural facilities in nomadic communities ranked 2nd with the mean score of 2.98. Security problems with the score of 2.54 is ranked 20th. Different researchers such as Ahmed (1999), Bulus (2007), Lar (1997), Osokoya (2010), Tahir (2003) and Wambai (2007) have revealed in their different studies that inadequate finding is one of the challenges facing nomadic education in Nigeria. Wambia (2007) revealed in his study that the federal has always failed to provide matching grants to the Kano state for the execution of the programme. This study also revealed that infrastructural facilities in nomadic schools were grossly inadequate. The study by Bulus (1998) indicated that most of the infrastructural facilities such as classrooms needed high degree of attention in vital areas such as roofs, walls, floor, ceiling, door, toilet and windows. A similar study in plateau state also discovered that the problem of shortage of facilities such as toilets, drinking water office spaces were constraining factors to effective performance of teachers in such schools (Lar, 1997).

6. Conclusion

In this study, the researcher has traced the development of Nomadic Education in Kwara state, Nigeria from 1988 when the programme was officially launched in all the state to 2011 when new administration began in the country. It could be deduced from the study that there is an expansion in nomadic education in the state. The total number of nomadic schools in the state which was seven (7) at the inception of the programme has increased to eight-two (82) in 2011. Also, the enrolment rates and number of teachers had risen up drastically. For instance, the enrolment figure which was 119 in 1988 had steadily increased to 6,683 by 2011.

7. Recommendations

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

(a) Governments should double their annual subventions and timely release of the funds to this sector of our nation's education programme to enable the commission carry out her headquarters based activities and prevents the school-based activities from suffering.

(b) Governments should take the task of giving western education to nomadic Fulani much more seriously. The quantity and quality of nomadic primary schools should be improved tremendously and nomadic primary school leavers should be encouraged, especially through financial support to proceed to secondary school

(c) Government at all levels should embark on constant awareness campaigns to encourage and sustain enrolment, and completion of basic education by the nomads.

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Factors Militating Sports Development Among Nigerian Army Force in Sobi Barrack Ilorin, Kwara State

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Abstract. This study examined the factors militating sports development among Nigerian Army force, Sobi Barrack, Ilorin, Kwara State such as facilities, equipment, sports personnel and budget. The population of this study comprised 850 officers of the 22 armored brigade in Sobi barrack, Ilorin. Three hundred and forty (340) constituted 40% of the respondents was sampled. Instrument used for data collection was researcher's self-structured questionnaire. The instrument was validated and tested for reliability using Pearson's Product Moment Correlation. Co-efficient of 0.76 was obtained. Data collected were analyzed using Chi-square (x^2) at 0.05 level of significance. All the hypotheses were rejected. The result revealed that there is a significant influence of facilities, equipment, sports personnel and budget on sports development among Nigeria Army Force in Sobi Barrack. Ilorin. It was concluded that; facilities, equipment, sports personnel and budgeting have significant influence on sports development. It is therefore recommended among others that modern sports facilities such as field, court, swimming pool, gymnasium and so on are to be provide by the management for Nigeria Army force, Sobi Barrack, Ilorin. This will motivate the officers to participate in sporting activities and thereby promote the development of sports among Nigerian Army force in Sobi barrack.

Keywords: Sports Development, Facilities, Equipment, Sports Personnel and Fund.

1. Introduction

Sports started with the beginning of life and it is used for different purposes in time. According to Obiyemi and Musa (2003), sports are the activities involving powers, skills, competition and strategy engaged in for the enjoyment and satisfaction of personal gain. Traditionally, these were the main aim of participating in sports. In Nigeria today, sports is fast gaining recognition as a way of the life of the people.

Sports has also become a universal political game; therefore, no effort should be spared in encouraging every person to participate in sports. Globally, sports is considered as a creator of beauty and as an instrument of ethical values that brings about peace, unity and understanding among people of all races, during sports participation which wholly the result of social invention and social heritage (Emiola, 2008).
Sports are highly significant in national development through leisure and recreation as it enhances a high degree of productivity and healthful living. Sports is one of the greatest endeavors in human experience. It is a celebration of physical excellence which involves the ability to sustain and maintain ones' physical health in such a situation that one would be able to walk, run, think and move the parts of the body as may be demanded. It is a medium through which competition, friendship, tolerance, unity, discipline, endurance and diplomacy are promoted. Sports as a social event

is a civilizing and socializing process of gathering men and women of good will who came together to take part in athletics and sporting events for the purpose of physical, mental, social and political development (Dale and Wayne, 2003).

Sports is a social agent which brings people of different ages and religious background together as either producer or consumers (players or spectators). It is a social link among nations of the world. To the whole world, sports has become an effective instrument of international politics and one of the easiest ways of promoting the image of a nation (Jatau, 2000).

Facilities are very central to meaningful sports organization and participation whether amateur, recreational or competitive status. Facilities is as important to the athletes as laboratories are to the scientists. Without facilities sports cannot take place. This does not however imply that sports facilities is the only variables that is necessary for sports development in a particular area; others such as equipment, personnel finance to mention a few are indispensable complements to the sports facilities. Having said this the availability, adequacy, supervision, safety, location, and accessibility of sports facilities deserve adequate attention for sports' facilities to contribute to excellence in sports participation and development in a particular area (Krotee, 2002).

Facilities, supplies and equipment provision are important aspect of physical education and sports management. Excellent programme is the key word in physical education and sports competitions, and this requires well equipped good play-ground for training. Standard facilities and equipment are essential pre-requisites to good and impressive performance. Lack of adequate and standard facilities and equipment hampers physical education and sports programmess in many ways. Hardman (1997). Adedeji (2000), also pointed out that there must be sufficient motivation in the form of attractiveness of facilities, supplies and equipment to captivate athletes' interest to participate in sports or games.

The sports programmes require a large amount of money every year. This is because facilities such as courts and pitches are constructed and maintained. Also equipment and supplies such as balls, nets, javelin, rackets, hockey sticks, bats, gymnastic and athletic (track and field) materials require either purchasing, replacement or repairs. Bucher and Reddy,(2007) mentioned that facilities should be planned and constructed with an eye to the future. Too often, facilities are constructed and out-grown their use within a very short time. According to Awosika (2009), it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or of sub-standard. The scarcity of physical education facilities, supplies and equipment constitute a big cog in the successful administration, organization and management of physical education and sports in Nigeria.

Maintenance of most public properties which belongs to nobody is less concern of some citizen of Nigeria. Maintenance culture should be established by the physical education administrator, with proper repairs of physical education facilities, supplies and equipment. Bucher and Krotee (2002) explained that equipment and facilities should always be maintained in a serviceable condition.

Procedures for caring for facilities, equipment and supplies should be routinized so that repairs are provided as needed. All used equipment and supplies should be checked and then repaired, replaced, or serviced as needed. Such used items should be cleared and stored properly. (Brown 1977, Carron 1982, Howe 1981) Sports more obvious contribution may be indirect and lie in its ability to contribute positively to partnerships with educationalists and others. In particular, research evidence indicates that the importance of sport for many young people means that it may have a significant role to play in educational policy.

Oloruntoba and Achugbu, (2002) contends that positive outcomes are most likely to occur through appropriate supervision, leadership or management. Witt and Crompton (1996), in a review of crime diversion programmes in the USA, concluded that: "leadership is perhaps the most important element in determining the positive impact of a programme, since it shapes what participants derive from their experience".

2. Statement of the Problem

There is no doubt that the Nigeria military force are not regularly involved in sporting activities which is assumed to be as a result of many factors such as: lack of sport facilities, equipment, personnel and budget Also experienced as shown that the role of the factors mentioned above goes a long way to determine the interest and involvement of individual in sports. Availability of sports facilities and equipment may motivate the officials' interest in sports which thereby promote the development of sports among officials and men of the military corps. The researcher therefore finds it imperative to carry out a study on factors militating sport development among officers and men of Nigeria military corps in Ilorin kwara state.

The purpose of this study is to investigate the Factors Militating Sports Development among officials and Men of the Nigeria Military Corps and how these factors can be improved upon factors such as Facilities, equipments, personnel and budget in order to promote sports development among the officials and men of the Nigeria military corps

3. Significance of the study

The researcher had undertaking this study to be able to promote sport participation and development among officials and men of Nigeria military corps and also to provide a possible solution to some identified factors suggested to be militating against sport development such as facilities, equipment, sport personnel and budget in other to promote and motivate the interest of the Nigeria military force in sport involvement. Also to inform officers of the 22 Armoured Brigade, Nigeria Army, Sobi Barrack, Ilorin about some of the benefits of participating in sports.

4. Research Questions

(i) Does unavailability of facilities affect sports development among officers of Nigeria Army Force in Ilorin, Kwara State?

(ii) Does lack of sports personnel such as coaches affect sports development among officers of Nigeria Army Force in Ilorin, Kwara State?

(iii) Does lack of fund affect sports development among officers of Nigeria Army Force in Ilorin, Kwara State?

5. Hypotheses

The following hypotheses are postulated to guide the study:

(i) Availability of sports facility will not significantly affect sports development among officers of Nigeria Army Force in Ilorin, Kwara State.

(ii) Sports coaches will not significantly affect sports development among officers of Nigeria Army Force in Ilorin , Kwara State

(iii) Fund will not significantly affect sports development among officers of Nigeria Army Force in Ilorin , Kwara State

6. Methodology

Descriptive research design of survey type was used for this study. This study was carried out in Sobi Barracks, in Ilorin East Local Government Area of Kwara State. The barrack is made up of 3 autonomous military units; Headquarters 22 Armoured Brigade, 22 Battalion and the Nigerian Army School of Education. With a total of about 850 soldiers, the barrack is a multiethnic with seemingly homogenous representation of all religious and ethnic groups in Nigeria. 340 (three hundred and forty) soldiers were selected as respondents for this study which constituted 40% of the population. A multistage sampling strategy was used. An initial sampling proportionate to sizes of the three army units which comprises of 850 followed by systematic sampling technique using each unit's register as a sampling frame and a calculated sampling interval. Then the respondents in each of the units were randomly selected using the ballot method. 340

questionnaire forms were administered by the researcher with the help of two research assistants.

The instrument used for data collection was a self-structured questionnaire of the close-ended type designed in line with the modified likert (4scales) instrument consisted of 16 items with the likert scale of Strongly Agree, Agree, Disagree Agree and Strongly Disagree. The items required respondents to tick the response that best their interest. The questionnaire comprised two sections, section A for personal information of the respondents such as Age, marital status, religion, etc while section B will sought information on the factors militating sport development among 22 Almond Brigade, Nigeria Army, Sobi Barrack, Ilorin .

The questionnaire was duly validated and tested for reliability which produced r =76. The information obtained through the administered questionnaire was analyzed with the use of percentages for the personal data of the respondents. Inferential statistic of chi-square (x^2) was used to test the hypotheses that was generated at 0.05 alpha level of significance.

7. Results

Hypothesis one: Availability of sports facilities will not significantly influence sports development in Sobi Barrack, Ilorin, Kwara State.

Table 1 : Chi-square (x^2) analysis showing the influence of sports facilities and sportsin Sobi Barrack, Ilorin , Kwara State.

S/N	VARIABLES	SA	A	D	SD	N	CAL.	df	TABLE	Remark
1	Modern sports facilities such as field, court, swimming pool, gymnasium are available in Sobi Barrack, Ilorin	20	122	96	102	340				
2	Facilities provided are adequately maintained by officers in Nigeria Army, Sobi Barrack, Ilorin	18	132	99	91	340				
3	There is easy accessibility to sports facilities by men and officers of 22 Armoured Brigade , Nigeria Army, Sobi Barrack, Ilorin	44	120	112	64	340	128.51	12	21.03	Reject H_0
4	There is always a lectures on effective use of sports facilities by 22 Armoured Brigade , Nigeria Army, Sobi Barrack, Ilorin	37	111	114	78	340				
5	Low quality of sports facilities are installed and thereby affecting the sports participation among 22 Armoured Brigade , Nigeria Army, Sobi Barrack, Ilorin	83	153	69	35	340				
	Total	**202**	**638**	**490**	**370**	**1703**				

P > 0.05

Table **1** showed that the calculated chi-square (X^2) value of 128.51 is greater than critical value of 21.03 at 0.05 level of significance at 12 degree of freedom. Therefore, the null hypothesis is rejected a which implies that availability of sports facilities have significant influence on sports development among officers of 22 Armoured Brigade, Nigeria Army, Sobi Barrack, Ilorin, Kwara State.

H02: Availability of sports personnel will not significantly influence sports development in Sobi Barrack, Ilorin, Kwara State.

Table 2: Chi-square (x^2) analysis showing the influence of sports personnel and sports development in Sobi Barrack, Ilorin , Kwara State.

S/N	VARIABLES	SA	A	D	SD	TOTAL	CAL.v	df	TABLE	Remark
1	Sports personnel such as : coaches , sports officials , and sports administrators are available among 22 Armoured Brigade , Nigeria Army, Sobi Barrack, Ilorin.	51	158	81	50	**340**				
2	There is qualified /trained coaches and sports administrators to organize and coordinate sports programme among 22 Armoured Brigade , Nigeria Army, Sobi Barrack, Ilorin.	56	124	99	61	**340**	143.37	9	16.92	Reject H_0
3	There is cooperation among coaches and officials in the promotion of sports among 22 Armoured Brigade , Nigeria Army, Sobi Barrack, Ilorin.	33	141	111	55	**340**				
4	The coaches always encouraged and motivated in participation among 22 Armoured Brigade , Nigeria Army, Sobi Barrack, Ilorin.	36	150	90	62	**340**				
	Total	**176**	**573**	**381**	**228**	**1703**				

Table 2 indicated that calculated chi-square (X^2) value of 143.37 is greater than critical value of 16.92 at 0.05 level of significance at 9 degree of freedom. The null hypothesis is rejected. This means that availability of sports personnel such as coaches will significantly influence on sports development in Sobi Barrack, Ilorin, Kwara State.

H03: Availability of fund will not significantly affect sports development among officers of 22 armoured brigade , Nigeria Army , Sobi Barrack, Ilorin, Kwara State.

Table 2: Chi-square (x^2) analysis showing the influence of fund availability and sports development in Sobi Barrack, Ilorin , Kwara State.

S/N	ITEMS	SA	A	D	SD	TOTAL	CAL.V	Df	TABLE.V	Decision
1	Enough fund is provided to sponsor sports activities among 22 Armoured Brigade , Nigeria Army, Sobi Barrack, Ilorin.	33	90	97	120	**340**				
2	Good references are given to sports when budgeting and thereby promote sports development among 22 Armoured Brigade , Nigeria Army, Sobi Barrack, Ilorin.	25	111	101	103	**340**				
3	Money budgeted for sports activities are judiciously managed and thereby promote sports among 22 Armoured Brigade , Nigeria Army, Sobi Barrack, Ilorin.	29	109	101	101	**340**	153.24	9	16.92	Reject H_0
4	There is no delay in the release of fund to sponsor sports among the 22 Armoured Brigade , Nigeria Army, Sobi Barrack, Ilorin.	24	119	87	110	**340**				
	Total	**111**	**429**	**386**	**434**	**1703**				

Table 3 shows that the calculated chi-square (X^2) value of 153.24 is greater than critical value of 16.92 at 0.05 level of significance at 9 degree of freedom. Therefore, null hypothesis is rejected. This implies that availability of funds will significantly influence sports development in Sobi Barrack, Ilorin, Kwara State.

8. Discussion of Findings

Table 1 showed the influence of sports facilities on sports development among officers of 22 Amoured Brigade, Nigeria Army, Sobi Barrack, Iliron, Kwara State. From the result in the table 1, the hypothesis was rejected meaning that sports facilities has significant influence on the development of sports among officers of 22 Armoured brigade , Nigeria Army, Sobi Barrack , Ilorin. This finding is in line with Zacus (2007) who stated that Standard facilities are essential pre- requisites to good and impressive performance. Lack of adequate and standard facilities hampers physical education and sports programmess in many ways. Facilities are very central to meaningful sports participation whether amateur, recreational or competitive status. They are as important to the athletes as laboratories are to the scientists. Without facilities sports cannot take place (Brown, 2007). Therefore, there is a need to understand this relationship and effort should be geared towards the provision of sports facilities to promote sports development among the 22 Armoured brigade, Nigeria Army, Sobi Barrack Ilorin

Table 2: shows that there is a significant influence of sports personnel such as coaches and sports development among officers of 22 Armored Brigade, Nigeria Army, Sobi Barrack Ilorin. This implies that qualified /trained coaches and sports administrator play a significant role in sports thereby influencing sports development. This is in line with Oloruntoba , and Achugbu , (2002) which contends that positive outcomes are most likely to occur through appropriate supervision, leadership or management. Witt and Crompton (1996), in a review of crime diversion programmes in the USA, concluded that: "…leadership is perhaps the most important element in determining the positive impact of a programme, since it shapes what participants derive from their experience".

Table 3also showed that is fund is significant to sports development among officers of 22 Armored Brigade Nigeria Army Force, Sobi Barrack, Ilorin, Kwara State. This implies that the provision of enough fund will promote sports development among officers of 22 Armoured brigade, Nigeria Army Force , Sobi Barrack, Ilorin. This is supported by Abone (2003) which stated that sports, especially competitive sports require huge amount of money for its organization especially in the sphere of purchase and maintenance of sports facilities and equipment.

9. Conclusion

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

Availability of sports facilities have significant influence on sports development among officers of 22 Armoured Brigade, Nigeria Army, Sobi Barrack, Ilorin, Kwara State.

Sports personnel have significant influence on sports development among officers of 22 Armoured Brigade, Nigeria Army, Sobi Barrack, Ilorin, Kwara State.

Funds have significant influence on sports development among officers of 22 Armoured Brigade, Nigeria Army, Sobi Barrack, Ilorin, Kwara State.

10. Recommendations

The following recommendations are made:

Modern sports facilities such as field, court, swimming pool, gymnasium etc are to be provide for the 22 Armored Brigade , Nigeria Army force, Sobi Barrack, Ilorin . This will motivate the officers to participate in sporting activities and therby promote the development of sports in the barrack.

Sports personnel such as coaches, sports officials, and sports administrators are to be made available for the officers of 22 Armored brigade sobi barrack Ilorin.

Good references are to be given to sports when budgeting as this will promote sports

development when there is funds to sponsor sports activities among officers of 22 Armored brigade, Sobi Barrack , Ilorin

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Challenges facing Students from Francophone Countries in the Nigerian Universities: A Case Study of University of Ilorin

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Abstract. Nigeria being the giant of Africa has become attractive to many countries in Africa particularly sub-Saharan francophone countries. This has led to the immigration of francophone students to Nigeria in search of adequate knowledge and more opportunities in order to be part of the development of globalization. This study therefore examined the challenges faced by francophone students in Nigerian universities using descriptive survey method. Purposive sampling technique was used to select all the one hundred (100) francophone students in the University and a researcher-designed questionnaire, titled "challenges Facing Francophone Students in the Nigerian Universities" was used to elicit personal information of the respondents. The data collected were analyzed using the mean rating and the t-test. It was revealed that language barrier, poor immersion programme, lack of cultural understanding among others were the challenges facing students from francophone countries in Nigerian universities. It was however recommended that orientation programme on the country's cultural values and norms should be organized by the school management so as to enlighten students.

Keywords: Francophone, immersion, international education

1. Background to the Study

Every society, be it primitive or modern, simple or complex, has a way of educating its young and potential members through various socialisation agents. All over the world, education is regarded as a critical sector whose performance directly affects the quality and magnitude of national development. It is an important means to develop human resources by cultivating appropriate skills, knowledge and attitudes, which a nation requires to harness resources, industrialize and take part in the global knowledge economy (Durosaro, 2012).

Researchers such as Bartram, (2007); Keith and Ricardo (2011) have dwelled much on education generally, however the need to be internationally educated has taken over the general view portrayed on education. This is because the day-to-day activities of the average citizens around the world are influenced by burgeoning international connections (Bartram, 2007). Thus, the cross-cultural links people have in and outside the communities, as well as increase worldwide communication capabilities have all contributed to an imperative need for responsible citizens to understand global and international issues. This therefore, provides the basis for the principle of externality whereby the Federal Government of Nigeria promotes international education.

Nigeria has been in the forefront in integrating other citizenry from francophone countries particularly within the African Sub-region to be part of the beneficiaries of her educational system. According to Fafunwa (1994) equality is reached only when the outcome of schooling are similar for all students – the locals and foreigners without taking into consideration racial, ethnic, nationality, language and religious groups.

2. Trends in the Historical Development of International Education in Nigeria

International education is a process by which young people are made to be aware of the global/international issues. They come to appreciate cultural diversity, learn from others in an anti-racist society, develop their ability to articulate their beliefs in a reflective manner, and learn to make judgments related to objective standards (Mori, 1998). Thus, international education in Nigeria cannot be discussed without taking a look back at the historical development of university education in Nigeria. Prior to Nigeria's independence, the country had only two established post-secondary institution, Yaba Higher College founded in 1934 now Yaba College of Technology and the University of Ibadan which was founded in 1948. It was then a College to the University of London until two years after the independence when she became autonomous (Jekayinfa, 2008). More prominent universities which include University of Nigeria, Nsukka, Obafemi Awolowo University (formerly University of Ife), Ahmadu Bello University and so on were founded in the years that followed the independence.

Hence, Nigerian universities became more attractive to the global world, especially to the sub-Saharan region which is majorly dominated by francophone countries. The first universities in Nigeria to accommodate international students in their ranks were University of Nigeria, Nsukka, University of Lagos and University of Ibadan in the early 1980s. As observed by Prof Jibril Aminu, a former Federal Minister of Education in Nigeria, University of Ibadan can rightly claim to have given credibility and International recognition to higher education in this country. The university is internationally famous for its academic excellence by the high standards it set early in its history. However, the Obafemi Awolowo University, University of Lagos and Usman Dan fodio University were the first universities to have registered francophone students into their institution in the late 70s because of their closeness to neighbouring French countries such as Niger Republic, Benin Republic and Cameroun (Onyemelukwe, 2004). These students coming to pursue their university education in Nigeria were motivated by the desire to discover a new environment and to participate in the development of their nations through the acquisition of new skills.

Similarly, the establishment of English as the most widely spoken language gears the francophone students to absorb the idea of bilingualism by creating avenue that can help them to achieve their objectives. This is why English language is applied to the francophone students in the context of foreign language and to support it, Ajiboye (2002) stated that, a language which is geographically and politically exogenous to the mother tongue is identifiable in the geopolitical community under reference. The coming of international students into Nigerian universities especially francophone brought to the knowledge of the Federal Government and the Ministry of Education to the establishment of Centre for International Education in almost all the federal universities in Nigeria in order to have more orientation on the vision and mission on international education.

The Need for International Education

According to Mori (1998), international education is about developing informed attitudes and a willingness to participate in the societal activities, it is about being committed to seeking sensible answers to difficult issues which have an international or global dimension. It is about "thinking globally while acting locally", it is in short about broadening the minds of the young people, developing and sustaining in them an international outlook, by encouraging them in creativity. To this, one would assert that being internationally educated is not only about studying abroad, but also participating and

having an understanding of what is going on in the global world and also in our immediate environment.

Similarly, one of the vital tools concerning international education is the acquisition of certain skills such as critical thinking to enable learners discover their potentials and make use of it wherever it is needed. Equally crucial is the acquisition of skills that will make them employable in our international world, not only specific skills relating to a particular job or course of study but also the national priority core skills of literacy, numeracy, problem-solving, how to work both independently and with others in the community. In spite of all the above mentioned, a sound and good citizen can only be produced if only one acquires firstly proper manners and cultural understanding of his own society and being a good representative of his nation everywhere in the world.

International Education in the University of Ilorin

International Education is a vital component of a modern University's profile. It enables a University to establish and sustain reciprocally rewarding contacts with foreign institutions. The benefits that accrue to a University when it determines to internationalize its campus are many and far-reaching. Hosting international students on campus, for example, invigorates all the processes of achievement and excellence. By being present to participate in the University's life and culture, foreign students expand their horizons and broaden perspective; they affect the prevailing structures of thinking, heighten self-awareness and open minds to new vistas.

Furthermore, international education enables participation in great cultural, scientific debates and achievements that constitute the legacy of the world wide community of Universities. Indeed, in our contemporary world, institutional linkages and partnerships among Universities have become a crucial lifeline to growth and development. University of Ilorin is poised to achieving all of these goals. Hence, the university vision's statement is "connecting with the world through education". The University is committed to being a world-class University, offering its students an education of the highest quality. It is recognized internationally for its academic excellence and extensive research activities. It is within this perspective that the University Senate established the Centre for International Education (CIE) in April 2009 with a view to enhance building relationships with other world-class Universities, ranking from Africa to other part of the world.

The specific mandate of the Centre is to promote, support and coordinate all facets of international activities in the University. The centre carries advisory responsibility in all international matters to the academic and the administrative units in the University including faculties and departments. Specifically, the following shall constitute some of the functions of the Centre:

- Develop linkages with local and foreign Universities
- Coordinate the development of short and long term academic programmes for international students.
- Develop and clear all MOU (Memorandum of Understanding)
- Facilitate students and staffs Exchange programme
- Advertise programmes abroad to attract fee paying students.
- Coordinate all International Educational Exchange
- Coordinate cooperative agreements with donor agencies.
- Assist International students on their arrival and departure and be responsible for their welfare on Campus.
- Identify open communication lines and maintain links with institutions/individuals with similar interests as the University of Ilorin.
- Establish strong study abroad programmes in the University for External/Foreign students.
- Facilitate collaborations research and publications within an international framework.
- Promote University of Ilorin's active presence in an increasingly global

intellectual environment.

- Provide technical assistance and administrative support for developing international proposals.
- Provide logistical support for visas for international travel.

Being the main department that carries out International affairs on campus, the centre also supervises the activities of the linguistic immersion centre which aims to give more enlightenment to the francophone students by teaching them English language which is the medium of instruction in University of Ilorin.

3. Purpose of the Study

This study examined the challenges faced by students from francophone countries in integrating in the Nigerian higher education system with particular reference to University of Ilorin. Specifically, the study examined:

(a) the challenges facing francophone students in Nigerian universities.
(b) whether male and female francophone students in Nigerian university are facing different challenges

4. Research Questions

Answers were sought to the following research questions:

(i) What are the challenges facing francophone students in Nigerian universities?
(ii) Is there any difference in the challenges facing francophone students in Nigerian universities based on gender?

5. Research Hypothesis

Ho1: There is no significant difference in the challenges facing francophone students in Nigerian universities based on gender

6. Methodology

In this study, descriptive survey method was employed with a focus on challenges faced by francophone students in University of Ilorin. The descriptive survey method enables the researcher to obtain opinions of the respondents as representatives' sample of the target population so as to generalize the findings for the entire population.

The population for the study was the entire foreign students in University of Ilorin, Ilorin. The target population was students from francophone countries in the University. Purposive sampling technique was used to select all the one hundred (100) francophone students in the University.

A researcher-designed questionnaire, titled "challenges Facing Francophone Students in the Nigerian Universities" was used. The questionnaire entailed two sections (A and B). Section "A" contained items to elicit personal information of the respondents while section "B" contained statements on the challenges faced by francophone students in integrating in the Nigerian educational system. The data collected was analyzed using the mean rating and the t-test.

7. Results

Research Question One: What are the challenges facing francophone students in Nigerian universities?

Table 1: Ranking order of Challenges Facing Francophone Students in Nigerian Universities

S/N	Item	Mean	Ranking
1	I encounter admission registration difficulties	2.93	3rd
2	I was not given adequate orientation about the school programmes	2.84	7th
3	I do not have knowledge of Nigerian values and norms	2.91	5th
4	Changing of environment is a challenge for me	2.80	8th
5	I am not considered in the classroom instruction	2.31	10th
6	Differences in the Anglophone and Francophone educational systems is a challenge for me	2.93	3rd
7	I have learning difficulty	2.89	6th
8	I am unable to cope with English language in my academic activities	3.10	1st
9	The immersion program I had was not comprehensive	2.67	9th
10	The study materials for language learning was inadequate	2.94	2nd

Table 1 indicates the mean ranking of the challenges facing francophone students in Nigerian Universities. Nine out of ten items depict various forms of challenges facing francophone students in Nigerian universities because the mean scores is above 2.50 which is the cut-off for decision since the responses are patterned after the four-point Likert Scale Format. " I am unable to cope with English Language in my academic domain" ranked 1st with a mean score of 3.10. The study materials for language learning was inadequate ranked 2nd. Differences in the Anglophone and Francophone educational systems and admission registration difficulties are both ranked 3rd with mean score of 2.93. Other challenges are inadequate orientation for francophone students; changing of environment; incomprehensive immersion program; cultural issue and learning difficulty. These findings corroborate the findings of Adelaku and Oludeyi (2013) which revealed that culture shock, language barrier and poor orientation programme are common challenges encounter by international students in Nigerian Universities.

Testing of Hypothesis

Ho1: *There is no significant difference in the challenges facing francophone students in Nigerian universities based on gender*

Table 2: Analysis of the challenges facing francophone students in integrating into Nigerian higher education system based on gender

Gender	No	Mean	Std	Df	Cal. t	Sig.(2-tailed	Decision
Male	58	94.17	9.42				H01
				98	2.17	0.03	Rejected
Female	42	90.10	9.04				

P> 0.05

As shown on table 2, the calculated t-value was 2.17 while its calculated significance value is 0.03 at alpha level of 0.05. The calculated significance value (0.03) was lower than 0.05 alpha level. On this basis, the null hypothesis one was therefore rejected. This means that there was a significant difference in the challenges facing francophone students in integrating into Nigerian higher education system based on gender. This finding negates the findings of Odilora (2007) which revealed that the challenges facing francophone students are not different in terms of gender.

8. Conclusion

It is evident from the findings of this study that francophone students are faced with numerous challenges which have significant effect on their academic achievement. The challenge that is most common is language and this is attributed to short duration for the language immersion program before they were given admission into the main stream. Poor knowledge of Nigerian values and norms similarly put francophone students in a state of disorientation in the sense that, the newly arrived students hardly integrate into the values and norms they met on ground. The cultural diversity met by francophone students can be traced to the multiple ethnics group found in Nigeria. And it creates at time some chaotic situation whereby Francophone students need to be counseled about the Nigerian cultural heritage so that they will not trespass the limits.

9. Recommendations

Based on the findings of the study, the following recommendations were made;

a) Prospective students from Francophone countries should find out properly about the country's educational system before engaging him/herself into it.

b) Proper awareness programme should be done by University authorities on their school website in order to enlighten the prospective students on the school activities and the immediate environment

c) Orientation programme on the country's cultural values and norms should be organized by the school management so as to enlighten students on the cultural values of the society.

d) Schools are also advised to provide adequate instructional facilities that can help francophone students in improving their English language

e) Workshop, seminar and symposium should also be frequently organized for francophone students with the view to give them the opportunity of interacting with the school authority so that they could easily discuss their challenges.

f) Lecturers and native students should always consider the presence of francophone students the in class by explaining and giving more details during classroom instructions without making them feel rejected, desperate and lonely.

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Functional Education: An Impetus for Creative Thinking and Sustainable Development of Nigerian Tertiary Institutions

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Abstract. The paper examined the issues in functional education as an impetus for creative thinking and sustainable development of Nigerian tertiary institutions. The paper further explained the concepts of functional education, creative thinking and sustainable development of tertiary institutions in Nigeria. However, since functional education is essential for creative thinking and sustainable development of Nigerian tertiary institutions the methods of integrative thinking into tertiary institutions programmes and problems militating against effective functional education are also identified. It was therefore concluded that for sustainable national development of Nigerian tertiary institutions, functional educational approach such as curriculum diversification, manipulative skills, should be used through questioning and activity and child-centeredness' oriented methods should be used in the schools system. Suggestions were preferred for the effective functional education practices to be used in order to enhance creative thinking for a sustainable development of Nigerian tertiary institution.

Keywords: Functional education, creative thinking, sustainable development and Nigerian tertiary institutions.

1. Introduction

Education is an instrument for effective social transformation and National development any nation that toys with educational provision for her citizen can never be ranked high among the development nations of the world. It should be noted that Nigerian educational system had been looked down upon because of her inability to produce the expected products. Despite efforts of the three tiers of government in a bid to produce quality products for her national economy, there is high rate of people in the labour markets seeking for white collar job. The high rate of unemployment and under-utilization of the abundant resources in the country Nigeria is due to the faulty nature of the education provided for the Nigeria citizens. Ogundele (2008) noted that the educational provision for the Nigerian citizens are faulty because of over dependency on the paper qualification, low practical orientation and culturally bias. The problems however, enable the educational provision to the citizens not to produce societal excepted products.

Now wonder that in Nigeria today, there are so many mechanical engineers who could not repair their personal cars, have baked medical doctors have killed many innocent people, unqualified teachers in the schools had ruined the life of innocent children. Many so called architects could not build single bedroom flat of their own unless they call on the road side mechanics and many political scientist trained in Nigeria universities landed in the helm of electoral malpractices by putting the country into national confusion and anarchy. The problem however emanated from the fact that the educational provision lack functional orientation rather they are characterized by theoretical in nature and poor orientation to technological, practical and non-functional approach. However for, Nigeria education to be

highly respected if creative thinking must be integrated through provision of functional education. It should therefore be noted that functional education enable individual to have creative thinki8ng for a sustainable development of the tertiary institutions especially in Nigeria.

2. Concepts of Functional Education and Creative Thinking

Functional education is the methods of integrating practical activities to the educational system which will enable the students to perform the practical aspect of learning on their which in turn bring about creative thinking and mindset in the students. Enoh (1992) defined function education as kind of education in which the ability to perform tasks in more emphasized than knowing withstand the ability to person by oneself. The another cited example of the fact that the students does not only know certain abstract concepts they should be able to use the directions to develop or perform the concepts in a practical manners. It should be noted that everybody that is trained to perform certain tasks or skills such skill will be developed and encourage individual to use such skills to be creative using local resources in the future. With the skills acquired through functional education will therefore encourage job creations rather than job seekers. Functional education provided will raise the integrity of education to the highest level.

Creative thinking and mindset on the other hand is the ability of the students to make use of the knowledge acquired during teaching-learning process to develop or create certain materials that will be beneficial to the needs of the society. However, if sustainable development of any society is to be enhanced and the sustainable goals of the tertiary institutions in Nigeria are to be achieved, there is need to integrate functional education that will develop creative thinking in the mind of the tertiary institution students in Nigeria. Federal Republic of Nigeria (2013) stated aims of tertiary institutions as to develop and train the middle manpower personnel that will be relevant to develope the available resources to create needed materials for the members of the society. Functional education therefore becomes an impetus for the creative thinking for sustainable goals achievement of Nigerian tertiary institutions.

3. Functional Education for Developing Creative Thinking in Nigerian Tertiary Institution Students

The high rate of unemployment in Nigeria demands the intervention of functional education that will aid creative thinking among Nigeria tertiary institution students. The integration of functional education will aid sustainable goals achievement of Nigerian tertiary institution. However, the following are the methods of integrating education for developing creative thinking in tertiary institutions.

Teaching-learning process should be on activity oriented: the lecturers should introduce series of activities that will encourage do it yourself critical thinking and creative thinking. The teachers should make use of questioning methods, assignment, field trip, characterization demonstration methods and all those activities that will allow the students to perform certain skills on their own both in the school or from homes. The activities orientation during the teaching-learning processes will aid creative thinking and the certificate acquired will be acquired with high respect. Awoniyi (2008).

Encouraging entrepreneurial skills acquisition: in order to develop creative thinking among Nigeria tertiary institution students, every student should be enforced to acquire certain skills of their choice before a tertiary education certificate could be awarded. For instance before the end of the course, every student should be sent out to go and learn certain skills of their choice the skills acquired and functionally practice will be partial requirement for the award of higher educational certificate. The practice will therefore aid creative mindset among Nigerian youth Ogundele (2013) school environmental resources utilization for developing local products: since school environment are endowed with various environmental resources such as relief, soil, climate, drainage and vegetation. The teachers can integrate functional education to develop creative thinking in agricultural products, furniture making, fishery, poetry, chalk, soap, textile, dye etc. can be integrated into the school

programme to extent that the students will develop job seeking will be a thing of the past and the sustainable goals of the tertiary will be achieved especially in Nigeria.

Curriculum diversification: to develop functional for creative thinking and mindset for sustainable goal achievement of tertiary institutions in Nigeria, there is the need for curriculum diversification. The curriculum to be implemented should be flexible so that all the curriculum activities should be tailored towards creative thinking development. The flexibility of the curriculum will enable individual to acquire more than one skill and be able to strike to one at the later years.

Strategic Planning Process should be based on the Societal Needs: teaching-learning process should be closely related to immediate situation and experience in the society. In order to integrate functional education for developing creative thinking among the tertiary institutions, situational approach should be taken into consideration. The teaching-learning activities should be conducted wherever the certain behaviours or skills to be learnt will be relevant to the students. For instance it will be appreciated if irrigation farming skills are taught practically during the dry season, animal husbandry is taught close to the Eid'el Kabir anniversary poultry farming close to Christmas celebration. Farming is best practiced during the rainy seasons.

Functional education is geared towards vocational development, creativity, character development and culturally appreciated. Any teaching-learning process that divides the above mentioned, such education cannot be respected in the society. No wonder, that Adeyemo (1998) that any educated person that does not have respect for the cultural value of his society is not worthy to be called educated man but rather stark illiterate. Therefore to enhance creative thinking in the school system, functional education must be adequately integrated into the school programme.

Positive Use of Social Media should be introduced: functional education can also be integrated through the integration social media usage which can enhance web-design, e-experiment, e-learning, e-jobs, e-skills acquisition etc.

4. Problems Militating Against Functional Education for Creative and Sustainable Goals Achievement of Nigerian Tertiary Institution

The integration of functional education that can enhance creative thinking is being faced with series of challenges which include:

Over-dependency on Paper Qualifications and Mere Certificates: The education of the graduates of tertiary institution is just to bag a particular certificate of their interest without necessarily having practical skills or creativity mindset. A good certificate is believed that it is to will earn them white collar job without any manipulative creative skills. The problem however affects the integrative functional education into Nigerian educational system Ogundele (2016).

Inadequate instructional facilities: also, inadequate instructional facilities and equipment that will aid practical orientations towards activity and creativity in the teaching and learning processes Moronfoye and Ogundele (2012).

Truncated School Calendars in Nigerian Tertiary Institutions: The truncated school calendars are caused by incessant strikes and institutional crises. However the instable school calendars discouraged the teachers to introduce functional educations and creativity to the teaching in the tertiary institution.

Inadequate funding: for a sustainable, development and creative thinking to be embraced in the policy implementation in Nigerian tertiary institutions, huge amount of money should be made available at disposal. Kolawole (2005) noted the functional education required capital and recurrent expenditures capital expenditure according to Durosaro (2000) is the expenditure patterns made to the provisions of the capital projects like building equipment, transportation, instruction Medias, and every resources that could aid functional educational and creative thinking in the school

system. While the author defined recurrent expenditure as those funds that are expended on the manpower that are used during the teaching-learning process. It should however be noted the manpower need to satisfy with the job if effective functional education and creative thinking are to be embraced in the Nigerian tertiary institution. As Ogundele (2015) stated that a satisfied workers are happy workers. When the teachers' morale is highly enhanced in the schools, the introduction of functional education for the creative thinking and development will not be a problem. Financial expenditure Nigerian education are grossly.

Inadequate power and energy supply: Inadequate power and energy supply constitute a threat to the provision of functional education. Irregular power and energy supply made the use of electronic equipment to be dysfunctional. Unstable electric power supply made the use of electronic gadgets and facilities difficult. Its difficulty made the integration of equipment and electronic media difficult to operate. Jimba and Ogundele (2014) observed that the irregular supply of the power and energy constitute threat for the development of virtual classroom for creativity and critical thinking in Nigerian schools. Also, parental negative attitude to creativity and functional education hampered the integrations.

Parental factors: many parents do not allow the schools to train the children in the necessary skills acquisition. Many parents only encourage the children to be able to read and write and be able to speak English language like parrots. So for a child is able to bag the needed certificate, the future of functional education therefore become an issue of the past by many parents.

School environmental factors: Finally, schools environment made the integration for functional education and creative mindset difficult. Many schools are located in an unconducive school environment such as marshy flooded, riverine, forestry areas and the equipment to make use of the school environmental resources are not available for the schools.

5. Conclusion

It is an undisputable fact to note that for sustainable goals of the tertiary institutions in Nigeria, the stakeholders in higher institutions need to explore the various opportunities that will enhance creative thinking in all the instructional activities among students and lecturers. It was however noted that creative mindset can never be acquired without functional education. Functional education is very essential for developing creative thinking in the tertiary institution students that with the development of critical thinking sustainable goals of the various tertiary institutions in Nigeria.

6. Suggestions

Based on the problems militating against functional for sustainable goals achievement of tertiary institutions in Nigeria and the conclusions made, the following suggestions are proffered:

Diversification use of methodological approach during the teaching-learning processes.

Practical activities and assignment should be used in the institutions. The instructional activities should be practically oriented through improvisation of the instructional materials, do-it-yourself should be encouraged by the teachers and instructors when teaching the students.

Dismantling and reconstruction of readymade or original materials. The students should be encouraged to study the readymade materials and able to reconstruct some using local environmental resources.

Avoidance of paper qualification base on theoretical orientations in the employment markets. Practical test and assignment should be given to the candidates during the employment interview. The approach will enable the students to develop creative thinking while in the schools.

Integrating practical creativity into the National youth service corps and student industrial working experience services. The commandment of the NYSC and SIWES should allow the candidate to go and acquire skills of their interest during the NYSC service years. The efforts will enable the individuals to develop a creative thinking and sustainable goals achievement of the various tertiary education acquired. It will therefore reduce high rate of unemployment among the graduates of the institutions.

Adequate instructional facilities be developed in the tertiary institutions it is important to note that when adequate working equipment and facilities are provided in the schools; creative mind will be encouraged among the lecturers and the students.

Formation of various clubs and association that will creative thinking in the mind of the members such associations and clubs are young farmer clubs, young caterers, dramatic society, tailoring association, young barber clubs. Etc. the clubs and societies in the schools will definitely help in developing creative thinking for sustainable goals achievement of the tertiary institution.

Finally, conditions that will bring about transfer of learning should be explored. The knowledge gained from the skills acquisition in the schools can be transferred from the home life.

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Effects of Problem-Solving Strategy on Secondary School Physics Students' Attitude and Academic Achievement in Jos North L.G.A., Plateau State, Nigeria

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Abstract. This study examined Effects of Problem Solving Strategy (PSS) on Secondary School Physics Students' Academic Achievement in Physics in Jos North Local Government Area, Plateau State, Nigeria. A true experimental research design was used in the study. Two senior secondary schools of co-educational standards in Jos North Educational Zone Plateau State were selected from which 60 physics students were also sampled. Randomly, the students were assigned to the experimental (n=30) and control (n=30) groups. Using PSS, the experimental group was taught the concepts Work Energy and Power (WEP) and Elasticity while the conventional lecture approach was used to teach the same concepts to the control group. The Physics Students' Problem Solving Achievement Test (PSPSAT) and Physics Students' Problem Solving Attitude Rating Scale (PSPSARS) were developed by the researcher with reliability coefficients of 0.85 and 0.74 respectively. The PSPSAT was used to determine the level of achievement of students taught using the PSS and their counterparts taught using conventional lecture method. On the other hand, the PSPSARS was used to determine the attitude of students towards problem solving. The content validity of these instruments was established by three experts. Employing SPSS version 22 software, data analysis was carried out using t-test for the PSPSAT and mean analysis for the PSPSARS. The findings of this study showed that the performance levels of both male and female students after treatment improved significantly though male students achieved slightly higher than their female counterparts after exposure to PSS. The results further showed that students taught using PSS performed significantly better than their counterparts taught with conventional lecture approach. Furthermore, the result revealed that students in private schools performed better than the students in public schools after exposure to PSS. The study concluded that the use of PSS promotes students' understanding of concepts translating to optimal performance in physics examinations. It was recommended among others that authors and textbook writers of physics textbooks should transform physics textbooks into problem solving forms, apply and provide proper illustrations so as to meet the criteria of PSS as doing this would help in enhancing students' achievement in physics.

Keywords: Physics, Problem-solving Strategy, Attitude and Academic Achievement.

1. Introduction

One of the most important targets of modern education is to instill in learners the ability to solve problems. A physics classroom takes no exception to this considering the fact that

physics is regarded as the bedrock of scientific and technological development worldwide in both developed and developing countries alike (Adeyemo, 2010). Physics is one of the essential parts of the Nigerian secondary school curriculum. Thus, at the senior secondary school level in Nigeria, physics has been identified as one of the core science courses as stated in the National Policy on Education (FRN, 2004). It plays a fundamental role in scientific progress and development. These roles are in everyday applications in most social sciences, engineering, biological sciences, medicine, military, aerodynamics and so on (Mwelese & Wanjala, 2014).

The Nigerian government in recognition of the importance of science and technology, especially physics has taken a number of steps towards its improvement. These steps included the implementation of the Science and Technology Education Post Basic project with support from the World Bank which focuses on the production of adequate and quality science and technology graduates. Furthermore, the inclusion of Physics in Technology in the recently reviewed Senior Secondary School Physics Curriculum was a significant step towards the improvement of science and technology in Nigeria (Mankilik & Umaru, 2015). Despite the efforts of the Nigerian government, researchers generally observed students' low enrolment and poor performance in physics (Mankilik & Umaru, 2011; Erinosho, 2013; Aina & Olanipekun, 2014). The students' low enrolment and poor performance in physics is indicative of a serious variance between the expectations of the Nigerian Government as spelt out in the National Policy on Education (NPE) and the actual situation of physics in our schools and this calls for a review of the strategies teachers adopt in the teaching and learning of physics (WAEC, 2008).

In agreement with the low enrolment of students in physics, the analysis of the West African Examinations Council (WAEC) results shows that on the average between 2006 and 2014 in Nigeria, about 35% of the total number of students that registered for West African Senior School Certificate Examinations (WASSCE) entered for physics. In terms of performance, the WAEC Chief Examiner's reports (2005-2013) in physics indicated poor performance of students generally despite the favourable standards of the paper and the moderate severity of the marking scheme. In line with this, the analysis of the WAEC and National Examinations Council (NECO) results of candidates' performance in physics for the May/June 2006-2013 SSCE in Nigeria indicated general poor performance. Also, in 2013, for WAEC, the case is even worse as 0.05% of the 38,738 candidates that sat for physics in Plateau State had distinction. It is to be noted that a performance level of less than 1% pass with distinction is grossly inadequate for Nigeria's quest for rapid scientific and technological development (Mankilik & Umaru, 2015).

The following reasons have been identified for poor performance of students in physics: inadequate qualified physics teachers, abstract nature of physics concepts, poor mathematical background, method of teaching, lack of problem-solving skills, and students' attitude. Research undertaken in different areas of physics showed that methods of teaching and problem solving skills are major factors to be considered for better performance in the subject (Orji, 2000; Brewton, 2001; Gonzuk & Chagok 2001).

Several studies on gender issues in physics education noted differing views. Some people even believed that males performed better than females in any course that deal with calculation as observed by Awoniyi (2000) that male candidates performed better, relative to females in subjects requiring quantitative ability. He said males show superiority in science, statistics and accounting. Gender has been identified as having significant effect on students' performance in physics at the secondary school level (Onah & Ugwu, 2010). Another study indicated that gender is not a strong determinant of students' academic achievement in physics rather the teaching approaches adopted which should not discriminate between the sexes (Akinbobola & Afolabi, 2010). Consequently, the active learning strategies for instruction could be structured to eliminate any undue effect

of gender on student's performance (Mankilik & Umaru, 2015).

Furthermore, some researches in school type (public and private) showed conflicting views. For example, in a study conducted by Olatoye and Agbatogun (2009), students from public schools lagged behind in their performance in the sciences when they were compared with those in private schools. On the contrary, in another study conducted by Lubianski and Lubianski (2006), students in regular public schools performed as well as students in private schools when presented with equal learning opportunities. It is therefore of importance that the effect of school type be properly investigated and addressed. Students' attitude towards problem solving in physics is also an issue that has been under investigation by researchers (Erdemir & Bakarci, 2009). Students come to class with the mindset that the physics concept or discipline as a whole is difficult or impossible to understand and pass so they resort to missing physics classes and not studying. Consequently, the good ones among the students show that they have interest in physics lecture and thereby developing positive attitude toward solving physics problems.
Some researchers opine that attitude matters a lot when it comes to performance in physics while others argue that poor performance of students in physics was due to lack of information, lack of self-confidence, inability to solve physics questions correctly using the appropriate formula and not being able to see the relevance of physics to the society not necessarily their attitude (Olusola, Olasimbo & Rotimi, 2012).

It is important to understand the concept of problem solving as a strategy in the Physics classroom. A problem generally is believed to be a hitch between where one is and where one wants to be. In physics, the problem that is yet to be solved could be in question or exercise form. The term problem solving is used in many disciplines, sometimes with different perspectives and often with different terminologies. Problem solving consists of using generic or adhoc methods in an orderly manner for finding solutions to problems.

It is important to understand that problems generally can be classified into two types: ill-defined and well defined problems. Ill-defined problems are those that do not have clear goals, solution paths or expected solutions while well-defined problems have specific goals, clearly defined solution paths and clear expected solutions. It is important that a physics problem is well defined so as to achieve the goals for which the problem is posed. Some of these problems may be fundamental to future problems students or learners may encounter in physics since learning is from simple to complex, known to unknown, concrete to abstract and so on. When such problems are solved by a learner, attitude towards physics may become positive and learner's interest is sustained. Thus, the exposure of problem solving strategies that students receive can help them improve their achievement, increase their interest in physics and change students' attitude towards learning physics (Gok, 2010).

According to Schoenfeld (1994), problem solving is a complex process that engages various cognitive operations such as collecting and sorting information, heuristics and metacognitive strategies. The ability to understand what the goal of the problem is and what roles will be applied will present the key to solving the problem because sometimes the problem to be solved involve some abstract thinking and coming up with a creative strategy.

Considered the most complex of all intellectual functions, problem solving has been defined as a higher order cognitive process that requires the modulation and control of fundamental skills. Hence, problem solving are the steps that one will take to achieve one's own goals. Most students are not actually weak in solving problems, but rather unskilled in planning strategies when solving a given problem (Schoenfeld & Zan, 2000).

Problem solving strategy is a method that can potentially produce effective and meaningful teaching and learning. The application of this strategy in teaching and learning can help improve students' problem solving skills as

problem solving is a basic skill needed by all students (physics students alike), but at the same time can also be a complex mental activity (Charles, 1997). The implementation of problem solving in the teaching and learning environment can improve the quality of learning. Through these strategies, physics students have to find information and solve problems through their own efforts; this process compels them to be independent and to think creatively. Problem solving is known as one of the essence in building future engineers and technologists (Jonessen, 2006). They are people who make our life easier, healthier and safer through new designs and technologies whose backdrops are rooted in physics.

According to Ruhizan, Lilia and Azaman (2012) research conducted found that students fail in solving problems due to a few factors, that is, low understanding of the given problem, low knowledge of how to plan an appropriate problem solving strategy, inability to interpret a problem, application of inappropriate strategy and poor understanding of concepts. Problem solving is a cognitive process that requires the memory to collect the appropriate activities, employ them and work systematically.

As a staged process, problem solving was brought up by a Hungarian mathematician, George Polya, for the first time in his book "how to solve it" published in 1945. This staged process that was widely accepted in problem solving is the first and most popular model. The staged model consists of simplified lists of stages or steps used in problem solving. Each stage leads to the next stage and is as a result of the previous stage. These four stages include- understanding the problem, planning, application of the plan and looking back. These skills can be seen as the analytical parts of problem solving process which requires defining the problem, examining the problem, revising and employing it.

Problem solving is the core of learning in physics. Personal classroom experience with secondary school students in Nigeria and results of private and public examinations show that most learners are yet to acquire the vital problem solving skills required for success (Adeleke,2007). The inappropriate utilization of relevant teaching and problem solving strategies has been major concerns of physics educators. Specifically the defective methodology employed by the teachers, as well as the non-use of appropriate problem solving strategies generally lead to students' low enrolment and poor performance in physics (Adegoke, 2011). This implies that the way learning materials are presented to the students manifests in their non-active participation in learning, lack of interest and proper understanding of physics. Again, lots of students complain that despite the time and energy put into learning physics, they still find it difficult to solve problems in physics. This is not because they lack an understanding of the physics concepts though; they just lack the ability, skill and strategy to solve these problems. Therefore there is need to consider remedial methods of teaching and learning that will improve problem solving skills quite different from conventional ones. Moreover, the researcher could not lay hands on any research work carried out on this issue within the designated area. This may be because not much research has been carried out in the area of problem solving in physics in the study area. Therefore the researcher was motivated to carry out this study which examined the use of problem solving strategy with a view to providing means of rectifying identified deficiencies. The problem of the study is posed as the question- What is the effect of problem solving strategy on physics students' achievement in the subject?

2. Purpose of the Study

The general purpose of this study was to investigate the effects of problem solving strategy on secondary school physics students' attitude and achievement in Physics in Jos North Local Government Area, Plateau state, Nigeria. The specific objectives of this study were to:

(i) determine if there was any significant difference between the level of achievement of students taught using problem solving strategy and those taught using the conventional lecture method.

(ii) determine the attitudes of students towards physics problems when taught using problem solving strategies.
(iii) find out the influence of gender on students' achievement in Physics when taught using problem solving strategy.

3. Research Questions

The following research questions guided the study:

(a) What is the level of achievement of SS1 physics students before and after exposure to problem solving strategy?
(b) To what extent does gender affect students' achievement in physics when taught using problem solving strategy?
(c) What is the attitude of Physics students towards problem solving in Physics?

4. Hypotheses

(i) There is no significant difference between physics mean achievement scores of students taught using problem solving strategy and those taught using the conventional lecture method.
(ii) There is no significant difference between the post-test mean achievement scores of male and female students who were taught using problem solving strategy.
(iii) There is no significant difference between the post-test mean achievement scores of students in public schools and their counterparts in private schools exposed to problem solving strategy?

5. Methodology

This study adopted the true experimental research design specifically the pretest-posttest control group design. In the pretest-posttest control group design, two groups are drawn from the sample population and the assignment of subjects to groups is by randomization. Randomization implies that all subjects have equal chance of being assigned to either the experimental or control group so there is little or no room for bias. One of the groups (experimental) was exposed to treatment and the other group (control) were not exposed to treatment. A pretest was given to both groups before any treatment was administered so as to determine students' entry behaviour. After treatment had been administered, a posttest was then given to both groups. The aim of this design is to compare the scores of the two groups. The population of the study comprised of all physics students in SS1 in Jos North Local Government Area (LGA), Plateau State. The total number of senior secondary school students offering physics in SS1 in Jos North LGA Plateau State at the time of the study was 13,104. This population was chosen because the researchers believes that the proximity of the population will enhance quick access to data collection. The sample of the study was assumed to have the same entry behaviour because they were taught and examined by some teachers at the same level. The sample for the study was drawn from two senior secondary schools one of which is Federal Government owned and the other privately owned. The two schools were chosen because they are of the same standard in terms of facilities and teachers' quality. The sample size was sixty students which comprised of thirty males and thirty females selected from both schools equally. The sample of the study was further divided into two groups, the experimental and control groups. Each group was made up of thirty students comprising of fifteen males and fifteen females. In order to ensure that the sample of this study was reflective of the population, the procedure for sampling each group was the simple random sampling technique specifically the lottery method. For the purpose of this study, the researcher wrote YES on 30 pieces of paper and NO on 30 separate pieces of paper. The papers were folded afterwards; the folded pieces were bagged and thoroughly shuffled. The students were then allowed to pick from the bag, one student per piece. Students that picked YES constituted the experimental group and NO the control group. Two instruments were used for data collection in the study. They are Physics Students Problem Solving Achievement Test (PSPSAT) and the Physics Students Problem Solving Attitude Rating Scale (PSPSARS). The PSPSAT was divided into two sections (A and B). Section A selected, information on students' biodata (Gender and school type) while section

B was further divided into two parts (1 and 2). Part one comprised of 25 objective test items and each question had four options lettered A to D. Part two comprised of five essay test items.The objective and essay test items were drawn from the concepts Work Energy and Power (WEP) and Elasticity. There were thirty questions in all and a total of one hundred marks was allocated (that is, two marks for each objective question and ten marks for each essay question). The PSPSARS was also divided into two sections (A and B). Section A contained information on students' biodata (gender and school type) and section B contained twenty items on attitude of students towards problem solving. The students' responses on PSPSARS instrument were measured using the Lickert's five point rating scale. The terms of the PSPSAT were carefully selected by the researcher from past question papers of standard examination bodies (JAMB and WAEC). The PSPSAT and PSPSARS were further validated by an expert in the department of Science and Technology Education in University of Jos and an expert in the field of Test, Measurement and Evaluation in the department of educational foundations, University of Jos. The PSPSARS was also validated by an expert in Educational Psychology in University of Jos. The inputs and suggestions given by the experts were strictly adhered to before the production of final instrument for administration. A pilot study was carried out in Jos South LGA Plateau State and the pretest scores obtained were used to calculate the reliability of the instrument. The internal consistency of the PSPSAT and PSPSARS were determined using Cronbach alpha. It revealed the extent to which questions and statements in the PSPSAT and PSPSARS are consistent in their measurement of students' achievement in physics problem solving and attitude towards physics problem solving respectively when taught the concepts WEP and Elasticity. The average internal consistency of the PSPSAT and PSPSARS was found to be 0.85 and 0.74 respectively. According to Awotunde and Ugodulunwa (2004), these reliability estimates are good enough for research purposes.

6. Results

Data collected for this study were presented and analyzed based on the research questions and hypotheses for the study. For the Physics Students' Problem solving Attitude Rating Scale (PSPSARS), a standard was set at a mean score of 3.0. A calculated mean score for each statement was computed. For a mean score greater than 3.0, the statement indicates a positive response while the mean score less than 3.0 was considered unfavourable according to the scale computed for the items in the PSPSARS. The analysis is presented and discussed in the tables given below:

Research Question One: What is the level of achievement of SSS1 physics students before and after exposure to problem solving strategy (PSS)?

Table 1: Level of Achievement of Physics Students Before and After Exposure to PSS

Achievement Level	Range Score	Before Exposure No	%	After Exposure No	%
High	70 – 100	1	3.33	9	30
Average	50 – 69	10	33.33	15	50
Low	0 – 49	19	63.22	6	20
Total		30	100.00	30	100

The analysis in table 1 was used to answer this research question. It showed that before exposure to PSS, the general achievement level of students was low since only one person representing about 3.33% of the group scored above 70% (so, a high achiever). 10 people representing 33.33% were average achievers and a large percentage (66%) with 19 students were low achievers. After exposure to PSS, 9 students representing 30% of the students moved to high achievement level, while 15 students representing 50%

were at average achievement level and only 6 students remained at low achievement level. This analysis indicates that the level of achievement of students taught using PSS significantly increased generally after exposure to PSS.

Research Question Two: To what extent does gender affect students' achievement in physics when taught using PSS?

Table 2: Mean Score Analysis of Male and Female Students Taught using PSS

Gender	N	N	Mean Difference
Male	15	70.33	
			0.86
Female	15	69.47	

The analysis in table 2 shows that the mean achievement scores of male students taught using PSS was 70.33 and that of females was 69.47. A mean difference of 0.86 was established between the male and female scores. This, by implication, means that male students achieved slightly more than their female counterparts when they were exposed to PSS.

Research Question Three: What is the attitude of students towards problem solving in physics?
Table 3: Mean Analysis of Students' Responses to PSPSARS.

S/N	Items	SA 5	A 4	U 3	D 2	SD 1	Total	X	Remarks
1.	I feel confident in my ability to solve physics problems	9	33	9	7	2	220	3.67	Accepted
2.	Solving physics problems is a great pleasure for me.	12	22	16	6	4	212	3.53	Accepted
3.	I only solve physics problems to get through the course.	8	17	2	23	10	170	2.83	Rejected
4.	I feel anxious when I am asked to solve physics problems.	7	21	15	9	8	190	3.16	Accepted
5.	I often fear unexpected physics problems.	15	29	9	4	3	229	3.81	Accepted
6.	I feel the most important thing in physics is to get correct answers.	11	11	10	24	4	181	3.02	Accepted
7.	I am willing to try a different approach when my attempt fails.	16	38	4	1	1	247	4.12	Accepted
8.	I give up fairly easily when the physics problem is difficult.	9	12	11	20	8	174	2.90	Rejected
9.	I believe I am good at solving physics problems.	13	22	17	7	1	219	3.65	Accepted
10.	Physics problems are important in everyday life.	24	20	7	5	4	242	4.03	Accepted
11.	Physics problems do not scare me at all.	4	12	25	11	8	173	2.88	Rejected
12.	The challenge of physics problems appeals to me.	10	28	14	6	2	218	3.63	Accepted
13.	I would prefer to solve problems in physics than to write an essay.	23	12	10	6	9	214	3.56	Accepted
14.	Physics problems are dull and boring.	4	4	8	24	20	108	1.80	Rejected
15.	I feel a great deal of satisfaction out of solving a physics problem.	32	22	1	3	2	259	4.32	Accepted

The analysis in table 3 revealed that students have accepted items 1, 2, 3, 7, 8, 9,10,12,13, 14 and 15 with means 3.67, 3.53, 2.83, 4.12, 2.90, 3.65, 4.03, 3.63, 3.56, 1.80, and 4.32 respectively and rejected items 4, 5, 6 and 11 with means 3.16, 3.81, 3.02 and 2.88 respectively. This means that students have a positive attitude towards problem solving in physics since out of 15 items on the questionnaire, only 4 were rejected by the physics students.

Hypothesis one: There is no significant difference between physics mean achievement scores of students taught using PSS and those taught using conventional lecture method.

Table 4: t-test showing Posttest Mean Analysis of Students' Responses Based on Problem Solving Strategy

Group	N	X	SD	t-cal	df	P(2-tailed)	Decision
Experimental	30	69.90	10.24				
				4.12	58	0	Rejected
Control	30	59.60	9.10				

P<0.05

From the analysis in table 4, t-cal. was 4.12 at df = 58 and α= 0.05. Since the t-cal. value of 4.12 is greater than the p value of 0.00, then there is sufficient evidence to reject this null hypothesis and accept the alternative hypothesis which states that there is a significant difference between physics mean achievement scores of students taught using problem solving strategy compared to those taught using the conventional lecture method.

Hypothesis Two: There is no significant difference between the physics posttest mean achievement scores of male and female students taught using PSS.

Table 5: t-test showing Posttest Mean Analysis of Students' Responses Based on Problem Solving Strategy

Group	N	X	SD	t-cal.	df	P(2-tailed)	Decision
Experimental	15	70.33	9.86				
				0.23	28	0.82	Retained
Control	15	69.47	10.94				

P>0.05

From the analysis in table 5, t-cal. was 0.23, at df= 28 and α= 0.05. Since the t-cal. value of 0.23 is less than the p value 0.82, the null hypothesis is retained. Therefore there is no significant difference between the physics mean achievement scores of male and female students taught using PSS.

Hypothesis Three: There is no significant difference between the posttest physics mean achievement scores of students in public schools and their counterparts in private schools exposed to PSS.

Table 6: t-test Showing Posttest Mean Analysis of Students' Responses Based on Problem Solving Strategy

Group	N	X	SD	t-cal.	df	P(2-tailed)	Decision
Experimental	15	63.07	6.62				
				-4.89	28	0.00	Rejected
Control	15	76.73	8.57				

P<0.05

From the analysis in table 6, the value for t-cal is -4.89 and df= 28 at α= 0.05. The t-cal. is less than the p value of 0.00. Thus, there is sufficient evidence to reject the null hypothesis and accept the alternative hypothesis which states that there is a significant difference between the posttest physics mean achievement scores of students in public schools and their counterparts in private schools exposed to PSS.

7. Discussion and Interpretation of Results

Research question one and research hypothesis one attempted to ascertain the level of achievement of SSS 1 physics students before and after exposure to PSS. The findings indicated that after exposure to PSS, students achieved more as evident in the significant increase in the percentage of high and average achievers and a consequent decrease in the number of low achievers as compared with the scores before exposure to PSS. This finding is in consonance with the findings of Gok and Silay (2010); Omiwale (2011) and Abubakar and Danjuma (2012) who all found that PSS is effective in the teaching and learning of physics and enhance students' achievement in physics.

Research question two and hypothesis two attempted to determine the influence of gender on students' achievement when taught using PSS. The findings revealed that though the performance of both male and female students improved in physics problem solving, their achievement was considerably the same. The mean scores for both male and female students did not significantly differ. This finding is in disagreement with the findings of Apata (2011) who found that male students were academically superior to their female counterparts in sciences. Anagbogu and Ezehora (2007) also found that female students performed better than their male counterparts in science subjects such as physics. The findings of other researchers such as Salman (2000), Aiyedun (2004) and Abdullahi (2013) are in consonance with the findings of this study which have revealed little or no gender difference in achievement of male and female students in physics.

Research question three attempted to determine the attitude of students towards problem solving. The findings of this study revealed that students have a positive attitude towards problem solving in physics. This is supported by the analysis in table 6 which indicates that most statements were accepted and very few were rejected by students. This finding is in line with the findings of Gok and Silay (2008) who had worked on a similar and study found that students have positive attitude towards physics. Also, Erdemir (2009) in agreement concludes that the usage of PSS is more useful in improving the attitude of students towards physics.

Hypothesis three testing proved that there was a significant difference between the posttest physics achievement mean scores of students in public schools and their counterparts in private schools exposed to PSS. Students in private schools performed better and achieved more than those in public schools after being exposed to PSS. This is in agreement with the findings of Kayode and Ademola (2014) that students in private schools perform better than their counterparts in public schools when taught using PSS.

8. Conclusion

The study concluded that Students taught using PSS achieved more than those taught through the conventional lecture method of teaching. This by implication means that the use of PSS in teaching improves students' achievement in physics. Students have a positive attitude towards problem solving in physics. This means that the use of PSS in teaching is enjoyable to students and that is why their attitude is positive. The findings of this study revealed that gender did not affect students' achievement significantly when taught using PSS.

9. Recommendations

Based on the findings of this study, the following recommendations have been put forward:

(i) Authors and textbook writers of physics textbooks should transform physics textbooks into problem solving forms, apply and provide

proper illustrations so as to meet the criteria of problem solving strategies.

(ii) Extensive and result-oriented training programs, seminars and workshops on PSS should be organized by physics associations, examination bodies, and delegates of education for physics teachers to equip them with new strategies for solving physics problems in all topics in physics.

(iii) Problem solving strategies and courses intended to instruct these strategies should be added to the curriculum of institutions which train teachers such as colleges of education and faculties of education as doing that would help in producing trained teachers that are equipped with PSS.

(iv) More time should be allocated to physics lessons so that more strategies can be explored in the classroom. When little time is given to lessons, teachers rush through instructions so promote the conventional lecture method rather than take time to follow the lesson step by step with the appropriate strategy.

(v) Physics teachers should be encouraged to use problem solving method to develop students' problem solving skills and the related outcomes such as course achievement.

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