

KIU Journal of Humanities

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Kampala International University, Uganda.

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Editorial

This issue of *KIU Journal of Humanities* touches on Language and Literary Studies, Development Studies, Religious Studies, Educational Psychology, Social Psychology, Educational Technology, Entrepreneurship Studies and Legal Studies.

The first part of the Journal focuses attention on Language and Literary Studies. It is impossible for any nation of the world to attain any form of development when its people are not properly developed. This is because nations are built or developed through knowledge; and all forms of knowledge are transmitted through language. In other words, language mediates mental access to phenomena and, therefore, what we perceive is phenomena in the form in which language mediated our perception. The fact of the mediations of mental access to phenomena by language makes knowledge communicable. While language mediates between object and perception, literature is an embodiment of object, language and perception. It is against this backdrop that one of the papers in this part established that there is a wide gap between teaching and research and the development of African languages and suggests research and teaching strategies that may help in redressing it.

In part two, the importance of Development Studies is emphasized. It was established that poverty level is still high among the respondents despite the high experience of the respondents in their various occupations. This may be caused due to their low level of education. Therefore, it was recommended that government policies should improve the level of education among household to increase profitability and productivity.

Religious Education is an essential component of a broad and balanced education. It enables people to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life. This is why all the papers in part three address different religious issues such as pastoral authority, sacrifices, sexuality and peaceful co-existence.

It has been discovered that Educational Psychology studies various factors which have impacts upon students, which may include family background, social groupings, peer groups, his / her emotional sentiments, and mental hygiene etc. One of the papers in the section that focuses on educational psychology revealed that there was no significant difference in the influence of family background on the academic performance of Senior Secondary School Students as expressed by Teachers in Ilorin Metropolis on the basis of gender and teachers' qualification. Based on the findings of this study, it is recommended that parents should provide for the basic needs of their children in order to help them show positive interest in study, school authorities should create an enabling environment for the students by providing required educational needs in order to make academic stimulating to them, teachers should interact with parents of the students to discuss the importance of providing adequate care they need for their total growth

and development, and school counsellors should encourage the parents to relate and create interest in their children studies so that they can improve on their academic performance.

Educational Technology has absolutely revolutionized the entire education system. Until recently, the teachers used to be the sole interpreter of knowledge to the learners and the textbooks the sole resource. Educational technology has affected the conventional roles and it has opened up the new areas of teacher functions such as management of resources and management of learning. Today, teachers have a range of media to assist and supplement the instructional work. Teachers can even specify the learning intentions, select the topic, identify the stimulus situation, determine media, manage teaching and finally conduct evaluation and modify the instructions in the light of evaluation results. Educational process cannot proceed systematically without the help of educational technology. Every aspect of educational system is fully enlightened with educational technology. This is why a few papers in this issue highlight ideas on how students can acquire teaching and learning skills through the use of modern technologies. Based on the their findings, the papers in this section recommend among others that science and technology education should be given greater emphasis in real life situation in the Nigerian socio-economic milieu.

Above all, this edition of *KIU Journal of Humanities* features educative and informative articles. We hope that these thought provoking articles will contribute immensely to the existing knowledge on each topic.

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Part One

Language and Literary Studies

A Critical Analysis of the Representation of Women's Health Conditions in (Yorùbá) Nollywood Films and its Implications.

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Abstract. Literature, through any of its genres, is a reflection of the sociology of the people where it has its sources. It highlights among other things, their beliefs, hopes, aspirations, development and relationships. The film, which is currently the popular theatre among the (African) Yoruba of the South-West Nigeria, is the literary genre through which this study critically examined the implications of the portrayal of female gynecological, physiological and mental health conditions. This was achieved by criticizing selected films whose major and minor themes are gynocentric. The female among the (patriarchal) Yoruba, is seen and related to as a second fiddle, the OTHER; whose existence is basically for procreation and the general well-being of her home, especially that of her husband. This cultural pattern, though in lesser magnitude now than it used to be in the past, permeates the entire aspects of the living of a Yoruba female, including the very important issue of her health. 'Health' meant here, is not merely the absence of diseases, but a state of complete physical, mental, spiritual and social well-being. It has been observed that there is a close relationship between patterns of ill-health and social class, gender and race. Apart from this, (cultural) living conditions are very basic in contracting and combating ill-health. Our theoretical framework is therefore hinged on Parsons' (2008) functionalists' perspectives on health, to the effect that when people are sick, they are unable to perform their social roles and this hinders society's functioning. The study concludes that the (African) Yoruba populace needs re-orientation and conscious efforts

towards a change in patrifocal cultural patterns. The Nigerian government must put in place health schemes that have positive considerations for women's health; for the hands that rock the cradle rules the world.

Keywords: The Yorùbá, Women, Sociology, Health, Re-orientation

1. Introduction

There is a social dimension to health because a lot of things that we know to be health or illness are better understood in social contexts, cutting across cultures and times. While kleptomania for instance will be seen as a psychological problem among the whites, an African may apart from that view, also see it as a spiritual attack through diabolic means. Aside from this, there is also a gender dimension to health. This is because in all patriarchal societies, the female is seen and related to as a second fiddle, a sex created for the major purpose of complementing the existence and well-being of the man. This being so, the issues that concern the health of a second fiddle like the female, is not likely to be of major importance in such societies. This is why we agree with Haralambos et al (2008: 280) that *...the statistics on health suggest that there is a close relationship between patterns of ill-health and social class and...gender and race.*

Trying to define 'health' and 'illness' brings about a lot of divergence in views. This is because the definitions polarize on objective and scientific basis on one hand and on subjective

awareness on the other. Absence of disease in the traditional medical view is that there is (the possibility of) a normal functioning body (with a degree of variation). Operating within the normal boundaries of these variations, a person can be seen as healthy, but if they are outside the normal boundaries, they are ill/their organs are diseased. In this view, health is defined as 'absence of diseases'. There is also a positive approach to giving a definition of health. In this approach, the concept of disease is acknowledged, but it brings a much broader social element into its function, suggesting that health is not just a physical state but a wider sense of being well, especially in close link with social surroundings. This is the view of the World Health Organisation (WHO) who has defined health as:

...not a merely an absence of disease, but a state of complex, physical, mental, spiritual and social well-being. (WHO, 1974).

Sociologists have also debated on how ordinary people (laymen) have defined health (lay model of health) and have come up with functional definitions, to the effect that 'health is the ability to perform normal daily activities' (Haralambos et al 2008:280-281). It must be also be noted that health is a relative concept; it varies according to social group. Poorer people for instance are less likely to see themselves as being ill, as are older people. Younger and richer people on the other hand are likely to have higher standards of what good health is. This is why sociologists like Eisenberg try to distinguish between disease and illness. In his opinion, Eisenberg (1977) believes that:

Illnesses are experience of disvalued changes in states of being and social functions...diseases are abnormalities in the structure and functions of body organs and systems.

Eisenberg (1977) is saying in essence that illness is something that people experience as having an unpleasant impact upon their lives and activities, while disease is abnormal and harmful physical changes in the body. It is possible then to have a disease and not be ill, and to be ill and to have a disease. Chrisman (in Haralambos et al 2008:29) has suggested that "invasion" (when something from outside enters a person's body,

such as a germ), "degeneration" (when a person is 'run down'), "mechanical" (when some parts of the body such as the kidney, lungs or heart, malfunction) and "balance" (where a person's body, life or relationship with others are disturbed in some way) as the four categories of the causes of illness.

Our theoretical frame work is hinged on Parson's view (in Haralambos 2008) that health is a form of 'deviance' which disturbs society's normal functioning, as such it needs to be controlled and the deviants helped, in order to perform their social roles. The help is to be rendered by (specialist) doctors who should be intelligent, affectively neutral, ready to give universal treatment to patients and who (the doctors) should be highly rewarded in status and finances.

2. Socio-Historical Development of Medical Practice and the use of Herbs.

Man has always tried to take care of his health, to ensure comfort and longevity. This he must have been doing personally at the initial stage of his existence on earth. He must have come to the realization that other people can be more gifted or learned about healing, and must have approached such for treatment, to aid his welfare. The influence and ground breaking contributions of people like Descartes, Pasteur and Koch on micro-organisms as the cause of many ailments, has led in no small measure to biomedical practices.

Jewson (1976), while considering the issue of provision of health services, claims that it had developed along stages that reflect changing relationship between patients, doctors and forms of (medical and technological) knowledge. The stages enumerated by Jewson are 'bedside medicine' (from the Middle Ages to the eighteenth century), when doctors depended on patronages of the wealthy and asked patients what was wrong with them, and "gave treatment according to their patients' views". The next stage was that of 'hospital medicine' in the nineteenth century, whereby the doctor asked the patient where the pain was, elucidated other details and followed these up with a treatment

based on the training the doctor has had in associating symptoms with needed treatment. The third and contemporary stage according to Jewson is the 'laboratory treatment', whereby the patient is given treatment in accordance with laboratory results of test and scientific analysis.

Man, in pre-modern times, must have used the readily available items around him (among which plants/herbs must have been the essential and readily available ones), to cure his ailments. Other non-biomedical treatments that man had employed for his well-being and is still using are aromatherapy, homoeopathy, acupuncture/acupressure, message and reflexology. These treatments are referred to in modern times as a complementary/alternative medicines, and are still used today, albeit with more scientific research now, not only in developing nations of Africa and Asia, but throughout the world. According to Haralambos et al (2008:296), in a research carried out in 1992 by Sharma in Britain, people use complimentary/alternative medicines for chronic health conditions that have not responded to orthodox medicine, because there is a perception that there are fewer side-effects.

The use of complimentary/alternative medicine, especially herbs, is very prevalent in (tropical) African countries like Nigeria, not only because of its efficacious and non-aftermath effect mentioned above, but essentially because of its (economic) affordability and ready availability, when the socio-economic situation of the country as regards non-provision for basic medical amenities is considered. This is why the portrayal of herbalists, diviners and traditional healing homes are common in Yorùbá films whose major and sub-themes have to do with health, for literature reflects the ways of life of the people in the society where it is produced.

3. The Female and her Health among the Yorùbá

The (African) Yorùbá of South Western Nigeria are very patriarchal, until recently when it is in lesser magnitude. The Yorùbá traditionally sees and relates to the female as a being who has virtually no self- worth of her own, unless if

seen as a man's daughter or his wife. She is an *atèyìntò* (a stupid being who urinates from behind), *ohun èlò ẹlẹgẹ* (an article that is very delicate to handle), despite the fact that women work more in the home than the man and she is expected to be more caring. She is also seen as *ẹké* and *ọdàlẹ* (tale bearer and traitor) (Adagbada 2006). Men, as husbands, see the female as a necessary evil, without whom they cannot sire children; a means by which they prove their manliness and satisfy their sexual urges. She is even denied enjoying the act herself, for her sexual activities are curbed by wicked acts like genital mutilation, infibulation and circumcision, to prevent promiscuity and ensure loyalty and submissiveness to her husband. They are also many negative proverbs and maxims about the females. Some of these are:

Obìnrin sọ iwà nù, ó ní òun kò mórí ọkọ wáyé.
(When a woman is deficient in character, she blames her marital woes on ill-luck).

Obìnrin tí a fẹ nìlẹ ijó, ìran nì yóò wò lẹ
(A wife picked at a dance party would be lost at another)

Òbò ò fì banba lájé
(The commercial value of the vagina is not determined by its size)

Ọkùnrin tí kò tí ì kú, iyàwó rẹ nì kò tí ì pa á.
(If a man is still alive, it means the wife is not ready to kill him).

Obìnrin lèkèé, obìnrin lẹdàlẹ, kéyàn má finu han obìnrin
(A woman is a tale bearer, she is a traitor, it is better not to confide in her).

Kàkà kó sànlàrà iyá àjẹ, ó fì gbogbo omo rẹ bí obìnrin, ẹyẹ wá n yí lu ẹyẹ.
(Rather than improve her situation, the witch's offspring are also born females; all are potential witches).

The commonest instance when positive statements and adulations are made about the female is when a discussion centres on her role as a mother -a role which is seen as her primary assignment. It is then one hears maxims like:

Òrìṣà bí iyá kò sí
 (There is no deity like a mother)
Ìyá ni wúrà, baba ni dínḡí
 (Mother is like gold, father; a mirror)
Ìyá lalábààrò ọmọ
 (The mother is a child's confidant)

While there are ailments that are general among the two sexes, such as *ẹfọrí* (headache), *inú rírún* (stomach disorders), *làkúrègbé* (rheumatism), *túúlu* (migraine), *ẹyìn dídùn* (backache), *eyín dídùn* (toothache), *eéwo* (boils), *àkàndùn* (wiltow), *òdòyì* (dizziness), *jẹdìjẹdì* (pile) and *idí yíyọ* (hemorrhoids), some (ailments) are peculiar to the female. Some of these are *somú-ròrò* (pre-menstrual bloating), *èdà ibú/èdà òró* (spermatic reflux while lying/spermatic reflux while standing erect), *nńkan oṣù ségesège* (irregular menstrual cycle), *àirómọbí* (barrenness), *idádúró* (secondary infertility), *iju* (fibroid), *oyún wíwálẹ* (cervical incompetence), *èètarẹ / ojú ara yíyún* (vaginal thrush / vaginitis) and *ọyàn ọdaju* (lactating incompetence). There are corresponding ailments that are peculiar to the males too.

Traditionally, the Yorùbá have male and female *adáhunṣe* (herbal healers/traditional doctors) who practice general medicine, however, when a health case is considered to be a result of psychic attack, the services of a (male) or (female) *iyánífa* or *babaláwo* (diviner and esoteric healer) is sought. Some of the *adáhunṣe* also specialize in peculiar areas of medicine. *Àrógun* (orthopaedic), *Agbẹbí* (midwifery) and *Ìtọjú àrùn ọpọlọ* (psychiatry) are some of such. The *agbẹbí* (midwives) are the most popular among the specialized medical practitioners. This is because of the importance attached to having offspring among the Africans, the Yorùbá being no exceptions. To them (the Yorùbá), a person, whether male or female, who dies without having children surviving him/her, is like a snake that passes on top of a rock without leaving traces. The midwife is normally an experienced female, a mother, who is expected to be versed in the use of *ewé àti egbò* (herbs and roots) for ante-natal, delivery, post-natal and pediatric purposes. The herbs and roots used for treatment can be boiled as concoctions to be drank, mixed with native soap for bathing

or with shea butter or coconut oil for rubbing on the skin.

4. The Yorùbá Sector of Nollywood

'Nollywood' is the sobriquet for the Nigerian film industry. It is so tagged in similarity to "Hollywood" of American and "Bollywood" of Indian film industries respectively. Ayengbo (2012)⁴ has defined what Nollywood is to be; the totality of activities taking place in the Nigerian film industry, be it in English (Nigeria's lingua franca), Yorùbá, Hausa, Igbo, Itsekiri, Edo, Efik, Ijaw, Urhobo, or any of the over three hundred Nigerian languages. This is because film making in Nigeria is divided along regional, ethnic and religion lines, with each of them seeking how to portray the concern of where it belongs. Initially, all the ethnic and sub-ethnic groups were under the professional umbrella of Association of Nigerian Theatre Practitioners (ANTP) under the chairmanship of late Hubert Ogunde. The initial members included big wigs in theatre then; the likes of Moses Olaiya Adejumo (Bàba Sàlá), Adéyemí Afoláyan, Chief Amata and Eddie Ugboma.

The Yorùbá-language film sector of Nollywood has most of its practitioners in the Western part of the country. This sector has its origin in the Éégún Apidán (masked itinerant dramatists) of pre-colonial period. It is as a result of coming into contact and joining them as a young man, that made late Hubert Ogunde to take their revues and sketches to a higher and modern level, to become stage and travelling theatres around mid-1940s. Other dramatists of the Ogunde tradition include Duro Ladipo, Kola Ogunmola, Oyin Adejobi and Adeyemi Afolayan (Ade Love). These travelling theatre proprietors took their works beyond the stage; into production of celluloid films in the mid1970s. One of the huge successes of the era was the production of the first Yorùbá celluloid film by Adeyemi Afolayan title *Àjàní Ògún*, produced in 1976. Hubert Ogunde also produced *Aiye*, *Jaiyesinmi* and *Aropin-n-Tenia* Moses Oláiyá Adéjùmò also produced *Òrun móoru*, *Ààrẹ̀ Agbáyé* and *Mọ̀ṣẹ̀bọ̀látán*.

The downward trend in Nigeria's economy from the late 1980s made the celluloid films very

expensive to produce; this made the cheaper and readily available video format to become an alternative for the Yorùbá theatre practitioners. *Igí Dá* was the first Yorùbá video⁶ and it was produced by Kólá Olátúndé (Alamu 2010:28). The success of *Igí Dá* opened the floodgate for massive Yoruba video (film) production among other Yorùbá and non-Yorùbá theatre practitioners. A global cinema survey (with the ranking done according to quantity and not necessarily quality) conducted by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Institute of Statistics in 2009, named Nigeria as the second largest producer of film in the world (Alamu 2010:3). Alamu (2010:6) also say that the UNESCO has identified film and video productions as vehicles of identity, values and meanings which can open the door to dialogue and understanding between peoples and foster economic growth and development. The “growth” and “development” which video feature films is capable of bringing, is what we seek for women, especially as their health is concerned, in this study.

5. Women and Physiological Issues in Yoruba Films

Physiology is the branch of biology that deals with the functions of living organisms or bodily part functions. Socio-biologically, women are generally assumed to be weaker in constitution than men, as such, men handle women (positively or negatively) as weaker vessels. While some men like Rótímí and Jayéolá in *Àjorò* (Joint discussion) and *Ìfẹ́ Mi* (My love) respectively, dote on their wives as they go out of their ways to please and make them comfortable, a host of other men like Gbólágadé in *Ọ́la Tórera* (Wealth Brings Pride) and Ségún in *Àgbóyé* (Understanding), taunt their wives and make them miserable, believing that pampering and giving one’s wife a freehand is a sign of weakness; not expected from a macho man. They do not give considerations to the exhausting roles the women play as home keepers beside their official assignment in public or private practices.

In *Àimàsìkò* (Time is unpredictable), Akin beats Alice his wife at the slightest provocation. Alice

often goes to the office with sunglasses on, in attempt to hide the bruises sustained from Akin’s slaps on her face. Her mother suspects that Alice is having difficulties with her marriage and she asked her questions. Alice lies that all is well and that Akin is the best husband in the whole wide world. Alice’s case is very similar to that of Torera in the film *Ọ́la Tórera* where Gbólágadé her husband turns her to a punching bag, beating her black and blue because she dares to warn him against dating Adépàtẹ, the notorious village prostitute. The beatings, humiliations and unhappiness in the marriages of these women make them to become frail and hypertensive. The two women eventually died at the prime of their ages in the films. It was the beatings that Yemisi too receives from her husband that turns her to a one-eyed woman in *Èdùn* (Agony). None of the wife-beaters mentioned here try to seek medical attention for their wives, whom they must have seen as their property; who can be used or treated as they like. The punishable offence of manslaughter committed by the husbands are often seen as the handiwork of God or blamed on the men being under spells by enemies.

Rape is another way by which a woman’s physiology is damaged. It is the physical assault on women through different forms of penetration carried out against a female’s consent. The classification of rape depends a lot on the persons involved and the reason and manner of the act. As such, rape can be done by physical force, coercion and it may be a gang-rape, date rape, spousal rape, rape of children, prison rape, payback rape or war rape. In *Ìsẹ́jú Mārùn-ún* (Five Minutes), Adébáyò rapes Bísí his friend’s secretary, by coercing her to come to the hotel where he is lodging with his wife, so that the two women can meet, concerning how Bísí will help them get some items in the market. Unsuspecting, Bísí agrees, only to be raped by Adébáyò, who is actually lodging alone in the hotel. Bísí is roughly handled by the rapist and for days she is not able to go to the office. Another example is that of Omóbólá who is raped by her spouse in *Olórí Ilé* (The head of the home). Àkandé, Omóbólá’s husband works as cab driver, but drinks a lot. He is always seen at drinking joints with his friends, spending money

lavishly. At home, Àkàndé does not give his wife and four children any feeding allowance. The wife does menial jobs to feed their children and she is always tired and frustrated at the end of each day, only for Àkàndé to demand sex from her. She usually turns him down, but Àkàndé will not take ‘no’ for an answer. He forces his way and rapes his wife almost every night. Omóbólá often sustains injuries in the course of the act and has to seek treatment from a nurse who lives nearby. During such periods, her children experience hunger, because she is not able to go and do the menial jobs that put food on their table.

While women run around with deep concern when their spouses or children have health challenges, we found out that men are less concerned about their wives going through health challenges, as portrayed in Yoruba films. This stems out of the thinking that there are more women than men in the country. As such, if a woman has a (terminal) illness or disease, rather than waste time and money on her, there are several other women out there that men can choose from. In *Àgbéké* (A child who is to be pampered by all), Tobi is diagnosed to have renal failure and as such needs kidney transplant. Dr. Williams her boyfriend and a medical practitioner, who has the same blood group with her, refuses to donate one of his “very” healthy pair of kidneys to her, or at least stay beside her to give her love and assurance during her moments of trauma. He hurriedly travels out on a leave from his place of work. It is Àgbéké the orange seller who volunteers to donate one of her kidneys free of charge. The transplant is successful and Tobi is discharged from the hospital, only for Dr. Williams to turn up to ask for Tobi’s hand in marriage. As expected, the poor girl turns down the request.

6. Women’s Gynecological Concerns in Yorùbá Films

Gynecology is the branch of medicine that deals with the diseases and routine physical care of the reproductive system of women. As mentioned earlier, the female body is differently wired from that of a male by nature, for the specific role of conceiving, gestating, bringing to life and

nurturing a foetus/neonate. These make a lot of difference between the two sexes. Men, for instance, do not suffer from fibroid like Adebimpe experiences in *Ariwo Oja* (Market noise). While a mature and virile man can be aroused and he becomes ready to deposit his spermatozoa for conception during copulation, the female body must experience a menstrual cycle of about 21-28 days, depending on individuals’ chemistry, and her ovule can only get fertilized at the peak of her ovulation period. This is why couples who are trying to make babies often target their copulation at the peak of the female’s ovulation period. This is the exact opposite of what Rótímí does to Jókòtòlá in the Yorùbá film titled *Jókòtòlá* (Sit amidst wealth). Jókòtòlá is a trained accountant with two children, but Rótímí does not allow her to seek employment nor allow her to do any private business from home. He tells her she can only work after completing their family, by having a third child. Jókòtòlá agrees to Rotimi’s plans, but the man refuses to have intercourse with her and does not allow her to use any contraceptive device (to prevent extramarital affairs), yet he chides her for not getting pregnant. In *Ólẹ Tórera* too, Gbólágadé knows that he needs to sleep with Torera his wife constantly and take her to see the adáhunṣe in their village for gynecological examination, in order to find out the cause(s) of Torera’s bareness, he refuses to do either. Rather, he runs after notorious Adepaté, the village prostitute, and he is ready to take turns with three other men, to sleep with her.

Women are the ones often suspected and blamed in patriarchal societies for couples’ inability to have offspring. In *Ìyàwó Mi Ọ̀wọ̀n* (Madam Dearest), Bíódún is married to Bùkólá, a woman who is about fifteen years younger than him. The couple has no child. Instead of jointly seeking medical attention, he acts as if having a child/ children is not a big issue; a notion which is anomalous to the average African. He claims to have given freedom to his wife to seek medical attention. Bíódún even frowns at his wife collecting herbal concoction from his own sister. He claims he does not want it because; his sister may later take Bùkólá to a diviner, who may start to tell her all sorts of things about her husband. Bíódún is later sentenced to a life

imprisonment for man slaughter. In desperation for Ìyá Olóbì (Woman who sells kolanut), Bukky's mother, to have a grandchild, and for Şolá, Bukky's friend, to make sure her friend has at least one child, they both force Bukky to agree to date Daniel, her Ghanaian house-help. Within three months of their relationship, Bukola gets pregnant. She gives birth to a male child thereafter. The means that it is not Bùkòlā who has infertility problem all these while, it is Bíódún who needs to be examined for the volume and quality of his semen and its delivery during copulation. He may be aware or not, that he is suffering from any of the several reproductive challenges of men, like oligospermia, premature ejaculation or erectile dysfunction.

Vaginal infibulation through mutilation by trimming off the tip of the clitoris, complete excision of the clitoris, labia minora or major, or fastening the labia majora with stiches or clasps for tighter and more enjoyable penetration by the husband, are some of the methods employed in patriarchal societies to ensure a woman's devotion and obedience to her husband. By these painful acts, the female is made to suffer anorgasmia (the inability to reach orgasm during copulation) as experienced by Şewà, Démòlā's wife in *Onikòlā* (One who circumcises). This is usually done during a rite of passage or before puberty, but definitely before marriage, so that the female will never experience orgasm and as such will not crave for it. Apart from this, she will not experience satisfaction after an orgasm and tire out while her husband remains erectile and wants more. These practices are not only harmful by making the young females susceptible to infections resulting from unsterilized tools, but they can also lead to death from hemorrhage, especially for the hemophiliacs. This is exactly what happens in *Adèjàrè* (The crown is vindicated), wherein Olábisi and the other girls die after going through the passage rites for maidens who are getting ready to be married.

Another gynecological issue commonly highlighted in Yorùbá films is complications and deaths resulting from females having to go through dilation and curettage (D and C) when

trying to terminate unwanted pregnancies. Premarital sex and single motherhood are frowned at among the Yorùbá and they do not (yet) practice giving up a child for adoption. As a result of these, a female will want to get rid of a pregnancy that is not accepted by the owner. In other cases, a man may accept that he owns a pregnancy, but that he is not ready to father a child, or that he has no intention of marrying the pregnant female. Without being bothered by the implications of abortion on the girl/woman there and then and in the future, he may buy drugs across the counter in a drug store, use unorthodox herbs or local condiments for the female in question, or take her to a quack or better still, trained medical personnel. In most cases, the females suffer serious health complications or even die in the process. In *Omi Àànú* (Tears of sympathy), Sùnmòlā Owólàrà asks Ojúlápé to terminate a sixteen-week pregnancy because he has another woman he intends to marry and he does not have the means to keep two homes. Ojúlápé refuses, but he coerced her into having the pregnancy terminated by a quack doctor and the girl dies in the process. In the film *Gbáyépé* (Longevity), Şemílóore is impregnated by Tóyè her boyfriend, but Tóyè is not ready yet to get married because he is unemployed, so he tries and convinces Şemílóore to let them terminate the pregnancy. Şemílóore's womb is accidentally damaged in the process and the doctor tells her that she will never be able to get pregnant again.

7. Women's Mental Health in Yorùbá Films.

Mental health is a level of psychological well-being or absence of mental illness. It is the psychological state of a person who is functioning at a satisfactory level of emotional and behavioural adjustment. It affects how people think, feel and act. It also helps to determine how they handle stress, relate to others, and make choices. In *Àjòbí* (Jointly sired) for instance, Àjòbí (the lead-actress) goes through a lot of stress from her parent, especially the father, concerning Adébámpé as her choice of husband; an act which belongs to the distant past of the Yorùbá marriage tradition, when a son or daughter does not have a say in choosing

a bride or accepting a groom. All the attempts made by Àjòbí to let Chief Gomez her father, realize that Adebampe's low financial status and the fact that he had un-intentionally insulted Chief Gomez in the past, does not stop her from loving him, proves abortive. The father refuses to accept Adébámpé as a son-in-law and starts to make moves to send his daughter out of the country, to sever the relationship. Having nowhere else to find solace, and been unable to cope with the mental stress and agony, Ajobi poisons herself in desperation, as a way out of the situation. She is rushed to the hospital and narrowly escapes death.

Capitalizing, on their more genteel nature, men are known to also toy with women's health. In *Ayòmidà* (Where is my joy?), Arówòlò drugs Jùmòkẹ his late friend and business partner's daughter. He sleeps with her to sire a child, since his wife is not able to give birth to one. Arówòlò gives Jùmòkẹ the impression that she is insane (whereas she is not) and has been raped by an unknown person. He pretends that he is willing to claim the ownership of the pregnancy if she co-operates with him. After giving birth to the child, Arówòlò employs a nanny to take care of him (the child), claiming that Jùmòkẹ is not in good frame of mind to nurse a child. It is with the help of an ex-boyfriend who reports the case to detective police that distraught Jùmòkẹ is saved from Arówòlò's schemes.

Fẹmi in *Jókòótọlá* takes to his father's ideals about what marital relationship should be, to the effect that wives must not be given freedom to do as they wish, or be allowed to have financial independence, if a man must maintain his position as the lord of the home and earn due respect from his wife. As such, he refuses to let Jókòótọlá his wife seek employment or be self-employed, despite her enviable educational achievements. He does the family shopping himself as he does not want her to hold cash. Femi tells his wife that she can start trading after they complete their family by having three children. After the birth of their second child, he refuses to sleep with her and he later travels out the country for almost six months without giving her money for personal up keep and maintenance of their villa, claiming that he has

bought all the food items they need in the house. Jókòótọlá is frustrated. She cannot even pay electricity bills and has to descend as low as borrowing money from one of the domestic staff. So that her society will not label her as 'dálémoşú' (a shameless married woman, who leaves her matrimonial home to live in her parent's house), Jókòótọlá refuses to tell her mother about her ordeal in Femi's hands. Friends too cannot convince her to leave Femi. The heartache becomes so much that she becomes hypertensive. One day, she slumps in the living room and is rushed to the hospital by one of her stewards. The doctors at the (private) hospital delay her treatment for lack funds. At the point of death, Femi arrives to apologize to her, she merely thanks him for wasting her life and she gives up the ghost. Jókòótọlá's case is very similar to that of Tórerá in *Ọlá Tórerá*. Tórerá also dies of high blood pressure as a result of the neglect she experiences and the humiliation she suffers from her bareness, while Gbólágadé her husband galvanizes about the village with Adépàtẹ, the village whore.

Unlike the wrong notions of the past, scientific enlightenment in modern times makes it clear that it is not the female who carries the foetus during gestation that determines the sex of a neonate, but the male. The male has XY (male) chromosomes. During intercourse, if the X chromosome in the spermatozoa fertilizes either of the XX chromosomes of the female ovule, the foetus will be XY (female). If it is the Y chromosomes of the male spermatozoa that fertilizes either of the female's own, the resultant foetus will be XY (male). In essence therefore, the female has no direct bearing over the sex of a baby that is born. Among the Yorùbá, (especially in the past and even now in some quarters), a male child is regarded as the *àrólé* (the pillar of the homestead), as such he is an *adékúnlé* (one who has come to increase the family size). The female on the other hand is seen as *adéùlé* (one who has come to scatter the house), because of the singular fact that when a female marries, she relocates to her husband's house, leaving her own homestead 'desolate'. Having a male child therefore to the average (African) Yorùbá man, is a guarantee that the family name will not go into oblivion. For this,

most Yorùbá men (even in the this modern age) are usually desperate to have at least one son, even if it means having extra-marital affairs, because in the Yorùbá socio-cultural set up, there can be no ‘bastard’ among the children that a man claims to be his; a ‘crime’ that is unpardonable if committed by a woman. In Àgbóyé, Tinúkè, Ségún’s wife, is yet to give birth to a son after two girls. Segun marries Bolanle as a second wife and abandons his family. He moves into his second wife’s apartment and only visits Tinúkè and her children once in a while. His friend Báyònlé too, has to marry as many as three wives, all in the search for an *àrólé*. Yétúndé, Báyònlé’s third wife and Bólánlé fall into labour at about the same time and both of them give birth to girls. Tinuke falls ill; she is diagnosed to have high blood pressure and is about six weeks pregnant. She is surprised, because the intercourse she had last with her husband was virtually a spousal rape. She sadly nurses the pregnancy alone; for Segun tells her that he is not interested in the ‘rubbish’ she always gives birth to. Tinúkè and Gbemisola, Bayonle’s second wife, also fall into labour at the same time. When Segun is called that his wife is in labour, he tells the nurses that he is tired and wants to sleep. His friend Báyònlé refuses to visit his own wife too. Tinuke delivers a bouncing baby boy and Gbemisola delivers a boy and a girl. The two women are very happy. The doctors are surprised that Tinuke’s blood pressure normalizes immediately she is told the sex of her baby. When Segun hears of the good news, he rushes to the hospital to apologize to Tinúkè and he starts to dote on her and their son. Gbemisola overhears the nurses that one of her twin is dead. She asks to know which of them; she is told that it is the male. She shouts on top of her voice and dies.

8. Conclusion

In this study, we have attempted to give a broad view to what is accepted to be good health and otherwise. We have also discussed about the socio-historical development of medicine and analyze traditional medical practices among the Yorùbá people, before focusing on gynecological, physiological and mental health

of women, as portrayed in randomly selected Yorùbá Nollywood films. Entertainment is the basic purpose of literary creations, however, the reader, viewer or listener also gets to be edified and informed while being entertained. We are of the opinion that while it is important for the literary artist to reflect the ways of life, challenges, aspirations and hope of his society in his works, reflections alone may not easily / directly solve the problems. A literary artist must suggest solutions to societal challenges with his creativity. This is the utopia which the Yorùbá film producer must strive towards in the development of his ventures. More than sixty percent of the films exemplified for this study are written and produced by women. This makes their (gynocentric) films appear like placards⁷, in protests against their marginalization, oppression and denigration by a culture slanted in favour of the male, in their society. The concerned male film producers whose films are also reviewed for this study are unbiased men, who have shaken off patriarchal socio-acculturation and are therefore concerned about the welfare of women as their daughters, wives, sisters, mothers, aunts and friends.

We have found out that the socio-cultural views and patterns of life of the (African) Yorùbá, put the female at a lot of disadvantages compared to the men. Most women continue to stay in marriages wherein they are abused and violated. This results into physical, gynecological and mental health complications, making them to function productively very below optimal level in all ramifications of existence. We are of the opinion that gender roles and status are more socially constructed than being biologically produced. Inferior gender status affects the psyche of an average African female. This inequality allows for women’s skills to be underutilized. We are aware that some places in the labour market often have gender characters, whereby there are specific places for men and women, still, the Yorùbá need a re-orientation of culture to meet the needs of modern times. Negative myths and religious fallacies about the female must be done away with. The female should be seen as an essential half of the human species, who is entitled without compromise, to a blissful marriage, enjoyable sexual activities,

education, freedom and living a contributory social life.

The fear of being labeled as being not perseverant, disobedient, promiscuous and arrogant as wives on one hand, and that of becoming single mothers without the wherewithal to take care of the children after a broken marriage (since many Yorùbá women are still non-lettered and unskilled), on the other hand, are some other reasons why women remain in health-threatening marriages. Another reason is that many young ladies are married against the advice of their (more experienced) parents and relations. When things go awry and the chips are down, shame will not let them accept that the game is over and it is time to return home. This is because among the Yorùbá, a daughter is not received with open arms if she attempts to relocate to her parent's place from her matrimonial home. Her parent and relations will insist that she goes back and allow the in-laws from both sides to mediate in the disagreement. More often than not, parents do not consider the health implications of a failing marriage. Protecting the family name within the immediate society is likely to be the (first) consideration.

Our suggestion is that young women should insist on having full health investigation that is not limited to blood group, genotype, sperm count and psychiatry, after a man has been thoroughly studied and tested, in a relationship that span adequate duration. Marriage counseling units in places of worship must be made functional with the employment of medical experts. Apart from these, the girl-child must be encouraged and assisted to get formally educated or learn a skill, so that she will not be (too) economically dependent on her spouse. While in school, the female must be taught important courses like rudimentary health science and first aid treatment, Home Management, Sex Education and Gender Studies to prepare her for a blissful marriage in future.

The Federal Ministry of Women Affairs in Nigeria and other non-governmental organizations have a lot of roles to play in the welfare of women. There should be increase in

the number of rehabilitation centres and in the awareness of their existence, for victimized females, in all the local government headquarters, where trained hands will assist abused females to regain self-confidence by seeing counselors and psychologists apart from medical doctors, if need be. Mediation steps can also be taken if the marriage has not broken down completely. There, couples can be advised to put an end to their marriage contract if for instance a wife's 'barrenness' is a result of blood group or genotype incompatibility.

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Videography

<i>Adejare.</i>	Prod.	Oladotun Adebayo	(2006).	Dir.	Tunde Olaoye.	May 31 Concept Film Productions.
<i>Agbeke.</i>	Prod.	Bukky Wright	(2005).	Dir.	Abbey Lanre	Corporate Pictures Limited.
<i>Agboye.</i>	Prod.	Temidayo Ekson	(2016)	Dir.	Muyideen Ayinde	Couple Productions.
<i>Aimasiko</i>	Prod.	Agnes Egbe	(2016)	Dir.	Olawale Adebayo	High Waves Films Production.
<i>Ajobi</i>	Prod.	Yetunde Bakare	(2014)	Dir.	Kunle Afod	Almaroof Standard Investment.
<i>Ajoro</i>	Prod.	Biola Magreola	(2008)	Dir.	Kola Oseni	Magreola Films.
<i>Ariwo Oja</i>	Prod.	Ife Ajisafe	(2017)	Dir.	Adekunle Azeez	Initiative Pictures.
<i>Ayomida</i>	Prod.	Sola Sobowale	(2005)	Dir.	Tade Ogidan	Taiken Ventures & OGD Productions
<i>Edun</i>	Prod.					
<i>Gbayepe</i>	Prod.	Adebayo Tijani	(2016)	Dir.	Muyiwa Ademola	Kazeem Afolayan Films.
<i>Ifẹ Mi</i>	Prod.	Fathia Balogun	(2006)	Dir.	Kunle Afod	Olasco Films Productions.
<i>Iseju Marun un</i>	Prod.	Bolaji Amusan	(2002)	Dir.	Seun Adeniji	Latin Film Productions & Zentury Films
<i>Iyawo mi Owon</i>	Prod.	Tade Ogidan	(2005)	Dir.	Tade Ogidan	OGD Pictures.
<i>(Madam Dearest)</i>						
<i>Jokotola</i>	Prod.	Biola Adebayo	(2015)	Dir.	Damola Olatunji	Olasco Film Productions.
<i>Ola Torera</i>	Prod.	Fathia Balogun	(2015)	Dir.	Abbey Lanre	Corporate Pictures Limited.
<i>Olori Ile</i>	Prod.	Opeyemi Ayeola	(2010)	Dir.	Muyideen Ayinde	Ayeola Films
<i>Omi Aanu</i>	Prod.	Muyiwa Ademola	(2006)	Dir.	Muyiwa Ademola	MUY Authentic Productions.
<i>Onikola</i>	Prod.	Funmilayo Fibresema	(2013)	Dir.	Funmilayo Fibresema	Fibresema Productions.

Functional Literacy for Women Education through English Language in the era of Globalization

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Abstract. The main thrust of this paper is to examine the use of English in women literacy programme in Nigeria as it relates to globalization with a view to identifying issues of concern. Methods of assessment involve the use of questionnaire to gather women's opinion of their literacy development through the use of varieties of English. 1,500 women were randomly selected, using the stratified random sampling technique, across the six geopolitical regions of Nigeria. Findings reveal that more women are becoming literate but literacy among women has gone beyond just learning speaking, reading, and writing English. Women literacy currently involves learning about social networking, business strategies, political and domestic issues. Also, the Nigerian English variety and Nigerian Pidgin English are mostly the media of instruction. Although, many literacy centres are organised privately by NGOs, a few centres are government owned. Hence, there are no structured and standard curricula. The study revealed that only 15.2 per cent of the women population is aware of the existence of any literacy programme. About the same small proportion (15.5 per cent) is aware of the existence of any literacy centres. Comparative analysis among the states shows that states in the North had relatively higher level of awareness of literacy programmes. It is recommended that more attention should be given to women literacy especially in rural areas for total involvement and curriculum

standardization. It is hoped that findings from this study will be needful for policy makers, planners and other researchers in other fields of education.

Key words: Functional Literacy; Women Literacy programme; Globalization; Use of English.

1. Introduction

Nigerian women play important roles in national development in spite of the fierce challenges posed by globalization which has no consideration for gender. Therefore, consideration needs to be given to their literacy level, its present status and its operations. Underlying this is the fact that literacy is fundamental to information dissemination, socio-economic development and poverty alleviation among others. Literacy is an indispensable catalyst needed for development and democracy to grow. Literacy is also critical for any successful poverty eradication strategy. Similarly, the educational level of mothers has a direct relationship with the education of the children and significantly determines the health status of the entire family. It is also pertinent to examine the use of English language for women literacy as it is the only national language in Nigeria and the language of instruction in all our educational levels and most importantly, it is the globalized language. Literacy assessment in

Nigeria reveals there are many ethnic groups with different languages as well as cultural differences.

In Nigeria, Huebler (2008) discovers that 55% of the population aged 15 years and older can read and write according to the findings of a Demographic and Health Survey (DHS) conducted in 2003. Findings show that more men (67%) than women (44%) are literate, and the literacy rate is higher in urban (71%) than in rural areas (47%). In the survey, literacy is defined as the ability to "read and write in any language with understanding" (NPC and ORC Macro 2004: 247). It was also revealed from the 2003 survey that among 15- to 19-year-olds, the female literacy rate is 63% while the male literacy rate is 79%. Therefore, while literacy rates have increased steadily for men and women, there continues to be a large gender gap. This gap continues until 2005 because according to UNESCO's (2005) figures, there are more than 161 million illiterates in Nigeria out of which 64.5% are women above 15 years of age and 43.3 are males. Literacy rate of adult females (% of females ages 15 and above) in Nigeria in 2009 was measured at 49.81, according to the World Bank.

In 2010, a national literacy survey was conducted by the National Bureau of Statistics collaborated with the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), and Media & Marketing Communications Company (MMCC) GROUP where a sample of 100 household per LGA yielded the national sample of 77,400 households for the survey. The response rate of 99.4 per cent was achieved as 76,950 were successfully interviewed. Findings reveal Adult Literacy Rates at the following categories: – National adult literacy rate in English Language stood at 57.9% (Male 65.1; Female 50.6); – National adult literacy rate in any language stood at 71.6% (Male 79.3; Female 63.7). The rates for males are higher than those of females. The rates are also higher in urban than in the rural areas.

Literacy involves the skill of reading, writing and computing. The skill of literacy and that of oracy have existed side by side for a very long time. As noted by Oyejide (1997), literacy culture has gained ascendancy over the oracy

culture. For as long as people live in small groups, villages, communities, with little or no noticeable linkages, oral culture persisted and was adequate since members understood the monolingual groups as existed. The cultures were then handed down orally through generations. But this is not so in the contemporary world as communities have assumed language dimensions and have mingled for commerce and industry: wars have taken place resulting in conquest and absorption or colonization of weaker communities. Communities thus became bilingual or multilingual. Communication becomes more difficult. In such situation, oracy was becoming inadequate and inefficient, thus, there is need for the culture of literacy, because there is need to put down in writing form the history, political and economic practices from one generation to the other which cannot be retained in human memory. Because of this, it is now clear that literacy culture has gained tremendous ascendancy over oracy culture. And to meaningfully participate in politics, commerce, religion, education, business and so on, requires literacy.

2. Current Trend in Women Literacy in Nigeria

UNESCO (1990) defines a literate person as one who can read and write a short simple sentence (with understanding) on his everyday life. However, the whole concept of literacy goes beyond this simple definition as it now covers other skills such as knowledge about health and nutrition, understanding business and credits accounts, agricultural techniques and new technology; hence, it is functional literacy. Functional literacy gives female citizens opportunities to efficiently raise and get the best out of their families and communities. It is a means of self-improvement, which is aimed at transforming, constructing and reconstructing experience (Adeniyi 2017). It is intended at production and is usually worked out through production of projects. Thus, functional literacy covers more than reading and writing.

Currently, also, Anugwom (2009) reveals that Nigerian women are making so much advancement within their society. In recent

years, three male dominated professions, the Nigerian Medical Association, the Nigerian Bar Association and the Institute of Chartered Accountants of Nigeria, have been led by female presidents. She is of the opinion that the government effort of creating the National Commission for Women and providing a ministerial portfolio for Women Affairs establish additional avenues for the promotion of women's educational issues and the enhancement of the role of women in national development by way of a statutory body and a Ministry. Notwithstanding, Nigerian women's access to formal education is still being constrained due to their unfair workload within the household division of labour.

3. Possible factors responsible for Nigerian Literacy gender gaps

Many factors have been identified as contributing to this state of imbalance in Nigerian literacy. This includes discrimination against women in education, poverty, oppression of women, patriarchal ideologies and social systems, burdens of domestic responsibility like frequent child birth, the attitude of men and so on.

It is an obvious fact that children performance even at secondary and university level is related to the level of educational attainment of their parents, especially that of the mother. It is no wonder therefore that the result of billions of naira being spent on formal schooling has not quite justified the huge expenditure on education since the parents of the children in schools have been neglected. As long as mothers are illiterate so long shall we continue to have high rate of school drop outs from our schools and sets of hooligans and touts in our society.

On identifying the peculiar needs of the target audience (i.e. women) Thompson (1981) as cited by Onyewuto (1997) identified four kinds of learning needs for women especially in rural areas.

- General or basic education - which include literacy, numeracy and understanding of one's society and environment
- Family improvement education aimed at developing the knowledge, skills and

attitudes which will help raise people standard of health, nutrition and home making, child care, family planning etc. In order to improve their domestic life.

- Community improvement education- aimed at providing for the strengthening of local and national institution and organization to enable people especially women to participate more effectively in civic affairs.
- Occupational education serve to assist women make a better living for themselves and to contribute more effectively to the economic development of their communities and countries.

4. Language use in Nigerian Literacy Programmes

English is the most widely used and most highly regarded language in the world. The global spread of the domineering impact of English is undeniable. English is the international lingual Franca and the main means of communication across cultures and borders. English is perceived as triumphing over Finnish in Finland (Moore and Varatola, 2005). Also, there is a wide spread perception that contemporary German is subjected to intense influence from English (Stephen, 2005). Supporting this view, Jeremy (2005) comments that Spanish is under pressure from English. The result is the emergence of a hybrid form known as 'Spanglish', (Michael 2005). From the foregoing, it is very obvious that English is a global language. The use of English for educating non English speakers especially in Nigeria requires special attention and careful consideration and this has attracted fruitful efforts from Nigerians.(Adeniyi 2011).

English language is the accepted language of instruction at all levels of education in Nigeria. It is the best international and globalized language; no other language has ever succeeded in uniting Nigeria together like English. The National Policy on Education encourages multilingualism via mother tongue education at the initial stages of education and even with the effective implementation of the language policy. The emergence of a single national language is a

forlorn hope. Nigeria belongs to the international community. She has neighbours and interacts with people from within and without her boundaries. Our technology is still foreign based. It is therefore pertinent to be literate in at least one international language, hence the choice is English.

Instead of canvassing for the use of indigenization of English, Nigerian English could be standardized to function excellently well in the global village. It is easier to train local women in this medium of Nigerian English because certain cultural elements has been injected into it, the linguistic elements too has been modified i.e. the tone, rhythm and stress. Teachers should be properly trained through this medium, so that they could be competent enough to train the women on how to read, write, count and communicate in English Language.

The importance of English language as an international lingua franca and the main means of communication across cultures are incontestable for Nigerian women to be versed in the use of this language. Using an indigenous language of first language for women literacy, especially in the rural area may not be in alliance with the demand of globalization. This is contrary to Afolayan's (1978) assertion that literacy for women, especially in the rural areas, should be in the first language. His reason for this is that the burden of learning a second language simultaneously with learning to read and write complicates the process of literacy acquisition. He stresses further that teachers operating in the second language may not have had a competent grasp of it how much more imparting knowledge to others in it. All these excuses are not tenable considering the recent challenges posed by globalization.

For the Nigeria women to survive in this complex world, they need to participate in politics, enjoy economic fairness, be involved in communication technology, commerce, education, business, health and banking. All these require the medium of English language, more so when Nigeria has not accepted national language. Much as this paper converses for a common language which is English, it does not lose the sight of the advantages that are inherent

in multi-lingualism. Therefore, the Nigerian indigenous languages could be developed locally. Well-meaning Nigerians can build a library and equip it with updated materials like magazines, journals and novels (both African and foreign) so that the rural women can use it without any financial implications. In addition to this, local government chairmen could be encouraged to proclaim literacy years in their local government areas for women and award honors and medals on such occasions.

5. Globalization and Functional Literacy

Globalization as a concept is multifarious. It involves such far reaching events as the schism in Christianity maritime travel, rise of the nation-state, global exploration, colonization, international relation, international communication, mass transition, outbreak of war, space explorations and developing series of communities based on race, ethnicity and so on which cut across national and state boundaries. Globalization is thus multidimensional, but its economic aspect, according to Lawal (2005), has received the greatest attention as it is the much as other facets, the proof of which revolves other processes of knitting the world together and producing, through unity in diversity, a global village. From the linguistic point of view, globalization is the increased integration of the various speech communities in the world facilitated among other things by breakthrough via linguistic interaction. Globalization thus helps in removing all bottle necks to flow of information. In this paper, therefore, globalization is seen as unity of mankind brought about by the overall development of the human race intellectually, cognitively, socially, culturally and technologically through the use of a common language, which is English language. The current wave of globalization has greatly improved the lives of women worldwide, particularly the lives of those women in the developing world such as Nigeria in Africa. Nevertheless, women remain disadvantaged in many areas of life, including education, employment, health, and civil rights. According to the U.S. Agency for International Development and the World Bank, 57 percent of the 72 million primary school aged children who

do not attend school are females. Additionally, girls are four percent less likely than boys to complete primary school (Gender statistics, 2010). In particular, care for women during maternity is still lacking in many parts of the world. Approximately 529,000 women die annually during pregnancy and childbirth (Gender statistics, 2010).

Countries with the lowest maternal mortality rate (deaths per 100,000 live births) include Estonia (2), Singapore (3) and Greece (3), while the highest maternal mortality rates can be found in Chad (1,100), Somalia (1,000) and Sierra Leone (890) (CIA World Factbook). In order to reduce gender disparities, the UN's Millennium Development Goals prioritize gender equality and empowerment of women. In particular, Millennium Development Goal Three purports to "promote gender inequality and empower women." As part of the Millennium Goals, the international community, especially the UN, will monitor several indicators of gender equality including the levels of female enrollment at school, participation in the workplace, and representation in decision-making positions and political institutions. Progress on these goals has been uneven, especially for women and girls.

More recently, means to monitor the progress of both the understanding of and the struggle to remedy women's problems have been implemented. Other documents deal with specific challenges to women's rights. For example, the Convention on the Elimination of Discrimination Against Women vows to guarantee women equal rights with men in all spheres of life, including education, employment, health care, suffrage, nationality, and marriage.

In July 2010, the United Nations General Assembly voted to create a new UN entity for gender equality and empowerment of women entitled UN Women (<http://www.unwomen.org/>). Its role is to support intergovernmental bodies in policy formation, help member states implement new standards and regulations, and hold the UN system accountable for gender equality.

As earlier mentioned, literacy is not only the ability to read and write only English, but rather

for one to become informed, scholarly and erudite if he can source for information written on paper. Globalization partly has to do with the ability of or ease of man to get informed about event around him. It will be a wasted effort to get the race of man linguistically subjugated rather than getting them informed via a language understood by man. Attention should be therefore getting the human race educated and not linguistically relegated. Education, according to Ehusoni (2002), is the development of the mind and consequently the globe. To this end, men will enjoy living in that global village not only when they can communicate using one language, but also when all the people, especially women, have had their skill developed such that they see themselves as useful personalities in the small village called the globe.

6. Methodology

This study is a survey and the instruments used are the household questionnaire and structured interview that targeted 3,000 randomly selected women in homes and individuals across the six geopolitical zones of Nigeria: North East, North Central, South-South, South West, South East zones. The questionnaire was structured in English Language but the interviewers who guided samples through the questionnaire were trained to translate and conduct the interview in local languages. For this purpose, interviewers were recruited based on the ability to speak, in addition to English language, the language of the environment where they would administer the questionnaire and conduct the interviews.

The stratified random sampling technique was used in order to have a uniform spread of women across the six geopolitical zones in Nigeria. 500 women were selected in each zone.

7. Results and Findings

The result shows that among the States, Imo State had the highest literacy rate in English while Lagos had the highest literacy rate in any other language. In other words, the immediate language apart from English is commonly used in Lagos being an heterogeneous society which is the Nigerian Pidgin English. Among the six

geo-political Zones in Nigeria, South East had the highest literacy rate in English while South West had the highest literacy rate in any other language (Yoruba language, (Oyo dialect) is prevalent). North West had the least literacy rate in English Language, whereas North Central had the least literacy rate in any other language. The adult literacy rate in English language stood at 57.9 per cent. Imo and Lagos States had the

highest adult literacy rates of 80.8 per cent and 80.5 per cent respectively, while Sokoto had the least rate of 22.1 per cent. As usual, males had higher literacy rate of 65.1 per cent compared to females' 50.6 per cent. The gap between the urban and rural residents is 69.4 per cent in the urban area, and 38.5 per cent in the rural.

Table 1: WOMEN LITERACY RATE IN ENGLISH BY GEO POLITICAL ZONE

Geo Political Zone	Literacy in English %
North Central	47.3
North East	33.4
North West	23.2
South East	67.5
South South	66.7
South West	62.6
NATIONAL	50.6

Source: National Literacy Survey, 2010

Table 2: WOMEN LITERACY RATE BY STATE BY GEO POLITICAL ZONE

NORTH CENTRAL	
State	Literacy in English %
Benue	59.4
Kogi	59.1
Kwara	30.7
Nasarawa	35.8
Niger	32.4
Plateau	51.9
FCT	47.8
OVERALL	47.3

Source: National Literacy Survey, 2010

Table 3: WOMEN LITERACY RATE BY STATE BY GEO POLITICAL ZONE

NORTH EAST	
State	Literacy in English%
Adamawa	48.1
Bauchi	17.1
Borno	32.7
Gombe	27.6
Taraba	44.2
Yobe	16.7
OVERALL	33.4

Source: National Literacy Survey, 2010

Table 4: WOMEN LITERACY RATE BY STATE BY GEO POLITICAL ZONE

NORTH WEST	
State	Literacy in English %
Jigawa	18.3
Kaduna	44.4
Kano	19.0
Katsina	20.1
Kebbi	19.0
Sokoto	14.0
Zamfara	18.8
OVERALL	23.2

Source: National Literacy Survey, 2010

Table 5: WOMEN LITERACY RATE BY STATE BY GEO POLITICAL ZONE

SOUTH EAST	
State	Literacy in English
Abia	69.8
Anambra	68.3
Ebonyi	62.3
Enugu	58.1
Imo	76.1
OVERALL	67.5

Source: National Literacy Survey, 2010

Table 6: WOMEN LITERACY RATE BY STATE BY GEO POLITICAL ZONE

SOUTH-SOUTH	
State	Literacy in English%
Akwa Ibom	70.2
Bayelsa	67.6
CRiver	70.0
Delta	59.8
Edo	53.1
Rivers	76.0
OVERALL	66.7

Source: National Literacy Survey, 2010

Table 7: WOMEN LITERACY RATE BY STATE BY GEO POLITICAL ZONE

SOUTH-WEST	
State	Literacy in English%
Ekiti	56.2
Lagos	75.3
Ogun	60.3
Ondo	58.1
Osun	50.1
Oyo	56.9
OVERALL	62.6

Source: National Literacy Survey, 2010

Findings also reveal that 15 % of women are actually aware of women literacy programmes or pt may be that this percentage represents women who seem to be interested in developing themselves against all odds.

Literacy centres in cities had better facilities and higher number of instructors than were available in rural areas. Curricula differ across zones. Methods and mediums of teaching also vary. While English is the medium of instruction and curricula include specialized and technical subjects in cities, Nigerian Pidgin and indigenous languages were used more in rural

areas and curricula are limited to just reading and writing.

Proximity of literacy centres to individual homes is closer in cities than in rural areas. Also, transportation facilities abound in cities while movement from homes to centres is much more difficult in rural areas.

Literacy centres for women are either owned by government or NGO. While NGOs' activities are prevalent in cities, government literacy centres are found more in rural areas. This may explain why women literacy centres in cities seem to have more attention.

8. Conclusion and Recommendations

Schultz (2002) asserts that rapid socio-economic development of a nation has been observed to depend on the caliber of women and their education in that country. In the same vein, Nussbaum (2003) and Aliu (2001) believe that education bestows on women a disposition for a lifelong acquisition of knowledge, values, attitudes, competence and skills.

The level of a woman's literacy reflects the level of poverty in her family; and when the woman is literate, the chain of marginalization, slavery and poverty would be broken. Literacy brings about self-development. It helps to develop the spirit of independence, confidence and self-reliance in its recipient. A literate woman enjoys her privacy and confidentiality as she is able to read and write her own mails, save and cash money in banks, sign her own names and process documents. It also enables her to visit the doctor privately and read prescriptions on drugs, read safety instructions, read danger signs and save her from embarrassment and cowardly death.

The following recommendations are suggested to promote women literacy programmes in the country:

- The Federal Government should give more emphasis to women literacy programmes in the development agenda;
- Literacy education of women should be available in the formal and non-formal education and made a key sub-sector of education in Nigeria with requisite recognition and status;
- Government should establish women literacy centers in every Local Government Area in the country and qualified teachers should be recruited to meet the work force requirement in both formal and non-formal education institute;
- In-service training should be available for women literacy teachers to equip them with requisite skills and knowledge to offer quality teaching and motivate learners;
- Finally, women literacy should not just be shared responsibility of government

alone, Civil Society, Faith-Based Organizations, Private Sector, Individuals and Communities should also contribute to the human capital development and the provision of conducive and quality learning environment.

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Research-Driven Teaching for More Effective Learning of African Languages

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Abstract. Research and teaching are two complementary, critical educational activities. Their synergic blend produces a progressive society. One area that should attract effective research and teaching is the mother tongue, which is vital for intellectual development. Man's mother tongue shapes his world view and moderates his activities in life. If not in adequate possession of his mother tongue, his personality may never be balanced. He may mature into an adult that would look at his society's problems with inappropriate mental frame always. Thus, Africans are getting more and more interested in the development of the indigenous languages. They hope that language education backed with appropriate teaching and research would strengthen the languages. Unfortunately, there is a wide gap between teaching and research and the development of African languages. Colonial languages have grossly disadvantaged the indigenous languages of Africa for long, relegating them in education and other spheres of public life. This situation is unacceptable. Hence, this paper examines it critically and suggests research and teaching strategies that may help in redressing it.

Keywords: Research-Driven; Teaching; Effective Learning; African Languages;

1. Introduction

Research is a serious business, an intellectual undertaking that is germane, demanding and supposed to be unending. It is the methodical

going through of what people have done on a topic, and successfully interpreting and understanding it by providing new insights in it. Most of the advances made in every aspect of life today spring from properly coordinated research. It therefore does not surprise that the world attaches great importance to research.

As observed by Abimbola (1995), "Human being engages in research several times in a single day and on a continuing basis throughout life" (p1). That man may never be able to dispense with research is because human activities never cease; they increase on daily basis and vary with amazing intensity. No single event occurs again exactly the same way except with the aid of electronic devices; man's perception on a situation, idea or thing alters as his age increases and his experiences of life ramify. His ever changing situation makes him ask questions many of which he or his co-sojourners may not be able to answer readily, but which require being addressed because the questions raise basic concerns about life. Sunderland (2010) believes that providing answers to such questions are fundamental to research in language, and as canvased by Rasinger (2010) and Denscombe (2001), effectively answering the questions may call for a combination of methods (of research) - a procedure that Angouri (2010) describes as "triangulation" (p.34).

Language is a critical feature of human interaction. It is one of man's most vital tools for

exploring the universe and for processing his finds into new, progressive understanding of his existence. Language, even when used in folkloristic renditions, is a means of associating with people and gaining astonishing intellectual advancement (Achebe, 2012). The creative and self-replenishing nature of language makes it bend, twist, align, and grow in unimaginable dimensions. Language can dominate, frustrate and ironically promote its environment, such as it does in Nigeria, South Africa, Uganda (and other parts of Africa colonized by the British), where English is second language. For example, the influence of English in Nigeria is fairly captured by Bamgbose (1995).

This is not to suggest that language is unassailable. As it grows and flourishes, language, especially an ambitious language like English, does stumble and somersault; language dies, it atrophies (political economic, socio-ethical and technological activities may exert pressure on language to the extent it would die).

African languages are numerous but interrelated. They belong in different families as explained by Olajide (2005). Much as the languages continue to increase, they are largely relegated in public life, left to be, haphazardly developed and miserably dominated by over-pampered colonialist languages, mainly English, French, Spanish, and Arabic. Even when the African mother tongue languages are given spaces in the national life of individual countries in the continent, such spaces are quite narrow: if they are permitted to be used in education, the use is hardly beyond the elementary level in most countries. They are left to be offered just as subjects in the curricula thereafter, whereas education is most effective when given in the mother tongue (Olajide, 2007).

There is growing awareness that the indigenous languages of Africa require greater ascendancy in the public life of the continent, hence greater emphasis has now been placed on researching and more effectively teaching the languages. Workshops, seminars, and conferences are being held by universities, ministries of education and professional associations on how best to empower African languages. This paper is one

attempt at emphasizing that improved scholarly and pedagogical attention to African languages would make Africa a more vibrant socio-economic, political, cultural and technological environment.

2. What is Research?

Research is the systematic effort at gathering information that should lead to greater knowledge. Because “search”, the root of “research”, means “look for”, research means “looking at again” or “going through again what has been done” by someone. This presupposes several things:

Research is purposive

It is focused

It is also procedural, and

Research is systemic.

Good research is theory driven, and is therefore literature-bound (Olajide, 2011), as it derives its theoretical essence from the available literature and is expected to become part of the literature or a source of topic or relevant other topics for future research; good research springs from a theory, explores the theory, and strives to amount to a theory that others can explore. That effective research in language will lead to better understanding and interpretations of the world and a development of balanced personality and enhanced communal practice has been stressed by Denscombe (2001).

Findings from language research go a long way challenging thoughts in other disciplines because of the high surrender value of linguistic phenomena. There is hardly a field of study that does not make use of language in special ways. It is through stimulating debates across disciplines, relying on the resources of language, that the frontiers of existing knowledge are expanded, and new knowledge-s are created.

Crucial as language research is, it seems not to have enjoyed priority in world scholarship. Matters related to language planning and language development are not prioritized especially in Africa, because man seems to take language for granted. He got (acquired) his mother tongue unconsciously mainly for existential reasons, and so may not see much

need for a scholarship that stresses to explain what easily came to be possessed as a common tool for communal interactions. The prestige that people attach to the study of, say Medicine or Banking and Finance, is far greater than that which is accorded the study of an African language in many places in the continent - a rather sad reality. This brings us to the concept of "African languages", which we intend to dwell upon briefly later in this paper.

3. Meaning, Nature and Scope of Teaching

Teaching is an old profession, dating back to the times of great thinkers like Plato, Aristotle and the Socrates. The two most prominent prophets - Jesus Christ of Nazareth and the Holy Mohammed (SAW) - were teachers. They taught morals, spirituality and general ways of life. However, as reported by Abimbola (2009), the first teacher to be publicly employed was Marcus Ferdinand Quintillianus, who lived between 35AD and 95AD.

Since the beginning of teaching, it has had to do with the sharing of experiences for the purpose of modifying especially the learner's behavior. Teaching is organized and systematic, involving methodical planning and dispassionate execution of ideas.

Teaching is broader than either of training, and instruction, although all are educational processes and they greatly differ from indoctrination, another basic educational concept. While training aims the inculcation of knowledge and the fostering of the right attitude and values, and instruction targets the acquisition and development of specific skills, indoctrination targets the mind of the learner with a view to dominating it, giving no space to him to either ask question or contribute to the teaching-learning process. Of all the modes of knowledge sharing discussed here, teaching is probably the greatest relevance to language learning.

Teaching is theoretical and may drift if not well planned; hence it is usually supported on relevant lesson plan/note and draws from an

appropriate syllabus, which is in turn prepared from the curriculum. Effective learning also involves the right evaluation practice, which Chapelle and Brindley (2010) suggest may be influenced by social and physical considerations. Chapelle and Brindley's view presents teaching-learning as a process that may be affected by certain factors.

4. The Concept of African Languages

Today, there is great awareness of the need to protect and develop African languages. People seem to have realized that apart from serving as cultural markers, the languages form basis of intellectual development and promote structural growth. However, much as Africa desires the empowerment of the indigenous languages, there has been the tendency to underestimate the strength of the obfuscating foreign languages. The major foreign languages in Africa - English, French and Spanish - have been so entrenched that they are fast becoming African languages themselves. Thus, the question "What are African languages?" may be asked which would be difficult to answer in absolute terms.

Ordinarily, African languages are those that are native to the continent, marking out the different peoples as distinct ethnic units. The languages have been classified and re-classified, using Afrocentric linguistic parameters (Olajide, 2015). Thus, for a language to be described as being African, it must be spoken by an acceptable number of Africans who share a common world view and have abiding loyalty to the language. No one may be able to give the exact number of African languages (Olajide, 2015); many new ones are emerging, few others are dying. The increases in the number of people that speak the dialects of Africa are owed to growth in population. But that is as far as identifying African languages by Africanity properties go.

It should not be surprising that the non-African languages of Africa (the colonialist languages) may also be viewed as African languages. The languages experience intense pressures from the indigenous languages and yield to such pressures partially, thereby changing in forms, especially their phonological forms. Olajide &

Olaniyi (2013) observe the considerable influence of the indigenous languages on the English language in Nigeria and indirectly make a case for the nativization of the language, recommending that the educated variety of English be accepted as the standard Nigeria English. The implication of the situation is that the colonial languages, powerful as they seem to be, may eventually become somehow indigenous to Africa. Conversely, if the original African languages are not properly empowered, they may be completely submerged by the colonialist languages, which would have assumed some legitimacy to loom large.

5. The Researching and Teaching of African Languages

One of the ways to strengthen a language is to research it steadily. Knowledge about languages needs to be sustained and improved by the application of scientific principles. Research is the tool to apply in keeping language vibrant. Thus, research in African languages has been on for quite some time (Kaschula & Maseko, 2014; Awoniyi, 1982). The process has achieved robust scholarship, which continues to shape thoughts concerning the revitalization of the languages. Today, many of these (African) languages enjoy appropriate orthographies, and efforts have been intensified at producing meta-languages for them, which should help in the development of local art, protection of cultural heritage and the professions using the languages.

Research activities related to African languages have led to powerful conferences, seminars, round-tables and workshops, where ideas are exchanged and created for the strengthening of the mother tongues. Scholars of African languages are agreed that education is a most viable platform for the development, protection and empowerment of the indigenous languages. They are therefore keen on how policy makers provide for the languages in education in individual African nations (Kamwendo, 2010; Adeniran 1995; Awoniyi 1982).

Research has also focused on the teaching and learning of African languages, because if they are taught properly, the languages could broaden

the cultural horizon of the learners and prepare them for leadership role in a manner they would have deep understanding of national issues. The learners' knowledge of indigenous languages would also enable them appreciate the problems of the languages and work towards solving such problems when they (the learners) become accomplished later in life. In other words, learning in indigenous languages can increase the learners' patriotism.

Despite the advantages in the proper research and teaching of African languages, it would seem the languages have not received much of scholarly attention. The study of the languages is not encouraged enough as may be evident in the small numbers of people who enter the universities to specialize in the languages. In many cases, those who study indigenous language are viewed to be weak and lacking in competitive spirit. The indigenous languages are not accorded prominence in the time-tables of schools, and they mostly function only as subjects in the curriculum, whereas they should be the media of instruction. Even as school subjects, they are poorly taught and in many cases prohibited from being spoken within school compounds. The human and material resources required for the aggressive teaching of African languages are also lacking in most schools across the continent.

Cutting edge researches related to African languages are hardly properly and frequently funded; and funds in languages usually go to colonial mega languages, which not only makes them stronger but limits career opportunities for the scholars of indigenous languages. Then a situation where other disciplines could have benefited from findings from researches in the languages is made unachievable.

6. Towards Improved Research and Teaching of African Languages

Research and teaching go together for meaningful education and impressive living standard; so much the world knows that it has had to continue to strive at enhancing scholarly research and efficient languages pedagogy. It is

rather paradoxical that while other disciplines are pursued with vigor for the advancement of the African continent, the researching and teaching of the peoples' languages are left to chance. Genuine, rapid advancement is hardly possible among a people whose natural languages are suppressed, maimed or killed as is happening nearly all over Africa. Africans claim to have achieved independences, however it is debatable if they have actually attained the needed mental freedom, because colonialist languages still assail their mother tongues. Language resides in the brain, where it helps to preserve (but may also be stimulated to prevent or extirpate) one's world view (Olajide, 2011; 2007). In order to totally liberate Africa, preserve its socio-cultural and economic endowments, and allow its native knowledge-s to blossom, the following steps need to be taken urgently:

- (i) African languages must be repositioned in Africa education as suggested elsewhere (Olajide, 2015). This should be possible through patriotic overhaul of national policies. Countries like Malawi, Nigeria and South Africa that are beginning to grant serious ascendancy to the indigenous languages (Kamwendo, 2014; Mkhize, Dunisa, & Chitindingu, 2014; Olajide 2007 & Adeniran, 1995) must not lose focus.
- (ii) Research in the languages needs to be intensified and funded properly. Grants should be used judiciously and findings from such research should be properly disseminated and utilized.
- (iii) African languages research must draw experiences from other disciplines, and its relevance to especially science and technology must be shown more rigorously, so that it may be seen that the research is not just to precipitate protest material and further mystify the phenomenon of human communication, but bring about impactful development
- (iv) A way to invigorate research in African languages is also to provide more of meta-languages for the languages, which would enhance the practice of local trades, arts, and professions in Africa.
- (v) The literacy and cultural components of African languages must also be researched with

great determination. A people's greatest spiritual strength is in their cosmological insights, which are probably best deduced and appreciated from their oral tradition – the body of their songs, dances, rituals, taboos, totems, flora and fauna, chants, medicines and arts (Olajide, 2010; 2006). Appropriate research in African folklore would not only promote the teaching and learning of African (and other) languages in Africa, but engender greater deterministic fervency among the peoples.

(vi) Endowed Africans must begin to support education vigorously, especially relevant to the development of indigenous languages. Instituting grants and endowing chairs for disciplines like medicine, pharmacy, law, engineering, architecture, and others to the exclusion of the humanities and social sciences in universities across Africa is of limited help, in that much as such disciplines help in national structural development, they seem to mainly protect a work force that is eventually over exploited and derided by clever imperialist investors from other climes. Besides, there cannot be a science or technology without an art that is appropriate to it. Thus, philanthropic gestures to education must be extended to research and teaching of African languages.

(vii) The teaching of African languages must be taken seriously. Curricula must reflect the genuine needs of the peoples, and classroom practices should be such that would ensure the development of cooperative spirit and respect for culture among learners. Resources and materials used for the teaching of indigenous languages need to promote multicultural awareness and cultural experiences that can lead to greater international understanding must be provided always in African languages classrooms.

(viii) Excellent researches and outstanding performances in the teaching and learning of African languages should be amply rewarded in order to motivate scholarship in the languages.

(ix) Also, legislative activities across Africa should be more critical of the role African languages play in the continent's public life. Policy makers will do well to remember always that the surest way to subjugate a people is to undermine their language. As such, legislators across the continent should strive to achieve

greater ascendancy for indigenous languages in education and other domains of national lives; policies not backed with the right political will are wasted thoughts.

7. Concluding Remarks

Research and teaching of African languages are two sides of the same coin. Both need to be effective, if Africa must experience genuine development and progress. Everywhere in Africa, people desire greater empowerment for the indigenous languages, but lack of good planning and policies, poor funding and coordination of research, and lack of focus in the research make the attainment of such desires impossible. Thus, schools, teachers, government officials, legislative houses and African languages experts in the continent and elsewhere must rededicate themselves to the revitalization of research and the teaching and learning of the languages, so that a cream of Africans who can use their mother tongues to cause genuine and rapid changes in the continent may emerge.

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The Effects of Religion and Poverty on Nigeria's Development as Portrayed in Yoruba Written Plays

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Abstract. Nigeria has the resources to be among the affluent and developed nations of the world, wherein her citizens could have the basic needs of life and can individually contribute to the development of the nation without exclusion. This is however not the case; Nigeria is fast becoming one of the poorest countries in the world as 45% of her population live below poverty level - on less than a dollar daily. The literary world is a reflective one, where the image of experiences and occurrences are reflected fictitiously or otherwise. Ethnographically, literature also documents the experiences of a group of people at different times, showing their hopes, aspirations, fears, agitations, socio-economic and religio-political development. The (present) economic condition that is prevalent in Nigeria should be of immense concern to all, the literary artists being no exception. Our focus in this paper therefore, is to examine the extent to which Yorùbá playwrights have portrayed poverty as an endemic issue that is preventing individual and national development, especially in the light of the fact that the Yorùbá are in all things religious. We found out among other things, that misrepresentation and misinterpretations of what qualifies a (Yorùbá) person for Paradise as a Christian, is an important bane of the poor in taking the right steps toward rejecting poverty. This is apart from the non-provision of the basic needs of life by the state, in order to bridge the gap between the rich and the poor. Our suggestion is that empowerment through poverty alleviation programmes by concerned individuals, corporate bodies and the state

particularly, will go a long way in coming to the aid of the poor. This is because unless the poor, who could have become poor by his ineptitude or by the prevalent government policies, is catered for, the average and rich persons cannot live their lives peacefully and to the fullest, without disturbance in one form or the other from the poor with their characteristic traits and vices.

Keywords: Absolute Poverty, Culture, Religion, Social Exclusion, Empowerment.

1. Introduction

The Yoruba, popularly referred to as the descendants of Oduduwa; their historic progenitor, is the second largest ethnic group in Nigerian, totalling 21% of the nation's population. Some of the others are Hausa/Fulani (29%), Igbo (18%), Ijaw (10%), Kanuri (4%), Ibibio (3.5%) and Tiv (2.5%) (World Fact Book, 2002). The Yoruba are predominantly found in the South-Western part of Nigeria in Ogun, Lagos, Oyo, Osun, Ondo, Ekiti, and some parts of Edo, Kogi and Kwara states. They can also be found along the West coast of Africa in Republic of Benin, Togo, Ghana, Ivory Coast, Sierra Leone and Liberia. The Yoruba are also across the Atlantic in Cuba, Brazil, Haiti, Trinidad, Tobago and America.

Nigeria, which is the country home of the Yoruba and other ethnic groups mentioned above, is a nation that has abundant human and natural resources that are sufficient to make her

one of the richest nations of the world. This is evident in her geography and population. She has a population of about 127 million people. Nigeria is located within a total physical area of 923,768 sq.km, water of about 1300sq. km, while the land mass is 4, 047 km and a coastline of 853km. Her appellation of “the giant of Africa” is justified by these features. Nigeria’s geographical wealth is highly enhanced by her climate; equatorial in the South, tropical at the centre and arid in the North. She is also blessed with resources like natural gas, petroleum, tin, columbine, bauxite, iron ore, coal, line stone, lead and zinc. It is however unfortunate that despite her abundance human and material resources, Nigeria is fast becoming one of the poorest countries in the world, as 45% of her population live below poverty level (Olumide et al in Alakuko 2013:78). According to them, the World Bank’s report show that Nigeria’s Human Development Index (HDI) is only 0.416 and about 70% of her population was vegetating below the breadline. Tope-Tapere (2013:9), when examining the level of poverty in Nigeria says:

...a large percentage of the population is surviving on less than \$ 1 a day...calculated to be 70.2%, with a gap of 34.9%, when the scope is extended to less than \$ 2 a day, 90.8% of the population can be seen to be poor.

Literature, in any of its (drama, poetry and prose) genres, is a reflection of the society where it is produced. Essentially, drama mirrors virtually all the activities of a society such that through reading a literary piece, one can know about the politics, economics, religious and social interaction among the people of a particular society. The impoverished conditions of a very large percentage of Nigerians discussed above, calls for the attention of her citizenry, the literary artist not excluded. The focus of this paper therefore, is to study the reflections of poverty as portrayed in (selected) Yoruba written texts, by considering the place of religion and cultural beliefs about the menace (poverty), and to examine the implications of these on individuals and national development. The theoretical frame work on which this study is hinged is sociology in the view of Karl, Marx. He was of the opinion that the forces of

production and social relationships of production, form the economic basis or infrastructure of society. Superstructure; the other aspects of society, are largely shaped by infrastructure. As such, the legal, educational and political institutions and the belief and value systems are primarily determined by economic factors. To this effect, Marx believed that religion is an illusion which (temporarily) eases the pain produced by exploitation and oppression, a series of myths that justify and legitimate the subordination of the subject class and the domination and privilege of the ruling class (Haralambos et al 2008:399). As far as Marx is concerned, if oppression comes to an end, the religion will no longer be necessary.

2. The Yoruba and Religion

It is not easy to come up with a definition that is broad and encompassing about ‘Religion’ without incorporating the idea that religious beliefs have variety. (Haralambos et al 2008:395). One major way by which religion can be defined is in terms of its functions in the life of individuals or the society as a whole. Yinger (in Hamilton 1995) says:

Religion is a system of beliefs and practices by means of which a group of people struggles with the ultimate problems of human life.

Hamilton is however opposed to Yinger’s view on the grounds that his functional perspective of religion gives room for other belief systems to be seen as ‘religion’. Apart from this, the view is based on generalized assumptions about the roles and purpose of religion and “the ultimate problems of human life” as said by Yinger above, is subjective to many interpretations. Another means by which religion can be defined is its concern with its content and not its function. Durkheim in Haralambos et al (2008:396) is quoted to have defined religion in terms of the difference between the sacred and the profane. It must be noted that it is not all scared objects that are seen by all as awesome and as such respected or venerated. Robertson (1970) who also views religion’s content as the basis of its definition, see it (religion) as referring to the existence of supernatural beings that have a governing effect on life.

Parsons (in Haralambos et al 2008:398) argues that all human actions are directed and controlled by norms provided by the social systems, especially cultural systems which provide guidelines for actions like beliefs, values and meanings. These are what religion is all about; bringing about order, cohesiveness and stability in society. Karl Marx's view about religion is a bit different from that of Parsons. To Marx, religion is a distortion of reality which provided many of the deceptions that form the basis of ruling-class ideology and false class consciousness. According to Marx:

Religion is the sigh of the oppressed creature, the sentiment of the heartless world and the soul of soulless conditions; it is the opium of the people. (Haralambos et al 2008:399)

In early missionary accounts, the Africans, including of course the Yorùbá, were seen as a people wallowing in crippling superstitious beliefs, beings whose spiritual lives lack any value and who as such needed to be 're-born' spiritually by 'introducing God' to them. Where it was recognized that the Africans do have (their own) religion, negative coinages were used to refer to their religion. Some of these are *syncretism*, *fetishism*, *ancestor worship* and *polytheism*. Before the advent of Islam and Christianity, the Yorùbá (Africans) have had their own traditional religion. The term 'traditional' does not imply or limited to antiquity, but rather, it indicates that the religion is guided by a fundamentally indigenous value system that does not only have its own pattern, but also its own historical inheritance and traditions from the past. Even today, the African traditional religion has a contemporary reality that is objective, indicating the hopes and aspirations of the people.

A close observation of the Yorùbá reveals that they are religious in all things. Religion is at the root of their culture and it is the principle that determines their life. This can be seen in virtually all they do, be it farming, eating, hunting, dyeing, traveling, and carving or drinking. Among the Yorùbá, there is a widespread belief in a supposed male (Olademo 2014) supreme deity, God; *Olódùmarè* (Olupona 2014). He is the creator of the whole world

(*adédàà, asèdàà*). He is *atérére kárí ayé*, Omnipresent, Omniscient and Omnipotent). *Olódùmarè* is also *adáké dájó*; a just being, who rewards and punishes good and evil doings. He is also *aláṣe láyé, aláṣe lórún*; who has the final authority over all matters. Next to God in the Yorùbá pantheon are the ancestral spirits like *Ọbàtálá, Ọṣun, Ọgún, Sàngó* and *Èṣu*, who assist *Olódùmarè* in His supernatural duties. These too, are held awesome, for in their specialties and area of competence, they serve as channels between *Ènìyàn* (human) and *Olódùmarè*. There are also natural objects which the Yorùbá believes to be the habitats of some lesser deities. They can also be plants and animals (totems). These are other spirits or mystical powers which are recognized for their ability to aid or harm. Some of these are agents for witchcraft, magic and sorcery. The belief in one supreme God and a myriad of deities made Idowu (in Olupona 2014) employ the term "diffused monotheism" for the religion of the Yorùbá. This in Olupona's (2014) view is better tagged as a religion that "combines elements of monotheism and polytheism".

Without being apologetic, we are of the opinion that if the belief in the existence of angels and the deification of saints like Peter, Paul, Mary and Gabriel in Christian religion do not give the impression that the religion is polytheistic, then the belief of the Yorùbá in other deities and revered beings as channels/assistants to reach the supreme *Olódùmarè*, does not make their religion (too) less monotheistic.

3. Poverty: Definition and Measurement.

Generally, 'poverty' means a state of being with insufficient resources. It is a state of being poor, a life of lack and of needs. Giving a holistic approach to the definition of poverty and measuring its level is critical to political policy and (academic) debates about the concept (Lister 2004:12). Sociologists have discussed at length on whether poverty should be measured in absolute or relative terms. Some are of the opinions that there is a common minimum standard that can be generally applied to every society below which a person can be said to be

in abject poverty. To measure absolute poverty (also known as subsistence poverty), the resources to maintain human life is the yardstick. This is to say that people who do not have the means to maintain their minimal existence health-wise and physically, are in absolute poverty.

The supporters of *relative poverty* opine that the definition of poverty must relate to the standards of a particular society at a particular time. This means in essence that the level of poverty can only be measured by how affluent a society is. A summit was held in Copenhagen in 1965, it was decided there that there should be a two-tier definition of poverty. These are 'absolute definition' and 'overall definition'. Absolute poverty was therefore defined as:

A condition characterized by severe deprivation of basic *needs, food, safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income but also on access to services* (United Nations 1995).

Overall poverty on the other hand was seen as a broader concept incorporating absolute poverty, but also including features like lack of participation in decision making in civil, social and cultural life.

4. Synopses of Selected Texts

Basòrun Gáà (Gaa, the War Chieftain)

Gáà, is a war chieftain, by which virtue, he is also a member of the *Ọ̀yómèsì*; the Kingmaker's council of *Ọ̀yó* town. He arrogates a lot of power to himself, such that rather than join hands with the other six members of the *Ọ̀yómèsì* council to come up with the name of the most promising Prince to ascend the throne, he does so single handedly, forcing his choice other members, who accepts their fate and dare not oppose him, for the fear of his powerful charms. Gáà kills any king who dares to antagonize him or refuses to be controlled. After the demise of King Májèógbé, Gáà hand-picks young prince Adégoólú as the new king of *Ọ̀yó* town. Being forced to the throne, Adégoólú looks for ways by which he can find Gáà's

favours, so as to stay long on the throne. One of the means adopted is to pay courtesy visits to Gáà in his compound in the company of other members of the *Ọ̀yómèsì* council every morning, instead of Gáà being the one (as traditionally expected) to pay homage to the King daily. The other way to find Gáà's favour is for Adégoólú to betroth Àgbonyín his only daughter to Gáà as a wife. This Princess Àgbonyín detests, because she is madly in love with Akínkúnmi, a peasant and lower class son of a craftsman. It is Akínkúnmi's social class that makes his dream of marrying the Princess shattered. Gáà orders Àgbonyín to be killed when he hears that Adégoólú the king intends to have her enthroned as the Queen after his (Adégoólú's) demise. The death of Princess Àgbonyín makes King Adégoólú to revolt against and subdues Gáà's tyranny, by engaging a mercenary of soldiers led by Oyalàbi, the field Marshall of *Ọ̀yó* army, from Jàbàtá town, a feat that the king does not deem fit when other citizens of the town were being murdered by Gáà.

Abé Àbò (Under (Spiritual) Protection)

Jòónú (John) is a devoted Christian, albeit to a fault. He does not bother to make any personal inquiry into whatever message any Christian brings to him "from God". Jeremáyà (Jeremiah) comes to him to tell him about a vision wherein God told him to go and tell Jòónú to provide accommodation for him (Jeremáyà) while the construction of the new church to be built near Jòónú's house, is going on. Jòónú swallows the bait hook, line and sinker, despite Jímò his half-brother's warnings and threats. From Jòónú's meagre salary, he makes it compulsory for Maria his wife to feed Jeremaya and his assistant alongside his (Jòónú's) family of five. Maria has to adjust her cooking style to the extent that their meals become unpalatable. Jòónú insists, against his wife's complaints of insufficient feeding allowance that Jeremáyà and his assistant must be fed, because their poverty on earth is a guarantee of their bliss in heaven. Eventually, Jeremáyà uses diabolic means to attract Jèení (Janet) and Maria, Jòónú's daughter and wife respectively, for amorous affairs. The fake prophet is caught in his schemes at last and Jòónú realizes that he had been a fool all along.

Réré Rún (Havoc wrecked)

The labour force in Imògún town downs tools as a result of their ill treatment and poor working and living conditions. Their demands are; promotion as at when due, salary increment, a decrease in tax rate, free medical services and representation in the governing council. Làwúwo their union leader is reprimanded in the police custody, but released after some time. Làwúwo refuses to use the fund raised by his fellow poverty-stricken members, to engage the services of a lawyer. He is ready to stand before the judge to defend his case. He is also ready to remain poor like his parents and work relentlessly for the course of the masses, without expecting a reward. Làwúwo falls into the scheming Onímògún's (the king of Imògún) traps by going to attend a purported meeting of reconciliation in the palace, where he is offered a house and a car, while his photographs are taken as if he is in agreement with the offers. The labourers see the pasted photographs of Làwúwo 'receiving' gifts from the king and his chiefs and this makes Làwúwo to lose credibility as a leader. Getting home, he finds his wife dead as a result of an overdose intake of analgesic, after being robbed by swindlers sent to her by the king and his cohort. Làwúwo loses his mind and he becomes incapable of his leadership position among the impoverished labourers.

Ládépò Ọmọ Adánwò (Ladepo the child of perversion)

Ládépò returns home with virtually nothing, as a result of the indigenization decree imposed on all foreigners in Ghana. His father Fagade, has become the king of their town by then, but his mother has died because she was heart-broken after the travail of trying to locate Ládépò in Ghana, to no avail. Ládépò is not able to display affluence as wont of a prince on his return, apart from his unfulfilled desire of giving his mother a befitting burial. He asks his father to let him sell the family farmland to raise funds, but his father refuses. Ládépò in desperation joins forces with Ajòmàlè who contested the throne with his father but lost, and Ajàgbé his (Ajòmàlè's) soothsayer, for a price; to murder Fágadè the king. All the attempts made by Ajòmàlè and his

forces against the king are unsuccessful, king Fágadé remains unsummon-table. The evil men are caught in the end, with the assistance of Tégbè, the king's personal assistant and palace jester. They are tried and sentenced to death. King Fágadé poisons himself because (he considers) it traditionally wrong for him to survive his son.

Ilé ti a fi itọ mọ (A house built with saliva)

Ọtòkitì is a civil servant whose social status is impaired because though a devoted official in the ministry, he is denied promotion. This gives him a lot of concern, but he continues to work unrelentlessly. Adésòdún his wife wants them to buy a plot of land, so that they can start the construction of their own personal building. Her husband is skeptical about this, considering their large family and the extended family burdens he has to bear. Adésòdún suggests that they withdraw their children from private schools to public (free) schools and let the ones in pre-school classes stay away from school. These she says, will allow them to save money towards the construction of the house. Ọtòkitì appreciates and cherish his wife. Few weeks after his wife's suggestion, he is given a letter of promotion that comes with a car loan and cheap government housing facilities. The joy of the family knows no bound. The new improved life style which Ọtòkitì now enjoys shows his real person. He starts to have extra-marital affairs with his secretary and stop to care for his family. He later comes to his senses and returns home to his wife and children.

5. The Readings

5.1 Causes of Poverty

Poverty is the most serious of all social problems. This is because it is so closely connected with a range of other ills like poor health, crime, drug abuse, family violence and divorce. All these have huge impacts on health, life expectancy, educational achievements, human rights, political stability and several other aspects of life. The poor are usually hungry looking, wretchedly dressed, easily angered, and

unhappy; having low/negative self-image among many other traits.

Tope-Tapere (2013) and Alakuko (2013) have pointed out that the concept of material deprivation is often linked to “sin” in the Bible (Psalm 37:25), directly or indirectly as the wages of; (indirect) sins (Ezekiel 20: 58, Jeremiah 31:29), laziness (Proverbs 13:4, 19:15, 20:13, 23:21), worthless pursuits (Proverbs 28:19). Oppression and fraud (Proverbs 14:31, 22:7, 28:15) are some other reasons that the two scholars pointed out as reasons for experiencing poverty according to the Bible. They however agreed that unemployment, inadequate supply of land, bad economic principles, lack of education, international exchange rate, lack of good health, conflicts and warfare, misuse of available resources, societal structure, inequality, and neglect of rural areas, are some of the other sociological reasons for poor financial status (Alaluko 2013:13; Tope-Tapere 2013:6).

In the plays under study, the playwrights have pointed out the extended family syndrome, (especially in Africa) whereby a ‘rich’ member of the family is expected to shoulder the financial burdens of all the members as a major reason for poverty. In *Ilé ti a fi itọ mọ* (hitherto referred to as Text I), Ọtọkiti is the wealthiest and the most educated in his (extended) family. As demanded by Yorùbá Culture, since he is blessed by *Olódùmarè*, he is looked up to by his relations for sustenance. He tells Adésódún his wife:

Ọtọkiti: ...*Kí n wá mu àbíkéhin òun obinrin tí à n pè ní Àsímọwù tira... kí n má ran an lọ ilé-ìwé... Atọkẹ... pé kí n báòun wá àádọta pónun tí òun yóò fì bèrẹ sí ta ọjà wẹwẹwẹ... Ojo ransé wá gba ogbọn pónun l’ówọ mi nígbàtí obinrin tí ó fẹ fẹ ja’we... aburo baba mi wipe oun yio fì ọmọ òun ọkúnrin ọwọ sí mi lola... ọmọ nàà yìò ma gbé ọdọ mi... owó ilé-ìwé... aṣọ... ìwé... nitoripé... mo ti lọ ilé-ìwé? ... sẹ èmi nikan ló yẹ kí ó ru àjàgà gbogbo idílẹ mi...Nitoripe...mo ti lo ile iwe*

(p. 11-12)

(...I should come and take his last daughter called Asimowu to live with us...send her to school... Atọkẹ...that I should give her fifty pounds for petty prading...Ojo sent for thirty

pounds when his fiancés was about to divorce her former husband... my uncle said he would send his son here tomorrow...to live with me...school fees...uniforms...books... am I... the only one who should shoulder the responsibility of all the members of the family?...Just because I am formally educated...)

Class system, especially feudalism (very pronounced in the past all over the world), is another reason pointed out in the texts as the cause of poverty. In *Basọrun Gáà* (henceforth referred to as Text IV), Akínkúnmi, a proletarian, son of a craftsman; a generation of people who make umbrella for the royals, dares to show his intention of marrying Princess Àgbònyín, daughter of the incumbent king. His friend Olúbùṣe warns him to forget a dream that can never come true:

Olubuse:- *Akínkúnmi, o ì i joko rẹ jẹé.*

Koo p’omọ ọba tí?

Ipá rẹ k’omọ ọba ni fífẹ

Ipá ẹni to ju ọ lọ kọmọ ọba ni fífẹ?

Abí àá wulẹ í máa tanra ẹni jẹ?

(p. 65)

(Akinkunmi, you better not

deceive yourself.

And let the Princess be?

Do you have the wherewithal to marry a princess?

Does one who is highly placed than you have the means?

Why would one deceive oneself?)

Akínkúnmi tells him that the girl loves him.

Olúbùṣe replies:

Nígbà tó wá jù ọ lọ yi nkọ?

...ṣa jẹko maa ba ti ẹ lọ.

Omọ ọba ni, tálákà niwọ...

(p.65)

(Now that she is better placed than you?

...just let her be.

She is a Princess, you are a pauper)

The people in the low class know the class they belong to and more often than not, they accept it as their *kádàrá/àkúnlẹyàn* (primordial destiny) and will not take steps that can make their lives

better. In *Basòrun Gáà* under discussion, Àgbònyín asks Akinkunmi how often he baths:
...Nígbàwò niwọ́ í wẹ, abí nígbàwò lemi í wẹ?
...Jimọ
Oloyin ...emi í ọmọ ọla ni?
(How often do I bathe, or on which occasion do I take
my bath?...last Friday of the month)

When Àgbònyín confirms that she is indeed a princess, Akinkunmi does not even attempt to give their love affair the impetuous to survive or find a way of improving his social status. He says:

Oníṣonà ni baba mi. Iran awọn baba mi ni nwọn í sù máa ẹṣẹ ọnà f'awon baba rẹ. N'ko mọ 'wọn ara mi kọ-un?

(My father is a crafts man. Our generation is the one who makes designs for yours. Have I not over-stepped by boundaries)?

Lack of (adequate) education, which results into inadequate remuneration, is also pointed out as another reason why people remain poor, in the themes of some of the plays under study. In *Àbẹ Àbò* (referred to as Text V from now on), when his wife Maria complains about the insufficient feeding allowance given by Jòónú, he tells his wife that his salary is meager as she knows his level of education:

...o mọye tímo n'gba.
Èlọ lo tún fẹ kí n fì kún owó onjẹ?

(p. 24)

(You know how much I earn.
How much do you want me to add to the feeding allowance?)

Láwúwo the union leader in Text II laments his poor conditions and mentions his poor educational status thus:

...ni mo fì kọṣẹẹ bírikilà, tí mo tún kọ Kafinta, tí mo kọ ilé kikùn lódà, kí n, tóó wá re lésinnì tí mo fì mọ táá tàà tá...

(p. 39)

(...that I learnt brick laying, then I learnt carpentry, before learning painting, after which I studied on part-time basis to have the little education that I now possess...)

Poverty survives in part because it is useful to a number of groups in the society. The perpetuation of poverty in the society is often the result of the social structures put in place. This structure ensures that low wages could be paid to workers so that the cost of production would be low, thus helping the rich to be richer and ensure that their status is guaranteed. The low wages that are not commensurable with the period and nature of the work of the workers in Imogun in Text II is an instance. This is why Láwúwo laments:

...Kí ẹni kan máa kọ ilé nlaánlá kiri bí ikán, k'ẹni kan má rówó sanwó ọṣuu yàrá kan ọṣo t'ó n yá gbé; kí ẹnikan máa ra mótò bọlì bọlì lósoosù, kẹni kan má sì rí bàtà bọ sésẹ; kí ẹnikan máa fì ẹgbẹgbẹrún apo owo sẹ iránti iku baba rẹ t'ó tí fàye silẹ kí nwon tóó bí irú wa, kí ẹni kan má sì rí kọbọ mu silẹ f'omọ jéun...

(...for a person to be building mansions all over the place, while another cannot afford to pay the rent of one-bedroom apartment; a person is buying state of the art cars every month, while others cannot afford to buy shoes to trek; for a person to be spending thousands on the remembrance of his father who had died before the likes of myself were born, while another person cannot afford a dime for his child to feed...)

The size of the family also determines the financial status of people. In Africa, the larger the number of a man's children and wives, the more recognition he commands. This is more so in the past, where a lot of hands are needed on the farm for subsistence and commercial farming. This cultural habit still goes on in many quarters, in modern times. Ọtokití in Text I has a family of seven, yet his relations are planning to send three more mouths to him to feed, clothe and send to schools. (see pp. 12-14). In text V, Jòónú feeds himself, Maria his wife, Jimọ his half-borther and Jẹnẹti and Sándè his children. Despite this, Jeremaya and Solo (Solomon) his assistant, are also under his roof. He takes care of their welfare. This results into Jọonu's family having innutritious meals.

Sudden tragedies and calamities can impoverish a formerly wealthy person. Persons experiencing relative poverty can also become more impoverished and a person going through abject poverty may become worst for it. In Text

III, Prince Ladepo claims to have been very hard working and as such wealthy while in Ghana. He says:-

Nibi mo f'owọ ẹṣẹ de

Iru mi ko tọ ki ntun ráágó mọ...

Mo ti ẹ t'ojọ iwaju mọ'sẹ ounjẹ...

(p.36)

(With all my labour to be rich

It is not my type of person who should lack

I have secured a prosperous future...)

However, the indigenization decree by the Ghanaian government makes Ladepo to leave the country unprepared and unable to pack most of his belongings home. He laments:

Emi tí mo ti di olowo ni Ghana,

Ti mo wa de 'le tan, ti mo d'ẹru ọloun...

(p.45)

(I, who have become very wealthy in Ghana, getting home to become a pauper...)

5.2 Poverty: God's Condition for Paradise?

In Christianity, many people believe that poverty is the will of God. This is based on bible verses like Mathew 5:3 and Mark 10:21-25 which claim that there is assurance for the poor to make eternity and enjoy the blessings therein. This is evident in Text V, where Jòónú chides his wife for grumbling because of the hardship their family is going through by feeding Jeremáyà and Solo. He advises her:

Jòónú:- *Ó yẹ kí gbogbo èniyàn mọ pé iyà ni a wá jẹ láyẹ, gbogbo irọra di ọrun. asán ni ilé ayé.* (p.26)

(It is good for all to know that we are in the world to suffer, all the enjoyment that we need awaits us in paradise.

The world is full of vanity)

In a similar vein, Adésódún tells Ọtókítí her husband in Text I:

Baba Wándé, ẹ ọ ngbọ mi, ng ọ fẹ gbọ rará wípé ọ n ronu, tàbí pé ọ mb'arajé tori ọrọ yi, nitoripe okele gbígbe t'oun talafia, o' san ju ile ti o kin fún ẹran pipa t'oun t'jà... (p.3)

(Wándé's father, are you listening to me, I do not want to hear that you are troubled,

or that you are unhappy about this issue, because a dry morsel (without stew) eaten in peace, is far better than a house filled with beef and eaten in discord...)

when the husband is worried about their poor condition as a family.

In text IV, Gáà becomes impoverished as result of his having to show 'superiority' in position and affluence to King Adegoolu who decides to pay him homage in his court every morning. Gaa gives the king money for breakfast, every day.

He tells his servant:

Gaa...Gbagi...gbowo, k'o o gbobi f'Alaafin...

(p. 22)

(Gbagi...take money, take kola nuts, give them to the king...)

Oyekan (2011) is opposed to the idea that 'poverty is ordained by God' as a means of assurance for paradise bliss. To him such an interpretation is obviously a distortion of the scriptures and hence inconsistent with the truth of biblical teachings on poverty. Religio-culturally among the Yorùbá, *Olódùmarè (God)* is '*Ọba aláàánú, Ọba tí kii sàbòsí, Ọlówó gbogboro tí í yọ omọ Rẹ lófín*' (Merciful king, impartial king, He who has a long arm with which He draws his children from the abyss). With this notion about God, the Yorùbá do not perceive Him as a person who will use living a life of misery, hardship, lack, want and sadness as a yardstick to qualify for entry into *ọrun rere* (good heaven/paradise), though they abhor poverty and always make supplications to God for *àyé iròrùn* (comfortable life), *ká rí jẹ – ká rí mu* (a life of abundance) and *ìfọkànbàlẹ* (Satisfaction) while working hard for survival. They do not tolerate laziness, over spending, stealing, false livelihood or other vices, which can lead to poverty. The Yorùbá also believe that if one is persistent and perseverant in his choice of work, after some time he/she will become at it and by that begins to prosper. This is what is meant by the saying '*Ádòòsí loògùn ọrọ*'.

At another time, Gaa is very boastful when giving the 'feeding allowance' to his stooge; the king. He asks Gbagi, his personal servant to give money to Adegoolu, he then turns to the King and says:

Owó ounjẹ rẹ àárọ̀ yin nu-nu

(p.94)

(Here, take, that is for your breakfast today)

After several months, Gaá's resources begin to dwindle. He starts to complain about his impoverishment, caused by King Adegoolu's visits thus:

Gaa: *Howu, n'jomọ̀ yi kí ó gba gbogbo owó wa tan báyii? A kí 'ni lóni, a kí 'ni Lola yi, njẹ ko nşẹẹ di wahala si wa lórún bée?*

(p.69)

(What! Is this child not the one who will spend all our money? Paying homage today, doing the same the next day, will this not make us bankrupt?)

This is because the Yorùbá believe that *ìşẹ̀ ni òògùn ìşẹ̀* (work is the antidote for poverty) and that poverty is not an issue to be taken lightly, hence the maxim:

Ìşẹ̀ kii şohun àmúşeré, iya kii şohun àmúpitàn,

(Poverty is not an issue to be joked about and suffering is a sad experience to be recounted). For these, they believe that one must work hard to peg poverty from being inherited by one's generation. This is why they say:

Ìşẹ̀ kii mú lẹ̀kọ̀-láyà kọ̀ má ran ọ̀mọ̀.

(If a couple suffers from poverty, there is no way their children too can avoid it)

5.3 Poverty: An Inhibition to Development

It is not easy to give a single and concise definition to 'development'. Adagbada (2017) says that:

'Development' as a phenomenal issue, is very complex. As a concept, it cuts across several disciplines, but it is easily located in virtually all human enterprises. To develop means to come to, or improve gradually, to a larger, better, more complete or more advanced stage. It implies growing or increasing, such that it brings forth full potentialities'.

Development can be at the level of individual persons, it can also be at national level. When

development is being discussed about individual persons, this implies increased skill and further or enlarged capacities, greater freedom, increased creativity and material well-being. If the discourse on development is at the national level, this must manifest progressively, whereby there is evident improvement in the living standard of the general citizenry of a nation. There must be economic and social advancement which enables people to realize their (full) potentials, have self-confidence and be free from want, ignorance, economic exploitation, social injustice and the likes. Adagbada (2017) goes further to suggest that in order to achieve and make effectively durable, developmental programmes "must not just be made into administrative policies, they must continuously and reliably be sustainable". As rightly, put by Jesus in the bible (Luke 5:31; Mark 2:17, Mathew 9:12.) those who are healthy need no physician, but those who are ill. The wealthy and the averagely well-to-do in the society should no doubt be included when empowering the citizenry for better and improved life, but priority must be given to the poor, by enlarging their participation in decisions affecting them. "It should be pro-poor, pro-nature, pro-jobs, pro-women and pro-children" (Soola 2003:13).

In Text I, the poverty to which Ọ̀tokìtì is subjected as a result of poor remuneration in his place of work, is responsible for his family living in an apartment that is too small for convenience. In order to build a personal house, his wife advices him thus:

...Làbáké ti o şẹşẹ pe ọ̀mọ̀ ọ̀dun mẹ́fà geere, jẹ́kí a mu oun lẹ̀ si ile-iwe ọ̀fẹ.

A n sọ pe ile-iwe ọ̀fẹ buru...Femi...

Kayode... kini a nna poun mẹ̀dọgbọ̀n

fun lóri awọ̀n ọ̀mọ̀de wọ̀nyi?... Wọ̀n yio gbọ̀na ile ẹ̀kọ̀ ọ̀fẹ lẹ... (p.11-12)

(...Làbáké that is just six years old, let us take her to public school. We are saying that public schools are bad... Femi...fayode...why are we wasting Twenty-five pounds on these children? ...they will go to public school too...

The couple is ready to sacrifice their children's future for building a more conducive house. As

the wife mentions in the dialogue above, the public schools are not good, as such the children will not get the best type of education that can prepare them for personal development and an assured future that will not be that of need, lack and ignorance. In such positions, they will never be able to contribute to national development.

Prince Ladepo's poverty in Text IV is what led him to crime, in an attempt to live up to social expectations. His return home from Ghana without his property makes his personal development stunted. He is supposed to mount the throne after the demise of his father, but the murder-attempt crime which he commits will not allow that monarchical tradition to be upheld, bringing the recognition and development of his ruling family genealogy and right to the throne, to a halt.

If Morenike has not poisoned herself as a result of being duped by the swindlers set against her in Text II, Láuwo, her husband would not have lost sanity and would still have been able to continue to lead the struggle against the oppression of the workers by the King of Imogun and his chiefs. This could have led to self-development for each of the workers, and on the long run, it would have made Imogun town more developed.

6. Poverty Alleviation / Reduction: Empowering the Poor for Better Life

Many sociologists have suggested diverse ways of bringing poverty (and in equality) to an end in the world. Haralambos et al (2008:214) have pointed out that any society wherein there is inequality is bound to have poverty. This they say, is because if all the individuals with below-average incomes are defined as poor, then the only way that poverty can be eradicated would be to abolish inequality in income. The reason for this is that if some people have higher than average incomes, then others must fall below average. Some sociologists like Spencer (in Haralambos 2008:238) who share Marx's view, belong to the Individualistic school of thought, concerning poverty. To them, those who suffer from earning very low incomes do so because they are unable or unwilling to provide adequately for their own well-being. As such it

is neither the society nor the social groups which they belong that are accountable for their wretchedness. Spencer particularly, quarries about the poor:

Why did they not realize that he was usually 'a bad fellow', one of the good-for-nothings...vagrants, sots, criminals...men who share the gains of prostitutes; and less visible, and less numerous, there is a corresponding class of women.

As far as Spencer is concerned, those who are too lazy to work should not be given food. The school of thought to which Spencer belongs is of the opinion that if the state puts in place welfare programmes for the poor, laziness and moral decline will spread among the people; such that individuals will be attracted to the easy life on offer, rather than working harder to overcome poverty and better their lots in life. Alakuko (2013:69) shares the same view about lazy people. He says:

...the grave danger in laziness is that the mind becomes inactive to the extent that even when there are openings and opportunities, a slack hand cannot articulate such.

Leaving the poor to his own ('self-imposed') curse is also corroborated by the Bible, to the effect that hard work is the antidote for poverty (Proverbs 6:6-11). Paul the apostle also stresses that "if anyone will not work, let him not eat" (II Thess. 3:10). Poverty therefore can be regarded as part of life; an incentive to make people work harder.

In our own view, the lazy (healthy) drone, who refuses to work so that he can provide for himself does not deserve any pity or assistance. He should not sit aloof and be waiting to reap where he has not sown our point of divergence from Marx's and Spencer's views is that... since crime, disease, prostitution, thuggery and other vices are committed by the poor against the average and rich person, for conscious and subconscious psychological reasons of 'getting back at the society,' and to look for means of survival, steps must be taken towards their welfare, such that living may be peaceful for all in the society and the hard working people who

had foresight about their welfare, may enjoy their labour.

The issue of welfare basically concerns the well-being of the people in a particular society. It is an issue concerned with basic needs like food, clean water, shelter, prevention and/or dealing with absolute or relative poverty and providing education among other things. Biggs (2000:8) has pointed out that there are welfare states in the world, which see these care for the masses as part of governance. A state like that is a state in which the government uses organized power deliberately (through politics and administration) in an effort to modify the play of market forces. To Haralambos et al (2008:260) this means that welfare exists in states where there is a market for goods, services and labour; a typically capitalist society. This is a state where the government decides that the people's essential needs and well-being will be with government's intervention.

A developing country like Nigeria may be not be able to go to that (total) extent to assist the poor. Like O'Donovan (in Alakuko 2013:70) points out, the principle of empowerment to work, earn the ability to live a healthy and fulfilling life should be cultivated in the attempt to help the poor. Rather than giving fish to the poor, they should be taught how to fish. Alcock (2003: 178-276) identifies four major sectors from where people can receive welfare assistance in contemporary times. One of such is the Informal Sector; where family, neighbours, friends and associates come to the aid of the needy by feeding, educating or housing them. "This type of aid is not usually organized or regulated and in practice is based on individual dedication and goodwill or reciprocal agreements". The Voluntary Sector is another area for assisting the poor or needy according to Alcock. This consists of organized charity bodies. They are set to deal with social problems like child trafficking/abuse, old age, war, natural disaster victims and the likes. Examples of such corporate bodies are religious organizations, the Red Cross and National Society for the Prevention of Cruelty to Children (NSPCC). Most of these bodies rely on charitable donations and sometimes they receive help of funding from the State. The Private Sector too, according to Alcock, contributes to

the welfare of the poor, albeit with the aim of making profit. They provide alternatives to government's provisions for those who can afford them, especially in the areas of health and education. Marxists and Democrats are highly critical of this sector. Their argument is that it contributes to inequality and oppression. The State Sector or government welfare service is the fourth in Alcock's (2003) categorization. It involves the state in providing welfare services for its citizenry. While agreeing with Alcock's categorizations and suggestions, to the effect that Christian, Islamic and other religious organizations, well-meaning individuals, relations and corporate bodies should come to the aid of the poor, by empowering them to work in order to earn their daily bread and be able to participate in the affairs of their society, we are of the opinion that government policies at local, states and national levels will have more impact and sustainability if geared towards providing enabling environment and wherewithal for the poor. If Ladepo in Text III of the plays under study has been able to get assistance from a state empowerment/poverty alleviation programme immediately after his deportation from Ghana, he could have gone into trading as he claims to have been doing in Ghana, or engage into mechanized farming on the family's farmland. Such programmes would have changed Akínkúnmi's life too in Text IV. Instead of remaining a pauper, whose social status does not benefit marrying a princess, he could have taken his family's craft work to a higher level; by exporting high grade umbrellas and all other leather works. Adésódún in Text I, Morenike in Text II and Maria in Text V would have been able to get loans or grants to trade and be better able to assist their husbands, if they are empowered by well-meaning individuals and especially, the government.

7. Conclusion

In this study, we have examined the portrayal of poverty as an endemic challenge among Africans, especially the Yoruba of the south-west Nigeria, in selected written Yoruba plays, as it relates to Christian religion and culture, and how it affects the development of individual

person and the nation as a whole. We have pointed out the fact that the Yorùbá are religious in all things and this affects their world-view and social interaction, particularly their financial status. Their acceptance of *Olodumare* as the one/ force from whom *kádàrá* (fate) is chosen, does not stop them from striving to change their status in life, for better. Culturally, they believe that *owó eni là á fi itún iwà ara eni se* (One can change one's status consciously). It is the Christian religion and its (confusing) notion about poverty being the visa to paradise, which makes Christian converts to accept living a life of penury before they can qualify to enter paradise after death.

Our suggestion is that people should realize that an individual is entitled to enjoy life. As such, there is no point waiting for what one's children can do or provide for one as a parent. This being so, there is no point in raising a family that is too large. People should also learn to set their priority right and live within their means. Apart from these, well-meaning individuals and voluntary corporate bodies should come to the aid of the poor by empowering them to work functionally to earn a living, so that they can provide for their basic needs and be able to contribute to the development of their society. We are also suggesting that the state must endeavor to bridge the (too) wide gap between the rich and the poor in Nigerian, by providing the basic necessities of life like clean water, health facilities, education, access information, good road and housing facilities. Apart from these, programmes should be organized for training the poor, whereby they can go into different spheres of the economy like starting cottage industries, farming, aquaculture, furniture making and auto-mobile production and repairs. Small and medium scale entrepreneurial ventures from such training will go a long way in bringing about development to the nation, apart from generating employment.

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Part Two

Development Studies

Perceived Effects of Livelihood Diversification on Farmers' Household Poverty Status in Ogun State, Nigeria

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Abstract. The study investigated perceived effects of livelihood diversification on farmers' household poverty status in Ogun State. Data were collected from 132 farmers from the 4 agricultural zones of the state using multistage sampling procedure and snow ball approach. The study reported that majority of the farmers were above 40 years of age, males, married, had one form of education or the other, earned more than ₦100,000.00 annually and were having between 3–4 children. Also, cassava, maize, yam and green vegetable production are the most common agricultural related livelihood activities involved in by all the farmers. However, farmers' involvement in non-agricultural activities was low. Major influencing factor to livelihood diversification was lack of credit facilities. The farmers perceived that diversifying livelihood activities will definitely enhance income generation of their household and it is a form of survival strategy of rural household especially in times of drought and famine. Farmers' perception of the effect of diversifying on their livelihood activities on poverty status was high ($\bar{X}$ = 38.8). The study concluded that significant relationships exist between perceived effects of livelihood diversification on farmers' poverty status and sex, educational level; factors influencing their involvement in diversification of livelihood activities; poverty status and possession of welfare attributes. The study therefore recommends that there is need for the urgent provision of basic infrastructure across the state and farmers should be trained in areas

of enterprise combination for maximizing their profits with a better extension services and inputs.

Keywords: Perception, effects, livelihood, diversification, poverty

1. Introduction

1.1 Background Information

It is not understatement to say that Nigeria in its underdeveloped nature is faced seriously with problem of poverty. Poverty is like a worm that has eaten very deep into the fabric of Nigerian's economy. The rate of poverty in Nigeria is so alarming that it has turn out to be a matter of concern. Poverty is often described as inability of people to satisfy their minimum basic needs of food, clothing and shelter. Poverty goes beyond the income view by encompassing absence of resources and opportunities that are basic to human survival. Onasanya (1997) posited that rural Africans engage in income-generating activities in addition to crop and/or livestock production. Indeed, for Barrett *et al.*, (2001b) 'diversification is the norm'. However, the more recent debate around rural income diversification highlights not so much its existence, as in its extent. Specifically, the argument is that for many people non-farm income has moved from a minor to a major component of total income. The implication of this change is that, while previously it may have been defensible to consider the vast majority of

the economically active rural population as 'farmers', this is no longer the case. It seems evident that such a change of status for large swathes of the rural population could in turn have implications for many aspects of rural development policy, including agricultural research policy.

Diversification is a process of moving towards a position of greater diversity. In relation to the incomes of rural Africans, diversification can be understood at a variety of levels, from growing a greater number of varieties of a staple crop, through the introduction of new crops or livestock into a farming system, to engage in one or more non-farm income-generating activities to what might be considered 'intra-sectoral' diversification (Ahmed, M.M., Sanders, J.H. and Well, W.T., 2000, McIntire *et. al.*, 1992). Also, Onasanya (2008) reported involvement of farmers in more than one income generating activities in cement producing precincts of Ogun State, Nigeria. But the recent literature on diversification generally focuses more on inter-sectoral diversification, and specifically the increasing engagement of rural people in non-farm activities. Reardon (1997) considers these non-farm activities to include: (a) employment in the rural non-farm labour market; (b) self-employment in the local non-farm sector; (c) employment in the migration labour market; and (d) employment in the farm labour market.

Based on more recent data from Ethiopia, Nigeria, Tanzania, Malawi, Zimbabwe and South Africa, Bryceson (2002) argues that non-farm income accounts for 60-80% of household income. A significant proportion of households earn a significant proportion of their incomes from non-farm sources. However, while there is insufficient data to specify more precisely the dynamics or outcomes of this process of diversification in terms of absolute numbers of people or households, their locations or their socio-economic characteristics, there is nevertheless strong *prima facie* evidence that non-farm income plays an increasingly important role in many Nigerian rural economies.

1.2 Problem Statement

The resources of rural areas determine the economic activities engaged in by rural folks (Olanloye, 2013). However, the objective of farming by rural folks has a diverging view as some engage in farming to maximize gross margin, while some to satisfy family food requirements among others. Although farming is generally the predominant economic activity in most rural areas, there are also off-farm economic activities such as food processing, cottage industries (weaving, tie and dye, smothery and mat making). Indeed, in the last thirty years or there about, these off-farm activities have actually become the predominant economic activities in some rural areas (Olanloye, 2013).

Another interesting feature of the Nigerian rural economy is the relative ease with which the rural folks move from one economic activity to another in the course of a year. It is common for farmers to engage in off-farm activities during the off-season period and for those whose main occupation is not farming to engage in farming on part-time basis. One observation that emerges from literature is a positive relationship between non-farm income and household welfare. For example, using data from a 'relatively prosperous' area of Kenya, Evans and Ngau (1991) argue that 'rising income from non-farm employment and business activities makes it easier for the household to accept the risks associated with innovation, and hence enables farm households to raise levels of productivity and output in agriculture'; or more succinctly, 'rising non-farm income spurs advances in agriculture'.

Reardon (1997) and Barrett *et. al.* (2001a) develop a different angle on the link between non-farm income and welfare, with the proposition that more lucrative non-farm activities have high barriers to entry in the form of skills, contacts and/or capital, such that only the relatively rich are able to diversify into these. Richer people thus have greater freedom to choose among a wider range of non-farm options than the poor, and they (the rich) tend to bifurcate into two groups: 'full-time farmers', and 'farm and skilled non-farm'. On the other hand, the poor have little choice when

diversifying out of farming: they go into unskilled off-farm labour and other activities with low barriers and therefore generally poor returns. Even when the poor act to diversify their incomes, because of the high barriers to entry to more lucrative activities, they can expect both lower returns and higher variability in earnings. Thus it is not so much the fact of having a diversified income that has a positive impact on welfare, but rather the use of what we might think of as 'high value' diversification to build further on what is already a relatively privileged position. Indeed, there has been much debate around the causes of or motivation for diversification. Barrett *et. al.* (2001b), for example, cite diminishing or time-varying returns to labour or land; market failures and frictions; ex-ante risk management; ex-post adaptation to shocks; incomplete markets; and economies of scope. Much emphasis has been placed on the idea that richer people diversify more for risk management (i.e. self-insurance) and income enhancement, while the poor are more likely to diversify in response to shocks. Ellis (2000) referred to these two paths as diversification 'by choice' and diversification 'by necessity'.

In a recent paper, Bryceson (2002) argues that non-farm income has direct response to structural adjustment and liberalization measures which have put many small-scale producers growing food and traditional export crops at a distinct disadvantage. Further in relating income to well-being of people, Carasher et al. (1998) posited that access to food is closely related to physical resources that are readily available. In this view the on-going process of livelihood diversification is very much driven 'by necessity' and must therefore be seen to be directly associated with rural poverty.

Despite the much emphasis between the rich and the poor farmers within the paradigm of livelihood diversification, much attention has been shifted from conducting research on the perception of the poor rural farmers on the effect of their diversification could have on their poverty status, even if they diversify based on shocks or not. Hence, to bridge this gap in existing body of knowledge, this study was

conducted to x-ray the perceived effect of livelihood diversification on farmers' household poverty status in Ogun state, Nigeria.

1.3 Objectives of the Study

In investigating the above therefore, study investigated the effects of livelihood diversification on farmers' poverty status in Ogun State, Nigeria. Specifically, the study:

- (a) described the socio-economic characteristics of the selected farmers in the study area;
- (b) assessed factors influencing the farmers to diversify into other livelihood activities apart from farming;
- (c) determined the poverty status of the farmers before and after diversification of livelihood activities, and
- (d) ascertained their perception of the effects of their diversification on their poverty status

1.4 Hypotheses of the study

For the purpose of the study, the following hypotheses stated in null form were tested:

H₀1: There is no significant relationship between perceived effects of livelihood diversification on farmers' poverty status and their selected socio-economic characteristics.

H₀2: There is no significant relationship between perceived effects of livelihood diversification on farmers' poverty status and factors influencing their involvement in diversification of livelihood activities.

2. Methodology

2.1 The Area of Study

The research was carried out in Ogun state which is one of the 36 states in the Federal Republic of Nigeria. Abeokuta is the capital of Ogun state and the largest urban centre in the state. It is cited about 100 kilometers from Lagos, Nigerians foremost commercial and industrial centre, and 740 kilometers from Abuja, Nigerian Federal capital territory (NPC, 1996). Ogun State has a total land area of 16409.26 sq/km politically; the state is divided into 20 Local Government Areas (NPC, 1996).

The main enterprise is traditional agriculture (Onasanya, 2008) and Ogun State Agricultural Development Programme (OGADEP) is the main government agency that is responsible for agricultural development in the state (Otun, 2000).

2.2 Sampling Procedure and Sample Size

The target population of the study consists of OGADEP contact farmers in selected zones of Ogun State. Multistage sampling procedure was used. Firstly, based on the stratification of the state into 4 Agricultural zones by OGADEP (Ijebu-ode, Abeokuta, Ikenne and Ilaro zones), 50% of existing extension blocks were selected. There are 6 blocks in Ijebu-ode zone, 6 blocks in Abeokuta zone, 4 blocks in Ikenne zone and 4

blocks in Ilaro zone. Thus, the selection resulted into the selection of 3, 3, 2 and 2 blocks respectively. Secondly, 20% of existing cells in each zones was selected, this led to the selection of 3 cells in Ijebu-ode, 4 cells in Abeokuta, 2 cells in Ikenne and 2 cells in Ilaro. Thirdly, based on the structure of OGADEP, a cell consist of 80 contact farmers, hence from the selected cells 15% of the contact farmers were selected and this resulted into the selection of 36, 48, 24, and 24 contact farmers from Ijebu-ode, Abeokuta, Ikenne and Ilaro zones respectively. For the purpose of the study, snow ball approach was adopted in reaching the target audience. Thus, the sampling procedure resulted into the selection of 132 respondents and this represented the sample size for the study (see Table 1).

TABLE 1: Summary of Sampling Procedure and Sample Size

State	Zones	No of blocks	50% of blocks	Selected Blocks	No of cells/ blocks	20% of cells	Selected cells	No of contact farmers per cell	15% of contact farmers
Ogun state	Ijebu-ode	6	3	Isoyin	6	1	Ogbogbo	80	12
				Ala	5	1	Odogbolu	80	12
				Ago-Iwoye	4	1	F. Settlement	80	12
	Abeokuta	6	3	Olorunda	4	1	Olorunda	80	12
				Opeji	6	1	Alabata	80	12
				Wasinmi	8	2	Wasinmi	80	12
	Ikenne	4	2	Isara	4	1	Sagamu	80	12
				Someke	4	1	Ibafo	80	12
	Ilaro	4	2	Sawonjo	7	1	Sawonjo	80	12
				Imeko	6	1	Ayetoro	80	12
	Total	20	10		54	11		880	132

Source: OGADEP Handbook, 2012

2.3 Measurement of Variables

Farmer's perception of the effects of livelihood activities on their poverty status

The dependent variable of the study which was farmer's perception of the effects of livelihood activities on their poverty status was measured using a profile of perceptual statements that were presented to the farmers on a Likert-type scale of SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree and SD = Strongly Disagree. For positive statements, SA = 5 points, A = 4 points, U = 3 points, D = 2 points and SD = 1 point, while for negative statements, SA = 1 point, A = 2 points, U = 3 points, D = 4 points and SD = 5 points.

For a profile of 17 perceptual statements, the maximum score for a farmer was 85 points and a minimum score of 17 points. The scores for individual farmers were computed. Using mean score of all the farmers, those having scores that equals the mean score or above were regarded as having a high level perception of the effect of diversification of livelihood activities, while those having scores below the mean score were regarded as having a low level perception of the effect of diversification of livelihood activities.

2.4 Farmers' Household Poverty Status

In order to determine the farmers' household poverty status, from the various welfare attributes of material and non-material indicators

whose changes are assumed to impact on poverty status of people were selected. These indicators were classified according to Bettie *et al.* (2005), into categories of indicators comprising of housing/sanitation, economic condition/security, goods of comfort, equipment and assets, means of transportation, education, energy, communication, community project involvement, health, ownership of land and livestock and access to basic infrastructure.

An index of multidimensional poverty was computed using the assigned scores of the welfare attributes (indicators) identified above. It should be noted that the more welfare attributes possessed by individual farmer, the lower his poverty symptoms i.e. the farmers possess capability of acquiring more possessions due to increase in his income or wealth, hence, his low poverty index. For dichotomous indicators, the farmers were asked to indicate possession and non-possession, following Costa (2002) that posited that household that possess was scored zero (0), while household not possessing was scored one (1). This was also noted by Bettie *et al.* (2005) that most individual items indicating non-monetary deprivation often takes the form of simple yes/no dichotomies. However, some items may involve more than two ordered categories, reflecting different degree of deprivation. This is seen in cases where the indicators are reflecting different degree of deprivation taken a score of two (2) for mostly deprived household, one (1) for fairly deprived and zero (0) for not deprived.

The multidimensional poverty index of a farmer was computed to determine the poverty status as follows:

The multidimensional poverty index = $\frac{\text{Total score of possession of welfare attributes}}{\text{Total possible score of possessing welfare attributes}} \times 100$

The mean index score was used to categorize the poverty status of poor and non-poor farmers as follows:

a) Poor Farmers (High Poverty Status): Total score that equals or fall above the sample mean i.e. ($X \geq \text{mean}$), and

b) Non-Poor Farmers (Low Poverty status): Total score that fall below the sample mean i.e. ($X < \text{mean}$).

2.5 Data Analysis

Descriptive analytical tools (frequency distribution, percentages, means and deviation from means) and inferential statistical tools (chi-square to test for variables measured at nominal levels, Pearson Correlation Coefficient to test for relationship, among variables measured at ratio or interval level of measurement) were used for data analysis.

3. Results and Discussion

3.1 Frequency Distribution and Percentages of the Selected Variables

The distributions of the respondents by selected socio-economic characteristics were presented in Table 2. The table showed that majority of the respondents (80.4%) were above 40 years of age and this based on the saying that “a fool at forty is a fool forever”. It implies that majority of the respondents have actually come of age to be able to determine the implication of their decisions of diversification on themselves, members of their household’s welfare and poverty status. The findings is corroborated by the findings of Yahaya (2002) and Onasanya (2008) that posited that farmers are in their active years when they are within the age range of 20 – 50 years. The table further showed that most of the respondents were males (55.3%) while only 44.7% were females with 90.2 percent married. This finding was corroborated by the assertion of Jibowo (2000) who posited that marriage is an important framework within which social roles and statuses are prescribed. This findings show that farmers have very strong family ties and is corroborated by the assertions of Dipeolu (2003) that reported that 89.2% of farmers in Ogun state were married while Olujide *et al.* (2001) reported that 70.7% of farmers in Niger delta areas of Edo state were married. The table showed that 90.2% of the respondents have one form of education or the other. This finding is at variant with that of Akinbile and Omolara (2000) that reported 61.0% of farmers in Osi

village in Ekiti State were illiterates and that of Ewuola (1985) that reported a low educational level of among farmers in Ondo State, Nigeria. Also, majority of the respondents (64.4%) were of Christian beliefs while 35.6% were of Islamic beliefs.

The table further showed that majority of the farmers earn more than ₦100,000.00 annually. Among the farmers, 31.8% indicated that they were earning above ₦300,000.00 annually based on the number of activities they are involved in. One thing that is not clear about their income is whether it is gross income or not. The farmers at times (probably because of their low level of education) may not consider the cost incurred on their involvement, the inputs used and the cost of labour in their estimation of their generated income. This finding was corroborated by the findings of Onasanya (2008) that reported that 88.7% of farmers in cement producing areas

were earning between ₦50,000.00 and ₦250,000.00 annually. However, it was far above the estimated income of farmers in Papalanto Area of Ogun State as reported by Olubanjo *et. al.*, (2002) that reported that the average annual farm and non-farm income of the farmers was ₦58,195.45. The disparity of income may have been as a result of the farmers' level of diversification into farm and non-farm income generating activities in both areas. Also, the table indicated that majority of the farmers (62.1%) were having between 3 – 4 children, while 23.5%, 12.1% and 2.3% were having 1 – 2, 5 – 6 and 7 or more children respectively. However, this depends on some other factors such as number of wife(s) and the biological status of the children. But, no matter their status, they will contribute to family labour and hence the opportunity for the farmer to diversify into more activities deem fit for income purposes.

TABLE 2: Distribution of respondents by selected personal characteristics (n = 132)

Socio-economic characteristics	Frequency	Percentage
Age		
Up to 40 and below	26	19.7
41- 50 years	38	28.8
51- 60 years	53	40.2
Above 60 years	15	11.4
Sex		
Male	73	55.3
Female	59	44.7
Marital Status		
Married	119	90.2
Widow	13	9.8
Level of Education		
No formal education	13	9.8
Primary	33	25.0
Modern III	9	6.8
Secondary	50	27.9
Tertiary	27	20.5
Religion		
Islam	47	35.6
Christianity	85	64.4
Estimated Annual Income		
Up to ₦ 100,000 and below	13	9.8
₦ 100,001- ₦ 200,000	35	26.5
₦ 200,001- ₦ 300,00	42	31.8
Above ₦ 300,000	42	31.8
Number of children		
1-2	31	23.5
3-4	82	62.1
5-6	16	12.1
7 and above	3	2.3

Source: Field Survey, 2013

3.2 Factors Influencing Farmers to Diversify their Livelihood Activities

The distribution of the factors influencing farmers in diversifying their livelihood activities was presented in Table 3. It showed that most of the farmers indicated one factor or the other as influencing them to diversify. Among the factors, the most influencing is lack of credit facilities as indicated by 73.5% of the farmers, closely followed by weather and climate (68.2%); poverty / family welfare and needs (67.4), awareness of benefits of other activities (59.8%), lack of technical know-how (53.0%), land degradation (45.5%) and lastly, government policy (40.2%).

TABLE 3: Distribution of respondents by factors influencing their livelihood diversification (n=132)

Influencing factors	Type		Degree of influence		
	Yes	No	High	Moderate	Low
Poverty	89 (67.4)	43 (32.6)	76(85.4)	13(14.6)	-
Land degradation	60 (45.5)	72 (54.5)	36(60.0)	24(40.0)	-
Lack of technical know how	70 (53.0)	62 (47.0)	34(48.6)	26(37.1)	10(14.3)
Lack of credit facilities	97 (73.5)	35 (26.5)	76(78.4)	21(21.6)	-
Awareness of benefits of other activities	79 (59.8)	53 (40.2)	47(59.5)	32(40.5)	-
Weather and climate					
Government policy	90 (68.2)	42 (31.8)	40(44.4)	45(50.0)	5 (5.6)
Family welfare and needs	53 (40.2)	79 (59.8)	31(58.5)	22(41.5)	-
	89 (67.4)	43 (32.6)	50 (56.2)	29 (32.6)	10 (11.2)

Source: Field Survey, 2013 (Note: Figures in Parentheses are Percentages)

3.3 Farmers' Perception of the Effect of Diversifying their Livelihood Activities on their Poverty Status

Table 4 present the distribution of the respondent on the farmers' perception of the effects of diversifying their livelihood activities on their poverty status in Ogun State, Nigeria. From the table, it was asserted that majority of the respondents agreed that diversifying of livelihood activities will definitely enhance income generation of their household (95.8%) and it is also seen as survival strategy of rural household especially in times of drought and famine (97.7%). Also that off-season of agricultural makes it easier for them to diversify into non- farm livelihood activities so as to make more money (97.7%). Further, land tenure system and demand for exorbitant rent on agricultural land (78.1%) and high cost of living and poor living standard among rural dwellers (93.9%) are major reasons of the farmers diversifying into non-farm activities. The table indicated that 97.7% and 74.4% of the respondents posited that the possibility of making extra income in meeting the financial responsibilities by farmers, lack of knowledge of appropriate farming technologies and practices lead farmers into diversifying livelihood activities into non-farming so as to make ends meet in times of crop failure often lead into diversifying their livelihood activities. However, 91.7% were of the opinion that diversifying of livelihood activities reduces the effect of poverty among the households while 59.1% posited that farmers diversify into non-farm livelihood activities because they absorb surplus labour in rural areas. The main cause of diversification of livelihood activities among farmers is as a result of poverty incidence in the household was posited by 84.8% of the respondents while 96.4% posited that the unfavorable climate conditions affecting farming activities have made it impossible for most farmers to depend solely on farming as a sole business or profession. The table showed that the overall perception of the effect of diversifying their livelihood activities on their poverty status of the farmers is high ($\bar{X} = 38.8$).

TABLE 4: Distribution of respondents by perceptual statements relating to the effects of livelihood diversification on farmers' poverty status

Perceptual statements relating to the effects of livelihood diversification on farmers' poverty status	SA F (%)	A F (%)	U F (%)	D F (%)	SD F (%)	Mean ($\bar{X}$)
1). Diversifying of livelihood activities will definitely enhance income generation of the household.	111 (84.4)	15 (11.4)	-	6 (4.5)	-	4.75
2). Household income may not necessarily increases as members diversify their Livelihood activities because not all activities will have a good return	5 (3.8)	52 (39.4)	64 (48.5)	11 (8.3)	-	3.39

to investment.						
3). The off-season of agricultural activities makes it easier for farmers to diversify into non-farm livelihood activities so as to make more money.	91 (68.9)	38 (28.8)	3 (2.3)	-	-	4.67
4). Diversifying of livelihood activities is seen as a survival strategy of rural households especially in times of farming and drought.	79 (59.8)	50 (37.9)	-	3 (2.3)	-	4.55
5). Lack of knowledge of appropriate farming technologies and practices lead farmers into diversifying livelihood activities into non-farming so as to make ends meet in times of crop failure.	21 (15.9)	77 (58.5)	26 (19.7)	8 (6.1)	-	3.84
6). Diversifying of livelihood activities reduces the effect of poverty among the households.	12 (9.1)	109 (82.6)	8 (6.1)	3 (2.3)	-	3.98
7). Diversifying of livelihood activities gives room for healthy practices.	17 (12.9)	23 (17.4)	85 (64.4)	7 (5.3)	-	3.38
8). Diversify into Non-farm livelihood activities will offer more remunerative activities in replacing agricultural income.	5 (3.8)	39 (29.5)	25 (18.9)	63 (47.7)	-	2.89
9). Farmers diversify into Non-farm livelihood activities because of the danger of ill-health due to long working hours.	17 (12.9)	14 (10.6)	71 (53.8)	27 (20.5)	3 (2.3)	3.11
10). Farmers diversify into Non-farm livelihood activities because they absorb surplus labour in rural areas	7 (5.3)	71 (53.8)	10 (7.6)	39 (29.5)	5 (3.8)	3.27
11). The main cause of diversification of livelihood activities among farmers is as a result of poverty incidence in the household.	32 (24.2)	80 (60.6)	12 (9.1)	8 (6.1)	-	4.03
12). The unfavourable climate conditions affecting farming activities have made it impossible for most farmers to depend solely on farming as a sole business or profession.	24 (18.9)	102 (77.5)	6 (4.5)	-	-	4.13
13). The high cost of farm labour and other inputs for farming are sources of depression to farmers which ultimately is forcing them out of farming.	2 (1.5)	43 (32.6)	73 (55.3)	14 (10.6)	-	3.25
14). The possibility of making extra income in meeting the financial responsibilities by farmers often lead into diversifying their livelihood activities.	71 (53.8)	58 (43.9)	-	3 (2.3)	-	4.49
15). The issue of land tenure system and demand for exorbitant rent on agricultural land is often forcing people to diversify into non-farm activities in order to meet their responsibilities.	60 (45.5)	43 (32.6)	26 (19.7)	3 (2.3)	-	4.21
16). Abandonment of agricultural sector has made exploiters to gain entry into the sector, thereby making requisition of inputs difficult for land-less farmers, hence diversification into non-farm activities as a way of escape.	19 (14.4)	39 (29.5)	74 (56.1)	-	-	3.58
17). High cost of living and poor living standard among rural dwellers is forcing farmers to get involved in other non-farm activities.	82 (62.1)	42 (31.8)	8 (6.1)	-	-	4.50
Grand mean ($\bar{X}$) of Farmers Perception of the effects						3.88

Source: Field Survey, 2013; Note: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD); F = Frequency; Figures in parentheses are percentages

3.4 Possession of Welfare Attributes

TABLE 5 presents the distribution of respondents by possession of high or low aggregates of welfare attributes. It showed that majority of the respondents possessed low level of housing / sanitation (68.9%), goods / equipment and assets of comfort (55.3%), energy (56.1%), involvement in community projects (50.8%) and access to basic infrastructures (61.4%) welfare attributes. However, the table indicated that the respondents possessed high level of security / economic condition (74.2%), communication (68.9%), access to means of transportation (63.6%) and access to health (62.9%) welfare attributes.

TABLE 5: Distribution of Respondents by Aggregate Possession of Welfare Attributes (n = 132)

Possession of Welfare Attributes	Frequency	Percentage
Housing / Sanitation Index (Mean = 20.16)		
Low Level of Possession (11.00 – 20.15)	91	68.9
High Level of Possession (20.16 – 32.00)	41	31.1
Goods / Equipment and assets of comfort index (Mean = 23.30)		
Low Level of Possession (9.00 – 23.29)	73	55.3
High Level of Possession (23.30 – 47.00)	59	44.7
Security and Economic condition (Mean = 2.55)		
Low Level of Possession (0.00 – 2.54)	34	25.8
High Level of Possession (2.55 – 4.00)	98	74.2
Communication index (Mean = 5.99)		
Low Level of Possession (3.00 – 5.98)	41	31.1
High Level of Possession (5.99 – 11.00)	91	68.9

Access to / Means of transportation (Mean = 1.70)		
Low Level of Possession (0.00 – 1.69)	48	36.4
High Level of Possession (1.70 – 6.00)	84	63.6
Energy index (Mean = 8.59)		
Low Level of Possession (6.00 – 8.58)	74	56.1
High Level of Possession (8.59 – 11.00)	58	43.9
Involvement in Community Projects (Mean = 1.80)		
Low Level of Possession (0.00 – 1.79)	67	50.8
High Level of Possession (1.80 – 4.00)	65	49.2
Access to / Health (Mean = 2.95)		
Low Level of Possession (1.00 – 2.94)	49	37.1
High Level of Possession (2.95 – 5.00)	83	62.9
Access to basic Infrastructure (Mean =22.00)		
Low Level of Possession (18.00 – 21.99)	81	61.4
High Level of Possession (22.00 – 28.00)	51	38.6

Source: Field Survey, 2013

3.5 Poverty Status of Respondents

TABLE 6 revealed the level of poverty status of respondents and it showed that most (53.0%) of the respondents had high poverty status. However, some of the respondents possessed high level of welfare attributes that were common in the study area and hence, having low poverty status. This implies that the targets of this study were engineered to diversify their livelihood activities based on their poverty level and interest in possessing more welfare attributes.

TABLE 6: Distribution of Respondents by their Poverty Status (n = 132)

Poverty Status of Respondents	Frequency	Percentage
Low Poverty Status (99.27 – 218.00)	62	47.0
High Poverty Status (56.00 – 99.26)	70	53.0

Source: Field Survey, 2013; Note: The mean Poverty Status = 99.27; Possession of High level of Welfare attributes is equivalent to having low poverty status and possession of low level welfare attributes is equivalent to possession of high poverty status

3.6 Relationship between perceived effects of livelihood diversification on farmers' poverty status and selected socio-economic characteristics

Table 7 indicated that significant relationships exist between perceived effects of diversifying of livelihood activities on poverty status and sex of respondents ($\chi^2=5.918$; $P < 0.05$); educational level ($\chi^2=39.578$; $P < 0.05$); income ($\chi^2=11.684$; $p < 0.05$) and number of children ($\chi^2=26.234$; $P < 0.05$). However, it was found that no significant relationships existed between the perceived effects of diversifying of livelihood activities on poverty status and age and marital status of the farmers. The table further reveals that most of the farmers that were within the age range of 41-50 years indicated a high level of perceived effects while most of the farmers within the range of 51-60 years indicated a low level of perceived effect of diversification on their poverty status. It also indicates that more females indicated high level of perceived effect, while most male indicated low level of perceived effect. The distribution of the respondent indicates that high level and low level of perceived effect were indicated by those of the respondent that were married far above those that were widows. The table further indicated that 52.3% and 37.3% of the respondents of those indicating high and low perceived effect were having secondary education and tertiary education respectively.

On income, the table shows that 43.1% of the respondent that indicated high perceive effect of diversification on poverty status were earning above ₦ 300,000, while among indicating low level of perceived effect of diversification on poverty status (43.3%) were earning between ₦200,00 and

₦300,000 annually. Also, the table showed that majority of those having between 3 – 4 children indicated high level (63.1%) and low level (61.2%) of perceived effects of livelihood diversification on their poverty status respectively.

TABLE 7: Chi-Square analysis of Perceived Effects of Livelihood Diversification on Poverty Status of Farmers and Selected Socio-Economic Characteristics

Selected socio-economic characteristics	Perceived effects of livelihood diversification on Poverty status		χ^2 value	df	P Value	Remarks
	High Freq (%)	Low Freq (%)				
Age (years)						
≤ 40	14(21.5)	12(12.9)	4.861	3	0.182	Not Significant
41-50	22(33.8)	16(23.9)				
51-60	20(30.8)	33(49.3)				
Above 60	9(13.8)	6(9.0)				
Sex						
Male	29(44.6)	44(65.7)	5.918	1	0.022	Significant
Female	36(55.4)	23(24.3)				
Marital status						
Married	60(92.3)	59(88.1)	0.671	1	0.561	Not Significant
Widow	5(7.7)	8(11.9)				
Education						
No formal education	10(15.4)	3(4.5)	39.578	4	0.000	Significant
Primary education	19(29.2)	14(20.9)				
Modern 3	-	9(3.4)				
Secondary education	34(52.3)	16(23.9)				
Tertiary education	2(3.1)	25(37.3)				
Income						
Up to ₦ 100,000 and below	8(12.3)	5(7.5)	11.684	3	0.009	Significant
₦ 100,001- ₦ 200,000	16(24.6)	19(28.4)				
₦ 200,001- ₦ 300,00	13(20.0)	29(43.3)				
Above ₦ 300,000	28(43.1)	14(20.9)				
Number of children						
1-2	8(12.3)	23(34.3)	26.234	3	0.000	Significant
3-4	41(63.1)	41(61.2)				
5-6	16(24.6)	-				
7 and above	-	14(20.9)				

Source: Field survey, 2013

3.7 Relationship between perceived effects of livelihood diversification on farmers' poverty status and factors influencing diversification of livelihood activities

Table 8 presents regression analysis of the perceived effects of livelihood activities of famers on their poverty status and factors influencing their diversification of livelihood activities. The table showed that significant relationships exist between the perceived effects and the contributing factors ($F=26.221$, $P<0.05$). However, the table reflects that the level of influence of the factors were different. Also, from the most influencing factor to the least factor resulting into farmers' diversification of their livelihood from agricultural based into non-agricultural based activities are as follows: poverty ($t = 2.760$, $p<0.05$), lack of credit facilities ($t = 2.650$, $p<0.05$), family welfare and needs ($t = 2.818$, $p<0.05$), awareness of benefits in other activities ($t = 2.267$, $p<0.05$), land degradation ($t = -1.999$, $p<0.05$), weather and climate ($t = -1.357$, $p<0.05$), government policy ($t = -1.018$, $p<0.05$) and lack of technical know-how ($t = -0.885$, $p<0.05$). Considering the above therefore, the farmers choice of diversifying their livelihood activities into non-agricultural was mainly because of poverty. Since the study is focusing on the effects of this diversification on their poverty status, then it suffices to posit that the farmers may be recording a better livelihood when they diversify into other activities. Hence, it is therefore recommended that Governments at all levels should make it a point of priority to plan, fund and implement programmes that can lead to poverty amelioration at the grass roots.

TABLE 8: Regression analysis of perceived effects of livelihood diversification on farmers' poverty status and factors influencing their diversification

Factors influencing their diversification						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	0.762	0.886	0.755	2.99030		
		Change Statistics				
	Model summary	F Change	df1	df2	Sig. Change	R Square
1		26.221	16	115	0.000	0.785
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3751.413	16	234.463	26.221	0.000
	Residual	1028.314	115	8.942		
	Total	4779.727	131			
Model	Coefficients(a)	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		Std. Error
	(Constant)	66.254	0.940	-	70.474	0.000
1	Poverty	11.174	4.048	0.870	2.760	0.007
2	Land degradation	-5.824	2.913	-0.482	-1.999	0.048
3	Lack of technical know-how	-2.395	2.706	-0.199	-0.885	0.378
4	Lack of credit facilities	9.429	3.557	0.692	2.650	0.009
5	Awareness	-5.860	2.584	-0.477	-2.267	0.025
6	Weather and climate	-4.200	3.141	-0.325	-1.337	0.184
7	Government policy	-5.712	5.610	-0.465	-1.018	0.311
8	Family welfare and need	11.281	4.060	-0.960	2.818	0.016

Source: Field Survey, 2013

4. Conclusions

Based on the findings, the study concluded that the mean perception of the effect of diversifying their livelihood activities on their poverty status of the farmers is high ($\bar{X} = 38.8$). Also, significant relationship existed between perceived effects of livelihood diversification on farmers' poverty status and factors influencing their involvement in diversification of livelihood activities. Specifically, the most influencing factor to the least factor resulting into farmers' diversification of their livelihood from agricultural based into non-agricultural based activities is poverty ($t = 2.760$, $p < 0.05$).

There is significant relationship between perceived effects of livelihood diversification on farmers' poverty status and possession of housing / sanitation attributes ($t = 12.792$, $p = 0.000$), goods / equipment and assets of comfort ($t = -2.946$, $p = 0.004$), communication attributes ($t = 1.806$, $p = 0.043$), access to / means of transportation ($t = 2.515$, $p = 0.013$), involvement in community projects ($t = -2.167$, $p = 0.032$) and access to / health attributes ($t = 4.552$, $p = 0.000$). However, no significant

relationship exist between perceived effects of livelihood diversification on farmers' poverty status and sex, educational level of the respondents

The study therefore recommended that for a better agricultural and rural socio-economic transformation for farmers' welfare and good living, there is need for the urgent provision of basic infrastructure evenly, both at urban and rural areas in the region. Another interesting feature of the Nigerian rural economy is the relative ease with which the rural folks move from one economic activity to another in the course of a year and farmers engaging in off-farm activities during the off-season period, hence, policies that supports diversification of farming and non-farming activities will be enacted as a sure way of eradicating poverty at the grass-root level especially among the landless poor farmers. There is need for the improvement and diversification of the economy.

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Economic recession and changing consumption patterns: Evidence from Lagos metropolis.

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Abstract. After two consecutive quarters of a negative growth rate in the Nigeria's gross domestic products (GDP), Nigeria was declared to be technically in a recession by the end of the second quarter of 2016. In addition to the review of the literature, a survey was also undertaken, involving 421 shoppers in the three outlets of Shoprite in Lagos metropolis, selected by a systematic sampling technique. Based on a dataset from the 421 respondents, the paper conducted a statistical analysis to detect the changes in the consumption patterns of the shoppers due to the current economic crisis in the country. Results of the correlation analysis showed that the current economic crisis in the country has significantly affected consumption patterns of majority of the respondents. The crisis has led a large number of respondents to substantially reduce consumption of luxury products and a simple majority to slightly reduce consumption of necessities. It was concluded that the recession has affected the purchasing power of consumers thus, leading to the changes in their consumption patterns. Both the policy and managerial implications of the finding were highlighted in the paper.

Keywords: Business cycle, consumption patterns, consumers and economic recession.

1. Introduction

Generally, a country's economic performance is affected by a business cycle, which consists of: prosperity (characterised by an economic boom); recession (characterised by a slow-down in economic activities); depression (characterised by an extended period of recession); and recovery (characterised by rebounding economic activities). A major feature of a business cycle is movement of gross domestic product (GDP), which determines the health of a country's economy. GDP is the total monetary value of goods and services produced in an economy within a specific time, usually a year.

A GDP growth rate direction is a major determinant of a country's stage in the cycle. A positive growth rate of GDP indicates a healthy economy (the desire of every country), while a negative growth rate reflects a poor health condition of the economy (this is despised by all countries by may be inevitable). This condition

is referred to as economic recession, economic downturn or economic contraction. Economic recession is a period of economy contraction in a country, reflected by a negative growth in the country's GDP for a period of two consecutive quarters. Understandably, governments and their people are much more concerned about a recession because of its adverse impacts on the socio-economic activities in the society. Mazurek and Mielcová (2013, p. 182) stated that "The most discussed part of the business cycle is a recession." This is a focus of this paper.

Nigeria, due to the long history of corruption, crash in the international prices of crude oil, declined crude oil output (stemming from the sabotage by the Niger Delta Avengers, NDA), depreciating naira value and the slow actions and/or inactions of the present Buhari Administration, showed a symptom of a sick economy few months after Buhari Administration was inaugurated in May, 2015. Official government statistics showed that the economy recorded -0.36 and -2.6 GDP growth rates in the first and second quarters of 2016 respectively (National Bureau of Statistics, NBS, 2016a). By the end of second quarter, Nigeria was declared to be in a technical recession (Adeosun, 2016). The growth of the economy remained negative for the rest of 2016: -2.24 in the third quarter (NBS, 2016b) and -1.3 in the last quarter (NBS, 2017a) and contracted by -0.5 in the first quarter of 2017 (NBS, 2017b).

A major adverse effect of a recession is declining Consumer Confidence Index (CCI) resulting from a widespread decline in consumers' purchasing power. CCI is described as an indicator, which uses consumers' optimism about the economy to measure their confidence in the economy (Karagöz, 2015). The more optimistic consumers are about the economy, the higher is their ability and propensity to spend and grow the economy. In Nigeria, since the economy recorded a negative GDP growth rate in the first quarter of 2016, the CCI has either been declining or very weak. For example, surveys indicated that CCI fell from 64.8 points in the last quarter of 2015 to 59.9 points in the first quarter of 2016, dropping by 4.9 points (NOIPolls, 2016a); the index further dropped by

3.5 points in the second quarter, recording 56.4 points (NOIPolls, 2016b); it remained low at 56.79 in the third quarter (NOIPolls, 2016c); and 58.1 points in the fourth quarter of the year (NOIPolls, 2016d). Agri, Mailafia, and Umejiaku (2016) concluded that consumers in Nigeria lost confidence and have bad faith in the economy and the government during a recession.

The recession in Nigeria is unusually characterised by a high inflation rate with costs of goods and services shot up to the 'roof top' and consumers' purchasing power significantly depressed. This situation is described as stagflation, a period of rising prices and falling output (Lansing, 2001; Sargent, 1999 cited in Nelson & Nikolov, 2001). This is similar to a situation in South Africa during the 2008-2009 recession. The recession led to the higher prices of food and transportation in the country (Zulu, 2011).

The consequence of the recession in Nigeria is inability of many consumers to maintain their previous levels of consumption due to a depressed purchasing power. There is consensus among scholars that consumers' spending is severely affected by a recession (Central Bank of Nigeria, CBN, 2012; Gittins & Luke, 2012; Hurd & Rohwedder, 2010; Quelch, 2008; Quelch & Jocz, 2009). In reaction, many consumers in Nigeria may have altered their consumption patterns by abandoning consumption of luxury goods for necessities, buying less of goods, changing apartments to low-cost ones, driving less and switching to public transport as a mode of commuting, changing children's schools to low-cost schools, abandoning or reducing ostentatious social life and so on.

The recession in the country presents an opportunity to investigate the changing consumption patterns of Nigerians, especially those living in Lagos state. According to Crossley, Low and O'Dea (2012, p. 1), "Consumption is both the largest component of GDP and the component most immediately connected to the welfare of individuals and households." A pertinent question is: How have consumers reacted to the recession in Nigeria, in

terms of their consumption patterns? The paper is significant in two ways: one, it was conducted at the time the effects of recession on consumers were biting harder in the country; two, it will be one of the first studies in this area since the country entered a recession in the second quarter of 2016. Generally, research on changing consumer behaviour in a recession in Nigeria is very scarce. The finding of this paper will inform both policy and managerial implications. The paper has five parts. Part two reviews related literature; part three presents the methods adopted in collecting and analysing data; part four is concerned with results and discussion of findings; and part five concludes the paper.

2. Literature Review

2.1 Overview of Economic Recession

The National Bureau of Economic Research (NBER) (2010) provided a longer definition of recession, incorporating a number of macroeconomic variables as a large decline in economic activity permeating the entire economy, over many months and heavily impacting production, employment, real income, and other indicators. Unlike NBER, other definitions of recession are specific about the period of contraction before an economy can slide into a recession. For example, CBN (2012) viewed recession as a business cycle contraction, indicating a general slowdown in a country's economic activity for two consecutive quarters. Recession is usually characterised by a decline in GDP, employment, investment spending, capacity utilization, household income, business income, and inflation, with the attendant increase in the rate of unemployment (CBN, 2012). In the absence of appropriate policy response to tackle recession, these macroeconomic indicators will worsen, plunging the economy into a depression (Agri et al., 2016). Generally, a recession is caused by multiple factors. These include: increase in the prices of input used in the production of goods and services, contractionary monetary or fiscal policies adopted to address the problem of inflation in a country and financial market turbulence (Gabriela, 2010; Stijn, Kose, & Terrones, 2008).

Recession evokes negative associations like depression, unemployment, loss of jobs and alike (Kolar, Žabkar, Brkic, & Omeragic, 2012). A study found that the effects of a recession were widespread in the US. For example, between November 2008 and April 2010 about 39 per cent of households had either been unemployed, had negative equity in their house or had been in arrears in their house payments (Hurd & Rohwedder, 2010). Another survey indicated that 55 per cent of adult workers in the US admitted they have lost jobs, suffered salary reduction, have reduced number of hours worked and have become unwilling part-time workers (Pew Research Centre, 2010).
Nigeria in recession

Historically, many countries, including advanced, emerging and developing countries, have been hit by recession, suggesting that no country is insulated against recession. For example, "There were 122 completed recessions in 21 advanced economies over the 1960-2007 period" (Stijn et al., 2008, p. 58).⁶⁹ Nigeria, a developing country, has had its share of recession, and has recently undergone one. According to Dexter Analytics (2017), Nigeria's economy is in recession. The economy contracted in 2016 by -1.5% (NBS, 2017a), the lowest since 1991 (Dexter Analytics, 2017). The current recession in Nigeria is caused by a number of factors, fuelled largely by its economic structural deficiencies. A study asserted that "The present economic recession in Nigeria is a manifestation of long-term ills in the structure of the economy that became full-blown under the present government" (Agri et al., 2016, p. 2). Some important macroeconomic variables have been severely affected. For example, unemployment has worsened, increasing from 7.6% in first quarter of 2014 to 13.9% in quarter 3 of 2016 (NBS, 2017b), while inflation has increased from 8% in January 2014 to 18.72% in January 2017 and dropped to 17.26% in March (CBN, 2017).

The three most severe and immediate factors that drove the country into a recession are examined below:

Fallen prices of crude oil in international market: Beginning from the middle of 2014, the international prices of crude oil fell precipitously from \$115/barrel to a record low of less than \$35/barrel at the end of February 2016 (Rogoff, 2016). This stemmed from a weak global demand for crude oil, supply glut due to increased output of shale oil from the US, stronger US dollar and refusal of Saudi Arabia and its Gulf allies to cut oil production (PwC, 2015a, 2015b; Rogoff, 2016). Unfortunately, because Nigerian oil accounted for 90% of export revenues, around 70% of the government's income and nearly 11% of the GDP in 2013 (PwC, 2015a), the effect of oil price shock on the country is very devastating, resulting in sharp export and government revenues drop, exit of foreign investors from domestic financial markets, and imposing significant downward pressure on fixed or managed currencies (PwC, 2015b).

Weak Naira and uncertainties with foreign currencies: With the low crude oil price in the international market came the pressure on the Nigerian government to devalue the naira (Osagie, 2016; PwC, 2015a). Unlike other oil exporters, Nigeria left naira-dollar exchange rates unchanged (at N197-199) for many months, leading to reduction in the country's foreign reserves (PwC, 2015b; Wallace, 2016), capital flight (Proshare, 2015; Wallace, 2016) and currency speculation (Proshare, 2015). Ultimately, the naira was devalued in November, 2014 and February, 2015 (PwC, 2015b). The low forex earnings creates a problem of inadequate funding of the foreign exchange market, making individuals and organisations turn to the black market for their forex needs. By the second quarter of 2017, the naira-dollar exchange rate had shot up above N500 in the parallel market, causing low industrial output, high inflation, firms' closure, job losses and general hardships for the masses.

Declined crude oil production: The series of pipelines vandalism by a new militant group, Niger Delta Avengers (NDA), severely reduced oil output to a very low level, further reducing oil earnings and contributing to the recession in the country. This is a result of a festering crisis by the people of the Niger Delta against the

Nigerian government (Aminu, 2013). NBS (2017a, p. 4) stated that "For the full year 2016, oil production was estimated to be 1.833 million bpd, compared to 2.13 million bpd in 2015." "This has compounded government revenue losses caused by the fall in global oil prices since mid-2014" (Igbani, Okoli, & Okpu, 2017, p. 1, 317). For example, Nigeria's 2016 budget proposal was anchored on an oil price of \$38/barrel and production of 2.2 million bpd (Punch, 2016). Unfortunately, the low budget benchmark of \$38/barrel, a crude price below the benchmark in the first quarter of 2016 and the widespread sabotage activities of the NDA greatly undermined the implementation of the 2016 ambitious budget.

2.2 Recession and Consumers' Spending / Consumption

During an economic boom, most people should expect approximately stable spending over a six month period. Any anticipated changes in spending are expected to be positive because spending increases with age until old age (Hurd & Rohwedder, 2010). Unfortunately, spending in a recession is adversely affected because of eroding purchasing power of most people. For example, a survey revealed that 48% said their household's current financial situation in the US was worse in the period of the 2008-2009 recession than it was before the recession started (Pew Research Centre, 2010). In another survey of the American Life Panel (ALP) during the 2008 recession and involving two waves, 73% of respondents in wave 1 admitted that they reduced spending because of the financial problems in the economy. In Wave 2, 30% said spending was lower compared to the level in November 2008 (Hurd & Rohwedder, 2010). Surveys in Nigeria showed that CCI fell persistently in the first three quarters of 2016, indicating a weak consumers' purchasing power (NOIPolls, 2016a, 2016b, 2016c, 2016d).

During recessions, consumers set stricter priorities and reduce their spending (Quelch & Jocz, 2009), families usually adjust budget due to job losses (CBN, 2012) and become more frugal and cautious in their spending (Quelch, 2008). Consequently, 62% of the respondents in

a survey admitted becoming more frugal in their spending in a recession (Pew Research Centre, 2010). Similarly, the great recession of 2008-2009 led to the fall in the aggregate amount of money spent by households in the UK for about six quarters (Gittins & Luke, 2012).

Ultimately, in a recession, "consumption may fall as a direct consequence of a fall in income induced by job loss, reduced hours or productivity, and negative returns from assets, and more so if these are long-term changes to a household's economic resources" (Petev, Pistaferri, & Eksten, 2011, p. 4). Economic recession and changing consumption patterns

Recession reduces the disposable income of consumers, thus limiting their purchasing power. For example, the 2008-2009 recession in the US eroded consumer confidence and purchasing ability, leading to significant and permanent changes in their behaviour (Quelch & Jocz, 2009). Therefore, consumer buying behaviour is not static but reflects the stage of the business cycle a country finds itself. Reed and Crawford (2014, p. 1) explained that "during economic booms, recessions, and recovery periods, consumers' purchasing behaviour changes." In particular, recession makes consumers to change their current buying behaviour due to the associated financial problems (Gabriela, 2010). Families usually adjust budget due to job losses (CBN, 2012) and become more frugal and cautious in their spending (Leinwand, Moeller, & Shriram, 2008; Pew Research Centre, 2010; Quelch, 2008) and selective, purchasing only essential products (Gabriela, 2010).

For example, about 32% of Americans in a survey in 2008 said the recession had made them become more frugal in spending and shopping. Another 22% said they would become more frugal going forward (Leinwand et al., 2008). This is because recession affects all aspects of national life, including social life (CBN, 2012) and general living standard, education, health care and consumption of the people (Agri et al., 2016). Consequently, consumers react to the purchase and consumption of goods and services in different manners.

Studies have supported "the notion that consumers cut their consumption during recessions, usually in proportion to their wealth and/or income, and that expenditure on luxuries are more susceptible to being cut" (Nunes, Drèze, & Han, 2010, p. 2).⁷¹ This suggests that luxury goods and ostentatious lifestyles are severely affected by a recession than necessities and modest lifestyles. This is affirmed by existing studies (Gittins & Luke, 2012; Kumar & Singh, 2014; Nistorescu & Puiu, 2009; Valásková & Klietstik, 2015). Consumers often postpone consumption of luxury goods (Valásková and Klietstik, 2015) or eliminate consuming them (Masarrat & Jhu, 2015) because they consider the expenses on these goods not necessary (Zurawicki & Braidot, 2006)⁷¹ cited in Gabriela, 2010) even if they could afford to buy them (Nistorescu & Puiu, 2009). It was found that "the consumption of the wealthy fell more than that of the less wealthy during the recession" (Petev et al., 2011, p. 31).

Specifically, a recent survey found that the relative importance of durables (e.g. vehicles, furniture and appliances) in the consumer price index (CPI) in the USA dropped nearly 20% from the boom to the recession of 2008. Much of the decline was from vehicles (Reed & Crawford, 2014). Conversely, empirical evidence showed that two of the world's most famous luxury brands, Gucci and Louis Vuitton increased both the conspicuousness of their handbag brands and the prices across their product lines and ultimately, sales (Nunes et al., 2010). This suggests that not all luxury goods were affected by the recession.

Recession has negative impacts on the purchase of new vehicles and driving of vehicles. While the relative importance of new vehicles dropped dramatically during the recession of 2008-2009, falling by about a third, the relative importance of used cars and trucks rose modestly⁷¹ (Reed & Crawford, 2014). Exactly 50% of Americans said they reduced the amount they owe on mortgages, credit cards, car loans and other borrowing (Pew Research Centre, 2010). More than 20% of American consumers deferred automobile purchases⁷¹ (Leinwand et al., 2008).⁷¹ Also, the economic recession was

partly responsible for some of the reduction in driving recorded in the USA, though the biggest cities in the country were less affected (Davis & Baxandall, 2013). Average people preferred to pack their cars, except where very necessary, and commuted in public transportation (Agri et al., 2016). About 37% of vehicle owners in the USA said the recession made them scale down driving while another 20% admitted they would reduce driving in the future (Leinwand et al., 2008).

Recession also makes consumers to trade down to cheaper products with some not returning to the expensive products even after improvement in their financial situation. Quelch and Jocz (2009) explained that the 2008-2009 recession in the US eroded consumer confidence and purchasing ability, leading to significant and permanent changes in their behaviour. A study found that 15% of Americans traded down to cheaper or more fuel-efficient vehicles during the 2008 recession (Leinwand et al., 2008). Another study found that in any given category, an average of 18% of consumer-packaged-goods consumers bought cheaper products and no longer preferred expensive products (Bohlen, Carlotti, & Mihas, 2009).

Similarly, consumption of necessity goods is also affected by recession though not by the same proportion. Gittins and Luke (2012) stated that consumers bought mostly essential products and non-essentials that gave them value for money during the 2008 recession in the UK. The authors found that purchases of food and non-alcoholic beverages, and housing, water and energy expenses, between the recession and recovery periods in the UK, showed that households reduced consumption a little, before levelling off (Gittins & Luke, 2012). A survey by Women in Informal Employment: Globalisation and Organising (WIEGO) on the impact of the recession at the household and personal level in 10 countries showed that some respondents gave up leisure and clothing for necessities such as children's education, food and shelter (cited in Zulu, 2011).

Due to the importance of food, its relative importance in the family spending during

recession may go up. A survey indicated that during the 2008 recession, the relative importance of food in the US increased to a level higher than the pre-recession period. The survey also found that consumers in the US ate out less and ate at cheaper places when they ate out (Reeds & Crawford, 2014). In some poor households, recession significantly affects the quantity of food available at home. The survey by WIEGO showed that some poor households reduced the number of meals from three times a day to two times and some from two times to once. Others did away with meat and milk from their meals and replaced them with relatively cheaper items such as eggs and offal. In some instances, adults abandoned the little food at home for their children (cited in Zulu, 2011). In an ALP's survey, many respondents reduced spending on health care such as doctor visits and prescription drugs (Hurd & Rohwedder, 2010).

Recession also impacts adversely the buying behaviour of consumers of goods and services that satisfy social needs. For example, from the previous recessions, consumers reduced, postponed or eliminated consumption of products such as restaurant dining, travel, arts and entertainment (Masarrat & Jhu, 2015). Reductions in eating out have resulted in sharp declines in restaurants' performance (Leinwand et al., 2008). About 35% of Americans said they spent more time at home and less outside to cushion the effects of the 2008 recession. A whopping 55% said they would spend more time at home if the recession persists (Leinwand et al., 2008). In response to the 2009-2010 recession in the UK, consumers in the three rural areas of Kildress, Newhaven and Oldham in the UK, said they were spending less on their social lives, entertaining at home and having more modest weddings and festival celebrations (Hossain, Byrne, Campbell, Harrison, McKinley, & Shah, 2011).

Finally, purchasing decisions for houses and children's schools are also affected by recessions with many households changing apartments and children's schools to reflect the new economic realities. Kamakura and Du (2012) noted that at the later part of recessions in 2009, consumers in the U.S. are forced to relocate to cheaper houses

and engage in less travelling and leisure activities. Empirical evidence affirmed that 8% of the respondents in the US changed apartments, moving closer to work or to a smaller home, while 4% had a plan to change houses if the effects of the 2008 recession continued (Leinwand et al., 2008).

The foregoing reviews suggest that there is no research that has examined the relationship between economic recession and changing consumption patterns in Nigeria. In fact, most of the existing studies were undertaken in the West, mostly in the U.S. This is a gap filled by this paper.

3. Methodology

The paper adopted a survey design, employing a self-administered questionnaire. The questionnaire was developed from the contents of extant literature. The survey was undertaken in three outlets of Shoprite, a South African large supermarket in three locations in Lagos State, including Surulere, Maryland and Ikeja. The population of the study was all shoppers who visited the three stores during the period of the survey. Data were collected from a valid sample of 421 respondents chosen by a systematic sampling technique. Data were collected from every third shopper that came out of the stores via a mall intercept. The questionnaire had a total of 14 items on an adapted Likert Scale with four points: 1 = strongly agree (SA); 2 = agree (A); 3 = disagree (D); and 4 = strongly disagree (SD).

The questionnaire was piloted on a sample of 87 respondents at the Festac outlet of Shoprite. Prior to this, the scale was subjected to a content validity to ensure that all the items validly measured the two constructs in the scale. Our colleagues in economics and marketing professions validated the scale. Corrections to the questionnaire were made to reflect their suggestions and comments. The analysis of the pilot data enabled the researchers to measure the internal consistency (a form of a reliability test) of the scale. Table 1 below shows the Cronbach's Alpha values for the scale. Cronbach's Alpha reliability coefficient normally ranges between 0 and 1 with higher values indicating higher reliability among the indicators (Cronbach, 1951). This means that the closer Cronbach's Alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale (Aminu, 2013). Alpha values for the sub-scales and the overall scale are in excess of a minimum value of 0.60 recommended by Nunnally (1978).

Finally, the main dataset of the paper was analysed using both descriptive and inferential statistics. The paper's hypothesis is:

The current recession in Nigeria has not led to significant changes in consumption patterns in Lagos metropolis.

Pearson Product Moment Correlation was used to test the hypothesis at a 0.01 level of significance, using SPSS version 20.

Table 1: Reliability of the scale

Constructs	Number of Items	Cronbach's Alpha
Perception about recession (PAR)	6	.820
Changes in household consumption patterns (CCP)	8	.835
Overall coefficient Alpha	14	.823

Source: Pilot data, 2017.

4. Results and discussion

Results

Table 2: Descriptive statistics

Variables	Frequency	Percentage	Variables	Frequency	Percentage
Sex:			Educational qualification:		
Male	174	41%	WAEC	61	14%
Female	247	59%	ND/NCE/A' LEVEL	104	25%
Total	421	100%	BA/B.Sc./HND	210	50%
			Post-Graduate	46	11%
			Total	421	100%
Age:			Occupation:		
21-30 years	65	16%	Public sector	87	21%
31-40 years	186	44%	Private sector	263	62%
41-50 years	110	26%	Self-employed	71	17%
Above 50 years	60	14%	Total	421	100%
Total	421	100%			
Marital status:			Location of Shoprite outlets		
Single	101	24%	Surulere	149	36%
Married	320	76%	Maryland	111	26%
Total	421	100%	Ikeja	161	38%
			Total	421	100%

Soure: Fieldwork, 2017.

From table 2, a simple majority of the respondents, 247 (59%) are female while the rest, 174 (41%) are male. A large majority of the respondents, 196 (70%) fall into an age category of 31-50 years. An overwhelming majority of the participants, 320 (76%) are married while the remaining 101 (24%) are single. All the respondents have a minimum qualification of West Africa Examination Council (WAEC), with a majority, 210 (50%) possessing a first degree or equivalent and about half of these respondents, 104 (25%) possessing a national diploma certificate or equivalent. A large proportion of the subjects, 263 (62%) work in the private sector of the economy. Eighty seven respondents (21%) are self-employed while the rest, 71 (17%) are employees of governments. Finally, 161 respondents (38%) shop at the Ikeja mall of Shoptite, followed by 149 (36%) that shop at Surulere store, and 111 (26%) who do their shopping at the newly opened Maryland store.

Research Hypothesis: *The current recession in Nigeria has not led to significant changes in consumption patterns in Lagos metropolis.*

Table 3: Pearson Product Moment Correlation for the relationship between economic recession and changes in household consumption patterns in Lagos metropolis.			
		PAR	CCP
PAR	Pearson Correlation	1	.772**
	Sig. (2-tailed)		.000
	N	421	421
CCP	Pearson Correlation	.772**	1
	Sig. (2-tailed)	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output.

Table 3 shows the correlation of economic recession with changes in household consumption patterns in Lagos metropolis. The correlation co-efficient (r) is .772 and the level

of significance is 0.01 ($p < .01$). The table shows that the p-value is 0.000, which is less than 0.01. Therefore, the hypothesis is rejected and it is concluded that there is a significant ($p < .001$)

and strong ($r = .772$) relationship between economic recession and changes in consumer consumption patterns in Lagos metropolis. The co-efficient of determination ($r^2 = (.772)^2 = 0.5959$). This indicates that approximately 60 per cent of the variance in changes in consumer consumption patterns in the metropolis can be explained by variance in the economic recession in the country, while the remaining variance (40%) cannot be explained by this factor, but may be accounted for by other factors not covered in the paper.

5. Discussion of the finding

The objective of the paper is to investigate the relationship between the current economic recession and changing consumption patterns in Lagos metropolis. The result shows that the correlation is significant and strong, implying that the current recession has significantly made consumers in the metropolis frugal and cautious (Leinwand et al., 2008; Pew Research Centre, 2010) and selective, buying only goods and services they consider essential for survival (Gabriela, 2010). A large number of respondents (78%) said they have substantially reduced consumption of luxury products while a simple majority (52%) said they have also reduced consumption of necessities. This means consumption of luxury goods is severely affected by recession than that of necessities. This finding is an actual reflection of the reality many Nigerians across the country are facing. They reflect weak CCI in the country.

This finding is consistent with the findings of many studies conducted in the Western countries (Agri et al., 2016; Bohlen et al., 2009; Davis & Baxandall, 2013; Leinwand et al., 2008; Petev et al., 2011; Pew Research Centre, 2010; Reed & Crawford, 2014). Leinwand et al. found that about 32% of Americans in a survey in 2008 said the recession had made them become more frugal in spending and shopping. The wealthy in the U.S. reduced their consumption more than that of the less wealthy during the recession (Petev et al., 2011). A study by Reed and Crawford showed that purchase of durables such as vehicles and furniture dropped significantly in the U.S. when compared the boom to the

recession periods. More than 20% of American consumers said they deferred automobile purchases during the period (Leinwand et al., 2008). Average people preferred to park their cars, except where very necessary, and traveled in public transportation (Agri et al., 2016). About 37% of vehicle owners in the USA said the recession made them scale down driving while another 20% admitted they would reduce driving in the future (Leinwand et al., 2008).

6. Conclusion and implications of the finding

Nigerian economy was declared to be in a technical recession by the end of the second quarter of 2016 having recorded a negative growth rate for two consecutive quarters. Since then, the major macroeconomic indicators, including, foreign exchange rate, industrial output, employment and inflation have worsened. In particular, many firms have shut down operations and laid-off millions of workers. Those that are still operating have scaled down production and operations. The inevitable consequences are loss of income and fall in disposable income by many Nigerians, negatively affecting CCI, which measures consumer sentiment to spend in an economy. The occasion of the current economic crisis in Nigeria provides a unique opportunity to empirically assess the impact of the crisis on the consumption patterns of consumers in Lagos metropolis. The result of the correlation analysis indicates that the current economic downturn in Nigeria significantly affects the consumption patterns of consumers in some parts of Lagos State, the most cosmopolitan state in the country.

Our finding informs both policy and managerial implications. The single most important policy direction is vigorous implementation of a diversification policy. For years, every successive governments have paid a lip service to the policy. Punch (2016) suggested that the government should develop emergency plans to diversify the economy and create jobs and move the country away from depending on a single product for its survival. A major reason the country was plunged into recession was a crash in the international price of crude oil, the

mainstay of Nigerian economy. A factor key to achieving the diversification policy of the government in Nigeria is upgrading and expansion of infrastructures of all kinds in the country to improve business environment and attract investors.

"Unfortunately, infrastructure of all types is not well developed in Nigeria" (Aminu et al., 2013, p. 69) due to a lack of investment on national infrastructure in the country (Aminu et al., 2013). For example, inadequate supply of electricity has resulted in Nigeria being ranked 178th out of 185 in getting electricity (World Bank, 2013) because power firms could not supply the required electricity (Aminu, 2015). FDI's will continue to elude Nigeria as long as the infrastructures remain in their current dilapidated state and not upgraded and expanded. Recently, Volvo concluded a plan to set up a parts warehouse and an assembly line for Volvo Trucks in Kenya, hinging its decision on the growing GDP and a high level of investment in infrastructure in the country (Ombok, 2017). Aminu (2016a) suggested that Nigeria - drawing from the experiences of Mexico, with auto assembly plants and Vietnam with electronics, appliances and mobile phones assembly plants - should attract assembly plants for local production and exports, and urged government to provide massive and high quality infrastructures.

Also, government should, as a matter of urgency, carry out a comprehensive reform of Nigeria's legal, financial and tax systems to attract foreign direct investments (FDI's), which may facilitate rapid industrialisation and economic growth of the country. For example, studies have suggested that Nigeria can attract more FDI by providing appropriate tax incentives to MNCs (Aminu, 2016a; Aminu, Salau, & Pearse, 2013). Another study suggested that the government should enunciate policies to attract leading textile mills from Asia to the country's free trade areas (FTAs) for export production (Aminu, 2016b). An empirical study also affirmed that in a study of 71 developing countries, fiscal incentives are the most popular form of incentives; accounting for 19 out of 29 most frequently used incentives to attract foreign

investment (Bora, 2002). Salako and Adebuseyi (2001) found that exchange rate, infrastructure development and credit to the domestic economy were some of the main factors that influence FDI flows to Nigeria.

In terms of managerial implication, organisations in Nigeria should reflect on the current mood of the economy and change their marketing strategies to reflect the weak CCI and declining consumption patterns. They should engage in marketing research to discover the changes in consumer behaviour in these hard times and adapt their marketing mix elements to fit the declining economic climate and the emerging consumer behaviour in the country. Quelch and Jocz (2009) suggested that companies need to understand the evolving consumption patterns and fine-tune their strategies accordingly, while Gabriela affirmed that the change in consumer behaviour should influence companies to reassess their strategies on the market, in order to survive the hard economic times (Gabriela, 2010).

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The National Intelligence Agency (NIA) and Nigeria's Diplomatic Relations in Contemporary Times

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Abstract. International politics in an integral component of the international system with each state making moves to promote project and protect their national interest. In a bid to further promote state relations embassies and consulates are established in different countries to serve as formal institutional and symbolic presence of states outside their state hence, overtly and covertly pursuing their national interest. Intelligence, Diplomacy and foreign policies are key instruments in all these processes. This work therefore is an attempt to interrogate the role of the National intelligence Agency in Nigeria diplomatic relations with a view to identifying the strategic importance of this agency while x-ray the political and diplomatic underpinnings that characterise the politics among nations. This paper relies on the secondary data and Gabriel Almond's theory of structural functionalism as instruments for analysis. This paper further posit that the National intelligence Agency (NIA) is pivotal to Nigeria's diplomatic relations and in the final analysis recommends the need to ensure that employees of NIA are experts either in international relations or strategic studies.

Keywords: International Politics, Foreign Policy, Diplomacy, National Interest, Espionage

1. Introduction

It is no longer news that states within the international system cannot live in isolation and this instigates states to interact with one another. The interactions between states are propelled by the desire to promote, project and protect their national interest as enshrined in their foreign policy objectives. In promoting these objectives states devices deferent means, medium and strategies to maximise their relationship. Diplomacy, foreign policy and power are key elements in the politics among nations. These same view was expressed by Morgenthau in his book 'Politics among Nations the Struggle for Power and Peace' when he opined that international politics is about national interest defined as power. Nigeria as state is not left out as far as state relations are concerned. Since the attainment of independence in 1960 Nigeria has established relationships with several other countries in a bid to pursue her foreign policy objectives. In achieving the above, Nigeria has embassies/high commissions in several countries of the world, the Voice of Nigeria was also established to promote Nigeria's foreign policy objectives. More important are other institutional frameworks put in place to achieve her national interest. Diplomacy and intelligence is an integral aspect of international politics. For Nigeria, the National Intelligence Agency (NIA) is at the front burner of gathering intelligence for

Nigeria from outside of Nigeria using diplomacy, impersonation and espionage. The question therefore is how and why will Nigeria use espionage to promote her national interest even when espionage/spy is against international law and even the laws of most states. It is based on the foregoing that this paper intends to investigate in the role of NIA in Nigeria's diplomatic relations

2. Conceptual and Theoretical Issues

Diplomacy: Although diplomacy has been variously defined, scholars have argued that, no general definition of diplomacy can be very satisfactory or very revealing (Palmer and Perkins, 2004: 84). A charming characterization, though attacked to be vague and inadequate, is given by Satow (1966:1), who defines diplomacy as “the application of intelligence and tact to the conduct of official relations between the governments of independent states”. This definition was criticized for obvious reasons – not all diplomats are either intelligent or tactful, yet they all take part in diplomacy (Ogunsanwo, 200:1).

Geoffrey McDermott (1973:37) sees diplomacy as “a science which permits its practitioners to say nothing and shelter behind mysterious nods of the head..., a science whose most successful exponent is he who can swim with his head above streams of events he pretends to conduct”. Morgenthau, one of the leading exponents of realism (1978: 529), described diplomacy as “the technique for accommodating conflicts of interest, and the promotion of national interest by peaceful means.” According to him, taken in its widest meaning, comprising the whole range of foreign policy, the task of diplomacy is fourfold:

First, diplomacy must determine its objectives in the light of the power actually and potentially available for the pursuit of these objectives. Second, diplomacy must assess the objectives of other nations and the power actually and potentially available for the pursuit of these objectives. Third, diplomacy must determine to what extent these objectives are compatible with each other. Fourth, the diplomacy must employ the means suited to the pursuit of its objectives.

He exhorted that, failure in any of these tasks may jeopardize the success of foreign policy and with it the peace of the world.

However, a more comprehensive definition which underscores its essence and *raison d'être* is that:

Diplomacy is the political process whereby states establish and nurture official inter- relations, direct and indirect, to pursue their respective goals, interest and substantive and procedural policies in the international environment (Plischke, 1977:41)

In the view of Karen Mingst (2004:113-114), diplomacy entails states trying to influence the behaviour of others by negotiating, by taking a specific action or refraining from such an action, or by conducting public diplomacy. According to him, in using diplomacy to project power, a state might:

- Express to the target state, either publicly or privately, unhappiness with its policy choice.
- Suggest that a better relationship would follow if the target state's actions changed in a specific way.
- Threaten that negative consequences will follow if the target states continue to move in a specific direction.
- Turn to an international body to seek multilateral legitimization for its position, thus enlisting the support of other states on its behalf.
- Give the target state what it wants (diplomatic recognition, foreign aid) in return for desired actions.
- Remove what the target states wants (reduce foreign aid, withdraw diplomats, sever diplomatic tie) when it takes undesirable actions.

Foreign Policy: the concept of foreign policy is omnibus and plethora like most concept in international relations hence the differences in the perception of scholars is also manifested in its definition. It is in recognition of this that Adeyemo (1986), posit that the term “foreign policy” has several interpretations or definitions it can be defined as “reactions to external events

which to a large extent affect a country's national interest" such as security of the state, the welfare of its people, maintenance of its unit, physical or territorial integrity and independence. According to Frankel (1975), Foreign policy is a dynamic process of interaction between the changing domestic demands and supports and the changing external environment. To Holsti (1977), it is the actions of a state towards the external environment and the conditions usually domestic under which these actions are formulated (cited in Asogwa, 2009). Both the definitions of Frankel and Holsti took into consideration the role of domestic factors in foreign policy process. It was based on this that Gambari has also argued that the domestic political structure and process are of great impact on the nature and character of Nigerian FP because they serve as the channel for internalization of the international environment and events, thus making them intelligible and of value to the participants in domestic political roles (1980:1).

National Interest: the concept of national interest like most concepts in Political Science, International Relations, Defence and Strategic Studies is omnibus and plethora in nature. Hence it means different things to different scholars. To Neuchterlein (1976), the term "national interest" has been used by statesmen and scholars since the founding of the nation-state to describe the aspiration and goals of sovereign entities in the international area.

To Clausewitz (1943), all state behaviour is motivated by it needs to survive and prosper. "To safeguard its interests the states must rationally decide to go to war. Ultimately war, however, if foolish, for it serves no national interest". To Mbachu (2011), national interest expresses core socio-economic and political ideas, values and aspirations which are well defended at home, and pursued or promoted or defended beyond national boundaries. These interest could be primary, secondary and general interest.

Some scholars have however linked national interest to foreign policies of nations. For instance Norman (1954:75), maintained that the

starting point of foreign policy making is national interest. This was further buttressed by Morgenthau (1952:718) when he opined that as long as the world is politically organised into nations, national interest is indeed the final word in world politics. Morgenthau (1952) sees national interest as aimed "at promoting national image, prestige and respect both at home and abroad". Morgenthau (1973) wrote that "no nation can have true guide as what it must do and what it needs to do in foreign policy without accepting national interest as a guide". To Palmerston (cited in Ukhami, 2015:61) we have no eternal allies and we have no eternal enemies. Our interest is eternal and it is our duty to follow those interests.

3. Theoretical framework

This paper adopts the realist theory as a pedestal to aid understanding of this research investigation. This theory was mainly associated the Morgenthau, Waltz, Keohane etc. the realist school lays much emphasis on power defined as national interest. The realists believe that politics is a tool to advance national interest, increase state power, maintain and demonstrate sovereign power. Rourke (2002:19) wrote that "realists believe that struggles between states to secure their frequently conflicting national interests are the main action on the world stage". This theory maintained that the international system is anarchic hence state must ensure that they have the capacity to protect the national interest rather than assuming that their safety can be guaranteed by collective framework. The theory also attempts to disassociate morality from politics. Morgenthau (1986:39) argued that "the state has no right to let its moral disapprobation... get in the way of successful political action, itself inspired by the moral principle of national survival". Murray (1996: 81-109) wrote that this does not mean that realists are amoral. More moderately, many other realists argue that for a nation to survive and prosper in a dangerous world, requires that morality be weighed prudently against national interest.

The basic assumptions of realism are:

- Politics is governed by objective laws that have their root in human nature
- The main signpost that help realism to find its way through the landscape of international politics is the concept of interest defines as power
- Power and interest are variable in content
- Universal moral principles cannot be applied to the action of state
- Political realism refuses to identify the moral aspirations of a particular nation with the moral laws that govern the universe
- The autonomy of the political sphere (Morgenthau,1954:4)
- Promotion and protection of national interest ;
- Promotion of African integration and support for African unity;
- Promotion of international cooperation for the consolidation of universal peace and mutual respect among all nations and elimination of discrimination in all its manifestations;
- Respect for international law and treaty obligations as well as the seeking of settlement of international disputes by negotiation, mediation, conciliation, arbitration and adjudication; and
- Promotion of just world economic order

From the above assumptions of realism one can clearly see its emphasis on power and national interest and the need for states to improve upon military capacity so as to meet security threats and challenges. However, realism like Nigeria's defence policy is highly state-centric and this does not address the current trends of national defence and security. The increasing relevance of non-state actors in international security shows another pitfall of realism that recognizes states as the key actor in international politics. The role of the NIA in Nigeria's external relations clearly depicts the principles of realism. The nature of NIA covert operations shows the extent to which state go for the purpose of promoting their national interest. Though espionage constitute a major offence both under international law and municipal law of most countries, states still employ the secret agents to gather intelligence for their country. This accounts for the reason why realism disassociates morality from politics.

4. The National Intelligence Agency and Nigeria's Diplomatic Relations

A discuss on the role of the National Intelligence Agency in Nigeria's external relations will be better understood against the backdrop of Nigeria's foreign policy objectives and national interest. According to Section 19 of the 1999 constitution as amended, the foreign policy objectives of Nigeria shall be:

Obasanjo (1976) defined the national interest of Nigeria as consisting of four components: namely:

- a) The creation of a suitable political and economic environment in Africa and the World at large, which will facilitate the defence of the territorial integrity of African States
- b) The promotion of equality and self-reliance in Africa and the World
- c) Defence of social justice and human dignity of the Black man, and
- d) The defence and promotion of world peace.

Aluko (1981:265) presented six elements of national interest to include:

- Self-preservation of the country
- Defence and maintenance of the country's independence
- Economic and social well-being of the people
- Defence, preservation, and promotion of the ways of life, especially their democratic values
- Enhancement of the country's standing and status in world capitals, especially in Africa
- Promotion of the world peace.

It is important to note that for the purpose of promoting Nigeria's national interest abroad, the National Intelligence Agency is made an integral part of the Nigerian Foreign Service thereby constituting the intelligence arm of the Service, while the Ministry of Foreign Affairs constitutes

its diplomatic arm. The role of the NIA will be better appreciated within the context of its objectives and functions. The objective of the National Intelligence Agency is the protection, promotion and enhancement of Nigeria's security, national interest, economy and Government's policy objectives outside Nigeria (Adejoh, 2017).

Other more specific objectives are as contained in the NSA (1986), are as follows:

- Obtain by convert sources or other means, external intelligence on the activities of Nigerians or any person, organisation or country outside Nigeria, whose conduct is aimed at bringing disrepute to Nigeria and her leaders or undermining the security of Nigeria;
- Obtain by convert sources or other means, external intelligence that is capable of advancing Nigeria's vital interest;
- Identify and assist in the apprehension of persons outside Nigeria believed to have committed any crime against the security of Nigeria;
- Monitor the intentions, activities, and policies of foreign countries/Governments towards Nigeria;
- Monitor any external plans or acts of subversion, sabotage or terrorism against Nigeria, its economy or people;
- Conduct espionage, convert operations and counter intelligence activities outside Nigeria;
- Collect, collate, analyse, make projections/estimations, and research on external intelligence in relation to political, socioeconomic, technological, security matters, etc;
- Provide protection in liaison with host security services for the President, Commander-in -Chief of the Armed Forces and other important Nigerian Government dignitaries on visit abroad; and
- Perform such other functions as the President Commander-in- Chief of the Armed Forces may assign or direct.

In pursuance of the National Intelligence Agency activities abroad, the Ministry of Foreign Affairs shall provide diplomatic cover for the Agency's staff in Nigerian Missions abroad. Similarly, other government establishments and organisations with offices abroad shall also provide cover for the operation of the Agency whenever the need arises (NSA Act Cap N278, 1986).

The National Security Act (1986) further states that:

The Director-General shall in consultation with the National Security Adviser post such number and category of staff of the Agency as he may consider necessary to Nigerian missions or organizations abroad in accordance with the exigencies of service requirements. The Director General shall on continuous basis identify missions and organizations of strategic national security interest and determine the level of officers to be posted to such missions and/or organisations in accordance with the provisions of sub-section (3) of this section.

In order to foster effective coordination and promote a good working relationship between the Agency and the Ministry of Foreign Affairs, the Director-General shall establish a liaison office at the Ministry which shall be manned by a senior officer of appropriate level to be appointed by the Director-General, and shall participate in all relevant committee meetings of the Ministry particularly those dealing with postings, discipline etc (NSA Act Cap N278, 1986).

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A Reflection on Civil Society Groups in Nigeria

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Abstract. This study examines the presence of civil societies in Nigeria, under both the military and civilian dispensations. It takes note of the role of the civil societies in their actions and inactions to government policies. Efforts are made to examine their roles at restoring, restructuring and being part of consolidating democracy in the Fourth Republic after long periods of military rule in the country. This is arguably the highest point of civil society actions in Nigeria. But, down the line, the study observed that there is proliferation of these civil societies in the country as a result of the fact that Sections 34-42 of the Constitution of the Federal Republic of Nigeria, 1999 (as amended) conferred certain fundamental rights on the Nigerian citizens, rights which were stretched to certain limits much to the chagrin of objectivity. This raises questions on the importance of civil societies as watchdogs of democracy. To carry out this research, data was sourced from literatures on civil society, journals, reputable textbooks through retrieval techniques, newspapers and other official documents. The data analyzed led to the recommendation that civil societies should be more proactive in playing their key roles in sustaining democracy and national development in Nigeria.

Keywords: civil societies, military rule, civil rule, liberal approach, radical approach, democracy,

1. Introduction

The historical antecedent of Nigeria shows that civil groups or associations organize themselves to agitate and resist any government policy that

is not suitable to the welfare of the local people. The civil society groups or associations have their root in the colonial era with a lot of confrontation as observed in the 1897 Lagos Labour Strike, the Aba Women Riot of 1929, and Nigeria Labour Strike of 1945. All these agitations were primarily geared towards seeking better welfare packages for the citizenry. A secondary motivation was to clamour for administrative positions in the civil service. In this case we cite the Abeokuta Women March of 1946, Enugu Coal Miners Strike of 1949, the Zik Movement, etcetera (IDEA 2000; Tijani, 2012). Added to these are the agitations for independence that paved way for democratic rule in the country. Democracy in Nigeria was an alien system of government introduced by the colonial masters through constitutional means. Prof Bayart (1986) explains that the concept of democracy and human rights are the products of Western history (as cited in Kukah, 2003:37).

Nigeria had her freedom and independence in October 1, 1960 with a democratic system in place. Democratic rule in the first republic in Nigeria created its own monster among members of different political parties pushing to capture each political space for their respective parties through rigging, killing, and/or destruction of property as was witnessed in the western part of Nigeria. The Northern and Eastern regions with the Midwestern regions manifested their own peculiar problems as there was lack of internal cohesiveness. The bickering and leadership tussles that came in the wake of Independence ushered in the first military coup led by Major Kaduna Nzeogwu in 1966. It is worthwhile to claim that the inability of Nigeria

to enjoy the newly gotten independence was because of excessive ethnic bias.

The military hijacked power but failed to have popular acceptance in the four geo-political regions that made up the country as some eminent northern political bigwigs, it was alleged, were killed in the coup than their southern counterparts. In response, civil society groups were more drawn along ethnic lines, calling for protection from the regions where they are domiciled for fear of being caught in the crossfire ravaging the country.

Fast-forward to the 1970's and 1980's when the civil societies in Nigeria had expanded to include professional bodies like Nigerian Bar Association and Nigerian Medical associations, and non-professional groups like National association of Nigeria students led by Femi Okewo in "Ali Must Go protest". A new dimension was also added to the protests, to include agitations for improved welfare packages, reduction in school fees, and democratic rules. Coming in confrontation with the military outfit, these civil groups suffered a lot of casualties and yet persisted in their protests and rather established vibrant civil societies that were radical. One of the most radical civil societies groups was National Democratic Coalition (NADECO). The thrust of NADECO was to vehemently oppose the military and ensure a transition to the civilian regime.

Fact remains that the activities of civil societies in Nigeria undeniably contributed immensely to the return of democracy on May 29, 1999, after a long period of military rule, from 1966 to October 1, 1979, and from 1983 to May 29, 1999. But, in this age of democracy in Nigeria, a major question that calls for answer is whither the future of the country putting into cognizance the tensed atmosphere in every part of Nigeria, the hate speeches, and other challenges.

Conceptual Framework

Michael (2011), cited in London School of Economics Centre for Civil Society, holds the definition of civil society as:

"The arena of coerced collective actions around shared interests, purposes and values. In theory,

its institutional forms are distinct from those of the state, family and market, though in practice, the boundaries between state, civil society, family and market is complex, blurred and negotiated. Civil society commonly embraces a diversity of spaces, actors and institutional forms, varying in their degree of formality, autonomy and power. Civil societies are often populated by organisations such as registered charities, development non-governmental organisations, community groups, women's organisations, faith-based organisations, professional associations, trade unions, self-help groups, social movements, business associations, coalitions and advocacy groups".

Civil societies act as an independent eye of the society in order to avoid tyrannical regime. This means that they serve as a check against arbitrary use of power by leaders and challenge leaders that violate fundamental human rights or abuse the rule of law. For civil societies to be the watchdog to check the excesses of government it means that the organization must organize itself to confront government policies or decisions that are inimical to the society. Towards this purpose, civil societies have been credited with the role of civilizing the people, creating democratic awareness, and enhancing development. Practically, the roles of civil societies show in the amount of services rendered to the society like welfare services, bringing socio-political and environmental matters to the knowledge of government, and many more

Surajit (2013) writes that civil societies as a concept draw its sustenance from the notion of equality of citizens, the integrity of the person and the freedom of belief. So in any society where there is injustice and imbalance there would be tension, and if there is a vibrant civil society that serves as a watchdog, it would advocate for justice to be done in the society.

The legal dimension of civil society is brought out in the work of Andre Beteille on the legal rational thinking of civil societies. Beteille writes that civil society is driven by legal-rational considerations. According to him, the wellbeing of institutions is dependent on the

autonomy of civil society. Open and secular institutions like universities, colleges, hospitals municipal corporations, political parties and chambers of commerce are important for the transformation of a closed and hierarchical society to a more open and egalitarian society (cited in Surajit, 2013: 155).

The United Nations Development Programme (2001) defines the civil society as a third sector existing alongside and interacting with the state and private industry (cited in Akinboye and Oluruntoba, 2007). The third sector means that civil societies are an independent sector distinct from government and business sectors. Given that government cannot solve all the problems that originate in the society, the civil societies as a sector are often better qualified for certain kinds of “public work”. The proponent of the third sector argues that for Government roles to be justly, she should wisely transfer some of its functions to non-governmental sectors (www.civilrepublic.com). In addition, Lester Salamon and Helmut Anheir of the Institute for Development Research in United States of America postulating on the Third Sector theory, says that the institutions of civil society are concerned with the expression and preservation of core community value and belief.

Another authority, the Keffering Foundation, admits that the civil society is the network of citizens and nongovernmental organizations that create a political community. The interest of this foundation is to create a “public space” to discuss the meaning and role of civil society at a global level to allow for greater local authority in managing civil affairs. Other third sector theorists like Lester, Helmut, Colough, Clarke say that civil society can be defined as a third sector in contrast to the private sector and government. They conclude that civil society includes nongovernmental organizations, people’s movements, citizens’ groups, consumer association, religions institutions, women organizations and indigenous associations to cover the gap of government. “Synonymous with the third sector, the structural idea of civil society denotes a sector of organized human action composed of collective actors beyond the family and distinct from the state...” (Viterna, Clough and Clarke, 2015: 173).

In Nigeria for instance, civil societies have been at the forefront of the movement and struggle for empowerment, and resistance against unpopular and anti-people state policies. The nongovernmental organizations have come in on many occasions to fill in the gap where the state fails to provide some essential amenities like boreholes, public sanitary system, water in rural communities and health service, and so on. Civil society is nothing more than the gathering of likeminded people coming together for the purpose of pursuing a particular goal that they think would be of benefit to the society. In achieving their goals, civil societies adopt different approaches to their decision making processes.

2. Approaches to the study of Civil Societies

Civil society has been viewed from different perspectives by scholars and commentators. Some of these views are radical while others are liberal. The work of John Locke of the classical liberal school of thought on civil society grants that it is civil society that resolves the inconveniences of the state of nature by providing equal and independent people with a legitimate political authority, which takes over to deliver impartial judgment (Dunn 2001). These civil groups can be voluntary associations or secondary institutions like families, religious organizations, trade unions, private clubs, or charitable organizations that exist outside of the formal structures of governmental power (Delue and Darle 2009). From the liberal approach, we acknowledge the work of Larry Diamond that defines civil society as:

“the realm of organised social life that is voluntary, self generating, self supporting, autonomous from the state, and bound by the legal order or set of shared rules...it involves citizens acting collectively in a public sphere to express their interest, passions and ideas, exchange ideas, exchange information, achieve mutual goals, make demands on the state and hold the state officials accountable. It is an intermediary entity, standing between the private sphere and the state (cited in Kukah, 2003:44)”

Civil society would want to know how judiciously the government uses the resources of the state for the satisfaction of the people of the state by raising question and demanding for answers for the purpose of consolidating democracy. In the words of Guillermo O. Donnell, a “consolidated democracy has both horizontal and vertical accountabilities because it has gone through institutional reforms that improve the representative functions of democratic governance by strengthening political parties and their linkage to social groups ... and enhancing the autonomous capacity and public accountability of legislatures and local government, and invigorating civil society” (in Songonuga, cited in www.hsdl.org). This is done to create common standards deemed necessary to maintain smooth civic life that would arrange for the development of the state in providing some essential services for the benefit of the people.

Other commentators on the liberal perspective accept the role of nongovernmental organizations as a new sector to aid the provision of essential needs in the society for the purpose of development.

Another approach to the study of civil society is the radical view- the radicals see civil societies differently from the liberal arguments. They view civil society as manifest in such contentious issues as nationalism during the colonial period. Nationalistic struggle is much like separatism in that there is a desire for political autonomy; however, this is generally based on a certain widespread cultural idealism such as the case with nationalist struggle for independence in Nigeria and other countries (Abang, 2006). Political nationalist struggle is simply a broad category which encompasses all types of politically motivated civil groups. In the 19th century, the desire of colonized nations for such statutory rights as suffrage and popular empowerment encouraged the upsurge of nationalist movements through struggle against colonial territories throughout the world (Abang, 2006); eventually resulting in the kind of modern civil society we have today. This explains the wave of modern civil societies as associated with the international movement toward decolonization that spawned national

movements in territories like Algeria, Nigeria, and South Africa. Struggles for self rule became another catalyst for civil groups in a radical approach.

Civil society in the radical sense reflects the struggles within wider society especially between the state and exploited classes (Mercer, 2002) which is in line with the Marxist view that civil society is a domain force serving as intellectual tool for formatting a change. Cox (1999) sees civil society as a counter-hegemonic force contending with oppression and exploitative structure of the state. Civil society acts as a guard against any negative actions of government or call for revolution for the purpose of moving the society forward like in Egypt during the Arab Spring of 2011.

The radical exercise of civil societies is one of the conditions for freedom, accountability and provision of welfare packages for the people in the society. It is a condition of change as applied by Marxist philosophers. Karl Marx says that violence would be necessary in the revolutionary struggle because the bourgeoisie will not relinquish power without a fight. This view was cherished greatly by many state actors, encouraging some developed countries to secretly support the activities of civil societies like

NADECO in Nigeria in the 1990s.

3. The Trends of Civil Societies during the Military rule in Nigeria

The civil groups association in the colonial period organized themselves for the purpose of agitation for freedom and welfare packages for the civil servants. By 1960, the organized civil groups mostly had the interests of the elites at heart, at the expense of the general populace. This is accentuated by the ease with which tribal groupings metamorphosed into political parties, coalescing into the eventual civil war. It is also worthy of note that rivalry among the First Republic politicians never moved the country forward as expected, which resulted in military coup d'état in 1966 and a counter coup that brought in Gowon as the head of state. In the predominantly military period of the mid 1960's

to 1980's, and in the 1980's and 1990's, it was strictly forbidden to have radical associations, civil groups or civil societies in Nigeria. But, in spite of brutal repression, people still formed strong associations, civil groups or civil societies to serve as opposition group to the military.

Odinkalu (2001) writes that during Gowon's regime, especially between 1974 and 1975, there were 655 trade disputes in Nigeria of which 354 resulted to strikes. These mainly arose given Gowon's unwillingness to restore power to the civilians after announcing on October 1, 1970 a transition programme. When Muritala Mohammed took over power through coup in 1975, the civil groups did not relent, organizing to fight for their entitlements and benefits through strikes and other protest tools. Two things happened simultaneously: the setting up of the National Industrial Court to settle trade disputes, and the banning of twelve leaders of trade union from unionism in Nigeria (Odinkalu, 2001). Nigerian Union of Students protest for the sacking of Federal Commissioner of Education led to the proscription of the union and expulsion of the leaders of the union out of the university. Amidst all these, the Muritala/Obasanjo regime kept to their promise of handing over to the civilians on October 1, 1979.

The Second Republic, from 1979 to 1983, was characterized by politicians being accused of corruption. Some social critics, civil groups, trade and students unions criticized the style of running the country. The austerity measure in the Second Republic caused widespread deprivation among the populace, leading to the ousting of the Shehu Shagari civilian regime by Buhari/Idiagbon in 1983. Some of the policies like extra-judicial killing and death penalty flagged off in the infamous War Against Indiscipline introduced during the Buhari/Idiagbon government forced the civil groups to take up 'arms' once more.. Buhari/Idiagbon proscribed twice student activist, at the same time disaffiliating Academic Staff Union of Universities from Labour Union and declaring teaching "essential service" (Odinkalu, 2001). The social unrest that resulted eased in a counter-coup by Babangida in 1985.

Under Babangida regime, the civil groups became more active, aligning themselves with such vocal social groups as the press, the teachers associations, and other trade unions to protest the continued military presence in the country, and their continued highhandedness in treating social matters. Instances abound also where these civil societies resorted to riots like the anti-SAP riot of 1988, 1989, and 1991, which drew support from a cross-section of other non-state associations nationwide, the Ahmadu Bello University riots of 1986 that led to the killing of four students (Kunle Amuwo, 1995). Another civil society that thrived during the Babangida government, and spilled into the subsequent Abacha regime, was the Civil Liberties Organisation "which campaigned against the denial and erosion of personal liberties and against oppressive military legislation" The CLO also rose against continued military rulership in Nigeria (A. R. Mustapha, 2001).

A major thorn in the flesh of the Abacha government, the military group that ousted the Shonekan Transition Government, was the Committee for Defence of Human Rights (CDHR). This group, predating Abacha and originally ethnic in scope (their tentative steps were taken in clamors for the freedom of Beko Ransome-Kuti and Aborishade), later metamorphosed into a national tool on seeing how effective such an apparatus can serve in calling the leadership to order.

At a point when the observant populace noticed that General Abacha was going to renege on his promise to constitute a constitutional conference to address the grievances of the country, another civil society was birthed, by name National Democratic Coalition (NADECO). This group was made up of Peoples Consultative Forum, Afenifere, and the Committee for Unity and Understanding, among others. According to Mustapha (2001), NADECO "declared that it stood for restoration of democracy and true federalism". It later constituted a real dissent voice against Abacha's transition programme. Another event that stoked the activities of the civil societies was the death of Abiola during Abacha reign. The civil society increased its

aggressiveness, vibrancy, confidence and fights for the return of civil rule, with naked accusation and claim of the military looking for way to kill NADECO members, a move that made many to run to other countries, while many others were detained. This had an impact on the next transition to democracy pioneered by General Abubakar in 1999.

From the foregoing, it is deductible that the civil societies have had their fair share of contributions in shaping democracy in Nigeria. But this has not always been so as some upcoming paragraphs will illustrate. In some cases the societies have had their shortcomings, failing in the primary job of protecting the common man due to internal wrangling, or ethnic biases. Some observers are also of the view that some civil societies merely seek sponsorship from government and refuse to criticize the latter's excesses or incompetence in handling issues during military rule.

4. Civil Societies in Democratic Nigeria

The activities of the civil groups' organizations in the colonial period culminated in the struggle for Nigeria Independence. Democracy requires a condition where various groups and civil societies can express their ideas about how society and politics should be organized. Democracy is a form of government that gets consolidated once it is not obstructed by anyone that wants to take over power by any means. Also when it is constantly practiced as observed in advanced countries, it creates room for adaptation. To achieve this, civil society has to be distinct in its involvement in tackling some critical societal issues or problems, to serve as a watchdog on leaders who twist democracy to mean their personal interpretation of universally accepted rule of law. An instance includes the skewed interpretations given to democracy in countries such as the Gambia and Cote d'Ivoire. Olusegun Obasanjo, while answering questions in the United States of America, noted that "we believe that democracy is a process and not an event" (Agi 2000:127). No matter the way we view democratic process, it is all about maturity of the leader in putting up a well-built electoral

institution and other institutions that allow for an active civil society. To Kukah, M.H. (1999), *Our democratic experimentation in Nigeria has consistently failed because our nation lacked a responsive civil society to sustain the gains of democracy. It is the various organs of civil society along with other democratic institutions that will hold those who govern in check. The lack of a civil society has made democracy vulnerable in the hand of manipulative power elite (cited in Oyovbaire, S. 2000:21).*

In the First and Second Republics, civil societies were not forceful but existed as associations or groups agitating for recognition in the midst of distrust among the various ethnic groups. In the Third and Fourth Republics, civil societies have played key role by educating the people to be aware of the dividends of democracy in a liberal democratic setting. At the beginning of 1999, the civil society concentrated more on seeing the military junta out of power and never wanted a repeat of the annulment of the June 12 election. On achieving democratic rule in May 19, 1999, there was an increase in civil society's organization and a rebirth of civil groups or organizations along ethnic lines, for example the *Arewa*, *Odua People's Congress*, *Oha-na-Eze Ndigbo* and others, having relevance in their language communities.

In the Fourth Republic, it is glaring that the voice of the civil society groups has not been as loud and aggressive, and unkindly confrontational as it used to be during the military as championed by NADECO and other groups. The fact might be that the concern of civil society went above agitation to education of the citizen to understand their right to vote, to choose their choice candidate to lead them as their leader, and cry out if the leaders are not fulfilling their promises in a non violent manner, thereby complimenting the work of political parties. Salihu (2017) writes that:

"Civil society organizations include trade unions, professional associations, faith-based groups, media organizations, community-based groups and other forms of non-governmental organizations. In the Nigerian context, it is a far cry to claim any known shared standard or value with respect to activities of these

organizations. At best, regressive trend in our societal life, which accounts for crashed standards and value system, tend to strengthen the rise of these organizations based on the need to raise the capacity of citizens to address social, economic and political developmental challenges. A second factor is a combination of declining public and private sector services coupled with inflexible and shrinking employment environment. This made the work of civil society organizations to serve as alternative source for income earning opportunity besides providing services. Thirdly, the existence of repressive and unpopular governments for more than twenty years in the country also serve as impetus for the proliferation of organizations that seek to challenge the legitimacy of policy, programmes and ultimately the existence of these governments”(cited in www.gamji.com)

Civil society during Obasanjo tenure (from 1999 to 2007) was not in agreement with policy somersault. The period recorded ceaseless confrontations and long strikes that paralyzed the nation's economy, and brought created a heavy tension between the government and the Nigerian Labour Congress led by Adams Oshiomole. Some of these policies included the skyrocketing price of petroleum when the crude oil price at the international market was favourable. There was also the quest for tenure elongation by the Obasanjo government, prompting concerned Nigerians to kick against it under the umbrella of constituted civil society groups.

Yar'Adua/ Goodluck Jonathan government (2003-2007) faced the agitation of ethnic agitations, including the Niger Delta militants, a spillover from the outgoing Obasanjo regime. Another angle was added to the protests when President Yar'Adua was incapacitated following his illness. This caused some civil groups and concerned Nigerians to support the doctrine of necessity, the Resume or Resign protests so much similar to what has characterized the political atmosphere following Buhari's over three months medical vacation in London. Accepted that these protestations have a national perspective, reading in-between the lines will often reveal oppositions leaning towards where

the subject of the protests, like the president in question, is coming from. Tagged alongside these are such realities as the integration of members of these groups into the political caucuses, thereby dousing their protesting voices. Some of the civil society leaders cannot help becoming victims of the failures that they raise initially raised their voices against, especially when they are integrated into the political process.

Another factor that tends to undermine the civil society existence in the country is the feature of ethnic cleavages. Nigeria as a nation has failed to surmount the ethnic hurdle and basically, citizens of the country identify more with their language communities and religious groups than with the Nigeria umbrella. In the South-eastern part of Nigeria there is unending agitation for the Biafra republic and counter hate speech of the Arewa youths that the Igbo people should vacate the northern part of the state; and the Niger delta militants giving a marching order that the Yoruba and the Hausa/Fulani must leave the region before October 1, 2017. Clever politicians play on these sentiments to distort the objectives of many civil society groups in Nigeria

5. Methodology

Secondary sources were used in order to study the presence of civil societies in Nigeria within the context of the relationship between government and the civil society groups. The sources are published works such as books, newspapers, periodicals journals and other materials relevant to the study which deal with the approaches and trends of civil societies or civil groups during the military and civilian regimes. The main thrust of this paper is to provide an analytic perspective on civil societies in Nigeria and reflect on the activities of these civil societies during the military era and that of civilian regime to promote sustainable development and consolidate democracy.

6. Aims and Objectives of the Study

The aim of the study is to identify the factors that contribute to the continuing presence of

civil society in Nigeria. The study also highlights the approaches of civil societies in order to observe the trends of its operation. The objectives are:

- i. To identify the trends of civil society in Nigeria
- ii. To determine the extent to which civil society groups have transformed from the military to civilian regimes.

Research Questions

- i. What are the roles of civil society?
- ii. Is the trend of civil society during the military rule the same with civilian rule?
- iii. Why is civil society more confrontational during military rule than civilian rule?

7. Data and Record of Some Civil Societies in Nigeria from 1912 - 2017

S/n	Establishment	Year Established	Purpose	Action
1	Nigeria Civil Service Union (NSCU)	August 19, 1912 by Mr. H. Libert	A body of wage earners to struggle and demand for proper welfare for workers	Agitating for good living conditions, while the colonial masters were afraid of the union dismantling colonial structures.
2	Nigerian Bar Association	1933	To promote legal professionalism and the rule of law	Uses the law as an instrument for social change.
3	Nigerian Labour Congress	1945	To demand for proper welfare for workers	Always in the forefront of agitation for good living standards for their members
4	Abeokuta women march	November 1947, led by Fumilayo Ransome Kuti	To promote women affairs	Nonviolent mass protest
5	National Association of Nigerian Students	1956	Bringing together Nigerian students both from within and in the Diaspora	Response to school fees increment through campus protests
6	Oha-na-Eze Ndigbo	1976	The group represents all the Igbo socio-cultural concerns within and outside Nigeria. They foster unity among the Igbo.	Agitation for the interests of the Igbo people.
7	Nigeria Union of Petroleum and Gas workers (NUPENG)	August 1978, (formerly registered as a Trade Union)	For furthering the interests of the Union	Always in the forefront agitating for good living standards for their members
8	Academic Staff Union of Universities	1978	Struggling for the welfare of workers and to save Nigerian university system	Being in the forefront to solve critical issues in Nigeria.
9	Women In Nigeria (WIN)	1982	It is an organization that promotes women interests, women liberation, equality, and justice.	To educate women to understand their rights.
10	Civil Liberty Organisation (CLO)	1987	The struggle against militarism and civil rights advocacy and police reform	Mobilized the people against the extension of military rule.
11	Committee for Defense of Human Rights (CDHR)	April 1989	To draw attention to human rights abuses	Uses the medium to seek redress under the constitution ,
12	Odua People's Congress	1994	To promote and defend the interests of the Yoruba people	Always in the forefront of agitation for their members and confrontation with government
13	National Democratic Coalition (NADECO)	May 15, 1994	The struggle against continuation of military government	Mobilized the people against Sani Abacha to give power to the winner of June 12, 1993 election
14	Arewa People's Congress	December 13, 1999	To promote and defend the interests of the Muslims, Hausa/Fulani, and all Northern people	Always in the forefront of agitation for their members and confrontation with government
15	Bakassi Boys	2002	Known for anti-crime. They act like a civilian joint task force, called by name Imo Vigilante Service, or Anambra Vigilante Service.	Involvement in extrajudicial killing of perceived criminals. It was disbanded by the federal government.
16	Patriot Foundation	2003	This group supports families of servicemen and women killed, wounded or injured in global war on terrorism.	To provide scholarships to victims' children.
17	Movement for the Emancipation of the Niger	2005	It is made up of members of the Ijaw ethnic group who agitate for the interests of their ethnic group in	They attack oil installations, kidnapping the staff and vandalizing oil pipelines to create awareness towards the plight of Niger

	Delta		the Niger Delta. It initially started as a civil and community group before becoming a militant group.	Deltans.
18	The Charter of National Coalition of Nigerian Youths in Social Development.	February, 2010	To bring about social change and to promote growth and foster peace in the country.	To educate the Nigerian youths to understand their rights and be productive.
19	Save Nigeria Group	2010	Committed to creating a political environment that guarantees only best, brightest, fittest and most competent Nigerian are democratically elected in public office	To educate Nigerians on need to elect good and competent leaders.
20	Resume or Resign group	2017	Concerned Nigerians protesting the long medical vacation of the sitting president	To force the hands of the ailing president to come back to work

Source: *Vanguard* (August 25, 2012) www.Nigerianbar.org.ng, Wikipedia, www.cdhrnigeria.org, www.informationng.com

The table shows that civil society groups in Nigeria in the Fourth Republic are still growing to meet the desired standards. However, while the number appears endless, in form many of the groups are mere avenues to attract political portfolios and actually do not protest anything.

8. Discussions

In view of the research questions, we have shown that the civil society in Nigeria had its loudest voice when it was confronting the military regimes to pave way for the civilian variants, be it in 1979 or 1999, by complementing the roles of political parties in stimulating political participation and increasing political efficacy and skills.

The argument presented in Michael (2011) while acknowledging the work of Boadi (1995) and Osaghae (1998) include the challenges faced by civil society in Nigeria as: i) fund, ii) poor economic condition, and iii) appointment of civil society members into public offices, thereby compromising their standards. This weakened the strength of majority of the civil society groups to focus on a common goal for the realization of suitable development in a democratic setting. Boadi (1995) writes that “many of Nigeria’s new democracy civil associations turned out to be nothing more than political action committees and proto-parties that have more in common with political than civil society” (cited in Michael, 2011: 2). This is not to say however that it is a norm. Some other

groups, greatly in the minority though, define their goals and pursue it with singularity of purpose till a logical end. Instances include the Bring Back Our Girls group Championed by Oby Ezekwesili.

9. Conclusion

In the light of the liberal and radical dimensions to the study of the civil society in Nigeria, we have shown that especially when an issue of common concern arises, like hike in pump prices of petroleum products; civil societies lend their voices to a general clamour for total uprising against the development. Here we see the Nigeria labour congress. So, what is common goal in the understanding of the activities of civil society? Common goal refers to a variety of possible items that include basic rights, public safety, education, communication and many more. The people residing in a society under the control of a particular government must deliberate on policies that would favour the society in a democratic setting. Oyovbaire (2000) raises two germane questions on whether the problem of democracy in Nigeria is a product of the weakness of civil society or whether the weakness of civil society is itself is a product of the difficulties of democracy. He provides an answer by saying that civil society is weak because democracy has not been able to endure and to provide the enabling environment and conditions for ‘energisation’ of civil society. Uchendu (2000:34) writes that “Nigeria tends to be over-generous with its political promises and

verbal commitment, but lacks the capacity to deliver even where the resources are abundant in a liberal democratic state. This throws the civil society aback as to when would winning political parties and their leaders keep to the promises that push the voters to vote for them. Some authorities in political science have summed up the obstacle to democratic consolidation in Nigeria to be i) Ethno-religious factor; ii) the absence of true federalism; iii) abject poverty; iv) political godfathers; and v) corruption.

10. Recommendations

Given the role of civil societies in Nigeria, there is need to rebrand from the style and approaches used in combating government over policy somersault that affect the people to an approach that would always press on government whenever they renege on their promises. The following recommendations are stated:

- i. Civil society in Nigeria should be allowed to operate on issue-based approach
- ii. The issues should be well defined and regulated by an agency that is independent from government control
- iii. Each civil society should be accountable of the funds collected for public accountability
- iv. The nongovernmental civil society serving as the third sector for development purpose should be monitored.

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Impact of Micro-Credit on Poverty Alleviation among Contact farmers' households in ogun state, Nigeria

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Abstract. This study examined the impact of micro-credit on poverty alleviation among farming households in Ogun State, Nigeria. One hundred and thirty-two (132) respondents were randomly selected from villages/towns in the State using purposive and multistage random sampling techniques. The respondents were interviewed using a well-structured questionnaire. Data collected from the respondents were analysed using descriptive and inferential statistical tools. Findings on the socio-economic characteristics of the respondents revealed that majority 63.6% were female, 56.1% fell within the age range of 41-50 years, 64.4% were married, 58.3% had no-formal education, 79.6% had an household size between 1-6 members, 31.1% were farmers, 69.7% had between 6-15 years of occupational experience and 64.4% were non-members of cooperative societies. The result of the logit regression analysis showing the impact of micro-credit on poverty alleviation revealed that age, educational status, sex, farm experience and annual farm income had positive impact on the poverty alleviation through micro-credit while household size had negative impact on the poverty alleviation through micro-credit in the study area. With respect to barriers of poverty alleviation through micro-credit, findings showed that most of the respondents faced one form of barrier to the other out of which 18.2 per cents faced problems associated with location, lack of land ownership and tenure and 9.1 percents faced barriers associated with lack of

pro-active government support for involvement by the poor.

Thus, the study concluded that poverty level is still high among the respondents despite the high experience of the respondents in their various occupations. This may be caused due to their low level of education. Therefore, this study recommends that government policies should improve the level of education among household to increase profitability and productivity.

Keywords: Poverty, Micro-Credit, Farming, Productivity, Profitability

1. Introduction

1.1 Background Information

The Government of President Goodluck Ebele Jonathan in his 2013 budget speech explicitly identified poverty alleviation as one of the main priorities of the government. This is the third year in succession that government is making poverty alleviation a priority in its budget presentation. To many observers this is not surprising given the fact that 2015 is around the corner when it is expected that the Millennium Development Goal of eliminating extreme would have been achieved (Littlefield, 2010; Adams, 2007 and Nwakapu, 2002). Besides this, the poverty profile of the country has continued to deteriorate despite several and successive government programmes to tackle it.

Poverty has simply refused to abate in Nigeria and the number of people living below the poverty line¹ has continued to increase as the years go by (World Bank, 1999; 2000; 2003 and 2009). Perhaps, part of the inability of government to tackle poverty may stem from the failure of a clear understanding of poverty itself. It has been argued that despite the immense attention the subject has received, there is still no universal agreement as to its definition (Uche, 2000). This may have led to the widespread view that poverty is indeed a relative concept. While, this is not the appropriate place to go into the theoretical issues and difficulties in the definition of poverty, it must be stated right away that poverty is a complex, multidimensional and hydra-head phenomenon that has existed from time immemorial and has continued to occupy the centre stage in global affairs. There is not only disagreement as to its definition but also in the simple matter of how to measure it. This makes it difficult to ascertain when one moves from the non-poor into the poverty trap.

Galbraith already listed the indicators of poverty as including insufficient food, poor clothing, crowded, cold and dirty shelter, painful and brief life and income that falls markedly behind that of the community (Uzor, 2011). But in all this confusion, one thing is indisputable: poverty is one of the greatest challenges facing Nigeria today (CBN, 2010; World Bank, 2009). And this is unfortunate given the country's rich resources in agriculture, oil wealth, human capacity and friendly geo-climatic conditions. Indeed, it is estimated that over 70 percent of Nigerians are classified as poor, and half of this number lives in absolute poverty (World Bank, 2009; Landes, 2010). Poverty is particularly severe in rural areas, where up to 80 percent of the population lives below the poverty line and with limited access to social services and infrastructures (Adam, 2007; Littlefield, 2005).

The rural populace depends mainly on agriculture especially peasant agriculture for food and income. Women are particularly vulnerable to the incidence of poverty. They comprise the bulk of the poor groups within rural communities (Eadgerwood, 2009). Men

have higher social status and as a result have more access to facilities like school, training and credit. The men have higher capacity for higher productivity and can usually combine a number of enterprises which allows them to have multiple sources of income. Moreover, the number of men migrating from the rural areas to urban areas in search of better employment has increased and as a consequence, the number of rural households headed solely by women has grown substantially in recent times. This development has serious implication for rural development in Nigeria (Nwobi, 2010).

Microfinance is all about providing financial services to the poor who are traditionally not served by the conventional financial institutions. Three features distinguish microfinance from other formal financial products (Nwobi, 2010 and Anyanwu, 2004). These are:

(i) the smallness of loans, advances and or savings collected; (ii) the absence of asset-based collateral; and (iii) the simplicity of operations.

In Nigeria, the formal financial system provides services to about 35% of the economically active population while the remaining 65% are excluded from access to financial services (CBN, 2011). This 65% are often served by the informal financial sector, through Non-Governmental Organization (NGO)-microfinance institutions, money-lenders, friends, relatives, and credit unions. The practice of microfinance in Nigeria is culturally rooted and dates back several centuries. The traditional microfinance institutions provide access to credit for the rural and urban low income earners. They are mainly of the informal Self-Help Groups (SHGs) or Rotating Savings and Credit Associations (ROSCAs) types (CBN, 2006). Other providers of microfinance services include savings collectors and co-operative societies. The informal financial institutions generally have limited outreach due primarily to paucity of loanable funds.

In order to enhance the flow of financial services to Nigerian rural areas, the Federal Government has, in the past, initiated a series of publicly-financed micro/rural credit programmes and policies targeted at the poor. Notable among such programmes were the Rural Banking

Programme, Sectoral Allocation of Credits, a concessionary interest rate, and the Agricultural Credit Guarantee Scheme (ACGS). Other institutional arrangements were the establishment of the Nigerian Agricultural and Co-operative Bank Limited (NACB), the National Directorate of Employment (NDE), the Nigerian Agricultural Insurance Corporation (NAIC), the Peoples Bank of Nigeria (PBN), the Community Banks (CBs), and the Family Economic Advancement Programme (FEAP). In 2000, Government merged the NACB with the PBN and FEAP to form the Nigerian Agricultural Co-operative and Rural Development Bank Limited (NACRDB) to enhance the provision of finance to the agricultural sector. It also created the National Poverty Eradication Programme (NAPEP) with the mandate of providing financial services to alleviate poverty (Ayeyomi, 2003).

Since the 1980s, Non-Governmental Organizations (NGOs) have emerged in Nigeria to champion the cause of the micro and rural entrepreneurs, with a shift from the supply-led approach to a demand-driven strategy. The number of NGOs involved in microfinance activities has increased significantly in recent times due largely to the inability of the formal sector to provide the services needed by the low income groups and the poor, and the declining support from development partners amongst others. The NGOs are charity, capital lending and credit-only membership based institutions. They are generally registered under the Trusteeship Act as the sole package or part of their charity and social programmes of poverty alleviation. The NGOs obtained their funds from grants, fees, interest on loans and contributions from their members. However, they have limited outreach due, largely, to unsustainable sources of funds (Bamisele, 2011).

1.2 Objectives of the study

The broad objective of this study is to examine the impact of micro-credit on poverty alleviation among Contact farmers' households in Ogun State. The specific objectives are to determine the level of poverty among the farmers' households in the study area; and analyse the

impact of micro-credit on farmers' household welfare in the study area;

2. Methodology

2.1 Study Area

The research was carried out in Ogun State which is one of the 36 states in the Federal Republic of Nigeria. The State is cited about 100 kilometers from Lagos, Nigerians foremost commercial and industrial centre, and 740 kilometers from Abuja, Nigerian Federal capital territory (NPC, 2006). Ogun State has a total land area of 16409.26 sq/km politically; the state is divided into 20 Local Government Areas (NPC, 2006). Ogun State is blessed with rich soils that are so dominated by swamp forest in the south and forest savannah in the north. The state is divided into two major vegetation belts namely: the forest belt comprising the south and the central part of the state and guinea savannah of the northern part of the state (Kehinde Phillips, 1992). The double maxima rainfall makes double season cropping possible for most arable crops. The rainfall pattern supports wide variety of arable crops like cassava, rice, maize, yam, coco yam, pepper, tomato and several other arable crops. The main enterprise is traditional agriculture (Onasanya, 2008). The importance of agriculture in Ogun state cannot be over-emphasis. Agriculture remains the main stay of the economy of the state. The people of Ogun State are mainly farmers producing food crops and cash crops such as maize, cassava, mellon, beans, cocoa, rubber, palm oil, maize, coffee, Kolanut, plantain and pawpaw. These entire crops are produced in all parts of Ogun State in various degrees. The State Government provides land and essential services to individuals and cooperate farmers. Also livestock production range from small ruminant, poultry, piggery, rabbitary, large ruminants and fisheries. Ogun State Agricultural Development Programme (OGADEP) is the main government agency that is responsible for agricultural development in the state (OGADEP, 2012).

2.2 Sources and Methods of Data Collection

Both primary and secondary data were used for the research. Under primary data, structured questionnaire were used to collect data on socio-economic characteristics of contact farmers' and other relevant information and oral interviews and discussion were held on some relevant issues such as the problems facing the farmers in the State. While, secondary data were obtained from journals, texts, statistical bulletins and other published documents.

2.3 Sampling Procedure

The state Agricultural Development Programme stratification of the state into 4 Agricultural zones was purposively adopted for the sampling procedure such that respondents were drawn from each of the zones. Hence for the selection of the targeted audience, multistage sampling procedure was used. Firstly, from each zone, viz. Ijebu-ode, Abeokuta, Ikenne and Ilaro, 50% of existing extension blocks was selected. There are 6 blocks in Ijebu-ode zone, 6 blocks in Abeokuta zone, 4 blocks in Ikenne zone and 4 blocks in Ilaro zone. Thus, the selection resulted into the selection of 3, 3, 2 and 2 blocks respectively. Secondly, 20% of existing cells in each zones was selected, this led to the selection of 3 cells in Ijebu-ode, 4 cells in Abeokuta, 2 cells in Ikenne and 2 cells in Ilaro. Thirdly, based on the structure of OGADEP, a cell consist of 80 contact farmers, hence from the selected cells 15% of the contact farmers were selected and this resulted into the selection of 36, 48, 24, and 24 contact farmers from Ijebu-ode, Abeokuta, Ikenne and Ilaro zones respectively. For the purpose of the study, snow ball approach was adopted in reaching the target audience. Thus, the sampling procedure resulted into the selection of 132 respondents and this represented the sample size for the study (see Table 1).

2.4 Methods of Data Analysis:

Socio-Economic Characteristics of the Contact Farmer (Households' Head)

Descriptive statistics such as frequency distribution and percentage were used to

describe the socio-economic characteristics of the household head in the study area.

Levels of Poverty among Farmers' Households

This objective come to reality using Foster-Greer-Thorbecke (FGT) index and it can be expressed as:

$$\rho\alpha(y, z) = \frac{1}{n} \sum_{i=1}^q \left\{ \frac{Z - y_i}{Z} \right\}^\alpha \dots \dots \dots (1)$$

Where

n= Total number of household in the population

q= The number of poor households

Z= The poverty line for the household

Yi= Household income

α = Poverty aversion parameter and takes on value 0,1,2,

$\left(\frac{Z-y_i}{Z}\right)$ = proportionate shortfall in income below poverty line

α takes on values 0,1,2 to determine the type of poverty index when

$\alpha=0$ in FGT, the expression reduces to;

$$Po = \left\{ \frac{1}{n} \right\} q = \left\{ \frac{1}{n} \right\} \dots \dots \dots (2)$$

This is called the incidence of poverty, describing the proportion of population that fall below the poverty line, when $\alpha=1$ in FGT, the expression reduces to;

$$P1 = \frac{1}{n} \sum_{i=1}^q \left(\frac{Z - y_i}{Z} \right) \dots \dots \dots (3)$$

And this is called poverty depth.

When $\alpha = 2$ in FGT the expression becomes

$$P2 = \frac{1}{n} \sum_{i=1}^q \left(\frac{Z - y_i}{Z} \right)^2 \dots \dots \dots (4)$$

This is called poverty severity index. This index weights the poverty of the poorest individual more heavily than those just slightly below the poverty line.

Impact of Micro-Credit on Farmers' Household Welfare

In order to determine the impact of micro-credit on farmers' household welfare, the household was categorized into poor and non poor by the use of their mean per capital household expenditure. When an household spends more

than two third 2/3 of their income on monthly basis, the households were classified as being poor, but the household is spending exactly or less than two third (2/3) of the income on monthly basis on food and non-food items, the households were categorized as non-poor. Therefore, to analyse the impact of micro-credit on farmers' household welfare, Logit model was then be used. The Logit model specification:

$$Y = f(X_1 + X_2 + X_3 + X_4 + X_5 + X_6 + X_7 + X_8 + e_i)$$

Where:

Y = Household Welfare (Poor = 1, Non- Poor = 0)

X= Vector of explanatory variables,

e_i = Independently distributed error term,

X_1 = Age of the respondents (years),

X_2 = Sex of the Respondents (Dummy variable: male = 1, female = 0),

X_3 = Educational Status of the Respondents (years of formal education),

X_4 = Size of the Household (number of persons),

X_5 = Dependency ratio (number of dependants as a ratio of total number of individuals in the household),

X_6 = Annual Farm Income (₦)

X_7 = Annual Non-Farm Income (₦)

X_8 = Farming Experience (years)

X_9 = Sex (Male = 0, Female = 1)

X_{10} = Access to micro-credit (1 = access, 0 otherwise)

X_{11} = Size of Cultivated Farm (hectare)

X_{12} = Total Expenses on Non-Food (e.g. health, education, shelter, and child training).

3. Results and Discussion

Socio-Economic Characteristics of Household Head

This section presents the various socio-economic characteristics of the sampled contact farmers. Evidence from the descriptive analysis of socio-economic characteristics of respondents in the study area were shown in Table 2 and it revealed that female constituted about 63.6% as compared to the male counterpart having (36.4%). This indicates the dominance of female contact farmers in the study area. The mean age of the respondents was 42.5 years. Majority

(56.1%) of the respondents fell within the age range of 41-50 years and it implied that majority of the respondents were still within economically active age group. This agrees with the report of Barbier (2000) that most Nigerian farmers (women inclusive) are between 41-50 years of age and are still active. However, this has a serious implication on national food security where youths that are major labour force in agriculture had migrated away to urban centres for white collar jobs that were not readily available.

Also, the findings in Table 2 further indicated that majority of the respondents in the study area (64.4%) were married; this indicates that most of the respondents were settled family men and women with responsibilities. With the evidence that majority of the contact farmers were females, it has an implication on the women's ability to cope with multiple roles as mother, wife, provider and care giver for the household members coupled with effects of multiple child-births and its impact on their productivity. These responsibilities would likely make them willing to seek innovations so as to increase their standard of living.

The study on educational status Table 2 revealed that 58.3% of the respondents sampled had no-formal education. This implies that majority of the respondents were not educated as at the time of the study. The result of the finding thus supports that of Akeredolu (1997) who asserted that household members in rural areas of Nigeria often receive little or no western education. The result also revealed that the average household size is 5 persons. This indicates respondents had relatively small household size. The reasons that may be advanced for this is that a man prestige's is no longer in the number of children he has but on how successful the children are. Occupation category of the respondents revealed that 31.1% were farmers, while 21.9% of respondents were civil servants. This result showed that agriculture remains one of the important occupations in the rural areas in Nigeria. Majority (69.7%) of the respondents have 6 – 15 years of occupational experience. This implies that the respondents have long years of experience. This is an indication, that they have

much wealth of experience in their various activities. Also the respondents experience is an important factor as it is a major determinant of their managerial acumen.

Based on the findings on the cooperative membership by the respondents, findings showed that 64.4% of the respondents were non-members of cooperative societies while 35.6% belong to one form of cooperative societies or the other. This showed that cooperative societies were not adequately patronized by the respondents in the study area.

Estimation of Poverty Indices using FGT Test

Poverty level among the sampled rural farm households was assessed by comparing their per capita expenditure (including food and non-food items and value of farm produce consumed at home) with an absolute poverty line of ₦4,500 per head per month or ₦150 per person per day. Table 3 presents the per capita expenditure and FGT indices computed for an average rural farm household in the sample and its variation across socio-economic groups.

As shown on Table 3, an average household in the sample survey had a per capita expenditure of ₦1,700.00 as against a poverty line of ₦4,500. With this, the incidence poverty was estimated to be 0.8320 while the poverty depth/gap and severity of poverty were estimated to be 0.3120 and 0.3331 respectively. The implication of this result is that an average rural farm household in the sample, and by extension the study area, could only afford to expend ₦1,700.00 per head per month (equivalent to ₦56.66 per head per day) on its members. This clearly fall short of the absolute poverty line (₦150 per head per day) used in this study and the commonly used US\$1 (about ₦158) been used to classify the core poor by the United Nation agencies.

Overall, 83.2 per cent of the sample rural farm households were classified poor, which is higher than the nations poverty level of estimated at about 70.1 per cent in 2005 (HDR 2007/2008). In comparing the poverty indices across socio economic groups, the results showed that poverty among the sampled rural farm

households is higher among those headed by the aged adults (56-70 years) and the adults (41-55 years) than what obtains for the sample average household. Similarly, poverty level is higher among female headed households, divorced, widowed and married, households whose heads had no more than primary school education and households whose heads had non-farm occupation apart from paid employment as their main occupation. Furthermore, poverty level is more severe among households having 10 or more members as well as those having less than 5 years. This result suggests that those households whose heads had farming as their main occupation were no poorer than an average household operating in the rural sector, while only access to paid employment seems to significantly raise household per capita expenditure above the sample average.

Impact of Micro-Credit on Household Welfare

The co-efficient of the variable age, sex, educational status, size of the household, dependency ratio, annual farm income, annual non-farm income, farming experience, access to loan, size of cultivated farm and total expenses on non-food are used to assess the effect of micro-credit on poverty alleviation in the study area and represented in Table 4.

The results of the analysis indicated that age, and educational status and annual farm income were positively significant at 0.05 level of significant. This implies that advancement in age, educational status and annual farm income will bring about effective utilization of micro-credits obtained which in turn will bring about improvement in the welfare of the household members, thereby alleviating poverty among the respondents in the study area.

Also, the result of the analysis in Table 4 indicated that sex and farm experience were positively significant at 0.01 level of significant. This implies that increase in the sex and farm experience of the respondents will bring about more effective utilization of micro-credit obtained which in turn will bring about improvement in the welfare of the household members, thereby alleviating poverty among the respondents in the study area.

Furthermore, the co-efficient variable size of the household was negatively significant at 0.01 level of significant. This implies that increase in the size of the household of the respondents will bring about reduction in the utilization of micro-credit obtained which in turn will have adverse effect on the welfare of the household members. The result of the findings on the effect of micro-credit on poverty alleviation among the respondents in the study area is being presented in Table 4.

Barriers of Poverty Alleviation through Cooperatives Societies Credits

The result of the findings on the barriers of poverty alleviation through cooperatives society's credits among the respondents revealed that majority of the respondents faced one form of barrier to the other (Table 5). Among the barriers being faced, it was deduced from the findings that 18.2 per cents of the respondents were facing problems associated with location, lack of land ownership and tenure, 9.1 percents were facing barriers associated with lack of pro-active government support for involvement by the poor, 15.9 per cents were faced with problems associated with gender norms and constraints, while 15.2 per cents and 10.6 per cents were faced with barriers associated with lack of human capital and lack of social capital respectively. The result of the analysis on the barriers of poverty alleviation through cooperatives society's credits among the respondents is presented in table 5.

4. Conclusion and Recommendations

Based on the findings of the study, it was concluded that majority of the respondents are female, in active age, Christians, married, with no formal education having household members ranging between 1-6 members, with farming as their major occupation. Also, majority of the respondents were categorized as poor. On barriers of poverty alleviation through micro-credits revealed that majority of the respondents faced one form of barrier to the other, some of the identified problems include location, lack of land ownership and tenure, lack of pro-active government support for involvement by the

poor, gender norms and constraints, lack of human capital and lack of social capital respectively. It is therefore recommended that:

Given the importance of education in enhancing human capacity to take advantage of opportunities available in both the farm and non-farm sectors, government policies should improve the level of education among households so as to increase their profitability and productivity level.

Government should make available necessary infrastructural facilities that will help increase output of the micro entrepreneurs.

Cooperative society's leaders should intensify their efforts by also educating the households through training systems and the media on the needs and importance of utilizing cooperative society's strategies as poverty alleviation means. Cooperative society's should further encourage the active poor and low income earners to save more, thereby giving them enough cash to lend out as loans.

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APPENDICES

TABLE 1: Summary of Sampling Procedure and Sample Size

State	Zones	No of blocks	50% of blocks	Selected Blocks	No of cells/ blocks	20% of cells	Selected cells	No of Contact farmers per cell	15% of Contact farmers	Sample size
Ogun state	Ijebu-ode	6	3	Isoyin Ala Ago-Iwoye	6 5 4	1 1 1	Ogbogbo Odogbolu Farm Settlement	80 80 80	12 12 12	12 12 12
	Abeokuta	6	3	Olorunda Opeji Wasinmi	4 6 8	1 1 2	Olorunda Alabata Wasinmi Itori	80 80 80 80	12 12 12 12	12 12 12 12
	Ikenne	4	2	Isara Someke	4 4	1 1	Sagamu Ibafo	80 80	12 12	12 12
	Ilaro	4	2	Sawonjo Imeko	7 6	1 1	Sawonjo Ayetoro	80 80	12 12	12 12
	Total	20	10		54	11		880	132	132

Source: OGADEP Handbook, 2012

Table 2: Socio-Economic Characteristics of the Respondents

Variables	Frequency	Percentage
Sex		
Male	48	36.4
Female	84	63.6
Age (years)		
20 – 30 years	16	12.0
31-40 years	22	16.7
41-50 years	74	56.1
51-60 years	20	15.2
Marital Status		
Single	12	9.1
Married	85	64.4
Divorced	26	19.7
Widowed	9	6.8
Educational Level		
No Formal Education	77	58.3
Primary Education	26	19.7
Secondary Education	23	17.4
OND/HND	1	0.8
B.Sc./B.Agric	5	3.8
Household Size		
1 - 3 Members	62	47.0
4 – 6 Members	43	32.6
7 – 9 Members	21	15.9
10 Members and Above	6	4.5
Primary Occupation		
Trading	15	11.4
Farming	41	31.1
Artisanal	24	18.2
Civil Servants	29	21.9
Private Business	23	17.4

Occupation Experience		
1 - 5 Years	19	14.4
6 - 10 Years	50	37.9
11 - 15	42	31.8
16 Years and Above	21	15.9
Cooperative Membership		
Yes	47	35.6
No	85	64.4
Total	132	100.0

Source: Field Survey, 2015

Table 2: Poverty Indices by Household Characteristics

Description	Per Capita Expenditure (₦)	Poverty Incidence (P ₀)	Depth of Poverty (P ₁)	Severity Poverty (P ₂)
Average Household	2835.00	0.7083	0.3000	0.0832
Age (years)				
20 – 30	11077.79	0.2000	0.0684	0.0240
31 – 40	18317.60	0.2759	0.0614	0.0191
41 – 50	21306.57	0.3667	0.0927	0.0359
51 – 60	23073.90	0.3333	0.0955	0.0440
Gender				
Male	29218.36	0.2368	0.0329	0.0068
Female	14161.25	0.3415	0.1001	0.0409
Marital Status				
Single	18628.33	0.4286	0.0397	0.0113
Married	17373.33	0.3134	0.0768	0.0240
Divorced	10494.35	0.3333	0.1197	0.0605
Widowed	40266.33	0.1818	0.0804	0.0359
Separated	37979.17	0.0000	0.0000	0.0000
Education Level				
Primary	23870.49	0.2500	0.0692	0.294
Secondary	13800.86	0.3125	0.0744	0.0287
OND/NCE	11679.33	0.4000	0.0839	0.0318
B.Sc./B.Agric	52193.67	0.0000	0.0000	0.0000
No Formal Education	16462.17	0.3425	0.0885	0.0329
Main Occupation				
Civil/Public Service	46414.55	0.0000	0.0000	0.0000
Trading	9366.80	0.4444	0.1068	0.0267
farming	18288.02	0.2838	0.0677	0.0264
Artisanship	8920.87	0.2000	0.0333	0.0056
Private Business	13273.43	0.5238	0.1579	0.0662
Household Size				
Less than 3	43847.67	0.0000	0.0000	0.0000
4-6 members	31092.04	0.0476	0.0051	0.0005
7-9 members	13941.14	0.2321	0.0302	0.0074
10 Or More	6434.62	0.8214	0.2735	0.1138
Farming Experience				
Less than 5 members	19445.32	0.2917	0.0942	0.0399
6-10 members	12167.25	0.2857	0.0391	0.0093
11-15 members	17020.12	0.3478	0.0834	0.0298
16 years or more	22266.50	0.3077	0.0856	0.0341

Source: Field Survey, 2015.

Table 4: Logit Analysis Showing the Effects of Cooperative Loan on Household Welfare

Variables	Ordinary Least Square		Maximum Likelihood Estimate	
	Coefficient	T-value	Coefficient	T-value
Constant	-0.255	-0.947	-4.064	-2.935**
Age	6.653	1.842	0.365	2.077**
Sex	0.130	1.702	0.663	1.773*
Educational Status	6.640	3.037	0.316	2.935**
Size of the Household	-8.644	-1.927	-0.407	-1.935*
Dependency Ratio	6.035	1.345	0.306	1.426
Annual Farm Income	1.352	3.105	9.763	2.183**

Annual Non-Farm Income	-3.093	-0.493	-1.915	-0.651
Farming Experience	6.393	1.760	0.350	1.959*
Access to Loan	7.318	0.916	0.376	0.975
Size of Cultivated Farm	1.500	0.004	2.644	0.158
Total Expenses on Non-Food	4.164	1.197	2.054	1.111

Source: Field Survey, 2015.

Table 5: Problems Encountered in Gaining Access to Loan

Problems Encountered	Frequency	Percentage
Lack of Human Capital	20	15.2
Gender Norms and Constraints	21	15.9
Lack of Social Capital	14	10.6
Lack of Financial Capital	31	23.5
Location, Lack of Land Ownership and Tenure	24	18.2
Lack of Pro-Active Government Support for Involvement by the Poor	12	9.1
None	15	11.4

Source: Field Survey, 2015.

Part Three

Religious Studies

The abuse of Pastoral Authority in some churches in Nigeria today

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Abstract. This paper is a study of the role that spiritual leaders are to play in the lives of believers and the extent to which Christian religious leaders have abused authority invested into their hands over the years. Authority which is a vital subject for churches today has also become controversial among Bible believers and churches have been torn apart. This old time deception has dogged the footsteps of the old time religion. The major findings were that: Religion or belief that should help man to deal with problems of human life that are significant, persistent, and intolerable has now become the sole problem man is having. Instead of finding fulfillment in the household of the faith, members become bound by fear, frustration, indoctrination, and manipulative mind control that have made their pursuit of God an endless drudgery punctuated by a driven and legalistic lifestyle. *Churches should be sanctuaries not prisons. Faith should be the ultimate freedom not the ultimate trap.* Throughout this paper, researcher discussed abuse of pastoral authority largely in the biblical context. Therefore, the abusive practices and principles we traced were limited to Christianity.

Keywords: authority, abuse, church, pastoral authority, effect of abuse.

1. Introduction

In our modern times and age, it is becoming more and more evident that we face some very trying times. The pressures of life, family, and the inner weaknesses that all of us grapple with

certainly have become greater and greater, and our society has simultaneously become colder and more impersonal. Many among us turn to religious and spiritual avenues in an effort to address these concerns and in so doing, find fulfillment, understanding, and satisfaction in our lives.

However, many others, no less zealously and sincerely concerned with their well being and that of their children, have found just the opposite in their own religious journeys. Instead of finding fulfillment, they have become bound by fear, frustration, indoctrination, and manipulative mind control that have made their pursuit of God an endless drudgery punctuated by a driven and legalistic lifestyle. This phenomenon is not restricted to a particular church in Nigeria, either. For example, the researcher discovered that it is common to some of the Christian ministers, it was in Ilorin, Kwara state where a minister told young Christian women who were seeking spiritual fellowship with them, that to please God they must confess in detail all of their sexual sins to a "discipler." In Kaduna, a sick child died from a curable illness because of his parents' refusal to seek medical help for "religious convictions" instilled by their church's teachings. Also in Kaduna a young lady who was a fashion designer was asked to fast if she wanted to hear and speak English language. The same fasted until she lost her consciousness. There is a pastor in Ilorin who has the habit of criticizing married couples publicly from the pulpit during Sunday morning worship service for having

missed a midweek prayer service and the pastor often command them to fast and pray to demonstrate repentance for this sinful failure. And in another local case, a pastor who had made himself a paternal grandfather to his flock threatens via prophetic utterance, all who waver at coming forward for a mass public baptism will die by auto accident at the hands of a "death angel", and subsequent eternal damnation if they do not repent. Nouwen (2001) calls these bizarre incidents, an old time deception that has dogged the footsteps of the old time religion; the deceptive snare of abuse of pastoral authority which is inflicted by aberrant Christian churches. Several such groups are currently operating in Ilorin, and many hundreds more exist across the nation. All of them, however, have one thing in common: they regularly inflict religious abuse upon their members in the name of God and Christianity and have committed untold spiritual violence upon them, (Cline 2012). This paper examines the role of the pastor as a light bearer to those who are spiritually blind and in darkness, an instructor to the unlearned (Onwuka 2002, 3). As Onwuka (2002, 4) observes the pastor is an angel of the church set apart to bring the message of hope and salvation to men (cf. Rev. 2:1,8;12:3). He is a soul winner who knows the price of a soul and its precious worth (Garry 1994, 204). He is a spiritual physician who knows how to diagnose men's case and to rightly apply the medication of the word of God to their spiritual needs (Robert 1981,20) and he is a spiritual parent who begets souls in Christ Jesus through the preaching of the gospel among others (Onwuka, 8). The pertinent questions which the paper seeks to investigate include: Why do pastors abuse the God-given authority in the church? What is the perceived effect of abuse of pastoral authority in the church? Thus, the aim of the study is to re-examine the prevalence of abuse of pastoral authority, and the havoc it has generated for the church in the contemporary times with a view to exploring and expressing the biblical views on the right usage of pastoral authority.

2. The New Testament on Pastoral Authority

In New Testament usage the terms "pastor," "elder," "overseer," "bishop" and "shepherd" apparently referring to the same office (Tit.1:5-7). The term "elder" (πρεσβύτερος) Occurs in the New Testament sixty-five times and has three main and several secondary meanings, e.g., members of the lay nobility, as opposed to the high-priestly nobility among the members of the Sanhedrin, elders in the Jewish synagogue communities, Christian congregational elders, including members of the leadership council of the original community, leaders of Pauline Gentile mission congregations, the twenty-four heavenly elders in Revelation, and simply those who are older. Overseer (ἐπίσκοπος) appears five times in the NT. It refers to Christ in 1 Peter 2:25 and elsewhere to individuals who have a function or an office in the Christian community (Acts 20:28; Phil 1:1; 1 Tim 3:2; Titus 1:7). "Shepherd"/ pastor (ποιμήν) occurs 18 times, most often in the Gospels. Outside the Gospels it occurs only in Ephesians 4:11; Hebrews 13:20; 1 Peter 2:25. The verb, on the other hand, appears only 3 times in the Gospels of a total of 11 NT occurrences (Matt 2:6; Luke 17:7; John 21:16) and 4 times in Revelation (Verbrugge 2000, 488, 480, 198).

Often times, these terms are used interchangeably in the New Testament (Tit. 1:5-7). In 1 Peter 5, the same church leader who is called "elder" (πρεσβύτερος) in verse 1, is also called pastor or shepherd (ποιμήν) in verse 2, and even bishops or overseer (ἐπίσκοπος) in verse 2. Therefore, the hierarchical form of church government which places bishops over elders in modern times is not necessarily biblical. (O'Donovan 1996, 171) is therefore, correct when he says that a pastor-elder is a bishop, and a bishop is an elder. Since they continue the juridical role of synagogue, when one honours and submits to them, one is not submitting merely to a man; but submitting to the Lord and Chief Shepherd of the church who has placed them in the church. This view is also supported in Romans 13:1 which says "Obey the rulers who have authority over you. Only God can give authority to anyone, and he puts these rulers in their places of power" (CEV). Grudem (2000,912) then opines that as a pastor does all of the work of the ministry-every Christian must

be busy in the work of Christ; but the pastor trains the people for their individual ministries and supervises the work of the ministry.

Thus the authority of a pastor is for the purpose of building up and protecting God's people and work. It is a humble authority--the authority of a steward (Mk. 10:42-45; 1 Cor. 3:9; 4:1; 12:7; Tit. 1:7; 1 Pet. 4:10; 5:3-5). It is a loving authority--the authority of a father (1 Thess. 2:7-11). The pastor is to have a godly, loving, tender, sacrificial consideration for the welfare of the people. His rule is not to be an overbearing, self-serving type of rule. He rejoices when his children mature and stand on their own feet before Christ. His goal is not to make the people dependent on him; his goal is to teach the members so that they can interpret the Bible properly for themselves and find direction for their lives directly from Christ through the indwelling Spirit. It is a liberating authority--the authority to build up not hold down. "For though I should boast somewhat more of our authority, which the Lord hath given us for edification, and not for your destruction, I should not be ashamed" (2 Cor. 10:8). A godly pastor is not in the church to hinder the Spirit's working through the body of believers by exercising an oppressive type of "pastoring" that cripples individual vision and initiative. His role in the church is rather to build up the body so that it prospers spiritually and all of the various gifts are functioning and Christ can be Lord throughout the entire body to freely accomplish His work. Godly pastors have the goal of maturing the flock so that they can participate in the work of the Lord to the fullest extent possible. They do not want to tie the saints down but to liberate them to their greatest potential in Christ (2Cor.13:10; cf Douglas, 2007,693). These, and other passages, show that pastoral authority should be exercised for the benefit of those under authority and never for the benefit of the person exhibiting the authority.

3. The Practices in some churches: Abuse of Pastoral Authority

Having established the pastoral authority in the New Testament, writer shall now discuss the practices in some churches and how pastoral

authority is being abused. Religious abuse is the crushing psychological, spiritual and emotional damage suffered by members of authoritarian communities of faith whenever its spiritual authority is twisted by spiritual leaders to achieve a desired goal through unethical, cruel and damaging means. Sometimes these may be physical or sexual in nature, but much more often, it is more clearly seen in the many various forms of mental and spiritual trauma that are inflicted upon church members, often through the practice of abusive leaders using personal influence upon a community of faith to turn people on one another to exercise and magnify their power and position in the name of "church order." (Essien, 2010, 642). This sort of "discipline" often deeply crushes the mind and spirit of every church member who is unfortunate enough to become subject to it. Individual initiative, critical thinking and personal choices of action are strongly discouraged and condemned by aberrant church leaders as sinful pride. It is made quite clear to the group by the pastor or leaders that the only really important goals in life are those that they dictate to the group. These practices - harsh and bizarre as they often become - are viewed by the group leaders as genuine acts of devotion that all true believers will gladly submit to so as to obtain divine favour and spiritual growth. Obiora (1998, 21) calls it "Divine Deceit: Business in religion. Still, others just call it religious 419 being that it defrauds weak-minded people in the society (Fakoya, 2008). Consequently, Ferguson (2005, 11) sharing the Australian experience, label them "God's Millionaires" who act as chief executives using aggressive business tactics to build their congregation with little or no reference to God and rather than being Christocentric they are overtly materialistic in outlook.

Such an aberrant church can be and is any church group, Catholic, Pentecostal, or Evangelical that inflicts upon its members various forms of abuse through deliberate acts of church-sanctioned deception, manipulation and intimidation, at both public and private levels. It does not stop there, however; the aberrant church presents itself as the only true church to have exclusive possession of the way of

salvation which no other church can possibly have. Aberrant religious groups always seem, at first glance, quite normal. They are usually led by a pastor or small core of leaders who seem to be dynamic defenders of Christianity, men and women of faith and power who tirelessly watch their flocks. They often appear to be humble, dedicated figures whose positions of leadership often bring with them leading roles in the larger community outside the four walls of the church, but they freely utilized their influence for their own temporal gain, at the expense of their followers. However, the watchful rule of such leaders are profoundly control-oriented, and they achieve and maintain a shocking degree of power over their members, who willingly submit to it under the impression that they are pleasing God. Jeffrey (2001, 67) says, there are churches where public condemnation and criticism of people in morning worship is the expected norm, and where members actually appear to expect and approve of it as *vital* to "staying in church.". What is even more tragic, however, is that many spiritually abusive leaders of aberrant churches sincerely believe that the degree of unbiblical submission they are demanding of their followers is necessary for their good.

When all else fails, abusive pastors and their defenders may fall back on the conversations between David and Saul in 1 Samuel 24 and 26 where David refuses to take Saul's life because he is "not allowed to touch God's anointed one." Abusive leaders then say "because pastors are the representative of God, no one should stand against them under any circumstance." It clears that these passages are taken out of context and grossly misapplied to fit their desires and their defenders. These leaders rationalize and defend such behaviour under the guise of love and shepherding. Another scripture commonly used to justify abusive control and authoritarianism by the leaders of some churches is Hebrews 13:17, which says, "Obey those who rule over you..." Young (2012) says, "These leaders think that this means they have blanket authority over the flock entrusted to them and that they can proceed to take control over the personal lives and personal faith of believers". According to him, the word "**obey**" in this passage literally means "to be persuaded by" in the original text.

Nothing in this verse gives church leadership unrestrained control over the lives of others. Instead, it teaches believers to consider the example set by truly loving, God-fearing, servant-leaders that lead us to Christ.

In short, those that wish to act as dictators are not fulfilling a calling of God but are instead elevating themselves into a position to serve their own self-interests and ambitions. They step outside of biblical teachings for the purpose of fulfilling their desires to control the lives of others. Some of the greatest leaders in the Bible – Paul, Peter, John and even Jesus himself – explicitly taught against those that wish to "lord" over believers. Ironically, those that claim "authority" themselves reject genuine authority – that of the scriptures and of the Lord Jesus Christ. Charles Swindoll, (quoted by Openshaw 2012) once shared on the subject of "Christian Guru's", those leaders in the church or an organization who either elevate themselves, or are elevated by their followers to become their "guru". The leader's followers venerate him and subject themselves to him. He is the source of their revelation, doctrine and truth. They give him their undivided loyalty, and unconsciously uphold him as their object of "pedestal worship". There comes with this devotion, a total reluctance or refusal to act without the "guru's" directions or edicts that come from his "headquarters temple". As a result of this he holds great power over them. On the other extreme, "dictator" seeks to control his church by the strong hand of his authority, his personal strengths, or his powerful charisma. The dictator can diabolically control others through the intimidation of his presence, through fear, or by the manifestations of power which he can exercise.

Pastoral authority is not a matter of controlling, manipulating, coercing or ordering people around. Pastoral authority is about protecting the sheep that God has entrusted to one's care. In cases of pastoral abuse, these types of defenses are clear misinterpretation of pastoral authority at best and a perversion of God's Word at worst. Additionally, it shows a lack of concern and care for those who experience abuse. It is important to note that blind, unquestioning loyalty to

pastoral leadership is one of the marks of a cult. Any pastor who insists on it is probably an hireling and not a true shepherd.

Martinez (2012) while talking on this same issue, views it in terms of seven bars of religiously abusive prisons, which he lists as: absolute obedience to the elite - submission to all dictates of leaders at any price; extreme group conformity - undue compulsion to adopting a community code of conduct; suspension of critical thinking - group rejection of independent thought as sinful, demonic; twisting of Scripture - misinterpretation of biblical passages/teachings to magnify authority; phobic manipulation - using fear of punishment to intentionally control and dominate another; coerced confession of faults - forced pressure on the self and others to confess to "sins"; abusive excommunication - brutal expulsion of members and harsh treatment afterwards. This is usually achieved through the usage of mind control. This is, by definition, an effective control of both thought and behaviour of another through involuntary means that are deliberately set up for the unsuspecting to be lured into. The devices used to construct individual snares for prospective converts and church members are many and diabolically sophisticated (Wright, 2001,25). They usually revolve around the leaders' usage of every means at their disposal to influence group member behaviour, which include, but are not limited to family ties, scripture twisted out of context, emotional and social bonds with the group, personal weaknesses, heavy handed authority figures claiming to be the voice of God, and individual heartfelt desires simply to "do the right thing." These techniques of control are used in conjunction with one another - either simultaneously or together - to achieve the desired degree of control, reinforcing each other in the abusive culture, which can and usually is found anywhere people gather to live.

We concede that this widespread, yet well-hidden, spiritual scourge seems too unbelievable to be true. However, Itent ((2009), a Christian sociologist who has interviewed many former members of abusive churches in his book,

Churches That Abuse says about the seeming "peculiarity" of it all:

You may even feel that the abusive practices described appear to be far removed from the world of conventional churchgoers, and, it is hoped, they are. Yet, I am convinced that tendencies toward abusive styles of leadership are far more prevalent than most Christians realize. **If we are honest with ourselves, we might admit that at least the potential for authoritarianism may exist in some of our own backyards.**

Therefore, Watts (2012) orates that when the authority lays an intentional claim that its leadership role has been divinely-bestowed, and is even exclusive of all others, the potential for abusive control sharply rises. Legitimate Christian authority is rooted in the nature of God's self-revelation through Jesus Christ as clearly defined by the Christian scriptures, but illegitimate "Christian" authority is based upon the purely human tendency to obey authority that appears to be divinely bestowed only to an elite group who have regained the "real meaning" of the scriptures. Like a cancerous affliction, such abusive authority is a wild growth in the Body of Christ that can survive only through the aggressive subjugation of living cells and tissues. And there have been hundreds of thousands, if not millions, of people throughout the history of Christianity who have fallen prey to this horrendous abuse of power and enslavement of soul.

One aspect of abusive authority occurs between senior and junior pastors. Dysfunctional senior pastors often abuse and emotionally damage their junior. On one occasion a senior pastor mistakenly thought the junior pastor had disrespected him. The senior pastor slapped the junior pastor off his chair. Some other junior pastors also have similar experiences. A recent occurrence was a 'You Tube' showing the General Overseer of the Living Faith Church also known as the Winner's Chapel, David Oyedepo, in which he smacked an unyielding female church member during deliverance service. This has sparked social media outrage in Nigeria and around the world. The video

immediately became an internet sensation and after it was posted on You Tube, it drew a widespread condemnation of the pastor's action, which many see as gender abuse. It was about the pastor, affectionately called "Papa" by members of his church, slapping a lady kneeling before him. Apparently, the lady refused to admit she was a witch. After several prods by the pastor, the lady rather insisted she was a "witch for Jesus" a claim that apparently angered the pastor. Bishop Oyedepo then slapped her on the left cheek, yelling, "Do you know who you are talking to?" The congregation cheered but the courageous lady insisted she was not a witch. The disappointed pastor dismissed the lady; saying she had no place in heaven. Many Nigerians who had seen the video took on their social media communities to condemn the pastor's action while hailing the lady for maintaining her stance in the face of such brutality. The condemnation, commentators say, is not just for the pastor's spiritual tactics but also a denunciation of violence against women. Human rights activists have labeled the pastor's action as "religious bullying", "violence against woman" and "child abuse." (<http://www.jehovahs-witness.net>)

Others give in to egoism and develop wounding habits. A pastor of a small church in a rural area wanted his church to buy an empty school and turn it into a Bible college. His staff was skeptical because the cost seemed prohibitive. The same pastor publicly rebuked his staff for their lack of faith and mandated they should follow him as he follows God. Ego-driven senior pastors believe they have the right to discipline associates who get in their way most especially in the area of posting and transferring. A pastor who is a victim is often transferred to a remote station or a new preaching station where there are few or no member at all. This is what leads to schism even in Ilorin. Because of leadership training, other senior pastors believe that appropriating a ministry vision is their first priority. They feel constrained to promote that vision above all else. Senior pastors become wounding agents when they place their goals and visions over the well-being of their associates. Senior pastors sometimes act out in destructive ways when they are overburdened by

stress, burnout, or a conflicted sense of self. A senior pastor's depression may also contribute to his tendency to mistreat others. Wounding agents rarely see themselves as needing change; they believe others must change. If wounding agents do not get their way, they may act out in harmful ways and may be completely unaware of the trauma they are causing. This is often seen in some of the prophets and prophetesses who have been confronted physically and yet without a change. Another example is seen in the toxic Churches. A toxic church often mistreats staff associates. A toxic church exists when doing becomes more important than being. People in a toxic church believe their service to God is keeping church systems functioning. They believe God's blessing results in bigger budgets for bigger buildings to accommodate more people. Looking successful replaces love as the key ingredient.

4. The Effect of Abuse of Pastoral Authority

The immediate effect of abuse of pastoral authority reflects on the members who are at the receiving end. Many sincere and well-intentioned believers are led astray into extra and unbiblical teachings. The ultimate outcome is a distorted view of Christ and the gospel, which causes many to ultimately walk away from God altogether. For those that manage to function within an authoritarian church, usually feelings of guilt, condemnation and worthlessness hang like a dark cloud over their Christian walk. Obviously, this is not what God intended for his children. Jesus said, "For my yoke is easy and my burden is light" (Matt.11:31). Sometimes, people thus abused are consumed with anger, bitterness, shame, and disillusionment. They are prone to depression and acting-out behavior, including over eating, over spending alcoholism, drug addiction, pornography, promiscuity, and family dysfunction. For example, a young pastor once told the researcher that when he was a driver to one senior pastor, he often drove him to different hotels for sexual act in the name of going to the mountain top for prayers. The senior pastor would do all kinds of immoral behaviour which

later affected the young man when he became a pastor.

Too many pastors abuse their authority so much that they hinder and cripple the work of God by turning the ministry of the Lord into a “one man show,” and the people rise only to the level of their servants and never mature to the true liberty in Christ that is anticipated in Eph. 4:13 “until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ”(NIV). Christianity from its inception has been a religion of service to humanity. This was first seen in the founder of the religion himself, Jesus Christ, who did a lot of humanitarian services such as healing the sick, educating people about salvation and the kingdom of God, calling people to repentance, so as to have eternal life and providing for those who were in need physically, materially and spiritually; abuse of pastoral authority will rather prevent all of that from being achieved.

Another effect of abuse of pastoral authority is a lack of practical links between the educated classes and the masses of the church. This situation has continued to increase the already impoverished socio-economic conditions of the citizens of Nigeria. Nepotism, despotism and tribalism have eaten deep into the conscience of every Nigerian leader including pastor “the spiritual father of the nation”. A known senior pastor, who is also a Professor, would visit and give serious attention to the educated class while he pays little or no attention to the masses. Some of our senior pastors who are also state holders in the society, instead of serving the people and making any positive impact in maintaining a virile, dynamic and integrated nation, abuse their God-giving authority and rather represent their personal interest. This in a way contribute to Nigerian’s lack of politically, economic and spiritual growth.

5. Conclusion

This paper has demonstrated the pastoral authority that exists in the New Testament and also highlighted the abuse of pastoral authority in some churches in Nigeria. This abuse is a traumatic process of unethical manipulation and

domination, intentionally inflicted by some church leaders upon their followers. This control is achieved through various manipulative forms of actual mind control. Some pastors give in to egoistic thinking and develop wounding habits. Ego-driven senior pastors believe they have the right to discipline associates who get in their way most especially in the area of posting and transfer. This is contrary to the concept of liberating authority that is taught in the New Testament. Abuse of pastoral authority turns the church from a sanctuary into a prison; the faith which should lead to ultimate freedom becomes an ultimate trap. However, this conclusion does not negate the fact that God has given authority to the pastor and that the Bible demands that members submit to God-called pastors who are leading according to God’s word. That some pastors abuse their authority is not a license for church members to become rebellious toward genuine God-given authority.

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Why did Yahweh reject the sacrifice of Cain? A Theological Reflection on Gen. 4:1-16 and its implication for Contemporary Christians in Nigeria

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Abstract. In any sacrifice, three parties are of paramount importance. These include the deity to whom sacrifice is offered, the worshipper who offered the sacrifice either all alone or with the assistance of the priest as the intermediary, and the victim for the sacrifice. The sacrificial material otherwise called sacrificial victim is so important because it is a means to an end, it is an instrument by which the covenant relationship is established and upheld. Nevertheless, in the Old Testament, the purpose of the sacrifice dictated the sacrificial material(s) to be used. However, the account of the sacrifice of Cain and Abel in Gen. 4 looks paradoxical as Abel's sacrifice was accepted by Yahweh while that of Cain was rejected! Why was this so? What was it about Cain's offering that made it unacceptable and that of Abel acceptable most especially when one considers the fact that both bloody (animal) and unbloody (grain and wine) were commanded and common in the Old Testament. More importantly, what is the implication of Cain's unacceptable offering for Christians today? What lessons can both church leaders and members learn from this incident in this era where church members are being coerced or forced by church leaders through various unwholesome methods to give/donate sacrificially without minding the means, the readiness and the mental attitude or heart

disposition of the giver/donor? Indeed, what constitute sacrifice for today's Christians and how can Christians today offer an acceptable sacrifice? These and many other questions were answered in this research paper.

Key words: Sacrifices/offerings in Old Testament, Cain, Abel, Genesis 4, Bloody sacrifice, Unbloody sacrifice, Acceptable sacrifice.

1. Introduction

The story of Cain and Abel records the first ever offering made to God in the Bible. However, the first question that quickly rises to the surface when reading Gen. 4:3-7 is: what was wrong with Cain and his offering? Why did God reject it? God in many parts of the scriptures is portrayed as just and fair and this same view is shared by majority of the Christian world over and other religions. But when confronted with a story such as that of Cain and Abel, we instantly face a startling and controversial question created by gaps in the narrative and which can very well shake the foundations of many people's faiths: is God really fair and just, or does He simply play with humanity at His own whim? God's seeming capriciousness in rejecting one sacrifice over the other creates a

theological problem as raised above. The problem is compounded by Abel's murder. Since Cain's act of fratricide is precipitated by God's unexplained rejection of the sacrifice which resulted in Cain's anger, God becomes complicit in the act. These problems opened the door for ancient interpreters to subject the story to various interpretations in a way that exonerated God of appearing capricious and, by extension, complicit in Abel's murder. This article attempts a re-reading of the story and the lessons therein for today's Christians.

2. The Concept of Sacrifice in the Old Testament (OT)

Sacrifice, by way of definition is a gift given or offered by an inferior to a superior. It is a tribute paid by the dependant to his lord, and offering to deity, with or without blood (Abe, 2004). In its simplest form, it may be defined as "a gift to God". It is a presentation to deity of some material object, the possession of the offerer, as an act of worship (Orr, et.al, 1939). It may be to attain, restore, maintain or to celebrate friendly relations with the deity. It is religion in action in early times, almost the whole of religion – an inseparable accompaniment to all religious exercises (Orr, et.al, 1939). The idea and practice of sacrifice are as old as man himself though later, sacrifice became divinely instructed and made a vital aspect of world established religions, including the Jewish religion (Abe, 2004). Thus, sacrifice is universal, a religious act which varies from one religion to another.

Figuratively speaking, sacrifice was also applied to the offering of prayer, thanksgiving, penitence, submission, or the like (Orr, et.al, 1939). The offering of sacrifice is the destruction or surrender of something valued or desired for the sake of something regarded as having a higher or a more pressing claim (Orr, et.al, 1939). In the Hebrew Bible, sacrifice is known as qorban, meaning "to draw near" (Adelakun, 2009).

Sacrifice in the Old Testament was a means by which man was enabled to approach God (Adelakun, 2009). It forms the core of the Old

Testament Levitical cultus. Indeed, there are five basic Levitical offerings in the Old Testament: the burnt offering, meal offering, peace offering, sin and guilt offerings (Kidner, 1952). Each offering had its particular purpose and was intended to facilitate man in his relationship with God (www.jewfaq/qorbanot.htm). Sacrifices in the Old Testament were either bloody or unbloody. A very good example of both bloody and unbloody sacrifices in the Old Testament was that of Abel and Cain (Abe, 2004).

Burnt offering was the oldest and commonest sacrifice and represented submission to God's will (Adelakun, 2009). Its Hebrew name, olah means "that which ascends" (Kidner, 1952). It is the upward, or Godward offering or that which goes up in smoke to the sky. An olah was completely burnt on the outer altar and no part of it was eaten by anyone. This was perhaps the best and most solemn of the sacrifices, and symbolized worship in the full sense, i.e. adoration, devotion, dedication, supplication and at time expiation (www.bible-history.com/sibe). A meal or meat offering (minchah) was a gift or presentation which at first applied to both bloody and unbloody offerings (Gen. 4:5), but in Moses' time confined to cereals, whether raw or roast, grinds to flour or baked and mixed with oil and frankincense. These cereals were the produce of man's labour with the soil and this represented the necessities and results of life, if not life itself. A portion of it was burnt on the fire of the altar while the rest was eaten by the priests (www.bible-history.com/sibe). A Minchah symbolized the devotion of the fruits of man's work to God. It also described a gift or token of friendship (Is. 39:1), an act of homage (I Sam 10:27; I Kings 10:25), tribute (Jud 3:15, 17ff), propitiation to a friend wronged (Gen. 32:13, 18) to procure favour or assistance (Gen. 43:11ff; Hos. 10:6). A peace offering (Zebhachin/Zebbach Shelamim) was a sacrifice made to express thanks or gratitude to God for his blessing and mercies (Adelakun, 2009). It was offered to express or promote peaceful relations with the Deity, and almost invariably accompanied by a meal or feast, an occasion of great joy (Adelakun, 2009). Peace offering was of different kinds such a Zebhachim ha – todhah, "thank offering", Zebhach Nedhabhah, "free –

will offerings”, and Zebhach Nedher, “votive offerings”, which were offered in fulfillment of a vow (www.bible-history.com/sibe).

The sin offerings are designated by hatta't and were offered to expiate some sin committed inadvertently. Such sins were called unintentional or unwitting sins (www.bible-history.com/sibe). It was an expression of sorrow for the error and a desire to be reconciled with God. A sin offering could only be offered for sins committed unintentionally and not for sins committed deliberately. A guilt offering (asham) was a special kind of offering introduced in the Mosaic Law (Lev. 5:7; 1-7) and concerned with offences against God and man that could be estimated by a money value and thus covered by compensation or restitution accompanying the offering (Abe, 2004). Such offences include: a breach of faith, deceit, robbery, oppression, lies, falsehood and so on (www.bible-history.com/sibe). Apart from the offering to be offered for these sins, there was to be a full restitution or restoration with an additional fifth of the value of the damage (Abe, 2004).

According to the Jewish tradition, sacrifice was believed to have been instituted by God (cf Lev. 17:11) as a provision of mercy intended to enable man draw near to God, not to keep him away (Abe, 2004). However, by the sixty century B.C., sacrifices were primarily performed by priests in the temple. The efficacy of sacrifice in restoring a broken relationship was held seriously in the ancient Jewish tradition, not because blood had magical power in itself, but because God had provided the symbolic means by which guilt was pardoned (Guthrie, 1981). Nevertheless, the destruction of the temple in 70 A.D. by the Roman army brought an end to the sacrificial rites in Israel though the practice was briefly resumed during the Jewish war of 132 – 135 A.D. but was ended permanently after the war lost (Adelakun, 2009). The reason was that the temple in Jerusalem was the only place where worshippers could make sacrifices. Consequently, the destruction of the temple signified the end of sacrifice. Orthodox Jews still believe that when Messiah comes, a place will be provided for sacrificial purposes.

This is reflected in their daily prayer services where they prayed for the restoration of the temple and the resumption of its rituals, including the rituals of sacrifice (www.jewfaq/qorbannot.htm).

3. The Sacrifice of Cain and Abel

The account of the sacrifices of Cain and Abel (Gen. 4:1ff) which is the first example of the sacrifice in the Bible shows that the ceremony dates from almost the beginning of the human race. For instance, there were sacrifices and sacrificial systems in Egypt probably from the beginning of the 4th Millennium B.C. (www.jewfaq/qorbannot.htm). Besides, there were many centers of worship such as Eridu, Nippur, Erech etc in Babylonia from the year 300 B.C or thereabouts (www.bible-history.com/sibe). Similarly, among the nomads and tribes of Arabia and Syria, sacrifices had been common for millenniums before Moses. All these buttressed the fact that sacrifices had been a common practice among the people of Ancient Near East before that of Cain and Abel and even before the Mosaic legislation of it in the Priestly code. However, the concern of this article is the sacrifice of Cain and Abel and the question begging for an answer is “why did God reject Cain’s offering?” Was it because, as some presumed, Cain did not offer a bloody sacrifice? (Stewart, 2015). If not, what was the reason for God rejecting Cain’s offering? In addition what lesson can Christians learn from this Old Testament historical narrative?

4. The Passage (Gen. 4:1-15)

Adam lay with his wife Eve, and she became pregnant and gave birth to Cain. She said, “With the help of the Lord I have brought forth a man”. 2 Later she gave birth to his brother Abel. Now Abel kept flocks, and Cain worked the soil. 3 In the course of time Cain brought some of the fruits of the soil as an offering to the Lord. 4 But Abel brought fat portions from some of the firstborn of his flock. The Lord looked with favor on Abel and his offering, 5 but on Cain and his offering he did not look with favor. So Cain was very angry, and his face was downcast. 6 Then the Lord said to Cain “Why are you

angry? Why is your face downcast? 7 If you do what is right, will you not be accepted? But if you do not do what is right, sin is crouching at your door; it desires to have you, but you must master it” 8 Now Cain said to his brother Abel, “Let’s go out to the field”. And while they were in the field, Cain attacked his brother Abel and killed him. 9 Then the Lord said to Cain, “Where is your brother Abel?” “I don’t know, he replied. “Am I my brother keeper?” 10 The Lord said, “What have you done? Listen! Your brother’s blood cries out to me from the ground. 11 Now you are under a curse and driven from the ground, which opened its mouth to receive your brother’s blood from your hand. 12 When you work the ground, it will no longer yield its crops for you. You will be a restless wanderer on the land, and I will be hidden from your presence; I will be a restless wanderer on the earth, and whoever finds me will kill me”. 15 But the Lord said to him, “Not so; if anyone kills Cain, he will suffer vengeance seven times over”. Then the Lord put a mark on Cain so that no one who found him would kill him. 16 So Cain went out from the Lord’s presence and lived in the land of Nod, east of Eden.

Talking about Cain and Abel, the very first piece of biographical information about them that is provided in the scriptural passage quoted above, aside from the obvious fact that Cain was the eldest is: “Abel was a keeper of sheep/flocks but Cain was a tiller of the ground” (Gen 4:2). The elder was named Cain which when it is interpreted signifies a possession; the younger was Abel which signifies sorrow (Stewart, 2015).

It is obvious from the passage that both Cain and Abel came together to offer an offering before the Lord. They were evidently following a particular time schedule for sacrifice before the Lord as stated in v.2. Cain brought “the fruit of the ground, an offering unto the Lord” and Abel brought “the firstlings of his flock and of the fat thereof”. And the Bible says: The Lord had respect unto Abel and to his offering; but unto Cain and to his offering He had not respect (4-5). Here, God was displeased, not only with Cain, but with his offering too. And on the other hand, God was pleased with Abel and his

offering. Why? Below are the scholars’ likely reasons why God rejected Cain’s offering.

Non-blood sacrifice: Some scholars are of the opinion that the offering of Cain was rejected because it was unbloody (Maxey, 2006). Candlish, for example, wrote: “To appear before God, with whatever gifts, without atoning blood, as Cain did was infidelity” (Waltke, 1986). Such scholars believed that Cain brought the fruit of the cursed ground, the works of his hands as offering whereas animal sacrifices had been instituted before this time, that is, when God made animal skins for Adam and Eve after they had sinned (Gen. 3:21). It is argued that there could be no atonement for sin apart from the shedding of blood. But what indication is there in the text that this was a sin offering? It is crystal clear however from the text that the offerings of Cain and Abel were neither sin offering nor guilt offering which according to Mosaic legislation involved shedding blood for removal of sin (Robert, 1979). This is because the most inclusive term for presentations to God on the altar is qorban, “offering” from a root signifying “to bring near” is not used in the Cain and Abel story. Rather, the narrator designates three times (vv.3, 4, 5) the brothers’ offering by minchah, a grain offering, a gift or presentation of man’s work to God (Morris, 1965). The unusual element in the story from a lexical view point is not that Cain’s offering is bloodless but that Abel’s is bloody. In any case, by using minchah, the author of Genesis virtually excludes the possibility that God did not look on Cain’s offering because it was bloodless. Maxey while quoting from Rothkoff said: “The terminology used with regard to the patriarchal age is that of the Torah as a whole; it is unlikely that the same words in Genesis mean something different in the other books of the Torah” (Maxey, 2006). Thus, Cain and Abel each brought a “gift” (Minchah; Gen. 4; 4ff), which was usually of a cereal nature as brought by Cain (Lev. 2 et al) but could also refer to an animal offering (I Sam 2:17, 26:19).

So far, the lexical study for the term designating Cain’s offering gives no basis for thinking it was rejected because it was bloodless. In fact, of the many expressions for presentations to God,

which were available to the author, he could not have used a more misleading term if this was his intended meaning. Therefore, both offerings were proper for the two brothers as there is nothing in the text to suggest that the type of offering was the reason for God's rejection or acceptance.

Poor quality and quantity: Another possible reason suggested by the scholars for the rejection of Cain's offering is that the fruit he brought was not the best the land had produced (Maxey, 2006). It is emphasized that Abel brought the first fruits of his flock and from their fat – the best that he had. Cain, on the other hand, merely brought ordinary fruit to the Lord – possibly of poor quality. By offering the firstborn, Abel signified that he recognised God as the author and owner of life in common with the rest of the ancient Near East. The Hebrews believed that the city, as lord of the manor, was entitled to the first share of all produce. The first fruit of plant and the first born of animals and man were his (Maxey, 2006). Abel also offered the “fat” which in the “P” material belonged to the LORD and was burned symbolically by the priests. This tastiest and best burning part of the offering represented the best. The writer of the epistle of the Hebrews buttressed this point when he said: “Abel offered to God a **better** sacrifice than Cain” (Heb. 11:4). “And the Lord had regard for Abel and his offering; but for Cain and his offering He had no regard” (Gen 4:5). Was Abel's sacrifice “better” than that offered by Cain because he offered the first fruits of his flock and also the fat?

There are some scholars who feel the Greek word *Pleion* (Abel offered to God, a better sacrifice than Cain” – Heb 11:14) is the key. *Pleion* which literally means “more, grater” can be used with regard to quantity and quality (Waltke, 1986). Thus, although it may mean “greater in number” it may also mean “greater in value” (Maxey, 2006). The word is however, frequently used to express ‘higher in value’ and ‘greater in worth’ (Maxey, 2006). In regards to Abel's offering, the qualitative rather than quantitative significance of *Pleion* was attested to by many scholars while some opined that Abel's sacrifice was *Pleion*, fuller than Cain's, it

had more in it (Maxey, 2006). Such a theory, however, seems to suggest that God's concern was far more for the size of the gift, a view that is very much in conflict with the overall teaching of the inspired scriptures on how God, perceives Christian giving. It is not **quantity** of gift, but **quality of giver**, with which the Lord has always shown the greatest interest as reflected in the account of the widow's two mites and Jesus assessment of the various givers in Mark 12: 41 – 44. Therefore, Cain's offering was not rejected based on quantity and or quality of his offering but based on the condition of his heart – “And God had no respect for Cain and his offering” (Gen. 4:4) (Ellicott, 1990). But, if we study this view closely, there is some degree of truth in it for Abel gave God the first fruits of his flock and also the fat showing to God that He is special and He is the greatest priority in his life.

The choice of occupation: Some scholars have sought to suggest that the offering of Cain was rejected, by God because he chose to cultivate the ground. Their argument is based on the fact that God cursed the ground as a result of the fall in the Garden of Eden (Gen 3:17) (Cutar, 2008). Some suggest that Cain was defying God by choosing to raise crops on the cursed ground (Maxey, 2006). This view neglects to consider the reminder of the passage – Gen. 3:17-19, where God clearly informs Adam and Eve that they would labour over the land and “eat of it”. God fully purposed for mankind to fill the land, he simply informed them that it would not be easy work. In fact, both the ground needed to be worked for food (Maxey, 2006). Contrary to what some have said, there is nothing inherently better about tending sheep than working the ground even the scripture gives no indication that one occupation was superior to another. Thus, “It is neither justifiable nor necessary to trace difference of moral character in the different callings which the young men selected, though probably their choices were determined by their talents and their tastes” (Stewart, 2015). “In Cain, one sees a rough, strong nature, which took the hard work as he found it, and subdued the ground with muscular energy while in Abel; one sees a nature more refined and thoughtful” (Ellicott, 1990). Therefore, we should not look

for the answer to the acceptance and rejection of the offerings in the various occupations the two practiced.

God's sovereign choice: Moreover, some Bible interpreters in their interpretative approaches to the theological problem created by the story of Cain and Abel in Gen. 4 see the acceptance of one offering and the rejection of other as the sovereign choice of God. God merely chose to accept Abel's offering and reject Cain's with no explanation given (Ellicott, 1990). The proponents of this view often based their argument on a biblical text which says: "I myself will make all my goodness pass before you, and will proclaim the name of the Lord before you, and I will be gracious to whom I will be gracious, and will show compassion on whom I will show compassion" (Stewart, 2015). This view is not satisfactory, because it is not internally consistent with the rest of Scripture because it presents God as an arbitrary dispenser of justice but if nothing else; God is always portrayed as acting in wisdom, mercy and truth never arbitrary in judgment.

Cain's sinful life: Some Bible scholars in their attempts to interpret the story of Cain and Abel believe that Cain led a bad, sinful life while Abel led a righteous and that accounted for the acceptance of one and the rejection of other (Exodus 33:19 (NASB)). Cain was described as someone who was wicked, led a bad life, under the reigning power of the world and the flesh; and therefore his sacrifice was abomination to the Lord ... God had no respect to Cain himself, and therefore no respect to his offering" (Cutar, 2008). But the problem with this view is that it is not mentioned or implied in the text. In fact, there was no mention of Cain leading a wicked life before he brutally murdered his brother. Thus, to state that Cain had always been a wicked man even before the fratricide and consequently the rejection of his offering seems like a weak argument from a biblical standpoint.

Attitude Problem: The last view for consideration in this research paper interprets the rejection of Cain's offering as problem with this attitude rather than the specific offering that he brought (Cutar, 2008). In other words, such

scholars argue that God was not so much concerned with the type of sacrifice or the quality of the offering rather, His main concern was with the attitude of Cain. Cain's offering was rejected because of his impure heart, not because it was the fruit of the land rather than a blood sacrifice (Stewart, 2015). He may have brought the very best that he had, but he did so with entirely the wrong attitude. Abel on the other hand offered his sacrifice before God perhaps with a humble heart and with an attitude of repentance, meekness and zeal and that could have given Abel a slight edge over his brother, Cain. Although, the text was directly silent about the heart condition of the two brothers or their attitudes toward God but one can infer or make scholarly guess in the light of the statement in Gen. 4:4, 5. Whereas the text explicitly characterizes Abel's offering, and more or less infers Cain's, it dwells on Cain's character, and more or less infers Abel's (Stewart, 2015). Definitely, something is wrong with the character of Cain for it is not quantity or type that matter most to God, but the quality or heart of the giver.

5. Cain's Characterization in the Text

Robert Alter (1981), greatly improved scholars' interpretation of the narrative by analyzing and classifying the following techniques used by a story – teller for communicating his meaning. These include: statements by the narrator himself, by God, the heroes or heroines, by verbal clues, by juxtaposition of material, by characterization, and by consequences of actions. This research paper employed the techniques of verbal clues and juxtaposition of material to discover the blemish in Cain's offering. The other techniques expose the deformity in his character. The Lord said he is unacceptable: "If you (Cain) do what is right, will you not be accepted?" (Gen. 4:7). To this he added: "Sin is crouching at your door". After sin so dominated Cain that he killed Abel, the Lord cursed Cain: "You are under a curse" (v.11). One should note here how the narrator characterizes the sulking Cain as sinner unworthy to worship. Moreover, Cain's visible behaviour confirms the Lord's privileged assessment of his heart. Cain's anger against

God is written large on his face (vv.5-6), and he progress in sin from deficient worship to fratricide (v.8) (Waltke, 1986). Similarly, Cain's speech in the text reveals his unregenerate heart. His sarcastic question, "Am I my brother's keeper?" exposes both his callousness against God and his hate of his brother made in God's image (v.9). Furthermore, Cain calls into question God's wisdom, justice and love and attempts to justify himself, claiming: "My punishment is more than I can bear. You are driving me from the land today, and I will be hidden from your presence" (vv.13-14). Even after God mitigates his sentence (v.15), he fails to respond to God's grace (v.16). As a consequence of his action, Cain became a man without a place, an outcast from God's presence, from the ground, and from his fellow man (vv.14-16).

In view of the discussion so far, I will like to submit that most of the scholars' views or interpretive approaches discussed above assumed that the reason for Cain's rejection and Abel's acceptance resides with the gift rather than with the giver; with the offering, rather than with the one presenting it. But I will like to say that God focused not on sacrifice being presented before Him, that is, its material composition, but rather focused on the heart of the two brothers as they presented their sacrifices before Him. Witnesses from the New Testament (NT) passages shed more light on this.

6. The New Testament witnesses

The New Testament validates our conclusion drawn from the text. Jesus characterized Abel as righteous man when God spoke well of his offerings" (Heb. 11:4). Therefore, what made Abel's sacrifice to God 'Pleion', more in sense of 'superior', than the sacrifice of Cain, was Abel's faith. That is stressed and not the fact that Abel offered a bloody and Cain a vegetable sacrifice, or that Abel offered, firstlings and Cain not first fruits, on which some have laid stress by emphasizing these differences. The writer centers everything on Abel's faith in contrast to Cain's lack of faith (Waltke, 1986).

Furthermore, John in his epistle characterized the deeds of Abel while Cain on the other hand, was of the evil one, and that his fruit came from a corrupt tree (I John 3:12). Sin was crouching at the door of Cain's heart, having a great desire, and Cain had failed to master it, thus leading to sinful actions (Gen. 4:7). Jude, the brother of Jesus Christ, characterizes such a walk in life as "the way of Cain" (Jude 11). The way of Cain according to Maxey (2006) is the way of brotherly hatred, not brotherly love; of anger, envy and self-centeredness; of insufficiency of faith and indifference; of right actions prompted by wrong motives; of murderous intent. Cain's attitude/deed, can better be described further as a religion without relationship; a sacrificial show without a sanctified spirit. It is little wonder that later Jewish tradition represents these two brothers (as seen in the Targum of Jerusalem) as ancient types of faith and unbelief (Maxey, 2015). Cain offered sacrifice, but in a faithless spirit" (Ellicott, 1990).

7. Cain's Unaccepted Sacrifice: Lessons for Today's Christians

Christ's unique sacrifice put an end to all forms of the OT sacrifice. By his sacrifice, the NT was established. The nature of the sacrifice was characterized by willingness, holiness or purity and complete obedience (Maxey, 2006). It was then a free-will offering, a perfect and complete sacrifice; a sufficient and all-embracing expiation sacrifice to atone for the sins of the entire world (Abe, 2004). The church of Christ therefore accepts the unique offering made on her behalf in an act of faith as final and commemorates it and lives the life of the sacrificer, who himself was the sacrificial lamb, the propitiation for sins of mankind. In other words, Jesus' sacrificial death does not allow Christians to offer other sacrifices, be it community or individual ones. But today's Christians are still under obligation to give one offering or the others to enhance the growth of the church physically and spiritually. These offerings vary from one church to another but mostly include: tithe, general and personal thanksgiving offering, special thanksgiving offering, votive offering, special/occasional levy, donation and so on.

Most church leaders today have equally designed various offerings just to generate funds either for themselves or the church. But in all, emphasis is placed on the quantity of the offering rather than the quality of the offerer: thus it is common nowadays to hear the leader saying “you have to give an offering that will provoke God to action”, “Give sacrificially” and the rest like that. In fact, special recognition/respect and honour were accorded the highest giver while many church members have been siphoned of their valuables by church leaders all in the pretense of giving the best to God. Today, most churches pay no serious attention to the quality or character of the giver but rather focus on the gift presented. Hence the need for today’s Christians to learn one or two lessons from Cain’s unaccepted offering so that they can offer an acceptable offering to God in the course of rendering their services to God.

The most important lesson that today’s Christians should learn from God’s rejection of Cain’s offering and His acceptance of Abel’s is that God, to whom all offerings are being presented focuses on the heart of the giver rather than the sacrifice/offering being presented before Him. In other words, God’s focus is not first on the quantity of gift but the quality of giver. This same truth is buttressed by Jesus Christ in Mark 12:41-44 on the account of the widow’s two mites and his (Jesus Christ) assessment of the various givers in the temple. Similarly, Cain may have brought the very best that he had, but he did so with entirely the wrong heart. Cain’s heart was not right with God. This is compared to a Christian giving a large sum of money to the church with a grudging heart. It is not gift as much as the giver, which concerns God. Apostle Paul when commenting on the offering on the offering of the Macedonians to the famine relief fund commended them because “they first gave themselves to the Lord” (2 Cor. 8:5). It is therefore the gift of one’s heart that is ultimately significant to God. This is a lesson for both church leaders and members as they worship/serve God with their various offerings. “Abel’s sacrifice represents acceptable, heartfelt worship; Cain’s represents tokenism” (Abe, 2004).

Moreover, Christians in their attempts to offer one thing or the other to God should know that

God deserves the best of what they have. However, offering God the best or good quality depends on the quality or the heart condition of the giver as discussed above. “By faith Abel offered God a better sacrifice than Cain, through which he obtained the testimony that he was righteous” (Heb. 11:14). Thus, the quality of the offering is a product of the heart quality of the offerer. While the emphasis of this paper is not on the material contents (quantity) of the offerings being presented by Christians today, nevertheless, it is admonished that Christians (especially those who have) should offer their best to God as Abel did by offering the “firstlings” and the “fats” compared to Cain who just offered “an offering unto the Lord (Gen. 4:3-4). Every Christian should give to God what belongs to God (Matt. 22:21) but this must be done in faith with a willing and cheerful heart and in accordance with one’s ability (financially/materially).

Church leaders should also learn how to show serious and genuine concern for the heart or salvation of their benefactors and or church members. The ultimate concern of a church leader should not be on what a particular church member or any other person will give but how such a person can present an acceptable gift by first presenting himself/herself to God. This is inevitable because deformity in the character of the giver, irrespective of the amount of money or worth of the materials given, will lead to God’s rejection of the offerer and his/her offerings. It is a pity today that church and her leaders welcome and sometimes coerced all sorts of people with various kinds of “unholy offerings/sacrificial materials” to donate to the church. Thus, “offering sacrifices” to God among Christians today has become an all comers affairs! The church and her leaders should therefore be on guard, against this act. The church should learn how to pray and trust God for divine provision instead of getting money from all manners of people through various unwholesome methods to finance church programmes/projects. Such givers are being cajoled into believing that they are offering an acceptable sacrifice to God unknowing to them that it is not so much about the gift but about the giver that concerns God. “The sacrifice was accepted for the man and not man for the sacrifice” (Maxey, 2006).

8. Conclusion

“The sacrifice of the wicked is an abomination to the Lord, but the prayer of the upright is His delight. The way of the wicked is an abomination to the Lord, but He loves him who pursues righteousness”. (Prov. 15:8-9). God saw beyond the offerings of Cain and Abel. He knew the intents of hearts of these two men. It was not the offering itself that was the problem, but rather the heart of the one making the offering. Elsewhere in Bible, Yahweh rejected the gifts of Korah (Num. 16:15), Saul’s men (I Sam 26: 19), and apostate Israel (Isa. 1:13), not because of some blemish in their offerings, but because of their deformed characters. Cain’s flawed character led to his feigned worship, his rejection and the final rejection of his offering. Had his heart been right with God, he would have offered not a token gift, but one from the heart, and along with Abel, both Cain and his gift would have been pleasing to God.

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Democratization and Corruption in Religious Environment: The Nigerian Experience

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Abstract. The late 20th century till date has greatly witnessed paradigm shift in democratization crusade around African continents where Nigeria belongs. This becomes significant and crucial in order to perpetually keep the military cabals in the barrack. Thus, stable democracy becomes the only solution to the perennial problems of corruption, insecurity, religious violence and political angst in Nigeria. This paper adopts historio-political and ethico-religious methods leading to the fact that religious and corrupt-free society can be the only hallmark of sustaining democratization process in Nigeria. As a matter of fact, this paper seeks to postulate that democracy should be allowed to grow and build domestic consensus, reassert and readdress corporate participation and as well assume new roles indispensable for keeping and extending the life span of democracy and to immune it against military regime since Nigerians are religious in all things. To this end, democratization as an institution is aimed at furthering political conscientization processes propelled by political regimes and continuously assume new roles in keeping with the exigencies of times and the political developments around them. This would make democratization the only game in town.

Keywords: Corruption, Democratization, Democracy, Religious Society, Nigeria

1. Introduction

The late 20th century till date has witnessed swift change in democratization crusade around

African continents including Nigeria. This significant and timely change became crucial consequent upon the need to terminate military cabals, one-party system and authoritarian rule. Thus, this democratization pressure was seen to be the only solution to the perennial political angst in Nigeria in particular and Africa in general. The agitation from people, who, having been raped and fluffed by the military rules coupled with corruption, mismanagement and hardship, was to benefit from the political dividends, which they believed a democratic era would usher in. Today, virtually all the African nations including Nigeria are enjoying democratic dividends. For the first time in history, Nigeria has succeeded in handing over governance from civilian to civilian government, which is a mark of democratic consolidation. In deed, the continuous existence of a vibrant and solid society like Nigeria is the product of democratization, which is indispensable and non-negotiable.

However, with democracy at hand, Nigeria is still swinging in comfort with corruption and mismanagement. In fact, round and about us corruption beams, corrupt men and women are the beloved while the hated are those who spurn the vermin. In essence, corruption has berthed permanently on the Nigerian shores. It soars in all tiers of government in the last and current dispensation. Corruption, as the unlimited ostentation of wealth amassing and arrant obscenity in Nigerian culture is an unholy bedfellow with democratization. The message of

democratization stands sharply in contrast with the wave of corruption. It is therefore the intention of this paper to tersely examine the basic concepts of democratization and corruption in the Nigerian context. The paper shall conclude by recommending blueprints for democratic development as a re-appraisal of the political destiny of Nigeria.

2. Conceptualizing Democratization

A conceptual discussion of this kind cannot be fully comprehended without an insight or in-depth understanding of democracy *per se*. Democracy as a concept originated from the Greek-city state or the *polis* around 5th century B.C. as “demo-cratia” meaning “rule of the people.” Democracy emerged as the government of the masses or the government of the vast majority with collective participation. Thus, this concept represented the interest of the people either directly or indirectly in the *polis*. As a result of civilization in the city state, representatives at a public forum were recognised to articulate the interest of the vast majority. By and large, various dimensions came to expound the meaning of democracy and its set objectives. Despite the fact that a handful of scholars have written about democracy, it is difficult to satisfy its definitive quest. Be that as it may, the concept remains the best option to ensure understanding of its very meaning between the leaders and the led with a view to regulating and appreciating the instrument of power control among the leaders.

Schmitter sees democracy as the “institutional arrangement for arriving at political decisions in which individuals acquire the power to decide by means of a competitive struggle for the people’s vote.”¹ Howell posits that democracy is a political process where rulers are held accountable to the ruled by a variety of political arrangements, which include regular competitive multi-party elections and where those holding political office do not have automatic security of tenure.² However, Eyinla argues that two fundamental elements in this definition are crucial and prevalent. They are contestation and participation.³ He buttresses further that “a polity is democratic to the extent to which the

collective decision makers are selected or displaced through free, fair and periodic elections based on universal adult suffrage and where candidates freely compete for votes.”⁴ Madison *et al* describe democracy as a set of institutions, including the three tiers of government, each of which is supposed to check and be checked by the other two, in order to maintain liberties and avoid tyranny, even of a majority against a minority.⁵ Applying cultural approach to the meaning of democracy, Rustow defines democracy as a problem-solving formula for power-sharing in which significant groups in society, either directly or through representative elites, negotiate from time to time over issues that are important to them all.”

Of paramount importance in this definition is the bargained interests that are entered into or reached that suffice for the time being. Often times, new issues arise, as old ones are replaced or even atrophy and as groups’ need change. Where negotiations are properly and honestly conducted, groups make concessions in one area in order that they may win concessions in other areas. In which case, any agreement worked out is the best possible for the whole society at the time, it is at most the second best for any of the negotiating groups. Having considered the various definitions of democracy, the most widely acceptable and enduring is the one given by the 16th American president Abraham Lincoln (1809-65), “as government of the people, by the people and for the people”. This means total representation, full participation and flawless accountability to the people by the electors because the people are the government entrusted to the few who represent their interest at the top. Thus, the implication of the three conditions of representation, full participation and completely accountability traced back to city-state is indicative of its level of democratization.

By indication, democratization as Juan Clinz and Alfred Stepan argue can only be said to take place after a transition to democracy has taken place. They define democratization as *a political regime in which democracy as a complex system of institutions, rules and*

patterned incentives and disincentives has become, in a phrase, the only game in town.

Oche supports the notion of democratization as being in consonance with the only game in town and is thus premised on a tripodal operationalizational inference comprising behavioural, attitudinal and constitutional dimensions. Behaviourally speaking, a democratic regime can as well be regarded as consolidated when no significant major player will attempt to achieve its set goals either through the creation of a non-democratic or undemocratic or by way of secession. In attitudinal level, Oche states that a democracy is consolidated when the overwhelming majority of public opinion is constantly and consistently supportive of democratic procedures, processes and institutions as being the sole appropriate method of conducting governance and public affairs. In constitutional terms, a democracy can be said to be democratised when government and non-government actors *become subject to, and habituated to, the resolution of conflict within the bounds of the specific laws, procedures, and institutions sanctioned by the new democratic process.*

In fact, for a nation to be regarded as being democratised, a democracy must develop along the aforementioned conditions of behavioural, attitudinal and constitutional lines and qualities that are catalysts for democratic essence. Put variously, democratization and democratic consolidation transcend elaborate formalities of patterning constitutions and establishing institutions. As a process, democratization places much emphasis on the cultivation and growth of the critical behavioural and attitudinal underpinnings, which are solid foundations for a sustainable, vibrant and viable democratic system.

By extension, democratization depicts the deliberate construction of democratic political mechanisms and institutions. As a process, it strengthens state structures and develops accountable and responsive forms of governance. Eyinla however asserts that democratization can result in full or partial transition. Hear him:

Full democratic transition is the inauguration of a new democratic government in which there is a peaceful transfer of power from one set of political personnel to another, while partial democratic transition connotes a situation where authoritarian leaders retain their office in the aftermath of multiparty elections. As a process democratisation is therefore concerned with the establishment and strengthening of the institutional principles and mechanisms that define a democratic regime. The success or failure of a democratisation process is determined by the extent to which the earlier enumerated elements of democracy are established.

To this end, democratization is a democratic institution aimed at furthering political conscientisation processes propelled by political regime and continuously assume new roles in keeping with the exigencies of the times and the political developments around them. Also, democratic consolidation is thus the positive end of securing democracy, extending its life span beyond the short term and making it immune against the threat of regression to autocratic rule and of reducing the probability of democratic breakdown, to the point where it can be reasonably assumed that democratic tenet will persist in the near future in the face of any threat. Schmitter adds that democratization is the process of transforming the accidental arrangements, prudential norms and contingent solutions that have emerged during the democratic transition process into relations of co-operation and competition that are reliably known, regularly practiced and voluntarily accepted by those who participate in democratic governance. However, the commonest feature in the realm of democratization that stands out unquestionably is process. Process in this context means a gradual and developmental stage of growth and time to advance to maturity.

Nevertheless, democratization process can be better sustained when the elements of democracy are vigorously pursued and upheld. Any democratic alternatives to the processes of completing transition have the propensity of democratic breakdown and democratic evaporation. In a democratic setting, the concept

of democratic breakdown, one with which Nigerians are all too familiar, which we shall turn shortly, “denotes a total dysfunctionality and failure of the democratic system leading to the supplanting of the system through a *coup d’etat* or any other anti-democratic process that culminates in the establishment or restoration of an authoritarian system. Seen in this light therefore, a major goal of democratic consolidation is to avoid a breakdown of democracy.”

3. Corruption

The term corruption is not restricted to smooth definition, but going by Khan’s definition, it means a “behaviour which deviates from the formal rules of conducts governing the actions of someone in a position of public authority because of private-regarding motives such as wealth, power or status”. Chambers 20th Century Dictionary, sees corruption among others as “rotteness; putrid matter; impurity; bribery; corruption is sometime understood as bribery, which is defined as a price, reward, gift or favour bestowed or promised with a view to pervert judgement or corrupt the conduct especially of a person in a position of trust.²⁰ However, bribery is a dimension of corruption, and is not the only *raison de etre* for an abuse of office.

Kong in another vein defines corruption as “the extraction and acceptance of payment from private entities by public officials, and the private misappropriation and abuse of public funds”. This definition is comparatively broad. It covers three aspects of corrupt practices, bribery, embezzlement, and abuse of public fund, which may include pranks associated with inflated contracts, and over-invoicing. Such sharp practices are employed to unlawfully transfer public wealth into private coffers through the agreement of officials and suppliers, contractors, or “conmen and women”²²In the words of Dey, corruption is “any act undertaken with the deliberate intent of deriving or extracting monetary or other benefits by encouraging or conniving at illegal activities”²³Friedrich observes that corruption in terms of transaction is between corrupters and corruptees. He notes with precision that:

Corruption can be said to exist whenever a power holder who is charged with doing certain things, i.e, who is a responsible functionary or office holder is by monetary or other rewards not legally provided for, induced to take actions which favour whoever provides the rewards and thereby does damage to the public interest.

While Osoba posits that corruption has moral and legal implications. To him, corruption, is a *form of anti-social behaviour by an individual and social group which confers unjust or fraudulent benefits on its perpetrators, is consistent with the established legal norms and prevailing moral ethos of the land and is likely to subvert or diminish the capacity of the legitimate authorities to provide fully for the material and spiritual wellbeing of all members of society in a just and equitable manner.*

Corruption as a practical and realistic concept has many fangs especially in the areas of bribery, kickback, nepotism, favouritism and among others. In other words, *corrupt practices will embrace receiving of kickbacks, misappropriation of funds, nepotism, extortions, employment patronage and so forth. A corruptionist, on this showing, will be one who defends or who practices corruption.*

It is interesting to note that these various forms of corruption have grossly affected political and socio-economic aspects of lives. Thus, the nature, structure and manifestations of corruption in the historical, legal, religious and social terms are “trendy” issues. Here, its causes must be noted so as to appreciate the understanding of corruption. Among them are greed, unemployment, poverty, moral decadence in the polity, liberal political economy with its pillars being liberalization or deregulation, privatization of public enterprises, inflation, and the non-accountability of office holders and lack of transparency. In other words, Corruption as a bane to democratization rears its ugly head through acute unemployment to grinding poverty with an appalling state of insecurity and political instability, the reality of the conditions in all the facets of the society such as sports, institutions, public and private offices. In fact,

Yves Meny is apposite when he summarises the various causes of corruption in this paradigm.

The causes of corruption are sought in wholly different directions, depending on the ideological stance and preferences of the seeker. The neo-liberal school considers corruption to be one of the effects of the black market caused by excessive state intervention. The more the state intervenes, the more it legislates, and the more it develops interfering bureaucracies, the greater the risks of parallel procedures and markets spawning unlawful conduct. On the other hand, those who are not convinced of the state's intrinsic perversity or the market's unquestionable merits stress another aspect: the erosion of public ethics, the loss of state's legitimate status as the incarnation of the general interest, and the dilution of communal values through the pursuit of profit and the defence of selfish private interests.

From the foregoing observation, it is pertinent to note that despite the position or the role of the state coupled with the social elites and the Marxists in the issues that give leeway to corruption, the state has the prerogative to guarantee, defend and promote human welfare, dignity, security and freedom by its active involvement in national economic planning and management in order to reduce the excesses of capitalist and exploitative tendencies inherent in capitalist social organisations.

4. The Nigerian Context

Contextualising democratization and corruption in the Nigerian society, several forces are seriously militating against the democratization crusade. When one considers the attitudes taken by all the major stakeholders like governments, unions, businesses, the industrial commission, the churches, the mosque, lobby groups and individuals, it is difficult to avoid the conclusion that no sincere effort goes into improving the lot of the masses vis-à-vis the body politic. It is a known fact that there are many lacunas in the Nigerian democratic system. Furthermore, the turns and twists in the democratization crusade are in the strength or weakness of the people vis-à-vis corruption. The Nigerian nation seems to have supported Hutchful's assertion that "the

success or otherwise of democratic transitions seems to be relatively independent of the democracy in the continent." This assertion is traceable to what is perceived as the decline in the pace and depth of democratization to corruption in the polity.

Tracing the memory lane, democratization crusade in Nigeria has been in existence since the colonial masters had relinquished powers to the natives. From 1960 till date, it is unfortunate that all promising transition programmes embarked upon by successive military regimes have all failed to bring about democratic sustenance and continuity. Hence, such transitions have been thwarted by the military at the crucial stages as a result of many reasons such as corruption and political instability. But corruption is always the major reason. It should however be established that political transitions in Nigeria have simply been a transition from authoritarian military regimes to democratically civilian regimes. "These transitions have been endless, ill-designed and in all cases derailed by the military cabals at critical stages of implementation." The exceptions in this case are probably the Muritala/Obasanjo's military regimes of 1975-79 and Abdulsalami Abubakar's military regime of 1998-99.

As earlier observed, beginning from 1960 since the colonizers had evacuated the Nigerian nation, "the virus of corruption has already found its way in our body-politic. Here, election rigging resulting to massive destruction of property and lives forced the military to intervene in the political governance of the country." It is therefore evident from the above that corruption was the major bane that truncated the first republic and corrupt practices became incorporated into politics. Gen. Aguiyi Ironsi who assumed leadership supported the fact that *one of the reasons why the military terminated the life of the first republic was corruption. However, the regime declared its intention to stamp out corruption from our public life, which was never done until Gowon appeared on the scene.*

However, during the military tenure of Gowon, he promised to quit governance in 1976, but he

was so pressurized by some of his extremely corrupt accolades that he had to recant from that initial promise.

Muritala/Obasanjo's military regime purged and punished severely corrupt officers in the country. But this experience was later ignored when ten-percenters and the graft-masters became the movers and shakers of the Nigerian society. Nigeria again relapsed after Muritala's attempt was silent in death, thus plunging the Nigerian nation deep down into the basement of rot.

Despite "Shagari establishment of a code of conduct Bureau and a code of conduct Tribunal...his Second Republic administration would for long, represent one of the most corrupt and most graft stricken periods, where politicians, public officers and law makers succeeded in elevating profligacy and public treasury looting to an art form"³³ Thus, the democratization process kick-started was not sustained because of the corrupt leaders. The Second Republic leaders fleeced the nation so massively that it bothered on probity. Some political leaders in this republic had the flair for corrupt tendencies.

They breakfasted in London, lunched in Madrid and dined in Lisbon.

While the Nigerian Naira nose-dived in worth, they coursed their path to the vaults of the Swiss and became notorious for stashing stolen money abroad....Therefore, the political corruption centre seems not able to hold.

Subsequently, government gave fillip to the bug.

The above revealed the extent of corruption during the second republic. This was however the major reason for truncating this period under review. This resulted in democratic breakdown, and the democratic consolidating fillip was thrown to the bug. The self-seeking and self-serving disposition of Nigerian political elites and opportunists were apparent in the second republic. Their shoddy deals dismissed the regime from being democratically consolidated by Buhari and Idiagbon military regime of 1983-85.

Babangida came in, and as if in sympathy with corrupt politicians locked up by the Buhari regime, reviewed their issues. It must be noted that Babangida tenure at no point in time of the history of that regime, ever preached against corruption.³⁵ In a nutshell, during the Babangida government, corruption became "institutionalised" as opportunities for stealing were almost limitless and the temptation irresistible. Thus, the words of Aluko are apposite here;

When a nation gives its rule to the military, that nation is finished.

When a soldier captures a city, he loots it, when a soldier captures a country, what do you expect? He loots it.

Aluko emphasizes that military leaders do not spare any country they hijack and they never wish such country well. And so, corruption became a full-blown cancer during Babangida administration. Things were not further helped by the nose-diving economy when it was obvious perhaps that Nigeria was scooping up extra dollars from international market. The gulf oil windfall was a case in point.

In spite of the "institutionalisation" of corruption during Babangida era, many thought that by so doing democracy would be entrenched as he introduced vibrant and brilliant democratic transition programmes. At the end, Nigeria was faced with the annulment of June 12 1993 election adjudged to be the freest and fairest election ever held in Nigeria. Thus, the journey of transition to civilian regimes came to fizzle out immediately the annulment was stamped, sealed and delivered. However, the annulment generated unprecedented reactions which were not favourable and have the potential of destroying the very corporate existence of the Nigerian nation. Thus, the Nigerian people suffered the annulment "in the form of economic paralysis, political apathy, social industrial unrest and more recently the call for the restructuring of the armed forces, police and other governmental institutions/agencies and the rotation of the office of the president among the six major geo-political zones in the country"³⁸ To this end, Babangida "stepped aside" by

hurriedly introducing interim National government headed by Chief Ernest Shonekan.

Shonekan's ill-fated adventurism as a "child of circumstance" into politics only recounted of his dream against corruption, of which before he had time to settle down for business in which he was absolutely unsuitable,³⁹ Abacha with "a gun on the head" approach terminated his interim government. Abacha with his own agenda became a dictator or tyrant in Nigeria. "Abacha can easily pass as the world champion grafter of the century, after the order of the former Zairean dictator, Mobutu Sese Seko, who until his overthrow, had plundered his country's treasury to the extent of perhaps more than \$1 billion during the 32 years he mis-ruled and bankrupted his country."⁴⁰ Abacha's enthronement was to perforate the till. It is customary with the military Junta that overnight millionaires are made through inflated contract, outright diversion of public funds, allocation of choice oil blocs and fraudulent allocations of money under the pretext of officialdom and democratic transitions. It thereafter became clear after the death of Abacha that he was the chief presiding officer over the flinch. Abacha as the Governor of CBN brazenly raided the Central Bank, using the CBN bullion vans and CBN top officials to execute the several raids.⁴¹ He died with his five leprous political parties he floated all in the guise of democratic transition.

Corruption has since remained unabated in the polity. The Abdulsalami Abubakar's junta is yet battling with charges of having aided itself to colossal billions of Nigerian Naira. In fact, the alarming corrupt practices in Abubakar's junta had elicited surprise from insiders. The financial recklessness was more scandalous than Abacha's financial fraud.⁴² Moreover, people who thought Abubakar was a simple naïve man, were shocked to find out that he suffers from this inferiority syndrome that Abacha had, which made him wanted to surpass everyone with his acquisitive tendencies. In sum, his administration was inveterate in looting with the shortest period the administration lasted before the advent of nascent democracy. The basic reason while people decided to let go was the fact that Nigerians were tired of military regimes

and the mental torture they experienced in the military era. All these and other reasons made the people to down play the financial recklessness during this period. However, the democracy he enthroned is still being sustained by the current civilian government. Those who thought that, with the enthronement of democracy, corruption would become a thing of the past were disappointed. The masses of the people could not but express disappointment and chagrin at the massive theft in high and low places going on.⁴³ While local and state governments literally sit in court over monthly allocations, the governors too are busy building castles in the air and replicating the odious theft of the past regimes. In other words, corruption and its choking grip are common among cabinet ministers, legislators, governors, chairmen, councillors who are plundering the nation, competing to outdo one another in the art of cornering Nigerian wealth. In fact, Nigeria as a nation is stinking rich, and she is the richest country perhaps in the world. Despite the money stashed away and the ones still flying with wings, she is still rich and has money in foreign reserve. If what is happening to Nigeria in every successive regime had happened to U S, U S would have run aground long ago; yet Nigeria is still moving despite the problems of corruption.

Nigeria is rather very unfortunate as a country in spite of the fact that Obasanjo had said among others during his inaugural speech that corruption *must not be condoned. This is why laws are made and enforced to check corruption, so that society would survive and develop in an orderly, reasonable and predictable way. No society can achieve anything near its full potential if it allows corruption to become the full-blown cancer it has become in Nigeria. One of the greatest tragedies of military rules in recent times, is that corruption was allowed to grow unchallenged and unchecked.*

This speech led to the anti-corruption bill sent to National Assembly after his inauguration. The results of this were the establishments of Independent Corrupt Practices Commission and other Related Matters (ICPC), Economic and Financial Crime Commission (EFCC), Code of Conduct Bureau (CCB) and among others.

These various commissions started off well, indicting and arresting serving governors, public personnels and former corrupt leaders and their cronies, i.e. Chief Diepreye Alamiesigha, late Abacha's family and the Swiss bank phenomenon.

Today, these commissions are being accused of being one-sided, targeting opponents in the Obasanjo's government, and they are also accused of living above their means. Presently, many allegations of theft are prevalent in Obasanjo regime even before he left power. However, his government successfully relinquished power to Yar, Adua in May 29 2007.

Since the ascendancy of Yar, Adua into power, it has been the era of probe in the national assembly of various embezzlements that took place during Obasanjo era and this present government, i.e., the impeachment of the former speaker of the House of Representatives, Mrs. Patricia Etteh, and the Minister of Health; all linked to various embezzlements and graft of different kinds. All these corrupt practices are antithetical to democratization crusade in the Nigerian polity. With the sudden death of Yar' Adua, the process of curbing or tackling corruption and enhancing the rule of law became thwarted. His Vice-President, Dr. Goodluck Ebele Jonathan de facto and de jure became the President and he unresistingly promoted corruption and branded it 'petty stealing'. He was voted out through 2015 election. The current government headed by Buhari is surrounded by corrupt adjutants who sponsored his electioneering campaign and they are recovering their money from the government treasury.

The concept of democratic breakdown or erosion is too familiar with Nigeria, because corruption has been elevated to the status of gold and adorned purple as a carnival without rules and limitations. Everywhere, one wonders if "corruption is not a Nigerian"⁴⁵ Corruption in Nigeria soars like fern in the open field. The grave implication is that democratic transition and consolidation aimed at democratization in Nigeria, is shaking, because the electors and

some electorates are simply pursuing self-seeking and parochial interest all in the name of corruption. This democratization process seems not to be registered in the consciousness, discourse or agenda of the politically attentive and active public. Oche argues that:

The dangers and possibility of democratic erosion, which may have already started, and breakdown, seem to have entirely discounted. The avaricious and self-serving disposition of Nigeria's political class has been apparent within the past one and half years.

To this end, Nigeria is democratising in corruption and legislating in extravagance instead of guiding jealously the hard-worn democracy from the military dictatorship. Broadly speaking, democracy suffers when the rulers embark on a mission of shameful extravagance in which money; sex, power and material acquisition are key elements of some of them. The foregoing reveals that democratization and corruption are arch-enemies, unmashed and unholy bedfellows. In fact, they are incomparable fellows and cannot work together. As a result of the pride of place corruption assumes in Nigeria, it will be difficult for democracy to thrive in this thorny terrain. Except, corruption gives way to democracy to soar or democracy gives in to corruption so that democracy can be forgotten at a glance. With this at hand, one is quick to ask the following:

- Are Nigerians psychologically prepared for democracy, let alone democratic consolidation;
- What brand of democracy do they want? And
- How do we reconcile democracy and corruption in the Nigerian polity?

These and others would be treated in our recommendations.

5. Recommendations

Without fuss, Nigeria is democratising in corruption and legislating in extravagance, which is dangerous having weighed its pros and cons. To this extent, it shows that this hard-worn democracy that is being democratically

consolidated, having succeeded in transiting from civilian to civilian regime for the first, is beset by corrupt practices. It therefore appears that Nigerians are not psychologically prepared for democratization project. If not, the issue of corruption would have not pervaded the political economy. Despite the zero tolerance for corruption, the nation is still battling with cases of corrupt leaders. Ogbonnaya and Ofoeze are of the opinion that “such impression and its actualization in a democratic order remain undemocratic, it could lead those in custody of the regime being democratised to take steps aimed at forestalling that possibility.”⁴⁷ Therefore, it is advocated that viable mechanisms should be built into the democratization process in order to safeguard this nascent democracy that emerged after much tunnel. This fact should be recognised on the basis of widespread hardship foisted on the masses by long years of military regime as well as the fresh memories of crucibles Nigerians have suffered. The people should learn from history and be schooled in the art of democratization and its implication on Nigerian society.

Like Africa, Nigeria is familiar with the problems of communal, ethnic and religious affiliations as basis for power sharing and solutions to some challenges. But democracy is all about individualism. Therefore, Nigerians should live beyond ethnic, religious and communal affiliations to individualism in order to sustain and protect democracy. Democracy is not a commodity purchased from the market, rather, it is fought for and won by the local groups that desire it.⁴⁸ Nigeria, regardless of these affiliations, should not allow themselves to be trumpeted into premature democratization. This is because like development, democratization is not something that people do for another, people must do it for themselves or it does not happen.

Under democratization process, Nigerians should transcend marginalisation, political clique, self-interest and so on. Democracy can only thrive in an atmosphere that is politically friendly. Like Rustow argues that, “no two existing democracies have gone through a

struggle between the very same forces over the same issues and with the same outcomes”. Instead of the democratisation process promoting dialogue, participation and reducing the scope for political instability, corruption and social-economic conflicts, it is producing a regime of politically marginalized and highly discontented populace with negative implications for military intervention.

Cohen observes that democracy is that system of community government in which the members of the community participate in the making of the decisions which affect them. However, the only challenge in respect of this observation is that equality and direct participation as the core of democracy renders it unpracticable in contemporary society. We submit that since like Africa, Nigerians are known for communal life, communal democratic development should be practised. Because without communitarian relative democracy, there is no identity for African perhaps Nigerian person. Only together with others can one become a complete human person and achieve individual freedom which is the core of democracy that again should be exercised in a democratic communitarian manner. In fact, the communal structures cannot elude the reality and quality of self-assertiveness which individuals show through their political actions. It is this capacity to assert oneself in the community that makes possible the intelligibility of an individual's autonomous choices of goals and plans for common life.⁵³ Therefore, I advocate that Nigerians should embrace communal democracy so that community members participate in the process of decision-making that affect them other than having representatives that seek for their common end instead of the people that send them to represent their interest. Nigerians should re-examine the meaning of communal existence and to re-appraise the democratic virtues upon which our socio-economic and political structures are based.

It is clear that democratization and corruption together cannot help Nigeria because they are incompatible. Therefore, the people should totally embrace genuine democratization of the polity and economy. The masses at the grassroots should enjoy greater democratic

power over their electorates. As a result, the masses at the grassroots should have greater resources to enhance the performance of their activities and strengthen their accountability. Thus, this can be possible when the masses are more popular than the political clique or political “godfathers” who for no other reason save for their interest impose candidates for the people. If the masses of the people make imposition of candidates correspondingly irrelevant, the issue of corruption in the polity will evaporate with time. This will give room for a communal broad-based government. This awareness will educate the citizenry on the importance and benefits of democracy, and the negative implications of corruption on democracy.

Not only that, all the agencies recruited to tackle corruption in Nigeria should be strongly encouraged, empowered, and remained independent in their assignment without interference, and the government should, as a matter of strong commitment and dedication, punish corrupt officials regardless of the antics of their collaborators. The issue of zero tolerance on corruption should not be seen as a “traitor” rather faithfully executed and internalised like “Caesar’s wives” who lived above board. Phillips quickly adds that “accomplishing goals that are important, for society as well as for ourselves, building something that has permanence and value beyond personal or strictly corporate objectives, should be at least as important as the imperatives of the bottom line.”⁵⁴ Therefore, the aforementioned suggestions would definitely build a democratic order that can be effective, and capable of stamping out corruption with a view to consolidating and making every democratic regime in Nigeria as the exact symbol of her people.

Conclusion

From our effort so far, it is discovered that democratization and corruption are unholy and incompatible bed-fellows. The paper has thus revealed that in the democratic effort in Nigeria, corruption has been the major bane that had and has crumbled all the democratization structures in the polity. Of a truth, Nigeria is seen to be democratizing in corruption and legislating in

extravagance instead of guiding religiously the hard-won democracy from the military dictatorships. Consequently, it will be knotty for democracy to thrive in this thorny terrain of corruption. This problem needs to be addressed, not redefined and attention needs to be focused, not diverted. The various games and circuses promoted by each successive regime have continued to make corruption soaring in an alarming proportion. Perhaps, democratization as a democratic institution aimed at furthering political conscientisation processes propelled by the political regimes should not be a monumental waste as a result of corruption. Nigerians must in fact and indeed internalise zero tolerance to corruption, and give Nigeria a democratic soul, develop for it a political virtue and a direction to follow, away from the false and ephemeral lip-service paid to anti-corruption crusade since the successive regimes. To this end, the attainment of a corrupt-free society in Nigeria though is an uphill and Herculean task, but it would afford leadership of strong will, purpose, dedication and respecter of the rule of law who must use all state apparatus to entrench and impose it on the populace.

These set objectives are not options to select rather they are matters for the *polis* through the normal democratic processes to help fostering the corporate existence of the Nigerian nation. This will aid democratization project to grow and build domestic political consensus, full individual and collective participation and assuming new roles capable of keeping with the demands of the times. This and others will extend the life span of democracy and make it immune against the threat of incursion of military regime and stem the tide of possible democratic breakdown. Finally, communal democracy is suitable for Nigeria because of her communal background and with this at hand; democratization will be “the only game in town”.

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Sanctity of Sexuality within Marriage: An Exegetical Study of Hebrews 13:4

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Abstract. The study provided an exegetical study of Hebrews 13:4 as a premise for the examination of sanctity of marriage in the contemporary church in Nigeria. The objectives of this paper were to re-examine the prevalence of sexual perversion within marriage in the church. Again, the work attempts an exegetical study of Hebrews 13:4 for clear understanding of the meaning, application and implications of terminologies related to sanctity of marriage. Furthermore, this paper explores views of Biblical Scholars on Hebrews 13:4, because it is of central importance in this paper. Methodologies adopted were exegetical, historical and sociological. The exegetical method facilitated a comprehensive examination of the content and context of the text under consideration to enhance precise interpretation. The historical method aided the reconstruction of the place of marriage in the church, while the sociological method was imperative for understanding the implications of sanctity of marriage for members of the church and the society. The major findings were that: marriage is a gift from God for the blessing of men, women and children and for the good of society. However, in today's society, the honour and sanctity of marriage is under constant attack. In the church, sexual immorality is a major problem evidenced by the high number of divorces among Christians and the frequent reports of sexual failings among preachers, elders, and other Christians. In conclusion, those who fail to honour marriage and maintain marital purity will come under the judgment of God.

Keywords: marriage, sanctity, fornicators and adulterers

1. Introduction

Marriage is a gift from God for the blessing of men, women and children and for the good of society. However, in today's society, the honour and sanctity of marriage is under constant attack. Divorce is acceptable and made easy through "no-fault" laws. Adultery is considered normal and faithfulness to one's spouse is deemed unrealistic. Among religious and political leaders, many say that the standard against sexual immorality is antiquated. Even in the church, sexual immorality is a major problem evidenced by the high number of divorce among Christians and the frequent reports of sexual failings among preachers, elders, and other Christians. Nigerian culture today is not much different from the Jew's society of the first century where divorce and remarriage was rampant (Grey-Gerou, 2012:45). Fornication was acceptable and adultery was barely frowned upon. But Christianity offers a true contrast of standards regarding morality through clear and unequivocal teaching. The Bible presents sex as a legitimate joy in the present world if it is used rightly.

People today are hopelessly confused about their sexuality. Some regard the word "love" to mean nothing more than having a tumble in some bed. Many look upon an affair as a badge of honour. All the old foundations of permanence and fidelity seem to have eroded away. Bewildered

by the modern confusion, many sincere people today struggle to define their own sexuality. Within the last twenty years our culture has undergone some very drastic changes, in the area of sex, for instance, the concept and understanding of "safe sex" has changed. Within the public consciousness, it used to be that the only "safe sex" was sex within the confines of marriage. In the late sixties and early seventies, with the advent of the birth control pill, "safe sex" was understood as sex without pregnancy. Today, "safe sex" is sex without the Acquired Immunodeficiency Syndrome (AIDS) virus. The crying need today is for people of faith to live rightly and faithfully, as God's children, in their use of sex (Daniels, 1984). This is the reason that Hebrews 13 verse 4 is carefully examined in this paper.

1.1 Introduction to Hebrews 13

The home is the first place where Christian love should be practiced. A Christian home begins with a Christian marriage in the will of God. This means loyalty and purity. In Hebrews 13 the author, who is anonymous begins to conclude the letter with some general exhortations and instructions. He addresses marriage as a matter of practical importance. The Jewish society of his day demanded instruction on marriage. Even among the Jews, at least among those who followed the teaching of Hillel, there was little regard for marriage as God had instituted it and as Christ had taught. Among the pagans immorality was widespread. Unfortunately, the society in which we now live has adopted the same lax attitude toward the sanctity of marriage. No-fault divorce is rampant. Single parent homes are far too common and the children are suffering for it.

The book of Hebrew recognizes the need for clear and specific instruction regarding society's attitude toward marriage which must be held in honour among all and the marriage bed must be undefiled, that is, there must be no fornication or adultery before marriage. While many reasons could have been advanced for maintaining the sanctity of marriage, the writer goes straight to the heart of the matter by saying that those who fail to honour marriage and maintain marital purity will come under the judgment of God

(Kinetz, 1984:45). The contemporary world has other standards, but God will judge the immoral and adulterous. While such sanctions may carry weight only among those who recognize God's sovereignty over them, the day is coming when that sovereignty will be recognized by all (Arteburn & Stocker, 1984:35).

2. Exegesis of Hebrews 13:4

2.1 Marriage (γάμος)

Marriage, *γάμος* describes a public ceremony in which a man and a woman entered into a marital relationship and so speaks of a wedding or wedding feast (Jn. 2:1). Here in Hebrews 13:4⁵ *γάμος* describes the actual state of being married. Eschatologically, *γάμος* refers to the wedding ceremony of the Bridegroom, Christ, with His Bride, the Church, at the outset of the Messianic millennial (Vine)⁶ Kingdom (Rev. 19: 7, 9). By metonymy *γάμος* is used for wedding hall, the place where the wedding takes place (Mt. 22: 10) (Tenney, 1978:624).

Marriage is vitally important in Judaism. Refraining from marriage is not considered holy, as some may think. On the contrary, it is considered unnatural. The Talmud says that an unmarried man is constantly thinking of sin. The Talmud also tells of a rabbi who was introduced to a young unmarried rabbi. The older rabbi told the younger one not to come into his presence again until he was married.⁸

Marriage is a covenant between one man and one woman and between the participants and God (Mal. 2:14-16). It is therefore more than a temporary agreement of convenience, a contract or a well-intentioned promise. As a binding relationship established by promises, the marriage covenant is solemnly sealed by a ceremony witnessed by family and friends and sometimes regulated by the state. When a believer marries, it is God's will that he or she should be united only with another believer (2 Cor. 6:14). Because God has created and instituted marriage as a lifelong covenant (Mt 22:23-30) and because the marriage covenant is to reflect the strength of God's covenant love for His people (Hos. 3:1), any variation from His ordained decree is harmful to

the participants and in violation of God's mandates for all people (Mk. 10:11-12) (Daniels, 2012).

Marriage is not solely, or even primarily, for the purpose of procreation. Traditional sources recognize that companionship, love and intimacy are the primary purposes of marriage, noting that woman was created in Gen. 2:18 because "it is not good for man to be alone," rather than because she was necessary for procreation.

2.2 Marriage Is Honourable in All (Τίμιος ὁ γάμος ἐν πᾶσι)

Marriage is to be held in honour among all *Τίμιος ὁ γάμος ἐν πᾶσι* - The words "is to be held" are added to make the reading more fluid. More literally this reads "honourable the marriage in all". Honour *Τίμιος* has 13 uses in the NT and 33 uses in the Septuagint. The same word means precious or honourable which is the first word in the Greek for emphasis. *Τίμιος* is used in Act. 5:34; 20:24; 1Co. 3:12 where Paul speaks of works that endure eternally for they are built upon or with "gold, silver and precious stones". It is used in 1Pet. 1:19 in reference to the "precious blood" of Jesus. It's used in 2 Pet. 1:4 to refer to the "precious and very great promises" of God. In other words, marriage is to be seen as something most precious, as something to be valued highly and must handle carefully. This further explains the high and holy value God Himself places on the institution of marriage.

The verb *τιμάω* literally speaks of things which are costly, precious or valuable (Rev. 17: 4) or of persons who are "precious" and thus are highly regarded, esteemed or honoured (Act. 5 :34; 17 :34). *Τίμιος* describes that which possesses exceptional value (costly, of great worth). *Τίμιος* was used to refer to precious metals and stones. According to Gary Gilley, *τίμιος* means, "held as of great price, esteemed, especially dear." A suggested literal translation of Heb. 13: 4a is, "Let marriage be precious to all of you." Marriage being in held honour, marriage being seen as precious, was not a trait in the New Testament era among secular people,

nor has it been since, except where true Christianity has been held sway (Gilley, 2012).

It brings to mind not only "honourable estate of marriage" but also the cost of making it work. Marriage, like any other covenant relationship, is not cheap; it "takes a heap of doing!" Nevertheless, it is built into the very core of the human psyche, and the very costliness of it makes it both frightening and difficult, but also tremendously rewarding. Marriage is costly because of the intimacy it demands in time, in communication, sharing dreams and agendas, pain and struggles, physical tenderness and verbal expression. It cost our privacy, our self-centered scheduling, secrecy of musing, and our individualistic economics. The covenant of marriage demands forgiveness so complete that the forgiver forgets and embraces again without any reservation. Yes, marriage is costly (Stedman, 2012).

According to Richard S. Taylor, there were many who held a low view of marriage. The ascetics despised marriage, advocating celibacy or castration in preferences to connubial relationship. Marriage is looked on by some as an antiquated institution that inhibits the full development of self. The marriage vows are viewed as just words and the marriage certificate as just a piece of paper. The post-apostolic fathers despised marriage and the medieval church dishonoured marriage, but the text says marriage should be honoured by all (Taylor, 1967: 171). Therefore, asceticism is not superior to marriage, and marriage is not defiling rather, asceticism often leads to defilement. We also must note that Christ's relation to the church is illustrated, not by asceticism, but by the state of marriage. Therefore, to dishonour marriage is to sin against God who instituted it.

Again Albert Barnes further adds that marriage is not to be undervalued by the pretence of the superior purity of a state of celibacy, as if marriage were improper for any class of people or any condition of life; and it should not be dishonoured by any violation of the marriage contract. There has been a constant effort made to show that celibacy was a more holy state; that

there was something in marriage that rendered it "dishonourable" for those who are in the ministry, and for those of either sex who would be eminently pure. This sentiment has been the cause of more abomination in the world than any other single opinion claiming to have a religious sanction. It is one of the supports on which the Papal system rests, and has been one of the principal upholders of all the corruptions in monasteries and nunneries. The apostle Paul asserts, that marriage is honourable in all; and this proves that it is lawful for the ministers of religion to marry, and that the whole doctrine of the superior purity of a state of celibacy is false (Barnes, 2012).

According to Adam Clarke "Marriage is honourable in all", this may have been said against the opinions of the Essenes, who held marriage in little repute, and totally abstained from it themselves as a state of comparative imperfection. At the same time it shows the absurdity of the popish tenet, that marriage in the clergy is both dishonourable and sinful; which is, in fact, in opposition to the apostle, who says marriage is honourable in All; and to the institution of God, which evidently designed that every male and female should be united in this holy bond; and to nature, which in every part of the habitable world has produced men and women in due proportion to each other (Clarke, 2012).

2.3 The Bed Undefined (ἡ κοίτη ἀμίαντος·)

The second imperative in Hebrews 13:4 is that the marriage bed is to be kept unstained, pure, undefiled. ἡ κοίτη ἀμίαντος·. Sex is God's creation, and all that God has created is good. The Bible teaches us that sex is to be enjoyed within marriage only. Virgins are to marry and enjoy sexual relations in the covenant of marriage. Our bodies belong to God and we are to use them for God's purposes. Both single and married people are to take care of their bodies, for our bodies are a trust from God to us. As stewards, we have no authority to abuse our bodies, whether through obesity or anorexia or by engaging in fornication. It is the job of single people to preserve their bodies in purity and holiness for their future spouses. Any sexual

relationship outside of marriage is a sin against God, against one's future spouses, and against oneself. According to Peter Green, when the author of Hebrews told his readers to keep the marriage bed undefiled he was using the word "bed" κοίτη as a euphemism for sexual intercourse (Green, 1990: 45).

Barclay writes that κοίτη literally means a bed and has in it the meaning of the desire for the forbidden bed. The word brings to mind the man who sets no value on fidelity and who takes his pleasure when and where he will. κοίτη, "intercourse, bed", has a root meaning of "having in common", and in this circumstance implies the deepest sort of sharing or commonality, that of bonding. The one flesh in marriage is not just a physical phenomenon, but a uniting of the totality of two personalities. In marriage we are one flesh spiritually by vow, economically by sharing, logistically by adjusting time and agreeing on the disbursement of all life's resources, experimentally by trudging through the dark valleys and standing victoriously on the peaks of success, and sexually by the bonding of our bodies. In intercourse, which is the expression created uniquely for marriage, the male and female fiber intertwine in complementation, creating a living fabric that cannot be undone without serious damage to the living fibers. When that happens, they are left scared and therefore lacking in suppleness, circulation, sensitivity, or strength. Scar tissue is not good tissues. Let κοίτη be undefiled and untainted, undefiled and beautiful as God designed it (Barclay, 2011: 45).

In marriage, sexual relations are an ongoing obligation of each spouse. So Paul exhorts married people not to defraud each other. Having entered into a covenant of marriage, we must be diligent to pay up our debts (1 Cor. 7). Failure to do this may bring about sexual immorality. Yet there have been people in the history of Christianity who taught that married couples should abstain from sexual relations so they could live more holy lives. For instance, Montanists emphasized virginity as part of a state of perfection. But such teaching is of the devil, and Paul writes that those who forbid marriage are heretics (1 Tim. 4:1-3). The

Hebrews writer says, "Let the marriage bed be kept pure," not by refraining from sexual relations in marriage, but by promiscuity and marital unfaithfulness. Therefore, the writer disagrees with Ambrose when he said that married people ought to blush at the state in which they are living. No, they ought to rejoice and praise the Lord for his gift of sexuality to be exercised in marriage. Erasmus was also biblically wrong when he praised a married couple living without sexual relations. The medieval church was also wrong when it prohibited sex for married people up to five days a week. Such problems occur when we rely, not on the Bible, but on human philosophy (Bruce, 1990: 372).

Bed *κοίτη* literally refers to a place for lying down and rest and thus refers to a bed or bedroom. *κοίτη* was used also of the den of an animal or the nest of a bird as well as of a box or basket (2 Sam. 11: 13; 1Ki. 1:47; Mic. 2: 1; Isa.11:8). In certain contexts it was used to refer to the marriage bed, a figurative way to refer to the sexual relationship between a husband and his wife. *Κοίτη* is also used to describe illicit sexual promiscuity, refers to a place or structure on which one can lie down and in this context is "And the bed undefiled:" – this means "fidelity to the marriage vow". The bed will remain undefiled by not letting others into it by the act of adultery...this is fidelity to the marriage vow (Verbrugg, 2000: 3730). The bed will remain undefiled by not letting others into it by the act of adultery. This is fidelity to the marriage vow. The Christian is to value his relationship with his spouse so highly that he will avoid defiling the marriage bed by keeping himself from any kind of sexual relationship while married.

Undefiled *ἀμίαντος* means free from contamination. It is from "a" which negates what follows *μιάνω* which means to defile by staining, as with colour. It means unpolluted, untainted, unstained (stainless), unsoiled, without uncleanness or impurity. The idea is free from that by which the nature of a thing is deformed or debased, or its force or vigor is impaired. In secular Greek writings *ἀμίαντος* was used to describe things such as unstained hands, heart, flesh or body.

Ἀμίαντος appears four times in four verses in the NT – Heb. 7: 26; 13:4; James 1:27; 1Pet.1:4. The idea is that marriage bed should be in perfect condition, free from any spot of moral dirt or ethical pollution, free from any influence that might defile it. We should allow nothing to cheapen the marriage bed in any way. Just as our future inheritance in heaven is pure and free from anything that would deform it or cause it to lose its vigor, so too should the Christian couple's marriage bed be untainted by moral/ethical impurity. Matthew Henry adds that to keep the marriage bed undefiled was a radical concept in the first century Greco-Roman world, and by such supernaturally enabled behaviour, the first century believers proved themselves to be blameless and innocent, children of God above reproach in the midst of a crooked and perverse generation, among whom you appear as lights in the world" (Phil. 2: 15; Matt. 5: 16) (Henry, 1997: 345).

Kent Hughes comments that Christian sexual morality was unique in the pagan world and a source of wonder. And it has become increasingly so today in a world that considers adultery irrelevant, purity abnormal, and sex a "right" (however and with whomever one may get it) and that has invented the egregious term "recreational sex." We Christians are called to be outrageously pure—to be a source of wonder and even derision to this glandular world (Hughes, 2003: 45).

2.4 But Fornicators and Adulterers God will judge (πόρνοὺς δὲ καὶ μοιχοὺς κρινεῖ ὁ Θεός).

Fornicator *πόρνο* appears ten times in ten verses in the NT – 1Cor. 5:9, 10, 11; 6: 9; Eph. 5:5; 1Tim. 1: 10; describing Esau (Heb. 12: 16); describing those who defile the marriage bed (Heb. 13: 4); describing those who will not be in heaven (Rev. 21:8;22:15). Fornicator *πόρνο*, according to Wuest, K. S. originally meant a "male prostitute" but came to be used in the universal meaning of "fornicator" or one who engages in sexual immorality, whether a man or a woman. A fornicator *πόρνο*, in secular Greece was a person who prostituted themselves for gain (Wuest, 1978: 76). *πόρνο*, from which we get pornography means one who

has sexual intercourse with prostitute. It is a general word for unlawful and immoral sexual relationships and includes any kind of sex outside of marriage: pre-marital, extra-marital (adultery), homosexual and various others (Colin, 1986). Fornication is sexual immorality outside of God's institution of marriage, and God will judge all fornicators. Vine in commenting on the use of fornicator *πόρνο*, in the description of Esau in Hebrews 12:16 says that:

...the word *pornos*, fornicator, is not to be limited to the idea of spiritual fornication, it includes the actual sin and all such sensual and lustful practices. Esau's profanity consisted not merely in his satisfying his immediate desires and abandoning his birthright, but in treating the holy privileges of the patriarchal family, the priesthood, and the title to the land, and the ancestorship of the Messiah, as of no value compared with the satisfaction of a natural hunger of the moment (Vine, 1994: 23).

Every other sin that a man commits is outside the body, but the immoral, *πόρνευω* in the present tense means continually immoral, is a sin against his own body because sexual intimacy is the deepest uniting of two persons. The sole purpose of this sin is the gratification of the strong desires (lust) inherent in the flesh and, therefore, it is probably the most selfish of all sins.

J C Ryle opines that the violation of the seventh commandment is the sin above all others. It is the sin that leaves deeper scars upon the soul than any other sin that a man can commit. It is a sin that destroys thousands of young men in every age, and has even overthrown a few of the saints of God in the past. Samson and David are fearful proofs. It is the sin that man dares to smile at, and smooths over using the terms: thrills, love, uncontrollable passions, and natural desires. But it is the sin that the devil rejoices over, for he is the "unclean spirit;" and it is the sin that God abhors, and declares He "will judge" (Heb. 13:4) (Ryle, 2012).

The Greeks were very permissive. They did not have a closed system in marriage; they had wives, concubines, and prostitutes. But that is not biblical marriage. God will judge all who destroy marriage. That is why we read: "What

God has joined together, let not man put asunder" (Matt. 19:6, KJV). If people destroy a marriage, neither the church nor the family nor the judge nor the community nor the state may punish the guilty party, but God, who sees all things, surely will. He shall punish such people in this life and in the life to come on the last day. When we violate God's prohibition against adultery, we sin against God and our spouse.

Adulterer *μοιχός* appears three times in New America Standard Version here in Luke 18:11, 1Cor. 6:9 and Hebrews 13:4. Adulterer, *μοιχός* and adulteress *μοιχαλίσ*, describes one who is unfaithful to his or her spouse. Adultery is one of three sins (along with idolatry and murder) the Mishnah says adultery must be resisted to the point of death. In addition to this, Vine writes that fornication and adultery are not synonymous in the New Testament: adultery implies unfaithfulness by either party to the marriage vow, while the word translated "fornication" covers a wide range of sexual irregularities (Vine, 1994: 23). Figuratively, *μοιχός* describes one who is faithless toward God.

The Lord's purpose for His creation of Adam and Eve was that it was to be a permanent, monogamous marriage (Gen. 2: 21, 22, 23, 24; Matt. 19:4, 5, 6), with children raised in the corresponding family unit. Therefore, all misuses of our sexuality (adultery, fornication, illicit fantasies, masturbation, pornography, homosexual behaviour, rape, sexual child abuse, bestiality, exhibitionism, and so on distort the true knowledge of God (Mahaney, 2004:34).

John MacArthur warns, God is serious about sexual purity. You may fool around with illicit sex, you may fool around outside your marriage, and you may get away with it from the judgment of man standpoint, but you'll never get away with it from the judgment of God. God will judge; somehow and somehow chastisement, punishment comes (MacArthur, 2012). Some of the more obvious results of such views are the heartbreaking increases in extramarital pregnancies, forcible rapes, illegitimate births (despite birth control measures and abortions), and in venereal diseases of all sorts. When

Christians are immoral, the immediate consequences may even be worse, because the testimony of the gospel is polluted.

2.5 God will judge (κρίνει ὁ θεός)

Κρίνω appears one hundred and fourteen times in New Testament *Κρίνω* primarily signifies to distinguish, separate or discriminate; then, to distinguish between good and evil, right and wrong, without necessarily passing an adverse sentence, though this is usually involved. In Hebrews 13:4 there is emphasis in the Greek text on the word “God” ὁ Θεός. because it appears last. People may not judge, but God himself will surely judge, because every sin is against God. The writer emphasized this idea of God as judge throughout his epistle: “Just as man is destined to die once, and after that to face judgment... since that time he waits for his enemies to be made his footstool... “For we know him who said, ‘It is mine to avenge; I will repay,’ and again, ‘The Lord will judge his people.’ It is a dreadful thing to fall into the hands of the living God ... “for our ‘God is a consuming fire’” (Heb. 9:27; 10:13, 30-31; 12:29).

Because God honours marriage, he will also judge all who oppose it: “For God will judge all fornicators and adulterers.” This gives the reason for the previous directives. That prevent anyone from doing anything that violates the sanctity of marriage, less God punishes such. Marriage should then be considered a closed system to a third party, whether man or woman.

3. Conclusion

"Marriage is honourable in all, and the bed undefiled: but fornicators and adulterers God will judge" (13:4). This brief but comprehensive text makes clear that the spouse is responsible for the sacredness of marriage and for the fulfillment of its God-given purpose. Furthermore, this text holds that there are severe judgments in store for its perversion or violation. Even in this present life one experiences great problems when marriage is destroyed. There are sexually transmitted diseases, emotional

disturbances, economic deprivations, children destiny shattered and generational troubles.

In addition, Ray Stedman also adds that, there is mental anguish with guilt, self-hatred and ego disintegration. Couples become alienated, estranged and hateful and occasionally even commit murder. And then there is the toll on society with the problem of a plethora of illegitimate children without fathers and the plight of abortion. When we violate God's prohibition against adultery, we sin against God and our spouse. (Foucault, 1978: 54).

Again, since the Greek verb *τιμάω* is unexpressed thus the text *Τίμιος ὁ γάμος ἐν πᾶσι* which may be translated either “honourable is marriage”, or “honourable let marriage be” may apply both to those within and those without the marriage relation. The writer evidently intends to convey a warning against the depreciation of marriage by immorality. Perhaps there is also a warning against a certain class of Gnostics who, because of their ascetic tendencies, held marriage in low esteem or forbade it altogether (1 Tim. 4:3). The chief emphasis appears to be upon the necessity for chastity (Wenham, 1965: 193).

4. Recommendations

The society as at the time of the writing of Hebrew 13:4 is not different from our present one in Nigeria, where the original meaning of marriage is lost, cohabitation is rampant among the unmarried youth, homosexuality, lesbianism, rape, sexual immoralities of all sorts. Even gay marriage is been encouraged in the church. Nude church is springing up claiming to have biblical backup as that Adam and Eve were naked and they were not ashamed. Dressing in the church is not different from that of party wears, all these are encouraged in the church thinking we are advancing in civilization.

Preaching against sinful act has been archaic preaching, the church is not different from social gathering. And really, anybody that indulges in sexual relationship outside the marriage bond both heterosexual and homosexual and even adultery is unfaithful to the marriage vows and

engages in licentiously forbidden practice. This issue should be well handled at all levels of the church, not even exempting the ministers because some are indulging in this illicit and immoral act. Marriage is, and should be honourable in all and marriage bed be undefiled, so that the church may be ready for the marriage of the lamb.

Hebrews 13:4 is a recommendation of God's ordinance of marriage, that it is honourable in every respect; and, in particular, sex within marriage is pure, and ought to be so esteemed by all, and not denied to those to whom God has not denied it. It is honourable, for God instituted it for man in paradise, knowing it was not good for him to be alone. Christ honoured marriage with his presence and first miracle. It is honourable as a means to prevent impurity and a defiled bed. It is honourable and happy, when persons come together pure and chaste, and preserve the marriage bed undefiled, not only from unlawful but inordinate affections.

It is commonly supposed by non-Christians and even by many Christians that the Bible opposes sexual activities of any kind. But the New Testament standard is set by passages such as 1Cor.7: 2-7 and Col.2:16-23, which express the same view. Again, variety in sexual activity between husband and wife is permitted, so long as both agree (1Cor.7:2-5); the notion that God requires the so-called "missionary position" is fiction, a limitation that Christians of the past imposed upon themselves. On the other hand, although the Bible encourages sexual fulfilment, it does not condone promiscuity. Sexual activity is to be limited to the marriage relationship.

So also young men, "Flee from sexual immorality" (1Cor.6:18) if you love life. "Let no one deceive you with empty words, for because of such things God's wrath comes on those who are disobedient" (Eph.5:6). Flee from the opportunity of it, from the places where you might be tempted to do it. Feared God and as a result turned away from evil (Job 1:1; 31:1). You cannot even touch black grease without getting your hands dirty. Flee from the thoughts of it; resist them, destroy them, pray against them, make any sacrifice rather than give way to

them. Imagination is the hotbed where this sin is too often hatched. Guard your thoughts (Pr. 4:23), (Brundage, 1987: 20).

Meanwhile, the world is so corrupt this time, such that sanctity of marriage is no longer respected, pornographic pictures, literatures and X-rated are fanning the flame of lust, making explicit and unrestrained sex appear the norm as it is rampant in the society, it is becoming a common thing even in the church where pastors is being accused of having sexual relationship with young single and or married ladies in the church; youths do not see it as a sin any longer to have sexual relationship with fellow youth in the church, it has become a game. Parents encourage the betrothed children to engage in experimental sexual intercourse to know if either or both of them are fertile and can produce children in marriage, they will even be encouraged to get pregnant before the marriage.

However, cohabitation is forbidden in marriage, homosexuality, heterosexuality is quite against the purpose of marriage by God who instituted it. The concept of marriage is that "a man shall leave his father and mother and be united to his wife and they will become one flesh" (Gen.2:24). This should be done in holiness and obedience.

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Christian Religion and Peaceful Co-Existence for Sustainable Development in Nigeria: A Sociological Approach

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Abstract. The relationship between Christian religion and peace down through history has been ambivalent. On the one hand, most religions proclaim peace and have served the cause of peace. On the other hand, religion has been the cause of many wars. Christian religion permeates every aspect of man's existence in the world, be it the political, social, cultural or economic life of people. No religion preaches violence. The three main religions in Nigeria, namely, Christianity, Islam and African traditional religion, all advocate and preach peaceful co-existence in various ways. Thus, religion has been used as the most important instrument for the social control of man and society. Since progress and sustainable development can only occur in a rancor free environment, the role of Christian religion in fostering peaceful co-existence cannot be over emphasized.

Keywords: Christian Religion, Peaceful Co-existence, Sustainable Development, Nigeria, Sociological Approach.

1. Introduction

Religion's stem qualities of sincerity, honesty, selfless service to humanity and contentment among other qualities appears to be a better alternative for building a progressive, sustainable and peaceful society. From time immemorial, the desire to build a just, orderly, progressive and peaceful society has been

uppermost in the minds of Nigerian leaders. However, due to external influences on them, their mission and vision continue to remain a mirage. These influences coupled with high level of corruption, poverty, selfishness and lack of contentment heightened their problem. This made the Nigerian leaders derail from their avowed vision and mission with the result that at the end of a leader's tenure, little or no progress would have been made. Hence, the goal of peaceful co-existence is not achieved.

The escalation of religious related unrest around the world and Nigeria in particular has made the longing for peace and security to be intensified, especially in recent times. The spate at which confrontations between adherents of different faiths are taking the central stage is worrisome and thus suggests that a number of local and international treaties signed to declare violence illegal, seem to be active on paper and not in practical terms.¹ Besides, such conventions have relatively failed to achieve the desired goal. It is therefore imperative to make a paradigm shift by using the religious dimension to address the situation in a more subtle way to appeal to the different parties involved that, violence, hatred and religious bigotry do no one any good. This contribution seeks to unveil forms of religious strife in Nigeria as well as some of the issues identified as the underlying factors responsible for the fracas. The author believes that peace and tranquility could only reign in an atmosphere where there is tolerance and the spirit of give-and-take.

2. The Concept of Peace

Peace in its true meaning does not comprise solely absence of physical security or absence of war and conflicts. This condition is only a passive and limited, though very important and essential aspect of the wider concept of peace.

Peace means beneficent adjustment of harmony between the individual and his creator on the one side, and his fellow men on the other. This applies to the entirety of the concentric relationships between individual and individual, individual and community, community and community, nation and nation and in short, between the whole of humanity intersect and between man and the universe. Since the word peace is perceived in different ways by different people, peace is seen as security when one is free, without fear. When there is peace, people have freedom to develop their economic and social lives. No wonder, Ambi observes that the collapse of peace can be due to community lack of firm commitment and conformity to agreement⁴. It should be said here that peace or harmony will be difficult if not impossible except the concepts of justice and development are involved. In other words, there can be no peace without justice. That is, relationship between individuals or groups cannot be said to be in peace when one of the parties is held in perpetual bondage or subjected to extreme exploitation and deprivation. In such a situation a person would and should fight for his rights and peace is thereby threatened. The same could be said of development. There is no doubt that underdevelopment breeds deprivation, poverty, hunger and disease. It is usually said that a hungry man is an angry man. This is true whether his hunger is caused by other men, by underdevelopment or by natural disasters. However, achievement of absolute peace is not within human power to attain. As there is no complete happiness, there will never be complete peace. All that is necessary for peaceful and happy living is better understanding and tolerance of each other based on love. The world is built on conflict of light and darkness, blessing and disaster as well as change in seasons in God's final covenant with man. Thus, peace is not the absence of war but

as the prevention of all structural and social inequalities.

3. Causes of Ethnic and Religious Violence in Nigeria

Religious violence is a global crisis and Nigeria is not exempted from it. Ethnic and religious crises are not new in Nigerian society. They have been with the country since the advents of Islam and Christianity and their negative impacts remain with the society till now. In Nigeria, experience shows that the incidence of religious violence has recently become a daily ritual often leading to destruction of lives and property. Even in recent years we have seen Protestants and Catholics killing each other in Northern Ireland, while Jews and Muslims in Israel and Christians and Muslims in Bosnia and Nigeria have done the same thing. Let us examine some of these causes in the following order.

3.1 Ignorance and Poverty

There is the saying that "a hungry man is an angry man" and this is true of the Nigerian situation where hunger, employment and other related issues are prevalent. It is obvious that the majority of those who participate and play prominent roles in ethnic and religious violence are largely ignorant of the core tenets of their religions. Most of the times, the root and the cause of the conflict are totally unwarranted.

3.2 Politics

Politics is also another factor that is responsible for ethnic and religious violence in Nigeria. It is true that when the politicians fail to fulfil their promises to the people, there is bound to be violence which will eventually disturb the peace and unity of the community. Religion plays a significant role in the political stability of a nation including Nigeria; therefore, politics must be properly handled in order not to constitute problems for its citizens.

3.3 Intolerance

Intolerance means unwilling to accommodate ideas or behavior that is different from one's own. According to Oxford dictionary of current English describes intolerance as unwillingness to

let other people act in a different way or hold different opinions from one's own. This is a situation where religious faithful are unwilling to accommodate the perceived lapses or excesses of others. This is common among Christians and Muslims in Nigeria in the sense that they both see their faiths as being superior to others which normally generate problems for their adherents.

3.4 Abuse of Freedom of Expression and Fundamental Human Rights

The Nigerian constitution guarantees freedom of expression for every citizen of the country, but the freedom seems to have been abused by certain people of extreme religious conviction. In a situation where human rights are being violated or abused, there will always be religious uprising and violence. Thus, when religious groups fail to recognize and respect other faiths within the same society, there is bound to be religious crises and uproar emanating from the aggrieved groups.

3.5 Economic Issues

The economic situation of a nation can also cause ethnic and religious violence. Nigerian Government had been accused of exploitation, domination, victimization, oppression, discrimination and marginalization among others. Different ethnic groups in Nigeria have diverse interests and demands which they want the government of the day to meet. Conflicts often occur in a situation where a particular group believes it is deprived of certain amenities or is being neglected. The breakdown of social amenities and increase in poverty rate can also aggravate violence and disturb the peace of the society.

3.6 Religious particularity and bigotry

Religious particularity could be described as absolute claim to religious truth or an exclusive claim to revelation. This is when each religion want to assert authority to itself. It is the weapon of exclusivists who see their own faith as the only one that can lead to salvation. In Nigeria,

Muslims and Christians have always quarreled on certain aspects of their beliefs. We have these quarrels because each of the two religious is guilty of religious particularity. Besides, a bigot is an obstinate believer who is intolerant of others. He is an extremist who is ready to sacrifice anything for his faith. He is not ready to reason along with others as far as religion is concerned. He is always militant in matters of religion.

3.7 Confrontational Preaching

Another factor directly militating against peaceful co-existence among adherents of different faiths in the country is confrontational preaching. The missionary nature of both Islam and Christianity in inviting people to belief and worship of the Almighty God is highly influential in guiding humankind to lead a spiritually structured life. This noble task is regarded as an obligatory duty or evangelism in all monotheistic religions especially in Islam and Christianity respectively. But the way some preachers from both sides go about this noble duty usually creates serious problems in the society. In other words, some Muslim and Christian preachers are guilty of this offence. Such a provocative act of preaching is usually carried out by inexperienced and untutored religious personnel who do not weigh the gravity and consequences of their actions.

4. Christian Religion as Source of Conflicts

It is painful and unfortunate that Christianity has had some record as an instrument of conflict. There have been crusades and inter-religious rivalries that left indelible stains on the history of Christian religion and inter-religious relationship. Christianity as the trumpeter and herald of peace has lost its credibility having begun to issue forth cries of different wars. For instance, between the 11th and 14th centuries, Christian monarchs conducted nine bloody crusades in an attempt to wrest control of Jerusalem from the Muslims. Unfortunately, such wars are not just a relic of the past. Even in recent years, we have seen Protestants and Catholics killing each other in Northern Ireland

while Jews and Muslims in Israel and Christians and Muslims in Bosnia have done the same thing.

According to Dzurgba, he argued that aggressiveness, hostility and brutality have mostly marked men religious behavior. It is a fact that the church tortured and even killed some of her own adherents who were condemned for heresy or apostasy in the 15th and 16th centuries.⁹ The persecuting exercise was regarded as the inquisition. The holy wars conducted by Christians against Muslims, during the middle ages, are best known to us as crusades. Even from biblical point of view, we read of various conflicts and wars fought by the Israelites against the Jebusites, Canaanites, Hivites, Amorites, Perizites and so on. They are the original owners of the land flowing with milk and honey. It is of paramount importance to say that the contemporary society has witnessed and is still witnessing a lot of religious wars and riots especially in the Northern part of Nigeria.

5. Christian Religion and Peaceful Co-Existence in Nigeria

The powers of Christian religion as an instrument of peace rest on theological, moral and socio-political foundations. It is obvious that different religions have different beliefs about God, and the supernatural and their influence on the achievement of peace. Christianity shares certain common beliefs with other religions which could serve as a basis for common action for peaceful co-existence.

In Christianity, the Lord's Prayer effectively affirms the fatherhood of God and the belief that if man follows God's commandments, the same peace and harmony which exist in heaven will prevail on earth. The idea of retribution in the after-life is another strong theological base for peace and peaceful co-existence found in Christian religion. The belief that certain wrongs will be righted in the next life, reduces the risk of violent conflicts. The Old Testament of the Bible quotes the Lord as saying "Revenge not for revenge is mine". The Sermon on the Mount in the New Testament clearly links peace with retribution in the after-life: *Blessed are the peacemakers, for they shall be called sons of*

God Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven (Matt. 6:9-10)

Thus, Christian religion engages in teachings on moral principles and practices. The religion is a great sustainer of morality. The issue of war and peace is a mainly moral issue which needs constant surveillance in a now complex and rapidly changing world.

Another important instrument for religious dialogue and peaceful co-existence in Nigeria which is yet to be set up is a forum for interfaith dialogue composed of expert in the three religions practiced in the country. This could be called a "Panel of Experts on Inter-religious Affairs". This should be a standing committee which should meet regularly to discuss and ensure smooth inter-faith relationships to pre-empt inter-faith conflicts. In 2 Cor. 5: 18, Paul teaches: "All this is from God, who through Christ reconciled us to himself and gave us the ministry of reconciliation". Thus, Christians are enjoined to reconcile human beings irrespective of religion or race to God and to one another.

6. Towards Peaceful Co-Existence and Sustainable Development in Nigeria

Sustainable development does not stop at provision and accessibility of physical infrastructure in a particular moment, but is a continuous process. Sustainable peace is not just the mere absence of war or maintenance of balance of power between enemies and dictatorship. It has to do with the sustainability and promotion of peace always and at every time of the year and among persons and group irrespective of the tribe, ethnic nationality or religion at all given moment. Any religious that does not propagate peace and peaceful co-existence remains inimical to sustainable development.

For the attainment of durable peace it is pertinent to re-educate people's attitudes and to guide public opinion in the direction of peace. The construction of peace cannot be attained through the efforts of the few people who negotiate disarmament or the efforts of

governments alone, since these who must also protect the interest of their people, depend to a very large extent on public opinion and public feeling. Peace building or peaceful co-existence is therefore, the responsibility of all. Everybody should master his passions. The peace efforts of governments will be fruitless as long as hostility, distrust, racial or tribal hatred and uncompromising ideologies continue to divide men and put them in opposing camps. There is no doubt that in a multi-ethnic and multi-religious society like Nigeria, Christian religion can serve the noble role of preserving peace and bringing about sustainable development that can move the country forward. This can be achieved through the following:

6.1 Interaction and Dialogue should be Encouraged

The government should encourage interaction and dialogue of different religious groups. This is of paramount importance because the government is at the centre of affairs in the country. This will pave way for tolerance among religious groups. As a result, religious and moral education should be included and encouraged in schools. This will prepare the youths for the future and allow them to respect other people's religion.

6.2 Demarcation between Politics and Religion

One of the major problems facing Nigeria as a nation is the people's inability to separate religion from politics. Religion is often used and seen as a strong weapon during politics; yet the majority of those seeking political offices are not sincerely religious. They merely use religion as a stepping stone to their destinations. If citizens can play politics without emotions and sentiments, then there will be a better society. Thus,, politicians should not be voted for on the basis of their religions but on their ability to perform in the office.

6.3 Emphasis on Positive Element of Faith

The two religions (Christianity and Islam) causing violence in Nigeria should check

themselves and have a change of mind. The religious leaders should inculcate the spirit of good neighbourliness from the word of God in their adherents. There are lots of positive virtues which the adherents can imbibe if properly taught. As a result, the Imam and the pastors should see themselves as agents and representatives of God in the midst of the people. It is high time they stopped criticizing each other and misinterpreting the holy books (Bible and Qur'an) and rather focus their attention on what they were called for.

6.4 Poverty Alleviation

There are a lot of social evils in our society today because of high cost of living and low standard of living which has threatened the peaceful co-existence of people in contemporary Nigeria. This is so simply because the poverty level in our society presently is worrisome. This is caused by high rate of unemployment among youths of productive age. This calls for concern because if urgent step is not taken to reduce the poverty level to the minimal level the violence in the country will continue. Government should therefore create opportunities for gainful employment by ensuring that the educational system adopted in the country has a heavy dose of entrepreneurial training, especially at the lower level. The government also needs to create enabling environment for economic development that can enhance standard of living of the people.

6.5 Tolerance and Respect for other Religions

Every individual in the society should tolerate and respect other people and their religion. All human beings cannot practice the same religion because God did not want it that way. As a result, there is the need for religious tolerance and understanding in order to move the society forward. There are common elements that bind every member of the society together. All religions should be respected and the adherents should view themselves as common citizens within boundaries of the nation. Thus, the only road to harmony and peaceful co-existence in contemporary Nigeria is the path of tolerance and respect for other people's religions.¹¹

6.6. Observation

Peace is simply understood as the absence of hostility. As earlier noted, it is a state of harmony characterized by lack of violent conflict and the freedom from fear of violence. It should be said at this point that peace is not only the absence of war or conflict, but also the presence of love and respect for the role of law. The evidences of peace in any life are: good health, prosperity, justice and love. At a family level, the members are caring, kind, considerate, just, respectful and tolerant of others' beliefs and attitudes. In a peaceful society or country, there is good governance and the citizens are loyal and patriotic to the state.

Contrary to the insinuations by some people with second-hand information about Christian religion that the religion is exclusive and intolerant of other religions and their followers, the religion of Christianity could be regarded as the most tolerant faith on the surface of the earth. However, the overzealous actions of some Christians which sometimes contradict what the faith teaches, have left some non-Christian with no option but to conclude that such people act according to the teachings of their faith.

Besides, lack of adequate understanding of religion has been observed as a major factor militating against peaceful co-existence among adherents of different faiths in Nigeria. This kind of ignorance is of two forms. First, ignorance of one's own religion, which usually makes an individual to behave contrary to the standard teachings of the religion he professes. Second, ignorance about other peoples' religion, which may perhaps generates unnecessary hatred towards that religion and its followers. Similarly, such naivety customarily gives room for unsubstantiated allegations and irrational acceptance of all sorts of vilification about other people and their religion. In the same vein, some people that were born Christians or Muslims have little or no interest in seeking appropriate knowledge about their religion. They only capitalize on the fact that they are not converts, as such, they assume that everything about their faith is inborn. Such people often act

irreligiously, and are usually ready to blindly follow the instructions of their leaders, irrespective of whether the latter are in conformity with the teachings of the faith or not. According to a population saying: "ignorance is not an excuse".

Religion stimulates social habits and checks anti-social behavior. According to Odiba, he observes that religion is "an efficient means of social control, stimulates social habits and checks anti-social tendencies".¹² Religion aids morality and shapes the ethical life of the people. It embodies ethical norms in religious laws. Morality originated from religion and without morality no society can survive. Religion introduced taboos in order to promote harmony, ethical standard and peaceful co-existence in the society. Some religious laws have forbidden the mechanism of birth control, the sale of alcoholic beverages, abortion, conducting business on sacred days, adultery, stealing, murder, lying, unhealthy rivalry, competitions, crisis etc. Thus, religion can be both a blessing or vice in society depending on the nature of the society and the doctrinal contents of the religion.

7. Conclusion and Recommendations

This study has critically examined the concept of peace, causes of religious violence, Christian religion as a source of conflict and as a means to obtain peace for sustainable development. Efforts needed to achieve peaceful co-existence in contemporary Nigeria were also considered. Possible solutions to the problem were also discussed as there is the need for permanent solutions to religious violence in Nigeria. Because the issue of peace and peaceful co-existence concern everyone, it therefore calls for immediate action with the following recommendations:

First because of the incessant violent crisis occurrence in our contemporary, society, there is a need to acknowledge and practice the positive roles of religion. There is nothing inherently bad about religion. Except people, especially the adherents of different religions are sufficiently sensitized and conscientised to use religion

positively, peace and peaceful co-existence will be unrealistic in Nigeria.

Second, there is need to always organize seminars and symposia by different religious groups. Based on this orientation or training, there should be inter-religious dialogue among different religious adherents especially Christians and Muslims. This will certainly enhance and give room for peaceful co-existence in our contemporary society.

Third, the adherents of all religions should have mutual respect; and understanding of others' religious beliefs and culture. Nigerians must be impartial and all groups in the country must be treated equally. In other words, religious institutions are to be encouraged to avoid the deliberate use of arms in resolving conflicts or disputes arising from inter-religious relations.

Fourth, the government should be just on religious matters. The trouble makers should be severely dealt with as this will serve as deterrent to others. Above all, Nigerian should be ready to demonstrate to the outside world the capability to transcend their difficulties or turn these difficulties to opportunities.

Finally, the opportunists who advance their own personal interests at the expense of the national interest in the name of religion should desist from their acts; religious leaders should be embodiments of tolerance. Religious tolerance means to refrain from discriminating against others who follow a different religious path. Religious leaders and adherents should allow followers of other religions to follow their spiritual beliefs and practices without oppression or discrimination. Thus, religious tolerance is a fundamental right in ensuring peace in our society. If all the aforementioned suggestions are strictly followed and implemented, there will be peace and peaceful co-existence in our contemporary Nigeria.

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Part Four

Educational Psychology

Influence of Family Background on Academic Performance of Senior Secondary School Students as expressed by Teachers in Ilorin Metropolis

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Abstract. Academic performance is a criterion to determine the level of progress achieve by students in their study. Different factors tend to influence students' academic performance, hence, this study investigated the influence of family background on academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis. The study also examined the variables of gender and educational attainment. Descriptive survey was adopted. Purposive and stratified sampling techniques were employed to select 200 respondents. A researcher-designed instrument entitled "Influence of Family Background on Academic Performance Questionnaire (IFBAPQ)" was used for data collection. A reliability co-efficient of 0.63 was obtained. Four null hypotheses were tested using t-test and Analysis of Variance (ANOVA) at 0.05 level of significance. The findings of the study revealed that adequate monitoring of children home work by parents, parental motivation of children and the nurture and care parents give to the children influence students' academic performance. The hypotheses tested revealed that there was no significant difference in the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of gender and teachers' qualification. Based on the findings of this study, it is recommended that parents should provide for the basic needs of their children in order to help them show positive interest in study, school authorities

should create an enabling environment for the students by providing required educational needs in order to make academic stimulating to them, teachers should interact with parents of the students to discuss the importance of providing adequate care they need for their total growth and development, and school counsellors should encourage the parents to relate and create interest in their children studies so that they can improve on their academic performance.

Keywords: Family Background, Academic Performance, Teachers

1. Introduction

Education is a process by which the mind of human being develops through learning at homes, streets, religious institutions like churches and mosques, schools, colleges or universities. It is also a process whereby a person develops attitudes and abilities that are considered to have value and relevance in the society. It is the best legacy nation can give to here citizens especially the youth. Every nation hoping to have bright future needs to emphasis education because it is the only way to much development (Abiri & Jekayinfa, 2010). Education has also be considered as a key investment in modern economies because, as previously seen within the framework of a knowledge-based economy, there are strong and positive correlation between economic activity and education in explaining economic growth.

Ali (2006) stated that education is a catalyst to the development of individuals, society and the nation as a whole. Dagbo (2014) also opined that education is an important tool for social growth, development and interaction of all elements in the society for its economics, social and political well-being. In Nigeria, education is recognized as an instrument for national development and this is reflected in the National Policy on Education (2013). Education is seen as a *sine qua non* for the government's development and reform agenda. Thus, in order to achieve the goals of education in Nigeria, the role of the family background on students remains cardinal and indispensable.

Success, in an educational institution is measured by academic performance. Over the years, the importance of students doing well in school has become the common concern of parent, legislators, teachers, counselors and psychologist. According to Bell (2002), parents devote a lot of resources to their children's education because they believe that good academic performance will provide a stable future for them. Also, Wilkins (2001) opined that many educational authorities have sought to find out reasons for the downward trend in the academic performance of secondary school students.

Uwaifo (2008) attributed the cause of poor academic performance of children to a combination of personal and institutional factors. The personal factors include the level of individual's intelligence, knowledge and ability, while institutional factors are family or parental influence. Olayinka (2004) pointed out that the family is the bed rock of any society. Obayan (2003) reported that a stable and well developed childhood can be guaranteed by a stable family. The current bad economic status of the country has exposed children to undesirable challenges that have negatively affect their academic performance in school. This observation agrees with the report of Adeyinka (2009) that maladaptive behaviour arise when parents lack responsibility of their parenthood and children that were raised from economically disadvantaged background are more likely to have poor academic performance because they

lack some basic amenities such as food, clothing and shelter.

Abiri and Jekayinfa (2010) agreed that Nigeria is yet to have a philosophy of education when the economic status of the country is unstable. Petit, Laird, Dodge, Bates and Criss (2003) pointed out that psychological needs are potential source of individual's personality and academic performance. In the same vein, Omolewa (2002) affirmed that academic performance of a child could be traced to the kind of friends he keeps and the home he comes from. Kilgore, Snyder and Lentz (2000) claimed that the family environment is the most powerful influence in determining a child's academic performance. It is obvious that families have substantial influence on a child's academic performance.

Akubue and Okolo (2008) defined family as a small kinship structural group with the key function of natural socialization of the new born. Similarly, Okunniyi (2004), family is defined as a primary social group of parents, offspring and possible other members of the household. The family has the potentials to influence academic performance. This is because it is the first environment of the child and the initial experience. Family background of students determines how the child views himself and the way he views others. The society is a function of these two factors. In other words, the environment of the child at home determines his behavior as well as how he relates with others. However, the essential factors inherent in a home or family are the socio-economic, cultural and psychological factors. Family background refers to all the conditions and circumstances in the family which influence the child physically, intellectually and emotionally (Muola, 2010).

Children coming from different family backgrounds are affected differently by such family condition, which is why some children have good family background while some have poor background. Formal education therefore remains the vehicle for human development which must start from the family. There are different categories of families. The major categories of families according to Anderson and Taylor (2000) includes: Traditional

families—where the father is the major breadwinner and mother at home rearing children; divorced families—families that have been reconstituted following the breaking of marriage; single parent families—likely headed by women; step families—with new siblings and new parents stemming from re-marriage. A family could also be categorized as extended or nuclear. Extended families are those in which large group of related kin in addition to parents and children live together in the same household. This is the type of families prevalent in African countries. Nuclear families are families where married couple resides together with their children. This type of family is common in Western countries (Andersen & Taylor 2000).

Eamon (2005) emphasized that the size of the family determines to a great extent the relative amount of physical attention and time which each child gets from his parents. Large families are more common among the lower class of the society. Children in large families may suffer poverty and lack parental encouragement and stimulus which motivate their academic performance (Eamon, 2005). Family environment affects children intellectually because a child from a small family (nuclear) would be different from a child from a large family (polygamous) intellectually vice-versa. The implication is that a proper stimulating family environment with intellectual potential and appropriate teaching methods will definitely enhance maximum performance of the child. The economic implication of large family size is better explained in Okunniyi (2004) who observed from his study that as families get larger, parents cannot give their children the same amount of individual attention. They could not afford to provide them with so many of the things which will help them to make the best possible use of their years at school such as educational aids, and quiet comfortable rooms in which to do home-work undisturbed by the television, outings to places of interest, leisure time pursuits, and opportunities for traveling. What is most probably important of all, according to him is the fact that the parents of large families were found not to talk with their children to the same extent as parents of small families. Another aspect of family

environmental factor is the structure of the family.

Structurally, a family is either broken or intact. A broken family in this context is one that is not structurally intact for various reasons; such as death of a parent, divorce, separation, desertion and illegitimacy in which case, the family is never complete. Life in a single parent family can be stressful for both the child and the parent and such families are faced with the challenges of diminished financial resources, assumptions of new roles and responsibilities, establishment of new pattern in interfamilial interactions and reorganization or routines and schedules. In single parent families, children may suffer some psychological and social problems which affect their academic performance.

According to Jeynes (2002), the socio-economic status (SES) of a child is most commonly determined by combining parent's educational level, occupational status, and income level. Social class and economic status of the parents determine the type of school and the standard of training they desire for their children. The occupation or profession of the parents, the educational level and whether the mothers are working or non-working mothers places them at an advantage or disadvantage to evaluate their children's academic work and monitor their progress. Status is often determined by the individuals' economic attainment, though it is sometimes ascribed on the individual. Okunniyi (2004) identified three distinct socio-economic groups or statuses which are common in many countries. They are: upper class- which is made up of rich business men and top government officials among others; middle class which consists of skilled workers, professionals and middle ranked government workers and the lower class- which is made up of manual workers, petty traders and low income government officials.

Francis (2007) opined that the lower income families may be aware of the importance of education in the society, but at the same time, they are also aware of their limited resources to measure up with such educational demands. According to the author, a family that can

scarcely provide for the basic needs of the family which include food, shelters and clothing will hardly motivate the academic excellence of their children, instead they will pressurize their children to seek for job opportunities with the little education they acquired so far to support the family. The implication of the agreement is that some families are likely to give their children poor academic background because of lack of financial support.

The socio-economic status of a family is capable of affecting the behaviour of the children and determines their aspiration. Families with high socio-economic status often have more success in preparing their children for school because they typically have access to wide range of providing their young children with high quality child-care, books and encourage children in various learning activities at home. They also have easy access to information regarding their children's health, as well as social, emotional and cognitive development (Ojo & Yilma, 2010).

Samon (2005) reorganized seven ways of motivating students viz: awareness on the part of the parents of the value of education whether such parents are literate or illiterate; existence of books, newspapers, comic books; good nutrition and sleeping habit; adequate facilities for sleep, for study and for rest; satisfaction of physical needs like food, shelter and clothing; objects in the home which challenges the child's curiosity, reflected throughout the secondary school. Samon (2005) suggested that during primary socialization, middle-class children receive greater attention and stimulus from their parents. This forms basis for high performance in the educational system. Students from low socio-economic status families may not be strongly motivated to do well in school and may not be knowledgeable about techniques of being successful in school. High socio-economic status parents who have benefited in a variety of ways from education serves as effective and enthusiastic advocate of schooling (Carlson, 2003).

In line with this Okwulanya (2003) opines that motivation from educated parents strengthens

the academic aspiration and language development in their children to perform better in their academic work. According to the scholar, some children may come from homes where academic is much valued, where there are books around them and most of the time, they see their parents reading. Their parents may give them books as Christmas presents. They encourage them to read many books whether by organizing mini library for them at home or by encouraging them to use the state library. Okwulanya (2003) went further to emphasize that some children may come from illiterate homes, where no importance is attached to books. In such families children scarcely see their parents at home. In all, the researcher's conclusion is that motivated students are likely to engage in an activity more vigorously and more effectively than unmotivated one. Motivation is always goal orientated. The importance of parental level of education to academic performance of students cannot be over emphasized. Students from professional and to a lesser extent managerial occupational backgrounds exhibit higher academic performance Gary and Ezeji (2001) noted that parents like their children to take to their occupation, like parents who are lawyers, doctors, and musicians among others. Examples of such people in the country include Gani fawehinmi, the prominent human right lawyer, Oliver Akalite (Oliver De coque), Osita Osadebe who was famous musicians each of these great men had one or more of his children in their type of occupation. Uwaoma (2006) asserted that most vocational students were children whose parents were farmer or craftsmen.

In Nigeria most children whose parents cannot afford to pay for high cost of formal education enroll into apprenticeship programmes such as carpentry, bricklaying, petty trading and others. In the study area, there is a seeming general poor performance among secondary school students. Evidences of the poor performances are seen in both students' internal and external examination. For instance, the available records of WAEC result analyses from 2005 to 2011 indicate downward trends in students' academic performance. According to the analyses, the performance levels of students are as follows:

2005-27.53%, 2006-15.56%, 2007-25.54%, 2008-13.76%, 2009-25.99%, 2010-24.94% and 2011 -30.99% (source: WAEC Lagos). It is against this background that the researcher investigated the influence of family background on students' academic performance of senior secondary school as expressed by teachers in Ilorin metropolis.

2. Problem Statement

The menace of academic failure among the young school graduates has stared both the government and stakeholders in the face. There is a consensus of opinion about the fallen standard of education as a big problem that is hindering the posterity of the Nigerian nation in terms of quality man power resources. Most students in secondary school experience academic problem that manifests itself in the form of academic poor performance. Many researchers have sought to find out the reasons for the downward trend in the academic performance of secondary school students.

Most students in Nigerian secondary schools are at greater risk of poor academic performance in both internal and external examinations (WAEC and NECO 2005-2011, source: WAEC Lagos). For instance, the available records of WAEC result analysis from 2005-2011 shows a continuous decline in students overall performance in school certificate examinations (WAEC). Government, parents, teachers and students blame one another for student' poor performance in schools, parents blames teachers for lack of dedication to duties. The teachers blame government for poor salaries hence they are poorly motivated, parent also accuse government for not equipping the schools with learning materials, government blame parents for not doing home works and the students are blamed for lack of discipline and dedication to their studies.

The relationship between family background of students in form of parental educational background and students' academic performance in secondary school has been of immense interest to educators because one cannot successfully divorce the influence of family

background from the performance of students in the school, (Joan & Smrekar, 2009). The reason for this cannot be far-fetched. Out of the twenty four hours in a day, and the seven days in a week, it is crystal clear that students stat in school for an average of eight hours per day and five days a week. It then follows that students spend more time at home that they do at school. Thus, what transpires at home to a reasonable extent may make or mar students' performance (Salami, 2007).

Many researchers have also studied this in the recent past. Obideyi (2009) assessed the influence of parental socio-economic status and family type on the academic performance of senior secondary school students in Epe Local Government Area of Lagos State. The findings revealed that parental socio-economic status and educational qualification play a major role in academic performance of students. Oloyede (2015) examined the influence of home background on students' academic performance in chemistry in Ilorin South local Government Area, Kwara State. The findings of the study showed that there was significant relationship between home background and students' academic performance. Oba (2016) assessed the influence of parent educational background on students' academic performance of senior secondary schools as expressed by teachers in Ilorin Metropolis. The finding revealed that influence of parent educational background plays a major role in academic performance of students. The previous studies cited were not carried out in Ilorin Metropolis except the study of Oba (2016) but focused on parental educational background which is not the aim of this study. In view of this, perhaps, few studies have been carried out on influence of family background on student's academic performance in Ilorin metropolis. This is the gap observed in the previous studies which this present study filled by investigating the influence of family background on secondary school student academic performance as expressed by teachers in Ilorin Metropolis.

3. Research Questions

The following research questions are raised to guide the conduct of the study:

- What is the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis?
- Is there any difference in the influence of family background on the academic performance of senior secondary school students as expressed by the teacher in Ilorin metropolis on the basis of gender?
- Is there any difference in the influence of family background on the academic performance of senior secondary school students as expressed by the teacher in Ilorin metropolis on the basis of teachers level of qualification?

4. Hypotheses

The following null hypotheses are generated to guide the conduct of the study:

- There is no significant difference in the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of gender.
- There is no significant difference in the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of teacher's qualification.

5. Methodology

The research design that was adopted is descriptive survey. According to Burns and Grove (2005) descriptive research design is "a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings". Research design is also a plan that describes how, when and where data are to be collected and analysed define a research design as "the researcher's overall for answering the research question or testing the research hypothesis". Survey design requires that data are typically collected through questionnaire, forms, interview or observation of a particular time. Thus, the researcher uses the survey design to ascertain whether the selected

variables have any significant relationship on academic performance on students.

The population of this study comprised all secondary school teachers in Ilorin metropolis. While the target population was senior secondary school teachers from 10 selected schools. The selection was done by stratified random sampling technique. First, the list of schools and the number of teachers in each school were collected from the Ministry of Education. The method of random sampling technique was used in the process of selecting the respondents needed for the study. Two hundred teachers were randomly selected from the ten selected schools. The sample is made up of twenty (20) respondents from each school. Those that were selected through random sampling were considered due to the limited scope of the study and it was however believed that they represented the entire target population of the area.

A researcher-designed questionnaire entitled "Influence of Family Background on Academic Performance Questionnaire (IFBAPQ)" was developed and used to obtain necessary information for the study. The questionnaire administered contained two parts, that is, part 'A' which elicited information on the demographic data of the respondents, part B elicited information on the influence of family background on secondary school student academic performance in Ilorin Metropolis.

In order to validate the instrument the researcher gave a draft to five lecturers in the Department of Counsellor Education for content validity. The corrections and suggestions made were effected. In order to ascertain the reliability of the instrument, test re-test method was carried out on the same set of scores within an interval of four weeks. The two sets of scores obtained from the two administrations were correlated using Pearson Product Moment Correlation. The correlation coefficient obtained was 0.63. This co-efficient indicates a high correlation between the two set of scores and the instrument is adjudged reliable enough for the study.

The data collected from the instrument were statistically analysed using descriptive and

inferential statistics. Therefore, the demographic data were analysed using percentages; while data from Section B were analysed using

inferential statistics of t-test and Analysis of Variance (ANOVA). All the hypotheses were tested at 0.05 level of significance.

Research Question 1: What is the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis?

Table 1

Mean and rank order on influence of family background on respondents' academic performance

Item No.	As far as I know, students' academic performance could be influenced by:	Mean	Rank
12	Adequate monitoring of children home work by parents	3.40	1 st
2	The motivation of parents	3.39	2 nd
11	The nurture and care given at home by parents	3.27	3 rd
17	The books and other educational materials given to children from home	3.24	4 th
1	Level of literacy of parents	3.23	5 th
18	Kind of social activities around the home environment of children	3.22	6 th
16	The time spent with children at home	3.12	7 th
7	Attitude of educated parents towards education	3.11	8 th
6	Placement of students	3.10	9 th
5	Educational attainments of parents	3.08	10 th
20	The amount of leisure students are exposed to at home	3.03	11 th
10	The socio-economic status of the family	3.02	12 th
9	The resources committed to students education	3.01	13 th
4	Social exposure of parents	2.95	14 th
3	Nature of parents occupation	2.93	15 th
13	The parent level of income	2.82	16 th
19	The quality of food students eat at home	2.68	17 th
14	The nature of family size	2.67	18 th
15	Family type	2.66	19 th
8	Number of children of educated parents	2.51	20 th

Table 1 shows that the respondents identified all the items as family background influence academic performance because they all have mean scores that are above the average mean (benchmark) value of 2.50 for identifying the most significant family background factors on students' academic performance. However, items 12 (with mean value of 3.40), 2 (with mean value of 3.39) and 11 (with mean value of 3.27) took precedence over others and were ranked 1st, 2nd and 3rd respectively. On the other hand, items 14 (with mean value of 2.67), 15 (with mean value of 2.66) and 8 (with mean value of 2.51) were the three least ranked items. Since all the items stated cannot be reported, the first three items with the highest mean values will then be considered as the major findings. Hence, it is indicated that adequate monitoring of children home work by parents, parental motivation of children and the nurture and care parents give to the children are the significant influence family background can have on students' academic performance as reported by teachers in Ilorin metropolis.

Hypothesis One: There is no significant difference in the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of gender.

Table 2: Mean, SD and t-test showing difference in respondents' views on influence of family background on academic performance based on gender

Gender	N	Mean	SD	df	Cal. t	Crit. t	p-value
Male	57	59.93	4.63	198	0.89	1.96	0.37
Female	143	60.69	5.68				

Table 2 shows that the calculated t-value of 0.89 is less than the critical t-value of 1.96, with a corresponding p-value of 0.37 which is less than the significance value of 0.05. This indicates that there is no significant difference in the respondents' view based on gender; hence, the hypothesis is retained.

Hypothesis Two: There is no significant difference in the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of teacher's qualification.

Table 3: ANOVA showing difference in respondents' view of influence of family background on academic performance based on teacher's qualification

Source	Sum of Squares	df	Mean Squares	Cal. F-ratio	Crit. ratio	F- p-value
Between groups	19.078	3	6.359	0.21	2.60	0.88
Within groups	5796.742	196	29.575			
Total	5815.820	199				

Table 3 shows that the calculated F-value of 0.21 is less than the critical F-value of 2.60, with a corresponding p-value of 0.88 which is greater than the significance value of 0.05. This indicates a significant difference in the respondents' view in the influence of family background on students' academic performance based on teachers' qualification; hence, the hypothesis is not rejected. Therefore, there is no significant difference in the influence of family background on academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of teachers' qualification.

6. Discussion

The finding of the study revealed that adequate monitoring of children home work by parents, parental motivation of children and the nurture and care parents give to the children can influence students' academic performance as expressed by teachers in Ilorin metropolis. Parental monitoring of children is very important for students to achieve success in their academic pursuits. This is because adolescents also wish to be independent, make decision of their own and usually relate more with peers rather than the parents. This however, usually lead them into bad gang that will eventually influence their academic performance negatively. In view of this, parental monitoring will help students understand the purpose for which they are in school, thereby, concentrate on their studies in order to achieve positively in

their academic endeavours. Likewise when parents motivate children and provide them with adequate care, children will put up the courage and confidence in all they do, they will respect their parents, listen to their advices, and shun any form of influences that may distract them from studying, thereby, performing well in their academic pursuits. The finding of the study is in line with that of Topor, Keane, Shelton and Calkins (2010) and Adegboyega (2018) which indicated a statistically significant influence of parental monitoring and motivation a child's academic performance, over and above the impact of the child's intelligence. Also, Chohan and Khan (2012) study showed that parental care has a consistent and positive effect on academic achievement and on the self-concept.

The first hypothesis revealed that there was no significant difference in the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of gender. This means that the views of male and female respondents are similar in response to the influence of family background on academic performance. This is because either male or female adolescents is susceptible to family or parental influence since they are yet to gain total control of their own activities. The findings of this study supports that of Ugwuja (2010) which revealed no significant difference in respondents' perception of influence of family background on academic performance on the basis of gender.

Hypothesis two showed that there was no significant difference in the influence of family background on academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of teachers' qualification. This implies that educational qualification of the respondents has no influence on their views of family background influence on academic performance of students. This follows that teachers are aware and believe that family can contribute immensely to the academic performance of students regardless of the educational background. The finding of this study agreed with that of Shute, Hansen, Underwood and Razzouk (2011) which found no significant difference in the relationship between parental involvement and academic performance on the basis of educational attainment.

7. Conclusion

The finding of the study revealed that adequate monitoring of children home work by parents, parental motivation of children and the nurture and care parents give to the children can influence students' academic performance. The hypotheses tested revealed that there was no significant difference in the influence of family background on the academic performance of senior secondary school students as expressed by teachers in Ilorin metropolis on the basis of gender and teachers' qualification.

8. Recommendations

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

- Parents should provide for the basic needs of their children in order to help them show positive interest in study, thereby, contributing positively to academic performance.
- School authorities should create an enabling environment for the students by providing required educational needs in order to make academic stimulating to them, thereby, facilitating positive academic performance.

- Teachers should interact with parents of the students to discuss the importance of providing adequate care they need for their total growth and development and for positive academic performance.
- School counsellors should encourage parents to relate and create interest in their children studies so that they can stimulate their interest to studying and improve on their academic performance.
- School counsellors should educate the school staff and parents through organization of guidance programmes that will sensitize them of the influence family background can exert on students' academic performance so that adequate preparation could be taken to prevent such influences and use it adequate to strengthening academic performance of students.

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Pragmatism and its Implications for Nigerian Education

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Abstract. This paper analyses Pragmatism as a philosophy of education; it also analyses Nigerian education in the light of Pragmatism. This is important because pragmatism which originates from renowned American philosophers like Charles Sanders Pierce and John Dewey has great implications for global education, including Nigerian education. Thus it is important to analyse the implications of the philosophy for education, and specifically for Nigerian education. The research method employed in the study is the method of philosophical analysis which involves logical, linguistic, critical and expository analyses. It was found that pragmatism disclaims divine origin of man and divine solution to problems; rather it claims that man is a biological and social organism whose existence is due to evolution, and whose survival and development depend on the use of his intelligence in the exploration of his natural and social environments. Pragmatism emphasizes experimentalism in man's use of his intelligence. Nigerian education appears to be patterned after pragmatist education with the consequence of less emphasis on spiritual and moral developments of the learner and the society. It is therefore recommended that Nigerian education emphasizes physical, social and spiritual developments of the learner for the total development of the learner and the society.

Key words: Pragmatism, philosophy of education, philosophical analysis, John Dewey, Nigerian education

1. Introduction

Pragmatism is a modern philosophy of education; that is, it is not an ancient philosophy of education like Idealism and Realism. Its major advocates are Americans: Charles Sanders Pierce, William James, and John Dewey. John Dewey is however the most prominent among them. He is a renowned philosopher because of his prolific writings and immense contribution to social, political, economic, and educational discussions.

John Dewey would prefer to refer to pragmatism more as experimentalism because of the emphasis of the philosophy on exploration of the natural and social environments for man's personal and societal development (Dewey, 1916:163-178.). Dewey considers philosophy as the general theory of education (Dewey, 1969:78-79) in the sense that our thinking is not complete until it is made to act upon our experience such as to lead to man's personal and societal development. So, philosophy whose hallmark is thinking does not do its business conclusively until it is made to act upon our experience in such a way as to result in societal development. Since education is involved in the business of discovering and transmitting knowledge, it is necessarily involved in exploration of the natural and social environments towards the discovery and transmitting of knowledge desirable for the development of the society.

Thus both philosophy and education are involved in the exploration of the environment for the discovery of knowledge and the truth, towards the development of the society. It is in this connection that Dewey considers philosophy

(whose hallmark is thinking) as the general theory of education.

How much of this philosophy can be found in Nigerian education, and what are the implications of the philosophy for Nigerian education? This is the focus of this study. Thus this study is concerned with the analysis of the philosophy of pragmatism and its implications for education, and specifically for Nigerian education.

2. Research Method

The research method employed in this study is the method of philosophical analysis. This is because the study is in philosophy of education which employs philosophical analysis for clarification of ideas. The philosophical analysis involves logical, linguistic, expository and critical analyses for the analysis of the philosophy of pragmatism and its implications for education, and specifically for Nigerian education. Thus the analysis involves discussion of the theory of knowledge and the truth, the theory of ultimate reality, and the theory of values in the philosophy of pragmatism; and the implications of all these for education and specifically for Nigerian education.

3. Theory of Knowledge and the Truth

Dewey the foremost advocate of pragmatism emphasizes “complete act of thought” for the acquisition of knowledge and the truth. “Complete act of thought” would involve five steps: identification of problematic situation that might be blocking development of the society; generating thought (hypotheses) about possible causes and possible solutions to the problem; collecting instruments (data) that could possibly help to solve the problem; testing the instruments (data) with the various ideas (hypotheses) generated such as to see which of the instruments would eventually help to solve the problem - until the problem is eventually solved; when the problem is solved then the thinking is complete, because it has led to a unit of knowledge since it has helped in the development of the society.

Thus thinking that does not lead to the development of man and the society is vain, it is

incomplete. And for thinking to be accepted as complete, it should not only lead to the development of the society it should also be open to public testing, it can not reside only in the private experience of the thinking individual. Thus like in the sciences, pragmatic thinking should be open to public verification in the fashion of scientific experimentation, whereby the thinking would be made to act upon similar experiences in similar environments and would be confirmed to be true (Dewey 1916:163-178).

The emphasis on pragmatic experimentation in “complete act of thought” implies that, like in the sciences the unit of knowledge derived from such thought would also be tentative since knowledge/truth derived from scientific experimentation is normally tentative. Scientific truths are not absolute, for they could be modified when further evidences show that currently embraced truths are no longer true.

Moreover, scientific knowledge/truth disclaims divine origin. This implies that pragmatic knowledge derives absolutely from man’s intelligent exploration of his natural and social environments. It follows that Dewey’s experimentalism disclaims divine source of knowledge and truth (Dewey 1916:139, 163-178, 228-270). This implies that the philosophy of education disregards divine and spiritual source of knowledge and truth.

4. Metaphysics

Dewey identifies with Darwin’s theory of evolution (Gutek, 1974:111-113); whereby man’s existence derives not from creation by God but from gradual evolution of the species from lesser state of being to more complex state. Man finds himself in a world that nourishes him, but that also constitutes threat to his existence. So to survive, as he interacts with his natural and social environments he explores intelligently the environments whereby he confronts and reduces the threatening and problematic situations, and thereby he not only survives but also makes progress as a specie in the world.

Thus to pragmatism man is not a spirit being, he is an organism who survives in the world by

virtue of his functional intelligence in his interaction with his natural and social environments (Dewey, 1916:139, 163-178; Gutek, 1974:111-113).

5. Axiology

The philosophy claims that man is a biological and social organism, not a spirit being. It also claims that knowledge and truth derive from man's functional intelligence in his progressive exploration of his natural and societal environments. It follows that the value theory of pragmatism would disregard spirit, and absolutes. Actually pragmatism considers our values in terms of how much problem our thinking is able to solve in the environment whereby we are able to make personal and societal progress.

Thus problem solving exploration of the environment is of very great value. It follows that as in the sciences, wherein conclusions are tentative and subject to change in the light of new evidences, conclusions about values in pragmatism are also tentative, and subject to change in the light of new scientific evidences. So values are not conceived in absolute terms. Besides, the sciences constitute a good source of helping man to arrive at conclusions about what values to pursue in the light of natural and societal threats in our environment.

In effect in pragmatism, values change from time to time, from people to people, depending on man's needs in his natural and social environments. But although man has to explore his environments intelligently to acquire what he ought to value he should also realise that if he eventually pursues what he ought not to value he would face the consequences (Dewey 1916:76, 139). It is the issue of consequences that eventually is expected to check man in pursuing what he ought to value.

It follows that consequences of what we value play a great role in determining what we value and how we go about pursuing the acquisition of such value. Consequences not divine or spiritual leading. This implies that pursuit of values in pragmatism is informed by man's functional intelligence in his natural and social

environments and the pursuit is eventually checked by the consequences of pursuing such values (Dewey 1916:76, 139).

The foregoing discussion of the philosophy of pragmatism has exposed its theory of knowledge and the truth, its theory of ultimate reality, and its theory of values. Next are considerations of implications of all these for education; and specifically for Nigerian education.

6. Pragmatism and Its Implications for Education:

Briefly, pragmatism emphasizes the pursuit of education that would encourage the learner to explore his natural and social environments for personal and societal developments. The education would therefore have a curriculum that would expose man's natural environment and social environment to the learner such that he could interact with them and thereby explore his environments with the view to attain personal and societal developments. The environments have to be such that the learner would be able to interact with, realistically. That is, the curriculum content should be within the experience of the learner in the society, whereby he would be able to reason along with the curricular experience and the teacher. There should be continuity of experience from home to school. In fact, the school should constitute the miniature community of the child's society. In this way the learner would be able to think along with the curriculum content and the teacher; and he would be encouraged to explore the environment for problem solving purposes. The teacher should be an organizer of experiences for the child as well as a moderator of his exploration of the experiences.

The teacher would use project method when giving the learners activities to engage in, such that they could have cooperative learning experiences as emphasized by pragmatism – for man learns faster by engaging in shared experiences (Dewey 1916:76; 1959:22; Gutek 1974:111-113). So, much as the learners would engage in individual exploration, it would also be useful to engage them in cooperative exploration.

The sciences are highly favoured on the curriculum. This is understandably so, because of the experimental disposition of pragmatism in terms of emphasis on making our thoughts to act upon our experience before such thoughts can be regarded as “complete act of thought” (Dewey, 1916:228-270). Although the natural and social sciences are highly favoured on the pragmatist curriculum, the arts are not disregarded. For instance, the study of history is encouraged to enable the learner interact with the cultural heritage and progress of man and to enable him explore further possibilities of progress. The study of language is also encouraged to enable the child appreciate the need for communication in interacting with others in his natural and social environments, in the process of exploring his environments for personal and social development (Dewey, 1916:228-270, Gutek, 1974:122-123; Peters, 1977:118; Akinpelu, 1981:151).

However, the study of the arts in the curriculum of pragmatism excludes religious studies (which intend to encourage spiritual development). This is because the divine, the spirit, is not considered to be involved in man’s existence in his natural and social environments, and has nothing to do with his survival; and personal and societal developments (Dewey, 1916:139, 163-178; Gutek, 1974:112; Akinpelu, 1981:142). Dewey identifies with Darwin’s theory of evolution in connection with man’s origin (Dewey, 1916:139, 163-178; Gutek, 1974:112; Akinpelu, 1981:142).

It follows that pragmatist education excludes religious education and spiritual development. This might be considered as a weakness of pragmatist education because there are evidences from some other sources of knowledge that man is not only a physical and social being but also a spiritual being, which would imply the need to encourage spiritual development in the education of the learner. For instance, Biblical evidences about ascension of Jesus Christ (BSN, 2004:Luke 24v51) imply spiritual experience in the physical and social environments of the Israelites, which has not

been refuted by scientific exploration over the years.

It follows that man exists in environment that is not only physical and social but also spiritual. Thus man’s exploration of his environment for personal and societal development should not only be physical and social but also spiritual. Further, pragmatist education should not only encourage physical and social exploration of the environment but also spiritual exploration for total development of the learner and the society.

7. Pragmatism and Its Implications for Nigerian Education

Briefly, Nigerian education encourages the study of the arts, the social sciences and the natural sciences for the balanced development of the child and the nation (Federal Republic of Nigeria, 2013:19-23, 25, 30-42, 54-56). But it lays lopsided emphasis on science and technological education for personal and national development (Federal Republic of Nigeria, 1977; 1981:25; 1998:33; 2004:39; 2013:55-56). This has been so since the beginning of the National policy on education (see Federal Republic of Nigeria, 1977; 1981:25; 1998:33; 2004:39; 2013:55-56).

It follows that Nigerian education encourages exposure of the learner to experiences in the arts and sciences such that he can explore his natural and social environments to solve problems for personal and societal developments. Religious experiences are encouraged in addition to other experiences in the realm of arts (for instance, history, and language). But as the learner starts his Secondary education, Religion becomes a subject which he might not offer if he does not wish to (it is an elective subject) (see Federal Republic of Nigeria ,1998:19; 2004, 20, 22; 2013:30-34).

The result is that religious and spiritual development of the learner and society becomes continuously reduced to the extent that our social and national fabric tend to record moral and spiritual problems (some of which are: gross disregard for the interest of others, bribery and corruption - Nigerian Educational Research and

Development Council, 2004:iii-iv). All these further result in Nigeria's slow pace of national development and not-so-good public image (Buhari, 2015:31-33; Buhari, 2016:2, 3, 45). The corruption and fraud for instance result in Nigeria's needless poor economy whereby its national currency which was of equal value with the American dollar in the early 1970's is now of much lower value. Today the American dollar is equal to about ₦304 (CBN, 2018). These should not be so if Nigerian education adequately encourages moral and spiritual developments.

This was why the Independent and Corrupt Practices and Other Related Offences Commission ICPC (an organ of government) encouraged the Nigerian Educational Research and Development Council NERDC (also an organ of government) to develop a National Values Curriculum that would promote the teaching of moral and spiritual values for the development of the learner and the nation (Nigerian Educational Research and development Council, 2004:iii). The National Values Curriculum has already been developed and published (see Nigerian Educational Research and Development Council, 2004. National Values Curriculum – An Anti-Corruption Programme for Primary, Secondary and Tertiary Education in Nigeria) but it is yet to be implemented with great results.

The foregoing shows that Nigeria's lopsided emphasis on science and technological education for personal and national development is a tendency towards emphasizing the implementation of pragmatism in Nigerian education. And as can be seen, it is not wholesome for the development of the nation's individuals and the society. Pragmatism needs to recognise that man and his education need to explore the physical, social and spiritual environments for development. It follows that Nigerian education needs to recognize the exploration of the physical, social and spiritual environments for the development of the nation's individuals and the society.

8. Conclusion

The paper has analysed pragmatism as a philosophy of education; it has also analysed Nigerian education in the light of pragmatism. It was found that pragmatism emphasizes the use of intelligence for man's exploration of his natural and social environments towards personal and societal developments. It was also found that pragmatism disclaims man's divine origin and divine solution to problems; rather it recognizes evolution as man's origin and scientific experimental exploration of man's natural and social environments as solution to problems.

It was also found that such solutions are tentative and the consequences of embracing wrong solutions are to be borne by man. Moreover Nigerian education was found to tend towards the implementation of pragmatism, however some organs of government appear to be taking steps to correct that (ICPC and NERDC); because of evidence of lack of regard and concern for the interest of others in the society, fraud, bribery and corruption, all of which lead to national poor economy and social insecurity.

9. Recommendations

The analysis has indicated that pragmatism has lopsided emphasis for physical and social developments of man and the society. Thus, if the philosophy is pursued strictly in education, it would result in disrecognition of spiritual development of the learner and the society. Since the spirit has also been found to be part of man's nature through some other sources of knowledge (for instance, revelation), it is recommended that education pursues physical, social, and spiritual developments of man and the society for total development of the learner and the society. This would help education and specifically Nigerian education to promote total development of the individual and the society.

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Determinants of Job Satisfaction among Mathematics and Science Teachers in Kwara State Senior Secondary Schools, Nigeria.

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Abstract. This paper examined the Determinants of Job Satisfaction among Mathematics and Science Teachers in Kwara State Senior Secondary Schools, Nigeria. A survey research design was employed and four research questions were raised to guide the study. The instrument for data collection was a researcher designed 30 items questionnaire with a reliability coefficient of 0.78 and structured interview. A total of three hundred (300) copies of questionnaire were distributed to the respondents but only 245 were duly filled and returned. Twenty teachers were also interviewed and the data collected was analyzed using descriptive statistics. The findings revealed that among teaching related job satisfiers, adequate recognition by the society was rated highest by the respondents followed by remuneration. It was also discovered that the teachers in the state are not satisfied with their working conditions, the welfare package, working environment to mention but a few. Based on the findings, the study recommended among others that Kwara state government should address the issue of low salary package of teachers in the state. In addition, the government should also try to look at how the teachers' welfare and general condition of service can be improved upon as most teachers expressed dissatisfaction with the present working conditions in the state.

Keywords: Determinant, Job satisfaction, Teacher's morale, Remuneration, Working condition.

1. Introduction

A teacher is an important pillar in the teaching and learning process because, he is the interpreter and disseminator of curriculum content. The success of any educational programme depends largely on the teacher's ability to successfully put together all available resources to achieve the stated goals. Though the entire world activities including education is 'hammering' on information and communication technology, teacher is still at the center of educational programme. Hence, whatever affect teacher's functionality will definitely have effect on educational programs. The determinant of teacher's job satisfaction is a variable that has been a concern of education scholars such as (Black, 2004; Bolling 2007; and Armstrong 2012)

Job satisfaction can be defined as the affective relationship between someone and his job. It is the relationship between one's expectation of what his job should offer him and what the job actually offered. If the gap between the expectation and the reality is wide, that is, if what someone is getting is below expectation, such worker may not be satisfied with his or her job. The success of any work place depend

largely on the ability of the workers to successfully achieve organizational goals. This can only be done when the workers are satisfied with their job and job conditions. When workers derive fulfilment and enjoyment from their job, they tend to put in their best as such job output will be better. Hence, Ubom (2001) defined job satisfaction as a pleasurable emotional state resulting from appraisal of one's job; and an attitude towards one's job

Teacher's job satisfaction therefore can be defined as the fulfilment and enjoyment a teacher derived from carrying out his teaching roles. It is the affective feelings a teacher has towards his students, the school environment, his teaching roles and the entire teaching and learning conditions (Zembylas and Papanastatiou 2006). Teachers' morale in Nigeria like any other developing countries is generally low. Many who are teachers in Nigeria find themselves in the job because they have no alternative as such they are not fulfilled doing the job (Akindutire, 2005 and Durosaro, (2006). Teacher's job satisfaction is a function of teacher's effectiveness and teachers' effectiveness is directly related to productive output in teaching and learning process. According to Durosaro, (2006), many factors have been attributed to teachers' dissatisfaction with their jobs. Such factors include among others:

Poor remuneration: Teaching is a profession that is poorly remunerated in many developing countries especially in Nigeria. Teachers take homes in most cases can hardly put meal on their tables. Teachers are usually victims of non-payment of salaries and other benefit. This may account for frequent strike and other industrial actions among Nigerian teaching force and migration to other sector for those who have the opportunity to do so.

Poor working environment: Working environment can facilitate job satisfaction and can cause dissatisfaction in workers. Most public schools in Nigeria lack adequate infrastructure and instructional materials (Akinwumi, 2000). Teachers' staff room or offices in most cases cannot be compared with their counterparts who are in other profession. Teaching in a class

where more than half of the learners do not have seat can be frustrating. The issue of over population is another major problem faced by teachers in Nigeria public schools especially in major cities. There is no way a Mathematics teacher can be effective in a class containing over sixty students. An uncondusive working environment can be highly frustrating and can easily aid job dissatisfaction. Working relationship among workers is an important aspect of working environment. If relationship between the headship and the workers are cordial and workers have good working relationship among themselves, the working environment will be less stressful.

Public Recognition: Every human being wants to be respected and seen as individual in their workplace. The way a particular job or profession is viewed by the society can cause job satisfaction or dissatisfaction to an individual who is engaged in the job. Teaching is a profession that is not given proper attention by the Nigerian Government and not respected by many Nigerians. This may account for the reason why many young Nigerian are not interested in the teaching profession. According to Demirtas (2010), when a job is accorded high prestige by the society the workers are usually happy and satisfied with the job. Reverse is the case in Nigeria where those who are teaching presently do not wish their children or wards go in to teaching because of their unpleasant experience with teaching in Nigeria (Akindutire, 2005).

Intrinsic motivation: Another source of job dissatisfaction for most workers not only in teaching profession but in all profession is lack of intrinsic motivation. Intrinsic motivation has to do with behavior that is driven by internal reward. It is an internal force driving an individual to do a thing or carry out an activity due to enjoyment of the activity itself (Tella, 2007). Majority of teachers in Nigeria today find themselves in teaching not because they love to teach but they have no other alternative because of economic downturn. An Engineer who is employed to teach mathematics or a micro biologist teaching biology in secondary school may not enjoy adequate job satisfaction as someone who has passion for teaching and has decided to take on teaching as a

profession. Teaching profession in Nigeria has turn to dumping ground where most who are not trained to be teachers or willing to be teachers now found themselves. Teachers in that categories just take the teaching job just to have something doing not because they enjoy doing it. As such, they get frustrated with little provocation or stress. That can account for the reason why many teachers in Nigeria easily quite teaching for other jobs at any available opportunity.

Poor working condition: Attainment of technological advancement is a must for any developing nation who is not ready to be left behind. This advancement is not possible without adequate knowledge of Mathematics and Science. Teachers' roles in any Educational programme cannot be relegated to the background because teachers are the most important resources in the teaching and learning process. Even when technology is applied in teaching, the service of a teacher is still required either as a facilitator or a mentor. Therefore, attainment of technological advancement is a function of many factors especially teachers' efficiency and functionality. Teachers' working condition should be one that is motivating and satisfying. Having opportunity for self-development and advancement can be an engineering factor for job satisfaction (Bolling, 2000)

Teachers who are satisfied with their jobs are likely to be more productive and happy doing the job because what so ever will influence teacher's job satisfaction should be the concern of any serious government. Adeniran (2011) revealed that there is low enrolment in Science and Sciences related subjects among Nigerian Schools. In the same vein, Akanmu (2013) identified persistent high rate of failure in Mathematics in West Africa Examination Council (WAEC). Many researchers have worked on teacher's variables such as improvement of teaching methods and strategies, teacher's personality and other psychosocial factors (Adeniran, 2011; Park and Oliver 2008; Sawyer, 2004). However, little attention is paid to the issue of whether they are satisfied or dissatisfied with the job. If a teacher has all the methods and the knowledge required and he is not happy doing the job the expected

outcomes may still not be realized. Hence, this study examined the determinant of job satisfaction among Mathematics and Science teachers in Kwara State secondary schools, Nigeria

2. Objectives of the Study

The study was set out to:

- To find out the determinants of job satisfaction among Mathematics and Science Teachers in Kwara State Senior Secondary Schools, Nigeria.
- To examine if promotion and opportunity for advancement will have effect on Mathematics and Science teachers' job satisfaction in Kwara state, Nigeria.
- To determine the effect of working environment on job satisfaction of Mathematics and Science teachers in Kwara state, Nigeria.
- To determine the effect of poor remuneration and staff welfare on job satisfaction among Mathematics and Science teachers in Kwara State Senior Secondary Schools, Nigeria,

3. Research Questions

The following research questions were raised to guide the study:

- What are the determinants of job satisfaction among Mathematics and Science Teachers in Kwara State Senior Secondary Schools, Nigeria?
- To what extent do promotion and opportunity for advancement have effect on Mathematics and Science teachers' job satisfaction in Kwara state, Nigeria?
- Would working environment have significant effect on job satisfaction of Mathematics and Science teachers in Kwara state, Nigeria?
- How do poor remuneration and staff welfare influence job satisfaction among Mathematics and Science teachers in Kwara State Senior Secondary Schools, Nigeria?

4. Methodology

A Survey research design method was adopted for the study. The population for the study was all senior secondary school teachers in public secondary schools in Kwara State, Nigeria that

has worked for at least three years. A total of three hundred (300) copies of questionnaire were administered, however, only 245 were duly filled and returned. Hence, the sample comprised of two hundred and forty five Mathematics and Science teachers, purposively selected from public secondary schools in Ilorin Centre senatorial district, Kwara State. The instrument for data collection was researcher designed questionnaire titled “Determinant of Teachers Job Satisfaction (DTJS)” and structured interview. The questionnaire had a 4-point Likert scale of strongly agreed, agreed,

disagreed and strongly disagreed with the weights of 4,3,2,1 allotted respectively. The instrument was validated by an expert in test and measurement from University of Lagos. The suggestions and corrections made were used in modifying the questionnaire to suit the study. To determine the internal consistency of the instrument, Cronbach alpha method was used and a reliability coefficient of 0.78 was obtained. . 20 teachers were interviewed in order to marry the questionnaire responses with the oral interview. Frequency count and percentage and mean were used to answer the research question.

Research Question 1: What are the determinants of Mathematics and Science Teachers job satisfaction in Kwara State?

Table 1: Ranking of factors that determine Mathematics and Science Teachers job satisfaction according to Respondent opinions

Variables	Ranking	Mean
Recognition by the society	1	2.08
Collecting salary that can meet at least basic needs	2	4.23
Good welfare package and fringe benefit	2	4.23
Job security	4	4.78
Having opportunities for carrier advancement	5	5.49
Good condition of service	6	5.98
Regular Promotion with benefit attached to it	7	6.08
Having opportunities for carrier advancement	8	6.82
Good working environment		
Good leadership	9	7.89
Opportunity to contribute to Educational Development	10	9.42

Table 1 revealed ranking of teachers’ job satisfaction by the respondents. Out of ten variables; recognition by the society was rated highest by the respondents while collecting salary that can meet at least basic needs, good welfare package and fringe benefit had the same rating as number two. It implies that Nigerian teachers are yearning for recognition by the society. Also, poor salary and welfare package has contributed to teachers’ dissatisfaction in Kwara State Nigeria. Having opportunities for carrier advancement and good condition of service were rated number 4 and 5 respectively

while regular Promotion with benefit attached to it and having opportunities for carrier advancement takes 6th and 7th position followed by good working environment and good leadership. Opportunity to contribute to educational development was rated last. From the oral interview conducted, 80% of the respondents indicated that their salaries are too small to cater for their basic needs. Also, 87% of the teachers who were interviewed complained that there is unfairness in promotion exercise and when they are eventually promoted, it is merely on paper without any financial backing.

Research Question 2: To what extent do promotion and opportunity for advancement have effect on Mathematics and Science teachers’ job satisfaction in Kwara state, Nigeria?

Table 2: Promotion, Opportunity for Advancement and Job Satisfaction

Variable	SA	A	D	SD	(SA+A)	TOTAL	%Agree
Promotion is regular	8	12	80	145	20	245	8.16
Allowances are paid as at when due	15	10	70	150	25	245	10.20
There is fairness in promotion exercise	10	24	65	146	34	245	13.88
Promotion comes promptly with financial backing	-	15	45	185	15	245	6.12
There is opportunity for career development through seminar/workshop	30	40	90	85	70	245	28.57
Regular promotion with benefit attached aids teachers' satisfaction	107	103	23	12	210	245	85.71

From table 2, only 8.16% of the respondent agreed that promotion is regular, which implies over 90% affirmed that promotion is not regular. Also, only 10.20% and 13.88% of respondents agreed respectively that allowances are paid as at when due and there is fairness in promotion exercise. This shows that more than 80% of the respondents indicated that allowance are not paid as at when due and there is no fairness in promotion exercise. In addition, only 6.12% and 28.57% of the respondent admitted respectively that Promotion comes promptly with all benefit attach to it and there is opportunity for career development through seminar/workshop. The implication is that 93.88% and 71.43% of the respondents agreed respectively that promotion do not come with benefit and there is no opportunity for carrier development. In addition, 85.71% of the respondent affirmed that regular promotion with financial backing aids teacher's satisfaction.

Research question 3: Would working environment have significant effect on job satisfaction of Mathematics and Science teachers in Kwara state, Nigeria?

Table 3: Working Environment and Mathematics and Science Teachers' Job satisfaction

Variable	SA	A	D	SD	TOTAL	(SA+A)	%Agree
Staff rooms are conducive	45	35	90	75	245	80	32.65
Class rooms are adequate in number	40	30	64	111	245	70	28.57
Class rooms are conducive with adequate furniture	25	20	115	85	245	45	18.37
The school library is well equipped with current Science and Mathematics text books	10	15	120	100	245	35	14.29
The school environment is welcoming	45	40	100	60	245	85	34.69
Laboratories are available and well equipped	15	25	125	80	245	40	16.33
Instructional media are available for teaching Science and Mathematics	10	50	85	100	245	60	24.4
Teachers are well respected and recognized by the society	5	14	96	130	245	19	7.76
Good working environment enhances job satisfaction	115	85	25	20	45	200	81.63

It can be observed from table 3 that only 32.65%, 28.57% and 18.37% respectively of the respondents agreed that Staff rooms are conducive, adequate in number and furnished with adequate furniture. This shows that about 70% of the respondent agreed that the class rooms are not conducive and there is not enough furniture. Also, it can be deduced from the table, that 85.71%, 65.31% and 83.67% of the respondent agreed respectively that the library is not well equipped with current Mathematics and Science textbooks, the school environment is not welcoming and well equipped laboratories are not available. Furthermore, 75.51% and 92.24% respectively among the respondents agreed that instructional media are not available for teaching Mathematics and Science and that teachers are not well respected and recognized by the society. 81.63 % of the respondents agreed that good working environment enhances job satisfaction

Research Question 4: How do poor remuneration and staff welfare influence job satisfaction among Mathematics and Science teachers in Kwara State Senior Secondary Schools, Nigeria?

Table 4: Salary, Staff Welfare and Job Satisfaction

Variable	SA	A	D	SD	TOTAL	(SA+A)	% Agree
Teachers' salaries can meet basic needs	10	20	150	65	245	30	12.2
Present fringe benefit is fair	11	14	50	170	245	25	10.2
The future salary progression is encouraging	5	10	100	130	245	15	6.12
Proper medical scheme for teachers	2	5	143	95	245	7	2.8
No delay in payment of teachers' salary	16	29	160	40	245	45	18.37
Good Salary and staff welfare promote job Satisfaction	107	103	23	12	245	210	85.71

From table 4, only 12.24% of the respondents agreed that teachers' salary can meet their basic needs, which implies 87.76% of the respondents were of the opinion that their salaries cannot meet their basic needs not to talk of other necessities. It can also be deduced from the table above that 89.9%, 93.88% and 97.12% agreed respectively that Present fringe benefit is not fair, the future salary progression is not encouraging and that there is no Proper medical scheme for teachers. In addition, 81.63 of the respondents indicated that there is delay in teachers' salary and 85.71% agreed that good salary and staff welfare promote job satisfaction.

5. Discussion of findings

The result shows that senior secondary school Science and Mathematics teachers are most satisfied by adequate recognition by the society followed by receiving salary that can meet at least their basic needs and good welfare package. This finding collaborate that of Demirtas (2010) who opined that when a job is accorded high prestige by the society the workers are usually happy and satisfied with the job

Also, the findings revealed that the respondent teachers are not satisfied with promotion exercise in the state and they also expressed that allowances are not paid as at when due. In addition, 85.71% of the respondent agree that regular promotion with benefit attached aids teachers job satisfaction. This finding is in line with that of Akindutire, (2005) and Bolling, (2000). The study also discovered that good working environment enhances job satisfaction as majority of the respondents (85.71%) expressed that good working environment can be a motivator of job satisfaction. This is in line with the findings of Akiwunmi (2000). Also, the study revealed that the respondent teachers are

not satisfied with their salaries as well as staff welfare package in the state which is in line with the study by Demirtas (2010). Lastly, the study revealed that good salary and good staff welfare promote job satisfaction. This finding is in accordance with that of Bolling, (2000) who stated that having opportunity for self-development and advancement can be an engineering factor for job satisfaction.

6. Conclusion

This study was carried out to examine the determinant of job satisfaction among Mathematics and Science Teachers in Kwara State Secondary Schools, Nigeria. From the study, it can be concluded that teachers are most satisfied with adequate recognition by the society followed by payment of good salary. It was also discovered that the teachers in the state are not satisfied with their salaries, the working conditions, the welfare package and their working environment. It can also be concluded that regular promotion with benefit attached aids teachers job satisfaction, good working environment can be a motivator of job satisfaction and good salary with good staff welfare promotes job satisfaction,

7. Recommendations

Based on the findings, the study recommended that Kwara state government should address the issue of low salary package of teachers in the State as most teachers expressed that their salaries cannot meet their basic needs. In addition, the government should also try to look at how the teacher's welfare and general condition of service can be improved upon in the state as most teachers expressed dissatisfaction with the present working conditions in the state. The school environment should also be improved upon by equipping the secondary

school library with adequate Science and Mathematics textbooks and well equipped laboratories as these are necessary tools for teachers to function effectively. Parents and other members of the society should be enlightened through seminar, workshop and media on the importance and recognition of teachers in the society

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Personnel Perception of Continued Relevance of Shorthand and Typewriting Skills to Office Management in Osun State Owned Tertiary Institutions, Nigeria.

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Abstract. Shorthand and Typewriting are two major skilled courses in Office Education Programme in tertiary institutions in Nigeria. Acquisitions of skills in these two subjects were regarded as trade-in-stock for secretarial practitioners in managing offices. But with the current applications of Information and Communication Technology to manage in offices, the relevance of Typewriting and Shorthand skills became a subject of discourse. The main objective was to determine the continued relevance of the two subject's skills to office management in Osun State owned tertiary institutions. The study adopted a descriptive survey design. Five research questions and five hypotheses were raised for the study. The population comprised 171 executives with their individual secretaries, making 342 participants. The entire population was used as the sample size. Structured questionnaire was used to collect data and descriptive statistics to analyse. The findings among others revealed that Shorthand and Typewriting were still relevant to office management. Based on the findings, it is recommended that secretarial training institutions should intensify efforts towards the training of students in these "twin" subjects.

Keywords: Personnel, Continued Relevance, Shorthand Skill, Typewriting Skills and Office Management.

1. Introduction

The relevance of Shorthand and Typewriting in traditional office management cannot be over-emphasized. Acquisition of knowledge and development of skills were recognized as kits for gainful employment. Ndinechi (1990) citing Krevolim (1970), summarising the relevance of Typewriting stated that

... Typewriting benefits vocabulary, reading, spelling and other language skills. Typewriting also influences positively the subject matter acquisition. It helps develop favourable attitudes and habits, reinforces basic English knowledge... and contributes to remedial education. Pg 13.

Learning Typewriting requires students to develop good work-habit, learn to arrange materials in orderly manner and manage time wisely. Shorthand on the other hand, is highly technical, however its technicality bothers on producing error-free mailable documents. Davis and Oladunjoye (1990), noted that Shorthand is

a difficult subject for learners. Although, there are many instructional and supplementary materials for use, Shorthand instructors and learners in Nigeria find it difficult to lay hand on them.

Traditionally, secretarial practice involved taking shorthand dictation and transcribing it on the typewriter using necessary typewriting skills to produce professional, standard and aesthetic documents for internal and external communication. An efficient secretary is expected to be able to manage correspondence, make and keep records of appointments for the boss, and act as memory aid for the smooth running of the office. He/she, according to Edun and Ajetunmobi (1986), composes letters, prepares reports and attends to people who visit the office to transact one business or the other. Typing materials from longhand or shorthand notes dominated traditional secretarial practice. A secretary, then “was more or less stereotyped as the person in the office who types, files correspondence...” (Sholagbade, 2012). In fact, the competency of a secretary was hinged on her ability to take shorthand notes as dictated by the executive and transcribed same accurately on the typewriter. Consequently, secretarial education in the polytechnics, about ten years ago, accorded five credit units with ten teaching hours to Shorthand while typewriting carried five credit units with eight teaching hours (NBTE, 2004). Prospective secretarial personnel faced interview with practical tests in Shorthand and Typewriting, excellent demonstration of these two skills guaranteed employment.

In the recent past, several changes have taken place in private and public offices as regards the roles and functions of the secretary due to innovations in technology (Aliata & Hawa, 2014). The inventions and innovations in computer, according to Onifade (2010), have taken over many jobs being performed by the secretaries in the office. Rapid developments in office technology have resulted in new terminologies in the field of computer and computer applications. Kanu (1990) opines that emergence of computer in business created an impression that many workers will be relieved of their jobs since automation is likely to take over

the jobs hitherto being performed by many office workers. According to him, marketable skills for business education students in the information age will be data and word processing skills.

In a dynamic society, “things change fast, techniques and technology easily become obsolete making fresh demands on new skills and procedures” (Arukwe, 1990). Technological influx to the society demands continuous and regular monitoring of skills that employers of labour want and prefer for maximum productivity.

Sholagbade (2012) opines that technologies, such as speed typing and voice recognition software have taken the place of the former administrative art known as Shorthand. Innovations in Information and Communication Technology (ICT), according to Oludele (2008), have changed the nature of office works and the office today is being largely automated with modern technologies. Daily uses of Shorthand and Typewriting skills have been greatly reduced in the public sector because more managers are getting involved in word processing, resulting from office automation. Word processing software provides features for spelling and grammar check, auto-margin set and templates for various display of work. The stereotypical picture of the secretary with notepad and pencil, according to Clark (1997), is fading. These innovations in Information and Communication Technology, which revolutionized the operations of the office, coupled with general opinion that Shorthand is problematic for students and so excessive labour on it is unnecessary in the information age, influenced change in curriculum for the training of secretaries at the Polytechnics. This was to reflect the realities of the modern world of work. Hence, the curriculum was loaded with Information and Communication Technology-based courses (NBTE, 2004).

2. Research Questions

The following research questions and hypotheses guide the study:

- How relevant are Shorthand and Typewriting skills to mails and information processing functions of office managers in Osun State-owned tertiary institutions?
- How relevant is Shorthand skills to handling telephone calls and messages in the contemporary offices?
- How relevant is Shorthand skills to handling telephone calls and messages in the contemporary offices?

3. Research Hypotheses

H₀1: There will be no significant difference in the perception of executives and their secretaries

on the relevance of Shorthand and Typewriting skills to management of meetings in a modern office.

H₀2: There will be no significant difference in the perception of executives and secretaries on relevance of shorthand and typewriting skills to mails and information processing functions of office managers in Osun State-owned tertiary institutions.

H₀3: There will be no significant difference in the perception of executives and the secretaries on continued relevance of typewriting skills to modern document management in Osun State-owned tertiary institutions.

4. Population and Sample of the Study

The population consists of three hundred and forty two (342) personnel; one hundred and seventy one (171) executives, also one hundred and seventy one (171) secretaries. The breakdown is as presented below:

Table 1: Executives and Secretaries in Osun State-owned Tertiary Institutions

Name of Institutions	Number of executives	Number of secretaries	Total
Osun State University, Osogbo	30	30	60
Osun State College of Education, Ilesa	39	39	78
Osun Polytechnics, Iree	26	31	62
Osunc Coolege of Education, Ila-Uragun	45	26	52
Osun College of Technology, Esa-Oke	171	45	90
Total	171	171	342

Source: Registry records of the Osun State-owned institutions, 2015

The total population was used for the study since it was not too large to warrant sampling.

5. Research Instrument

A set of questionnaire was used for data collection. The questionnaire-Shorthand and Typewriting Skills Relevance Survey (STSRS), contained thirty seven (37) items to elicit responses necessary to answer the research questions and test the hypotheses. The response mode was structured on 4-point Likert rating scale.

Three hundred and forty-two (342) copies of questionnaire were administered but three hundred and ten (310), representing 90.6% were correctly filled and returned.

6. Research Questions

Research Question 1: How relevant are Shorthand and Typewriting skills to mails and information processing functions of office managers in Osun State owned tertiary institutions?

Table 2: Relevance of Shorthand and Typewriting Skills to Mails and Information Processing Functions of Office Managers (N = 310) Test Value is = 2.50

S/N	Item	Mean	STD	Remarks
1	In taking down lengthy verbal instructions accurately	3.29	0.747	Very Relevant
2	In saving time for handwritten drafts and manuscripts compared to other usable devices	3.25	0.718	Very Relevant
3	In taking down oral information via the telephone as backup for auto-recording facility	3.28	0.690	Very Relevant
4	In recording confidential information	3.41	0.690	Very Relevant
5	For fast and error-free information/word processing functions	4.59	0.511	Very Relevant
6	For production and presentation of documents in standard formats in spite of the availability of computer voice recognition software	3.58	0.550	Very Relevant
7	For effectiveness and accuracy of electronic mail processing	3.54	0.605	Very Relevant
8	For production of error-free correspondence in spite of availability of computer spell and grammar check	3.59	0.530	Very Relevant

Source: Field survey, 2015

The result showed that Shorthand and Typewriting skills are still very relevant for mails and information processing functions of office managers. The mean calculated values for all items are far greater than that of the test value.

Research Question 2: How relevant is Shorthand skill to handling telephone calls and messages in the contemporary office?

Table 3: The Relevance of Shorthand Skill to handling Telephone Calls and Messages (N = 310) Test Value Is = 2.50

S/N	Item	Mean	STD	Remarks
1	For taking telephone messages to save callers' time.	2.80	0.892	Slightly Relevant
2	For taking telephone messages to serve as backup for unto recording facility.	2.76	0.836	Slightly Relevant
3	Keeping confidential telephone messages.	2.87	0.937	Slightly Relevant
4	Recording oral discourse over telephone lines.	2.78	0.855	Slightly Relevant
5	Taking lengthy verbal instructions from the executive over telephone line.	2.89	0.932	Slightly Relevant

Source: Field Survey, 2015

In all items listed above, the mean calculated is just slightly higher than that of the test value as shown in the Table 3. To some extent Shorthand skill is slightly relevant to handling telephone calls and messages in the contemporary offices.

7. Research Hypotheses

H₀1: There will be no significant difference in the perception of executives and their secretaries on the relevance of Shorthand and Typewriting skills to management of meetings in a modern office.

Table 4: The Perception of Executive and their Secretaries on the Relevance of Shorthand and Typewriting Skill to Management of Meetings in a Modern Office

Designation	N	Mean	STD	Df	T	Sig. of t
Executives	146	25.47	3.27	308	3.310	0.001
Secretaries	164	24.15	3.70			

Source: Field Survey, 2015

Table 4 revealed significant outcome ($t = 3.310$; $p < 0.05$). This outcome implied that there is a significant difference in the perception of executive and their secretaries on the relevance of shorthand and typewriting skill to management of meetings in a modern office. The mean perception score of 25.47 recorded by the executives is significantly higher than the mean perception score of 24.15 recorded by the secretaries. Thus, the difference is statistically significant; therefore, we reject the null hypothesis.

H₀2: There will be no Significant difference in the perception of executives and secretaries on the relevance of Shorthand and Typewriting Skills to mail and information processing functions of office managers in Osun State-owned tertiary institutions.

Table 5: The perception of executives and their secretaries on the relevance of Shorthand and Typewriting skill to mail and information processing

Designation	N	Mean	STD	Df	T	Sig. of t
Executive	146	28.116	3.176	308	2.957	0.0003
Secretary	164	27.024	3.301			

Source: Field Survey, 2015

Table 5 revealed significant outcome ($t = 2.957$; $p < 0.05$). This outcome implied that there is a significant difference in the perception of executives and their secretaries on the relevance of shorthand and typewriting skills to mail and information processing. The mean perception score of 28.116 recorded by the executives is significantly higher than the mean perception score of 27.024 recorded by the secretaries. Thus, the difference is statistically significant, therefore the null hypothesis was rejected. Statistically, there is a significant difference in the perception of the executives and their secretaries on the relevance of shorthand and typewriting skills to mail and information processing functions of office manager.

H₀3: There will be no significant difference in the perception of executives and the secretaries on continued relevance of typewriting skills to modern document management in Osun State-owned tertiary institutions.

Table 6: The perception of executives and their secretaries on the continued relevance of typewriting skills to modern document management

Designation	N	Mean	STD	Df	T	Sig. of t
Executives	146	19.79	3.07	308	0.375	0.708
Secretaries	164	19.65	3.44			

Source: Field Survey, 2015

Table 6 revealed a non-significant outcome ($t = 0.375$; $p > 0.05$). This outcome implied that there is no significant difference in the perception of executive and their secretaries on the relevance of typewriting skill to modern document management. The mean perception score of 19.79 recorded by their executives is not significantly different from that of 19.65 recorded by the secretaries. Thus, the difference is not statistically significant, therefore the null hypothesis was accepted.

8. Discussion of Findings

The findings on the first research question reveals that Shorthand and Typewriting skills are very relevant to mails and information processing functions of office managers in Osun State-owned tertiary institutions. It was revealed that availability of auto-recording facility does not remove the relevance of Shorthand in taking down oral information via the telephone, neither do computer voice recognition software, spell

and grammar check facility displace the relevance of Typewriting skills in mail processing. Thus, in agreement with Ndinechi (1990), it implies that secretaries' display and proofreading skills are still required in presentation of documents in standard format and in correction of errors that are beyond the capabilities of computer spell and grammar check.

The result of analysis on research question two indicates that both the executives and the secretaries viewed Shorthand skill as slightly relevant to handling telephone calls and messages in the contemporary office. This seems to contradict Davis and Oladunjoye's (1990) findings of high-level executives' preference of acquisition and application of shorthand skills for accurate note-taking.

The test of hypothesis one reveals a significant difference in the perception of executives and their secretaries on the relevance of Shorthand

and Typewriting skills to the management of meetings in a modern office in favour of the executives. This shows that the executives viewed application of Shorthand and typewriting's skills to meeting management to be of greater importance. The secretaries' perception might result from the stress associated with acquisition of the skills.

Similarly, findings on hypothesis two indicates a significant difference in the perception of executives and their secretaries on the relevance of shorthand and typewriting's skills to mail and information processing functions of office manager in Osun state-owned tertiary institutions. This agrees with Davis and Olajunjoye (1990) who viewed Shorthand and Typewriting skills as being necessary for secretaries to work with high-level executives who prefer secretaries who can handle high-level responsibilities of taking notes, lengthy instructions and recordings confidential matters accurately.

Findings on hypothesis three reveal that there is no significant difference in the perception of executives and their secretaries on the relevance of Typewriting skill to modern document management. Both categories of office personnel viewed Typewriting skills to be very relevant to document management in the contemporary office.

Adebusi (2001), in his study on relevance of shorthand and typewriting in the curriculum for higher education, states that the use of shorthand skills cuts across a wide range of professionals and formal training on shorthand will enhance better productivity. Also, Agboola, Ademiluyi and Ademiluyi (2014), while assessing the continued relevance of the secretarial profession in the age of office technology, viewed effective secretarial practitioner as one who is able to arrange meetings, compile minutes and reports. In their reports, they concluded that secretarial practitioners are still needed in the office for taking telephone messages, taking dictations, recording minutes of meetings and receiving information in different formats. Since the abbreviated system of writing i.e shorthand, is used where accurate and immediately legible

recording of spoken English is required as is still the case in the contemporary office, it was concluded that shorthand would still be relevant in office management.

The findings of this study were also in line with that of Ohakwe (2001) who examined the place of manual office skills in an Information Technology era. The findings reveal that typing skills are required of secretaries for typing business letters, mimeographs, memorandum and drafts. According to him, the executives considered typing form tape recorders, typing minutes of meetings and reports among others, as important typing competencies in the office. Other office management duties where Typewriting skills were viewed to be relevant by the executives include preparation and production of programmes and itineraries, time table, complex tabulations, display work and statistical drafts.

9. Recommendations

In the light of the above, the following recommendations are given:

- Despite the fact that we are in the 21st century which is ICT dominated, the use of Typewriting and Shorthand should not be totally put aside by secretarial personnel.
- Training institutions (Colleges of Education, Polytechnics, and Universities) offering secretarial education should redirect their efforts towards impartation of Shorthand and Typewriting skills into secretarial students to meet employers' requirements.
- Employers should regularly organize on-the-job training for secretaries to update their knowledge on major Typewriting and Shorthand skills.
- The curriculum planners should note the executives' expectations and requirements from secretarial personnel and adjust the curriculum content in line with the reality of the world of work.
- Practicing and prospective secretaries should be aware of the continued

relevance of Shorthand and Typewriting skills and be ready to pay the price for professional competence.

- In addition to ICT competence, acquisition and competent application of Shorthand and typewriting should be considered by employers in employing secretarial personnel for effective office management.

10. Conclusion

It is obvious from the study that Shorthand and Typewriting skills are very relevant to managing the traditional office and that the duo are still perceived, especially by the executives, to be very relevant to modern office management in spite of the availability of modern office technologies. However, they perceived Shorthand skills to be slightly relevant to management of telephone calls and messages. Generally, the acquisition of knowledge and development of these skills should be given adequate attention. This suggests that effective office management requires acquisition and competent application of Shorthand and Typewriting skills on the part of the office managers/secretaries.

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Comparison of Boarding and Day Senior Secondary School Students' Performance in Biology in Owo, Ondo State, Nigeria

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Abstract. Evidence from empirical studies has in recent time shown repeated poor performance of students in science subjects in Nigeria. This assertion called for the concern of stakeholders and findings from research studies linked this poor performance to school type, government, examination bodies, teachers, parents and the students themselves. In line with this general assertion, this study compared the performance of boarding and day senior secondary students in biology in Owo Local Government, Ondo State, Nigeria. The study was a descriptive research of the ex-post-facto type. A purposive sampling technique was used to select six schools. A total number of three hundred and ninety five (395) students' results in West African Senior School Certificate examination conducted in 2012 were utilized. The data obtained were analyzed using t-test inferential statistics and Analysis of Variance (ANOVA). All hypotheses were tested at 0.05 level of significance. The results revealed that there was a significant difference in the Biology students' academic performance in private and public boarding and day secondary schools. It could be deduced that significant difference does exist among the schools. The calculated t-value for male and female students' performance in boarding ($t = 0.091$) and day ($t = 0.257$) schools are greater than p-value ($p > 0.05$). This implies that significant difference

does not exist between the Biology performance of male and female students in boarding and day secondary schools. Based on the findings of this study, it was recommended that parents should not discourage their children from going to either boarding or day school. Rather, they should encourage their children to study hard. Though parents' financial capability determines the type of school a child attends; parents can still take the sole decision in making a choice between boarding and day school. Students should also be involved in decision making as this would help them to have a positive attitude towards learning process at school. Proprietors of schools should try to establish single sex boarding school which could either be mixed boarding or full boarding since students' performance in single sex school differs significantly in the sampled schools in favour of full boarders. Public schools are encouraged to monitor learning achievement in schools; provide schools with adequate facilities and other fringe benefits so as to encourage and motivate students to learn more effectively and efficiently, thereby improving students' academic performance.

Keywords: Boarding, Day, School, Mixed Boarding, Performance.

1. Introduction

Science plays prominent roles in extending the scale and scope of global, national and local economic activities. The role of science and technology in the development and industrialization of a nation is enormous. Science is receiving great emphasis in education because of its significance and relevance to life and society.

The world is in the epoch of science and technology which had made it possible for important discoveries such as; curing leukaemia with gene therapy, earthlike exoplanets, mechanism which causes human allergy to cats among others [1] The superstitious beliefs about albinism have been disapproved and this could be traced to the knowledge of the science of biology. According to [2] “knowledge from science has also been used for emancipatory as well as oppressive purposes”(p.8). The role of science subjects, especially Biology being taught at the senior secondary school level in this modern era of technology is wide and profound. [3] affirmed that the world is made up of those things that are living and those that are not living. These researchers emphasized the linkage between living components and non-living components by the fact that substances that made up living things are directly or indirectly from water, air and soil which are non-living. Life is not a simple concept, which is one of the reasons why the knowledge and understanding of biology is important in students so as to improve their living and improve their academic performance. The study of [4] stated that Biology is beneficial to human beings in many ways. These ways include promoting understanding of the relationships between humans and their environment, preparing the individual for choice of career and stimulating interest in Biology based hobbies, etc.

Students’ performance is judged by individuals from various perspectives. Most persons use the performance of students in public examinations to pass judgment on school type, government, teachers, parents and students themselves. Given the government inability to provide residential schooling at primary level, which is the basic

level where firsthand knowledge that builds up the child for secondary education is been acquired; the roles have been taking over by educational entrepreneurs investing heavily on boarding schools.

Boarding school is a school where students are provided with accommodation to live in school hostel within the environment of the school during school term. Boarding schools could be full boarding or the mixture of both boarders and day students that attend the institution by day and return to their different houses after school hours. Day school is a school where all the students go for studies and return to their homes after school hours. Both boarding and day schools could either be privately or publicly owned. According to [5], parents and guardians lack guiding principles on making informed decisions on the choice of schools amid limited financial resources. The researchers revealed that boarding schools gradually attain the status of providing systemic and quality education that can better students’ academic performance.

According to [6], “The system of education in Nigeria provides little opportunities for students to engage in self-instruction because they are always being taught by either teachers in schools or coaching classes, or parents and siblings at home, without knowing how to study by themselves, with the exception of, perhaps, students in boarding schools” (p.26). Therefore, all students should be encouraged to imbibe good reading culture which would in turn inspire their learning interest in biology.

Biology is one of the various subjects that explain science. Despite its importance to humankind and efforts of all researchers to improve students’ performance in the subject, yet poor performance still prevail among secondary school students. Researchers had adduced the observable problem on a number of factors [4]. Among these factors are the kind of schools attended, system of operation in the secondary school in terms of ownership, school location, teachers’ competence and poor teaching method.

[6] also reported that the percentage of performance figures of students in biology in

May/June senior school certificate examination from 2007 to 2011 fell below 35%, except for the year 2011 which rose to 38.50%. [7] stated that “what Nigerians see at the moment is that education administrators make a noise after every bad outing in external examinations; then doze off, waiting for the next disaster to happen, after which they call for education submits”. In spite of the importance and popularity of Biology among Nigeria students, performance at senior secondary school level had been poor [8]. Thus, this study compared the academic performance of student’s in Biology in boarding and day schools in Owo Local Government Area of Ondo State using the students’ WASSCE results.

Purpose of the Study

Specifically, the research found out:

- The difference in the performance of biology students in boarding and day secondary schools.
- What is the level of performance of Biology students in mixed boarding secondary schools with day and boarding students?
- Difference in the performance of male and female Biology students in boarding schools.
- The difference in the performance of male and female Biology students in day secondary schools.

2. Research Questions

Answers were sought to the following research questions in the study:

- What is the level of performance of Biology students in boarding and day secondary schools?
- What is the level of performance of Biology students in mixed boarding secondary schools with day and boarding students?
- What is the level of performance of male and female students in biology in boarding schools?
- What is the level of performance of male and female biology students in day secondary schools?

3. Research Hypotheses

In this study, the following hypotheses were tested:

HO₁: There is no significant difference between the performance of boarding and day secondary schools Biology students in Owo Local Government, Ondo State, Nigeria.

HO₂: There is no significant difference between the performances of Biology students in mixed boarding schools in Owo Local Government, Ondo State, Nigeria.

HO₃: There is no significant difference between the performance of male and female Biology students in boarding secondary schools in Owo Local Government, Ondo State, Nigeria.

HO₄: There is no significant difference between the performance of male and female Biology students in day secondary schools in Owo Local Government, Ondo State, Nigeria.

HO₅: There is no significant difference among Biology students’ academic performance in private and public owned boarding and day secondary schools.

4. Methodology

This study is a descriptive research of the ex-post-facto type. The population for this study comprised of all secondary school biology students in Owo Local Government Area of Ondo State. Senior Secondary three (SS3) Biology students were the target population. These schools were made up of full time boarding secondary schools, mixed boarding system comprising of both boarders and day students and day secondary schools which are either public or private owned. Purposive sampling technique was used to select the school. The sample size comprised all students that took part in 2012 Senior Secondary School Certificate Examinations to avoid been bias in selection of students and scores from each selected schools.

The measuring device that the study utilized is the West African Examinations Council students’ results of 2012 in Biology. Stanine rating scale was used for easy coding and categorisation of scores. The statistical program used was the Statistical Package for Social

Sciences (SPSS), version 20.0. The instrument was validated by the researcher's supervisor and two other lecturers in the Department of Science Education to ensure the adequacy full authenticity of the content. In analyzing the data, research questions were answered with their corresponding hypotheses, inferential statistic of t-test and Analysis of Variance (ANOVA) was used in testing hypothesis. SSCE results were used to measure the differences in students' performance for full boarding, mixed boarding and day secondary students in Biology in Owo Local Government Area of Ondo State.

5. Results

Research Question 1: What is the performance of Biology students' in Boarding and Day secondary schools? This translates to the corresponding hypothesis 1(H_{O1}) which states that:

Research Hypothesis 1: There is no significant difference between the performance of boarding and day secondary schools Biology students in Owo Local Government, Ondo State, Nigeria.

Table 1: t-test analysis showing the significant difference in the performance of boarding and day secondary school students in Biology

	School Type	N	Mean	Std. Deviation	df	T	Sig
Performance	Boarding	81	2.20	1.50	146	-3.93	0.32
	Day	67	3.21	1.61			

NOTE: NS = Not Significant, S = Significant at 0.05. Remark: 0.32 is NS, H_{O1} is not rejected.

Table 1 revealed that the t-value = -3.93 at df (146) shows a significant difference that is greater than p-value ($p > 0.05$); Hence, H_{O1} which stated there is no significant difference between the performance of boarding and day secondary school students in Biology was not rejected. This result implies that significant difference does not exist.

Research Question 2: What is the performance of student in mixed boarding school with day and boarders? This is translated to the corresponding hypothesis.

Research hypothesis 2: There is no significant difference between the performance of Biology students in Boarding schools running Boarding and Day.

Table 2:

t-test analysis showing the difference in the performance of male students in mixed boarding school and female students in mixed boarding School.

	Mix-school	N	Mean	Std. Deviation	Df	T	Sig
Performance	Boys only	121	1.90	1.344	245	3.01	0.00
	Girls only	126	1.46	.927			

NOTE: NS = Not Significant, * = significant at 0.05. Remark: 0.00 is S, H_{O2} is rejected.

Table 2 revealed the test for significant difference between the performances of secondary school students of male only mixed boarding school and female only mixed boarding school. The table shows that df (245)= 3.01 shows a significant difference which is less than P-value ($P < 0.05$). Hence, there exists a highly significant difference between the two variables tested and the null hypothesis four stated above is been rejected.

Research Question 3: What is the level of performance of male and female Biology students in boarding school?

This is translated to the corresponding hypothesis.

Research hypothesis 3: There is no significant difference between the performance of Male and Female Biology students in Boarding Secondary School.

Table 3: t-test analysis showing the difference between the Biology performance of male and female students in boarding secondary school

	Gender	in	N	Mean	Std. Deviation	df	t	Sig
	Boarding							
Performance	Male		39	3.64	2.580	79	-0.09	0.32
	Female		42	3.69	2.290			

NOTE: NS = Not Significant, S = Significant at 0.05. Remark: 0.32 is S, H_{03} is not rejected.

Table 3 shows that the df (79) with t-value of -.091 shows a significant difference at 0.32 level of significance which is greater than p-value ($p > 0.05$). Hence, the researcher did not reject the H_{05} , which stated there is no significant difference between the performance of Male and Female Biology students in Boarding Secondary School. The mean score for both genders as shown in the table does not significantly differ from each other. This result implies that significant difference does not exists between the performance of male and female students in boarding secondary school.

Research Question 4: What is the performance of male and female biology students in Day secondary school? is translated to the corresponding hypothesis.

Research Hypothesis 4: There is no significant difference between the performance of male and female Biology students in Day secondary school.

Table 4: t-test analysis showing difference between the Biology performances of male and female students in day secondary school

	Gender	in	N	Mean	Std. Deviation	Df	T	Sig
	Day							
Performance	Male		39	3.92	2.15	65	0.26	0.58
	Female		28	3.79	2.18			

NOTE: NS = Not Significant, S = Significant at 0.05. Remark: 0.58 is S, H_{04} is not rejected.

Information in table 6 indicate that the df (65) = 0.26 shows a significant difference at 0.58 which is greater than P-value ($P > 0.05$). This implies that significant difference does not exists between the Biology performance of male students in Day secondary school and performance of female students in Day secondary school. Hence, the research Hypothesis above that stated significant difference does not exists between the Biology performance of male and female secondary school students in day school is not rejected.

Research Hypothesis 5: There is no significant difference among Biology students' academic performance in private and public owned boarding and day secondary schools.

Table 5: ANOVA table showing the comparative analysis of Biology students' academic performance in private and public boarding and day secondary schools

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	154.109	3	51.370	31.170	.000
Within Groups	237.316	144	1.648		
Total	391.426	147			

NOTE: NS = Not Significant, S = Significant at 0.05. Remark: 0.00 is S, H_{05} is rejected.

From table 5 it was revealed that $F(3, 144) = 31.17$, shows a significant difference at 0.00 which is less than the p-value ($p < 0.05$) for Biology students' academic performance in private and public boarding and day secondary schools was significant. The table reveals that there was a significant difference in the Biology students' academic performance in private and public boarding and day secondary schools.

Scheffe post-hoc analysis was also used to locate the direction of the differences among the groups. This was done to establish the direction of the differences in the Biology students' academic performance in private and public boarding and day secondary schools.

Table 6:

Scheffe Analysis of the differences among Biology students' academic performance in private and public boarding and day secondary schools

Scheffe	N	Subset for alpha = 0.05	
		1	2
PUB	56	1.6429	
PUD	37	2.3514	
PRB	25		3.4400
PRD	30		4.2667
Sig.		.166	.076

NOTE PUB= Public Boarding, PRB= Private Boarding, PUD= Public Day and PRD=Private Day.

Table 13, reveals that there was a significant difference between Biology students' academic performance in private and public boarding and day secondary schools with PUB having a mean of 1.64, PUD with the mean of 2.35, PRB with the mean of 3.44 and PRD with the mean of 4.27. This means that Biology students' in PRD performance better than those in PUD; More so, Biology students' in PRB performance better than those in PUB.

6. Discussion

The discussion for the study was based on the findings of the research questions and hypotheses formulated which revealed that both Boarding and Day schools performed equally in Biology. In testing the hypotheses, it was found that the t-value = -3.93 at df (146) shows a significant difference that is greater than p-value ($p > 0.05$); Hence, H_{O1} which stated there is no significant difference between the performance of boarding and day secondary school students in Biology was not rejected.

This result implies that significant difference does not exist. This finding is in accordance with the study of [9] on the comparative of the reading habit of boarding and day secondary school students in osogbo, Osun State, Nigeria. The study revealed almost equal percentage of male and female students in all the secondary

schools selected. The findings from both schools may be because of the merits and facilities of boarding schools and the influence of parents who deem it necessary to motivate their day school children to study at home. Hence, both schools can produce good students' outcome but it depends on students' construction of knowledge.

The findings on H_{O2} which states that there is no significant difference between the performances of Biology students in mixed boarding schools with day and boarders. The result obtained shows that the df (255) = 3.009 is less than P-value ($P < 0.05$) in the mixed boarding schools. Hence, there exists significant difference between the two variables because boys only mixed boarding performed better than the girls only mixed boarding school with their mean score. Therefore, H_{O2} is not rejected. [10] affirmed that differences in gender have been associated with various tendencies in how students take in information, process information and communicate their ideas. A study conducted by [11] buttresses this finding because it asserted that a significant difference existed between the cognitive achievement of male and female students in Biology. Though [12] asserted that gender does not determine one's potential but [13] and [14] observed that gender has influence on science achievement. Thus, it can be deduced that social interaction among students of the

same sex influences students' intellectual efficiency because both schools are single sex school.

It was also found out that significant difference does not exist between the performance of male and female students in boarding and day school because the t- value for H_{O3} and H_{O4} showed a level of significant (0.32 and 0.58) which is greater than p-value ($p > 0.05$). Hence, these hypotheses are not rejected. This supports the study [15] which revealed that gender has no significant influence on students' achievement in science. This result is contrary to the submission of [13], [14] and [10]. The results of these hypotheses may be because of the fact that male and female are equally intellectual and gender does not in any way determine ones academic attainment.

Lastly, findings from this research further indicates from the anova table comparing school type among boarding and day Biology students' academic performance in private and public secondary schools that there was a significant difference in the Biology students' academic performance in private and public boarding and day secondary schools. This agrees with the study of [16] which revealed that significant difference does exist between a student been a boarding student and day student. Therefore, school type plays a significant role in students' academic achievement. From this, it can be said that the differences that exist among school type, system of operating a school, facilities and school policy could create variation in students' academic performance. [17] revealed that Private schools vary widely in the outcomes of the performance of their students. This heterogeneity may have as much to do with internal features of private schools, including the objectives and preferences of school managers, as with external features of policy environments. This was justified in the mean scores and significant values obtained in each Scheffe post-hoc analysis tables that compared each school type and system

7. Conclusion

It could be concluded from the major findings and discussion that:

Boarding and day school students have performed equally in Biology and significant difference does not exist between the performance of boarding and day secondary school students in Biology. This indicates that there was no significant difference between a student been a boarding student or day student. Hence, the performance of a student may not be determined by the kind of school attended rather by his or her self-construction of knowledge.

There was significant difference between the performance of students in males' only and females' only mixed boarding school in Biology. There exist significant difference between the two variables tested; male mixed boarding school and female mixed boarding schools. Hence, single sex school has significant influence on students' performance.

Finally, significant difference does not exist between the performance of male and female students in boarding and day secondary schools because the calculated t-value is greater than the p-value. Hence, gender stereotype does not significantly influence students' performance; though male students performed below in boarding school while female students performed below in day school. The results further revealed a significant difference among the performance of boarding and day secondary schools in public or private.

8. Recommendations

Based on the findings and conclusions drawn in this study, the following recommendations have been put forward:

- Parents should not discourage their children from going to either of the boarding or day school rather encourage them to read.
- Government should increase funding of boarding secondary schools to make it affordable to the masses. Hall tutors or house-masters in public schools are encouraged to give counselling to the

boarding students so that they may know the reason for their been in boarding school.

- Proprietors of schools should try to establish single sex boarding school which could either be mixed boarding or full boarding because students' performance in single sex school highly differs significantly between the sampled schools. Schools are recommended to have review practices for the purpose of observation and gathering information about normal practices in schools system; be it boarding or day on a regular basis as a way of improving the quality of students' outcomes.
- Public schools are encouraged to monitor learning achievement in schools; provide schools with adequate facilities and other fringe benefits so as to encourage and motivate students to learn more effectively and efficiently thereby improving students' academic performance.

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Impact of Laboratory Practical Skills on Students' Achievement in Physics in College of Education Azare, Bauchi State, Nigeria

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Abstract. This study investigated the Impact of Laboratory Practical Skills on students' achievement in Physics in College of Education Azare, Bauchi State, Nigeria. This study was motivated due to the fact that students in colleges have been having problems in Physics Practicals which subsequently lead to poor acquisition of practical skills and under achievement in physics. Laboratory practical is an active ingredient in the teaching and learning of physics that leads to the acquisition of physics concept and scientific skills. This makes the production and development of quality professionals in the field of sciences, especially physics, a vital tool in achieving sustainable economic growth and technological development of the nation. The design used in the study was quasi experimental design. A sample of (60) NCE 2 students out of a population of 85 students in Physics Department College of Education, Azare Bauchi state were used in the study. Three research questions and two hypotheses were formulated. A purposive sampling technique method was employed and sixty (60) students were used as intact class. The laboratory practical skills achievement tests (LAPSAT) was made on ohm's law, Hook's law and determination of specific heat capacity with two questions under each and sub-questions distributed for both experimental and control group as pre-test; the same LAPSAT was also administered on both experimental and control groups as post-test after four (4) weeks of treatments. The data collected was subjected to mean and standard deviation and the ANCOVA methods of analysis at 0.05% level of significance. The findings showed that there was a significant difference between achievement of NCE 2

students that were exposed to practical strategy and those exposed to conventional strategy, there was no significance difference in the students achievement of physics practical according to gender. The result of the findings also rejected the null hypothesis which was confirmed by the analysis of covariance of $F(1,59) = 38.927$, $P > 0.000$ indicating there is significance difference in the mean scores of students exposed to practical skills and those not exposed to practical skills. The findings based on gender indicate significant implication of practical skills on student's achievement in learning physics. It was then recommended among others that physics teachers should use practical to enhance students' achievement in Physics.

Keywords: Physics, physics laboratory, laboratory practical skills & achievement.

1. Introduction

Colleges of education are teachers training tertiary institution in Nigeria established to train teachers for primary and junior secondary schools. National commission for colleges of education (NCCE) is the body saddled with a responsibility of coordinating the programmes of these colleges. The academy programmes of these colleges include physics education for prospective physics teachers. One of the aims of science education is to help students gain an understanding of as much of the established body of scientific knowledge as it is related to their needs, interests and capacities (Mankilik, 2011). This is in line with the general aim of teaching science as stipulated in

the national policy of education Federal Republic of Nigeria (FRN, 2004). Throughout the world, national education policies are geared towards creating generally scientific literate citizens. Specifically, the National Policy on Education (FRN, 2004) of Nigeria clearly stated in its aims and objectives that the learner would be given opportunity to acquired basic practical skills for self-reliance and employment.

Physics has been as the most utilized basic science subject in most technology and technology-related professions. Hence the role that physics plays in the socio-economic development of a nation must not be undermined. Boyo (2010) viewed physics as a course of study which is perceived to be experimental and that almost all aspect of life science, both living and non-living has something to do with physics ranging from engineering to Mathematics, Biology and Chemistry. The understanding of practical physics may help students to learn physics concepts. Such is necessary as modern society requires some understanding of the nature of scientific knowledge in order to evaluate claims that may affect their everyday decisions (for examples, about energy resources and environment) and to reach informed views on public policy matters (for examples, method of generating electricity).

Practical knowledge, according to James (2000), refers to that knowledge that is connected with reality rather than ideas and theories. It is the knowledge acquired through the practical approach to carrying out scientific investigation and teaching. In the words of Mankilik (2011), Practical approach means any teaching and learning activity which involves at some points the students (learners) in observing or manipulating real objects and materials. The term practical is used in preference to laboratory work because location is not a silent feature in characterizing this kind of activity. This means that observation and manipulation of objects could take place in a school laboratory (a specialized defined building equipment with apparatus) or in an out-of-school (outdoor laboratory) setting, such as the learners home (boiling and freezing of water, switching on/off light, A.C, T.V, Radio, Laundry, Making soap to bubble and foam, etc.), mechanic, blacksmith carpenters (workshops), industry, school from garden the environment etc. when studying aspect of chemistry, biology, physics, health science, basic science and so on. It then means that learning of physics is incomplete without the acquisition of practical physics skills.

Physics like other physical sciences is divided into two aspects which are physics theory and physics practical. Physics practical involves the ability of students to use physics apparatus, to implement experimental procedure and being able to draw conclusion successfully from this experimental procedure. Physics theory belongs to cognitive domain of learning while physics practical is in psychomotor domain. The two aspect are strongly related that is why any study on students' academic performance in physics must analyses the two aspect separately. According to Aina (2011), the educational subject of physics cannot be fully realized if students are not performing well in both physics theory and practicals.

Physics cannot be learned effectively without practical activities. Physics as a science course is activity-oriented and the suggested method for teaching it, which is the guided-discovery method, is resources based (NPE, 2004). In order to improve students' achievement and arouse their interest, students have to be taught physics with hands-on and different learning materials so as to enable them acquire the cognitive competence and process skills of physics that are necessary for passing physics. In the school system, the use of hands-on experiments in real-life physics situations cannot be totally abandon.

Practical activities in the laboratory are surrounded by topics that involve the use of equations and formulas, measurements, reading of values, manipulative skills, perception and logico-mathematical reasoning abilities. Therefore, learning physics in the classroom as well as in the laboratory require mathematics reasoning ability. According to researchers (such as Adegoke, 2010; Kuti, 2012) familiarity with basic arithmetic operations are required to meaningfully learns physics cognitive and extension and to develop manipulative skills in practical activities. Therefore, the major task in this study centres on finding out the impact of laboratory practical skills on students achievement in physics in College of Education Azare, Bauchi State, Nigeria.

2. Statement of the Problem

The use of laboratory in the teaching of physics has come a long way but experience has shown that many teachers have abandoned this practice for the classroom. The laboratory and its equipment and materials are therefore left to be covered with dust in some cases in view of the predominance of the lecture methods of teaching physics and in view of the obvious fact that this method has not attracted many students to the subject. However, the reality on ground is that most

experiments are sterile, un-illuminating exercises whose purpose is often lost on learners. In many countries, practical work is ill conceived, confused and unproductive (Hodson, 1991). Whatever goes on in the laboratory has little to do with actual students learning of science. Demonstrations are usually carried out by the teachers who also often miss the point of the demonstration. Small group work is done, but the follow up discussion on the purpose of the study exercise are usually counterproductive. There is usually limited planning and formulation of hypotheses, mostly done by the teachers. In many cases, the experiments are derived from mostly irrelevant cultural settings with the attendant equipment disasters. Students follow a fixed program of experimental manipulations and observations set by the teacher, cookbook style. This study was designed to investigate the impact of practical skills on students' achievement in physics in College of Education Azare, Bauchi State, Nigeria

3. Purpose of the Study

The purpose of the study was to investigate the impact of laboratory practical skills on students' achievement in physics, in College of Education Azare, Bauchi State. The main objectives of the study were to:

- investigate the impact of practical skills on student's achievement in physics.
- determine the difference in the achievement of students in Physics practical skills according to gender.
- determine whether there was significant difference in the mean scores of students exposed to practical skills in physics and those not exposed to practical skills?
- determine the achievement of students in physics before and after exposure to practicals.

4. Research Questions

The study was guided by the following research questions:

- To what extent does NCE 2 students' practical skills affects their achievement in physics?
- To what extent does gender affects students' practical skills of NC2 in College of Education, Azare?
- What is the physics achievement mean scores of NCE 2 students that were exposed to practical skills and those not exposed to practical skills?

5. Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

- There is no significant difference between achievement of NCE 2 students that were exposed to practical strategy and those exposed to conventional strategy.
- There is no significant difference in the students achievement of physics practical skills according to gender.

6. Theoretical Framework

This study was anchored on the theory of Ausubel (1968). The theory state that learning of new knowledge relies on what is already known. That is, construction of knowledge begins with our observation and recognition of events and objects through concepts we already have. We learn by constructing a network of concepts and adding to them.

However, looking at the theory of Ausubel it is related to this study because if the learners have knowledge of physics practicals, it will help them to understand physics concept. Therefore, through the knowledge of practicals, students would be able to understand the theoretical aspects of physics very well.

7. Methodology

The research design that was used for the study is quasi-experimental research design. The study also utilized two group pre-test, post-test experimental design. The population of the study was made up of all the NCE physics students of school of science, in Physics Department, College of Education Azare Bauchi State (n = 80). The sample consisted of 60 students in NCE 2 out of 80 students drawn from various course combinations of the department that is, Physics/Computer, Physic/Mathematics and Physics/ISC.

The sixty students (60) in the selected level were later classified into experimental and control groups using simple balloting methods of sampling without intellectual age or gender bias. Therefore, 30 students served as the experimental group while another set of 30 students served as the control group. The instrument that was used for data collection or measuring the students acquisition of physics laboratory practical

skills was the laboratory practical skills achievement test in physics (LAPSAT). This instrument was developed based on the physics topics that were taught. The LAPSAT consisted of essay questions that were used for both pre-test and post-test to measure students' achievement on conducting physics practical's. Since the LAPSAT was in form of essay questions which consisted of two (2) questions, from each topic. Therefore, each question carries (16.52) marks making hundred percent (100%) in all.

The validation of LAPSAT was done by two specialists. A chief lecturer in School of Education, Department of Psychology, College of Education Azare and the principal lecturer in Department of Physics, School of Science, College of Education Azare. They were given LAPSAT together with essay questions. The lecturers examined the learning materials for content validity and

appropriateness for the groups they were meant for. The content validity and appropriateness of LAPSAT was referred to a test and measurement expert for inputs.

The reliability of LAPSAT was determined using Test - retest technique and it was found to be 0.74 which was considered good enough for the conduct of this study. The pair of scores generated were then correlated using Pearson product moment correlation coefficient.

The data collected was analysed using mean scores, standard deviations of the students' scores in the pre-test and post-test for answering the research questions and testing the hypotheses. The Analysis of Covariance (ANCOVA) was used to compare the differences between the achievement of the experimental and control groups in pre-test and post-test at 0.05 level of significance.

8. Results

Research Question One: To what extent does NCE 2 students practical skills affects their achievement in physics?

Table 1: Pre and Post-test Mean Analysis of Students Practical Achievement Scores.

Group	N	Pre Test		Post Test		Mean Gain
		$\bar{X}_1$	SD	$\bar{X}_2$	SD	
Experimental	30	41.06667	18.69526	66.6000	12.19553	25.53
Control	30	40.6667	15.30457	55.7333	9.53373	15.07

Table 1 shows that the mean scores for students taught physics with practicals was 66.60 while that of the students taught with the conventional method was 55.73. Mean while the gain score for students taught using practicals is 25.53 while that of students taught with conventional methods is 15.07 . Therefore, students taught using practicals in the laboratory were found to achieved better than students taught using conventional method in physics.

Research Question Two: To what extent does gender affects students practical skills of NCE 2 in College of education Azare?

Table 2: Pre and Post-test Mean Analysis of NCE 2 Students According to Gender.

Gender	N	Pre Test		Post Test		Mean Gain
		$\bar{X}_1$	SD	$\bar{X}_2$	SD	
Male	25	42.64	19.35	67.16	12.80	24.52
Female	5	33.20	13.89	63.80	9.06	30.60
		9.44		3.36		6.08

Table 2 revealed achievement mean scores of 67.16 for male students, while female students had achievement mean score of 63.80. Male students therefore, slightly performed better than their female counterparts in physics. This by implication means that gender affects students' practical skills in physics.

Research Question Three: What is the physics achievement mean scores of NCE 2 students that were exposed to practical skills and those not exposed to practical skills.

Table 3: Presents the Post-test Mean and Standard Deviation for Experimental and Control Groups

Group	N	Mean	Std. Dev.	Mean Gain
Experimental	30	66.60	12.19	10.87
Control	30	55.73	9.53	

Table 3 revealed achievement mean score of 66.60 for students exposed to practical strategy while students that does not exposed to practical strategy had achievement mean score of 55.73. However, the mean difference of 10.87 shows that students exposed to practical strategy performed better than those exposed to conventional method.

Hypothesis One

There is no significant difference between achievement of NCE 2 students that were exposed to practical strategy and those exposed to conventional strategy.

Table 4: ANCOVA Analysis of Students Achievement using Practical and Conventional Strategies

Source	Sum of Square	df	η^2	F	Sig.
Corrected	6224.071 ^a	2	3112.04	71.06	0.00
Intercept	14018.476	1	14018.48	320.10	0.00
Pretest	4452.804	1	4452.80	101.68	0.00
Method	1704.778	1	1704.78	38.93	0.00
Error	2496.263	57	43.79		
Total	233202.000	60			
Corrected Total	8720.333	59			

Data in table 4 shows that there is a significant difference in the NCE 2 students achievement that were exposed to practical strategy and those exposed to conventional strategy in physics, $f(1,56) = 38.927$, $P < .000$. The null hypothesis therefore, was rejected indicating that there is significant difference. The mean achievement score of students exposed to practical strategy was 66.60, while that for conventional strategy was 55.73. The difference was in favour of students exposed to practical strategy.

Hypothesis Two

There is no significant difference in the students achievement of physics practical skills according to gender.

Table 5: Students Achievement of Physics Practical Skills According to Gender.

Source	Sum of square	df	η^2	F	Sig.
Corrected Model	2536.780 ^a	2	1268.39	19.28	0.00
Intercept	10357.403	1	10357.40	157.42	0.00
PRETEST	2489.740	1	2489.74	37.84	0.00
GENDER	7.944	1	7.94	121	0.73
Error	1776.420	27	65.79		
Total	137380.000	30			
Corrected Total	4313.200	29			

Data in Table 5 revealed non-significant main effect of gender on students achievement in physics $(1,029) = .121$, $P > .731$. The null hypothesis was therefore, not rejected indicating that there is no significant difference in the students achievement of physics practical skills according to gender.

9. Discussion of Findings

The finding of the study reveals that:

- Students that were taught using practical in the laboratory achieved better than students taught conventional method in physics, this is so because students find it easier to understand concepts that are related to their experience.
- Male students achieved slightly better than their female counterparts in physics practicals.

- The study also revealed that the students with skills of practical achieved far better than students without practical skills. Therefore, involving students in meaningful practical work contributes to improved performance in physics.
- Students that were taught using practicals achieved better than those taught using conventional method. This by implication means that students taught physics using practicals do performed better than those taught using conventional method.

10. Conclusion

In conclusion, the major findings of the study on impact of laboratory practical skills on students' achievement in Physics which has been observed by the researchers

through constant practice in the laboratory and inculcation of the theoretical aspect of physics to the selected students is that there was significant difference between achievement of NCE 2 students that were exposed to practical strategy and those exposed to conventional strategy. There was no significant difference in the students' achievement of physics practical skills according to gender. There was significant difference in the mean scores of students exposed to practical skills and those not exposed to practical skills. There was significant impact of practical skills on the students' achievement in learning Physics.

11. Recommendations

Based on the findings of the research work, the following recommendations were proffered:

- School administrators should encourage physics teachers by supplying the necessary equipment and apparatus. This is because school laboratory is very essential for proper science teaching in schools.
- Physics teachers should be up and doing, in hands on minds on activities as doing so would help to enhance students practical skills in physics.
- Physics teachers should cultivate the habit of teaching both theoretical and practical lessons in laboratory.

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Part Five

Educational Technology

Historical Development of Science and Technology Education in Nigeria: Issues, Challenges and Prospects

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Abstract.—This paper examines historical development of science and technology education in Nigeria. In the process it examines pertinent issues, challenges and prospects. This is important because science and technology are very important in the development of a nation. They are part of the culture of any nation today. Moreover development in science and technology could influence the status of a nation. The developed nations for instance have immense development in the field of science and technology. Thus education in science and technology in a nation could be of immense benefit to the nation. It is on these bases that this paper is interested in examining the historical development of science and technology education in Nigeria. It intends to see the features of the development and the impact of the development on the society. The paper uses historical research method that employs primary and secondary data. The data are subjected to periodic and thematic analyses in order to arrive at historical conclusions and sound recommendations. It was found that science and technology education in Nigeria have been in existence since the commencement of private education in 1842, but the progress of the education is such that it does not feature great incorporation in the manufacturing and industrial sectors of the economy. It is therefore recommended that science and technology education should be given greater emphasis in real life situation in the Nigerian socio-economic milieu.

Key words: Historical development, science and technology education, National Policy on Education, Nigeria.

1. Introduction

Science has been defined differently by various people. According to the Science Teachers Association of Nigeria (STAN, 1988) science is part of human culture and social institution. It refers to some form of organized knowledge, on which we can ascribe a sort of prescribed esoteric procedure through which nature is unravelled (Shaibu, 1973:132). Shaibu stated that the term science cannot be used in isolation without associating it with technology.

Technology on the other hand, is an integrated activity, which draws on many different disciplines (Brown, 1980:31-32). Hornby (2015:1609) Oxford Advanced Learner's Dictionary defines technology as the scientific study and use of mechanical arts and applied sciences, e.g. engineering, and the application of this to practical tasks in industry. Technology is a systematic application of manufacturing methods and industrial arts to enhance efficiency in human activities. It can simply be described as the result of man's efforts to do things more efficiently and effectively (Anyifite, 2007:117-119).

Education refers to the totality of experiences to which an individual is exposed, which makes him to be useful to himself and the society in

which he lives during his lifetime. Thus, education is a basic human need without which personal or national development is inconceivable. Since science and technology education portray a somewhat symbiotic relationship to education, the nature or quality of science education can be judged only with reference to its enabling capacity to fulfil personal and social aspirations (Ahmed, 1979:109).

Science and technology education can therefore be seen to be important for educational and societal development in Nigeria. Moreover it can be seen that science and technology education is given great emphasis in Nigerian education (FRN, 2013:55). However the emphasis does not appear to translate to great scientific and technological development of the Nigerian socio-economic happenings (Buhari, 2016:2, 3, 45). It is therefore important to examine the history of science and technology education in Nigeria, with the view to see the features of the education, and thereby consider the challenges and the prospects of the education. This is important because science and technology education need attention from all aspects of education, including history of education, for the development of education and the nation; and by implication the development of Africa and the world.

2. Research Method

The research method in this study is historical research method. This is because the study is historical in nature. The study would therefore employ primary and secondary sources of data including: diaries, log book, reports, minutes of meetings, policies and other related materials. The data would be subjected to periodic and thematic analyses in the fashion of historical research in order to arrive at historical conclusions and sound recommendations.

3. Global Antecedents of Science and Technology Education

Anyifite (2007:117) stated that the trends in science education had for long centred on personal pupils involvement. Prior to the

curriculum reform projects initiated in the late 1950's in the United States of America, emphasis on science education had been on the acquisition of factual knowledge. According to Brown (2015:34), this was followed by the Physical Education Committee (PSSC), Chemical Education Materials Study (CHEM Study), Chemistry Board Approach (CBA) and Biological Science Curriculum Study (BSCS) in the United States of America. This was followed by Nuffield projects in the United Kingdom, and then a host of other projects around the world including Nigeria.

A major aim of the aforementioned projects was to give a pupil the opportunity of becoming a scientist and to be well versed in how a scientist looks for evidence and how he tests hypothesis. Brown (2015:34) stated that this approach dominated the various curriculum reforms up to the early 1970s. The development of science education was suggested by Booth (1975:22-25) to include science for citizen, science for action, and pure science.

Brown (2015:34) making reference to Edward and Levner (1975) indicated that the Educational Policies Commission of the National Education Association and the American Association of School Administrators emphasised seven basic values underlying science:

- longing to know and to understand;
- questioning of all things;
- search for data and their meaning;
- demand for verification;
- respect for logic;
- consideration of premises and
- consideration of consequences.

These values indicate that the study of science should be among the principal goals of education. This is because education is interested in knowledge and the detail processes of acquisition of knowledge; which as can be seen from the list above are the preoccupation of science.

4. The Formative Period of Science and Technology Education in Nigeria

The teaching and learning of science in Nigerian schools and colleges started with the arrival of

the earliest Christian missions that introduced western education in the country. Following the advent of these Christian missions, especially the Church Missionary Society (CMS), Roman Catholic, Wesleyan Methodist, Baptist, Presbyterian, and Qua Iboe, elementary schools were established in the country and elementary education began (including science education).

The establishment of the first set of secondary schools in Nigeria, beginning with the CMS Grammar School, in Lagos, in 1859 made the teaching of science subjects a feature of secondary school education in the country. Some rudiments of science education including Arithmetic, Algebra, Geometry and Physiology, Vocational Studies, and Agriculture were taught. The Hope Waddell Institute Calabar, founded in 1861; St Andrew's College, Oyo, 1876; Baptist Training Centre, Ogbomoso, 1899; Wesleyan Training Institute, 1905; and others had science subjects in their curricula too (Brown, 2015:37).

It is important to note that before 1932, there were no post-secondary institutions for the teaching and learning of science in Nigeria after the only specialized institution, the Medical School attached to the CMS Theological School, Abeokuta folded up. Thus science education started realistically at the post-secondary school level in Nigeria with the establishment, in 1932 of Yaba College, Lagos.

5. Science and Technology Education Curriculum Development in Nigeria

The major curriculum development in science education in Nigeria commenced in 1932 with the establishment of Yaba College. The college was upgraded in 1963 to become Yaba College of Technology, to run courses in Engineering, Agriculture, Medicine, Surveying, Science, and Teacher Training to help in filling existing vacancies in relevant government departments (Brown, 2015:37). Yaba College of Technology was reputed to have produced the first set of graduates who taught science in secondary schools and played significant role in setting the pace for the development of appropriate science education curriculum in secondary schools in Nigeria.

The introduction of Higher School Certificate (HSC) in 1951 marked a turning point in the history of curriculum development with reference to science education in Nigeria. Schools had the opportunity of offering science subjects such as Biology, Chemistry and Physics at the higher school certificate level with particular emphasis on laboratory work to meet the practical requirements of science subjects. This led to the establishment of an examination board with its headquarters in Accra, Ghana, following Jeffery report of 1950. The board later metamorphosed to become the West African Examination Council (WAEC), which reviewed the curriculum of school subjects including science, with its first examination in 1955.

The science curriculum of WAEC 'O' Level and Higher School Certificate (HSC) underwent a review in May, 1968 by the Science Teachers Association of Nigeria (STAN), established in 1957. Furthermore, the Federal College of Arts, Science and Technology located at Ibadan in 1950, Zaria in 1952, and Enugu in 1954, had a fairly comprehensive curriculum in science education and science related fields of architecture engineering, pharmacy and so forth. Anyifite (2007:119-120) and Brown (2015:38) stated that during the early 1960's, science curriculum in Nigeria was geared towards fulfilling overseas examination requirements such as those of Cambridge School Certificate Examination and the London General Certificate in Education. A recent trend of science project development however, has been the integration of subjects from the fields of science and technology for primary and junior secondary education. At the senior secondary school level, emphasis has been on inquiry and problem solving activities (FRN, 2013:30-33).

The historic National Curriculum Conference, held between 8th-12th September, 1969 could be said to have spurred various bodies and agencies of government to developing science curricula for both primary and secondary education levels part of which brought about the National Policy on Education (NPE) 1977, revised 1981, 1998, 2004 and 2013. The NPE (1977) and its subsequent editions ushered in the 6-3-3-4

system of education and the current 9-3-4 system of education which placed a lot of emphasis on science and technology education.

Educational technology could be said to have started in Nigeria with the visual era (i.e. the use of simple teaching aids like apparatuses and lesson note preparation (Shaibu, 1973:132-133; Nash, 1987:11-13). During the visual era, emphasis was placed on the preparation of simple and low cost instructional materials in schools and colleges, particularly, Teacher Training Colleges.

Ogunranti (1982:70) stated that the visual era was followed by the era of radio media in education which started in the early 1940s and mid 1950s. The first educational radio programme was in English language broadcast by the Radio Distribution Service under the Post and Telegraphs Department (Brown, 2015:39). The education programme of the station was taken over by the Nigerian Broadcasting Service (NBS), established in 1951 incorporated into the Nigerian Broadcasting Corporation (NBC) in 1957.

A significant landmark in the development of educational technology took place on 1st January 1958 when the Western Nigerian Ministry of Education's Audio Visual Centre, Ibadan and the Nigerian Broadcasting Corporation (NBC) broadcast their first educational programme. This premier attempt was followed by other regional ministries of education which opened audio-visual centres in their regions in which broadcasting to schools was emphasised. The educational radio broadcasting later metamorphosed into Nigerian Educational Broadcasting unit in 1960. In 1982, the Federal Radio Corporation of Nigeria (FRCN) educational service, Ibadan was established.

The era of radio media was followed by the audio-visual era in the 1970s. According to Booth, (1975:22-25); and Brown (1980:39-40), it was during this period that audio-visual centres were established by all education ministries in the country with the assistance of United States Agency for International Development (USAID). A unit of the audio-

visual centres in a region was to liaise with broadcasting house for the broadcast of recorded programmes. A new dimension in Nigerian education technology resources was introduced in the county, following the establishment of the first television station in Ibadan, the first of its kind in sub-Saharan Africa, in 1959 (that was Western Nigerian Television). Education programmes formed an integral part of the television activities from inception, even though the establishment of the education unit of the Western Nigerian Television (WNTV) was targeted only at Secondary Grammar Schools and Teacher Training Colleges, to achieve the following:

- reduce teaching deficiencies in science subjects;
- provide examples of good teaching in order to upgrade the general quality of instructional activities in the classroom;
- enrich learning contents (Ogunranti, 1982:12-14).

It is important to note that the philosophy of science teaching was to prepare the young ones for useful living; and to provide solid foundation for those intending to proceed to higher education. At this stage, emphasis was more on the acquisition of scientific concepts and process skills (Nwachukwu, 2012:4-6). Nwachukwu (2012) stated further that the Federal Ministry of Education in the late 1970s convened a meeting of Nigerian science educators with a view to designing a modern science curriculum in line with the new National Policy on Education. This effort witnessed the emergence of the core curriculum for primary science, Integrated Science for Junior Secondary schools, and Biology, Chemistry and Physics curricula for Senior Secondary Schools (SSS) in Nigeria. The new Senior Secondary School curriculum replaced the New Senior Secondary Science Project (NSSSP) in order to meet the demands of the 6-3-3-4 system of education.

The contributions of the Nigerian Educational Research and Development Council (NERDC), the WAEC, National Examination Council (NECO), National Business and Technical Education Board (NABTEB) and other bodies cannot be under-estimated in the development of

science and technology education in Nigeria. According to Nwachukwu (2012:4-10), the afore-mentioned factors mainly constitute the features of historical development of science and technology education in Nigeria.

6. Challenges Confronting Science and Technology Education in Nigeria

This part of the paper considers briefly some challenges confronting Science and Technology Education in Nigeria. Various aspects of science education occur knowingly and unknowingly during formal, informal and non-formal education. This is because science is linked in several ways to various happenings in the society, especially through its technological application (Nwachukwu, 2012:5). According to Ziman (1980:16-18), the basic need in science education is to teach about Science, Technology and Society (STS) and the various ways in which they interact with one another. He observed further that this seems not to be so much emphasised in Nigeria. The students are not given the level of encouragement that would make them explore their various latent scientific abilities to the fullest, because many of the little discoveries they make are not pursued to great heights by their teachers and the society to the extent that the ideas behind their discoveries could be bought by factories and industries for utility in large scale industrial activities.

Moreover there are the challenges of erratic supply of electricity, inadequate internet access, and inadequate laboratory facilities. In addition teachers do not use adequate method of teaching in many cases. Finally government policy on science education and technology education appears to be inconsistent. Amodu (2011) stated that at a time, the policy makers in Nigeria gave Technology Education (TE) autonomy, and separated it from Science Education. But at present, the new education policy merges Technical Education (TE) with Science Education to become Science and Technology Education (STE) (FRN, 2013). This trend of inconsistency has negatively affected the image and performance of Science and Technology Education in Nigeria. Thus there is need for consistency in policy and for greater

encouragement of learners in the process of discoveries, and for the promotion of indigenous discoveries in the manufacturing and industrial sectors of the Nigerian economy.

7. Prospects of Science and Technology Education in Nigeria

The National Policy on Education (FRN, 2013) is favourably disposed to the acquisition of appropriate skills and competencies as veritable instruments for the individual to live and contribute to the growth and development of his society. This is because science and technology education offer a wide range of programmes in science and technology. For example, programmes such as Auto-mechanic, Metal Work, Building, Wood Work, Electrical and Electronics Engineering, Plumbing, Carpentry and so forth are meant to provide knowledge and skills that would make the learners functional members of the society. When such skills are imbibed by the learners they would be able to participate gainfully in the development process of Nigeria, and of Africa, and the world at large. Thus what is left is the promotion of the culture of acquisition of scientific and technological disposition by the learners and the society at large, such that the efforts of the up-coming learners are rewarded with the processing of their inventions till the stage of utilisation in Nigerian factories and industries for the improvement of the Nigerians society, and eventually other societies. This is what is done in developed nations. They encourage their up-coming scientists and technologists in the process of their inventions (by granting them recognition through utilisation of their inventions at industrial scale in the manufacturing and industrial sectors of the society). The developed nations are the better for it today. They look inward first, before looking outward for acquisition of inventions. This helps them to promote their indigenous discoveries and improve the lot of their indigenous inventors and their societies at large. Nigeria, and indeed other developing nations can learn from them.

8. Conclusion

It can be concluded that Nigeria lacks the required science and technology education culture to make her great in the comity of technologically advanced nations of the world. Also, this paper has revealed that development process in Nigeria seems not to have recognised the critical role of science and technology education, in terms of recognising indigenous efforts in the development of science and technology disposed nations. Moreover the study reveals the need for policy consistency in the National Policy on Education on matters of science and technology education.

9. Recommendations

It is recommended that there is need for policy consistency with regard to policy statements on science and technology education in the National Policy on Education.

The learning of science and technology should be further encouraged by the society such that up-coming learners would be encouraged in the process of exploration for discoveries and innovations.

Educational facilities in the learning of science and technology in the schools should be improved such that the learning could be enhanced. Such facilities include regular supply of electricity, adequate access to internet, and adequate laboratory.

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Challenges of Data in Educational Planning

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Abstract. Premised on the haphazard way in which programmes are implemented in the educational sector which in most cases turned out that resources (human, materials and fund) were not adequate such that most programmes which could have optimally benefit the society turned out the negative way, this study examined the effect of data on planning. Planning is futuristic and can only be useful in as much as data is adequately available for appropriate planning. The study looks at planning and goes ahead to examine the place of data in planning. Various forms of data is brought into focus. The study also looked at challenges of data in education industry and goes ahead to suggest ways of alleviating challenges of data in education industry. The study suggested the use of modern Information Communication Technology in gathering of data in education industry to minimize delays and distortion of data among other means. The study concluded by emphasizing that development and implementation of plans in education industry will always be a herculean task in the absence of appropriate data.

Keywords: Data, Planning, Education Industry.

1. What is Planning?

A cursory look at the meaning and definition of planning will assist in putting the definition of educational planning into focus. Planning has been described as a futuristic action aimed at achieving certain goals efficiently and

effectively within a time limit putting in mind available resources. Gbabamosi (2005) citing Drior (1963) defines "planning as preparing a set of decisions for implementation aimed at achieving goals by optimal means". Gbadamosi (2006) opined thus "Planning is a means of willing the future, a process by which one can programme in desirable opportunities that one is capable of imagining. Adeniji (2009) opined that planning is the projection of idea for the future, a detailed programmes of activities worked out ahead of time for the achievement of stated goals. The implications of the definitions cited above is that planning is of the future. It is based on what is to be achieved at a time yet to come. However, there is a time limit within which such ideas, goals must come into fruition give the resources which must be optimally utilized. The question of doing what it is supposed to do hangs it on its effectiveness while achieving the highest possible with the little talks of efficiency. Business Dictionary (2016) sees planning as a "basic management function involving formulation of one or more detailed plans to achieve optimum balance of needs or demands with the available resources". According to Business Dictionary, the planning process identifies the goals or objectives to be achieved, formulates strategies to achieve them, arranges or creates the means required, and implements, directs, and monitors all steps in their proper sequence.

MacEwen (2016) opined that the process of planning includes the determination of

objectives and outlining the future actions that are needed to achieve these objectives. Various steps that are followed in the process of planning are:

- (i) Identifying the problem: It involves identifying the goals and purposes for which the plan is being evolved.
- (ii) Gathering information about the activities involve: This implies an attempt to foresee the effect of the plan on the sample space or population for which it is designed for.
- (iii) Analysis of information: The information collected in the process of putting together the plan needed to be put into thorough analysis. This is to prevent undue and unnecessary repetition of information.
- (iv) Putting in place alternative plans: The question of if this fails what next? Is answered by this process. A plan that has no alternative cannot be redesigned to fit into changes in the future. The creativity of the planners is called to question here.
- (v) Choosing the most appropriate plan among options: This involves re-examining all options available. At this stage the plan which is acceptable to the operating personnel is proposed. The adaptability and the cost of the plan are also taken into consideration.
- (vi) Plan implementation: Detailed like who will perform which activity under the plan and the time within which the plan should be carried out is determining in this step.
- (vii) Review the plan: This process involve ongoing review of the plan as it is being implemented to ensure corrections that are likely to come up during implementation which if not carried out will jeopardise the expected outcome of the plan.

2. What is Educational Planning?

What can be deduced from above definitions of planning with reference to educational planning is that when planning principles and processes is applied education, it is termed educational planning. Gbadamosi (2005) describe educational planning as a dynamic process, in a dynamic environment which enriches itself from various views arising from the discourses on what is and what is not. The writer opined that educational planning is aimed at transforming

educational system to ensure maximum realization of educational goals within the limited available resources.

Basically educational planning involves the use of techniques and procedures of normal planning as done in other fields of human endeavours to enhance the effectiveness and the efficiency of the education industry. Educational planning is more than a technical exercise. It is also an organised social process involving a variety of actors.

It is a process where several issues and dimensions have to be taken care of. Such dimensions include, political, legal, demography, cultural, sociological, economics, among others. In fact, practically all aspects of the societal life is represented in educational planning.

The process of educational planning involves:

Identification of the desirable educational goal: This is always as a result of the yearnings of the society to fill an obvious gap. It may be as a result of changes in the global village called world. It may also be as a result of the fact that the previous plan being operated can no longer subsist the society or obvious flaws that make it impossible to continue its implementation. Hence the design of a new plan.

Collection and examination of information on education: This refers to sourcing of past information on the situation, identifying desired outcome and more importantly the resources available to the system. In most cases the first set of information will be in jumbles. Analysing each information in the light of its desirability will prevent unnecessary duplication of data and waste of efforts /resources.

Identifying the operators of the educational plan: This will involve all stakeholders. Those to benefit, those to operate, professionals, all aspects of the system that has one thing or the other to contribute towards the success of the plan.

Prioritise the educational needs of the society: This will involve placing the needs of the society on scale of preference and the cost of

achieving all plans that can be used to achieve the same outcome.

Making the most appropriate decision on the educational plan: The plan that will be most cost-effective and efficient is decided upon at this stage. This requires objectively deciding on what will benefit the society most in the view of the prevailing situation as well as the available resources.

Plan implementation: At this stage, the operationalizing of the various aspects of the plan as well as putting in motion the activities that will lead to the achievement of the goal desired becomes very visible.

On-going evaluation of the educational plan: It is important to carry out the on-going evaluation of the educational plan being implemented. Sometimes impact assessment reveals early enough the flaws of a plan thus making it possible to correct such flaws and prevent huge financial and material loss.

Evaluation of the education system and replanning: A time limit is set for the general evaluation of the plan during which it would have been operated and outcomes would have been observed for some time. General evaluation will lead to replanning of the education and in some cases jettisoning the entire plan for a new one.

In effect, educational planning involves a step by step rational approach to the achievement of educational goals by being practically futuristic in the design and implementation of educational plans with particular reference to available resources for the time-bound achievement of optimal goals of education. Within these discourse, certain things cannot be overlooked. The issue of appropriate data in putting in place an effective and efficient educational plan cannot be overemphasized.

Sri Aurobindo Marg (2004), listed some points as steps in educational planning. They are:

- I. Diagnosis of Present Position with respect to: General Scenario and Educational Scenario
- II. Review of Past Educational Plans, Programmes and Policies
- III. Projections of Major Socio-Economic and Educational Trends
- IV. Plan Formulation and
- V. Plan Implementation.

3. What is Data?

There is an erroneous belief by the lay person on what data is. Some will readily opine that data is about numbers alone. Data has been described as a value assigned to a thing. According to Vangie Beal (2016), data is distinct pieces of information, usually formatted in a special way.

In general, data are information that have been gathered and translated for some purpose, usually analysis. It can be any character, including text and numbers, pictures, sound, or video. If data are not put into context, they don't mean anything to a human or computer.

Data is a collection of facts, such as numbers, words, measurements, observations or even just descriptions of things. Data can be qualitative or quantitative.

Data can be described as information which can be used to enhance knowledge. Events that leave behind perceivable physical or virtual remains can be traced back through data.(Wikipedia)

Information in raw or unorganized form (such as alphabets, numbers, or symbols) that refer to, or represent, conditions, ideas, or objects. Data is limitless and present everywhere in the universe. (Business Dictionary). Data that required in the education industry are multifarious. They include, number of teachers available for the industry at all levels (primary/preprimary. Secondary and tertiary). It is also required at the level of each profession,

Number of schools at each level and their carrying capacities, past policies, population of students,

Present and expected future enrolments, age classification of births in the country over a specified period, Available material resources at all levels, funds, available professional /human resources in each level among others.

Types of Data: They include Qualitative and quantitative data

Qualitative data is everything that refers to the quality of something: A description of colours, texture and feel of an object, a description of experiences, and interview are all qualitative data.

Quantitative data is data that refers to a number. For example, the number of eggs, the size, the

price, a score of some students, amount of money, etc.

However there are also other categories that you will most likely encounter:

Categorical data: when the data is described using particular attribute to describe it such as “new”, “old”, “broken” etc.)

Discrete data: In lay mans language, these are whole numbes. For example 3eggs, 2bicycles, scores of tests that are whole numbers, number of boys or girls in a class. Continuous data: these are mostly data obtained from measurements. For example, length of plots of land (105.4m), length of cloth (10.2m), diameter of ball (2.3cm). They are continuous in nature.

4. Challenges of Data in Education Industry.

As discussed above, a good educational plan is hinged on available data in the required multifarious form. Most of the previous policy enactment either by indigenous government in Africa or by foreign educational agencies is often challenged because of the non-availability of dependable data. Most countries in Africa cannot boast of correct educational data as well as birth registration thus making it difficult to prepare an adequate educational plan for their countries. A number of challenges makes it difficult for some of this countries to have appropriate up to date data that can be used for effective and efficient educational plan. Some of these problems are discussed below.

Funding: The process of gathering or collecting data for education is capital intensive. Most governments do not fund the process adequately thus a haphazard job is done. Hence the data is hardly useful when available.

Geographical locations/terrains: Most rural areas are not readily accessible to enumerators. Family units exists in these places. Data collected in such areas are not appropriate as they do not represent the actual number of people in such areas. So also the material resources in such areas are not enumerated.

Personnel: In most cases, professional personnel are not available to provide technical support for enumerators. In these days of computer processing of figures, many people

involved in data collection are not computer literate. Hence they mishandle the result or computer sheet thus leading to inadequate data processing.

Political Interference: The issue of politicizing data collection in education system or general census is a major problem. Since fund from federal level are based on population, sometimes the data collected are falsified. Sometimes data collected within the same organisation are different. Hence such data cannot be used for any meaningful educational planning.

Inconsistencies in government policies encourages inappropriate data gathering. Sometimes two or more different organisations are entrusted with collection of data within the same period and for the same purposes. Sometimes, these organisations will be at loggerheads with each other. Even their sources of primary data gets bored and frustrated with too many paper works that are often a repetition of earlier one. This does not encourage accurate data collection. Each of them end up providing different data from the same sample space.

Culture: Gathering of appropriate data is sometimes inhibited by the culture of some areas. In some areas it is a taboo to disclose the number of children a family has or even allow them to be counted. These practices does not encourage appropriate data gathering.

Religion: Religion is very powerful and sensitive in this part of the world. Some religion does not allow visitors to the quarters of women be it wives or daughters. Such people cannot be enumerated.

Insurgency: Some African countries in recent time like other parts of the world has been experiencing insurgency. The activities of these people makes it difficult to collect data in the areas where they operate.

Insecurity: Various forms of insecurity is daily contributing to the challenges of data gathering. Activities such as kidnapping, robbery, suicide bombing, fraudsters among others makes people to suspect every activities such that pilot samples are difficult to access in areas enumerators are not familiar with. Such people may be apprehended and maltreated before they show evidence of being in the area for data collection.

Communication breakdown: In areas where illiteracy still pervade the society, it is often difficult to have some questions answered. In some community, talking about sex is almost impossible. So also they find it difficult to respond to questions posed by interviewers. Hence data collection become tedious in these kind of environment.

Nonchalant attitude of record keeping officials: Most times, officers in charge of keeping records in ministries, parastatals and organisations including education institutions do treat records the way it ought to be treated. May officers cannot account for past records in their care thus making it impossible to collect data from such sources.

Unstable academic calendar and system: This has make it impossible to collect educational data that will be whollistic for the country. It is either several states primary, secondary, or tertiary institutions are on strike or the federal institutions are protesting. Collecting their data all at once becomes a herculean task.

Gbadamosi (2005), listed certain factors as constraints on data collections in Nigeria. They include: dearth of data, inadequate skilled personnel, inadequate finance, geographical maps, transport barriers among others. In the same vein, Arun (2006) listed constraints of data collection in Nigeria to include appropriate infrastructure, public attitude, dissipation of efforts, problems of data collection itself such as age shifting, supervision of enumerators and their remuneration, registration of birth and death rates among others.

Vangie Beal (nd), listed what he called Vbased characteristics as ten challenges associated with the main tasks involving big data. They are as cited below:

Volume: = lots of data. The actual numerical scale at which the data volume becomes challenging in a particular setting is domain-specific. Many tons of data is now being dealt with.

Variety: = complexity, thousands or more features per data item, the curse of dimensionality, combinatorial explosion, many data types, and many data formats.

Velocity: = high rate of data and information flowing into and out of our systems, real-time.

Veracity: = necessary and sufficient data to test many different hypotheses, vast training samples for rich micro-scale model-building and model validation, micro-grained “truth” about every object in your data collection, thereby empowering “whole-population analytics”.

Validity: = data quality, governance, master data management on massive, diverse, distributed, heterogeneous, “unclean” data collections.

Value: = the all-important V, characterizing the business value, and potential of big data to transform your organization from top to bottom.

Variability: = dynamic, evolving, spatiotemporal data, time series, seasonal, and any other type of non-static behavior in your data sources, customers, objects of study, etc.

Venue: = distributed, heterogeneous data from multiple platforms, from different owners’ systems, with different access and formatting requirements

Vocabulary: = schema, data models, semantics, ontologies, taxonomies, and other content- and context-based metadata that describe the data’s structure, syntax, content, and provenance.

Vagueness: = confusion over the meaning of big data (Is it something that we’ve always had? What’s new about it? What are the tools? Which tools should I use? etc.).

Suggested Solution to Data Challenges in Educational Planning

Data Archives: This could be set up as done in advanced countries of the world. In this place, the duty of keeping all information that can be termed data is entrusted. It will hold first hand acts, data, and evidence. The data format can be in various materials such as letters, reports, notes, memos, photographs, digital files and other primary sources.

Cyber infrastructure: It is the coordinated aggregate of software, hardware and other technologies, as well as human expertise, required to support current and future discoveries in science and engineering. Setting up a place like this here will ensure first hand data collection that will be appropriate particularly for educational planning.

Enlightenment campaign among stakeholders: This can take several forms. One of such is through workshops and seminars.

Keeping records should be made part of all seminars and workshops. Also, the need to supply correct undiluted and unfalsified data should be stressed.

Appropriate funding: There is little that can be done if data collection and preservation is not funded in the required sum. However, such funding should be devoid of political play-offs. The amount released should be to the appropriate agency meant for data collection and preservation.

Centralising all agencies involved in data Management: There is the need to centralize all agencies that have to do with data collection particularly educational data. This will ensure availability of educational data for educational planning at all levels. Data would be available as and when needed. The issue of not knowing which agency to supply what will be removed. This however does not preclude branches in other agencies but they must liaise with the central body to prevent duplication and it is the central body that will be responsible for supplying any data required for planning purposes.

Reduction in frequent changes in educational policies: There is the need for continuity in government policies in education. As noted by people, most policies are good, it is the operators that in most cases fail to follow the process of implementation as laid down. Also, policies implementation in most cases are not allowed to mature before it is thrown overboard. This most times renders useless some infrastructure already put in place and encourages wastages and begin-again syndrome. Operators of the political atmosphere in countries should note that government ought to be continuous. The tendency to be termed originator of a particular system should be done away with as much as possible and should be used only when it has been discovered that the subsisting policy can no longer be corrected and cannot serve the educational purposes of the country.

Special courses to train specialists/personnel: As noticed earlier on, there are not enough personnel that have the knowhow of data collection and preservation. Special courses should be mounted to produce en masse personnel for the purposes of data management particularly educational data. During collection of data, ad hoc staff should be given appropriate

training and properly examined to determine their suitability to the work before being engaged in the work. It should be emphasized that the human involvement in data management is paramount as they decide what should and would be done even in the days of computer and modern gadgets in data processing.

Appropriate charting of geographical areas by specialists: There is the need to appropriately chart areas to be covered when collecting data so that such data could be correct and be useful in educational planning. Various methods now exist that could be tapped into to produce appropriate geographical maps that will be useful for enumerators and interviewers.

Communication diversification: During collection of data, communication should be such that it can be understood by the natives. This will enable deep understanding of the request of enumerators and interviewers. Hence, information supplied will be of use in planning.

Enlightenment of the Population: This is necessary from time to time to enable the entire population particularly those in the remote areas to have the need to embrace enumerators, interviewers and others on duty and provide appropriate information that will be useful. Such enlightenment should include explanation on cultural perspectives that can work against the result of data gathering and collation for preservation.

Enhancement of security: Government should strive to reduce to the barest minimum insecurity and insurgency in the country. This will help to improve data gathering in such areas.

Eleazar (2006) suggested the use of the following on issues on data management in the country. They are:

- e-Research

Commonly used term in the UK and Australia that is synonymous with the US favored "e-science", it has been [defined](#) as encapsulating research activities that use a spectrum of advanced information and communications technology capabilities and embraces new research methodologies emerging from increasing access to:

Broadband communications networks, research instruments and facilities, sensor networks and data repositories;

Software and infrastructure services that enable secure connectivity and interoperability;
Application tools that encompass discipline-specific tools and interaction tools.

E-research capabilities serve to advance and augment, rather than replace traditional research methodologies, but there is a growing dependence on e-Research capabilities.

- E-Science (or eScience)

It is used to describe computationally intensive science that is carried out in highly distributed network environments. It is a new research methodology (Hey and Hey, 2006) rather than an emerging "science".

- E-Scholarship

This newer term derived from e-science includes a broader focus of data issues in all disciplines, such as the Digital Humanities. The following E-scholarship goal was drafted in 2010 to provide a framework for continued development in this area. 'The Libraries will provide life-cycle management solutions for digital content through engagement in strategic partnerships, leveraging of Libraries' (and campus) assets, developing and sharing our expertise, and collaborating to develop essential infrastructure.' Grid Computing (or the use of computational grids)

It is the application of several computers toward a single problem at the same time usually to a scientific or technical problem that requires a great number of computer processing cycles or access to large amounts of data. {MacEwen, 2016}

5. Conclusion

Proper educational planning cannot take place in the absence of adequate and appropriate data. Several government policies at all levels (Federal, State and Local) at all levels of education, (Pre-primary, Primary, Post-primary and Tertiary) seems not to work as a result of the use of "rule of thumb" in planning. Scientifically verified and processed data is needed to properly plan education in the country. It is therefore imperative for all stakeholder to begin to do appropriate things that will make available usable data in the field of educational planning. The process of gathering, processing and the entire management of data should be

rejuvenated such that current data in education comes in within two weeks of the academic calendar and with as little bottleneck and delays as possible. For example, schools should be able to input their data directly using the internet copying all appropriate organisations that need to have the data. The use of supercomputers to process such data such that the data could be used to plan for educational event within the academic year and the coming one will make educational planning relative and easier than it is presently done. These processes if adopted will ease challenges of data in educational planning.

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Examining Students' Performance Using Multiple Mouse Presentation in The Classroom: The Case Of Microsoft Mouse Mischief

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Abstract. With the quest for technology integration in the classroom, it becomes imperative for low resource schools to look to developing innovative ways of designing and delivering instruction using low cost technology. This study examined whether the use of the interactive Multiple Mouse presentation, had more effect on students learning outcomes than the conventional method of Teaching, using visual art as a subject of choice. This study was undertaken with the goal of strengthening the integration of technology in the classroom, especially for developing countries like Nigeria. The research design was a pre-test, post-test, control group quasi-experiment; the population consisted of Junior Secondary School three visual art students (JSS3) in Ogun state. Purposive sampling technique was used in selection of the schools and intact classes of students were used in each of the selected schools. The postulated hypotheses were tested using the Analysis of Covariance. The results revealed mean gains across the treatment groups. The Multiple Mouse group recorded the higher post-test mean achievement score of 17.67, while the Conventional method group recorded a post-test mean achievement score of 15.16. The findings revealed significant main effect of treatment on students' achievement ($F_{(2, 91)} = 3.758, P < 0.05$). The study therefore concluded that Multiple Mouse Presentations could be an effective strategy in presenting instructions. It was recommended schools that lack sufficient resources can take advantage of this type of

presentation to increase more students access to technology enhanced learning.

Keywords: Single Display Groupware, PowerPoint, Microsoft Mouse Mischief, Multiple Mouse Presentation, Multimedia.

1. Introduction

The prescriptions and learning competencies defined in the 9-Year Basic Education Curriculum in Nigeria (NERDC, 2006) encouraged the integration of ICT in the teaching and learning process. In spite of this policy, we still find that computers are in short supply in most secondary schools in Nigeria, the challenge is how best the few available can be effectively used for instruction? According to Ajagun (2009) there is a need to begin to explore programmes for expanding the use of this technology and others in our schools. It has also become necessary to find adequate media and technology solution that would improve the use of ICT in the teaching and learning process. The adoption of low-cost computing and technological skills in the classroom can help to advance the knowledge of the students, improve access to information, and bridge the digital gap between schools in rural and urban areas of the country. In the light of these, the question of how these low-cost technologies can be accessed and most effectively utilized in education is what must be answered.

There are Free to download and use freeware, and open source software is available to support the activity and content requirements of instruction. Microsoft and some other educational bodies offers free tools to help engage students in a variety of subject areas. Today, most schools in Nigeria are faced with budget challenges, having tools available of required quality and quantity that promotes interactivity is a great challenge and yet there are untapped resources for teachers. Teachers can use these free interactive tools to engage the class in productive learning activities, whether it is used in the art class, music class or science class, and these tools have something to offer students in nearly every grade. Some of these free tools also help with collaboration in class or online and one of such free tool is the Microsoft Mouse Mischief. Mouse Mischief integrates into Microsoft PowerPoint, letting students actively participate in lessons by using their own mice to click, circle, cross out, or draw answers on the screen. Most teachers will subscribe to the opinion that the most difficult part of their profession is to engage and excite each student in their classrooms. By using a variety of materials such as interesting examples and engaging activities, teachers try to make their lessons interesting so that each student can get involved in and benefit from these lessons. Microsoft Mouse Mischief is one of these simple but engaging tools that will help teachers get more out of the plan to be covered in lessons (Kiliçkaya, 2011). It is the researcher's belief that the possibilities provided for by single display group wares and presentation media like Microsoft Mouse Mischief may proffer a solution to low cost technology integration in the classroom.

2. Single Display Groupware

Single-display groupware systems enable students to concurrently share and interact with a computer via mice and on-screen cursors. Such setups have recently received attention from researchers and educators in developing region classrooms because of their potential to increase student motivation, engagement, and social interaction during learning while dramatically reducing the per-student cost of computing

(Moraveji, 2008; Moraveji, Inkpen, Cutrell, & Balakrishnan, 2009; Pawar, Pal, Gupta. & Toyama, 2007). Single-display, multiple mouse systems are less expensive in overall cost of ownership, maintenance, and administration. Patra, Pal, Nedevschi, Plauche, and Pawar, (2007), argue that providing students with their own input device (e.g., a mouse) connected to a shared computer may be as pedagogically effective as individual laptops for some learning outcomes, while other researchers point out the social and organizational value of shared display systems in the classroom (Moraveji, et al. 2009). The multiple mouse and cursor model has been evaluated in both developed and developing countries, but mostly in small group settings. These studies have shown that providing groups of two and five students with their own mice and cursors positively impact their motivation and engagement, compared to a single mouse shared amongst a group. (Pawar, et al, 2007). Over the past two decades, there have been several studies on multi-mouse SDG setups, with a few more recent efforts mostly concerned with supporting education in developing regions (Moraveji, 2008; Patra et al, 2007). Inkpen (1995, 1997, 2001) conducted much of the early research on multi-mouse SDG setups, looking for ways to support synchronous collaboration as well as give-and-take protocols. Stanton and Neale (2003) studied the use of KidPad and found advantages in the distribution of interaction and dialogue when children each got their own mouse instead of having to share one. Pawar et al.'s (2006) work is another example of multi-mouse SDG being used for educational purposes in developing regions. The more recent example of multi-mouse SDG is Mischief (Moraveji, 2008; Moraveji, et al, 2009, Grishan 2010, Astuti 2010). It takes multi-mouse SDG to greater scales by having dozens of mice connected to one computer. Mischief system was designed for classroom-wide use (i.e., 10-30 students,) each with a mouse and cursor, and a shared, projected display (Moraveji, 2008). The low cost of single-display groupware systems makes them promising for further research.

3. Microsoft Mouse Mischief

Microsoft Mouse Mischief is free and can be easily downloaded as an 'add in' for Microsoft PowerPoint, which allows teachers to create interactive PowerPoint presentations that engages students in the classroom. It is easy to use because it integrates into familiar PowerPoint technology, so one does not have to spend time learning new skills to use it. PowerPoint, one of the most widely used presentation software applications has evolved over the past years to the point where it has many desirable features as a course-authoring system. (Keller, 2003). In Robnolt, Mazzeo, Watwood, Lawal, and Hassell (2012) study, findings on 'What are faculty and students' expectations of digital media for educational use', revealed that students expected the use of PowerPoint presentations in the classroom. In addition, the open-ended response results (n=677) showed that only 3 students mentioned PowerPoint as a technology they did not want to see used.

PowerPoint can be very effective in the display of pictures, diagrams and other visuals; the teacher has them ready and does not need to spend time to draw them on the board. They can be used, at the end of a unit or a discussion, for a summary and review. Anulobi's (2012) study of the effectiveness of PowerPoint slides and chalkboard instructional delivery methods on students' performance in Junior Secondary School Fine Arts revealed that students taught with PowerPoint slides presentation performed better than those taught without the PowerPoint slides (conventional group). Although there are many advantages to the use of this technology in the class, but PowerPoint as a tool for presenting information has always been used as a one-way medium. The Mouse Mischief add on (multiple mouse presentation) makes Office PowerPoint an interactive medium and also provides a plan of reinforcement and real-time assessment.

Compared to other interactive classroom technologies such as smart boards, interactive white boards, e.t.c, Mouse Mischief is very affordable; making it is easy on the classroom budget. A classroom can be set up to play multiple mouse presentation lessons without purchasing expensive hardware, it enables multiple people to use a single computer simultaneously by using common computer

peripherals like mice, equipping teachers with technology teaching tools at an affordable cost. By combining conventional teaching techniques with the interactive benefits of Mouse Mischief, teachers are able to present a more engaging classroom experience. A pilot study of Mouse Mischief at a secondary school in West Jakarta, Indonesia, revealed that teachers found that the use of the interactive tool, keeps students focused on lessons; makes teaching more rewarding, helps teachers cover 25 percent more material, and improves student learning. (Astuti, 2010). The result of this case study and others that have reported positive outcomes has influenced the choice of the use of this form of presentation for this study.

4. Classroom Response System

The improvement in the teaching and learning process can be facilitated by teaching methods that give immediate feedback on students' comprehension of the subject taught, these immediate feedbacks can be provided with the use of Multiple Mouse presentation such as Microsoft Mouse Mischief. Mouse Mischief is an alternative to expensive classroom response systems. Classroom Response Systems (CRS), also known as Student Response System (SRS) is a technological way to assess students. The SRS- empowered classroom provides the quantitative tools to influence the processing of questions and formulation of answers by the student. The multiple mouse presentation also provides feedback through its student's response system. The instructor is able to ask questions from each student and the questions which come from a computer are displayed for each student to view. Each student can answer the test questions at his/her own pace and respond with a device (in this case 'a computer mouse'). A Bluetooth or infrared transmitter picks up the student's response and sends it to the computer, which stores the responses and can provide detailed reports. This system allows instructors to obtain immediate feedback from each student. Feedback is an important part of the learning process, and it is important to provide learners with clear feedback about their progress on an ongoing basis (Gee, 2005). Multimedia applications like the Microsoft multiple mouse

add-ons that provide opportunities for student self-assessment offer a particularly valuable opportunity for feedback.

It also supports collaborative learning when using Mouse Mischief in Team mode; in team mode, all members of a team need to work together to agree on an answer before it can be selected. It improves classroom management, by allowing the teacher to have a better visibility of the overall student participation, the progress and comprehension of the entire class, thereby allowing the teacher to adjust lessons on the spot. According to Boury (2010), Mouse Mischief encourages collaboration. "As with teachers, students tend to do their best work in a group," "They can share ideas and be forced to defend them. Mouse Mischief encourages this kind of collaborative learning". Also, the ability for everyone to answer a question at once thus involving the whole class instead of only one student at a time, engages everyone and makes lessons proceed faster.

5. Multimedia and learning Styles

The multimedia learning tools used in this study (PowerPoint and Multiple Mouse Mischief) accommodates three types of learning styles and these three types are effective in the ways of learning. The fundamental principle behind multimedia learning is best described by Mayer (2005), this: "People learn better from words and pictures than from words alone". In this context, the PowerPoint presentation used words, which include written and spoken texts, and pictures include static graphic images and animation. Research tells us that the use of both words and pictures allows the brain to process more information in working memory (Sweller, 2005). By using multiple channels of working memory, multimedia content can increase the likelihood that information will be effectively integrated into long term memory and not lost. Mayer (2003) also states that Multimedia presentations are more effective when the learner has the ability to interact with the presentation and when the content and format actively engage the learner. Active engagement helps the student construct knowledge and organize information into meaningful schema (Mayer 2003). The Microsoft mouse mischief

add-on allows for multiple mouse presentation which enables the learners to interact with the PowerPoint presentation and thus lead to active engagement of the learners.

It must also be emphasized that regardless of individual learning style, degree of talent or creative ability, effective and interesting teaching techniques have potentials of encouraging young learners to study even unpopular subject like Visual Arts. it is possible that the positive outcomes achieved with the integration of these types of technologies in teaching other school subjects may also be replicated in the teaching of Visual Arts. The study examined if the use of Multiple Mouse (MM) presentation media will contribute positively to the teaching and learning process. Specifically, the study set out to examine whether the use of the Multiple Mouse presentation is in anyway more effective than the conventional method used in teaching Visual Arts.

6. Hypothesis

HO₁: There is no significant main effect of treatment (Microsoft Mouse Mischief and Conventional Method) on students' achievement in Visual Arts.

7. Methodology

The research design for the study was a pre-test, post-test, control group quasi-experiment. The variables in the study are: The dependent variable being the students learning outcomes with respect to Achievement in Visual Art and the independent variable is the presentation media strategy at 2 levels; (1) Multiple mouse presentation (MM) – treatment group and (2) Conventional Method (CM) - control group

The population for this study consisted of the Junior Secondary School three students (JSS3) in Ogun state. Purposive sampling was used in the selection of schools based on some criteria which included the availability of a computer laboratory and students with basic knowledge of computer studies. This was because prior familiarity with the Computer would help reduce

the time required for training and the effect of novelty of the technology on the students. It was also to ensure possible continuity of the use of the technology after the end of the treatment. Junior Secondary Schools that satisfied the criteria were purposively selected. In each of the schools, intact classes of JSS3 were used.

The Procedural instrument used was the Multiple Mouse Presentation (MMP). The multiple mouse presentation package was designed and administered on the experimental group. The learning materials were topics adopted from the National Curriculum for Creative and Cultural Art (NERDC 2006). A PowerPoint add-in called Mouse Mischief, which was used to create and play interactive, multiple-mouse presentations. The PowerPoint slides, with the interactive dimension enabled by Mouse Mischief application, allowed the students to point and click or pick and drag on the PowerPoint presentations. Questions requiring yes or no answers, multiple choice questions, and drawing activities were included in the slides. The Measurement instrument was the Visual Art Achievement Test. (VAAT) this was used to generate data for analysis to determine if any statistically significant differences exist among the groups at the beginning of the study and its shuffled version was later used as post-test.

7.1 Experimental group. Multiple Mouse Presentation (MM)

The students received their instruction through PowerPoint presentation. Mouse Mischief is a PowerPoint add-in that was used to create interactive, multiple-mouse presentation. The

slides developed for experimental group were projected for the class, to accompany teaching alongside discussions and demonstrations. Students participated in the presentations at the same time by using their own mice. Each student remained at his/her desk and was provided a mouse that was connected to the instructor's system using a USB hub. Each student had a different mouse pointer with its own character. Using different characters per cursor was intended to allow each user quickly to identify their cursor. Students interacted individually on each slide, responding to the same questions at the same time.

7.2 Control Group: Conventional method. (CM)

Teaching of the same content was done using the conventional method of teaching. The media used to aid the teaching were illustrations, pictures and graphics sourced from Creative Art textbooks.

At the end of the treatment, the VAAT was administered as post-test, the same set of tests used for the pre-test. To reduce the test re-test effects, the items were reshuffled to minimize students' use of previously acquired response sets. The data collected were analyzed using descriptive and inferential statistics. Means and standard deviation scores are the descriptive statistics used to show estimates of the post-test achievement scores. The formulated hypothesis was tested using the Analysis of Covariance (ANCOVA), with the pre-test scores as covariates.

8. Results

Table 1: Descriptive Results of Students' Achievement in Visual Arts

Presentation Media		N	Mean	S.D.	Minimum	Maximum	Range
Mouse Mischief (MM)	Pre-test	45	14.67	3.58	5	23	18
	Post-test		17.67	3.59	8	23	15
Conventional (CM)	Pre-test	37	13.30	3.30	8	19	11
	Post-test		15.16	2.50	11	21	10
Total	Pre-test	82	14.08	3.66	5	23	18
	Post-test		16.56	3.40	8	23	15

The result in Table 1 revealed the participants' pre-test and post-test mean achievement scores in Visual Arts before and after exposure to the presentation media. At the end of the treatment period, the group of

participants taught using the multiple mouse presentation recorded the higher post-test mean achievement score of 17.67 (S.D. = 3.59); while the participants taught using the conventional method recorded post-test mean achievement score of 15.16 (S.D. = 2.50).

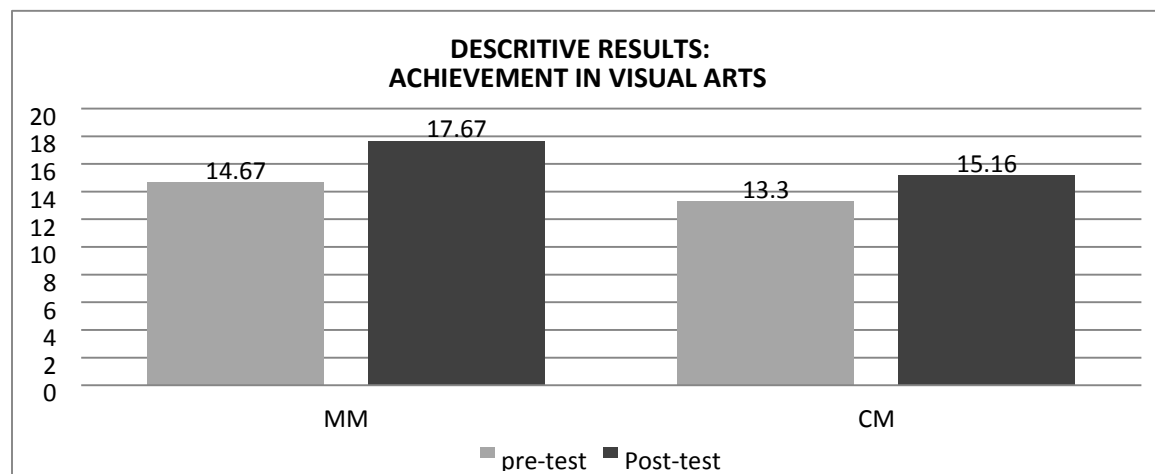


Fig 1: Students' Pre-and Post-test Achievement Scores According to Presentation Media

Table 2: Analysis of Covariance of Students' Achievement Scores

Source of Variation	Sum of Squares	df	Mean Square	F	Sig. of F
Main Effects	800.819	1	800.819	93.045	.000
Covariates (pre-test)	142.744	1	142.744	16.585	.000
Treatment (MM, CM)	64.683	2	32.342	3.758	.027*

* indicate significant F at .05 level

The result in Table 2 shows the main effect of presentation media on the students' achievement scores in Visual Arts. The result revealed significant outcome ($F_{(2, 91)} = 3.758, P < 0.05$), that is, the post-test means achievement scores of the students exposed to the presentation media were significantly different. As a result, the null hypothesis one that states that there is no significant main effect of treatment Multiple Mouse (MM), and Conventional Method (CM) on students' achievement in Visual Arts is rejected.

This result shows that the Multiple Mouse presentations had more superior potency in enhancing learning than the conventional method. The students exposed to multiple mouse presentation strategy recorded the higher adjusted post-test mean achievement score, this can be attributed to the interactivity enabled by

the Microsoft mouse mischief add-on, the students were not mere passive recipients of information but were able to interact with the PowerPoint presentation, leading to active participation and more engagement in the learning process which equally led to greater effect on learning. This finding is supported by the multimedia principle which states that Multimedia presentations are more effective when the learner has the ability to interact with the presentation and that Multimedia is most effective when the content and format actively engage the learner. Active engagement helps the student construct knowledge and organize information into meaningful schema (Mayer, 2003). This is also corroborated by Astuti, (2010) who found that use of the interactive tool (Microsoft Mouse mischief) kept students focused on lessons, and improved student learning.

9. Conclusion

The present study attempted to fulfill the need to further explore the effect of the Multiple mouse presentation media on the learning outcomes of students using Visual arts as a subject of choice. The study provides empirical support in the area of practical demonstration of the use presentation media in classroom teaching. Educators, who are looking for ways to incorporate technology into the classroom can adopt the presentation media used in this study. These presentation media are more cost effective compared to traditional one to one computing environment, by allowing multiple users to simultaneously share one computer. Schools can put more technology in the classroom at a lower cost and with fewer computers for IT staff to maintain. Also, energy consumption and associated cost are lower because only one computer is being powered with its associated station instead of multiple computers.

The use of add-ons (Mouse Mischief) to already familiar packages (PowerPoint) makes it easier for teachers to learn to use the programmes, thus reducing their 'perceived difficulty of use' and increasing the chances of implementation. The use of this presentation media will expand their use of computer in the classroom to teach Visual Art and extend its application to any subject. This will help increase students interaction with ICT in the classroom on a low budget thus developing their ICT skills and allow for interaction and collaboration, thus helping them to acquire skills needed for entrance into the knowledge economy of the 21st century.

10. Recommendations

Based on these findings the following recommendations are made:

- Multiple Mouse presentations as a low-cost technology integration should be used alongside conventional method in the teaching and learning in our secondary schools. Schools that lack sufficient resources can take advantage of this type of presentation media to

increase more students' access to technology.

- It is also recommended that further studies be conducted on the use of Multiple Mouse Presentation (MMP) in other school's subjects. Since the multiple mouse presentation allows for either group or individual interaction, the effect of group interactions versus individual interaction should be examined. Researchers may also be interested in the extent to which teachers are willing to integrate this technology.

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Influence of Internet Usage on Senior School Students' Achievement in Biology in Osun State, Nigeria

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Abstract. The study examined the influence of internet usage on senior school Biology students' in Osun Central Senatorial District, Nigeria. This research is a descriptive research of the survey type. A total number of six hundred (600) students and 20 schools were selected for this study using simple random sampling technique. The instrument used was a researcher's designed questionnaire. The instrument was validated for data collection by three experts from the Department of Science Education, University of Ilorin, Ilorin, Nigeria. The reliability was determined by test-retest method using Pearson Product Moment Correlation Coefficient and a reliability index of 0.68 was obtained. Two hypotheses were tested at 0.05 alpha level of significance and statistically analyzed using t-test. The first hypothesis was rejected while the second was accepted. The result revealed that access to internet contributes positively to the achievement of biology students, it was further revealed that student who use internet for academic purpose and those who do not use it for academic purpose perform at almost the same level. It is therefore concluded that internet usage had positive influence on the academic achievement of Biology students but it is not too significant.

Keywords: Achievement, Influence, Scoring Level, Internet

1. Introduction

There has been a great deal of efforts to improve science teaching and learning over the years worldwide. In recent times this efforts are channeled towards classrooms that are student-centered, activity-oriented and focused on understanding rather than rote-learning and simple recall of knowledge (Owolabi, 2007). Science education is a fundamental component of basic education that prepares children to live in a world increasingly defined by science and technology (International Council for Science ICS, 2002).

Biology is a very important subject in science at the secondary school level in Nigeria. It enables one to understand oneself and his/her intermediate environment. Biology as a subject is one of the basic sciences that are taught in secondary school whose teaching and learning are universally known to be efficient if only they are undertaken simultaneously with the help of adequate instructional materials and facilities (Oghenevwe, 2010).

Biology being one of the science subjects involve processes as identified by Abimbola (2006), these processes include: observing,

classifying, inferring, predicting, measuring, communicating, interpreting data, making operational definitions, formulating questions and hypotheses, experimenting and formulating models. Also biology has two branches, these branches of biology are; Zoology (the study of animals) and Botany (the study of plants), biology is further divided to branches such as ecology, physiology, histology, mycology, entomology, virology, anatomy, etc.

Ahmed (2008) stated that Biology is a prerequisite subject for many fields of learning that contributes immensely to the technological growth of the nation. This includes medicines, pharmacy, nursing, agriculture, forestry, biotechnology and many other areas (Ahmed & Abimbola, 2011). Furthermore, Sarojini (2001) cited some of the usefulness of biology as follows: it helps;

- Scientific research and development of new tools and techniques which in variable improve the quality of our lives,
- Finding applications in medicine, dentistry, veterinary, science, agriculture and horticulture,
- Biotechnology which include fields like genetic engineering and hybrid technology.
- Dealing with ecological problems such as over population, food storage, erosion, pollution, and diseases etc.

Biology plays a vital role in the economic development of the nation. Nwakonobi and Igboabuchi (2010) revealed that recent advances recorded in the field of biochemistry, physiology, ecology, genetics and molecular biology have made the subject a central focus in most human activities including solutions to the problems of food scarcity, pollution, population explosion, radiation disease, health, hygiene, conservation of natural resources, family life, various social vices as well as biotechnology and ethics.

Due to the immense benefits of the subject (Biology), it appears to be the most popular choice of science and non-science students nationwide despite the fact that it is not a compulsory subject. Despite the interest of

students in the subject, researches have revealed poor performance of students in it and student performance over years has been unsatisfactory.

The term Internet according to Cawkell in Ogedebe, (2004) is a large computer network formed out of some thousands of interconnected networks, and it supports a whole range of services such as electronic file transfer protocol, database access and many others. According to Awais, Bilal, Usman, Waqas and Sehrish, (2008) the word Internet is the combination of two words: “international” and “network”. They therefore expressed that Internet can be defined as an international computer network of information available to the public through modem links. So, internet is a worldwide system of linked computer networks.

Today, the Internet has an impact on every facet of our life including business, education, communication, entertainment, social activities, shopping, government, and so on. Many educational institutions around the world are investing greatly on Information Technology (IT), especially internet facilities in order for them to be able to meet up with the societal demand; also they are making efforts to actively promote its usage among students. Although learning using internet or online tools by students has different dimensions, it may consist of some variables such as prior student knowledge of IT, their experience, their perceptions, their competencies, and so on.

2. Statement of the Problem

Biology as one of the major science subject plays a vital role in economic development of the nation and it enjoys a massive enrollment than any other science subjects. Despite its importance to mankind and the effort of researchers to improve its teaching and learning, students' performance in biology compared to the other pure science subjects taught in secondary school is not encouraging. This observable problem has been blamed on a number of factors, namely, inadequate teachers, inadequate material resources, lack of using effective methodology for the teaching of the subject in secondary schools etc.

The poor academic achievement of students in the subject as indicated in the report of WAEC has become a persisted public outcry as regards the falling standard of biology education. Biology as a subject is very important at secondary school level; it enables one to understand himself and his immediate environment.

In addition, students nowadays, spend the better part of their time in school and at home on one information technology device which is connected to the internet, this seems to have reduced interest in reading and limit the time they spent on working on their school courses. This then, is the cause for concern and the need for this study. It is therefore necessary to note that perceived influence of internet on academic achievement of student might not be the actual influence.

3. Research Questions

The following research questions were answered in this study;

- Do Biology students have access to the internet?;
- For which purposes do Biology students use the Internet for?;

4. Research Hypotheses

The following null hypotheses are formulated and were tested

6. Result

Research Hypothesis 1: There is no significant difference in the achievement of students offering Biology who have access to internet and students who do not have access.

Independent sample t-test analysis of the determent of student offering Biology who have access to internet and student who do not have access to internet.

TABLE 1: t-test for hypothesis 1

Internet Access	No.	Mean	SD	df	Sig.	t _{cal}	p value	Decision
Yes	489	1.8744	0.76499	598	0.05	0.874	0.021	H ₀₁ rejected
No	111	1.7678	0.65996					

Source: Survey Data, 2016

The result of this analysis could be reported that the number mean and SD of the students who have access (mean =1.8344, SD 0.76) were not significantly greater than that of those who have access to

HO₁: There is no significant difference in the achievement of students offering Biology who have access to internet and students who do not have access.

HO₂: There is no significant difference in the achievement of students offering Biology who use internet and those who do not use it for academic purpose.

5. Research Method

The research was a descriptive research of the survey type. The study was carried out in Osun State Nigeria. The study was limited to all Senior School Biology Students in Osun Central Senatorial District of the State. The study covered all the 10 Local Governments in the senatorial district. A total number of 20 schools and 600 students offering Biology as a subject were selected as the sample for this study using simple random sampling technique. A researcher-designed questionnaire was the instrument used for this study. The questionnaire was designed in such a way that it will provide answers to the research questions and the hypotheses which the study would answer and test respectively. The instrument was validated by three lecturers in the department of Science Education, University of Ilorin, Ilorin Nigeria. Reliability of the instrument was determined by test and re-test method.

internet (Mean = 1.7658, SD 0.659). The difference is statistically significant and the null hypothesis of no significant difference between the achievement of students who have access to internet and those who do not have was rejected at $t = 0.874$ at the degree of freedom of 598 and $P < 0.05$ for a two-tailed test.

Research Hypothesis 2: There is no significant difference in the achievement of students offering Biology who use internet and those who do not use it for academic purpose.

Independent sample t-test Analysis of the achievement student offering biology o who use internet and those who do not use it for academic purpose.

TABLE 2: t-test for Hypothesis 2

Variable	No.	Mean	SD	df	(2-tailed) Sig .	t _{cal}	Decision		
Yes	507	1.8225	0.74656	598	0.950				H0 ₁ accepted
No	93	1.8172	0.75103						

The result of this analysis could be repeated that the number and mean of students who use internet to academic purpose (N 507) (Mean=1.8225) are not significantly greater than that of those who did not use it for academic purpose (N 93) (Mean=1.8172). But the (SD = 0.75103) of those who do not use it for academic purpose is greater than that of those (SD =0.74655) who use it of academic purpose. The difference is not statistically significant across the mean, standard deviation and the null hypothesis of no significant difference between the achievement of student who use internet and those who do not use it for academic purpose was accepted at $t = 0.065$, df of 598 and p-value (0.95) > 0.05 level of significance for a two-tailed test.

7. Discussion of Findings

Discussions on the findings from the research were based on the results obtained from the data analyzed. These were used to draw conclusion on the research questions and hypotheses while recommendations were duly made.

Globally today Internet is used in almost all sphere of live. More importantly, in an academic environment where students need to search for more information, in order to enhance their academic performance. The study investigated on the influence that internet usage has on the achievement of senior secondary school students in Biology subject. Data was gathered from 600

Biology students in 20 Senior Secondary Schools in Osun State, Nigeria.

Results gotten showed that 489 (81.5%) Biology students out of the 600 respondents have access to the internet against 111(18.5%) who do not have access. The result further revealed that there is a significant difference in the academic achievement of students who have access to internet and those who do not. This aligned with the results of a three-year study conducted by Judge, Puckett and Bell (2006), this researchers monitored the achievement of the students for 3 years in their study, the result gotten shows that access to and the use of the Internet are positively correlated with student academic achievement.

Result gotten from the analysis also revealed that there is no significant difference in the achievement of students offering Biology who use internet and those who do not use it for academic purpose. This implies that the null hypothesis was not rejected. A few studies in literature have found no significant evidence of the Internet usage on students' academic performance, and afew have shown contradicting results otherwise (Englander, Terregrossa, & Wang 2010). Although in an oral interview between the researcher and some respondents, many respondents claimed that they make use of internet for academic purpose and to socially network with friends, some revealed that using of internet make them stay late at night but it does not affect their studies.

This finding goes in agreement with the work of Goolsbee and Guryan (2006) who analyzed the impact of electronic-rate (E-Rate) program on California's public schools' technology adoption for the period of four years (1996-2000). The authors found that the increase in Internet access at schools had no effect on students' test scores.

8. Conclusion

With the result obtained from this study, it is clear that Biology students in Osun State are aware of internet and make use of it. The data collected from the respondents was analyzed t-test. It is therefore concluded that internet usage had positive influence on the academic achievement of Biology students but it is not too significant. This is because the students that use internet had a relative higher score than students that do not make use of internet.

9. Recommendations

Based on the findings in this study and the discussions that followed, the following recommendations are made:

- Students should be taught and guide by their parents and teachers on how the internet could be used in a beneficial manner to aid them in their studies.
- Since the internet is a great library to get information to supplement school work, teachers should encourage giving of assignment and project work to the students. For example 3D images in Biology such as Human Tissue can be found on internet.

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Part Six

Social Psychology

Age as Predictor of Sex Role Identity

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Abstract. Sex role identity is an important aspect of an individual's orientation. Globally, traditional sex role identity is in a state of flux and more and more individuals are said to be embracing flexibility as regards sex roles. This being so, an overlooked area is the influence of age as regards this flexibility. Individuals change with more information, knowledge and experiences which come with age. The present study was therefore put in place to find out if age does have any relation to sex role identity and to find out if individuals grow to be more flexible as regards sex role orientation as they grow older .

Subjects were middle age women undergoing programs in selected Nigerian universities. The Sex Role Orientation Instrument (Mowaiye, 1997) was used to identify the subject's sex role identity while subjects were required to indicate their age on a bio – data form. The result was subjected to analysis using the one-way analysis of variance (ANOVA) and it indicated a significant difference for SRO and age for groups studied.

1. Introduction

Human beings are influenced by various genetic and environmental tendencies. An important aspect is socialization and its interactions with other variables such as age and cognitive manifestations.

In all societies, sex role identification predominates. In the 21st century, things are said to be changing, even in hitherto -societies

regarded as traditional in sex role orientation. This change has led to many studies on gender behavioral flexibility, (Mowaiye Fagbemi (1997), Mowaiye Fagbemi (1999), Mowaiye Fagbemi 2000) and androgynous tendencies among individuals with ample evidence that sex roles are in a state of flux. This researcher wanted to find out if age does affect or influence an individual's sex role identity. This is in view of the fact that age is said to moderate behaviors and tendencies. The present study therefore sought to find out if age has any relation to one's sex role identity.

2. Literature Review

2.1 Gender – Scheme Theory

Gender schema theory proposes that sex typing derives in large measure from gender schematic processing, from a generalized readiness on the part of the child to encode and to organize information - including information about self-according to the culture's definition of maleness and femaleness.

A schema is a cognitive structure, a network of association that organizes and guides an individual's perception. A schema functions as an anticipatory structure, a readiness to search for and to assimilate incoming information in schema relevant terms (Bem, 1981). Gender schema theory proposes that the phenomenon of sex typing derives from gender-based schematic processing, from a generalized readiness to process information and sort out attributes on the basis of the sex-linked associations that

constitute the gender schema. That is, not masculine and feminine categories, or "equivalent classes", regardless of the difference on a variety categories, or "equivalent classes", regardless of the difference on a variety of dimensions unrelated to gender. Thus, items like tender and nightingale are placed into a feminine category, and items like "assertive" and "eagle" into a masculine category.

As children learn the gender contents of the society, they learn which attributes are to be linked with their own sex and hence with themselves. Adults in a child's world are said to rarely notice or remark complementarily on what is considered gender inappropriate e.g. on how strong a girl is or how nurturing a boy is. Similarly, the child learns to evaluate his/her adequacy as a person in terms of the gender schema, to match his/her preferences, attributes, behaviors and personal attributes against the prototypes scored within it. The gender schema becomes a prescriptive standard or guide, and self-esteem becomes its hostage (Bem, 1981). Thus, the motivation to regulate behavior to conform to either femaleness or maleness, cultural myths then become self-fulfilling prophecies, and "thus do we arrive at the phenomenon known as sex – typing" (Bem, 1981).

Sex-typed individuals are seen to differ from other individuals not primarily in the degree of femininity or masculinity they possess but in the extent to which their self-concepts and behavior are organized on the basis of gender rather than some other dimension. Gender schematic; means a college student who might want to decide what new hobby to try will readily make the decision through the lens of gender and would therefore ask: What sex is the hobby? What sex am i? Do they match? If so, then the hobby will be considered further, if not, then it will be rejected without further consideration. Most people are said to be unaware that their perception are organized on the basis of gender.

Gender schema therefore, to Bem is a theory of process not content. Sex-typed individuals are seen as processing information in terms of and conforming to whatever definitions of

masculinity and femininity the culture happens to provide. It is the process of partitioning the world into two equivalent classes on the basis of gender schema, not the content of the equivalent classes. It is believed by some however, that information in the gender schema consists of "fussy sets" organized around male and female prototypes (Cantor & Mitchel, 1979). What prompts so many individuals to organize information in general, and their self-concept in particular, in terms of gender? Why the prevalence of gender-based schematic processing? The answer, according to Bem (1981) is derived partly from the society's insistence on the functional importance of the gender dichotomy; from its insistence that sex makes a difference in virtually every domain of human experience.

In conclusion, from the perspective of gender schema theories, males and females behave differently simply because they have come to perceive, evaluate and relegate both their own behavior and the behavior of others in accordance with cultural definitions of gender appropriateness.

2.2 Socialization of Roles within the Home.

The home-play an important role in the socialization process of any child. What parents approve or don't approve of in any sex depends on the social and cultural milieu in which the family lives. Hoffman (1977) asserted that parents seemed to socialize their sons for the father's 'occupational role' and their daughters 'for the mother's role'

Low masculine and low socialized men and low feminine and low socialized women appear to have established their gender identity by emulating the parent of the opposite sex.

Maccoby and Jacklin, (1974) are of the view that the acquisition of gender roles, would involve in most probability, some combination of all mechanisms; identification, modeling, reinforcement, and reciprocal-role learning, mediated by the child's level of cognitive development.

3. Methods of Study

The sex role identity instrument by Mowaiye Fagbemi (1999) was used to identify the subjects sex role identity while the subjects were required to give their age. Subjects were women who were middle age individuals working as civil servants, teachers and those in private business, and who were acknowledged to still not rest on their oars, but who believe they can and were taking steps to go higher on the social ladder by registering in various programs in Nigerian selected universities. Purposive random sampling was used to select the universities from the north and south of Nigeria. The subjects were also selected by random sampling from varied faculties.

The One Way Analysis of Variance, Duncan Multiple Range and Chi-Square Analysis were used for statistical tools.

4. Result

Research Question I: Is psychological androgyny associated with age?

Hypothesis: There is no significant difference in the sex role orientation of females in the different age groups under study.

To test the hypothesis generated from the research question. The analysis of variance, ANOVA was used. The result is presented on Table 1. The subjects were grouped into four age groups (i.e. levels 20-30, 31-35, 36-40, 41-50) The subjects age ranged from 20 – 50.

Table 1: Anova for sex role orientation (SR) and age among subjects

SOURCE	DF	SS	MS	F-VALUE	P > F
SR	1	4362.4267	4362.42	137.52	0.0001
Age	5	3798.0915	759.6183	2.119	0.0386
SR & Age	5	0.0000	0.0000	0.00	1.0000
Error	215	68518.768	317.216522	-	-
Total	226	114192.810573	-	-	-

Alpha = 0.05

Table 1 revealed that for the subjects, the association between sex role orientation and age is significant- $F(5/215) = 2.19$, $P < 0.05$. The hypothesis is therefore rejected on the basis of the result. To reveal the area of difference, the Duncan Multiple Range test was used and the result is presented in Table 2.

TABLE 2: Duncan multiple range test for SR and age-groups among subjects

SR	AGE	N	X	MSE	DF	CRITICAL RANGE
A	20-30	21	94.5			
A	31-35	17	101	317.22	215	5.35
A	36-40	16	99.30			
A	41-50	5	107.25			
F	20-30	53	67.09			
F	31-35	58	66.35			
F	36-40	32	64.66			
F	41-50	25	65.70			

Note – A= Androgynous
F = Feminine

From table 2, it can be observed that among the androgynous subjects, there is a significant difference between the mean SRO scores of those in the age bracket 20-30 (94.5) and. those in the higher age groups whose scores were greater (except for the age group 36-40 whose mean score of 99.3 only very narrowly misses being significantly greater). However, this significant difference between the scores of the different age levels did not occur for those in the feminine oriented group; although there is a noticeable gradual decrease with age in the mean SRO scores from the lowest age range i.e. 21-30 (67.09) to the highest age group i.e. 41-50 (65.70). The Chi-square test was applied to the frequencies obtained for the age levels in both the feminine and androgynous groups of-students. A non-significant Chi-square value

of 2.3 was obtained which is less than the table value of 7.8 for (3) df. This shows that the frequency distribution obtained for the different age levels among the androgynous students are not significantly different from those of the feminine oriented students. The frequency distribution is shown in table 3.

Table 3: Chi-square analysis for age groups among subjects

Age	Feminine	%	Androgynous	%
30 – 40	53	31.5	21	35.5
31 – 35	58	34.5	17	28.8
36 – 40	32	19.0	16	27.1
41 – 50	25	14.8	5	8.4
Total	168	100	59	100

X² value = 2.3

5. Discussion

The data analysis revealed a significant relationship between sex role orientation and age. A further analysis using the Duncan Multiple Range revealed a significant difference in the mean sex role orientation scores of those between the ages of 20 – 30. This significant difference was however not observed for the feminine groups.

The results indicate that the association between age and sex role identity was significant. Younger subjects between 20 – 30 years of age were found to be more androgynous than the others within the same sex role group and again, the difference was significantly so.

A significant revelation of the study was that quite a significant number of the subjects were feminine by sex role identity while an insignificant number were androgynous.

This study is the exact opposite of a related study by the researcher, Mowaiye Fagbemi (2000), where the researcher found majority of the subjects were androgynous with those in the age – groups of 40 and above were found to be more androgynous than others. One reason for the substantial difference in the results could be because of the nature of subjects used in that study (female executives for the previous).

It is imperative to seek for gender behavioral flexibility among people especially in developing nations like Nigeria ,where the rate of development in all facets of life is nothing to write home about . Gender flexibility would accelerate development.

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Counselling Strategies for Modifying Bullying Behaviour in Nigerian Schools

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Abstract. Bullying is an aggressive behaviour that is very rampant at both primary and secondary levels of Nigerian educational system regardless of the size and type of the schools. It is a worrisome practice in schools and it deserves special attention. Bullying is a form of deviant behaviour that is usually ignored by many teachers, counsellors and school administrators due to its salient but adverse effect. Recently, there has been a growing concern for the increasing level of students' unrest, violence, sexual victimization and cultism in Nigerian schools, all of which are extensions of bullying behaviour which makes it necessary to examine the counselling strategies for modifying it. This paper therefore identified the various strategies that can be used in reducing bullying in schools, while suggesting the comprehensive whole school approach. There is the need for school counsellors to acquire skills in using the various strategies as well as sensitising the principals, teachers, parents and students to the phenomenon of bullying so that they can take roles in bullying prevention as specified in the whole school approach. The paper also made suggestions on how counsellors can seek collaborations among various stakeholders and meet with them in planning and implementing the various strategies related to their roles.

Keywords: Bullying, Bullies, Bully Victims, Counselling Strategies, Nigeria, Schools

1. Introduction

Bullying is an aggressive behaviour that is highly overlooked. It is very rampant at both primary and secondary levels of Nigerian educational system regardless of the size and type of the schools. Bullying according to Asonibare (1998) is a conscious, willful, deliberate, hostile and repeated behaviour by one or more persons with the intention of harming others. It has two key components: repeated harmful acts and imbalance of power, (Sampson, 2009). It has been described as a common experience among school children with 10 to 15 percent of children experiencing it, (Pepler & Craig, 2000). Rutter (1995) described the school as an institution for the transfer of knowledge and culture to the future generation. It is a dynamic human system dedicated to the nurturing of mutual growth and understanding between children and adults. Learners are the centre of focus in schools and there is need to take necessary measures to ensure meaningful learning in schools. Guidance and counselling services have been established in schools to ensure that educational goals are achieved. Various factors affect learning and teaching in schools and these include child growth, age, heredity, interest, home and social effect and violence in school including school bullying and peer victimisation.

Bullying, according to Aluede, Adeleke, Omoike and Afen-Akpaida (2008) means repeated negative events, which over time are directed at special individuals and which are carried out by one or several other people who are stronger than the victim. Negative events according to them, can be aggressive physical

contact in the form of fighting and shoving, and can also be direct verbal bullying such as teasing, verbal threats and mockery. Bullying occurs when a person willfully and repeatedly exercise power over another with hostile or malicious intent. A situation can be identified as bullying if a student is harmed, intimidated, threatened, victimized, undermined, offended, degraded, or humiliated.

Bullying is a common international phenomenon which occurs to some extent in all schools, small or large, single sex or co-educational, private or government (Aluede, Adeleke, Omoike, & Afen-Akpaide, 2008). Bullying occurs in both primary and secondary schools and verbal form of bullying is the commonest among boys and girls. Bullying in schools across the world is beginning to assume a serious dimension, (Aluede, Adeleke, Omoike & Afen-Akpaide, 2008). There is the need to stem this ugly incidence in Nigerian schools.

In view of this, the paper has examined the prevalence rate of bullying, the various forms of bullying found in schools and the effects that bullying has on bullies, bullied and the bullied-victims. This is necessary to show the importance of reducing this deviant behaviour in our educational system. It is not enough to understand the nature of bullying, its prevalence rate and effects without finding means of addressing the problem which is the focus of this paper. The paper therefore reviewed various strategies that have been used by various schools and researchers and suggested other strategies that can be used.

Global Prevalence Rate of Bullying in Schools

Bullying as earlier stated is a common phenomenon in schools worldwide. Available data in America (Hoover, Oliver and Hazler, 1992) suggested that bullying is quite common in US schools. For instance, in a national study by Nansel, Overpeck, Pilla, Ruan, Simons-Morton and Scheidt (2001) it was found that about 30% of 6th through 10th grade students had been involved in bullying incident with moderate or frequent regularity. Lumsden (2002) also reported that there are approximately 2.1 million bullies and 2.7 million victims in American schools. Similarly in Australia, Rigby

(1997) reported that one student out of six between the ages of 9 and 17 is affected by bullying at least once a week. Similar prevalence rates were found in the state of Florida. For example, in a report by Bully police, USA found that over 16 percent of the 2,701,022 school age children in Florida were involved in bullying.

In Israel, a survey of 2,972 students in 21 schools by Rolider (*Awake*, 2003) revealed that 65% of the participants complained of being smacked, kicked, pushed or molested by fellow students. In Netherlands, the finding was not different as one out of twelve secondary school students is “very regularly” or “regularly” bullied, (McEachern, Kenny, Blake & Aluede, 2005). In the same vein, Wet (2005) also reported that in a study carried out by Johannesburg Centre for school Quality and Improvement (CSQI), it was found that 90% of the learners at a Johannesburg school told CSQI that they were bullied in the previous year.

In Nigeria, there are few adequate statistical data to show the number of students affected by bullying. Nevertheless, Umoh (2000) noted that cases of bullying have been reported in many schools in Nigeria. Report from Command Secondary School, Ipaja, Lagos, Nigeria, also indicates that deviant acts are not usually given the desirable attention it requires, (Aluede, Adeleke, Omoike & Afen-Akpaide, 2008). However, Popoola (2005) in his study revealed that 70.6% of 385 secondary school students in ten selected schools in Osun state Nigeria, reported high level of bullying or peer victimization while 27% and 2.1% reported moderate and low levels of peer victimization respectively. The form of peer victimization that ranked first is attack on property followed by physical victimization and then social manipulation.

Bullying has most of the time been ignored by many teachers, counsellors and school administrators because of its silent but adverse effects. Some school personnel even see it as not being a serious problem and consequently pay little or no attention to the behaviour. This lukewarm attitude promotes the deviant behaviour and discourages researchers into investigating bullying behaviour, and this may

be responsible for the few existing literature on bullying among secondary school students in Nigeria, (Idowu & Yahaya, 2006).

2. Effects of bullying

Studies of bullying suggested that there are short-and-long-term devastating consequences on both the bullies and the bullied. For the victims of bullying they are anxious, insecure and lack confidence; they go to school every day with the fear of harassment, taunting and humiliation. Kerlikowske (2003) enumerated some of the negative effects of bullying which include:

- depression in bully victims- He found that 26% of girls who were frequently bullied reported depression as opposed to 8% of girls who were not. The boys are also reported to be 16%, as against 3% who were not. Even as adult, they may be at increased risk of depression, poor self-esteem, and other mental health problems including schizophrenia, (Olweus, 1993; Parker & Asher, 1987).
- Victims are more likely to be suicidal, with 8% for girls and 4% for boys, compared to 1% overall for non-victims of bullying.
- Bullied have difficulty concentrating on their school work, and their academic performance tends to move from "marginal to poor" (Ballard, Tucky & Remley, 1999). Typically, bullied students feel anxious, and this anxiety may in turn produce a variety of physical or emotional ailment, (Idowu & Yahaya, 2006).
- Rate of absenteeism are higher among victimized students than rates among non-bullied peers, as are drop-out rates. According to Rigby 16% of boys and 31% girls reported being absent from school in attempt to avoid being victimized.
- Long-term effects on victims many years after school (Olweus, 1993). The psychological scars left by bullying endure for years. The feeling of isolation and the loss of self-esteem that victims

experience last into adulthood (Clarke & Kiselic, 1997).

- Drake (2003) found that victims of bullies tend to be less popular in school than other students not involved in bullying.
- It can cause physical, academic, social and psychological problems for the bullied.
- Verbal/indirect bullying can leave victim hurt more than a cut with a knife.

Also the bullied who experience chronic intimidation may learn to expect this from others. He/she may develop a pattern of compliance with the unfair demands of those he perceives as stronger. He may become anxious or depressed. Finally, he may identify with the bully and become a bully himself, (Watkins, 2007).

It is not only victims who are at risk for short and long-term problems; bullies also are at increased risk for negative outcomes. The consequences of bullying for the bullies are enormous as highlighted by Watkins, (2007). If the bullies are allowed to continue the behaviour, it becomes habitual. Chronic bullies seem to maintain their behaviours into adulthood thus influencing their ability to develop and maintain positive relationships (Oliver, Hoover & Hazer, 1994). In support of this assertion, Idowu & Yahaya (2006) stressed that one major effect of bullying is its "carry over syndrome". Children who display aggressive characteristics have been found to exhibit at adult stage deviant behaviours, such as sexual harassment, date violence, wife battering, gang attack or cultism and child abuse. (Pepler & Craig, 2000).

Watkins, (2007) noted that bully is more likely to surround himself with friends who condone and promote aggressive behaviour. Aluede, (2006); Wet, (2005) maintained that bullies are seldom able to conclude friendships; their friendships are primarily with other bullies (Pellegrini, Bartini, & Brook, 1999). He may not develop a mature sense of justice. Bullies are often anti-social adult and bullying is sometimes the first stepping stone to juvenile crime and criminal activities. They are likely to engage in anti-social or delinquent behaviours such as

vandalism, shoplifting, truancy, frequent drug use, transfer and arrest by adult, (Aluede, Adeleke, Omoike & Afen-Akpaida, 2008; Idowu & Yahaya, 2006). If he intimidates others to cover up his own insecurities his own anxiety may increase. Kerlikowske, (2003) also stated that bullies are more likely to carry weapons with 43% carrying weapons to school at least once a week; they are also more likely to be injured.

The bystanders are not left out of the consequences. They may become frightened as they observe the interaction and may find it difficult to express himself openly. They may also adopt the behaviours of either the bully or the victims, (Watkins, 2007).

Researchers, such as Nansel, Haynie and Simons-Morton (2003); Ireland & Powell, (2004); and Unnever, (2005) lamented that the effects of being a bully victim were worse than that of the victims or bullies. The bully victim groups were found to have fewer friends than bullies, they are more hyperactive, and the most stigmatized by their peers. They have poor academic achievement, they exhibit conduct problems and a lack of bonding to school (Haynie, Nansel, Eitel, Crump, Saylor, Yu & Simons-Morton, 2001).

3. Strategies Used in Modifying Bullying Behaviour

Since Olweus (1982) first alerts the world of the incidence of bullying in schools, researchers from several nations – Australia, Canada, England, Ireland, Japan, and the United States – have started to explore the nature, prevalence, and effect of bullying among school children. Their findings provide compelling reasons for initiating interventions to prevent bullying. As a result, various strategies have been designed by different researchers and schools to prevent bullying. These strategies include: Systemic approach designed by Pepler and Craig (2000), Befriending Strategy developed by Menesini, Codecasa, Benelli and Cowie, (2003); Peer mentoring advocated by Newman, Holden and Delville (2005).

Other strategies used in preventing bullying are Non-challenge i.e. encouraging bullied to be non-challant to bullying which was developed by Salmivalli, Kharunen and Lagerspetz (1996); provision of Support Services for the bullied developed by Smolkowski and Kopasz (2005); developing and enforcing Anti-bullying policy; Social Development Model of Catalano and Hawkin, (1996) among others.

Sampson, (2009) enumerated various strategies in preventing bullying in schools. These include enlisting the school principal's commitment and involvement; using a multifaceted comprehensive approach; using the whole school approach; increasing students reporting of bullying; developing activities in less-supervised areas, reducing the amount of time students can spend less supervised, staggering recess, lunch and release times, monitoring areas where bullying can be expected. Other strategies enumerated are assigning bullies to a particular location or to particular chores during release times, posting classroom signs prohibiting bullying, having high level school administrators inform late enrolling students about school's bullying policy, peer mediation, zero tolerance policy, group therapy, encouraging victims to stand up to bullies among others. However using only one of the strategies may be limiting and Sampson (2002) stressed that an effective strategy in handling bullying should involve implementing several responses. Hence, the need for comprehensive, whole school approaches such as Olweus (1993) approach, which is eclectic in nature.

Sampson (2002) evaluated the effectiveness of various strategies in bullying prevention. The first strategy evaluated is enlisting the school principal's commitment and involvement in addressing school bullying. Roland (2000) in his research suggested that principal's investment in preventing and controlling bullying contribute to low rates of bullying in school. However, Sampson (2002) stressed that in some situation only a crisis will galvanise the principal's attention in involving and investing in preventing and controlling bullying.

In addition, Sampson (2002) evaluated another strategy, which is increasing students reporting

of bullying. This strategy increases bullies risk of getting caught. The strategy works best if students are convinced that reporting is an appropriate behaviour. To use this strategy, schools need to establish a hot line, or install a bully box where students can leave notes alerting school personnel to bullying. He stressed that anonymous reporting should be encouraged to lessen student's fear of reprisal.

Another strategy used in responding to bullying as highlighted by Sampson (2002) is to develop activities in less supervised areas. This approach increases the effort bullies must make by decreasing their opportunity to bully. This strategy according to her works best if the activities developed interest bullies, and were designed to limit their ability to victimise others. It however requires staff or volunteers such as students, parents and seniors and age-appropriate programming.

Also, the amount of time students spend without supervision can be reduced. This strategy increases the risk that bullying will be exposed and reduces the amount of time for it to occur. This requires that supervisors be trained to spot and respond to bullying. It also requires scheduling changes. When recess or lunch and or class release are staggered, it ensures fewer bullies and victims are together at the same time and increases supervisor's ability to spot bullying, however if some bullies are in the same classes with their victims, other remedial are also needed.

"Zero tolerance" policy is a useful approach in response to bullying advocated by Smokowski and Kopasz (2005). This guarantees that bullies who are caught will be penalized on the first offence. The strategy is used as a last resort, after other responses have failed. Sampson (2002) submitted that bullying is too widespread, longstanding and complex for it to stop simply due to such a policy. This approach may result in high level of suspensions without full comprehension of how behaviour can be changed. This will not solve the problems and may make the bully join gang or other violent group in the society since they spend more unsupervised time in the home or community if suspended or expelled.

Group therapy is another strategy which is intended to build self-esteem of bullies. This strategy is useful if bullies suggest that they have low self-esteem and is the cause of their bullying. He emphasised that most bullies do not lack in self-esteem. Encouraging victims to simply "stand up" to bullies is another strategy which directly pits victims against bully. This method works best if it is accompanied by adequate support or adult involvement. It may however be harmful or physically dangerous to victim of bullying (Limber, Flerx, Nation & Melton, 1998).

Bullies can also be assigned to a particular location or to particular chores during release times. This will increase the effort bullies must make to bully since the approach separate bullies from victims. To make the programme effective, there should be careful consideration to determine which of the two approaches is more appropriate for each particular bully. Sampson, (2002) however noticed that isolating bullies may further anger them and cause additional problems for their victims.

Educating students is another strategy used in responding to bullying. This is done through posting classroom signs prohibiting bullying and listing the consequences for engaging in bullying. This strategy removes the excuse of ignorance and underscores the risks. The strategy works best if signs are posted in all classrooms. The signs and consequences should be age-appropriate. Another way of educating student is for high-level administrators to inform late enrolling students about the school's bullying policy. The school may let them (late-enrolling students) to sign "bullying free agreements" acknowledging the rules and the consequences for violations (Sampson, 2002). Providing teachers with effective classroom management trainings is another approach used in handling bullying in schools. This approach ensures that all teachers in schools have effective classroom management training.

3.1 Systemic Strategy

Systemic strategy is another counselling strategy in handling bullying as earlier mentioned. It is

an organised set of theories designed to achieve positive behaviours (Idowu & Yahaya, 2006). The approach designed by Pepler and Craig (2000) requires the collective participation and

active involvement of the community, school, parents, peer group, bullies, victims and counsellors in modifying behaviour.

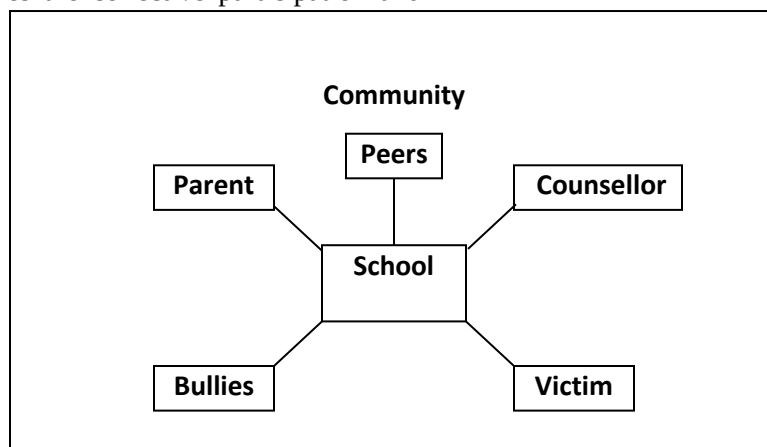


Fig. 1. A systemic strategy to Bullying

Adapted from: Pepler, D.J. & Craig, W. (2000)

The approach highlighted the various roles that the community, schools, parents and peer groups (as socialization agents) have to play in preventing and reducing the rates of bullying. It also highlights various roles that counsellors can play in assisting the bullies and victims towards making positive change. Counsellors in addition to facilitating active involvement of other stakeholders can also employ peer support/mentoring as advocated by Robinson and Maines (1994). Sampson (2002) noted that this strategy allows students to play key roles in resolving bullying problems. She however noted that the strategy works best if conflicts are between students of relatively equal status and not between bullies and weaker victims but may be more appropriate for other problems other than bullying.

Whole-School Strategy in modifying bullying behaviour in schools

Addressing bullying in schools requires an approach that acknowledges the complexity of the problem. Effective violence prevention approaches in schools, including those addressing bullying are characterized by interventions at multiple levels aimed at changing individuals and systems and which are supported by collaboration among stakeholders (Cunningham & Whitten, 2007). Erickson,

Mattaini and McGuire (2004) noted the importance of “Constructing cultures incompatible with violence and threat” rather than relying on curricular add-ons and narrow skills-training approaches. Various approaches that are designed for the prevention of a number of adolescent problem behaviours are comprehensive and address the behaviours through both system and individual intervention. Therefore, addressing bullying should follow this suit. The other approaches earlier discussed are easily combinable in this whole school approach, as it can be integrated with other school-based comprehensive plans to promote healthy prosocial behaviour (e.g. safe and Drug-free schools plans),(Cunningham & Whitten, 2007).

The Whole-School Approach is comprehensive in nature and this is why it is also known as the Comprehensive Approach, because it involves, the entire school community. It involves a variety of strategies that are related to the roles of various members of the school community. School administrators, teachers, other school staff, students, and parents are normally included in the planning, implementation, and evaluation of the strategy to create ownership and investment in success. There is need for all the stakeholders to work together so as to

maximise impact and avoid duplication of efforts (Cunningham & Sandhu, 2000).

The Whole-School Approach, which is comprehensive in nature, was first introduced by Olweus Bullying Prevention Programme, (Cunningham & Whitten, 2007). It has however been improved recently, in 2003. The approach was based on a foundation of awareness and involvement on the part of adults, it includes school level, classroom level and individual level components that work together to maximise impact on bullying (Olweus, 2003).

The Olweus programme has been recognized as a Blue print for violence prevention (University of Colorado, Centre for the Study and Prevention of Violence) due to its proven effectiveness in lowering levels of bullying and victimization, (Cunningham & Whitten, 2007). This approach includes:

- Awareness and problem assessment.
- Environmental/school climate strategies.
- Classroom-based strategies.
- Interventions aimed at individuals involved in bullying.

3.2 Awareness and Assessment

This is the first step in addressing bullying in school. The teachers and other stakeholders are likely to adopt and implement anti-bullying measures if the school gave attention to bullying problem. The role of the school counsellor is to help the school principal understand the importance, of investing the energy of the school community in addressing bullying. This can be achieved by providing information about the prevalence of school bullying, and its harmful effects on school climate and academic achievement as well as on individual students. This vital information can help in convincing the principal that time, energy and funds spent on reducing bullying are worthwhile investments of resources. This same information used by the principal can help win support among school staff. Counsellor can use strategies such as; educating all members of the school community, institutionalisation of a coordinating committee to keep attention focused on bullying, and regular and ongoing assessment of bullying and

victimisation in the school: to create awareness for action.

In-service education: Teachers and other school personnel need to be educated on how to prevent bullying and on interventions with those involved in bullying. This is to make them effective in addressing the problem. The counsellor can help develop educational experiences for school personnel who will cover areas such as how to recognize signs of bullying such as obvious sign of distress, attendance problem, among others, types of bullying, negative effects of bullying on individuals and school environment; assessment and use of assessment information to design interventions and monitor progress. Education should also include follow-up consultation or technical assistance to ensure effective implementation of what is learned. The school counsellor can also recruit key people from the community to be included in in-service education and subsequently involved in planning and implementation of anti-bullying strategies. Such key people include mental health professionals who can provide counselling services for those students who have been identified as bullies, victims and bully victims. In addition, parents are another key people from the community who need to be provided with education to create awareness. The counsellor can work with teachers to develop the most effective approach for educating parents and involving them in anti-bullying efforts in the school.

Bullying prevention coordinating committee: -

This committee is to provide ongoing guidance for school efforts, through keeping attention and energy focused on bullying. They are to ensure that the school's efforts are well coordinated and comprehensive; the school counsellor can help to organise the committee and recruit members in such a way to ensure broad representation. Members should include administrators, teachers, support staff, parents, students, mental health professional and other community service providers who can support anti-bullying effort in the school. The heterogeneity in the membership provides a variety of unique viewpoints for understanding and addressing the problem (Cunningham & Whitten 2007). For instance

teachers, vice principal, students and cafeteria may view bullying differently in relation to the social environments where they witness the act, which vary.

Assessment: - This aspect is an essential component of raising awareness and creating energy to take action. There is need to gather data that describes bullying and victimisation in your own school. The assessment should covers; the measures of the types of bullying and victimisation that occur (physical, verbal, indirect/relational, sexual); the extent of each type. It should also include breakdowns by sex, class and other variables relevant to the school where bullying occurs, role of bystanders in bullying situations, feeling of safety in the school, and negative outcome experience as a result of bullying or victimisation. Such information will serve various purposes, which include:

- Provision of baseline measures of bullying and victimisation in the school before implementation of anti-bullying strategies.
- Provide relevant information for selection of appropriate interventions.
- Post implementation assessment measures can indicate whether changes in bullying and victimisation have occurred in the school.

All stakeholders should share data from the assessment regularly to have concrete evidence of changes that has taken place in the school as well as use the information to guide further planning and evaluation.

3.3 Environmental/school climate strategies

Prevention efforts, which aim at changing specific students' behaviours, should not be narrowly focused. Such approach should take into consideration the larger ecological context of the school. Bullying is a social behaviour, which occurs within the peer group in school and classroom environment. Students operates within a complex world of influence of school-wide and classroom level rules and policy as well as by both adult and peer norms for behaviour. If strategies are to successfully

reduced problem behaviours such as bullying and other related behaviour problems, such strategies should work systematically at changing the climate of the school in ways that support the development of prosocial behaviours that underlie academic and social success.

The work of Hawkins, Catalano and others in the prevention of adolescent problem behaviours emphasizes the importance of creating healthy environment that support the development of prosocial behaviours in youth (Catalano, Haggerty, Oesterie, Fleming & Hawkins 2004; Catalano & Hawkins, 1996). Their Social Development Model (SDM) posits that healthy behaviour develops when youth are bonded to system with healthy normative beliefs. Bonding results from having the skills necessary to succeed in the system, opportunities for meaningful participation in the system and reinforcement for participation. Due to the connection between academic success and social/emotional health (Becker, & Luthar, 2002; Cohen, 2006), it is important for schools to help students achieve success socially, emotionally and academically. School authority should create a positive school climate by establishing and enforcing clear anti-bullying policy, reinforcing healthy norms for behaviour, supporting policy and norms through expectations for adult behaviours that are consistent with policy (modelling) and setting up systems for surveillance and supervision.

Anti-Bullying policy: - School policy should specify behaviour expected of students, the policy should be developed, implemented and enforced. Anti-bullying policy should give clear message about the importance and seriousness of bullying specifically i.e. specifying the types of bullying behaviour. The policy should include various characteristics that distinguish bullying from other aggressive behaviours as well as defining indirect/relational bullying to be able to recognize and address it when it occurs. All types of bullying should be survey, to ensure that they are detected and addressed by school staff.

The policy should make bullying a priority, educate school staff about how to intervene with

all types of bullying and provide follow-up consultation and technical assistance to ensure that staff will follow through with appropriate interventions.

Promoting healthy norms, standards and beliefs: The Social and Development Model (SDM) maintained that healthy norms and beliefs serve as a protective factor against the development of antisocial behaviour in youth (Catalano & Hawkins, 1996). Schools should therefore provide clear and consistent norms for behaviour through formal and informal messages beyond official policy. Vision and mission statements should be used to emphasize the importance of creating culture of respect and recognition where bullying is not tolerated and is not even necessary (Smokowski & Kopasz, 2005).

School should adopt human rights approach to bullying as advocated by Green (2006). This approach explicitly addresses what bias-based bullying (attacks motivated by a victim's actual or perceived membership in a legally protected class) as well as bullying that is not so motivated e.g. bullying based on looks, social status, class, envy and jealousy, personality, and personal idiosyncrasies (p.69). School should reinforce for both staff and students values, attitude and behaviour that encourage the development of constructive relationships. School staff should create norms for behaviour through the messages they give in their day-to-day interactions with students. It is very important that adult values, attitudes and behaviours related to bullying be consistent with both school policy and with those values, attitudes and behaviours expected of students. Teachers should avoid characteristics of bully teachers. School administration should ensure that students are not subjected to behaviours such as: repeatedly punishing the same child, humiliating students to stop disruptions, putting students down to punish them, setting up students to be bullied, and making fun of special education students; in the hands of teachers. Also teachers should avoid the characteristics of bully victim teachers which include allowing him/her self to be bullied, watching as students bully each other, using needless physical force, failing to

set limits, and allowing disruptions without intervening.

Surveillance and supervision: - Observation and staff supervision in high-bullying areas in the school building, and on the school playgrounds; has been identified by Olweus (2003) as approach which helps reduce bullying in trouble spots for victims. Students who are perpetrators or victims of bullying appear to be much more aware of areas where bullying is prevalent than students who are not involved in bullying (Cunningham, Look, Thompson, Wahl & McCane, 2004). There is the need to create awareness, and enlist the cooperation of these students to report and help prevent bullying. Continuous assessment of bullying can provide information about which locations are "hot spots" for bullying and whether bullying in those locations has changed due to interventions.

3.4 Classroom-Based Strategies

Teachers have contact with students every day; this put them at advantage to play vital role in preventing and intervening in bullying incidents that occur in the classroom. The classroom environment provides teachers with opportunities to observe and intercede when bullying situations arise within the peer group. Teachers can also structure their classrooms in ways to discourage bullying and encourage prosocial behaviours. Teachers were found to be the key agents of change in the adoption and implementation of classroom measures to address bullying and they were likely to intervene if they perceived bullying to be a problem, and it found that implementation of classroom interventions was related to a reduction in bullying (Kallestad & Olweus, 2003).

Counsellors with the teachers in the in-service education workshop should deliberate on information about developing classroom rules to address bullying, understanding the dynamics of bullying in the classroom, and adopting classrooms strategies to reduce bullying.

Classroom Rules: - Teachers can prevent bullying through the development,

implementation and enforcement of classroom rules, which support school anti-bullying policies. This coupled with regular class meetings with students to discuss various aspect of bullying including adherence to consequences for violations. The rules should exist within “a culture of respect and recognition” where “everyone works to ensure that there are no social payoffs for bullying” (Smokowski & Kopasz, 2005). They stressed that the rules should entails guides on how those who have previously been involved in bullying can discover alternative forms of personal power and more ways that are effective to obtain recognition or vent their frustrations.

Development of prosocial skills: Prosocial skills provide students with the means to follow classroom rules successfully, and to interact with their peers. Young people according to Catalano and Hawkins (1996) in their SDM will be successful within a given system if they have opportunities for meaningful participation, the skills to succeed and recognition (reinforcement) for performing those skills successfully. The teacher’s primary role is to provide the appropriate opportunities, skills and recognition for students to succeed academically. However, in discharging his duty, he can provide guides for social and emotional growth along with the academic growth. Providing students with the three conditions i.e. opportunity, skills and recognition to succeed socially can prevent bullying and help students function better socially and emotionally.

Development of prosocial skills can be incorporated into regular academic teaching or through guidance curriculum as developed by CASSON Kwara State chapter. Skills such as initiating friendships, managing anger, acting assertively can be taught through group counselling. In addition, school counsellor can organize workshops for teachers to help them address bullying situations that arise as a regular part of student interaction in the classroom. Identifying the social status of students in the classroom, (through sociometric method) members of social groups or cliques and typical roles played in bullying interactions (bully, victim, assistant, reinforcers, defender, outsider)

can help the teacher analyze the dynamics of the bullying situation and decide how to intervene. Teachers can also make use of group work, circle time and project work by mixing those who are isolates, mediator and bully to work together in order to discourage exclusion and social isolation of particular students.

Befriending, mentoring and mediating are other strategies that are related to our indigenous forms of preventing or managing conflict between older and smaller individuals (bullying). A “befriending” strategy has been implemented in two Italian middle schools (Menesini, Codecasa, Benelli & Cowie, 2003). This strategy illustrates how encouraging support for victims among classmates can change the dynamics of bullying in the classroom.

The goals of the program were to:

- Reduce bullying by making bullies aware of their own and other people’s behaviour
- Increase student support for victims of bullying.
- Enhance bystander responsibility and involvement in bullying situations, and
- Improve the quality of relationships among class members.

Evaluation showed that the program prevented the increase in favourable attitudes toward bullying and lack of support for victims that was found in the control students who did not receive the intervention and that has been reported in the research literature (Pellegrini & Bartini, 2000; Salmivalli & Voeten, 2004). Also, the role of outsider decreased with more students indicating empathy for and willingness to take action on the part of the victim. The opposite was true for those students who did not receive the befriending intervention – they showed less willingness to get involved and less willingness to provide support for the victim.

The intervention had effects that are more positive for those students who had previously played pro-bullying roles and for outsiders than for the victims. Although the victims were provided peer support, they appeared to need

more intervention than that provided by a single classroom strategy. In follow-up interviews, victims indicated that the class climate has changed and some bullying had been eliminated, but they were still bullied. The authors concluded that victims need additional forms of intervention such as those described in this article. An interesting point gleaned from the interviews was that bullies sometimes used bullying to come to the aid of victims. Although their intentions had changed, they had not learned the social skills to intervene in a prosocial manner. This finding highlights the importance of giving bullies, as well as victims and bully victims, the skill they need to act appropriately.

Victims can be encouraged to form friend and teacher ensures that he create interest for such victims so that other students would also like to associate with him. These interventions could be reiterated among students in their daily social integration in the classroom and school surroundings. They are natural processes of responsibility toward others and they will enhance empathic feelings, communication, emotional support and reciprocal interventions that children spontaneously display in their everyday interactions. Students are enjoined to be their brothers' keepers, and research findings have shown that the strategies work since it changes the roles of reinforcers and bystanders (Menesini, Codecasa, Benelli & Cowie 2003, Pellegrini & Bartini, 2000; Salmivalli & Voeten, 2004).

The counsellors need to educate teachers on the various strategies and ways to utilize them. Teachers thereafter introduce these strategies to students, they then proceed to select peer supporters or mediators in each class through self and or peer nomination. Teachers then train the selected peer supporters and mediators to improve skills and attitudes that will facilitate positive interaction with other children. Such skills include listening and communication skills. They then organize classroom activities such as class assembly, circle meetings etc. of the whole class to identify the needs of students who are victims of bullying, seek the consent of victims to work with peer supporters, and

specific activities between peer supporters and victims. Teachers need to supervise peer supporters weekly in group. Then they should train more peer supporters or mediators. Counsellor also need to encourage the use of classroom based curriculum by providing leadership in researching and selecting appropriate programmes and then providing training and follow-up technical assistance to teachers in using all these interventions. Administration can sanction these programs as a regular part of the curriculum by providing teachers with the resources necessary to deliver them such as time and funding.

4. Counselling Strategies for helping Individuals Involved in Bullying

This is the major focus of this paper. Some students that are involved in bullying may not respond to school wide and class-level interventions. There may be the need to refer them to the counsellor for individual counselling, to address behavioural and emotional deficits that are related to their bully or victim behaviours. For counsellors to be able to help them effectively and appropriately, he/she needs to recognize the unique problems of each of the groups. This is necessary to determine the appropriate strategy to use. The strategies that the counsellors can use could be classified into three:

- Strategies for helping bullies,
- Strategies for helping victims
- Strategies for helping bully victim.

These strategies have been recommended in the bullying literature because they make logical sense and have some validity in addressing related problem areas or symptoms (Cunningham & Whitten, 2007). The strategies are used by counsellors when working with clients who have social, emotional and behavioural problems. They are consistent with school-wide and classroom-level anti-bullying efforts and build student capacity to function successfully in the school environment academically and socially.

4.1 Strategies for helping bullies

Awareness: Bullies must be made aware of classroom rules and policies on bullying and be held accountable for violations. They must be made accountable for physical, verbal, relational and sexual bullying. The individual awareness or education may be necessary for the bullies in order to enhance their ability to identify and take ownership of their own bullying behaviours. They need education in recognising behaviours that fit the definitions of various forms of bullying and on appropriate social behaviours for interacting with opposite and same sex peers.

Confrontation: Confrontation can be used to address their problem behaviours within the overall context of a school environment that communicate non-tolerance of bullying behaviour consistently in a multiple of ways. However, the confrontation should be passionately made. Counsellor should provide necessary therapeutic conditions such as empathic understanding for the bullies, positive regard and genuineness. Other strategies are social skill training, assertiveness training, peace education, and behaviour contract. However, the strategy that counsellor will employ depends on the type of bullying. For instance, the aggressive bullies have the need to dominate others and use bullying as means of getting what they want without showing empathy. This class of bullying may not need social skills or empathy training since they have cognitive understanding of empathy but lack affective aspect, which is the core component of empathy. They are also assertive/over assertive and if such training is further provided, they may use their skill to cheat others as posited by Cunningham & Whitten (2007). They stress that empathy training may not be a helpful strategy to use with proactive bullies as it may better prepare them to hurt rather than understand others.

Behaviour contract may be used and bullies are reinforced when they act appropriately. They also need peace education. However, if the various strategies failed to work, they may need referral to mental health practitioner on time. For the *passive bully* who engages in bullying for self-protection and for achieving status, they may need social skills training and education on how to achieve positive status without bullying

others. Skills such as decision-making skills and assertiveness training can be taught, counsellors can help the bullies by:

- Making it clear to them that it is their behaviour that is inappropriate not them.
- Help them consider why they might be bullying and what it might feel like to be bullied.
- Making them consider if anything or anyone is troubling them.
- Trying to find a restorative way they can amend and rebuild the relationship with the bullied person if possible.
- Rewarding good behaviour i.e. reinforcement.
- Set boundaries within which the students must work.
- Making them aware that others may encourage them to bully, and the need for them to resist such courage.

4.2 Strategies for helping Victims

The strategies could be divided into two:

- Skill training: to help them develop successful social behaviours.
- Counselling: to address cognitive and affective aspects of victimisation.

On skill training, victims need to develop skills to gain and maintain social support among their peers. Such skills include:

Social Skills Training, e.g. (1) initiating friendship since it has been found that lack of close friends may predispose a child to be bullied. Bullied can be taught how to initiate friendship. (2) Assertiveness training and (3) stress reduction strategies such as managing anger. These can help victims develop skills to form friendship and to respond to bullying using a considered choice of response rather than responding in a reactive and dysfunctional manner. Victims should be helped to avoid responding to bullying with helplessness such as crying, running away, staying home from school or with counter aggression like calling the bully names, harassing someone else, attempting to get others to bully the bully; as these are likely to make bullying continue.

Non-Challance: This is another strategy that counsellor can use. It involves encouraging victim to be non-challant to bullying i.e. appearing and staying calm and should not take bullying seriously or of not caring; victim can even be playing with phone or other thing or texting someone on their phone. This approach according to Cunningham & Whitten (2007) has been found to be an effective strategy to get bullying to decrease or stop. Teach victim how to remain calm and remove himself or herself from the bullying situation.

Peer mentoring, buddying or befriending are other strategies. These could be used to help build social support networks for victims. Also, students identified as “defenders” have been found to have social status in the peer group and can be recruited to provide support to victims through structured approach as highlighted above under the classroom strategies and also in every day school environment (Goosens, Olthof & Decker, 2006).

To address the victim’s subjective feeling in bullying situation, *individual* or *group counselling* can help victims work through cognitive and emotional responses to being victimised and *Rational Emotive and Behavioural Therapy* REBT of Albert Ellis can be used to help victim. Smokowski & Kopasz (2005) stressed the importance of seeking out and identifying victims that need support services since they do not readily self-identify. Signs that could help identify bullied include obvious signs of distress. These include tearfulness or constant miserable expression, attendance problem, frequent headaches, stomach aches or complaints of feeling generally unwell. Other signs are bruising on face or body, isolation from other children, sudden deterioration in standard of work, reluctance to leave the classroom after lesson/closing, tendency to stay close to staff during breaks, damage to child’s property/losing money and belongings etc.

Victims should be encouraged to report bullying and school personnel should, listen and respond to bullying effectively. School staff should be aware of these special groups and provide support and assistance.

Strategies for helping Bully Victims

These groups are easily identified by staff due to their impulsivity and inability to regulate their behaviours, which result into disruptive behaviours in school. They can benefit from strategies specified for bullies and victims such as social skill training, self-management skills, assertiveness training, and anger management. These strategies would help bully victims to engage in more appropriate behaviours in the classroom. Anger management skill can also help victim to manage negative emotions. Bully victims would also need individual or group counselling to deal with their problem behaviours and to work through their negative emotions and if they do not respond to school counselling, they may be referred to the mental health practitioner.

5. Conclusion

In addressing bullying effectively, comprehensive approaches should be employed; the Olweus Bullying prevention programme includes four components: awareness and problem assessment, school climate change strategies, classroom-based strategies and strategies for individuals involved in bullying. This paper has presented the Whole-School Approach as the best strategy for handling bullying in schools. Other strategies, that are part of the Whole-School Approach, but not necessarily Olweus Bullying prevention programme have also been presented.

However, Cunningham & Whitten, (2007) opined that for the strategies to work i.e. to prevent/manage bullying, it is very important to ensure that programme components are well planned; and truly implemented as planned. Therefore, for best results, these strategies should be comprehensive, varying in intervention strategies employed, giving sufficient dosage, should be theory driven, have positive relationships, appropriately timed, have socio-cultural relevance, evaluated and supported by well trained staff. School counsellors are crucial in supporting the integration of a comprehensive approach to bullying into the school environment and have

vital roles to play in encouraging all staff members of the school community to get involved in the work of bullying prevention. Counsellors, who are advocates of healthy psychological development of students, can be a major force in ensuring that students are safe from the physical and psychological effects of bullying. These counselling strategies if well-conceived and effectively implemented can help support a school environment that facilitates the academic, social and emotional development of all student.

The comprehensive whole school approach suggested in this paper has been found to be highly effective in reducing bullying and other antisocial behaviour (such as truancy, vandalism and theft) among students in primary and secondary schools in Norway and Sweden (Limber, & Nation, (1998). Countries such as Canada, England, and the United State have also adapted core components of the Olweus (1993) anti-bullying program for use. Results of the anti-bullying efforts in these countries have been similar to the results experienced in Norway and Sweden. In addition, schools that were more active in implementing the programme observed the most marked changes in reported behaviours. This approach can also be adapted to the Nigerian environment and it is believed that it will work.

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Fear of Success as a Function of Psychological Androgynous Tendencies among Women in Managerial Positions

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Abstract. The dearth of studies on fear of success syndrome and psychological androgyny in Nigeria has earlier been reported (Mowaiye-Fagbemi, 2000). Also noted however, are research efforts in this area. Fear of success has been highly linked to psychological androgyny. In an earlier research report, Mowaiye-Fagbemi, (2000) noted that there was a significant relationship to be found between fear of success and sex role orientation. Subjects in the study who were less disposed to fear of success were also rigid as regards sex role orientation among other reports. However, the subjects were students in tertiary institutions in the Nigeria. The present research study was aimed at espousing more on the variables under study. It was further aimed as a follow-up to the earlier research reported by Mowaiye-Fagbemi, (2000). In the present study, subjects were women in the higher echelons of educational management, this was aimed at finding out if indeed the two syndromes under study holds sway for women in such higher echelons of management and if there could be a significant relationship among the variable among the women.

1. Introduction

When female status is to be considered in any society, many factors are taken into consideration. The dimension could be on “rights”, occupation or social class, economic or political class, power, prestige, control of resources or wealth etc. (Omideyi, 1996),

whatever the dimension, the consensus in most societies, either, sophisticated or otherwise, is that females cannot be said to be at par in status with males. The antecedents of these are well documented. However, at recent times, changes abound as regards increasing and widening of scopes and operations of women. The once rigid and traditional oriented societies as regards sex roles are giving way to the millennium indicators of change in all aspects of society in the global village. These are indications that even developed nations are now more aware than ever, of the dangers of leaving the third-world nations behind in this change. And so, efforts are being put in place to pull them along the lane of change. This is getting more so on the political arena. So also is the issue of increasing opportunities for women in political arena and other arenas. One important aspect is the reaction and result to all the efforts. Are the traditional orientations changing? Closely aligned to sex role orientation is another common syndrome among women; the fear of success (FOS-shying away from success). The syndrome is multidimensional in nature. It has been reported that some women to beat the syndrome resort to what has been termed the “chameleon syndrome”. Some women appear successful by all standards, yet internally, they still respond on some occasions to “shying” away from success because of its supposed consequences. Such responses are well documented (Payne & Congemi, 1997, Mowaiye-Fagbemi, 1996).

In a related study, O'Leary and Braun (1972) studied the personality characteristics of academic women in varied fields. The researchers reported that these professional women not only exhibited gender flexibility tendencies but also did not manifest fear of success traits. They were in fact reported to be dominant, stable and more self-sufficient than their male colleagues. These female compared to their female counterpart who were home makers were reported to be more imaginative, and more radical in thinking, a similar report was also made by Helson 1971 as reported by Skordas, (1988). However, the subjects used were women mathematicians.

Wenger's (1998) study also confirmed the tendency for non-traditional women not to be disposed to fear of success. Behaviour Scale data analysis was by multiple regression with fear of success as the criterion. Anderson (1983) had as her subjects women chief executive officers in business and higher education. The women were reported to be atypical to feminine roles and were extremely achievement oriented, thus the possibility of FOS syndrome did not arise for the women. Interestingly, the women attribute these traits to extracurricular activities which allowed them to practice leadership skills, a great deal of parental attention or great growth stimulation situations in their formative years. Thus, it seems the formative years are important in the training skills that may be necessary for females in the millennium.

In a related study to the present study, Mowaiye-Fagbemi (2000) using university female undergraduate students had reported a significant relationship between fear of success and sex role orientation. Undergraduate females who were less disposed to fear of success were also found to be atypical as regards sex roles. The report challenged parents to give the socialisation that would not inhibit achievement for females and expressed the need for the general society to embrace a new orientation as regards gender issues for the benefit of the society itself. And if one is to go by Anderson's 1983 report, then the efforts of parents and guardians cannot be over-emphasised.

The present study is a sort of follow-up to the earlier study by Mowaiye-Fagbemi (2000) and also attempts to follow the lead of earlier research reports who tended to use professional women and women in the high echelon of managerial cadre who are competing with men. The study, it was hoped could be enlightening considering the fact that these women are in competitive settings with their male counterparts and also taking into consideration, the fact that all of the women possessed higher degree or degrees. With "these" background, would the women still be plagued by fear of success? Would they still be sex typed?

2. Methods

Female university lecturers in Nigerian Universities were samples for the study. Some were members of the university highest decision body; the senate. Some were heads of departments. The random and purposive sampling procedures were used in the research. Over one hundred and thirty women participated in the study. One noticeable part of the study was that there were to be found more female lecturers in the universities in eastern Nigeria (I .e total N.) as compared to other parts of the country. However, the researcher had to spread the participants to as many universities as possible rather than having a concentration of participants from particular area. The sex role orientation instruments by Mowaiye-Fagbemi (1996) was used to measure the locus of the women as regards sex roles while the fear of success cue (Mowaiye-fagbemi, 1996) was the cue used to detect innate fear of success among the subjects. For the purpose of data analysis, the Analysis of variance as well as the chi-square analysis and frequency counts were used. The hypothesis that guided the study goes thus:

3. Generated Hypothesis

There is no significant difference in the sex role orientation scores of subjects with fear of success as compared to those without fear of success.

4. Data Analysis

The one-way analysis of variance for the interaction of sex role and fear of success was carried out on the data – the result is shown below.

TABLE I: Anova for the interaction of sex role and fear of success among the females.

Source	Df	SS	Ms	f-value	P-f
SR	1	27766.23091	27766.23	181.52	0.0001
Fos	1	343.70455	343.70455	2.25	0.1363
SR & fos	1	409.97830	409.977	2.68	0.1041
Evior	128	19579.56352	152.965340	-	-
Total	131	48099.477273	-	-	-

From table 1, the relationship between fear of success and sex role orientation is not significant, $f(1, 128) = 2.68$, $p > 0.05$) on the basis of this result the generated hypothesis is accepted. A further analysis using the chi-square analysis and the frequency count was carried out on the data, and this is presented on table 2.

TABLE 2: Fos and non-Fos subjects in the feminine and androgynous groups.

Group	Fos N%	Non-Fos N%	R/Totals
F	44(62)	27(38)	71
A	21(36)	29(64)	60
Total	65	66	131

Note:

FOS – fear of success

Non-FOS – These without manifestation of FOS

F – Feminine group

A – Androgynous group

From table 2, the number of feminine oriented female subjects with manifestation of fear of success is 62%, which is higher than the number of androgynous subjects with the manifestation (36%). Conversely, the proportion of androgynous NON-FOS (64%) is higher than the proportion of feminine NON-FOS (30%) among the subjects. The chi-square test applied to the distribution for the significance of difference between the obtained frequencies in the table revealed a significant X^2 value of 8.75 which is greater than the value of 3.8 for 1 df. This shows a significant difference in the frequencies of FOS and NON-FOS as in table 2 for the androgynous and the feminine groups.

5. Discussion and Conclusion

A notable feature of the study was the high precedence of females who were predisposed to

the fear of success syndrome. There was also the high occurrence of sex typing among the subjects as most of them were feminine in their sex role orientation, notwithstanding their academic levels and profession. A comparison with an earlier report (Mowaiye-Fagbemi, 2000) however reveals that the incidence of FOS and sex typing exhibited by the lecturers were not as high as those exhibited by students. However, the incidence of FOS exhibited by the lecturers is in line with those of Condry and Dyer, 1976 (p.64) and O'Leary 1978 (p.82) who reported that women in competitive environment are prone to FOS due to their environment. Another factor that could be attributable to the high incidence of FOS could also be high level of sex-typing among the women. It is to be expected that where there is such typing that situations which seem not to match the typing would definitely throw a subject to FOS exhibition. This notwithstanding, it must be noted that while the relationship between sex role orientation and fear of success is significantly so for students as reported (Mowaiye-Fagbemi, 2000), it is not significant for the lecturers. Thus, it seem that though there is a relation between lecturers SRO and FOS, it is not expected to be significant. The study also revealed that the differences in total (N) of androgynous and feminine women was insignificant and that more of the women in the androgynous group also manifested no sign of FOS while the opposite was the case for the feminine group.

A significant point to note from the study is that even female in high echelons of the society in Nigeria are prone to fear of success and sex typing. This could be a reaction or a result of the

traditional nature of the Nigeria society. However, significant progress, either scientifically or developmentally cannot be made with such tendencies. Fear in itself is a blockage to any significant achievement, so also is gender fixation. And if women who are equipped with higher degree (s) and whose thinking is expected to be broadened are still fixated in an area like gender issues, then it would be expected that it would be worse with females who are not of such calibres (Mowaiye-Fagbemi, 2000). And what this suggests is that the Nigerian society has a lot to do to be able to join the committee of nations who are participants of development and futuristic and not just on-lookers. It also suggests the probability that the women are equally fixated in other stereotypical beliefs of traditional societies of which Nigeria is one. These are things which remain only in traditional societies. One way to begin would be for the ministries of women affairs to take specific steps to eradicate gender stereotypes in the society. It must begin somewhere, and it must not be assumed that as more female are educated, there will be a flux in gender stereotypes. The starting point could be just in what goes into advertorials in the media, before moving into other areas. Definitely, specifies steps must be taken.

Future studies may attempt to see the level of gender stereotype among the males of various cadres, and to also see if they suffer from the fear of success syndrome or the fear of failure syndrome.

Many writers have argued that sex role orientation is related to age and mental health among other variables. Factors affecting or making one to be oriented towards a particular sex role orientation varies. Hollander and Packer, (1871) argued that occupational choice at adolescence is dependent on self-description and vocational stereotypes. Korman (1967) further asserted that individuals with positive self-esteem (SE) will select occupations in which they can implement their self-concepts, while low self-esteem people will seek out non satisfying occupations and positions. Research reports indicate that individuals with low self-esteem (SE) are more likely to suffer from a

variety of emotional and behavioural problems like, greater anxiety and less happiness, and perform more poorly in achievement setting than high self-esteem individuals. This poor performance could continue the vicious circle of self-criticism. One reason for this could be too much self-consciousness and self-focus on the part of low SE individuals but which cannot be found in individuals with high SE . Not only this, robust differences have been found between sex role identity and self-esteem. Masculine and androgynous people have been found to have higher self-esteem than feminine and undifferentiated people. Several studies attest to this . Thus, self-esteem may well be a function of one's sex role identity. This also suggest that more people must get interested in the two areas of fear of success syndrome and fear of failure syndrome to shed light more on the prevalence of these syndrome in the Nigerian society.

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Part Seven

Entrepreneurship Studies

Entrepreneurial Skills' Acquisition and Employment Generation among Polytechnic Graduates in South West, Nigeria

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Abstract. This study investigates effectiveness of entrepreneurial skills acquisition as a tool for employment generation among polytechnic graduates in Nigeria. The study seeks to determine the stance of higher education and entrepreneurial skills acquisition in employment generation. The variables of interest are job orientation, job creation and self-employment; and its associated self-reliance, job satisfaction on employment generation. A descriptive design was adopted with a multi-stage sampling technique in selecting a sample size of 647 'Batch B stream2' Corp members from public polytechnics in Southwest, Nigeria. A multiple regression inferential statistics was applied in data analysis. The findings established that the state of higher education in entrepreneurship have no significant effect on employment generation. However, in Nigeria, other findings revealed that entrepreneurial skills acquisition increases job orientation, job creation and self-employment. It is therefore obvious that entrepreneurial skills' acquisition can lead to self-employment if strategically positioned.

Keywords: Entrepreneurship development, Skills acquisition, Strategic tool, Employment generation.

1. Introduction

The early 1980's heralds the need for entrepreneurship development in Nigeria. Prior to this period, unemployment and poverty were not a serious national concern as it is today.

Ojeifo (2013) opines that political instability and inconsistencies in the social-economic policies of successive government led to the emergence of unprecedented high rate of unemployment in Nigeria. Government efforts toward salvaging the situation gave birth to entrepreneurship education policies which directed the inclusion of entrepreneurship education in the syllabus of all higher institutions of learning with a magnificent idea to ensure that graduates cease to be job seekers but job and wealth creators (Anyadike, Emeh and Ukah, 2012). However, the enforcement of the policy rested on the National Council on Education (NCE) through its respective agencies, National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE). The establishment of Entrepreneurship Development Centres in each institution is mandatory because it is a significant component of the policy. The Centre for Entrepreneurship Development was established to prepare students to be proactive, flexible and able to adapt to the changing demands of the modern economy. Entrepreneurship education is directed towards developing students' skills, competencies and knowledge to successfully manage personal, community, business, and work opportunities. Undertaking entrepreneurship education in the Nigerian polytechnic encourages the development of skills and attributes that employers are looking for such as teamwork, commitment and flexibility. It was also directed to help students

develop a realistic knowledge and understanding of business and working life. It is in line with the above that Entrepreneurship Development and Skills Acquisition Centre were established in Nigerian polytechnics and colleges of technology.

However, in spite of the significance of entrepreneurship development in Nigeria tertiary institutions to alleviate unemployment rate in the country, many problems and constraints hinder their development and growth. Okebukola (2002) observed that the trends of graduates' unemployment as a result of their low quality and inadequate training and skills may continue to promote crimes among the youths in Nigeria. It might just be right to commend the recent government directive concerning vocational training in all institutions of higher learning, a way forward, though request from the directive appears to be incubating. Therefore, no wonder the obvious challenges of unemployable graduates, placement of emphasis are quantity in place of quality by higher learning in their supply of graduate labour force (Abiodun, 2011). Aladekomo (2004) identify the missing synergy between Nigerian schools and the industries as major force of economic weakness in Nigeria.

It is in the light of the above that this study seeks to investigate the impact of entrepreneurship development and skills acquisition programmes on polytechnic graduates' in Nigeria. However, specific intent of the study includes finding the state of higher education, entrepreneurial skills' acquisition and employment generation; determining the effect of entrepreneurial skills' acquisition on job orientation and self-employment; and examining the relationship between entrepreneurial skills' acquisition and its associated job creation, self-reliance and employment generation.

In order to affirm the intent of the study, the following hypotheses were formulated and tested at .05 level of significance.

H₀₁: Entrepreneurial skills acquisition has no effect on job creation and self-employment.

H₀₂: There is no relationship between entrepreneurial skills acquisition and its

associated job creation, self-reliance and employment generation.

2. Conceptual Review

Entrepreneurship has been described by (Cole, 2002) as the process of identifying opportunities, developing and bringing a vision to life. An entrepreneur, on the other hand is an individual who establishes and manages a business for the principal purpose of furthering personal goals. Onuoha (2007) described entrepreneurship as the practice of starting new organizations or revitalizing mature organizations, particularly new businesses generally in response to identified opportunities. Drucker (1998) cited in Bankole (2007) further established that entrepreneurship is about taking risk. Bolton and Thompson (2000) have defined an entrepreneur as a person who habitually creates and innovates to build something of recognized value around perceived opportunities.

The vision of an entrepreneur may be an innovative idea; it may also be an opportunity or simply, a better way to do something. The end product of this process is the creation of a new venture formed under conditions of risk and considerable uncertainty. Entrepreneurship is a factor to reckon with in Nigeria, but most unemployed graduates blame their predicaments on government rather than obtaining relevant skills in vocational jobs like leather works, water production, pet blowing, printing and publishing, metal works and fabrication, restaurant management, bakery, fish farming, tie and dye, soap and cosmetics, beads and wire jewelry cutting, hair dressing, interior decoration, vulcanizing etc. It just might be necessary for government to set up entrepreneurial training centres for youths to learn and acquire various skills at affordable rates (Pittaway and Cope, 2007). It is important that graduates utilize their time and resources to the fullest by not only engaging in academics, but also in skill acquisition as this will go a long way in assisting them while waiting for the white collar jobs that may not easily come (NIU, 2005). As observed by Tenibaje (2010) the importance of entrepreneurship skills and training for Nigerian youths cannot be

overemphasized. Therefore, it is important for graduates and youths in general to be fully involved in acquiring entrepreneurial skills and training while still in school. This will go a long way to help in developing them to face societal challenges.

The importance and necessity of experience in learning entrepreneurship is so crucial that many scholars believe there is no other way to learn entrepreneurship than personal experience (Lee and Chuang, 2009; Matlay, 2006). They also state that it is through the experience that students acquire requisite knowledge and skills not only to choose entrepreneurship as their future career path, but also to be able to face challenges and cope with the problems surrounding their enterprise (Matlay, 2006; Iwayemi, 2006). It is through experience that students can generate new meaning which consequently leads to change in thinking and behaviour (Fayolle, 2005). Moreover, experience develops students' entrepreneurial self-efficacy, the strong belief and the desire to successfully perform the roles and tasks of an entrepreneur (Peterman and Kennedy, 2003). Egai (2008) highlights experience as an influential factor in developing entrepreneurial self efficacy. He postulates that entrepreneurial self-efficacy develops through the journey from being completely inexperienced to becoming completely experienced (Fayolle, 2005).

Peterman and Kennedy (2003) observed that positive and pleasant experience with entrepreneurship programs increase students' desire to become an entrepreneur as well as to highly engage in the activities and thereby develop their entrepreneurial abilities. Harrison and Leitch (2005) further argue that high involvement in experimental activities can better enable students to reach their entrepreneurial potential via skill attainment and increased expectations for success.

Adeyemo (2010) described skill as a quality of performance that does not rest totally upon a person's innate capacities but which must be developed through training, practice and experience. In other words, skill stresses the flexibility with which a skilled operator reaches

a given end on different occasions according to precise circumstances. However, it must be emphasised that even though basic human capacities are not sufficient to produce skills, they form the necessary basis of their development (Bayon, Vaillant, and Lafuente, 2015). Skills acquired by Nigerian graduates represent a particular way of using their capacities in relation to societal demands, with human being and external situation together forming a functional system.

There are many fields on what make someone an entrepreneur and what an entrepreneurial skill is (Adejimola and Olufunmilayo, 2009). Olagunju (2004) sees entrepreneurial skill as the ability of an individual to exploit an idea and create an enterprise (small or big) not only for personal gain but also for social and developmental gain. Kilby (1971) cited in Pittaway and Cope (2007) states that the array of possible entrepreneurial skills encompasses the perception of economic opportunity, technical and organizational innovations, gaining commands over scarce resources, taking responsibilities for internal management and for external advancement of the firm in all aspects (of teaching enterprise). Aboyade (1983) further opines that it is only when a man extends his own innate mental force and raises the level of his skills that he can make the best use of all other productive factors at his disposal. The economist believes further change from one of a biological entity to that of a human capital embodying a growing stock of knowledge, skill and experience. This bundle of knowledge, skill and experience has its expected returns and benefits and so, the widespread provision of educational system services has spill-over benefits. Over and above the direct benefits to the individuals who receive it, in the terms of greater productivity, earning power and direct consumption benefits there are additional benefits to the economy and society as a whole (Gibb, 2008).

3. Higher Education and Entrepreneurial Training for Employment Generation Appraised

The main problem facing the Nigeria higher education is how to maintain the exhilarating

rate of expansion and desired quality in the system. Adesina (2004) pointed out that the criterion of quantitative goal realization is not the most important criterion for educational development, but the criterion of how well a nation's educational output measures up to the needs of its own aspiration, drive for development and utilization of the production of its programmes. The realization of this objective depends on how the input factors in educational programme are adequately addressed by the policy makers. These factors, as earlier mentioned, are qualified teachers, curriculum, learning environment (including the physical facilities and the social environment) and funding (Aliu, 2007).

Bangura (1994) opines that availability of adequate and qualified academic staff is another major factor to be considered when seeking qualitative goals in higher education. A survey of the staffing situation in Nigeria tertiary institutions, however reveals a striking imbalance between the ever increasing growth rate in students' enrolment and numbers of academic staff. Between 1988 and 1990, over 1000 lecturers left the federal university system. This trend has continued ever since, even on the increase (Bangura, 1994). It is a fact that the sources of many problems facing educational system in Nigeria today can be traced to insufficient funding. Short falls in funding have become the norm for many years as enrolments have increased more quickly than government's capacity to maintain its proportional financial support. El-Khawa (2001) advocated three broad areas of public interest which the financing of higher education should address. These are (i) the need to provide hope and educational opportunity to over large segment of a country's population i.e. increase access (ii) the need to encourage possibly subsidized study in certain fields important to a country's economic development and (iii) the need to ensure steady flow of talent into careers such as Medicine or Teaching where dramatic shifts in supply and demand can negatively affect the quality of life of a country. In Nigeria, these three needs have been partially addressed.

Closely related to funding problems is the issue of physical facilities needed for effective teaching/learning within the system. The facilities, where they are available are obsolete or totally inadequate to cater for the large number of students available. In many of the universities, about six lecturers are parked in a six by ten office accommodation. Where decency is employed, the office may be partitioned by plywood, reducing each partitioning into cubicle that can hardly occupy a chair and a table (Oni and Dabalen, 2000).

The lecture rooms are grossly inadequate to accommodate students during a lecture period. Those peeping through windows and entrance doors are more than those inside the room. For those inside, it is a case of "25 sitting, 99 standing". Mostly, academic curriculum will never be completed and they are often being changed without good reasons. Contents of the curriculum lack practical and skills exhibitions. All these put together, combined with the politicization of issues relating to higher education system, have had negative consequences on the system and unless something tangible is done in this direction, the nation's higher educational system may continue experiencing growth without a corresponding development (Igbo, 2006).

Employers want their graduate recruits to be technically competent in their chosen fields. They also want them to come to school well equipped with complementary life skills such as problem solving, reflective and critical thinking, interpersonal and training skills, effective communication, good character, integrity and high level of personal ethics, self-esteem, self-discipline, organizing skills and abilities to translate ideas to action among others (Bubou, Ejim-Eze and Okrigwe, 2013). The typical problems of higher educations' curriculum, yet as soft as they are, but only cover school importance in making a success out of school as the specific technical skills in a graduate's chosen field (Dike, 2009).

The neglect of entrepreneurship education is robbing the nation of the contributions their graduates could make on the economy, or the

graduates could establish rather than roam the streets. It is therefore socially injurious to neglect this important area or look down on our graduates (Arogundade, 2011). He further identified that the society needs competent auto mechanics and truck drivers, carpenters, plumbers, electricians, electronics and computers, data base, web and network technicians, book keepers and clerks, medical technicians and nursing assistants (and other personnel in this category) to function well. These are some skills in short supply in Nigeria. If properly checked, the problems of entrepreneurial skills acquired will go a long way in addressing the issue of unemployment in the country.

4. Theoretical Underpinning

Entrepreneurship theory of (Schumpeter, 1934 and 2011) was found relevant in this study to support the phenomena of entrepreneurship development and skills' acquisition for opportunity discovery.

The theory consists of opportunity discovery, evaluation of the opportunity and the decision to exploit the opportunity. Other elements of the theory include self-employment, business operation and performance. The theory highlights four operational measures of performance which are survival, growth, profitability/income, and experiencing initial public offering. Survival refers to continuation of entrepreneurial activity while growth refers to increase in the venture's sales and employment. Profitability refers to new surplus of revenue over cost while experiencing initial public offer refers to the sale of stock to the public (Rissman, 2006).

Opportunities are created by the institutional or external environment for those entrepreneurs who could identify them to start or improve their business and subsequently, their welfare (Shane, 2003). Entrepreneurs' ability to identify and tap such opportunities differs among entrepreneurs. It also depends on their ability to access information and willingness to act upon the information in terms of risk; that is their attitude (Shane, 2003). Individual attributes affect discovery of entrepreneurial opportunity. This is

made up of psychological and demographic factors such as motives, attitude to risk, education and training, career experience, age and social status (Hisrich, 1990).

Changes in the business environment such as economic, financial, political, legal, and socio-cultural factors also affect discovery of opportunity (Rissman, 2006). For example, the income level of the entrepreneur, capital availability, political stability, laws concerning private enterprise and property rights, and desire for enhanced social status by the entrepreneur could affect discovery of entrepreneurial opportunity (Abati, 2002). Other scholars differ as evident in assertions like that of Folahan and Omoniyi (2006); Aliu, (2007); Gray (2008) that the type of industry also affects opportunity discovery. Industrial sectors such as distribution, manufacturing, agriculture, catering, and business services are more attractive to entrepreneurs.

The concentration of industries in a particular location could also influence discovery of entrepreneurial opportunity by those in that location. Evaluation of the identified opportunity is another stage in the entrepreneurial process, and appropriate decision at this stage leads to the decision to exploit the opportunity. The decision to exploit the opportunity depends on the intention of the entrepreneur, and the appropriate measure of entrepreneurial decision-making which leads to recognition of entrepreneurial opportunities (Shane, 2003). Adama and Keneth (2015) observed that in Nigeria, exploitation of opportunities depends on the entrepreneur's level of education, skills acquired through work experiences that a graduate undergone during vocational training in school. However, the decision to exploit the opportunity leads to the quest for micro-finance; that is, acquisition of resources. Acquisition of resources could also lead to opportunity for entrepreneurial activity; that is new business or business expansion. The appropriate use of the acquired resources in terms of business strategy and organizational design could lead to profit performance (Salman, 2009; Aliu, 2007; Keisfer, 2005). Meanwhile the environment play a greater role in opportunity exploitation than individual attributes (Kuzilwu,

2005 and Wu, 2008). The vocational environment of most tertiary institutions in Nigeria lack essential facilities needed by the students for skills acquisition. Hence, there is deficiency in the practical knowledge acquired by Nigerian graduates.

5. Methodology

A descriptive survey research design was adopted for this study. The design was used to gather detailed information that describes existing phenomena, identify problems or justify current conditions practices, make comparisons, evaluations, and determine the opinions, attitudes, preferences and perceptions of persons of interest to the researcher. This study was conducted during NYSC Orientation Camp for 'Batch B Stream2' held from January 24th – 25th 2017 in Lagos State. Lagos State Orientation Camp was chosen because it receives highest number of prospective Corp members covering different geo-political zones in the country. A population of three thousand nine hundred and eighteen (3918) Corp members in Nigeria was used for this study. The list of all the graduates from public polytechnics in Southwest Nigeria was made available by the mobilization officer totaling six hundred and forty-seven (647) Corp members who form the sample size for this study. During the compulsory lecture on Skill Acquisition and Entrepreneurship Development (SAED), papers were passed to Corp members to indicate their name and educational status. They were told of the importance of the research and the need for cooperation. All the names in the list was collected and collated. A total of 647 questionnaires were sent out to Corp members who graduated from public polytechnics in the Southwest, Nigeria. This was carried out with the concerted effort of two research assistants. A well-structured questionnaire was adapted to collect relevant information from the study. Key constructs of entrepreneurial skills, job creation, entrepreneurial development and employment generation were effectively measured using six points Likert scale (ranging from strongly agree to strongly disagree). The scales were tested on Cronbach alpha reliability test and the result indicated that all the scales were highly reliable with Cronbach alpha of 0.804. This shows high degree of reliability of the measuring instrument

relatively to the recommended reliability value of .70.

Data collected from the field through questionnaire administration was analyzed using multiple regression inferential statistics to test the relationship between the dependent variable (employment generation) and independent variable entrepreneurial skills' acquisition proxy by job orientation, self-employment, job creation, and self-reliance. Statistical Package for Social Science (SPSS Inc. 21) was used as analytical tool.

5.1 Model Specification

The functional relationships in line with the conjectural statements of this study lead to the given models below:

$$Y = f(X)$$

Y = Employment Generation

X = Entrepreneurial Skills' Acquisition

$$X = (x_1, x_2, x_3, x_4)$$

Where;

x_1 = job orientation; x_2 = self employment; x_3 = job creation; x_4 = self reliance

Given the above representations, the following equations and models are thus derived;

$$Y = f(x_1 \text{ and } x_2) \dots \dots \dots (eq_1)$$

$$Y = f(x_3 \text{ and } x_4) \dots \dots \dots (eq_2)$$

Thus, we have

$$Y = \alpha_0 + \beta_1 x_1 + \beta_2 x_2 + e_i \dots \dots \dots (eq_3)$$

$$Y = \alpha_0 + \beta_3 x_3 + \beta_4 x_4 + e_i \dots \dots \dots (eq_4)$$

Where;

f = functional relationship

e_i = standard error

α = constant factor

β = coefficient of Beta

The research study is expected to evaluate the derived model.

6. Results and Discussion

A survey was conducted across polytechnic graduates in Southwest, Nigeria. Out of 647 questionnaires distributed, a total of 612 questionnaires were completely filled and returned, representing 94.6% response rate. The rate of response was considered extremely high to provide reliable and adequate data for analysis.

Table 1: Respondents General Information

Respondent's Sub-sector	Frequency	Percent	Cumulative percent
Respondent's Sex			
Male	363	59.3	59.3
Female	249	40.7	100.0
Total	612	100.0	
Respondent's Age			
20-24	126	20.6	20.6
25-27	313	51.1	71.7
28-30	173	28.3	100.0
Total	612	100.0	

Source: Fieldwork, 2017

Table 1 presents that out of six hundred and twelve (612) respondents sampled, majority 59.3% were male Corp members while the remaining 40.7% represent the female. Fifty one percent were between the age ranges of 25-27 years, 28.3% represent the age category of 28-30 years while 20.6% were in their early twenties. The result in the table above shows that the respondents were well represented. This increases the authenticity of the information supplied.

Test of Hypotheses

Hypothesis One

H_{01} : Entrepreneurial skills' acquisition has no effect on job orientation and self employment.

Table 2: Model Evaluation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.884 ^a	.779	.755	.25198

Source: Fieldwork from SPSS output, 2017

a. Predictors: (Constant), job orientation and self -employment

From Table 2, R value of 0.884 indicates that there is a strong and positive relationship between the predicted variable (entrepreneurial skills' acquisition) and the predictor variables (job orientation and self-employment). R^2 value of 0.779 implies that approximately 77.9% of the variation in entrepreneurial skills is explained by job orientation and self-employment.

Table 3: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.086	.061		1.412	.158
Job orientation	.030	.032	.036	.925	.355
Self employment	.526	.044	.542	12.051	.000

Source: Fieldwork from SPSS output, 2017

a. Dependent Variable: Entrepreneurial skills acquisition

From the result in Table 3, entrepreneurial skills' acquisition predictive model is deduced as:

$$0.086 + 0.030x_1 + 0.159x_2 + 0.526x_3$$

β_0 and $B_2 = 0.086$ implies that without prior knowledge of entrepreneurial skills acquisition in terms of job orientation and self-employment; entrepreneurial skills will be 0.086 (Constant), 0.030 (job orientation) and 0.526 (self-employment). The positive sign suggests that entrepreneurial skills' acquisition has positive significant effect on job orientation and self-employment. Hence, an increase in the level of entrepreneurial skills' acquisition will lead to an increase in job orientation and self-employment. The entrepreneurial skills' acquisition under study conforms to its expected sign.

Hypothesis Two

H₀₂: There is no significant relationship between entrepreneurial skills acquisition and its associated job creation, self reliance and employment generation.

Table 4: Model Evaluation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.813 ^a	.788	.732	.30929

Source: Fieldwork from SPSS output, 2017

a. Predictors: (Constant), Job creation, Self reliance

From Table 4, *R* value of 0.813 indicates that there is a strong and positive relationship between the predicted variable (entrepreneurial skills acquisition) and the predictor variables of job creation and self-reliance. *R*² value of 0.788 implies that approximately 78.8% of the variation in entrepreneurial skills' acquisition is explained by job creation and self-reliance.

Table 5: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.646	.075		8.595	.000
	Job creation	.186	.040	.220	4.652	.000
	Self reliance	.178	.037	.174	4.783	.000

Source: Fieldwork from SPSS output, 2017

a. Dependent Variable: Entrepreneurial skills acquisition

From the result in Table 5, entrepreneurial skills' acquisition predictive model is deduced as: $0.646 + 0.186x_1 + 0.178x_2$

$\beta_0, \beta_2 = 0.646$ implies that without prior knowledge of entrepreneurial skills' acquisition in terms of job creation and self-reliance, entrepreneurial skills' acquisition will be 0.646 (Constant), 0.186 (job creation), and 0.178 (self-reliance). The positive sign suggests that there is positive significant relationship between entrepreneurial skills acquisition and its associated job creation, self-reliance, on employment generation under study. This means that acquisition of entrepreneurial skills will instill job creation and self-reliance leading to employment generation. The entrepreneurial skills under study conform to its expected sign.

7. Discussion

The first hypotheses of this study established that entrepreneurial skills' acquisition has effect on job orientation and self-employment among polytechnic graduates in Nigeria. This finding

corresponds with research conducted by (Omolayo, 2006; Arogundade, 2011). Their study findings confirmed that graduates entrepreneurial skills' acquisition would create jobs and promote industrialization. The development process of any country is determined by the way the production forces in and around the economy is organized. Many countries in the world depend greatly on the role of private sector. Hence, entrepreneurial skills' acquisition has played major role in this regard. This assertion is supported by Ogundele (2007) that the promotion and development of entrepreneurial activities aid diversification and promote economic activities in a country. Osuagwu (2006) noted that entrepreneurial development should be perceived as a catalyst to increase economic growth, create job opportunities, reduce importation of goods and decrease the trade deficits that result from such imports. Similarly, Ariyo (2008) added that if Nigeria must attain its potential in terms of economic and social development, emphasis must be placed on indigenous entrepreneurs in

order to increase their contributions on the country's economy.

All the above study's findings corroborated with the results of this findings that entrepreneurial skills' acquisition will positively affect job orientation, job creation of the polytechnic graduates hence disposing them towards establishing their own businesses. This will empower them to contribute positively towards the nation's economic development.

The second hypothesis revealed a strong positive significant relationship between entrepreneurial skills' acquisition and its associated job creation, self-reliance and employment generation. The focus of entrepreneurship education in Nigeria tertiary institutions is to sensitize students that creating a new venture can be an alternative to employment. According to Kurako (2005), the perception of graduates as to whether founding one's own business is desirable personally and socially also impacts entrepreneurial activity. Generally, it is necessary to sensitize students to entrepreneurial thinking and taking action in the right direction.

Another view that corresponds with the findings of this study is the one reported in the research finding in the same area of study by Agbeze (2012). He concluded that entrepreneurship education in the narrower sense involve direct development of students' competences and entrepreneurial intentions towards starting a business as a career option. Youths and graduates' development, empowerment and entrepreneurial skills' acquisition programme have been identified and recognized by Emeh (2012) as vital stages in life for building the human capital that allows young people to avoid poverty and live better; possibly have a mere fulfilling life.

8. Conclusion and Recommendations

This study has been able to establish that entrepreneurial skills acquisition can lead to self-employment, as long as necessary skills' required were taught in various entrepreneurial vocational centres. This is the finding of this study as it relates to entrepreneurship

development and skills' acquisition for employment generation in Nigeria. This study also concludes from the findings through literatures that the state of higher education and the implementation of the entrepreneurial development and training for gainful employment in Nigeria is yet to yield the desired results. Therefore, it is recommended that government should increase its efforts in promoting entrepreneurship education objectives that will be of benefit to educational development. A review of entrepreneurship study curriculum is essential in order to meet the ever growing market needs and to actualise the reality of entrepreneurial skills' acquisition.

This study also recommends that entrepreneurship programmes and modules can have various objectives, such as: developing the entrepreneurial drive to identify and exploit opportunities as well as training students in the skills they need to set up a business and manage its growth. This can be achieved through the use of appropriate entrepreneurial related educational materials that will sensitise the students and awaken their entrepreneurial skills for job creation and self-employment.

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The Relationship between Entrepreneurship Education and Students' Entrepreneurial Intentions in Ogun State-Owned Universities, Nigeria

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Abstract. The alarming rate of unemployment in Nigeria has become a major national problem. To abate this problem, the Federal Ministry of Education made Entrepreneurship Education compulsory for all students of higher institutions in the country. This study therefore investigates the relationship between students' exposure to Entrepreneurship Education and their career entrepreneurial intentions in Ogun State-owned universities. Six hypotheses were generated for the study. The population comprises all final year undergraduates, with a sample of six hundred and nine. Three research instruments were used. The data collected were analysed using descriptive statistics, Pearson Product-Moment Correlation Coefficient, T-test and ANOVA. Findings revealed that Entrepreneurship Education significantly influences students' Entrepreneurial intentions. It was recommended among others that Entrepreneurship Education should be practical-oriented so as to have greater participations in classroom interactions which would further enhance motivation.

Keywords: Entrepreneur, Entrepreneurship, Entrepreneurial Intentions, Entrepreneurship Education, Motivation.

1. Introduction

With the alarming rate of unemployment in Nigeria, self-employment and small enterprise initiatives are presently high on the country's national agenda, with the hope that they will provide alternative channels of employment. Annually, tertiary institutions in the country produce middle / high level manpower that join the labour market in search of almost non-existing jobs. The challenge is not only tackling the already sizeable unemployed graduates, but also absorbing the new entrants into the labour market. Underlying this situation is the fact that the training which tertiary students received has not been fully successful in equipping them with the desirable skills and competencies required for job creation and self-employment (Madumere-Obike, 2006, Amaewhule, 2007 and Nwangwu, 2007).

The historical trend of higher education in Nigeria, with the establishment of Yaba Higher College in 1934, to date reveals that the number of established tertiary institutions in the country has experienced a tremendous growth. For example, polytechnics grew from one in 1934 to sixty in 2007. There was only one university as at 1948, As at 2008, there were one hundred and twenty nine (129) universities, sixty four (64) degree awarding colleges and more are being proposed. Between 1958 and 2008, colleges of education have also grown from one to one

hundred and twenty (120) (Ajao, 2008). Many tertiary institutions have since been added to the numbers mentioned above.

It has been observed that existing curricula in most of our tertiary institutions were developed by the colonial masters. These curricula were narrow and stereotypically lopsided considering only the needs of the colonial masters. Consequently, many of the curricula in Nigeria educational system, particularly at the tertiary level, are not geared toward effective national sustainable development. Many graduates of such programmes are not easily employed or self-employed and in most cases have to wait for many years after graduation to secure jobs. Hence, the rate of unemployment among university and polytechnic graduates in Nigeria was as high as 71.4 % (Yoloye, 2008).

Entrepreneurship education implies all forms of knowledge delivery that seeks to empower the individual to create real wealth in the economic sector, thereby advancing the cause of development of the nation as a whole. Bassey and Archibong (2005) noted that the goal of entrepreneurship education is intended to empower our graduates irrespective of their areas of specialization with skills that will enable them to engage in income yielding venture. It is a reorientation from being job seekers to job creators.

Cotton, O'Gorman and Stampfi (2002) stated that the rationale for the inclusion of entrepreneurship curricula in universities is to help graduates to acquire increased understanding of entrepreneurship, equip them with entrepreneurial approach to the world of work and prepare them to act as entrepreneurs and managers of new businesses. The objectives of entrepreneurship education succinctly presented by the European Union (2002) include: "raising students' awareness of self-employment as a career option, promoting the development of personal qualities that are relevant to entrepreneurship, such as creativity, risk taking and responsibility; and providing the technical and business skills that are needed in order to start a new venture". It can be deduced that the exposure of university students to

entrepreneurial education will gear-up entrepreneurial drive in students and if properly packaged, can be a significant factor in reducing the chronic unemployment syndrome among graduate, it is a considered opinion that national entrepreneurship development would be very important to achieving a nationwide economic development.

It is obvious that the type of education being offered in most of our tertiary institutions produce graduates that are grossly unfit to meet the demands of the present world of work. Unemployment of graduates from Nigerian tertiary institutions has become a major concern for the nation. The time lag between graduation and employment dates continue to lengthen causing frustration for the concerned graduates. However, one viable option is to be employed by self. Tertiary institutions have embraced entrepreneurship education programme with the hope that it will equip their products with skills necessary to start their own businesses. This is sequel to the directives by Federal Government of Nigeria to all tertiary institutions, to offer entrepreneurship education courses so as to enhance the skills' acquisition of tertiary education graduates for self-employment.

Intention is seen as the best predictor of entrepreneurial behaviour, starting a business is not an event; it is a process which may take many years to evolve and come to fruition. Intentionality is, thus, grounded on cognitive psychology that attempts to explain or predict human behaviour. It is seen that behavioural intention results from attitudes and becomes an immediate determinant of behaviour. Entrepreneurial intention is a major determinant of the action of new venture creation moderated by exogenous variables such as; family background, position in one's family, parents' occupation, education and training (Bird & Jelinek, 1988). Intention is a key concept when it comes to understanding the reason for individual's careers (Franco, Haase & Lautenschlager, 2010). This is particularly true for explaining the decision to start up new venture, where the entrepreneurial intention has been considered a chief element.

Despite the fact that Federal Government of Nigeria made entrepreneurship education compulsory for all students since 2006/2007 academic session to reduce graduate unemployment, has there been decrease in the rate of graduate unemployment till date? In this context, this study examines whether entrepreneurship education raises the individual student's intentions to be an entrepreneur or whether it helps students to determine how well-suited they are for entrepreneurial venture after graduation. Therefore, the study examines the relationship between entrepreneurship education and students' entrepreneurial intentions.

To carry out the study, six (6) hypotheses were formulated.

Ho1: Entrepreneurship skills will not significantly influence students' intentions to venture into an undertaking for self-engagement purpose.

Ho2: Students' motivations for entrepreneurial venture will not significantly relate to their entrepreneurship education.

Ho3: There is no significant relationship between parental employment status and students' entrepreneurial intentions.

Ho4: There is no significant difference between male and female students' entrepreneurial intentions.

Ho5: There is no significant difference in students' entrepreneurial intentions based on their academic discipline.

Ho6: There is no significant difference in students' entrepreneurial intentions based on their age.

2. Methodology

2.1 Population

The target population for this study comprised all the final year undergraduates in Ogun State-owned Universities: Olabisi Onabanjo University (OOU) and Tai Solarin university of Education (TASUED). TASUED had 2616 final year students while OOU had 4766 students. This constitutes a grand total of seven thousand, three hundred and eighty two (7382) students. Multistage sampling techniques were adopted in selecting the sample for this study. The Faculties/ Colleges were stratified into four namely; Science, Social Science, Humanities and Education, then from each Faculty/College, 10% of the subjects were randomly selected in each department. This totaled six hundred and nine (609) for the sample.

Table 1: Proportional Sampling (10%) from the Faculties/Colleges/Departments
A

TASUED				OOU			
COLLEGE OF SOCIAL AND MANAGEMENT SCIENCES				FACULTY OF SOCIAL AND MANAGEMENT SCIENCES			
Departments		Total	10%	Departments		Total	10%
1	Economics	217	22	1.	Business Administration	158	16
2	Political Science	70	07	2.	Accounting & Banking finance	391	39
3	Sociological Studies	307	30	3.	Economics	261	26
4	Geo. & Environmental Mgt.	166	17	4.	Geography & Regional Planning	44	04
5	Business Management	235	24	5.	Political Science	174	17
				6	Sociology/Psychology	177	18
				7	Mass Communication	102	10
TOTAL		995	100	TOTAL		1307	130

B.

COLLEGE OF APPLIED EDUCATION AND VOCATIONAL TECHNOLOGY				FACULTY OF EDUCATION		
Departments	Total	10%		Departments	Total	10%
1 Educational Foundations & Instructional Technology	71	07		1. Educational Foundations & Management	161	16
2 Educational Management	48	05		2. Curriculum Studies & Instructional Tech.	300	30
3 Counseling Psychology	30	03		3. Sports Science & Health Education	34	03
				4 Library and Information Science	82	08
				5 Vocational & Technical Education	281	28
TOTAL	512	51		TOTAL	495	49

C.

COLLEGE HUMANITIES				FACULTY OF ARTS		
Departments	Total	10%		Departments	Total	10%
1 History & Diplomatic Studies	160	16		1. English & Performing Arts	134	13
2 English	107	11		2. History & Diplomatic Studies	106	11
3 French	14	01		3. Nigerian & Foreign Languages	21	02
4 Yoruba	21	02		4. Philosophy	131	13
5 Creative Arts	34	03		5. Religious Studies	17	02
				6 Religious Studies	24	02
TOTAL	341	35		TOTAL	409	41

D.

COLLEGE OF SCIENCE AND INFORMATION TECHNOLOGY				FACULTY OF SCIENCE		
Departments	Total	10%		Departments	Total	10%
1 Biological Studies	102	10		1. Plant & Applied Zoology	180	18
2 Physics & Telecommunication	65	07		2. Mathematical/Computer	412	41
3 Mathematics	49	05		3. Earth Sciences	110	11
4 Computer Science	82	16		4. Geography & Reg. Plan	22	02
5 Petroleum & Petro Chemical Sciences	281	21		5. Chemical Science	214	02
6 Agricultural Production & Management Science	512	04		6. Microbiology	300	30
7 Human Kinetics & Health Education	37	04		7. Physics	132	13
TOTAL	659	67		TOTAL	1370	136

Source: Academic Planning, Quality Assurance and Research Unit TASUED and Academic Planning Unit OOU

2.2 Instrumentation

A self-developed questionnaire was used for gathering the data. The questionnaire was titled Entrepreneurship Education and Entrepreneurial Intentions Questionnaire (EEEIQ). The questionnaire comprising of the following four (4) sections.

1. Demographic:- Focusing on age, gender, academic discipline and parental employment status.
2. Three scales namely

- a. Entrepreneurial Intention Scale
 - b. Motivation for Entrepreneurship Scale
 - c. Acquired Skills in Entrepreneurship Education Scale
- All the 3 scales are based on 4-point Likert ratings.

3. Findings

Hypothesis One: Entrepreneurship skills will not significantly influence students' intentions to venture into an undertaking for self-engagement purpose.

Table 2: Correlation of the relationship between entrepreneurship skills and students' entrepreneurial intentions. Entrepreneurship skills

		Entrepreneurship skills	Entrepreneurial intentions
Entrepreneurship skills	Pearson Correlation	1	.356**
	Sig.(2-tailed)		.000
	N	314	314
Entrepreneurial Intentions	Pearson Correlation	.356**	1
	Sig. (2-tailed)	.000	
	N	314	314

Results in Table 2 revealed that there were significant and positive relationships between entrepreneurship skills and students intentions to venture ($r=.356$; $p<.01$). This implies that entrepreneurship skills do influence students' intentions to venture into undertaking self-engagement purpose. Therefore, hypothesis one is rejected.

Hypothesis Two: Students' motivations for entrepreneurial venture will not significantly relate to their entrepreneurial education.

Table 3: Correlation of the relationship between student's motivation for entrepreneurial venture and Entrepreneurial intentions.

		Students' Motivation	Entrepreneurial intentions
Students' Motivation	Pearson Correlation	1	.621***
	Sig.(2-tailed)		.000
	N	314	314
Entrepreneurial Intentions	Pearson Correlation	.621***	1
	Sig. (2-tailed)	.000	
	N	314	314

Results in Table 3 revealed that there were significant and positive relationships between students' motivation for entrepreneurial venture and entrepreneurship intentions ($r=.621$; $p<.01$). This implies that students' motivation for entrepreneurial venture do relate to their entrepreneurship intention. Therefore, hypothesis two is rejected.

Hypothesis Three: There is no significant relationship between parental employment status and students' entrepreneurial intentions.

Table 4 Correlation of the relationship between parental occupational career and students entrepreneurial intentions.

		Parental Occupational	Entrepreneurial intentions
Parental Occupational	Pearson Correlation	1	-.132*
	Sig.(2-tailed)		.020
	N	314	314
Entrepreneurial Intentions	Pearson Correlation	-.132*	1
	Sig. (2-tailed)	.020	
	N	314	314

Result in Table 4 revealed that there was significant but negative relationships between parental occupational career and entrepreneurship intentions ($r=.132$; $P<.05$). This implies that parental occupational career have significant negative relationship with the students' entrepreneurial intention. Therefore, hypothesis three is rejected.

Hypothesis Four: There is no significant difference between male and female students' entrepreneurial intentions.

Table 5: Comparison of male and female students' entrepreneurial intentions

	N	X	Sd	Df	T cal	Sig	Remark
Male students	158	33.019	5.15	312	1.936	.054	Not Significant
Female student	156	31.788	6.07				($p>0.05$)

Table 5 shows that the calculated value of 1.936 is not significant at 0.05 level of significant with 312 degree of freedom. This implies that there was no significant difference in the entrepreneurial intentions of male and female students. Therefore, hypothesis four is retained.

Hypothesis Five: There is no significant difference in students' entrepreneurial intentions based on their academic disciplines.

Table 6: ANOVA Comparison of students entrepreneurial intentions based on their academic disciplines

	Sum of square	Df	Mean square	F	Sig.	P
Between Groups	224.986	3	74.995	2.375	.070	$p>0.05$
Within Groups	9786.836	310	31.570			
Total	10011.822	313				

Table 6 presents the result of ANOVA test on students' entrepreneurial intentions based on their academic disciplines. The F value of 2.375 obtained in the test is not significant at 0.05 level of significance. It is therefore concluded that there is no significance difference in the entrepreneurial intentions of students based on their academic discipline. Therefore, hypothesis five is retained.

Hypothesis Six: There is no significant difference in students' entrepreneurial intentions based on their age.

Table 7: Comparison of students' entrepreneurial intention based on their age group

	Sum of square	Df	Mean square	F	Sig.	P
Between Groups	212.011	3	70.670	2.236	.084	$p>0.05$
Within Groups	9799.810	310	31.612			
Total	10011.822	313				

Table 7 presents the result of ANOVA test on students' entrepreneurial intentions based on their age. The F value of 2.236 obtained in the test is not significant at 0.05 level of significance. It is therefore concluded that there is no significant difference in the entrepreneurial intentions of students based on their age group. Therefore, hypothesis six is retained.

4. Discussion

The study focuses on the relationship between entrepreneurship education and students' entrepreneurial intentions. The findings of the

study are discussed based on the based on tested hypotheses. Hypothesis one indicates that entrepreneurship skills significantly influence students' intentions to venture into an undertaking for self-engagement purpose. This shows that entrepreneurship education positively influence the entrepreneurial intentions of the students'. The result suggests that most undergraduate students will prefer to work for themselves because while the number of university graduates joining the job market increases each year, there are gross inadequate job vacancies by the public and private sectors to absorb all youths seeking employment,

consequently, most of these tertiary students even before and after leaving school see entrepreneurship as their only means of survival.

The result corroborates the findings of Owusu-Anasah (2004) that entrepreneurship education programme influences students' career intentions. It indicates that the entrepreneurship education being offered at tertiary institutions met the students' needs of becoming an entrepreneur. The finding of this research proves that entrepreneurship education and entrepreneurial intention is positively linked. This result is also consistent and supported by previous researchers (Fayolle & Gailly, 2004; Lee, Chagrand Lim 2005; Matlay, 2008; Izedonmi & Okafor, 2010; Ooi, Selvarajah, & Meyer, 2011). This is because entrepreneurship education has equipped the students with necessary skills and knowledge by preparing them to deal with uncertainty in future by helping them to be entrepreneurs as they have the basic knowledge regarding management of firm, minimizing risk barriers (Izquierdo & Buelens, 2008; Ahmed et al. 2010; Zhou Tao Zhong & Wang 2012), leading to capability enhancement in managing business venture in future (Peterman & Kennedy, 2003; Izquierdo & Buelens, 2008) and improve their attitude towards entrepreneurship which, in turn increases their entrepreneurial intention (Dell, 2008; Tam, 2009).

Hypothesis two revealed that there was significant and positive relationship between students' motivation for entrepreneurial and entrepreneurship intentions. This shows that entrepreneurship education motivates students positively to venture into an undertaking for self-engagement purpose after graduation. This is consistent with the studies by Wilson, (2007) which established that entrepreneurship programmes significantly increases students' intentions toward entrepreneurship by motivating them to choose entrepreneurial careers.

Hypothesis three indicates that there is significant relationship between parental employment status and students entrepreneurial intentions. This indicates that the employment status of parents influences their entrepreneurial

intentions. With regards to entrepreneurial family background, the result illustrates that there is significant relationship in the level of Entrepreneurial Intentions between students with an entrepreneurial family background and those whose families do not own business. This corroborates with a study by Westhead (1995) who established that being raised in a family that is entrepreneurial had a significant impact on an individuals' intentions to start their own business as there is a transfer of entrepreneurial skills

Hypothesis four states that students entrepreneurial intentions did not vary on the basis of students' gender. This implies that gender did not have any significant influence on students' entrepreneurial intentions. This is as a result of gender equality, with the belief that the job that a man can do a woman can also do it. However, it is contrary to the findings by Ahmed et al. (2010), whose findings indicate that gender (males and females) preferences are different in relation to starting a business.

Hypothesis five revealed that there was no significant difference in the entrepreneurial intentions of students based on their academic discipline. This shows that actual educative process has neither favourable nor detrimental effect on entrepreneurial intentions. However, this is contrary to the study of Varea & Jimenez (2001) in their study (using Economic, Engineering and Technology disciplines) observed that Engineering and Economics student showed greater entrepreneurial intentions than other students because they have had through their courses and academic assignments greater exposure to the world of business.

The result of hypothesis six reveals that there is no significant difference in students entrepreneurial intentions based on their age. This implies that age has no linear relationship with entrepreneurship intentions. The finding is consistent with the report of previous works in the literature of students' intention about entrepreneurship. Earlier studies (Lee, Wong, Dec Foo & Leung 2011; Ozyilmaz; 2011; Franco et al; 2010; Kuckertz & Wanger, 2010; Linan & Chen, 2009; Tornikoski & Kautonen;

2009) using students samples reported of no statistical significant linear association between age and entrepreneurial intention.

5. Conclusions

Based on the findings of this study, it is evident that entrepreneurial education had significant influence on entrepreneurial intentions of Ogun state-owned universities to venture into an undertaking for self-engagement purpose. The entrepreneurial intentions in students taking entrepreneurship education are significantly related to their demographic variables such as gender and parental employment status. It is also revealed that entrepreneurship education exposed to the tertiary students creates in them entrepreneurship awareness and encourages them to demonstrate high level of commitment to entrepreneurship commitment as well as insulating a positive attitude towards business start-up.

6. Recommendations

This study has established the relevance of Entrepreneurship Education in reducing unemployment rate in the country. The following recommendations are therefore given to be positively considered:

- The duration and intensity of the entrepreneurship education should be increased beyond a semester's course to realize a maximum impact on university students.
- Government should establish student enterprise centres for the students at all levels of education to provide business advice, mentorship and other practical support towards the realization of the self-employment aspirations of the students.
- Entrepreneurship education should be practical-oriented so as to sustain students' interest.
- Government should give adequate attention to entrepreneurial development in the country through the provision of conducive economic environment.
- Government should provide link between the graduates and micro finance

bank and other funding institutions. Adequate monitoring should be given to the beneficiaries of financial assistance

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Part Eight

Legal Studies

The Variations of the Concept of Justice: An Analysis

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Abstract. The idea of the concept of justice varies from man to man, family to family, locality to locality, state to state, country to country and even continent to continent. The inquiry about justice goes from the crudest to the most refined interpretation of it. The basis of justice can be traced to conscience and morals. Philosophers have different theories of justice. This contributes to the assertion that a definite meaning of justice is hard to come by. Some see it as a shield to the weaker people in the society; others envision a society of equal citizens with equal rights. The ‘rights of citizens’ is one of the basic features of justice. In claiming these rights by citizens, arguments build up as to unjust actions. An example is the nature of secularism in Turkey, the ban placed on the hijab and the violation of the right to freedom of religion of women. Also, an intimate look at current issues in the world brings one to the conclusion that it is not possible for everyone to be just; just like everyone cannot be equal. Pertinently, there are different angles to justice. We have economic justice, political justice, social and Islamic justice. People ascribe justice to the least of their interactions in the society. This paper seeks to examine, through the use of primary and secondary materials, the concept of justice by looking into the foundation of justice and the theories of justice by different philosophers; to dissect the concept of justice into different aspects; and analyse some of the current issues on justice.

Keywords: Justice, Natural justice, Fairness, Ethics, Equality, Constitution, Right to Privacy

1. Introduction

Justice is fundamental in any society. Its importance and significance can never be underestimated in the affairs of men. It is like a sister to law. It is what the law seeks to be effective. A good society is one structured according to the principles of justice.

Justice generally means what is just and fair. The Supreme Court of Nigeria defining justice in the case of *Inakoju v Adeleke* stated that:

Justice is not only one loud and large term, it is most important expression in the judicial system and administration of justice, and here I emphasise justice in the context. Justice in its simplistic content means quality of being just, fairplay and fairness. It has an element of quality of egalitarianism in its functional context.

The popular figure of justice; The Lady Justice, has three recognizable features. She is blindfolded, manifesting her impartiality; she holds the “scales of justice” showing that she is ready to weigh competing claims; and she holds a sword, indicating that she means business. This signifies that justice has the features of fairness and equality. However, it is good to always keep ‘Lady Justice’ in mind when thinking about the concept of justice.

Justice has been prevalent in different societies since the pre-modern days. There was a pre-

modern idea that there was a god; that god had a plan of social life and those who conformed to the plan were good while those who lived by some other plan were evil. For example, in Nigeria, traditional justice is the pillar of igbo judicial and legal systems where there is a belief in a supreme and unique God called Chineke, Chukwu or Czechitoke and believe in lesser spirits and the ancestors. The gods or the ancestors determine what is good and what is evil and whoever goes against the good would be subject to either of the two classes of offences with punishments ranging from death penalty to very extreme cases, ostracism, banishment to seizure of valuable property.

In order to arrive at a just society, the inalienable and inborn rights of all human beings and citizens, the right of all people and individuals to equal protection before the law of their civil rights, without discrimination on the basis of race, gender, or sexual orientation, gender identity, national origin, color, ethnicity, religion, disability, age or other characteristics must be taken in consideration

Also, from a jurisprudential point, the term justice means different things to different people. The natural school of thought views justice as a different concept as does the various scholars from the sociological and historical schools of thoughts. John Rawls sees justice as fairness and envisions a society of free citizens holding equal basic rights cooperating within an egalitarian economic system. Aristotle distinguished between what is meant by 'corrective justice' and 'distributive justice' and posited that goods should be distributed to individuals on the basis of their relative claims. Cephalus, a representative of traditional morality of the ancient trading class is of the view that justice consists in speaking the truth and paying one's debt'. Thrasymachus propounded the radical theory of justice. According to him, justice is "the interest of the stronger" He advanced some more arguments in support of his concept of justice and injustice. Glaucon put forward a social contract theory from historical evolution, arguing that justice has become a shield of the weaker.

The various approaches to justice have revealed that we face an irresolvable pluralism of ideologies of justice and if the structure of legalism embodies one dominant set of ideology of justice, it will appear unjust from another perspective.

In this paper, the concept of justice in relation to the some prevalent issues in the world is examined. An analysis of the variations of the concept of justice which includes constitutional justice, social justice, political justice and religious justice is also made and the ideas of different philosophers and scholars on the concept of justice are discussed.

2. Conceptualization of Terms

Some words are defined for a better understanding of some of the terms used in this study.

JUSTICE – For the purpose of this study, justice generally means the fairness, equality, equity, rightness, virtue or the equal distribution of resources.

RIGHTS – This means the basic entitlements of every citizen in a particular state or fundamental human rights of people all over the world. These rights include: right to life, right to liberty, and freedom of expression amongst others.

ETHICS – Ethics is the moral view about what is good or bad in a particular society. It has to do with the behavior of people in a particular society as how they see things as being right or wrong; whatever is right is good and whatever is wrong is bad.

EQUALITY - In this study, equality means non-discrimination on the basis of sex, race, health, religion, family structure, age, culture, sexual orientation and marriage. It is the impartial treatment of things or persons with the same status equally.

CONSTITUTION - This is the grundnorm of a particular state or the set of laws of a particular government.

FAIRNESS – Fairness also means the quality of making unprejudiced, equitable, impartial, just, objective, dispassionate and unbiased decisions and judgments.

HIJAB - The hijab is a cover used by Muslim women as ordered in the Quran; the Islamic text of Muslims to preserve their modesty and make men deal with them on a mental level as equals, rather than sexual objects.

3. The basis of Justice

Conscience is the basis of justice. It is the mixture of ethical and moral principles that control, inhibit or accuse the actions of an individual. The conscience of a man makes him recognize his inner voice which speaks justice and discerns between what is good and evil; and what is right and wrong. This conscience also leads a man to treat others in a way he wants to be treated in certain situations.

Most of the justice systems revolve around ethics. Ethics resolves questions dealing with human morality – concepts such as good and evil, right and wrong, virtue and vice. Justice is a concept of moral rightness based on ethics, rationality, law, natural law, religion, equity and fairness, as well as the administration of the law. In certain situations, the nation has to make certain laws against live conscience which may be vital for the interest of the nation. For example, in the United States of America, it is common to have citizens unlawfully arrested, detained and tortured by the American courts in the fight against terrorism prominent in the Nation. The fight against terrorism is an excuse against the violation of human rights in the United States.

4. Variations of the Concept of Justice

Justice is a term with varied meanings. The concept of justice means different things to different people and societies. So many scholars and philosophers have also come up with different ideas of this concept of justice. There is no single pattern as regards the concept of justice; pluralism of ideas is the order of the day. For instance, the practice of the female genital mutilation is classified as being justified and is encouraged by some Islamic scholars and some countries while some other scholars and countries see it as a cultural practice which is both unethical and incredibly detrimental to the

victims of such unjust act besides obviously being a direct violation of human rights.

4.1 Natural Justice

The doctrine of natural justice embraces principles and rules of justice and fairness which impose obligation on authorities and persons who have power to make decisions affecting other persons to act fairly without bias in good faith and afford the person the opportunity to be heard and adequately state his case; this term refers to divine law and divine justice.

The opportunity to be heard by an impartial decision maker is at the heart of the rules of natural justice. Justice is being disinterested and/or unbiased in the matter to be decided; it is not only to be done but be seen to be done and the decisions that are eventually made must be based on logical evidence. Faith in courts and the justice system is justice.

4.2 Constitutional Justice

The only way to analyse the nature of justice in a particular society is through the constitution of the people. A just constitution would be a constitution that affects equality amongst the three arms of government; the legislature, the judiciary and the executive; the separation of powers amongst them and fairness to the masses.

We have different set of rules in the provisions of different laws of countries. For instance in Nigeria sodomy is illegal under the criminal law and persons who enter into same sex marriage contract or civil union commit an offence and are liable on conviction to 14 years imprisonment while in other countries such laws practices are not seen as a crime and thus not contained in the constitution. According to Laurie York:

“Gay marriage is an issue that has come to stay. It is not going away until the same-sex couples are extended the same 1,138 rights, benefits and privileges that heterosexual couples are so easily given. Countries around the world are one by one legalizing same-sex marriage”

However, there are some general features of justice that should be contained in the constitutions of nations. These include:

Basic rights

To ensure peaceful coexistence of the people and arrive at justice, the basic rights of the citizens must be protected and entrenched in the constitution. The fundamental human rights of the citizens must be protected.

Freedom of conscience and expression

Herbert Spencer's idea of justice was freedom. He thinks every man should be free to do what he wills provided he doesn't infringe on the equal freedom of any other man.

For instance, these days, academic freedom; the freedom of the academic staff of an educational institution as to the teaching, learning and conducting research duties is spelt out clearly and is also recognized in most countries of the world. This is protected by the provisions of the European Charter of the Fundamental Rights.

It is worthy to note that since 11th September, 2001, America's fight against terrorism has affected and weakened the liberties enjoyed in the States. Is this a form of injustice on the part of the United States government or is this just another means of protecting public order?

Freedom of speech is human's most fundamental and contested right in modern world. It is most significant also in democratic states.

Right to privacy

The right to privacy should be protected by the constitution. People should have the freedom to do whatsoever they want to do without any form of intrusion.

The freedom of information of citizens should be entrenched in the constitutions of nations. For instance, the interception of calls of citizens should not be done except it is lawful.

The United States constitution provides no express right to privacy; this has become controversial in recent times. In Nigeria, Section 37 of the 1999 Constitution provides for the rights to privacy in Nigeria.

Political equality

This involves the right to vote and be voted for. Citizens should have equal rights of participation in government. Both men and women should have the right to participate.

Women should not be discriminated against in government. The United Nations Convention on Elimination of all forms of Discrimination against Women protects the interests and rights of women and also gives women the capacity to access justice. In Nigeria, under the igbo customary rules, if the first born in a family is a girl, she cannot inherit the 'igiogbe'. The inheritance has to be by the first son. Is this a form of injustice? Or does it satisfy what is regarded as being just in that particular society and could pass for justice?

There should also be freedom from slavery and forced labour as contained in Article 8 of the International Covenant on Civil and Political Rights which provides that no one should be held in slavery; slavery in all forms shall be prohibited. The Parliamentary Assembly of the Council of Europe(Pace) adopted a recommendation on "Domestic Slavery" in 2001, in which it called for a number of measures to prosecute and prevent domestic slavery and to protect the rights of the victims thereof.

Equality before the law

The rule of law should be effective. Both the ruler and the ruled should be equal before the law. According to Allan in his book, the rule of law and separation of powers are the "first principles" of constitutional justice. He argued that there should be strict separation of powers between the arms of government and also equality before the law. Law, he insists, must be evenly applied insofar as it cannot impose discriminatory burdens on some citizens and not others without a corresponding rational justification that supports the common good and maintains the dignity of all citizens. He also argued that law should be general and must apply equally to private citizens as well as public officers.

Judicial independence

The independence of the judiciary cannot be over-emphasised. It is one of the key factors of justice. The judges protect the law; however having an unbiased, impartial and fair judge is a step to combating injustice in the world. It is injustice for those at the mercy of justice to have

their rights wavered by the bias judgment passed by the Judges in court.

Access to justice

Access to justice is when victims of injustice have access to court rooms, legal assistance or alternative dispute resolution that are not expensive. In the justice system under Sharia, access to justice is where people particularly the poor, women and children do need help and there are effective solutions available.

4.3 Economic Justice

Economic justice insinuates good life and the ways in which economic systems set conditions for a productive, fair and just life for all members of the global community. This has to do with keeping or distributing economic goods in a fair and equal manner. Aristotle was the first to distinguish between distributive justice and corrective justice. Economic justice however consists of both the distributive idea of justice and the utilitarian idea of justice.

Distributive Justice

Distributive justice is meted out by the legislator and consists in the distribution of offices, rights, honours and goods to the members of any society according to the principle of proportionate equality. According to Aristotle, justice consists in a sort of equality, and demands that the things of this world be equitably distributed and that such distribution be maintained by the law.

Distributive justice connotes that all social primary goods- liberty and opportunity, income and wealth, and the bases of self-respect are to be distributed equally unless an unequal distribution of any or all of these goods is to the disadvantage of the least favored.

In his book, John Rawls stated that distributive justice is a form of fairness; an impartial distribution of goods. It is the idea that the circumstances of life should not result in inequality, and the state should step in to level the playing field. The five rival principles of distribution are each according to equal share,

individual need, personal effort, social contribution and merit.

Distributive justice aims at distributing wealth according to egalitarian schemes where there is equal distribution of goods so that everyone can get what they deserve equally. According to the meritorious theories, goods especially wealth and social status should be distributed to match individual merit. Marx also argued that goods, especially basic ones like food, shelter and medical care should be distributed to meet individuals' basic needs for them. He feels everyone should contribute to the welfare of the generality of the people according to his/her capacity.

However John Stuart Mill, a philosophical thinker argued that the rival principles of justice can be reconciled only on the basis of the principle of utility, such as through consideration of the well-being.

Utilitarianism

Jeremy Bentham and John Stuart Mill are the proponents of this theory. The principle of utilitarianism is where the object of legislation of the state is to promote and secure the greatest happiness for the greatest number.

Bentham does not acknowledge a general or specific human right to justice or the judicial discretion to be given to judges to interpret the laws but justice according to the law as laid down in the legislation. According to Mill, the sense of justice encompasses all moral requirements which are most essential for the well being of mankind and which human beings regard as sacred and obligatory.

According to the utilitarian theory, the totality of the welfare of individuals is maximized across all relevant individuals to amount to justice. Punishment is a necessary sacrifice which maximizes the overall good in the long term.

Corrective Justice

Aristotle's account presents corrective and distributive justice as two contrasting forms of justice. Corrective justice deals with voluntary

and involuntary transactions (today's contracts and torts), focuses on whether one party has committed and the other has suffered a transactional injustice. Injustice arises in the absence of equality, when one person has too much or too little relative to another. The law corrects this injustice when it re-establishes the initial equality by depriving one party of the gain and restoring it to the other party.

For instance, corrective measures are used to achieve environmental justice where the polluters pay for the pollution caused by their activities which has led to the degradation of the environment thereby causing environmental and health hazards. By the 'Polluter Pay Principle' whoever is responsible for damaging the environment would bear the cost associated with it. This principle is mostly applicable in the Niger Delta region of Nigeria where oil spillage is rampant.

4.4 Social Justice

Social justice is based on the idea that the society gives individuals and groups fair treatment and an equal share of benefits, resources and opportunities. Social injustice incorporates social issues that involve the individual, the family, the community, the wider society, and even the international community. It refers to unfair treatment of inequities that have resulted from racism, sexism, socioeconomics, sexual orientation, religion, ableism, all of which affect quality of life.

Social injustice may be experienced in a variety of different ways, ranging from personal affronts to broader kinds of violations that are institutionally based. For example, denial of writing examinations in an educational institution because of wearing the hijab; the muslim cover. Discrimination against pregnant workers. Pregnant women have been fired, denied promotions and pushed to terminate their pregnancies.

Also the religious aspect of social injustice has become notorious and debatable. Religious freedom is social justice. Religious freedoms are always embedded in the constitutions of nations and also some International Conventions and declaration. There will be social injustice as

regard religion where the muslim citizens of a particular state are denied the right of freedom of religion and the right to practice religion.

For instance, in Turkey, from 1930-2013, a ban was placed on wearing hijab to educational institutions by Muslim women. This amounted to several women being barred from the higher education in Turkey each year because of the headscarf. Some were even prevented from writing exams. A school teacher who was also prevented from wearing the hijab at work in a school also made applications in court against the violation of her right to freedom of religion by an educational institution. Several issues of social injustice like gender inequality, discrimination against women, violations of right to freedom of religion and right to education of women came from this case.

4.5 Political Justice

Political justice involves the liberal concept of justice. John Rawls suggested that the solution to the problem of legitimacy in a liberal society is for political power to be exercised in accordance with a political conception of justice. However it is assumed that since all the features of political conceptions of justice will include:

Individual rights and liberties such as rights of freedom of expression, liberty of conscience and freedom of choice of occupation;

Special priority given to these rights and liberties over demands to further the general good (e.g., greater national wealth) or perfectionist values (e.g. the values of cultural flourishing)

Assurance for all citizens the sufficient all-purpose means to make effective use of their freedoms.

According to Rawls, political power is "legitimately" used in a liberal society when it is used in accordance with a political conception of justice. However, the three most fundamental ideas that Rawls finds in the public political culture of a democratic society are that citizens are free, equal, and that society should be a fair system of cooperation.

For instance, in France principle of secularism involves the strict separation of the state from religious institutions also proposes equality of different religions and beliefs before the law;

freedom of religion and freedom to be free from religion. However, in the quest to maintain public order and protect the right and freedoms of others, the right to manifesting religious practices of citizens are violated. The question which the European courts and even some National courts have not been able to answer is whether the violation of the right to freedom of religion by the secular states is a form of social justice or injustice?

5. Conclusion

In this work, the concepts of justice have been examined by analyzing the components of fairness and equality in political, economic, social and religious sectors of societies. Striving for justice remains a continuing struggle, since not all individuals or groups receive the same justice, opportunities or rights in similar situations.

It is recommended that all the components of justice, the features of justice and the ingredients of attaining justice should be articulated in the actions of both the ruler and the ruled; and the government and the people to achieve true justice.

Each developing nation should respect the laws of their states and “stop” the economic empowerment of developed nations from forcing them to do things they are not ready for. Just like it is difficult to have universality of human rights, it is also difficult to have universality of the concept of justice.

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Protecting the Antarctic Environment: Will a Protocol be enough?

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1. Introduction

The Antarctica as a single continent, with no indigenous or permanent human inhabitants, and no commercial or industrial activities, is more easily governed by a single comprehensive environmental treaty regime known as the Antarctic Treaty System (ATS). These include the Antarctic, the Agreed Measures for the Conservation of Antarctic Fauna and Flora, the Convention for the Conservation of Antarctic Seals, the Convention for the Conservation of Antarctic Marine Living Resources, the Convention on the Regulation of Antarctic Mineral Resource Activities, and the Protocol on Environmental Protection to the Antarctic Treaty (The Madrid Protocol). The Madrid Protocol was designed to protect and preserve the Antarctic environment. This paper assesses the Madrid Protocol.

The Protocol on Environmental Protection to the Antarctic Treaty (Madrid Protocol)

In 1989, Australia proposed that the Antarctic Treaty countries should negotiate a comprehensive environmental protection regime for the Antarctica. This led to the signing of the Protocol on Environmental Protection to the Antarctic Treaty (Madrid Protocol). The Madrid Protocol was signed by the Antarctic Treaty members in 1991 and entered into force in 1998. The Madrid Protocol reaffirms the status of Antarctica as an area reserved exclusively for peaceful Purposes, including in particular scientific research, and sets forth a

comprehensive legally binding system of environmental protection applicable to all human activities. The Madrid Protocol prohibits all activities in Antarctica except for scientific research. The Madrid Protocol also commits parties to environmental impact assessment procedures for proposed activities, both governmental and private.

The Madrid Protocol was adopted to supplement the Antarctic Treaty and to minimize the environmental impact of human activities in the Antarctic. 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.

The Madrid Protocol may be seen as containing two main Units. The first unit is that it prohibits mineral activities, except for scientific research. The second unit is that it regulates human activities.

The second unit creates an environmental protection regime for the Antarctic. For instance Article 3 (1) states that:

The protection of the Antarctic environment and dependent and associated ecosystems and the intrinsic value of Antarctica including its wilderness and aesthetic values and its value as an area for the conduct of scientific research, in particular research essential to understanding the global environment, shall be fundamental

considerations in the planning and conduct of all activities in the Antarctic Treaty area.

For the activities not prohibited in the Antarctica, the Madrid Protocol requires an environmental impact assessment (EIA) at the planning stage. An EIA is required if the activity is determined to have at least a minor or transitory impact on the Antarctic environment or on dependent and associated ecosystems.

The Madrid Protocol has five annexes: on Environmental Impact assessment (Annex I), Conservation of Antarctic Fauna and Flora (Annex 11), Waste Disposal and Waste Management (Annex III), Prevention of Marine Pollution (Annex IV), and Area Protection and Management (Annex V).

The Madrid Protocol builds the Antarctic Treaty and Recommendations adopted by Antarctic Treaty Consultative Meetings to extend and improve the Treaty's effectiveness as a mechanism for ensuring the protection of the Antarctic environment. It designates Antarctica as a natural reserve, devoted to peace and science, and sets forth basic principles and detailed, mandatory rules applicable to human activities in Antarctica, including obligations to accord priority to scientific research. The Protocol prohibits all activities relating to Antarctic mineral resources, except for scientific research, and provides that this prohibition cannot be amended by less than unanimous agreement for at least fifty years following entry into force of the Protocol.

The Madrid Protocol establishes a Committee for Environmental Protection as an expert advisory body to provide advice and formulate recommendations to the consultative Meetings in Connection with the implementation of the Protocol. Dispute settlement procedures are included in the Protocol. These include compulsory and binding procedures for disputes over the interpretation or application of, and compliance with, the provisions of the Protocol relating to mineral resource activities, environmental impact assessment and response action.

2. The Contributions of the Madrid Protocol to the Antarctic Environment

The Madrid Protocol has significantly contributed in strengthening international co-operation within the Antarctic Treaty System. It has also changed the perception about the Antarctic Treaty System in the broader international community.

The Madrid Protocol has significant legal effects: by introducing a comprehensive instead of an issue specific approach in Antarctic environmental protection; by doing this in a legally binding instrument; and by establishing a new institution, the Committee for Environmental Protection (CEP), with an advisory role in the implementation of the Protocol.

On the Antarctic environmental management, the Madrid Protocol has enabled a change in behavior relating to minimizing environmental impact of activities in the Antarctic in three major ways: by increasing awareness of domestic agencies, by increasing the transparency of domestic implementation, and by increasing mutual control of environmental practices in the Antarctic.

3. The Challenges of the Madrid Protocol

The context of the Madrid Protocol's provisions, by and large, did not result from new writing. To a great extent, the Madrid Protocol and its annexes evolved from a cut and paste operation. Many provisions in the Annexes were extrapolated from earlier recommendation, and legal instruments such as the Convention on the Regulation of Antarctic Mineral Resource Activities (CRAMRA).

Secondly, an unambiguous determination of the area of application of the Protocol as an environmental protection instrument is hampered by the fact that the Madrid Protocol lacks any specific provision as to its territorial scope. This omission is due to the fact that the Madrid Protocol is meant to be a supplement to the Antarctic Treaty.

Depending on the legal system of each country that are party to the Protocol, some countries needed to pass national implementing legislation to complete the process of ratification of the protocol, while others did not need to go through this procedure. As many provisions of the Protocol are not entirely self-executing, they need to be implemented by more detailed domestic instruments. Most Antarctic Treaty Parties have adopted some form of legislation or regulations to implement the Protocol. In some instances this process took well over a decade since the Protocol was signed.

Chronic and substandard implementation of the Protocol is another major problem. The significant gap that developed between the countries implementing many of the Protocol obligations and that lagging significantly behind, is one of the more disappointing developments since the Protocol was signed.

Despite the Protocol's commitment to ensure protection for dependent and associated ecosystems there is limited evidence of this innovative and environmentally same concept in the practical operation of the Protocol.

On the exchange of information, Article 17 of the Protocol requires Parties to report annually on the steps taken to implement the Protocol. This requirement is a proxy indicator of implementation standards. Information exchange should show not only what Parties are doing to implement the Protocol, but also what they are not doing. Only a few Parties have reported consistently since the Protocol was signed.

The Protocol requires each Party to take appropriate measures to comply with the Protocol and to exert appropriate efforts to influence other nations to comply. No definition is provided for the term "appropriate measures" or "appropriate efforts". Each Party is required to notify the other Parties of activities affecting the implementation of the Protocol. It establishes a committee on environmental protection to assist the Parties in enforcement but it is advisory only and has no independent powers of enforcement, or inspection, leaving enforcement to the individual Parties. Enforcement of the Protocol is subject to binding arbitration or

compulsory International Court of Justice (ICJ) jurisdiction. However, this provision of the Protocol does not apply to disputes involving the parts of the Protocol that relates to environmental impact statements or the disclosure of environmental information. Disputes concerning these matters are subject only to an obligation to resolve disputes by peaceful means. The information gathering and disclosure of the Protocol are its most important parts. Omitting these parts from the compulsory dispute resolution requires renders them meaningless.

Regarding damages, the Protocol requires the Parties to undertake elaborate fines and procedures relating to liability for damages resulting from activities within the Treaty area. Unfortunately, no further guidance is given.

4. Conclusion

The Madrid Protocol has been a significant step forward for the protection of the Antarctic environment. Nearly 27 years after its signature, the Madrid Protocol is not consistently applied and some of its more innovative and progressive aspects of environmental management are constantly under pressure. A better and more consistent implementation of the Protocol's letter and intent is required. This includes greater transparency in national implementation and a greater commitment to international management of the Antarctic region.

Despite the Madrid Protocol having been negotiated in haste and with an imminent political agenda and thus being hampered by some important contradictions, several aspects of the Madrid Protocol, and the political will of the Parties to implement them, are directly responsible for the practical impact on improved environmental management in the Antarctic.

The Madrid Protocol does not realistically provide comprehensive effective protection for the Antarctic environment. Like many other international conservation agreement, the Protocol is crippled by its deference to national sovereignty and its need for national consensus for enforcement. Unfortunately for the protection of the Antarctic resources, the

Protocol is part of the evolution of international environment law and shares the weakness of most treaties: general standards, weak institutional structure, and dependence on sovereign States for enforcement.

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