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Editorial

This issue of KIU *Journal of Social Sciences* focuses on Social Psychology, Educational Psychology, Educational Technology Development Administration, and Judicial Administration.

Social psychology is a branch of psychology concerned with how social influences affect how people think, feel, and act. The way we perceive ourselves in relation to the rest of the world plays an important role in our choices, behaviors, and beliefs. Conversely, the opinions of others also impact our behavior and the way we view ourselves. Understanding social psychology can be useful for many reasons. First, we can better understand how groups impact our choices and actions. Additionally, it also allows us to gain a greater appreciation for how our social perceptions affect our interactions with other people. That is why the first part of the Journal addresses issues in Social Psychology such as time management, organizational transparency, gender and career choice and so on. One of the papers argues that it is only by productivity that the real national wealth of a country can increase. The paper therefore, recommended that it is necessary that organization should set out their productivity goal before they even embark on production and the goals must be realistic, specific, comprehensive and meaningful.

Section two explores the social and cultural factors that affect the academic performance of students in various institutions of learning in the society. One of the papers found positive and significant relationship between entrepreneurial revolution and entrepreneurial intention; and positive and significant relationship between skills acquisition and entrepreneurial intention. The study concluded that undergraduate students need entrepreneurship skills for them to be able to engage in entrepreneurial activities. The study recommended the need to build an efficient entrepreneurial culture that is essential in the motivation of young graduates to have entrepreneurial intentions.

In today's world, unpredictability is the only thing which does not change. Things which were true yesterday are not true today and tomorrow is a whole different story. The only way of equipping future generations is to help them tap into their creative wisdom. Here lies the importance of Educational Technology in teaching and learning. Therefore, section three examines the impact of advancement in technologies on teaching and learning. One of the studies here reveals an average level extent of use of e-learning technologies by the undergraduates; Age was found to be an indicator for e-learning technologies usability; and that there was no significant difference in usability of e-learning technologies for learning based on gender ($X\text{-squared}(200) = 0.102, p(0.0950) > 0.05$). It is recommended therefore, that, the authorities should encourage the undergraduates to utilize e-learning technologies more, in order

to accelerate and possess quality improvements on their academic performance, ICT skills and interactivities with peers and lecturers alike.

In the Section on Development Administration, it is recommended that organization should set out their productivity goal before they even embark on production and the goals must be realistic, specific, comprehensive and meaningful. This is drawn from the conclusion that productivity is the lifeblood of our economy and key to high standard of living. Productivity growth is important for the wellbeing of future generation. It is only by productivity that the real national wealth of a country can increase.

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

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

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Part One
Social Psychology



Gender and Career Choice: Counselling Implications for Promoting Entrepreneurship and Sustainable Development in the 21st Century

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Abstract. This study examined the vocational interest among high and low academic achievers boys and girls in secondary schools in Ondo State, Nigeria. The instrument employed for the study was the vocational interest inventory (VII) after validation for the purpose of this study. Subjects used were 256 students selected through purposeful selection method, comprising of 128 low academic achievers and 128 high academic achievers of both sexes drawn from eight secondary schools located in Akure South Local Government Area of Ondo State, Nigeria. The data collected were subjected to t-test statistics for analyses. The generated hypotheses were tested at $P < 0.05$ level of significance. The results showed that: there is significant difference in the vocational interest of high academic achiever boys and high academic achiever girls, there is no significant difference in the vocational interest of low academic achiever boys and low academic achiever girls, there is significant difference in the vocational interest of boys and girls irrespective of academic achievement. Recommendations were made based on the findings of this study that; the school counsellors, parents and government should assist individual secondary school student in choosing career that is congruent to his/her interest and ability for job satisfaction and

fulfilled life. This will enhance a positive change necessary in vocational education for promoting entrepreneurship and sustainable development in 21st century.

Keywords: Gender, High Academic Achievers, Low Academic Achievers, Vocational/Career Interest.

1. Introduction

In the African traditional society, parents usually choose careers for their children. This perhaps was due to the simple mode of life of the day. Today, things are changing because of the world of scientific and technological knowledge and development.

Career choice is a very important process in one's life and in the life of a nation as a whole. We must decide what manner of person (man) we wish to be and what favourable callings in life we would follow. Choosing a lifelong career is a difficult thing in the world. It is a common phenomenon that people prefer certain jobs based on their interests and needs, to satisfy people who influence them such as parents, peer groups and the environment. Such career choice is sometimes based on the needs for self-

expression that will offer an individual the need to achieve self-actualization.

Owuamanam (1982) affirms that it is pertinent that serious consideration and attention is given to career choice of the Nigeria Secondary School adolescents so that they can appropriate career choice. Cook, Hepper and O'Brien (2002) states that individuals operate within a unique ecosystem and therefore their vocational interest is often influenced by factors operating in that society. Adams (1996) shows that some adolescents' career choices were influenced by their parents. Brown (2002) presented research findings supporting several propositions about the role of values in career choice, success and satisfaction. He showed that the people will prefer careers that the society will approve based on the societal values. According to Malini Nair (2010), a former Harvard head Larry Summers had once angered feminists across the globe by suggesting that women may not have innate ability to handle science and math. Malini stressed further that women made 37% of science Ph.D.'s with a depressingly large percentage of workforce dropouts due to prejudiced mindset, the burden of their family roles and gender biased administrations.

The choice of a career among the adolescents in Nigeria is a major concern of everybody in the country, the reason being that it affects the individual student, his family and the society at large. Probably, this was the reason why the Federal Government of Nigeria pointed out in the Third Nation Development Plan (1975) that Education is uncompleted if the beneficiary does not have the particular feeling of self-fulfilment which goes with the right choice of career. At this stage, adolescents exhibit identity crises due to some academic Also to have a po related problems in the vocational choice. Sommers (2008) showed that women earned more Ph.D.'s than men in the humanities, social sciences, education and life sciences. She made it clear that the figures were different in other areas. Women comprised just 19% of tenure-track professors in math, 11% in physics, 10% in computer science and 10% in electrical engineering. Also, according to Cohen (2011), the gender breakdown of the top 15 college majors in 1998-99 and 2008-09 reveals that the

most female-dominated majors- from English to the health professions-became more female dominated. Weisgram & Bigler (2006) affirmed the low percentage of women in scientific fields.

In a rapidly developing country such as Nigeria that is at the verge of changing from a traditional agricultural country to an industrial one, the choice of career is a complete task. Family occupations such as farming, weaving, carving, drumming, fishing and hunting are no longer accepted by the children to be followed as career choices. The drift from rural to urban setting has affected the pattern of occupations and career of youths. Likewise, the influence of science and technology in all sectors of the economy has complicate the number of careers that are available as well as the best means and ways of choosing the right occupation for the right person, Olayinka (1980). Uba and Olaniyi (1990) argued that there is significant difference in the vocational interest of females. Olasehinde (1976) submitted that sex plays an important role in determining the student's career choice. He stated further that children tend to learn different sex roles and that these roles and interests later become dominant factors in career choice.

Siann and Callaghan (2001) and Ozbilgin and Woodwork (2003) asserted that female students are underrepresented in science, engineering and technical education and that career choice is subject to social constraints in Britain and Turkey. Abiola (1983) pointed out that in the years back, 1% of the engineering students registered were women in areas like meteorological engineering, but in marine engineering, there was no woman at all. Adeyemi (1992) affirmed that boys must consider the types of occupation that are congruent with their abilities as their abilities and skills determine their career interest. Olive (1973) in her study of sex differences in adolescent vocational preference argued that females who are low/ high achievers clustered around such professions like social work, teaching, secretariat work and such other careers that require less educational training and responsibilities. Cooper (2015) stressed that "A potential business is like a lock. It will become

successful only with exactly matching key. I tried a number of businesses that did not match my key. When I finally located the right business (lock) for the grooved teeth of my key, I became a successful entrepreneur". To avoid unsuccessful entrepreneurship, one must engage in right career choice. Therefore, the need to understand the career interest of both high and low academic achiever boys and girls becomes imperative.

2. Statement of the problem

Nowadays, most secondary school students just choose career based on information from the peer group, on parental influence, prestige, social value, and lucrativity of such careers without considering their personal interest and ability for such jobs. Quite often they end up in failure and unfulfilled life. Success in any vocation may be difficult without one being interested in the job. Each career has its own hazards and prospects with unique skills. The students (both high and low academic achievers) must be well informed about the choice of vocation based on interest and ability in order to avoid waste of human and material resources.

Therefore, the purpose of this study is to investigate the influence of gender and career choice/counselling implication for promoting entrepreneurship and sustainable development.

3. Research questions

To guide this study, the following questions were raised:

- Is there any difference in the vocational interest of high academic achiever boys and high academic achiever girls?
- Is there any difference in the vocational interest of low academic achiever boys and low academic achiever girls?
- Is there any difference in the vocational interest of boys and girls irrespective of academic achievement?

4. Research hypotheses

Based on the questions raised above, the following hypotheses were generated for verification:

- There is no significant difference in the vocational interest of high academic achiever boys and high academic achiever girls.
- There is no significant difference in the vocational interest of low academic achiever boys and low academic achiever girls.
- There is no significant difference in the vocational interest of boys and girls irrespective of academic achievement.

5. Methodology

Descriptive survey was employed in carrying out this study. The population of the study consisted of all Senior Secondary School Class One (SSS 1) students in secondary schools in Akure South Local Government Area of Ondo state. Eight schools were randomly selected for the study, they were gathered in a classroom for easy administration, supervision and collection of data. A total of 256 students were purposively selected based on their academic performance (low and high academic achievers) to take part in the study. Thirty two (32) students made of 16 boys and 16 girls were selected from each school. The vocational interest inventory developed by Bakare (1997) for Nigeria secondary schools was adopted after validation by the researcher to gather scores on subjects' vocational interest. The instrument was administered personally on the respondents and completed copies of the inventory were collected by hand immediately after they were filled through simple random sampling technique and stratified sampling technique respectively. A pilot study using twenty senior secondary school class one students was carried out with interest inventory (VII) developed by Bakare (1997). The scores from the respondents were subjected to correlation using Crombach Alpha Method to determine homogeneity of the items. A coefficient of 0.82 was obtained, which was in line with the recommendation of Akinboye (2001) on the homogeneity of the items. This shows the construct validity of the

instrument. The reliability of the instrument was established through test retest techniques by administering the instrument twice at the interval of two weeks on the twenty subjects who were non participants in this study. The value of scores were subjected to Pearson Product Moment Correlation and 0.80 was obtained. These values affirm the instrument's validity and reliability, hence, justifying its use for this study.

The VII is an instrument invented by Christopher M Bakare, PhD of University of Ibadan. It was designed to help an individual indicate the type of vocation he or she is interested in and would doing. It consists of 100 items, 10 for each of the 10 interest area namely mechanical, scientific, outdoor, artistic, persuasive, literacy, musical, social services, computational and clerical. The individual VII tends to tell his interest profile. The reliability of VII has been established for Nigerian subjects Bakare (1977). The reliability figure for one group of students range from 0.57 for the artistic to 0.92 for the scientific interest areas, for another group of students, the reliability coefficient falls between 0.63 for persuasive and 0.91 for literacy interest areas. In this study, the VII question options were numbered five to one,

thus like very much (5 points), Like (4 points), Indifferent (3 points), Dislike (2 points), Dislike very much (1 point). Entrepreneurship is like a key, the grooved teeth of the key are a person's specific characteristics and skills.

Different areas of vocational interest were identified by Bakare VII (1977) to enable the students find vocational interests which are congruent to their potentials, either boy or girl with low or high academic achievements. That is, the exact matching key referred to by Cooper (2015). Therefore, the right choice of vocational interest is bedrock for promoting entrepreneurship and sustainable development.

6. Data analysis

Data collected from the study were analyzed using inferential statistics. Specifically, the hypotheses were analyzed using t-test statistic and tested at P<0.05 level of significance.

Testing of hypothesis

Hypothesis One: There is no significant difference in the vocational interest of high academic achiever boys and high academic achiever girls.

Table 1: t-test of difference between vocational interest of high academic achiever boys and high academic achiever girls.

Variables	N	\bar{X}	SD	DF	t - cal	t - critical
Vocational interest of high academic achiever boys	128	352.13	5.31	254	4.406	1.96
Vocational interest of high academic achiever girls	128	343.24	4.89			

P<0.05, Result: Significant.

From Table 1 above, it was revealed that the mean for the vocational interest of high academic achiever boys was 352.13 while the standard deviation was 5.31. Also the mean score for high academic achiever girls was 343.24 while the standard deviation was 4.89. The t-cal value was 4.406 and the t-critical value was 1.96. Since the t-cal value is greater than the t-critical value, therefore, the hypothesis that states that there is no significant difference in the vocational interest of high academic achiever boys and high academic achiever girls is rejected.

Table 2: t-test of difference between vocational interest of low academic achiever boys and low academic achiever girls.

Variables	N	\bar{X}	SD	DF	t - cal	t - critical
Vocational interest of low academic achiever boys	128	323.08	4.71	254	1.514	1.96
Vocational interest of low academic achiever girls	128	342.84	5.66			

P<0.05 Result: Not Significant

From the Table 2 above, it is revealed that the mean vocational interest score of low achiever boys 323.08 while the standard deviation was 4.71. The mean score for low achiever girls was 342.84 with standard deviation 5.66. The t-test calculated value was 1.514. At degree of freedom 254 with 0.05 significant level, the t-critical value was 1.96. The t-test calculated was lesser than the t-critical. This means that there was no significant difference in the vocational interest of male and female low academic achievers. Therefore, the hypothesis was not rejected.

Table 3: t-test of difference between vocational interest of high academic achievers and low academic achievers irrespective of gender.

Variables	<i>N</i>	\bar{X}	<i>SD</i>	<i>DF</i>	<i>t – cal</i>	<i>t – critical</i>
Vocational interest of boys	128	337.61	5.01	254	8.44	1.96
Vocational interest of girls	128	343.04	5.28			

P<0.05 Result: Significant.

From the Table 3 above, it is revealed that the mean vocational interest score of boys was 337.61 while the standard deviation was 5.01. The mean score for girls was 343.04 with standard deviation 5.28. The t-test calculated value was 8.44. At degree of freedom 254 with 0.05 significant level, the t-critical value was 1.96. The t-test calculated was greater than the t-critical. This means that there is significant difference in the vocational interest of boys and girls. Therefore, the hypothesis was rejected.

7. Discussion

The finding of this study showed that:

Significant difference exists in the vocational interest of high academic achiever boys and high academic achiever girls. The researcher has found out that masculinity and the societal belief plays important roles in career choice because some careers are perceived by the society for men in which women cannot perform well. This result supported the findings of Uba and Olaniyi (1990) that there is significant difference in the vocational interest of males and females. Also, this finding agreed with Olasehinde (1976) who found that sex played important roles in determining the career interests of subjects used in his study. The author explained that the different sex roles learnt by subjects later become dominant factors in career choice.

According to Malini Nair (2010), a former Harvard head Larry Summers had once angered feminists across the globe by suggesting that women may not have innate ability to handle science and math. Malini stressed further that

women made 37% of science Ph.D.'s with a depressingly large percentage of workforce dropouts due to prejudiced mindset, the burden of their family roles and gender biased administrations.

Abiola (1983) pointed out that in the year back, 1% of the engineers registered were women in areas like Meteorological Engineering, while there were no females in Marine Engineering. In the society, according to him, women are scared away from some professions. Skin and Callaghan (2001) and Ozbilgin and Woodwork (2003), asserted that female students were underrepresented in science, engineering and technical education and that career choice is subject to social constraints.

Significant difference does not exist in the vocational interest of low academic achiever boys and low academic achiever girls. The result may be due to their abilities and potentials as low achievers. This result also confirmed the findings of Olasehinde (1976) and Adeyemi (1992) that individual personalities (interest, attitude, capability, aptitude) plays a significant part in the vocation that he/she is likely to be admitted to and the work he/she is able to perform. Both of them tend toward the same career because birds of a feather flock together.

Significant difference exists in the vocational interest of boys and girls irrespective of academic achievement. The result may be due to the mind-set of the females preferring some careers and thinking that some careers are majorly meant for males. This agrees with Sommers (2008) who showed that women earned more Ph.D.'s than men in the humanities,

social sciences, education and life sciences. She made it clear that the figures were different in other areas. Women comprised just 19% of tenure-track professors in math, 11% in physics, 10% in computer science and 10% in electrical engineering. Also, according to Philip Cohen (2011), the gender breakdown of the top 15 college majors in 1998-99 and 2008-09 reveals that the most female-dominated majors- from English to the health professions-became more female dominated.

8. Implications for Counselling

This study is an eye opener to all the stakeholders involving in the career choice of the students. The government, parents and the school counsellors will be able to guide and pave way for correct or right choice of career among students.

This study will also guide the student in choosing careers that are congruent to their abilities and interests.

9. Conclusion

From this study, significant difference exist in the career choice of high academic achiever girls and boys while there is no difference in the career choice of low academic achiever boys and girls. Therefore, students are to be guided in choosing the right career that is congruent to their potentials for them to have career satisfaction and fulfilled life.

10. Recommendations

Based on the findings of this study, it was recommended that:

- School counsellors are to guide students in choosing the correct careers that are congruent with their ability and interest.
- Counsellors should encourage secondary school girls not to be scared away from vocations deemed to be for males in the society.
- Parents are to be enlightened and encouraged not to force careers on their children.

- Students should seek for counselling on their career choices rather than copying their peer groups or choosing prestigious careers.
- Government should provide schools with competent guidance counsellor as well with their appropriate testing instrument.
- Seminar opportunities should be made available from time to time to the school counselors.

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Organisational Transparency and Teachers' Job Performance in Ogun State Public Secondary Schools

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Abstract. This study investigated Organisational transparency as determinant of teachers' job performance in public secondary schools in Ogun State Nigeria. The study also sought to determine how organizational transparency affects the job performance of male and female teachers in the state. A total of 1037 teachers selected through multistage sampling procedure throughout 20 educational zones in Ogun state participated in the study. Data were collected with three instruments which were adapted, pilot tested and found to be reliable and valid. Multiple regression analysis was used to analyse the data collected. The results showed that Organisational transparency determined teachers' job performance to a large extent. The variable was significant ($P < 0.05$). Organisational transparency significantly determined teachers' job performance. The variable also significantly determined male and female teachers' job performance in Ogun state public secondary schools. The study therefore recommended that the principal should improve his openness, be honest, be beneficial to his/her workforce to gain their acceptance and trust in his/her school. Also principal should engage in activities that can enhance Teachers' trust in principal. Organisational transparency as demonstrated by principals' dealings is a vital factor in achievement of organisational goals.

Keywords: Organisational transparency, Male teachers, female teachers, teachers' job performance, secondary school.

1. Introduction

Organisational transparency can be explained as how honest, dependable, open and reliable a system is. These qualities are expected to be possessed and exhibited by the management of institutions and, in the case of secondary schools, the principal. Without doubt, when principals are open, honest, reliable, dependable, benevolent and competent, they will enjoy the trust of their teachers and other workers. In discussing transparency, issues like corruption, ethics and moral justification always come to the forefront. The management of an organisation may be honest in their dealings but if the administrator is not open and accessible to all, misconceptions may come in about the management's dealings and this may lead to distrust by workers. Transparency will automatically bring about mutual trust among workers and management.

2. Review of Related Literature

It is obvious that all acts perpetuated with the aim of unduly benefiting from a situation or all gains made from position in an irregular manner at public expense will prevent an officer from

being transparent. Transparency has become a major issue in the management of public affairs in Nigeria. Transparency International (TI) have continuously rate Nigeria in unit positions on corruption up to date.

Hallack and Poisson (2005) point out that corruption would mostly affect the resources allocated to schools; the way they are managed will have effects on school results. Indra (2005) opines that corruption causes more harm to the future since it encourages the young ones to believe that they can succeed in life without hard work, but rather through bribery, personal contacts and fraud. At the post primary school level, areas where corruption could be noticed are almost innumerable. They include illegal collection of fees, exchange of money for marks, forcing students to arrange for extra classes with teachers, examination malpractices, among others. With the foregoing, therefore, it may not be completely out of place to conclude that transparency would affect the teachers work vis-à-vis the teachers' job performance and productivity in schools. No matter how we argue, one thing is sure: the future outcome will definitely not be favourable to the society.

In discussing transparency, the issue of corruption and ethics comes to the forefront. Nye as cited in Sokefun (2004) describes the term corruption as: "behaviour, which deviates from the normal duties of public role because of private regarding (family, rules against the exercise of certain types of private regarding influence)e. This includes such behaviour as bribery (use of reward to pervert the judgement of a person in a position of trust) nepotism (bestowal of patronage by reason of ascriptive relationship of public resources for private regarding uses").

Ade-Ojo and Leigh (2004) see corruption, as the doing of anything against your conscience for a consideration, whatever be the consideration. They further opine that elements of corruption abound everywhere in this country. These elements range from the offer to pay less custom duties at the ports or check points, purchase of forged certificates, petroleum bunkering, election rigging, sale of admission into

educational institutions, compulsory sale of hand-outs to students, award of marks to undeserving students, illicit and unlawful relationship with students of the opposite sex, perversion of judgments for rewards, appointments against civil service rules, conversion of public properties to personal use, embezzlement of public funds, mismanagement and misuse of public funds, interpretation of existing laws and procedures to suit individual needs, falsification of documents etc. One need not look too far to see or know that corruption abounds in nearly all sectors of the country. Individuals have expressed concern over the cankerworm; papers have written editorials about it, events have been reported bothering on corrupt practices of people in positions of authority.

William (2006) points out that organisational transparency, when not abused, enhances trust among workers. In a study to support this assertion, five corporate bodies were involved. The finding suggests that functional elements and informal network position contributed to the ability to establish positive trust climates, which positively correlated to the degree of organisational transparency.

According to Chapman (2005), the difficulty in clearly defining the behaviours that constitutes corruption and anti-transparent situation in school or education constitute a major problem militating against how to tackle it. He identified five broad behaviours that may be labelled at different times as corruption. They are:

Blatant illegal acts of bribery and fraud, which include deliberately demanding for gratification for self, family or friends in return for help in securing contract or other duties; actions taken to secure a modest income by people paid too little or too late. These include selling marks, grades or forcing pupils to come for private tutoring and other practices that compromise the standard of education either to supplement what is paid as salary because it is too little or because the salary is not paid as at when due; Actions taken to get work done in difficult circumstances, include payment of unauthorised

fee or bonus to encourage an official. There is also a difference in cultural perspectives. In some cultures, it is not out of place to expect some gift in return for small favours. However, this practice can later lead to systematic extortion; behaviour resulting from incompetence, from account kept or not kept at all, the officer may find it difficult to explain disbursement of some funds and thus could be labelled as embezzlement. The writer opines that what constitutes corruption varies from country to country, and this makes it difficult to find a universal solution to the problem. He also pointed out that the costs and consequences of corruption can be classified into two: direct and indirect. Direct cost consequences include waste of resources particularly financial resources. The indirect costs and consequences are more serious when pupils drop out of school because they cannot afford bribes, or when talent is misallocated due to grades being allocated based on perversion instead of merit and when children come to believe that personal effort and merit do not count and that success comes through manipulations, favouritism and bribery.

Teachers' job performance has recently been called to question because of the quality of students being turned out by our institutions. Ashby (1960) as cited in Oni (1995) states that "an educational system cannot be better than the quality of the teachers in that system". Also, according to the National Policy on Education (FRN, 2013), "no education system can rise above the quality of its teachers". No matter how well defined an education system may be, the implementation cum implementers will be responsible for its successes in the final analysis. Whatever happens to the implementers will eventually reflect in the output of the system. Teachers are the eventual, on the spot implementers of the policies in education of any nation, Nigeria inclusive. For instance, Ogunbameru (2004) asserts that students' academic achievement has a direct link with teachers' job performance. Also, Darling-Harmond (2000), found that teacher characteristics have a lot of influence on students' learning and academic achievement.

The provision of resources in institutions is hinged on availability of funds. At the secondary schools level, in addition to funds from the government, various fees are also collected, such as development levies, Parent Teachers' Association (PTA) levies, examination fees, furniture levies, building levies among others. Still, the problem of lack of resources persists. This is making stakeholders to wonder how transparent the system is. For example, worried by incessant crisis generated by anti-transparent administrators in the administration of funds generated by schools from coaching classes and extra mural activities, the government of Ogun State through the Ministry of Education has banned the school-organised coaching classes since 2007/2008 session throughout secondary schools in the state.

In the actualisation of any pre-designed actions, men, money and materials will be involved. There is also the question of procedure for the actualization of the objectives. There are other concepts such as the norms, the societal values, and ethics. The human factor has always been said to be of significant value as human beings are the executors of programmes. They occupy the driver's seat in any organisation and so will determine the use of money (fund) and other resources Alaba (2011). The achievement of organisational goal will depend much on how transparent the organisation is run. This study therefore looked into the effect of organisational transparency on teachers' job performance in Ogun State public secondary school.

To enhance transparency in Nigerian education, openness has to be canvassed in schools. Schools should publish what they receive and what is done with them. It is hoped that the schools will become more transparent if accounts are disclosed and proper budgeting are introduced into the schools particularly at the secondary school level. People caught in act of corruption in education including examination malpractices should be punished severely and such people's name should be published so that justice would be seen to have been done and it will serve as deterrent to others. The release of funds to institutions should be done in a way that it gets to the local schools on time and

intact. It is also suggested that the code of conduct (ethics) for teachers be enforced.

3. Statement of Problem.

The issue of transparency as noted before has taken a national dimension in all aspects of the entity called Nigeria. The education sector cannot absolve herself from anti-transparent tendencies. Transparency enhances trust among employees. Trust in turn enhances job performance of employees. Put in the right perspectives, studies have shown that direct relationship exist between trust and job performance either negatively or positively. This study therefore attempted to look into how organisational transparency affect teachers’ job performance in Ogun State public secondary schools.

4. Research Hypotheses

For the purpose of this study, the following hypotheses were formulated:

HO₁ There is no significant contribution of organisational transparency to teachers’ job performance in Ogun State public secondary schools.

HO₂ There is no significant contribution of organisational transparency to male teachers’ job performance in Ogun state public secondary schools.

HO₃ There is no significant contribution of organisational transparency to female teachers’ job performance in Ogun state public secondary schools.

5. Methodology

A descriptive survey of ex post- facto method was used in the research. The population for this

study consists of all teachers in public junior and senior secondary school in Ogun State. A sample of 1037 respondents made up of 521 males 516 females selected throughout 20 educational zones in the state though multistage sampling procedures.

5.1 Instrumentation

Two questionnaires were used to collect data from the teachers

Transparency Factor Questionnaire (TFQ) has validity of chrombach alpha value of 0.8650 and split half reliability value of .8844.

Teacher job performance rating scale TJPRS has split half reliability value 0.8577 and validity chrombach alpha value of 0.7877.

5.2 Data Collection and Analysis

The questionnaires were administered to 1,037 teachers from teachers in a total of 468 schools made up of 172 junior secondary schools, 172 Senior secondary schools and 124 combined secondary schools. While teachers responded to TFQ, The participating teachers’ job performances were rated by the Head of his/her Department or the Principal through TJPRS. The ratings were done independent of each other and appeal was made for the ratings to be as objective as possible.

In analyzing the result, Multiple Regression Analysis was used.

6. Results

Hypothesis 1: There is no significant contribution of organisational transparency to teachers’ job performance in Ogun State public schools.

Table 1: Model summary of the contribution of organisation transparency to teachers’ job performance in Ogun State public sec schools (N=1037)

R=0.176	Model	Sum of squares	df	Mean square	F Change	Sig
R ² =.031	Regression	12089.75	1	12089.775		
Adjusted R ² = .030	Residual	379320.78	1035	366.494	32.988	.000
Std Error of estimate = 199.14402	Total	391410.56	1036			

* F is significant of 0.05 level

Predictor variable: Organisational transparency score.

Dependent variable: Teachers’ job performance score.

The result in table 1 shows a significant outcome ($F_{(1,1035)} = 32.988$ $P < 0.05$). This implies that the result of the regression analysis reveals that the predictor variable (organisational transparency) contributes significantly to the teachers' job performance. The result of the analysis further showed that organisational transparency contributed 3.1% ($R = 0.176$, $R^2 = 0.031$) to the variance in the dependent variable (teachers' job performance score). As a result, the null hypothesis of no significant contribution of organisational transparency to teachers' job performance is hereby rejected. The implication of this finding therefore is that the predictive variable contributes about 3.1% the variance in the teachers' job performance in Ogun State public secondary schools.

Table 2: Model summary of contributions of organisational transparency principals' to male teachers' job performance in Ogun state public secondary schools.

Model	R	R Square	Adjusted Square	R	Std. Error of the estimate	Change statistics				
						R	F	df1	df2	Sig. Change
Constant										
Organisational Transparency	.201	.040	.038		18.95446	.040	21.747	1	519	.000

* F is significant of 0.15 level

Predictor variables: Organisational transparency score, principals' communication flow score, teachers' intrinsic motivation score.

Dependent variables: Male Teachers' job performance score.

As shown in the table 2, organisational transparency contributes 4.0% ($F_{(1,519)} = 21.747$, $P < 0.05$); ($R = .201$, $R^2 = 0.040$), to the job performance of male teachers in Ogun state public secondary schools. Organisational transparency contributes significantly to the male teachers' job performance so, the null hypothesis of no significant contribution of organisational transparency, to male teachers' job performance is hereby rejected. The implication of this findings therefore is that organisational transparency contributed 4.0%, in the male teachers' job performance in Ogun State public secondary schools.

Table 3: Beta Coefficient and t ratio for contributions of organisational transparency, to male teachers' job performance in Ogun state public secondary schools.

Model	Unstandardized coefficients		Standardized coefficients		
	B	Std. Error	Beta	t	Sig
(Constant)	59.766	9.366		6.381	.000
Transparency Factor	-.462	.220	-.090	-2.103	.036

Dependent Variable: Teachers' job performance rating scale

Selecting only cases for which teacher's sex = male

The result in the table3 above shows that organisational transparency with ($\beta = -0.090$, $t = -2.103$ $P < .05$) can be said to be a potent determinant of male teachers' job performance

Table 4: Model summary of contributions of Organisational Transparency, to female teachers' job performance in Ogun State Public Secondary Schools.

Model	R	R Square	Adjusted Square	R	Std. Error of the estimate	Change statistics				
						R Square	F Change	df1	df2	Sig. Change
Constant										
Organisational Transparency	.150	.023	.021		19.24826	.023	11.887	1	514	.000

* F is significant of 0.15 level

Predictor variables: Organisational transparency score,

Dependent variables: Female Teachers' job performance score

As shown in Table 4 above, the contributions to female teachers' job performance by Organisational transparency is significant. Organisational transparency contributed 2.3% ($F_{(1,514)} = 11.887, P < 0.05$); ($R = .150, R^2 = .023$). The analysis showed that the contributions of organizational transparency is significant. Hence, the null hypothesis of no significant relative contributions is hereby rejected. The implication of these findings therefore is that organisational transparency contributed 2.3%, variance in the female teachers' job performance in Ogun State public secondary school.

Table 5: Beta Coefficient and t ratio for contributions of organisational transparency, to female teachers' job performance in Ogun state public secondary schools.

Model	Unstandardized coefficients		Standardized coefficients	t	Sig
	B	Std. Error	Beta		
1 (Constant)	71.133	9.789		7.267	.000
Transparency Factor	-.227	.225	-.043	-1.012	.312

Dependent variable: Teachers' job performance rating scale
 Selecting only cases for which school location = female

Table 5 above showed that Organisational transparency is not very potent in predicting female teachers' job performance in Ogun state public secondary school as seen in the table ($\beta = -.043, t = -1.012, P = .312$).

7. Discussion

Result indicated that organisational transparency contributes 3.1% to teachers' job performance and that it is significant. This result aligns with the findings of Kratzer (1997), Lein, Johnson and Ragland (1997), Tschanen-Moran and Hoy (1998) and the opinions of Dacosta and Riordan (1996) and Kratzer (1997) found that school improvement is contingent on teachers trust while Lein et al (1997), discovered in their studies that students in Texas are successful in Mathematics and that one of the conditions that brought the success is collaboration and trust earned through openness of the school administration and colleagues. Blake and Macneil (1998) opined that when the Principal is approachable, uses powers effectively, flexible, and creates useful staff development opportunities, he will enjoy his/her staff trust. This is bound to affect job performance positively.

The result of the analysis showed that organisational transparency contributed 4.0%, to male teachers' job performance and is significant. This result once again confirmed the

results of Blake and MacNeil (1998) on transparency,

In the case of female teachers' job performance, organisational transparency contributed significantly to teachers' job performance. Organisational transparency has a contribution of 2.3%, This result confirms the result of some scholars like Blake and MacNeil (1998), Callaway (2006) and Nobile (2007) on the effects that each of these independent variables has on teachers' job performance. For instance, Opeke (2001) found that females are more sensitive to their environment in their job performance. She also opined that actions of females are sometimes misinterpreted in a school setting and recommended that there is need to develop school programmes that will be female sensitive. It can then be inferred from the contribution of organisational transparency to female teachers' job performance that female teachers react more to what they experience in their environment or the schools. Male employees, according to Opeke (2001), are more business- like, firm and are less affected by certain attributes. However, the difference noticed between male and female is very minimal suggesting that if there is any difference at all it may be minute. This is at variance with the findings of Adodo (2004), Agbatogun (2006), Ojo (2006), who discovered that gender has no significant relationship with students' academic performance. Adodo (2004) also

discovered that gender had no effect on students' academic performance. Agbatogun (2006) also concluded that gender had no effect on teachers' attitude towards the use of instructional material in classroom management. Ubabudu (2005), in her study discovered that gender had an indirect effect on the job performance of teachers in military schools.

8. Conclusion

Organisational transparency has become topical in recent times due to the insistence of the current government on due process in the running of governmental affairs but little or no attention has been paid to how transparently the school system is run and its implication on teachers' job performance. Organisational transparency as perceived by teachers can sway teachers' job performance in positive or negative way

It is therefore recommended that the principals of secondary schools in Ogun State should encourage activities that would build mutual trust between teachers and Principals. For instance, the Principals must not only be transparent but must be seen carrying all concerned about an issue along. To enhance transparency in Nigerian education, openness has to be canvassed in schools. Schools should publish what they receive and what is done with them. It is hoped that the schools will become more transparent if accounts are disclosed and proper budgeting are introduced into the schools particularly at the secondary school level. People caught in act of corruption in education including examination malpractices should be punished severely and such people's name should be published so that justice would be seen to have been done and it will serve as deterrent to others. The release of funds to institutions should be done in a way that it gets to the local schools on time and intact. It is also suggested that the code of conduct (ethics) for teachers be enforced. By doing this, job performance of teachers will be enhanced. It will also improve the organisational climate of schools and enhance interpersonal relation among workers and management.

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Impact of Time Management and Decision Making Processes on Effective Management of Trade Union Offices in Ogun State, Nigeria

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Abstract. This study investigated the impact of time management factors (planning, priority setting, goal setting, time allocation and scheduling) and decision making processes (task identification, goal identification, finding alternatives, identifying implications, selection of decision path and monitoring outcomes) on effective management of trade union offices in Ogun State, Nigeria. The survey research design of *ex-post facto* type was adopted. Stratified and purposive sampling techniques were used to select 200 respondents (50 each from four unions used in the study). Data were collected using Time Management and Decision Making Processes Scale ($r=0.86$) Two research questions were answered tested at 0.05 level of significance. Data were analyzed using multiple regression. Time Management factors variables made significant prediction in the following order: planning ($\beta=0.27$, $p<0.05$); priority setting ($\beta=0.14$, $p<0.05$); goal setting ($\beta=0.12$, $p<0.05$); scheduling ($\beta=0.12$, $p<0.05$), and time allocation ($\beta=0.06$, $p<0.05$). The relative predictions of the decision making process factors variables were as follows: selecting decision path ($\beta=0.22$, $p<0.05$); tasks identification ($\beta=0.16$, $p<0.05$); finding alternatives ($\beta=0.11$, $p<0.05$); goal identification ($\beta=0.11$, $p<0.05$); identifying implications ($\beta=0.10$, $p<0.05$); and monitoring outcomes ($\beta=0.03$, $p<0.05$). Time management and decision making process factors effectively enhanced the management of trade union offices in Ogun State. Therefore, it is recommended that union leaders, managers of union offices and all stakeholders in union matters should employ

appropriate time management and decision making skills for the achievement of union goals and objectives.

Key words: Time management, Decision making processes, Trade Union Offices, Operational effectiveness, Ogun State, Nigeria

1. Introduction

Organizational management denotes the judicious utilization of available resources towards achieving the set goals. In essence, effective management of goal – oriented unions in changing industrial and labour relations system requires adequate application of one or more forms of managerial skills and styles which tend to involve the managerial skills time management and union members' participation in the determination (decision-making) of how union resources could be maximally mobilized and utilized towards achieving union goals and objectives. Meanwhile, the efficiency and effectiveness of the manager in leading the unions towards achieving its goals has been attributed to supportiveness of the working environment (Baridam, 2000; Armstrong, 2002; Oribabor 2002).

2. Management of Union Offices in Nigeria

Management of trade unions in Nigeria is structured in such a manner that Central Labour Organizations which is also called Labour

Centres (represented by Nigeria Labour Congress (NLC) and Trade Union Congress (TUC) are at the peak of the structure. These bodies have their offices located at the nation's capital in Abuja. They also maintain offices at the state capitals across the country. Each Labour Centre's National Executive Councils (NEC) and National Administrative Councils (NAC) are the main bodies responsible for the administration of the labour unions at this level. The same is replicated at all the state capitals in the country. In addition to this, each union that makes up of these labour centres also have their headquarters located in Abuja while they maintain state offices at various state capitals across the country. National Executive Councils and National Administrative Councils of these unions are also replicated in the nation's capital for all the unions. At the state level, the administrative machinery of the unions are left with State Executive Councils (SEC) and State Administrative Councils (SAC) of these unions. At the lowest level are the house unions located at the various organizations across the country. These structures are replicated with almost all the unions in the country following the same trend. Ngwama (2016) while working on National Union of Food, Beverage and Tobacco Employees (NUFBTE) confirms that the union maintains three structures – the house union, the federation/nationwide union which is the umbrella union and the trade union centre. This assertion underscores the almost rigid structure maintained by almost all the unions in Nigeria. The scope of this study is the running of these state offices of the trade unions with particular reference to Ogun State of Nigeria where almost all the unions maintain offices at the state capital in Abeokuta, Ogun State.

3. Time Management

Nevertheless, the use of management techniques or approaches predicated the issues of time management and decision making processes in managing organizational resources; especially in Nigerian industrial and labour environment. Any union, whatever its aims, mission statement or vision, objectives and expectations depends on management with certain degree of emphasis on time management and decision making

processes. Thus, a union is established with a vision and a mission to fulfill certain objectives under which management becomes very relevant. To achieve this laudable goal, it must have efficient time management strategies and sound decision making processes in addition to effective co-ordination, constant evaluation and adjustment to environmental pressures and demands.

In carrying out their respective managerial functions, management of unions in Ogun State need to undergo the vital process of decision-making and time management. Therefore, the management approaches or styles to be employed at a point in time are a matter of decision. The decision of course must be based on the situation, since the unions are running a multi-level administration where decision may be needed to be taken at each level without necessarily referring to the centre in matters relating to local issues at chapter or branch level.

Time management refers to a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals. This set encompass a wide scope of activities, and these include planning, allocating, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling, and prioritizing. Initially time management referred to just business or work activities, but eventually the term broadened to include personal activities also. A time management system is a designed combination of processes, tools and techniques.

Covey (1994) offered a categorization scheme for time management approaches that they reviewed as follow:

First generation: reminders based on clocks and watches, but with computer implementation possible can be used to alert of the time when a task is to be done.

Second generation: planning and preparation based on calendar and appointment books includes setting goals.

Third generation: planning, prioritizing, and controlling (using a personal organizer, other paper-based objects, or computer or PDA-based systems activities on a daily basis. This

approach implies spending some time in clarifying values and priorities.

Fourth generation: being efficient and proactive using any of the above tools places goals and roles as the controlling element of the system and favors importance over urgency.

Some of the recent general arguments related to "time" and "management" point out that the term "time management" is misleading and that the concept should actually imply that it is "the management of our own activities, to make sure that they are accomplished within the available or allocated time, which is an unmanageable continuous resource", Fiore (2006).

Most scholars often quote Lakein (1991) when defining time management. According to Lakein (1991) time management involves determining needs, setting goals to achieve the needs, prioritizing the task required, and matching tasks to time and resources by planning, scheduling and making lists. It is instructive to note that aside from the above definition, many other definitions have been put forward. (Macan, 1994; Jex & Elacqua, 1999) see time management as a set of techniques for managing time while Varlamova (2008) refer to time management as self-regulating strategies aimed at discussing plans, and their efficiency.

It is also instructive that time is an important element in human organizations and because of its limited nature, it must be used judiciously. Time management has been connected with organizational efficiency and profitability (Britton & Tesser, 1991) while poor time management has been associated with poor academic performance and low productivity.

This brings about the concept of personal time management. According to Morgenstern (2004), time management strategies are often associated with the recommendation to set goals. These goals are recorded and may be broken down into a project, an action plan, or a simple task list. For individual tasks or for goals, an importance rating may be established, deadlines may be set, and priorities assigned. This process results in a plan with a task list or a schedule or calendar of activities. Authors may recommend a daily, weekly, monthly or other planning periods,

usually fixed, but sometimes variable. Different planning periods may be associated with different scope of planning or review. Authors may or may not emphasize reviews of performance against plan. Routine and recurring tasks may or may not be integrated into the time management plan and, if integrated, the integration can be accomplished in various ways.

4. Decision Making Processes

A decision making process is a phased approach, or step-by-step decision method of making a decision. There are many decision making models that can be applied to test the decision making steps along the way, but most decision making processes involve a set number of steps and many decision factors. The most simple of decision approaches may have only three steps, and these will be very high level or generic, such as define problem, gather data and list alternatives. More sophisticated decision frameworks will include more decision making process steps, and the most sophisticated will include how-to-guides for setting up the parameters, decision factors, or boundaries of the area in which the decision is to be made, describe decision making models and decision making tools to be used to analyze the data and choices, and loop back procedures to test to alternatives. We often think that we use the best decision making method every time. It turns out that even great decision makers often use different decision making models to make actual decisions than they think they do.

Since we may base the criteria for decision making on our most recently used theory, rather than our planned or intended theory, we are not consistent with what we think we should be doing. Each time you make a decision, you might weigh the criteria's importance differently, which makes for ineffective decision making or decision making mistakes. This also complicates learning from our decisions, as the basis for judging the outcomes changes each time.

According to Varlamova (2008) the activities of an organization can be a sequence of successful

and unsuccessful decisions. Based on this, decision making process have become central to the overall organizational functioning and an unavoidable aspect of employment in many jobs. Researches on decision making processes has typically attempted to offer suggestions for improving decision making processes and various researchers in the decision making field have attempted to clarify the distinctions between choice, decision and problem solving. Varlamova (2008) quoting Etzioni (1988), posited that the term choice should be used to encompass the sorting out of options, whether conscious or nonconscious and as such deliberate choices are referred to as decisions.

Wise decisions may or may not follow external influences and expectations. Sound decisions are right for you, based on what you know at a given point in time about your options as well as yourself. What we have observed, is that Good Decision making is not an accident. It is a repeatable process. Good decision makers take a systematic approach to their decision making. They know or understand what situation they need to resolve and why they need to resolve it. They eliminate distractions, anxiety, subjectivity, and individual bias from the process. They generally create multiple potential solution options from which to choose. They make their choices based upon relevant facts and information, not on partial or conflicting data.

5. Statement of the Problem

It is a fact that trade unions in Nigeria maintain at least three structures which may make the management of the unions offices complex and cumbersome and the role which time management and decision making processes have been playing in the effective operation of all organizations call for a study into how union manage their offices at state levels consideration the fact that most major decisions of unions are centrally made. Trade Unions are formal organizations with complex tasks and certain goals orientation. They operate a definite structure and have specialized, delimited objectives often emanating from outside the structure. The degree of effectiveness with which unions tasks are carried out and its goals

would largely be dependent on time management skills and decision making capabilities of the union leaders and managers of union office.

In spite of the attention given to time management, little or no research have been carried out on the impact of time management and decision making process on the operation of union offices at state level. Against the foregoing, the study sought to examine the impact of time management and decision making processes on effective management of union offices in Ogun State, Nigeria.

6. Objectives of the Study

The objectives of the study were to:

- Ascertain the relative impacts of decision making processes on effective management of union offices in Ogun State;
- Determine if time management have any impact on the effective management of union offices in Ogun State;

7. Research Questions for the Study

This study was guided by two main research questions. These were designed to measure the specific impact of the factors of the independent variables on the dependent variables.

RQ 1 What are the relative impacts of time management factors (planning, priority setting, goal setting, time allocation and scheduling) on effective management of union offices in Ogun State?

RQ2 What are the relative impacts of decision making process factors (identifying goals, identifying tasks, finding alternatives, identifying implications, selecting decision path and monitoring outcomes) on effective management of union offices in Ogun State?

8. Methodology

The descriptive survey research design was adopted for the study. The population for the study consisted of union leaders, managers of

union offices and members of the four unions used in this study.

The multi-stage sampling technique was adopted for the study. This was on account of the different categories of participants that constituted the population of this study. The stratified and purposive sampling techniques were finally adopted to select 50 union leaders, managers of union offices and members of the four unions (Nigerian Union of Teachers (NUT), National Union of Local Government

Employees (NULGE), Senior Staff Association of Nigerian Universities (SSANU) and National Association of Academic Technologists (NAAT). The main instruments used for data collection were set of questionnaires tagged “Time Management and Decision Making Processes Scale” (TMDMPS). The data collected were analyzed, using Multiple Regression Analysis at 0.05 alpha level.
Results of Analysis

RQ 1: What are the relative impacts of time management factors (planning, priority setting, goal setting, time allocation and scheduling) on effective management of union offices in Ogun State?

Table 1: Relative Contribution of Time Management Factors on Effective Management of Union Offices

Factors	B	Std. Error	Beta	T	Sig.
(Constant)	78.275	10.148	-	7.713	.001
*Planning	6.309	.510	.271	12.364	.000
*Priority Setting	3.562	.593	.142	6.010	.000
*Goal Setting	2.985	.549	.116	5.438	.000
*Time Allocation	1.628	.576	.060	2.826	.005
*Scheduling	3.092	.576	.119	5.366	.000

*Significant at P <0.05

Interpretation

Table 1 is explained below by writing the regression equation.

$$Y = 78.27 + 6.3X_1 + 3.5X_2 + 2.9X_3 + 1.6X_4 + 3.0X_5$$

Where Y = Effective management of union offices.
(dependent variable)

- X₁ = Planning.
- X₂ = Priority Setting.
- X₃ = Goal Setting.
- X₄ = Time Allocation.
- X₅ = Scheduling.

It is obvious that all the five independent variables have significant t-values. Moreover, from table 1, it is also obvious that time management factors contributed significantly to the effective operation of union offices. All the other five time management factors contributed significantly to the achievement of the dependent variable (effective management of union offices).

Given the order of hierarchical relative impact, it is evident from table 1 that: planning (Beta= .271; P<0.05); priority setting (Beta= .142; P< 0.05); scheduling (Beta= .119; P<0.05); goal setting (Beta= .116; P<0.05); and time allocation (Beta= .060; P< 0.05) all contributed significantly to the effective management of union offices.

RQ 2: What are the relative impacts of decision making process factors (identifying goals, identifying tasks, finding alternatives, identifying implications, selecting decision path and monitoring outcomes) on effective management of union offices in Ogun State?

Table 2: Relative Impacts of Decision Making Process Factors on Effective Management of Union Offices

Factors	B	Std. Error	Beta	T	Sig.
(Constant)	78.275	10.148	-	7.713	.001
Identifying goals	2.114	.996	.108	4.567	.002
Identifying tasks	3.537	.435	.163	8.135	.000
Finding alternatives	2.985	.549	.116	5.438	.001
Identifying implications	2.566	.473	.100	5.426	.000
Selecting decision path	5.978	.509	.220	11.756	.000
Monitoring outcomes	1.104	.661	.038	1.670	.005

*Significant at P <0.05

Interpretation

Table 2 is also explained by writing the regression equation as shown below.

$$Y = 78.27 + 2.1X_1 + 3.5X_2 + 2.9X_3 + 2.5X_4 + 5.9X_5 + 1.1X_6$$

Where Y = Effective management of union offices. (dependent variable)

- X₁ = Identifying goals.
- X₂ = Identifying tasks
- X₃ = Finding alternatives.
- X₄ = Identifying implications.
- X₅ = Selecting decision path.
- X₆ = Monitoring outcome.

Table 2 shows the impact of six independent variables of decision making processes to sustain effective management of union offices. The six factors were significant in their contribution to the effective management of union offices. In order of hierarchy, the analysis shows that, selecting decision path (Beta = .220 P <0.05), identifying tasks (Beta = .163; P <0.05), finding alternatives (Beta = .116; P <0.05), identifying goals (Beta = .108; P <0.05), identifying implications (Beta= .100, P<0.05) and monitoring outcomes (Beta = .38; P <0.05) had significant relative impact on effective management of union offices in Ogun State.

9. Discussion

From the result presented in tables 1 and 2 above it is obvious that the impact of decision making process and time management on effective management of union offices was significant. The result is supported by the submission of Fiore (2006) who submitted that it is the management of our own activities, to make sure

that organizational objectives are accomplished within the available or allocated time, which is an unmanageable resource. Time management for union officers is a tool that cannot be over emphasized; the mere fact of different location of the offices which sometimes may involve hundreds of kilometers is very potent.

Labour leaders, managers of union offices must also take into consideration the importance of personal time management which is a sub-set of time management. This finding is supported by Morgenstern (2004) who submitted that personal time management are often associated with the recommendation to set goals. These goals are recorded and may be broken down into projects, an action plan, or a simple task list. For individual task or for goals, an importance rating may be established, deadlines may be set and priorities assigned. Khodaveisi, et al (2015) assert that significant relationship exist between time management variables such as goal setting, planning, performance evaluation and job stress.

The finding also implied that time management has a way of affecting decision making process. Decisions should not be delayed unnecessarily in the management of union offices. The Union Chairman at the state level, who is the head of the union in the state, does not run the union like a typical chief executive officer of other organizations who may give directives outside the recommendations of committees within the union hierarchy. He runs the union using committee system as a veritable tool for the smooth operation of the union.

According to Fiore (2006) there are many decision pitfalls that we can experience when

taking decisions. We have developed techniques and a decision making process to help enhance our ability to make decisions. These are decision making tools, templates and guides to enhance what we do well, which is to connect concepts we know, to new ideas.

10. Summary

From the above results, it becomes obvious that time management and decision making processes were found to have predicted significantly on effective management of union offices in Ogun State, Nigeria.

11. Conclusion

In conclusion, management as it has been variously conceptualized and contextualized is a dynamic process. Very essential to the functioning of the process are people and the degree of discretion they have in the running of such organization. However, the extent to which effectiveness is achieved in management is also a function of the managerial skills and ability of the managers. It is against this backdrop that management depicts the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish predetermined goals and objectives. Thus, different individual must work in groups by designing methods or techniques which align with environment so maintained for the achievement of the selected aims or goals. (Wierhich & Koontz, 2005)

12. Recommendations

Arising from the above, it is therefore recommended that leadership of the unions and managers of union offices should be equipped with adequate time management and decision making skills and techniques in order to create room for effectiveness and thus ensure commitment to the realization of the goals and objectives of the unions thereby making union leadership to be balanced and all embracing.

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From Hate Speech to Non-Violence: An Approach towards a Peaceful Coexistence from Sociology of Religion Perspective

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Abstract. Our great nation, Nigeria, is going through turbulent and trying times. There are a series of protests, strikes, secession-seeking groups and anger-filled movements seeking public expression almost daily. Part of the reason may very well be the present challenging times as a result of the economic hardship caused by decades of maladministration. This bad governance which has been caused by politicians and military men least prepared morally, psychologically and educationally to lead the great assemblage of the nature our country is made of. So, suddenly we have been plunged into an era of delusion in which foul language and hate speech have become common currency, making the majority of Nigerians uncomfortable. At a moment like this, many wish they belonged to a nation a little more civilized or would rather not belong to the sort of mess they find around them. Some are beating the drums of war, others would want to take a more conciliatory direction. Stemming hate or hate speeches and seeking a nonviolent option is the only way forward. In this short reflection, using the Catholic Social Teaching methodology, the See, Judge, and Act, we shall see why the non-violent option is the best for the future of Nigeria and indeed for countries facing internal strife and conflicts in the African continent today.

1. Introduction

There is no universal legal definition of hate speech. In general, it is considered to be communication used to intentionally harm any identifiable group including those categorized by

ethnicity, gender, sexual orientation, or religion. Hate speech, is therefore, communication designed to incite hate, cause violence, and/ or prejudicial action.

Due to incessant verbal attacks against various groups, the Nigerian government has chosen to declare a war on hate speech. Addressing the National Economic Council in Abuja on August 17 2017, Vice-President Yemi Osinbajo announced that the government had "drawn a line against hate speech; it will not be tolerated; it will be taken as an act of terrorism and all of the consequences will follow it". He explained that hate speech is a sort of terrorism. Terrorism is defined popularly as "the unlawful use of violence or intimidation against individuals or groups especially for political ends." Barely, five days earlier, on August 11, Interior Minister, Abdulrahman Dambazau, a retired General, had informed the media at the end of a meeting of the leadership of the ruling All Progressives Congress, that "a draft executive bill to the Ministry of Justice on hate speech was almost ready. The bill would be sent to the National Assembly for necessary debate and approval. Right on cue. Senate President Bukola Saraki announced on August 15 that the National Assembly would consider such a bill as a fast-track.

The proposal of such a new law only underscores the government's desire to stem hate speech decisively otherwise there are ample laws already available to handle such crimes. Nigeria's Terrorism (Prevention) Act of 201 1, amended in 201 3, prohibits among many things,

acts that "seriously intimidate a population". These include acts that "incite, promise or induce any other person by any means whatsoever to commit any act of terrorism. "The Electoral Act prohibits 'abusive language directly or indirectly likely to injure religious, ethnic, tribal or sectional feelings" as well as the use of "abusive, intemperate or slanderous or base language or insinuations or innuendoes designed or likely to provoke violent reaction or emotions." Incitement to hate is a crime under both the Criminal and Penal Codes. The rationale for this in law is obvious: hate speech not protected speech.

2. What is Hate Speech?

To understand the issue at hand, we must ask again, what is hate speech? The answer to this is not easy. In September 2013, the United Nations Committee on the Elimination of Racial Discrimination issued General Comment No. 35 on "Racist Hate Speech" in which it clarified that "hate speech can take many forms and is not confined to explicitly racial remarks." The UN Committee pointed out that "speech attacking particular racial or ethnic groups may employ indirect language in order to disguise its targets and objectives."

Digital expression has enhanced both the immediacy of hate speech and the capacity to monitor it. The Centre for Information Technology and Development (CITAD) in Kano, which tracks hate speech in Nigeria, has recently published an analysis of its monitoring undertaken over six months covering June-December 2016. Over this period, it recorded 6,258 incidents, a monthly average of 1,043 incidents. Hate speech directed at religion accounted for 2,603 or 41.59 per cent while those directed against ethnicity or tribe accounted for another 39.13 per cent. In other words, between them, religion and ethnicity were the focus of 80.72 per cent of the incidents of recorded hate speech. With considerable understatement, CITAD concludes that "this means that Nigerians are becoming (more) ethnically and religiously insensitive, even intolerant,"

Hate speech in Nigeria is not new but it seems to have gotten worse with increasing political competition. In 2011, following the post-election violence in parts of northern Nigeria, President Goodluck Jonathan constituted an investigative panel headed by Sheikh Ahmed Lemu, a former Grand Khadi of Niger State to find ways of stemming divisions in the country. In its report, the panel found a pattern of "threats, verbal intimidation, hate speech, disinformation" and concluded that a major cause of violence was "inflammatory campaign utterances of politicians, reinforced by the preaching of divisive sermons of hate and hostility in mosques and churches across the country." In its advisory on election violence in February 2015, the National Human Rights Commission complained of an election "characterised by bellicose rhetoric" and "a rise in hate speech". Government has been somehow unwilling to act firmly with the instrumentality of the law but it's never too late to do what is right. In his Reflections on the Nigerian Civil War: Facing the Future, published in 1969, Ralph Uwechue laments that "the principal cause of our current tragedy is bitterness born of misunderstanding." in October 1972, then Head of State, General Yakubu Gowon, condemned political activities "which tend to cause sectional hatred". Far from progress, the country has retrogressed deeply in the intervening 45 years. The pathology of hate in Nigeria has deep roots and considerable resilience. We don't have enough bullets to shoot it into extinction. The POP governments of recent years made a mess. President Buhari promised to change it but has deepened the mess. Segun Adeniyi wrote recently that "the post-election utterances of President Muhammadu Buhari energised certain subliminal impulses in our society." Partisanship on hate speech will guarantee that we'll never be able to get those impulses under control.

3. What does the Bible teach about Hate speech?

The Bible says that Christians are called to peace (Matthew 5:9; 1Corinthians 7:15). We absolutely should not try to rile up hate or violence against a people or group. If the choice is between absolute liberty and God's standards,

we should follow God's standards. It is wrong *to use* words to incite others to hate Muslims, but it is also wrong to allow Muslims the freedom of religion in matters that contradict human rights such as honor killings and child brides.

Romans 12:18 says, "If possible, so far as it depends on you, live peaceably with all." While we should not seek to be offensive, our priority is to the truth. Living our faith should be done sensitively without compromising fact or biblical truth.

When visiting Thailand, it is inappropriate to insult or disrespect the king, even though as believers, we recognize that our true King is Jesus. Expressions that are degrading to a group of people are offensive. All people are made in the image of God (Genesis 1:27). Jesus specifically said we are not to call another a degrading name (Matthew 5:22).

If it is appropriate to say that a group and its members hold unbiblical or incorrect beliefs, but it is not appropriate to call them stupid. It is just foolish to rate the pain of a group when we do not have firsthand knowledge of what they have gone through. And insisting the harm did not take place ranges from intentional ignorance to outright lying.

The Bible is clear that Christians should love their neighbors (Matthew 22:37-40), not speak about or to them hatefully. We are to be respectful, forgiving, and peaceable, but we are also to speak the truth. The most hateful speech a Christian can indulge in, is speech that pushes another farther from God's truth and love.

This leads us to the other side of the coin. It is inevitable in this fallen world that those who hold another faith will communicate their opposition in ways that disparage Christians. Jesus told us to expect persecution (2 Timothy 3:12), that it is a sign that we are His followers (John 15:18-19). But He also gave us an example as to how we should respond: "When he was reviled, he did not revile in return; when he suffered, he did not threaten, but continued entrusting himself to him who judges justly" (1 Peter 2:23). Likewise, Jesus told us that if

someone insults us, we should respond mildly and without offense (Matthew 5:38-39).

And the Bible tells us why: "And the Lord's servant must not be quarrelsome but kind to everyone, able to teach, patiently enduring evil, correcting his opponents with gentleness, God may perhaps grant them repentance leading to a knowledge of the truth, and they may come to their senses and escape from the snare of the devil, after being captured by him to do his will" (2 Timothy 2:24-26). Every word we speak and every reaction we give to the words spoken to us should be measured against this goal: to lead others to the knowledge of the truth,

4. What should be the Practical Christian Response to Hate Speech?

Nigerians in general, but Nigerian Christians in particular, are worried about the constant attacks of Muslims on Christians. The rhetoric, followed by the burning of churches, followed by the killing of Christians, first in the north and now in the Middle Belt through the Fulani herdsmen, referred to by some as mercenaries and what a credible practical response should be. Many now see the need for an armed response, others look elsewhere for a solution. The question is what is the ideal Christian response to hate or to hate speech?

As hard as this may sound in the present circumstances, the practical Christian response must be a non-violent reaction. We must turn hate to love. That was the response of Christ and no response is more powerful than that. Christ did not respond to insults by insulting back. His death which looked like his defeat was actually the power that gave vigor and strength to Christianity. His death and those of the early apostles were the seeds of Christian faith as was often said in the early church, "the blood of the martyrs is the seed of Christianity."

One recent and great Christian example of an alternative and peaceful reaction to hate and hate speech and to violence is that of Martin Luther King Jr. He drew upon his early grounding in family and church to forge a praxis of egalitarian justice in the rigidly segregated American South

of his youth. At that time racial segregation aimed at black Americans was high and perhaps worse than the experiences of apartheid South Africa. King's ethical outlook was eclectic reflecting the figures of his time like Mahatma Gandhi, Howard Thurman and others alongside such ideas as personalism, liberalism, nationalism and realism. King's subsequent studies enhanced rather than diminish or restructure his early formative exposure to the black church and community. King became committed to nonviolence, as a passive resistance, but as an active, aggressive, individual and self-improving solution to problems of gross injustice in society. Nonviolence for King was not an end, but a means, to the achievement of what he called the "beloved community." King was largely influenced by Howard Thurman. It was Thurman who began the nonviolence and Civil Rights Movement in the United States. After Thurman's pilgrimage of friendship with Mahatma Gandhi in India, this most influential African American religious thinker of the 20th Century reshaped completely his thoughts and the course of the Civil Rights Movement. Gandhi had told Thurman that "nonviolence was by itself a force and the only form of action leading to a peaceful resolution of problems, because at the centre of nonviolence is a force which is self-acting." Both Gandhi and Thurman were strongly attached to the St. Paul's letter to the Corinthians, in which the apostle said, "Faith, hope and love abides, these three, but the greatest is love"; love is a superior force to all the forces of brutality.

This reflection makes sense if we look at our present circumstances. In our country today, there are all sorts of groupings working towards achieving their goals by way of violence, but what we truly need is peace, without which we can make no progress as a people and as a nation. The entire black race is looking up to Nigeria for a direction in the 21st Century and whatever choice we make will accompany not only our journey but that of the entire black race. May we choose a nonviolent response as we move to the future, so that our nation may inspire hope for other African nations, but

especially be seen to be seeking the path of peace and harmony in the sight of God.

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Perceived Socio-Cultural Factors Affecting the Re-integration of Discharged Prisoners: A Case Study of Ilorin Emirate

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Abstract. This study examines the perceived socio-cultural factors affecting the re-integration of the discharged prisoners in Ilorin Emirate of Kwara State, Nigeria. Questionnaire and interview were the instruments of data collection. Simple random and purposive sampling techniques were adopted to select a total of 1187 and 3 (1190) respondents respectively. The data was analysed using Statistical Package for Social Scientists and thematic analysis. The study found that there is a relationship between the socio-cultural factors and reintegration challenges of discharged prisoners in Ilorin. The study concludes that a successful reintegration is pertinent to society's readiness to receive and accept the discharged prisoners. Thus, the paper suggested that a coordinated effort to develop public enlightenment programs aimed at sensitising individuals and communities (at both micro and macro level) about the responsibilities of the society and significant roles members could play in the reintegration process of discharged prisoners would seem appropriate.

Keywords: Socio-cultural; Discharged-prisoners; Prison; Ex-convict; Reintegration; Ilorin; Nigeria

1. Introduction

Crime and criminality are inevitable in every human society, this is because they are considered as parts of or emanated from social interaction. No society is, therefore, free of crime (Glaeser et al., 1996). However, the degree of crime and how offenders are treated or

perceived vary from culture to culture and society to society. Similarly, the nature and effectiveness of the social control measures and the societal attitude towards offenders (and ex-offenders) greatly determine the level of crime and how society treats or perceives offenders (Quinney & Treviño, 2001).

In the traditional pre-colonial African societies, for instance, violators of the societal norms and values were perceived as sinners and enemies of the gods whose transgressions may incur the anger of the gods on the whole society. They were considered as outcasts, wicked and evil (Osayi, 2013). Punishment for such individual include but not limited to public flogging and humiliation, temporal and permanent excommunication, payment of fine or spiritual ingredients to pacify the gods and performance of rituals to cleanse the offender, his family and the community from the infractions and wrath of the gods (Osayi, 2013; Diop, 1987). However, most of these practices die out following the emergence of the colonial lords and the introduction of the formal justice system.

In Nigeria, for example, the traditional justice system which is rooted in the cultural beliefs and practices, and processes offenders based on the norms or traditional social control system was replaced with a modern criminal justice system that now processes offenders through the law enforcement agents, the court and correctional and rehabilitation system. This formal justice system tremendously changed peoples' beliefs, particularly in the area of considering offenders as the enemies of gods, response to crime and

treatment of offenders by allowing the state to handle and process offenders in accordance with the rule of law (Dada et al., 2015).

In most cases, imprisonment is considered as the most appropriate formal form of punishment. The formal perspective of punishment is, therefore, primarily aimed at considering offenders as individuals who could be transformed and/or redeemed with the expectation of being restored back into the society (Osayi, 2013). It should be noted; however, that incarceration was also an aspect of the traditional criminal justice system in many societies in Nigeria. The major modifications to it are in the area administration and functions or purposes. For instance, incarceration was not widely considered as punishment for some criminal offences (capital and misdemeanour crimes such homicide and theft), as we have today, it was regarded as a confined place where offenders are kept pending a decision on their punishment (Olonisakin et al., 2017; Ogunode, 2015).

Despite the wide acceptance of and trust people have in the formal criminal justice system to handle offenders, the general traditional beliefs or perception of offenders as dangerous individuals still remain pertinent among some people and communities, particularly in Ilorin Emirate of Kwara State. In addition, as we (researchers) observed there seems to be an increasing negative judgement about all categories of offenders (including the accused or suspects) who have been processed through the formal criminal justice system among Ilorin people. Though, empirical research that gauges public perception about those who have been accused of a criminal offence(s) or gone through the criminal justice system (particularly ex-prisoners) in Ilorin is rare. However, Osayi (2013) reported that there is a continuous stigma against offenders especially those who have passed through the prison (ex-convicts) in virtually all communities (particularly in Anambra State) in Nigeria. Also, Shajobi-Ibikunle (2014) and Aniekan (2016) observed that common perception among communities is that little or nothing could be done to rehabilitate or change the behaviour of ex-offenders. This

notion, therefore, incites certain attitudinal beliefs that anyone who has been sentenced or convicted is a condemned person whom should not be associated with.

Furthermore, this negative judgement strongly informs and influences general perceptions and the way members of the society relate with discharged prisoners. Thus, discharged prisoners or ex-offenders face numerous hardships and challenges (including a meaningful connection at micro and macro level) following their release into these communities. They are being stigmatized or labelled as dangerous fellows who cannot be associated with, employed, married or assisted in any way. This negative perception often serves as a major obstacle that interferes with a successful reintegration and smooth transition into being a productive member of their own communities (Osayi, 2013).

The label 'ex-prisoner or offender' ascribed to them appears to have generated certain destructive impression in their psyche which in turns hinders their reintegration. From our observation, it appears that an individual is routinely branded a miscreant or reprobate once he is discovered to have been processed through the criminal justice system or an ex-prisoner. This continuous form of rejection and mistreatment has in effect, remains the major impediment that continues to hinder effective reintegration of discharged prisoners. In addition, the legal structure in the country also created a complex barrier (conviction collateral) that strictly disallowed ex-prisoners from holding public office and participating in election for a certain number of years following their release. This also prevents ex-offenders' ability to reconnect to the social and economic arrangements that would allow full reintegration into society (Osayi, 2013; Ogbosor, Odoemena and Obi, 2006).

Based on the foregoing, it is pertinent to conduct a research of this nature to gain an insight into the socio-cultural factors affecting the successful reintegration of the discharged prisoners in Ilorin Emirate. Also, given that very few empirical studies have actually explored this

development in Nigeria, this study, therefore, seeks to bring to light the socio-cultural beliefs and sentiments that inform the ways people perceive and treated discharged prisoners in Ilorin Emirate of Kwara State, Nigeria.

2. Objectives

Specifically, the objective of this study is to examine the extent to which socio-cultural factors affect the reintegration of discharged prisoners (ex-convict) in Ilorin Emirate of Kwara State, Nigeria. Other objectives include:

- To examine the perception and attitude of the people of Ilorin towards the discharged prisoners,
- To find out the challenges ex-offenders encounter upon their return to communities in Ilorin,
- To investigate how socio-cultural factors have affected the reintegration of the discharged prisoners in Ilorin, and
- To provide strategies that could be adopted for the successful reintegration of discharged prisoners

3. Literature Review

The terms ex-convict, ex-offender, ex-prisoner and discharged prisoner have been variously used by different scholars to describe individuals who have been sentenced, convicted or confined to prison for a period of time as punishment for the offence(s) which he/she has been found guilty by a competent court of law. These terms are used interchangeably in this study to refer to such individuals.

3.1 Socio-cultural Characteristics of Ilorin People and Perception of Discharged Prisoners

Ilorin Emirate, the present day capital city of Kwara State, is located in the North Central region of Nigeria. Ilorin is one of the ancient cities in the country known for her historical socio-cultural heritage. It is a city with the mixture of three distinct tribes in Nigeria (Hausa, Fulani and Yoruba). Ilorin comprises of 35 wards or communities clustered into 3 local government areas (Ilorin East, South and West)

under a single traditional ruler called ‘Emir of Ilorin’ (Na’Allah, 1994). The last Nigeria population census in 2006 estimated the population of Ilorin to be around 777,667, making it the sixth largest city in Nigeria in term of population (NBS, 2016).

The city is known with a strong Islamic influence and age-long transformation into a stronghold of Arabic and Islamic scholarship. Ilorin Emirate is an irresistible centre of attraction (Na’Allah, 2009). This justifies the description given by Oladosu (2010:45) that ‘...historians are attracted to its historical landmarks; geographers are interested in its strategic location; migrants admire its serene atmosphere; businessmen and women love its economic viability; politicians seek solace in its relatively political stability.learned men have earned it, ..the seat of erudite Muslim scholars’. However, Christianity and other religions are now widely practised in the multicultural settlement/part of the city due to the significant immigration of people of different cultural and religious background from other parts of state and Nigeria. Consequently, Ilorin like other emerging cities in Nigeria is gradually experiencing changes and steady development (Oladosu, 2010).

The socio-cultural traits of Ilorin people are highly influenced by Islamic values. The way of life: marriage and family life, education, social interaction and relationships, and economic activities are shaped by the Islamic principles. Thus, paramount to the cultural belief of Ilorin people is the concept of ‘omo lua bi’ meaning ‘an obedient or cultured person’. The concept in itself encompasses such traits as uprightness, morality, law-abiding person, peacefulness and virtuous family. In other words, the concept of ‘omo lua bi’ advocates good manner and behaviour, modesty, decency and opposes defiant acts such as waywardness, disobedience, misconduct and exploitation (O’Hear, 1994).

Thus, the act of crime or criminal behaviour is considered forbidden among all members of the communities. Anyone who commits a crime is not only seen as a criminal, his entire lineage are treated as such (that is not considered as omo lua

bi). Also, anyone convicted or sentenced to prison is seen as a condemned individual which people will not associate with, even his family members see him as a disgrace to the family. In addition, there are other concepts related to omo lua bi which is used to denounce acts of criminality. Such concepts include 'eniti o ba ja le, lo ba omo je' meaning 'he who steals or commits a crime dishonoured his personality' and 'ole o raye wa' meaning 'a thief or criminal does not have a life'. These concepts are held in high esteem by families and community members. Younger members of the community are taught in schools, at family and community level to be law abiding and to always remember that a thief or criminal does not have a place in the family and community. Such word as 'mo omo eni ti iwo nse' meaning 'always remember the child of whom you are' is a repeated warning family give to their members most especially younger ones (O'Hear, 2006; Rafiu & Adeyemi, 2013). The essence of all these is to discourage people from committing crimes and send a clear message that criminals are not tolerated.

It is interesting to note that with the increasing level of education, industrial development, technological innovations and population outburst of the city, all these cultural values still exist till today and are highly valued by the indigenes. Based on this, it will be very difficult for anyone who had been convicted or sentenced for a crime and discharged prisoner to reintegrate or reconnect with people in such communities. Therefore, the possibility of a successful reintegration or re-entry of an ex-convict may be very narrow. This study seeks to investigate the general perception of the Ilorin people on discharged prisoners and the challenges of reintegration.

3.2 Discharged Prisoners and Re-integration Challenges

Over the last few years, the issue of increased states' reliance on imprisonment as a response to or punishment for criminal behaviour and the volume of individual sentenced to prison every year, the welfare of prisoners, and the nature of prisoners rehabilitation and reformatory programs have dominated the criminal justice

literature. In the recent time; however, much more attentions have shifted to the reintegration of ex-prisoner into the larger society. This is due to, perhaps the increasing number of individual discharged from prison on daily basis, the quality and effectiveness of the rehabilitation programs, available opportunities, challenges and the possibility of recourse to crime.

Experts in this field have been concerned with the various challenges ex-prisoners encounter in the process of reconnecting with their families, friends, colleagues, and their communities and other socio-economic networks. As Lynch (2006) observed a larger number of prisoners are released unprepared to face life in the community. The majority of them have been trained in programs specifically designed to address issues such as employment, education and substance dependencies. These rehabilitation programs and trainees were designed to enable ease re-entry; however, in the actual sense reintegration requires a lot more. The impacts the larger society is likely to have on the reintegration process particularly in accommodating or accepting them is also significant to an ease re-entry.

When prisoners are released, they face a challenging environment and a range of obstacles at every level (micro and macro) as they try to re-establish their old relationships and reconnect with the system. These challenges include social, economic and personal encounters that often deter them from becoming a productive member of the society (Visher et al., 2005). Borzycki and Makkai (2007) observed that some of these encounters are a result of the past experiences (in term of personal relationship, lifestyle, employment history etc.) of the offender and factors directly associated with the consequences of confinement (prison experiences, loss of livelihood, personal belongings, relationships and family trust, mental or psychological health difficulties and so on), conviction collateral (existing legal framework such as prohibition from certain employment or public positions and voting rights) and more importantly the societal perception and/or acceptance of ex-offenders.

Bonta et al. (2000) also stressed that ex-prisoners' prior way of life (employed or unemployed; married, widowed or single; close contact with relatives; friends and colleagues or social isolation; emotional functioning; poor financial management skills etc.) and societal readiness to accept or accommodate them upon release from prison are paramount to an effective reintegration or re-entry. Travis et al. (2001) pointed out that though factors such as prior lifestyle, prison experience and other related issues are important in prisoners' re-entry; however, they are secondary to the complementary attitude (positive perception) and willingness of the society to receive them. Therefore, society's judgement towards discharged prisoners is germane to a successful reintegration.

Van-Dooren et al. (2011) observed that the major adjustment challenges ex-prisoners face is the ability to secure a social connection following their release. Van-Dooren et al. stressed that prison life is a totally structured one, with time prisoners (especially those serving long sentence) become familiarised to the condition, which consequently results in feelings of deep distress and trauma. By the time they return to their home and communities, their usual social networks may have completely changed or no longer exist. This means that a discharged prisoner must create new social networks which are often tasking or struggle to hang out with former ones if they are ready to accept him back.

A number of empirical researches have shown the implications of socio-cultural influences on the reintegration of ex-offenders. Benson et al. (2011) observed that reintegration into the community is another phase of serious psychological strain commonly faced by discharged prisoners. Very few people seemed to care about their affairs and how they survive. Using psychological theory, Crocker et al. (1998) stressed that being labelled as ex-prisoner has a considerable influence on the impression or how they think about themselves, and how they expect other people in their environment to treat them.

Different studies have also proved the connection between how a member of a society perceived a group or person and the self-image of the person. For instance, a psychological research conducted by Inzlicht et al. (2012) revealed that societal stigma and individuals' responses to it can have a significant effect on mental health, brain functioning and lead to maladaptive behaviours. In addition, it could lead to difficulty relating to people and participating in the community. However, how individual or group responds to stigma (positively or negatively) is a major factor that predicts outcomes. An individual that feels not threatened or ignored stigma (to a certain extent) are much more likely to experience moderate negative outcome.

Nevertheless, ex-offenders are one of the groups that highly experience and respond to stigmatization in many societies, and stigmatization has been identified as one of the major barriers that hinder reintegration (Morani et al., 2011). That is ex-offenders' psychological responses to stigma play a very crucial role in their reintegration into the community after release from prison. In a study on perceived stigma, withdrawal tendencies and self-esteem, Link et al. (2001) observed that perceived stigma predicts a future psychological and social consequences leading to withdrawal tendencies and depression in individuals or group.

Going by the assumption of the labelling theory and Modified labelling theory which states that being labelled as an ex-offender by the public makes one internalize stigmatizing attitudes, most especially when one feel threatened by interacting with others, thereby withdraw from the conventional society or social contacts they perceive rejecting (Lemert, 1974; Link et al., 1989). Kelly et al. (2016) adopted this theory in a study to explain the effects of public stigma on ex-criminal offenders. Kelly et al. observed that public stigma often results in ex-offenders' odd feeling that they are like outsiders, causing them to withdraw from the community, and making them more disposed to criminal actions. Also, Chiricos et al. (2007) found that being labelled ex-felon predicts poorer adjustment in the community and inability to function in the

community, causing poor reintegration. They also observed that perceived stigma predicts social withdrawal or avoidance.

In another study that adopted labelling theory and Modified labelling theory, Perlick et al. (2001) noted that ex-prisoners who experience stigma most especially from network of people (such as family members, friends or associates) believed to understand their condition and expect to receive them back, withdraw from such network and possibly from any activities (such as community events) that may link them or bring them closer, leading to poor community functioning and poor integration. Also, Corrigan et al. (2010) found that discharged prisoners who expect a great deal of discrimination is likely to have less motivation to relate with community members (even with former friends or peers) and engage in any community activities. That is perceived or anticipated stigma discourages successful re-entry.

Several studies have linked stereotyping and stigma to a defensive behaviour, fear, pressure and avoidance of situations and responsibilities, which often weakens functioning. For example, Visher et al. (2004) stressed that public negative perception or judgement may overpower or overwhelm the labelled group, as a result, they

may withdraw and isolate from others or give up their social responsibilities.

4. Material and Methods

The research adopted both primary and secondary source of data. The primary data include the quantitative and qualitative descriptive design that analyses issues relating to the research questions and objectives. The secondary data include previous academic works published in journals, books and other outlets. The population of this study include all the indigenes of Ilorin Emirate and ex-prisoners residing in Ilorin. Simple random and purposive sampling techniques were employed to select 1187 and 3 (ex-prisoners) samples respectively, making a total of 1190 respondents from the 35 communities or wards in Ilorin Emirate where indigenes of Ilorin reside. Questionnaires and interview were used as a framework for collecting information. The quantitative data were analysed using Statistical Package for Social Scientists (SPSS) in generating simple percentage, frequency distributions, and correlation on some factor analyses of the responses relating to the research questions and objectives. In addition, the qualitative data were analysed using thematic analysis.

5. Results and Discussion

Table 1: Demographic Distribution of Respondents

Variables	Frequency	Percent%
Sex Distribution		
Male	762	64
Female	428	36
Total	1190	100
Age Distribution		
20-29yrs	345	29
30-39yrs	516	43
40-49yrs	202	17
50yrs-Above	127	11
Total	1190	100
Marital Distribution		
Single	275	23
Married	758	64
Divorced/ Separated	53	4
Widowed	104	9
Total	1190	100

Edu. Qualification		
Informal education	278	24
Primary school education	109	9
Secondary education	158	13
Tertiary education	645	54
Total	1190	100

Source: Author's Field Survey, 2017

Table 1 shows the demographic characteristics of all the respondents (N=1190). It indicates that 64% of the respondents were male and 36% were female. In addition, 29% of the respondents fall between the ages of 20-29 years old, 43% were between 30-39 years old, 17% falls between 40-49 years old and 11% fall between 50 years and above. The majority of the respondents fall within age bracket 30-39. In the marital distribution of the respondents, 23% of the respondents were single, 64% were married, while 4% were divorced or separated, 9% were widowed. The majority of respondents were married. Finally, 24% of the respondents have informal education, 9% have primary education, 13% have secondary education and 54% have tertiary education. This indicates that the majority of the respondents were educated.

Table 2: Perceived Sociocultural Beliefs and Practices influencing Discharged Prisoner's Reintegration

Operational Variables	Strongly Agree	Agree	Strongly Disagree	Disagree	Total
Discharged prisoners are condemned individuals or contaminated with criminal influences	247 (21%)	586 (49%)	97 (8%)	257 (22%)	1187 (100%)
Discharged prisoners should not be associated with	283 (24%)	612 (52%)	78 (6%)	214 (18%)	1187 (100%)
Discharged prisoners should not be trusted.	570 (48%)	427 (36%)	48 (4%)	142 (12%)	1187 (100%)
Discharged prisoners should be banned from public places	95 (8%)	261 (22%)	344 (29%)	487 (41%)	1187 (100%)
Discharged prisoners should not be given employment (particularly in the public sector or work with other people)	296 (25%)	384 (32%)	223 (19%)	284 (24%)	1187 (100%)
Discharge prisoners should be denied marriage (marrying or being married)	183 (15.4%)	486 (41%)	134 (11.3%)	384 (32.3%)	1187 (100%)

Source: Author's Field Survey, 2017

Table 2 presents the respondents' opinions on the discharged prisoners in Ilorin. While 21% and 49% of the respondents strongly agree and agree respectively that discharged prisoners are regarded as condemned and individuals with criminal influences, 8% and 22% strongly disagree and disagree respectively. In addition, the table also shows that 24% and 52% of the respondents strongly agree and agree respectively that discharged prisoners should not be associated with, while 6% and 18% strongly disagree and disagree respectively. Also, 48% and 36% of the respondents strongly agree and agree that discharged prisoners should not be trusted, while 12% and 4% strongly disagree and disagree respectively. Furthermore, 8% and 22% of the respondents strongly agree and agree that discharged prisoners should be banned from public places so as to avoid mingling with other people, while 41% and 29% of the respondents strongly disagree and disagree. However, 25% and 32% of the respondents strongly agree and agree that discharged prisoners should not be given employment (particularly in the public sector or work together with other people), while 24% and 19% strongly disagree and disagree. Finally, while 15.4% and 40% of the respondents strongly agree and agree that discharge prisoners should be denied marriage, 32.3% and 11.3% strongly disagree and disagree.

The above results suggest that the majority of the respondents perceived discharged prisoners as condemned and individuals with criminal influences. That they should not be trusted, associated with and given employment in the public sector or placed to work together with other people (non-convicts). Also, the discharged prisoners are considered individuals that should not be allowed to marry or be married by non-convicts. These results show the level of stigma or negative perception people of Ilorin has toward the ex-convicts. However, the majority of the respondents disagree that discharged prisoners should be prohibited from going or visiting public places. These findings corroborated the results reported by

Morani et al. (2011) where they found that ex-offenders experience stigmatization and hatred from the general public more than any other marginalised groups. Also, Visser et al. (2005) reported that when prisoners are discharged from prison, they are encountered with a challenging environment and a range of obstacles that makes life difficult at both micro and macro level.

Table 3: Distribution of Respondents Perception of the Responsibility of the (members) Society in Reintegration (needs) Process of the Discharged Prisoners

Variables	Yes	No	Indifferent	Total
Are you aware of the responsibilities of the (members) society in reintegration process of discharged prisoners	347 (29%)	732 (62%)	108 (9%)	1187 (100%)
Should the (member) society assist or participate in reintegration process	308 (26%)	673 (57%)	206 (17%)	1187 (100%)
Are you willing to assist discharges prisoners in the reintegration process	262 (22%)	841 (71%)	84 (7%)	1187 (100%)

Source: Author's Field Survey, 2017

Table 3 presents the distribution of respondents' perception of the responsibility of the (members) Society in the reintegration (needs) process of the discharged Prisoners. The table shows that 29% of the respondents were aware of the responsibilities of the (members) society in reintegration process of discharged prisoners, 62% were not aware and 9% were indifferent. In addition, the table shows that 26% of the respondents were of the support that the society should assist or participate in the reintegration of the discharged prisoners, while 57% do not support and 17% were indifferent. Also, 22% of the respondents were willing to assist discharges prisoners in reintegration process, 71% were not willing and 7% were indifferent.

The above results indicate that the majority of the respondents were not aware of the responsibilities of the society in the integration of discharged prisoners. That is they do not know the obligations of the society (members) in the re-entry process of the discharged prisoners. Also, the majority of the respondents were of the perception that the society should not participate in the reintegration process. Similarly, the majority of the respondents are not willing as a member of the society to participate or assist in the reintegration process of the discharged prisoners. The implication of these findings is that there is strong negative perception or stigma against discharged prisoners among Ilorin people.

5.1 Testing of Hypothesis

H₀: There is no relationship between ex-offenders' reintegration and the socio-cultural stigmatization of ex-offenders

H₁: There is a relationship between ex-offenders' reintegration and the socio-cultural stigmatization of ex-offenders.

Table 4: Cross-Tabulation of the Perceived Sociocultural Beliefs and Practices, and Perceived Responsibility of the Society in Reintegration Process

Variables	N	Mean	Std. Dev.	Df.	X ² c	Critical Value X ² t
Perceived Sociocultural Beliefs and Practices	1187	1.3993	0.60821	2	664.13	5.991
Perceived Responsibility of the Society in Reintegration Process						

Source: Author's Field Survey, 2017.

X²c= 664.13, df =2, level of significance =0.05, X²t = 5.991. Therefore X²c = 664.13>X²t = 5.991. Thus H₀ rejected and H₁ accepted.

It can be observed from table 4 that the calculated chi-square (X²c) value is 664.13,

while the critical value (table value- X^2_t) is 5.991 at 0.05 level of significance with 2 degree of freedom (Df.). Thus, since the calculated chi-square is greater than the critical value, the H_0 is rejected and H_1 accepted. Therefore, the socio-cultural factors of the Ilorin people have a positive impact on ex-offenders' reintegration. This finding implies that socio-cultural factors or societal perception play a significant role in the reintegration process of ex-offenders. The finding, therefore, validates the results reported by Travis, et al. (2001) where they found that the attitude or judgement (positive or negative perception) and willingness of the society to receive ex-offenders following their release from prison are germane to a successful reintegration. Similarly, the finding also substantiates the result of Benson et al. (2011) where they established that ex-offenders' reintegration into the community is a major psychological challenge. This is because the members of the society are often uncooperative and unfriendly, they develop a certain negative attitude or social stigma 'ex-convicts' towards the ex-offenders which make reintegration nearly impossible.

Furthermore, from the interview conducted, respondents reported that the major challenges which often demoralised and discouraged them from relating with people (most especially those who are aware of their history) is a social stigma or humiliation they experience from their own people (Ilorin people). Respondent 1 reported that 'life in prison is a serious struggle to survive, but life after prison is even a more serious battle. People don't want to relate with you in public (even my family members, friends and former colleagues). The family members or friends that want to assist prefer to send someone else to you or give you an appointment at a neutral place where people don't really know you or late in the night when everywhere is dark. This is as a result of the society's negative attitudes to people like me who have been to prison. I later decided not to go close to any of the people that know me and my history, especially my community members'.

Also, respondent 2 noted that 'it is disheartening to realize that your own people don't seem to want you around anymore. One cannot just be

the usual person one used to be. My relatives, friends, neighbours and people who I had assisted before I went to prison completely rejected me. They don't want to have anything to do with me, even my wife. I had no choice than to withdraw from them for a while. It is so hard, I wish had not gone through that wall and I will regret it for the rest of my life'.

Similarly, Respondent 3 observed that 'going back to my community after being discharged is much more difficult than I expected. Though I knew our society very well. They do not accept ex-prisoners so easily, but I didn't realise it will be this tough. For the past 4 years, I have been discharged I couldn't get a job. No one is ready to relate with me, some will even tell you point blank that they do not trust you. I am 43 years old now, I couldn't get anyone to marry me. Anytime I try, they (women or girls and their family) keep reminding me of my status in the society as ex-convict'.

Regarding reintegration, the respondents reported that it was not easy for them, but as time goes on and on they learn to live with the challenges and move on. Respondent 1 noted that 'after 5 months of (discharged) trying to mix up with the people to reconnect with old friends and colleagues, I realised it not going to be easy. So, I first go far away from Ilorin to Lagos. Thinking that if I come back after some time, peoples' perception would change. I came back after few months, but things remain the same some people even said that I was caught again and sent back to prison.... then, I decided to stay and fight the battle no matter what. As time goes by, I get off the feelings of guilt and stigma, and move on'.

Respondent 2 also noted that 'our society is not ready to accept people like me back. I knew that and I am ready to live with it. This is where I was born and my community, I must stay here. I cannot reverse what has happened, so I have to move on if at all I want to live the remaining part of my life in peace. I cannot continue listening to what people say. Because our people are not ready to assist or accept people like me back into the society'. Also, Respondent 3 stressed that 'though it is not easy living around people who don't want you or trust you, I have

to live. Connecting with people is very difficult., ...one of the most demoralising thing is one cannot attend a social gathering, it really affects my way of life’.

It can be observed from the above findings that discharged prisoners faced a number of challenges in Ilorin. The challenges range from rejection by family, friends and colleagues to social stigma which has affected the reintegration process. The findings, therefore, corroborates the finding of Perlick et al. (2001) where they found that ex-prisoners who experience humiliation or stigma most especially from people (such as family members, friends or associates) who they believed to understand their condition and expect to accept them back, withdraw from such network and possibly from any activities (such as community events) that may bring them closer, leading to poor community functioning and poor integration.

Furthermore, the findings validate results of Link et al. (2001) where they observed that perceived stigma predicts a future psychological and social consequences leading to withdrawal tendencies and depression in individuals or group. Also, Lemert (1974) and Link et al. (1989) found that being labelled as an ex-offender makes the victim internalize stigmatizing attitudes, most especially when one feels threatened by interacting with others. Thus, they withdraw social contacts they perceive rejecting. Similarly, Visher et al. (2004) also observed that public stigma often results in ex-offenders having an unusual emotion that they are like strangers, causing them to withdraw from the community.

However, regarding respondents’ responses on how they move on despite the stigmatisations, this finding validates the findings of Inzlicht et al. (2012) where they reported that societal stigma and individuals’ responses to it can have a significant effect. How individual or groups respond to stigma (positively or negatively) is a major factor that predicts outcomes. An individual that feels not threatened or ignored stigma (to a certain extent) are much more likely to experience moderate negative outcome.

Table 5: Respondents’ Sentence Profile

Respondents	Offences	Prison term
1	Theft and robbery	9 years
2	Fraud	6 years
3	Internet Scam and Fraud	4 years

Source: Author’s Field Survey, 2017

6. Conclusion and Recommendations

Discharged prisoners are faced with several challenges following their release from the prison. These challenges are often social, economic and personal in nature which invariably hinders effective re-entry. This research investigated the socio-cultural factors affecting the re-integration of discharged prisoners in Ilorin Emirate of Kwara State, Nigeria. The findings revealed that ex-prisoners in Ilorin experience stigmatisation and are considered a potential risk that may pose a serious threat to the larger communities they return to. As a result, most of the community members (even their relatives) withdrawn their supports and declined to relate with them. Consequently, re-integration has become so difficult for the discharged prisoners in Ilorin.

Amazingly, one of the findings revealed that the larger percentage of the respondents are not aware of the role of the society in the reintegration process and they are not willing to assist or support discharged offenders to reconnect back to the communities. This study, therefore, calls for the need to prepare all communities for the returning ex-offenders in order to prevent the possible consequences poor reintegration could result in, in Ilorin and other cities in Nigeria. Thus, a coordinated effort to develop public enlightenment programs aimed at sensitising individuals and communities (at both micro and macro level) about the responsibilities of the society and significant roles members could play in the reintegration process of discharged prisoners would seem appropriate.

These programs should be designed to identify common socio-cultural issues shaping peoples’ perception of the discharged prisoners and other challenges facing all ex-offenders and various ways people could be of assistance. For instance, the challenges of housing, feeding and other basic needs can be provided by community

members pending the time the ex-convict is able to stand on his/her own. Accordingly, he/she will blend with the community members along the line.

In addition, a collaborative effort in the form of a program between communities and government to support discharged prisoners that may require special care such as women with children, or those with disability (mental or physical health problems) would also go a long way in assisting discharged prisoners' reintegration. From the foregoing, this study concludes that a successful reintegration is pertinent to society's readiness to receive and accept discharged prisoners. Therefore, the role of the society cannot be overemphasised in the reintegration process.

7. Limitations

Research of this nature is often accompanied by a number of limitations with regard to the interpretation and generalization of the findings, and this study is no different. The findings basically depend on the views derived from self-reported data. The data on the socio-cultural perspective of the Ilorin people about discharged prisoners and the experiences of discharged prisoners presented is distinctive because it indicates the general perception and the reintegration challenges discharged prisoners encounter. Thus, the findings in this study are credible. However, it is important to bear in mind that, the findings may include some factual inaccuracies resulting from such lapses as the possibility of the respondents to over or under-report certain experiences. For this reason, the findings are expected to incite further research. Nonetheless, the research is confident that the findings presented are valid and as accurate.

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Part Two

Educational Psychology

Evaluation of Factors Influencing the Implementation of School Health Programme by Primary School Teachers in Kosofe Local Government Lagos State, Nigeria

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Abstract. The study investigated the various factors influencing the implementation of school health programme in Kosofe Local Government of Lagos State. Two hundred primary school teachers in ten primary schools were randomly selected for the study (n=200). Descriptive survey research design was adopted for the study while modified standardized instrument (24-items) known as the Monitoring and Evaluation Guidance for School Health Programme Questionnaire for Teachers (MEGSCHPQT) developed by UNESCO was used for data collection with reliability of $r=0.81$. Frequency counts, simple percentage and inferential statistics of chi-square were used for data analysis. The findings revealed that the teachers reported that capacity building ($X^2=35.60$), school infrastructure ($X^2 =15.30$) attitude of teachers ($X^2=20.65$) are significant factors influencing implementation of school health programme in Kosofe local Government. However, support supervision ($X^2= 1.7$) was not found significant. It is therefore recommended that training and capacity building for teachers should be carried out periodically by the school board through workshops and seminars and fund provided for proper maintenance of school infrastructures.

Keywords: school health programme, capacity building, support supervision, school infrastructures, teachers' attitude

1. Introduction

School health programme is a key for achieving good and healthy lifestyle for children and a sure way of nurturing them for future challenges in any nation. The National Academics of Sciences, Engineering and Medicine (2017), opined that one of the reasons for establishing comprehensive school health programmes has been that they will improve student academics performance and therefore improve the employability and productivity of our future adult citizens. Another reason relates to public health impact by means of reducing not only morbidity and mortality, but also health care expenditures. Learning the indices and imbibing the idea of school health programme is capable of improving the quality of learning and in the overall health development of the society.

A comprehensive school health programme is an integrated set of planned, sequential, school affiliated strategies, activities, and services designed to promote the optimal physical, emotional, social and educational development of students (National Academy of Sciences Engineering, Medicine, NMSA, 2017). School health programmes include health education but in addition, cultivate those components described above that provide services and additional support specific to individual student need. School health education is a planned,

sequential curriculum of experiences presented by qualified professional to promote the development of health knowledge, health-related skills, and positive attitudes towards health and well-being for students in preschool, primary and secondary schools. NMSA (2017), Wikipedia (2017), described the school health education as classroom teaching on the subject of health and hygiene in a pre and early adolescent settings. Health education covers the continuum from disease prevention and promotion of optimal health to the detection of illness to treatment, rehabilitation and long-term care.

The United Nations for Education, Sciences and Cultural Organisation (UNESCO, 2017), stated that improving the health conditions and process of learning among school children through school-based health and nutrition programmes are primarily based on two pertinent premises. Firstly, the relationship of quality of learning with the health conditions of students, and secondly, responsibility of the state to facilitate smooth physical and mental growth of children for their future role as productive members of the society. A third dimension as posited by UNESCO is the potential contribution of students in the dissemination of health and hygiene education messages to their parents and community at large. This phenomenon is also termed as child to child, and child to community transmission of information relating to health care and disease control.

Global experiences, according to UNESCO (2017), link success in school health programme with partnership between various departments and agencies, including Education, Health and Environment. UNESCO explained that all stakeholders in the development and upbringing of a school child should team-up to achieve the goal of school health programme. In exact words, UNESCO (2017), maintained that partnership and networking between relevant department and agencies provides an opportunity for concerted action to broaden the scope of school health programmes and make them more effective and beneficial for the target groups. It was further explained that effective school health programmes will transform

schools into child friendly environment, and contribute significantly to the promotion of Education for All. A number of factors, according to UNESCO influence the physical and mental health of school children, and their learning process. These factors include health condition of the children themselves physical and social environment in their school, quality of life of their parents, their own knowledge about health promoting practices and availability of health services around them.

Health Education and Social Health experts have come to agree that school health programme refers to all the aspects of the total school programmes which contribute to the understanding, maintenance and improvement of the health of the school population, that is, school children and staff. The programme should include school health services that deal with health appraisals, control of communicable diseases, record keeping supervision of the health of school children and personnel. Another one is school health instruction which should provide a formal classroom opportunity for passing on information concerning knowledge, habits, attitudes, practices and conduct that pertain to individual or group health. Healthful school environment programme deals with condition within the school that are most conducive to optimal physical, mental and emotional health, safety of pupils, satisfactory relations among pupils, teachers' administrator, as well as for rest, relaxation and recreation (Akani, Nkanginieme and Oruamabo, 2001). The programme, as opined by Akani, Nkaginieme and Oruamabo (2001), is usually integrated with activities within the homes and community. Its success therefore requires the co-operation and collaboration of the vital functional sector of the community. Akani Nkanginieme and Oruamabo further explained that if well run, the school health programme can be a vital tool in the educational process which ensures that pupils imbibe a culture of healthy development toward a challenging and productive adult life

Various studies have established that the standard of education in Nigeria had fallen and it continues to fall. The employers of labour

complain through print and electronic media about the huge sum of money they spend on retraining the school graduates to desirable levels of productivity. This according to Akani, Nkangineme and Oruamabo (2001) has contributed to the long-stand sub-optimal physical, mental and emotional environment of elementary and high schools which have resulted in graduates with non-productive aptitudes. There is therefore the need to invest energy and resources into school health programme that would benefit the entire community

Despite overwhelming concerns and efforts, schools are still wondering what the best options are for their students. Lack of physical activity, diet, parental involvement and student involvement, and school involvement are all factors that are affecting the health of school students. Contributing factor to the health of school students is not limited to in-school only, nutrition at home and parental involvement will have substantial impacts on how students imbibe the cultures of healthy living. The need to consider school health is borne out of the fact that the school is not only a factor but a force, an active contributor to the health of the citizens. The school is expected to modify its procedures to increase its effectiveness in encouraging the ultimate health changes desired. It is therefore imperative to determine the influences of factor such as capacity building, support supervision, school infrastructures, teacher's attitudes and some other indices on the implementation of school health programme in public primary schools in Kosofe Local Government of Lagos state. It is important to determine the factors that influence the implementation of school health programme because when carefully planned and implemented, the targeted health goals and problems can make a difference for a specific health outcome.

2. Methods and Materials

2.1 Participants

Two hundred [200] randomly selected primary school teachers from ten [10] selected primary

schools in Kosofe Local Government of Lagos State constituted the sample size for this study. Twenty teachers represented each school.

2.2 Instrumentation

Using the descriptive survey research design, a modified questionnaire items known as the Monitoring and Evaluation Guidance for School Health Programme Questionnaire for Teachers by the United Nations Educational, Scientific and Cultural Organisation [UNESCO, 2013] was utilized for this study. The modified questionnaire included 24 items on the study variables that elicited information on equitable school health policies for capacity building [6-items]; support supervision for school-based health education implementation [5-items]; school infrastructure and safe learning environment [6-items]; skill-based health education and teachers' attitudes [7 items]. The questionnaire was fashioned alongside Likert attitudinal scale, requiring responses to the degree of agreement or disagreement to stated items thus: Strongly Agree [SA]; Agree [A]; Disagree [D]; Strongly Disagree [SD]. The questionnaire was subjected to test-retest method of reliability test where Pearson's Product Moment Correlation Coefficient result stood at 0.81.

2.3 Data Collection

The researchers personally visited the ten schools to administer the questionnaire. The administration took place within one week. The participants found the questionnaire and instructions, self-explanatory. One hundred and forty-four [144] female teachers and fifty-six [56] male teachers responded to the questionnaire and returned the forms on the spot having properly fill them.

2.4 Data Analysis

The data collected for this study were coded and analysed using frequency counts, simple percentages and Chi-square statistical tools. The Alpha level was set at 0.05.

3. Result Presentation

Hypotheses Testing

Hypothesis 1: Capacity building will have no significant influence on implementation of school health programme in public primary schools.

Table 1: Chi-square analysis on capacity building and Implementation of School Health Programme

Response	Frequencies	Percentage	Chi-Square calculated	Df	Remarks
Strongly Agreed	20	10	35.60	3	Significant
Agreed	28	14			
Disagreed	70	35			
Strongly Disagreed	82	41			
Total	200	100			

$X^2= 35.60$; df 3; Alpha level = 0.05

The table above shows that at df 3, the calculated Chi-Square value of 35.60 is greater than the table value of 7.82 at 0.05 alpha level. This implies that the hypothesis one, which states that capacity building will have no significant influence on implementation of school health programme in public primary schools is hereby, not accepted. That is, it was found significant and thus, capacity building will have significant influence on implementation of school health programme in public primary schools.

Hypothesis 2: Support supervision will have no significant influence on implementation of school health programme in public primary school.

Table 2: Chi-Square analysis on support supervision and influence on school health programme

Response	Frequencies	Percentage	Chi-Square calculated	Df	Remarks
Strongly Agreed	62	31	1.7	3	Not Significant
Agreed	64	32			
Disagreed	46	23			
Strongly Disagreed	28	14			
Total	200	100			

$X^2=1.7$; df 3, Alpha level = 0.05

As shown in table 2 above, the calculated Chi-Square value of 1.7 at df of 3 at significant level of 0.05 was found less than the table value of 7.82. By implication, the hypothesis 2, which states that support supervision will have no significant influence on implementation of school health programme in public primary school is not significant, and therefore accepted. That is, support supervision will have no significant influence on implementation of school health programme in public primary schools in Lagos State.

Hypothesis 3: School infrastructure will have no significant influence on implementation of school health programme in public primary schools.

Table 3: School Infrastructure and Influence on Implementation of School Health Programme

Response	Frequencies	Percentage	Chi-Square calculated	Df	Remarks
Strongly Agreed	36	18	15.30	3	Significant
Agreed	44	22			
Disagreed	74	37			
Strongly Disagreed	46	23			
Total	200	100			

$X^2= 15.30$; df, 3, Alpha level = 0.05

The table 3 indicates that the calculated Chi-Square value of 15.30, df 3 at 0.05 significant level is greater than the table value of 7.82. By implication, the hypothesis 3, which states that school infrastructure will have no significant influence on implementation of school health programme in public primary schools, is

hereby rejected. That is the teacher indicated that school infrastructure will have significant influence on implementation of school health programme in public primary schools in Lagos State.

Hypothesis 4: Attitude of teacher will have no significant influences on implementation of school health programme in public primary school.

Table 4: Attitude of Teachers and Influence on Implementation of School Health Programme

Response	Frequencies	Percentage	Chi-Square calculated	Df	Remarks
Strongly Agreed	27	13.5	20.65	3	Significant
Agreed	40	20			
Disagreed	70	35			
Strongly Disagreed	63	31.5			
Total	200	100			

$X^2 = 20.65$; df 3, Alpha level = 0.05

As shown in table 4 the Chi- Square calculated value of 20.65 was obtained from the responses to the questionnaire items with a degree of freedom 3(df=3), table value of 7.82 at 0.05 level of significance, the fourth hypothesis which states that attitude of teachers will have no significant influence on implementation of school health programme in public primary schools is hereby rejected. This means that the attitude of teacher will have significant influence on implementation of school health programme in public primary schools in Lagos State.

4. Discussion of Findings

The result of the data analysed showed that the teachers believed that capacity building will significantly influence the implementation of school health programme in Lagos State public primary schools. When school health programme takes capacity building into cognizance for its implementation, developing and strategically planning of events will thus require human efforts. The humans that will implement the programme need to be well trained in order to acquire the necessary information, skills and resources for the successful implementation of school health programmes. The findings in the first hypothesis corroborates the position of the World Health Organisation (WHO, 2007), that capacity building as a strategy can help to create environments conducive to health through pre-service and in-service training for teachers, training follow-up support, and infrastructure developmental plan, implement, monitor, and evaluate school health programmes. It was

further expressed that University teacher education programmes can provide the pre-service training that will help teachers integrate health promotion into their professional activities. Crisp, Swerissen and Duckett (2000), also maintained that capacity building should either be a strategy for achieving a healthy society or as an objective in its own right. It was further opined that individuals, organizations, and societies can all gain through building social capacity which involves developing high levels of co-operation, reciprocity and trust as members of the community work together for mutual social benefits. Thus it was explained that underpinning of these goals typically involves a process of capacity building in respect of a wide range of strategies and programme for children’s vaccine programme processes which have ultimate aim of improved health practices which are sustainable.

The findings of hypothesis two revealed that teachers believed that support supervision will have no significant influence on implementation of school health programme in public primary schools. This caused the hypothesis to be accepted. The teachers may partly believe that once they have been trained by experts, the onus is now on them to implement the school health programme with minimal or no supervision. The Programme for Appropriate Technology in Health supervision (PATH, 2017), stated that supportive supervision requires staff time, costs for per diem, and travel to remote sites. And that health budgets frequently do not allocate sufficient funds or personnel to conduct supportive supervision, making regular visits

difficult to finance and coordinate. Furthermore, supervisions need support and authority from the central or district level to implement supervision or make changes to improve services at a health facility. PATH (2017), discovered that supervisory skills are needed to efficiently evaluate health facilities across the many sectors for which they are responsible. In addition, to assessing performance, supervisors are also expected to monitor services evaluate management, and ensure that the health facility supply chains are working properly – all in a short period of time. Consequently, they are unable to provide adequate technical guidance and feedback to improve services delivery. The American School Health Association (2017) posited that district politics and administrative guidelines should eject a commitment to attain desired student outcomes essential to optimal physical and mental health. To this end, it was suggested that the chief administrator, the school board and the school health coordinating council receive, report on actions taken and result achieving related to student outcomes, along with the action plan for continuous improvement in health education. In order to have an adequate and comprehensive supervision, implementation of the comprehensive school health programmes, members can include educators or child nutrition director and other school health and mental health professionals as well as community members, including but not limited to representatives from the health district social services juvenile, justice, voluntary health agencies business and mental health agencies. Hypothesis three was tested and the result reported rejected, that is, the teacher responded that school infrastructure will have significant influence on implementation of school health programmes in public primary schools. Many schools' infrastructure are located in highway areas and closer to motor- parks in some parts of Lagos State. Exposure to high concentration of vehicle exhaust is toxic to humans. The World Health organization (WHO, 2016) pointed out that potentially, many changes can be implemented to improve school's physical structure and environment in order to have a well implemented school health programme. These putting into consideration, the schools physical infrastructure and environment can be

the starting point to educating students, teacher and parent about the relationship among the infrastructures, environment and schools. A good infrastructure will bring a healthy school environment which can directly improve children's health, implementation of school health programme, effective learning and thereby contribute to the development of healthy adults as skilled and productive members of society. In a study of the primary schools in a local government area, South West Nigeria by Olatunya, Oseni, Ogundele, Oyelami(2014), it was found out that school infrastructure and environment accounted for various forms of health hazards and unhealthy states of primary school environment. Not having good infrastructure is capable of imparting poorly on school health programme. It is a reflection of poor knowledge of what is necessary to make school health programme successful. Poor Infrastructure has a health implication of polluting or contaminating school environment. Abdulkadir and Abdulkadir (2017) also discovered that schools who use water closet system depend largely on regular water supply and considering the poor maintenance culture of Nigerians which reflects in the management of school system, pit latrines that are easily maintained should be the major infrastructure for most schools in order to prevent indiscriminate sewage disposal in some extreme corners of the school premises. Systematic medical inspection and examination of schools can only be done in a situation where there is infrastructure that can cater for some primary health care issues. The system of medical check-up has been in existence for a number of years, yet the outcome of the result have not been satisfactory because adequate and modern infrastructure are not usually provided for schools. The authorities expect the parents to cater for their children and wards for health issues in their respective homes and chosen clinic and hospitals.

The hypothesis four was found significant as teachers responded that their attitude will have significant influence on implementation of school health programme in public primary schools. The positive attitude of teachers is very essential for the successful implementation of

any school health programme. The teachers are the key actors and the final executors of the school health programme and as such, the authority and policy - makers should design motivational strategies that can help to spur them into performance and favourable attitude toward implementing the programme. In a study of knowledge, attitude and practice of school health programme among head teachers of primary schools in Ego Local Government area of Edo State, Nigeria, Ofovire and Ofili (2007) found out that a favourable attitude of the head teacher was attributed to success of health policy of primary health care base and supervision. Thus, it was suggested that to ensure favourable and positive attitudes of teachers, the environment should be made conducive for teacher to perform while commensurate remuneration should be given for their extra efforts in the school environment. In a related vein, Abdulkadir and Abdulkadir (2017), in a study of the survey of head teachers of private schools regarding knowledge and implementation of the school health programme in Ilorin, found out that periodic medical examination being carried out by medical officers and other health workers in schools was made possible and recorded success because the teachers were favourably disposed to it. It was therefore recommended that incentives and adequate training will bring about positive attitude and disposition on the part of teachers who have the role of providing vital information that will to promote knowledge and understanding on the causes, effects and preventive strategies that can lead to positive behavioural change towards health issues and physical activities among pupils.

5. Conclusion

This study concludes that capacity building of teachers will assist in great measure for successful implementations of school health programme. Required infrastructure is a key and important tool that is germane and teachers are the most important factor.

Partnership and collaborations among stakeholders should be given adequate

consideration for a successful implementation of school health programme.

6. Recommendations

Homes and communities should be partnered. The teachers are the final executors of school health programme, thus, they need to be well informed and equipped through capacity building and capacity development so that desired results can be achieved. Training of teachers through workshops and seminars should be complemented with motivation so that positive attitudes of teachers can result into goals attainment. School infrastructures should be adequate while provisions for proper maintenance, as attested to in this study should be carefully planned and implemented.

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Leadership and Teachers' Morale in Senior Secondary Schools in Plateau State, Nigeria

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Abstract. The study examined the relationship between principals' leadership styles and teachers' morale in senior secondary schools in Plateau State. The correlation research design was used for the study. The population of the study comprised of 39 principals and 229 teachers who have spent at least three years working together in the Senior Secondary Schools of Barkin Ladi and Langtang North Local Government areas in Plateau State. The sample consists of 31 principals and 137 teachers out of the population. The instruments used for data collection were the Principal Leadership Style Questionnaire (PLSQ) and Teachers' Questionnaire (TQ). Data were analyzed using the frequency count, percentage, and Pearson Product Moment correlation coefficient (Pearson r). Findings were; there was positive statistical significant relationship between principals' democratic leadership style and teachers' morale; there was negative statistical significant relationship between principals' autocratic leadership style and teachers' morale; while there was no statistical significant relationship between the laissez-faire leadership style and teachers' morale. In addition, principals were found to dominantly practice the democratic leadership style and teachers' morale was confirmed to be moderate in the Senior Secondary Schools. Base on the findings recommendations were made some of which are; Principals should be sent for in-service-training to study leadership in school; to

organize workshops, seminars and conferences for principals of secondary schools on leadership styles; and to create awareness on the importance of teacher morale in school effectiveness.

1. Introduction

School leadership is an essential aspect in school administration because of its influencing role to the achievement of school goals. The structural relationships in schools are influenced by the leadership behaviors which might have some possible effects on both job characteristics and individuals' response in the work place that can influence members' behaviors.

With respect to secondary school education in Nigeria, there seems to be challenges for principals' leadership roles which have attracted an increased attention due to the myriad of problems bedeviling the system. Principals are blamed for negligence of duty, authoritative approaches, and exhibit of careless attitudes in their leadership process (Udoh, 2002). In the same vein, Tella, Ayeni and Popoola (2007) observed that high proportions of principals in the secondary schools in Nigeria are highhanded and autocratic in their dealing with teachers. Lamenting on behaviors of principals in schools, Alex (2008) observed that most often principals are hardly found in schools to attend to their teachers. On daily basis, the principals seem too

busy that they hardly monitor and supervise teachers in their daily affairs.

Some of the major leadership styles practiced in social organizations (including schools) are the autocratic, democratic and laissez-faire. The autocratic leader is task-oriented, democratic is relationship-oriented and laissez-faire is free-rein-oriented (Edem, 2006). Researches confirmed that the democratic leadership style was the most commonly used among principals of Senior Secondary Schools (Alsaigh & Hussain, 2007; Adeyemi, 2010). Achor (2009) maintained that members working with a democratic leader often experience friendly atmosphere, cooperation and willingness to effective performance. In addition, empirical study by Romania (2010) confirmed a positive, moderately strong and significant relationship between leadership dimensions and overall teachers' morale in a developed nation. Randolph-Robinson (2007) confirmed that teacher morale can be predicted on the basis of the leadership style asserted by the principal. William (2006) found a significant relationship between democratic leadership style and teachers job satisfaction. However, this might not be quite applicable in a developing nation Nigeria due to the different environments of the schools.

Morale is seen as an essential ingredient to effective job commitment in a work place. It is the psychological state of mind, which determines the attitude of an individual or a group of individuals to themselves, colleagues and the work environment (Merriam-Webster's collegiate Dictionary). Such attitudes determine in turn the willingness to cooperate effectively in the attainment of the objectives of the school. High morale is associated with happiness and job satisfaction with high productivity, while low morale with aggrieved situation and dissatisfaction of the teacher, could reflect to low performance (Houchard, 2005; Egley & Jones, 2005). Additional evidences seem to show that teachers often lose hope and interest in the teaching profession. Probably, that is why most teachers are found neglecting their duties for some menial jobs in order to earn a living. This is reflected by persistent lateness to work,

absenteeism, charting in groups during classes hours, taking flimsy excuses to be away from school, and conflict situations that signify unhappiness in the work place (Waila, 2001). However, it seems most principals do not appreciate the fact that motivating teachers to boost their morale is an aspect of facilitating teacher commitment to work.

Leadership in school may impact affection and feelings that teachers can have about their jobs. Researches revealed that lack of effective leadership skills negatively affected teachers' job satisfaction and un-conducive environment created by leadership flaws affected teachers' feelings about their jobs (Ejimofor, 2007; Bradley, 2010). Probably, it can result from the fact that some leaders are autocratic, democratic, and laissez-faire with different behavioral characteristics for influencing teachers. Perhaps, some principals are insensitive to teachers' views with poor relationships where the school atmosphere becomes unfriendly and uncooperative for work.

Under such conditions, it is likely that conflicts can occur between the leader and the subordinates that can lower morale in a scene of confusion and chaos resulting to low productivity. It is against this background, that this study will investigate the relationship between the principals' leadership styles and teachers' morale in the senior secondary schools in Plateau State.

2. Purpose of the Study

The purpose of this study is to examine the relationship between principals' leadership styles and teachers' morale in the senior secondary schools in Plateau State. Specifically, the study is meant to achieve the following objectives:

- Determine the type of leadership styles practiced by principals in senior secondary schools in Plateau State.
- Determine the morale level of teachers in senior secondary schools in Plateau State.

- Determine the relationship between teachers' perception of principals' leadership styles and teachers' morale in senior secondary schools in Plateau State.

3. Research Questions

The following questions have been raised to guide the study.

- What is the leadership style used by principals in the senior secondary schools in Plateau State?
- What is the morale level of teachers in the senior secondary schools in Plateau State?

4. Hypothesis

The null hypothesis was tested at 0.05 level of significance:

There is no significant relationship between principals' leadership styles as perceived by teachers and teachers' morale in the senior secondary schools in Plateau State.

5. Significance of the Study

Leadership in school has far-reaching benefits to the goals desire of the school system. It is hoped that the findings from this study will greatly provide useful information on principals' leadership styles and teachers' morale. These might be beneficial to the secondary school personnel (principals and teachers), Ministry of Education officials (inspectors, administrators, and curriculum planners), researchers, and authors. They may see the need for adjustment and flexibility in school leadership as a source of improving teacher morale for school effectiveness. Furthermore, it may help to influence the degree in which leaders in schools can predict and determine what the outcome of their actions and decisions can become in leadership to provide the most unambiguous qualities in leadership for school effectiveness.

6. Delimitation of the Study

This study focused on the principals' leadership styles and how each has relationship with teachers' morale in the senior secondary schools of Barkinladi and Langtang North LGAs in Plateau State. The relationship between principals' autocratic, democratic and laissez-faire leadership styles and teachers' morale was examined.

7. Method and Procedure

This section describes the method and procedures that will be adopted in conducting this study. Specifically, it is discussed under research design, population and sample, sampling technique, instruments for data collection, validity and reliability of instruments, procedure for data collection and method of data analysis.

7.1 Research Design

The study adopts correlational design. It is a statistical analysis of covariant data to determine a pre-existing relationship between two or more variables and allow predictions of outcomes base on causative relationships between the variables (Awotunde & Ugodulunwa(2004). This will be used to determine the leadership styles and relationship with teachers' morale.

7.2 Population

The population of the study comprised of the 39 principals and 229 teachers who have spent at least three years working together in the Senior Secondary Schools of Barkin Ladi and Langtang North Local Government Areas (LGAs) in Plateau State. The rationale for this choice is to ensure that principals and teachers had adequate opportunity to interact and become acquainted with each other within three years to be able to formulate feelings and expressions on the work environment.

7.3 Sample

The sample of this study comprised of 31(80%) principals and 137 (60%) teachers of the senior secondary schools drawn from the population of

the study. This sample size responded to the questionnaires.

7.4 Sampling Technique

Multi-stage sampling technique was used to select the sample. First stage, simple random sampling technique was used to select the sample of schools. The principals of the schools selected automatically became the sample of principals because one principal is usually assigned to one school at a time. The next stage, sample of teachers was proportionately selected using the proportionate stratified sampling technique in order to obtain a good representation of the population.

7.5 Instruments for Data Collection

The instruments for data collection consist of two questionnaires. The instruments include: Principal Leadership Style Questionnaire (PLSQ); and Teachers' Questionnaire(TQ). The Questionnaires were structured at the Likert 5-point rating scales which were responded to by principals and teachers respectively. The scores categorized for measure of leadership styles were 50 for each of the three leadership styles, which is equal to 150 total score. The leadership style with the highest score becomes the dominant leadership style in practice by the principals. The scores categorized for measure of teacher morale were;

30-70 = Low Morale
 71-110 = Moderate Morale
 111-150 = High Morale

This categorization keeps equal intervals of scores to determine teacher morale level.

7.6 Validity and Reliability of Instrument

Validity of PLSQ, and TQ

The instruments for the study were placed on content validity. The aim was to ensure that the instruments covered the objectives of the study and become adequate for the main study. The instruments PLSQ, and TQ were validated by one expert in educational administration and planning, one expert in test and measurement, and one expert in educational psychology of the Faculty of Education, University of Jos. They

scrutinized the instruments and pointed out the errors found in each instrument which were corrected. Thereafter, they rated the instruments valid for the study.

Reliability of Instruments

i. Reliability of Principals' Leadership Style Questionnaire (PLSQ)

The instrument PLSQ, was tried out during the pilot study. It was meant to ensure its accuracy and consistency for the main study. In determining the reliability of this instrument, internal consistency was estimated with the use of Cronbach Alpha Coefficient technique with the help of computer analysis software Statistical Package for the Social Sciences (SPSS). The reliability coefficient obtained is .88, which signifies that the instrument is reliable for measuring autocratic, democratic, and laissez-faire leadership styles. This consideration is supported by the conditions recommended for reliability acceptance range by Cohen and Manion (2001) that the reliability coefficient of at least .70 and higher are regarded as good and high estimates reliability for research purposes. This instrument adapted the Leadership Style Survey Questionnaire (LSSQ) originally developed by Clark in 2004 in conjunction with the leadership styles chapter training in America.

iii. Reliability of Teachers' Questionnaire (TQ)

The validated instrument was tried out during the pilot study to establish its internal consistency which was estimated with the use of Cronbach Alpha Coefficient statistical tool with the help of computer analysis software Statistical Package for the Social Sciences (SPSS). The reliability index for section A was confirmed to be .84. This signifies that the instrument is reliable to measure autocratic, democratic, and laissez-faire leadership styles as perceived by teachers.

Section B of TQ reliability was confirmed to be .89. This implies that TQ is reliable to measure teacher morale in schools. TQ is a modified instrument of Purdue Teacher Opinionnaire (PTO) which Bentley and Rempel (1980) found the instrument to have a strong reliability range

of .87 when he established its validity using the Indiana and Oregon school teachers.

7.7 Procedure for Data Collection

The data for this study will be collected using the PLSQ and TQ respectively. The face-to-face method of data collection will be employed for collecting the data with the use of the two different instruments. Thirty one of PLSQ, 137 of PLSDQ and 137 of TQ were distributed and all were returned.

7.8 Methods of Data Analysis

The data to be collected for this study will be analyzed using appropriate descriptive and inferential statistical tools, such as frequency, percentage and Pearson Product Moment Correlation Coefficient (Pearson r). These were computed with the use of computer analysis software Statistical Package for the Social Sciences (SPSS).

8. Results

Research Question One: What is the leadership style used by principals in the Senior Secondary Schools in Plateau State?

Result is presented in Table one.

Table 1: Leadership Styles Used by Principals of Senior Secondary Schools as Perceived by Principals

S/N	Leadership Style	Frequency (f)	Percentage (%)
1	Autocratic	9	29
2	Democratic	18	58
3	Laissez-faire	4	13
	Total	31	100

The results in Table one indicated that 29% of the principals are autocratic, 58% are democratic, and 13% are laissez-faire in their leadership practice as perceived by the principals. This is evident that most of the principals in the senior secondary schools of Plateau State operate democratic leadership style.

Table 2: Leadership Styles Used by Principals of Senior Secondary Schools as Perceived by Teachers

S/N	Leadership Style	Frequency (f)	Percentage (%)
1	Autocratic	44	32
2	Democratic	63	46
3	Laissez-faire	30	22
	Total	137	100

Table two shows that the teachers perceived their principals to be 32% autocratic, 46% democratic, and 22% laissez-faire in their leadership styles. This indicates that the principals are more democratic in leadership style as perceived by the teachers.

Research Question Two

What is the morale level of teachers in the Senior Secondary Schools in Plateau State?

Result is presented in Table three.

Table 3: Teachers' Morale Level

S/N	Morale Level	Frequency (f)	Percentage (%)
1	Low	4	3
2	Moderate	115	84
3	High	18	13
	Total	137	100

Table three indicates that 3% of the teachers have low morale, 84% teachers have moderate morale, and 13% have high morale. Result signifies that teachers in Senior Secondary Schools have moderate morale.

9. Hypothesis

There is no significant relationship between principals’ leadership styles as perceived by their teachers and teachers’ morale in Senior Secondary Schools in plateau State.

Results are presented as follows;

Table 4: Relationship between Principals’ Leadership Styles as Perceived by Teachers and Teachers’ Morale

S/N	Variables	r	df	P	r ²
1	Autocratic leadership (independent)	-0.3753	135	0.0001	14.09%
2	Democratic leadership (independent)	0.6292	135	0.0001	39.58%
3	Laissez-faire leadership (independent)	-0.1343	135	0.118756	1.8%

Teacher Morale (dependent)

r = Correlation

df = Degree of freedom

p = calculated alpha level of significance

r² = coefficient of determination

Table four shows that there is a statistical significant relationship between principals’ autocratic leadership style and teachers’ morale. Result indicates $r = -0.3753$, $p = 0.0001$ ($p < 0.05$) at two tailed test of significance at $df = 135$. The null hypothesis is rejected since there is insufficient evidence to retain the hypotheses. This signifies a statistical significant negative relationship between autocratic leadership style and teachers’ morale. It implies that as the autocratic scores increases the morale scores decreases. This means that as the principals are more autocratic in leadership the morale of teachers’ decreases. The strength of the relationship is moderately weak. The coefficient of determination signifies that the relationship between principals’ autocratic leadership style and teachers’ morale is related at 14.09%.

Table four also shows that the correlation coefficient yielded results of $r = 0.6292$, $p = 0.0001$ ($p < 0.05$) at two tailed test of significance at $df = 135$. This signifies that there is a statistical positive significant relationship between democratic leadership style and teachers’ morale. Therefore, the null hypothesis is rejected since there is insufficient evidence to retain the hypotheses. This signifies that as the principals democratic leadership style increases, the morale of teachers increases. Result indicated that there is positive moderately strong relationship. The coefficient of determination signifies that the relationship between

principals’ democratic leadership style and teachers’ morale is related at 39.58%.

Table four also shows that the correlation coefficient yielded result of $r = -0.1343$, $p = 0.118756$ ($p > 0.05$) at two tailed level of significance at $df = 135$. This signifies that there is no statistical significant relationship between the laissez-faire leadership style and teachers’ morale. Therefore, the null hypothesis is accepted since there is insufficient evidence to reject the null hypotheses. Hence, it does not matter the principals’ laissez-faire leadership behaviors on teachers’ morale.

10. Discussion

The result of the study confirmed that principals in senior secondary schools dominantly practice the democratic leadership style. Principals perceived themselves to be democratic leaders and their teachers also perceived them to be democratic leaders. The result of this study is consistent with findings by Alsaigh and Hussain (2007) that the democratic leadership style was the most popular style used by Principals in Secondary Schools. Similarly, it is congruent with findings by Adeyemi (2010) who confirmed that the democratic leadership style was the most commonly used among principals of Senior Secondary Schools. This means that the principals operate open door policy in leadership whereby teachers will have the liberty

to consult and freely transact with principals. The implication of this finding is that teachers will be motivated with tendencies to have high morale and work commitment might be higher in schools with democratic leadership style. However, situations might determine the kind of leadership behavior to operate, whether autocratic, democratic or laissez-faire behaviors depending on need at a point in time to be able to operate effective leadership in school. The important idea to note is that not all situations warrant the use of democratic leadership style in school. However, it is essential to recognize that for effective leadership, the democratic leadership behaviors should dominate in leadership process to allow the opportunity for teachers to be innovative, creative, and resourceful for the development of the school. The democratic leadership style facilitates friendly atmosphere that could raise teachers' morale for greater commitment to work.

Secondly, teachers' morale level was confirmed to be moderate. This matches with the empirical investigation carried out by Romania (2010) which revealed that there was moderate level of teacher morale in the Secondary Schools. The implication is that perhaps teachers with moderate morale might not be so committed in the teaching job which could be detrimental to their students. Teachers with high morale will be productive, friendly, and dedicated to their work, while teachers with low morale can be aggressive, confrontational with conflicts all over the school. This is consistent with the idea of Egley and Jones (2005) that if morale dips significantly for any reason, absenteeism may increase, work performance may be low, a larger than usual number of employee may leave, and the organization as a whole can suffer set back. Therefore, there is need to ensure teacher high morale in school to facilitate effective teaching.

Thirdly, relationship confirmed in this study between the autocratic leadership style of principals and teachers' morale is a negative statistical significant relationship which represents that the more the principals are autocratic in leadership the more teachers' morale will be low. This result is in phase with findings by Adeyemi (2010) that the autocratic

leadership style weakens staff and they tend to get frustrated and can withdraw their creativity and know how. The implication is that teachers might be dissatisfied with behaviors of an autocratic leader and commitment to work may tend to reduce. Thus, the autocratic leadership style can frustrate the work force with poor relationship existing between the leader and the lead. Therefore, there is need for school administrators to use less the autocratic leadership style in order to boost teachers' morale for effective job performance. In a school system, academic achievement may be poor when teachers are not given the opportunity to be innovative and creative in the teaching job. The strict iron hand treatment of teachers by leaders should be minimized in order to raise their morale to obtain teachers cooperation for effective teaching.

Fourthly, result confirmed a positive significant relationship between the principals' democratic leadership styles and teachers' morale which signifies that, as the principals are more democratic in their leadership the morale of their teachers become higher. This result matches with findings by Romania (2010) who confirmed a positive, moderately strong and significant relationship between leadership dimensions and overall teachers' morale. The positive perceptions of the principals' leadership practices were significantly associated with more positive perceptions of the teachers' morale. This finding implies that the principals with democratic leadership style can boost teachers' morale. This is consistent with findings by William (2006) who found a significant relationship between democratic leadership style and teachers job satisfaction. The implication of this finding is that the democratic leadership style increases teacher satisfaction in the job and morale will be higher for greater commitment in the teaching job. This is in phase with the views of Achor (2009) that members working with a democratic leader often experience friendly atmosphere, cooperation and willingness to effective performance. This implies that satisfied teachers might have high morale and commitment to work might be greater to achieve set goals. This fact is compatible with findings by Bradley (2010) that the democratic leadership

improves high productivity and quality work, high morale, sense of group feeling and members feel secured and satisfied to belong. Hence, there is need to ensure strategies that will involve principals to use more of the democratic leadership style in schools for more productivity.

Fifthly, result revealed no statistical significant correlation between the principals laissez-faire leadership style and teachers morale. This implies that the laissez-faire principals may not boost their teachers' morale. This finding is in phase with findings by Randolph-Robinson (2007) that teacher morale can be predicted on the basis of the leadership style asserted by the principal. The implication of this finding is that effective teaching might not take place in such schools where the leader is careless about goal achievement. Teachers might lack confidence in their leader as such, respect and loyalty from teachers might be minimal, and morale could be low. Thus, strategies should be explored that will compel principals to use less the laissez-faire leadership style in schools.

The underlying implication of these findings is that leadership styles of principals impacts on teachers' morale. It implies that teachers' morale in school can be a reflection of teachers' perceptions of the principals' leadership behaviors. If teachers perceive the leadership behaviors of their principals to be good, they will generally display high morale. This suggests that when morale is high teachers will exhibit willingness, enthusiasm and cooperation towards achievement of school goals.

11. Conclusion

School leadership has been viewed as an essential aspect of school administration because of its influential benefits towards achievement of school goals. Secondary schools can only be productive if there is efficient and effective leadership that would facilitate prudent management of both human and material resources in schools. Poor quality of leadership in schools has been associated with numerous problems among which is the inability of the principals to boost teachers morale in order to obtain their enthusiasm and cooperation for

effective teaching in schools. The principal of a school is an influencing and supporting agent for the school development. Hence, principals are expected to exhibit appropriate leadership style in schools to facilitate effective teaching and learning in schools.

12. Recommendations

Based on findings of the study, the following recommendations are made:

- Government should organize workshops, seminars and conferences for principals of secondary schools to update their knowledge in school leadership that will reflect strategies to boosting teacher morale for effective schools performance.
- Principals should be sent for in-service training to study leadership in school. This might give them some basic knowledge and skills for effective leadership in schools that could boost teachers' morale.
- The selection of teachers to principal position in Plateau State should be based on relevant academic qualifications and a wealth of long teaching experience as well as the consideration for individuals' acumen to enhance use of effective leadership styles in secondary schools.
- It is essential to create awareness on the importance of teacher morale in school effectiveness. As such, efforts should be made through conferences to educate both principals and teachers on the need for them to have the zeal and enthusiasm in the teaching job. Therefore, government should make effort to motivate teachers in order to boost their morale for effective performance in schools.

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Bridging Gender Gap in Physics Classrooms: Do Teaching Approaches Matters?

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Abstract. Gender issues in Nigeria have become an issue of concern in the past few years. As schools and educational institutions become more structured, sex differences in education and academic achievement assume new and more focus of researchers. It is quite obvious that despite government effort in achieving gender equity in all sectors of the economy, gender inequality still persist in achievement and enrolment in physics classroom. This has been attributed to the teachers' factor i.e the teacher and her/his methods of teaching physics concept. Therefore, this study investigated to what extent can constructivist instructional strategies bridged gender gap in physics classroom.

The study adopted a quasi-experimental research design with 194 SSII physics students as participants. Physics Achievement Test (PAT) was used for data collection with reliability coefficient of 0.76. It was discovered from the analysis that using appropriate teaching approaches helped female students to learn and remember facts, apply skills, comprehend concepts, analyses and synthesises principles which are cognitive objectives of physics education. Recommendations and suggestions were proffered.

Key words: Gender Disparity, Action learning strategy, inquiry-based strategy, conventional strategy, Physics

1. Introduction

The Beijing declaration and platform for Action, approved in September, 1995 at the Fourth world conference on women which was endorsed by the united nations general assembly in 1996 constitutes a global commitment to achieving gender equality, development and peace for women worldwide as stated in the mission statement. The mission statement aimed at removing all obstacles to women's active participation in all sphere of public and private life through a full and equal share in education, economic, political decision-making, at home, work place, national and international communities ('Beijing Declaration and Platform for Action: Fourth World conference on Women' UNESCO.Org, 1995). Based on this declaration, the 1999 constitution of the Federal Republic of Nigeria was amended which prohibits *inter alia* discrimination on the ground of gender. Sections 18 and 42 of the 1999 Nigerian constitution provides for equal educational opportunities at all levels for every citizenry such as free secondary education, free compulsory universal education, free adult literacy, however, many factors have restricted elimination of discrimination practices against women in Nigeria (FRN, 1999).

With constitutional provision of equality, evidences abound of the persistent gender inequality in employment and educational attainment (Ukoh-Aviomoh, 2004). According to Adeyemi and Akpotu (2004) which stated that gender imbalance in enrolment and achievement

is pronounced at all levels and across disciplines and programmes in secondary and tertiary levels of education in Nigeria. World Bank (2002) reported that consistent disparity in students enrolment against the female at the primary and secondary levels of education is far reaching and has direct consequences on the gender distribution in university enrolments and consequently in the participation of women in high-level man power occupation. The campaign of the human rights and freedom for women has gained support in the developed world with United Nations intervention that women should be empowered. In Nigeria, a lot has not been achieved as a number of factors still militate against gender equity and women achievement of human rights. Such factors include social, economic, cultural, political and religion beliefs to mention a few (Eze, Chikwendu and Onyejegbu, 2006 and Afolabi and Akinbobola, 2012). Briggs (2010) cautioned that in striving to achieve gender equity in science and technology and making women relevant in all sector of the nation's economy, efforts should as well guide against abandonment of our social institute, customs and cultural heritage but rather preserve them as education should prepare us for a changing society and itself generate social change.

In the studies of Erinosh(1997), Adeyemi and Akpotu (2004), Afuwape and Oludipe (2008), Onadeko(2009) established that gender effect is significant on achievement in Physics. Iroegbu (1998) reported that male students performed significantly better than female students' achievement in physics. While Ukwungwu and Ezeike (2000) studied gender disparity and physics achievement in Nigeria, the results showed a mean effect size of 0.32 in favour of males corresponding to a correlation coefficient of 0.16, the square r showed that 2.6% of the variance in physics achievement was accounted for by gender. In contrast, Almahdi and Serage (2013) investigated if any relationship exist between selected factors namely gender, school and student factors and academic achievement in physics of high school students' in Tripoli, Libya and discovered that female students were found to perform better than their male counterparts. With these observed differences in

the academic achievement of between male and female students in physics and science related subjects one could attribute the differences to the methods used in teaching the subject.

The issue of gender disparity in academic achievement in the senior secondary physics points to the need for more research work and initiatives on gender related research, it appears that influence of gender on achievement of students has not been established. Most initiative carried out reflects are inconsistency in terms of suggestion and what need to be done to secure gender equality in physics education. Researchers found that gender factors have positive, negative or no contribution to academic achievement. One of the initiatives that could be adopted is assuming that male and female have different approaches to learning of physics and contribute differently to the development of scientific knowledge. Often times, the instructional strategy employed by teachers for students to acquire knowledge determine the achievement of physics students in the class room and invariable causes gender disparity. Thus, this study will examine the influence of gender on academic achievement of physics students using two instructional strategies against the commonly used conventional method, probably a reasonable improvement might occur on the achievement of female physics students. This paper therefore reports on a study that implemented these two strategies in order to establish whether they contribute to any difference in gender achievement.

Action learning strategy is a dynamic process of teaching that involves a small group of people solving real problems, while at the same time focusing on what they are learning and how their learning can benefit each group member, the group itself and the organisation as a whole (Mumford, 1996). The impact of action learning on elementary school students' achievement and attitudes towards science was measured by Kaptan and Korkmaz (2002). The action learning tasks were designed with regard to multiple intelligences. The findings indicated that the science achievement scores of the experimental group is better than that of the control group. The author also found significant

differences with respect to students' attitudes toward science in favor of the experimental group. Consequently, Kaptan and Korkmaz showed evidence that action learning impacts positively on student achievement at elementary level in a Turkish context. It is believed that incorporating action learning strategy into the classroom setting will probably bring about a success story and improve students' achievement most specifically, female students achievement in physics classrooms. Another strategy which has been found to enhanced students' achievement in Physics is Inquiry-based instructional strategy.

Inquiry-based instructional strategy is another key area that has generated a lot of key interest. Hmelo-Silver, Duncan and Chinn (2007) described inquiry based science teaching as a way of acquiring knowledge through the process where students play a major role in answering the question with the help of a teacher. A number of studies have reported the benefits of inquiry-related teaching approaches, suggesting that these techniques foster understanding of scientific processes, scientific literacy and critical thinking among other competencies (Cavallo, Potter and Rozman, 2004). It is therefore, believed that when these two strategies are adapted to teach concept in physics it would stimulate and improve achievement of students in physics.

2. Statement of the Problem

Despite various government interventions on equality for both sexes evidences abound of the persistent gender inequality in employment, educational attainment, between male and female in Nigeria. Most science classrooms especially physics in Nigeria is faced with the problem of female underrepresentation and underachievement. Some researchers and writings have addressed this issue of underachievement of female students in physics in an attempt at establishing linkages between gender difference and academic achievement in the classroom setting but the result remain conflicting and inconclusive. Therefore, this study seeks to find out which learning strategy

will enhance and foster female student achievement in physics.

3. Significance of the Study

It is expected that the findings of this study would provide relevant information on the main and interactive effects of instructional strategies and gender in influencing the learning achievement of the senior secondary school students. Hopefully, the findings from this study would enable teachers and students' device new approaches and strategies for improving on the current level of achievement in physics.

4. Hypotheses

This study is designed to test the following null hypotheses at 0.05 level of significance.

H₀₁: There is no main effect of treatment on student achievement in physics

H₀₂: There is no significant main effect of gender on students' achievement in physics

H₀₃: There is no significant interaction effect of treatment and gender on students' achievement in physics.

5. Research Methods

The research design adopted for this study was a pre-test post-test control group. Participants for this study comprised all the senior secondary two (SS2) Physics students in two Local Government Areas of Kwara State. The SS2 students are considered for the study because of the following reasons:

- They have acquired some vital basic concepts and skills in Physics (unlike the SS1 students).
- SS2 students are likely to be more receptive than SS3 students who will be under pressure of preparation for external examinations..
- Students have enough time to carry out practical work.
- Public and co-educational secondary schools that have at least one class of SS2 physics
- The content to be used is in SS2 syllabus

Nine secondary schools were purposively selected for the study in two Local Government Areas of Kwara State (four schools in Ifelodun Local Government Area and five schools in Ilorin east Local Government Areas. The participating Local Government Areas were stratified according to distance. A purposive sampling technique was used to select schools from the target schools. The following criteria were used for the selection of schools.

- Schools that have at least one graduate Physics teacher with not less than three years of teaching experience and teaching Senior Secondary II classes.
- Schools that have well equipped and functional Physics laboratory.
- Schools that are currently presenting candidates for Senior Secondary School Certificate Examination (SSCE).
- Public and co-educational secondary schools that have at least one class of SS II Physics students.

Six schools that met the criteria were selected for the main study out of the nine purposively selected schools by distance stratification i.e three schools from Ifelodun Local Government Area and three schools from Ilorin east Local Government Area. Two schools each from the selected Local Government Area (Ifelodun and Ilorin east) were assigned by balloting to each treatment condition. The researcher made sure that the schools selected for the preliminary study and main studies were far apart from each other to avoid contamination. In all 194 SS2 Physics students participated in the study.

6. Research Instrument

The researcher made instrument physics Achievement Test (PAT) comprised of 25-multiple choice items in the concept of waves was used in collecting data for the study. Each item had four options with only one correct answer and three distracters and the correct answer was scored 4marks. The content covered different levels of cognitive domains namely remembering, understanding, applying, analysing, creating, evaluation (Anderson and Krathwohl, 2001). The questions on remembering on Achievement test in Physics (ATP) constitute 24 percent while on application

in the Achievement test in Physics (ATP) constitute 32 percent of the total questions.

The draft questions originally comprised of 32 questions drawn by the researcher from the West African Examination Council Physics syllabus and was given to three experienced teachers in Physics for construct and face validity of the test items which was reduced to twenty-five (25) multiple-choice test items. This was administered to a trial testing group of (50) fifty students who were not part of the main study but who were found to be equivalent in all respects to the students in the study. The reliability coefficient was 0.76 while the average discriminating power and difficulty indices of the items were 0.52 and 0.52 respectively.

The teachers' instructional guide was developed by the researcher as a teaching guide written out for the participating subject teachers in action learning strategy to ensure uniformity. This is divided into stages as described by the researcher as adopted from Marquardt (2004) action learning process. Each lesson involving action learning strategy lasted for 40 minutes because of the nature of the strategy. Stages in Action Learning Process according to Marquardt, (2004)

Step1: Group formation. The teacher helps in the forming of the action learning sets from the four intact classes. The sets are grouped based on their performances in the pre- test and each set comprises of five students of mixed ability. Action learning sets met twice daily to discuss the problem based on the time available for its resolution.

Step2: Presentation of the problem or the task to the set. A set may handle one or many problems.

Step3: Analyze the issue(s): this involves identification of action learning for resolving them.

Step4: Presentation of the problem: the leader of the set represents the problem briefly to the set and awaits the group's recommendations.

Step5: Reframe the problem. After a series of questions, the sets, often with the guidance of the action learning teacher, reach a consensus on the most critical and important problem the sets should work on. The sets establish the crux of

the problem, which might differ from the original presented problem.

Step6: Determine goals. Once the key problem or issue has been identified, the set seeks consensus for the goal.

Step7: Develop action strategies. Much of the time of the sets is spent on identifying, and pilot testing, of possible action strategies.

Step8: Take action. Between action learning sessions, the whole sets and individual members collect information, identify the support status, and implement the strategies developed and agreed to by the sets.

Step9: Repeat the cycle of action and learning until the problem is resolved or new directions are determined.

Step10: Capturing learning. Throughout and at any point during the sessions, the action learning teacher may intervene. He asks questions to the set members, which enable them to:

- Clarify the problem.
- Find ways to improve their performance as a set.
- Identify how their learning can be applied to develop themselves and the team.

The teachers' instructional guide was developed by the researcher as a teaching guide for participating teachers in the inquiry-based teaching strategy to ensure uniformity. This is divided into stages as described by Beyer (1971) and Akinlaye (1998) and adapted for this study. Each lesson involving inquiry-based strategy lasted for forty minutes because of the nature of the strategy. The procedure for teaching is as follows:

Stage1. (5 Minutes)

Introduction and discussion of the basic concepts, waves as energy in motion, and the teacher presents and defines basic concepts clearly to the students.

Stage2. (10minutes)

The teacher posed thought-provoking questions to clarify issues. Five questions were asked to stimulate and direct the inquiry.

Stage3. (10minutes) The teacher directs students to identify sources of information

Stage4. (5 minutes)The teacher divides the class into small groups

The teacher helps in the division of the class into small groups. Each group comprised of mixed ability and consists of 5 to 7 students.

Each group selected their leader who presented the findings.

Each group is directed to develop plans on how to involve all the members in the group in collecting facts, arranging and assessing the findings and

Each group developed and proceeded to information gathering

Stage5. (5minutes) Each group leader presents findings to answer questions.

The teacher directs each group leader to present findings to the whole class.

The teacher asks probing and analytical questions with, 'what', when, why, who, and how on each controversial points.

The teacher uses chalkboard to conclude based on the data generated.

Stage6. (5minutes) Students draw conclusion and make decisions on issues.

The teacher directs the class to conclude in the light of evidence from the data

The teacher further directs students to re-examine their conclusion with a view to take a rational decision, leading to future inquiry.

Conventional strategy teacher's guide was developed from the course content outline of classroom activities in the school curriculum.

Stage1: A statement of the topic to be taught

Stage2: Listing behavioural objectives

Stage3: Learning resources

Stage4: Entry behaviour

Stage5: Introduction of the concepts to be taught

Stage6: Presentation, Step by step presentation of the class activities

Step7: Summary

Step8: Evaluation

The validity of the three instruments was ascertained by giving the teachers' instructional guide to three secondary school teachers and two Physics educators to validate and to determine the suitability of the instrument for classroom use.

The variables of teacher quality were controlled by using research assistants who were the

physics teachers in each school to teach each group. Detailed instructions with lesson plan on the concept of wave given to the research assistants during the training that was conducted for them in one week. Pre-test was administered to both the experimental and control groups and the results were used as covariate measures in order to take care of the possible initial difference in the groups. Two days after the administration of the pretest, treatment was introduced to the two groups (experimental and control groups) for 80 minutes (double period) in each class by the research assistants.

The teaching of the concept, wave was done by the research assistants in each school from a well-articulated lesson package developed by the researcher for six (6) weeks. All the hypotheses were tested at 0.05 level of significance.

7. Research procedure

Teaching in both the experimental and control group were done simultaneously by institution-based teacher for six weeks. The researcher was however, directly involved with the administration of both pre and post-tests. This is to ensure that norms associated with examination exercise are strictly maintained. The first three schools located in the same local government had their pre and post test administered on the same day while the remaining three schools in the other Local Government Area had their pre and post-test the second day. This allowed the researcher to monitor the conduct of the test administration since the Local Government Areas are far apart to allow the research to cover them the same day. The researcher was present in all the schools to monitor the teaching and testing sessions. The whole experiment lasted for 9 weeks.

8. Results

Hypothesis One

There is no significant main effect of treatment on students' achievement in Physics.

Table 1: Summary of ANCOVA of Posttest Achievement Scores of Students by Treatment and Gender

Source	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Covariates	3991.78	1	3991.78	35.10	.00*	Sig.
Main effects	88751.21	5	17750.24	156.08	.00*	Sig.
Treatment	85008.05	2	42504.03	373.74	.00*	Sig.
Gender	1196.17	1	1196.17	10.52	.01*	Sig.
2-Way Interactions	1565.32	8	195.67	1.72	.09	n.s.
Trtgrp x Gender	584.34	2	292.17	2.57	.08	n.s..
Explained	94497.51	15	5249.86	.46.16	.00	
Residual	19905.16	175	113.73			
Total	114399.67	193	592.74			

* Significant at p< 0.05
n.s = Not significant

The result of treatment in Table 1 reveals that the main effect of treatment on students' achievement in Physics was significant at 0.05 alpha level ($F_{(2,190)} = 373.74; p < 0.05$). This implies that the posttest scores of students in Physics differ significantly across the two experimental groups and control. Therefore, hypothesis 1 is rejected.

The Multiple Classification Analysis (MCA) in Table 2 shows the magnitude of the post-test, mean achievement scores of subjects exposed to the different treatment conditions

Table 2: Multiple Classification Analysis (MCA) of Posttest Achievement Scores According to Treatment, and Gender
Grand Mean = 53.96

Variable + Category	N	Unadjusted variation	Eta	Adjusted for independent + covariates deviation	Beta
Treatment groups					
Action Learning	59	25.63	.86	25.72	.86
Inquiry Based Learning	74	2.20		2.13	
Control	61	-27.47		-27.46	
Gender					
Male	103	-2.64	.12	-2.34	.10
Female	91	2.99		2.65	
Multiple R-squared					.81
Multiple R					.90

In the Table 2, the adjusted mean scores of the different Treatment groups are: Action Learning (79.68), Inquiry Based Learning (56.09), Control (26.50), Male (51.62), and Female (56.61) respectively.

This shows that the Action learning group had the highest adjusted mean score (53.96+25.72) or $\bar{x}=79.68$, followed by the Inquiry Based Learning group (53.96+2.13) or $\bar{x}=56.09$ and the Control group (53.96 + -27.46) or $\bar{x}= 26.50$. The teaching strategies have an index of relationship of 0.74 (0.86²), hence the observed relationship in favour of teaching methods, shows that the teaching strategies have a significant relationship of 0.74 (Beta value of 0.86²) with achievement of students in Physics. Table 2 also shows a Correlation Coefficient (R) of 0.90 with square coefficient of determination (R²) of 0.81. This implies that 81% of the total variance in the achievement of students in Physics is attributable to the influence of teaching methods. This implies that the treatment given has significant effect, hence H₀₁ is rejected.

Table 3: Pairwise Multiple Scheffe Post-Hoc Analysis of Treatment Effect on Students’ Achievement

Treatment group	N	Mean	Control	Action group	Inquiry group
Control	61	26.50		*	*
ActionGrp	59	79.68			*
InquiryGrp	74	56.09		*	

*Pairs of groups significantly different at p< 0.05

Table 3 reveals that the post-test achievement of students mean score of the conventional group ($\bar{x}= 26.50$) is significantly different from each of the action learning (79.68) and inquiry based group ($\bar{x}= 56.09$).

Hypothesis Two

There is no significant main effect of gender on student’s achievement in Physics.

Table 1 reveals that there is a significant main effect of gender on students’ achievement in Physics (F_(2,191) =10.52; p<0.05). On this basis, hypothesis 2 is rejected. Table 2 also shows a correlation coefficient (R) of 0.10 with a coefficient of determination (R²) of 0.01. This implies that 1% of the total variance is attributable to the influence of gender.

Hypothesis Three

There is no significant interaction effect of treatment and gender on student’s achievement in Physics.

Table 1 shows that there is no 2-way interaction effect of treatment and gender on students’ achievement in Physics (F_(6,187) =2.57; p>0.05). Hence, hypothesis 3 is not rejected.

9. Discussion of Results

The data revealed that action learning strategy is a potential tool that can be used to improve students’ achievement in secondary school Physics. Action learning strategy was found to be more effective as a teaching strategy than the Inquiry based strategy. This might be due to the fact that in action learning, students study their own actions and experiences in order to improve achievement. It focuses on research into actions taken and as a result, knowledge emerges which lead to the improvement of skills, achievement,

self-understanding, self-development and systematic learning occurs which becomes self-sustaining in the long term.

Furthermore, action learning involve small groups that meet regularly to take action on critical problem using the collective experience of group members to create learning opportunities which include discussion of goals, share ideas and information, seek additional information, make decisions about the results of their findings and present it to the whole class. It enhances appropriate behaviour in organising work, asking questions, encouraging social interaction, demonstrating self-management and facilitating better study habit and retention of knowledge. Action learning strategy was able to reduce the abstract nature of the concept by presenting it real to the students.

This study is in agreement with the findings of Dixon (1998), Marquardt (2004); Chambers and Hale, (2007) and Kramer (2007) that action learning is a viable strategy that improves performance, promotes learning and position groups or organisations to adapt better in turbulent times. It is also a way to develop the capabilities of individuals, groups, team and overall organisations. Although, Physics students achieved higher in action learning (79.59) than inquiry based strategy (56.16) and lastly the conventional strategy (26.49), inquiry based strategy can equally be used to teach difficult concepts in Physics in a situation where action learning is not realistic due to certain constraints. Inquiry strategy exposes the students to more realities of life and tends to work as scientist and acquire knowledge by themselves in which the teacher serves as a guide and correct their misconceptions (Afolabi and Akinbobola, 2009).

From the findings, Action learning strategy can also be used effectively to improve students' attitude towards Physics. This can be attributed to the fact that students did all the learning exercise together throughout the treatment period and learners constructed their knowledge at their individual pace. A good number of research works have shown that the information that is self – discovered is best retained (Adesoji,

2003; Ikitde, 2008; Afolabi, 2009). This probably may be responsible for the students showing more positive attitude than students in other groups.

Data analysis showed that gender has a significant effect on students' achievement in Physics. Female students had the higher achievement mean score than their male counterparts. The significant gender related difference in achievement could be explained. Applying appropriate teaching approaches helped female students learn and remember facts, apply skill, comprehend concepts, analyses and synthesis principles which are cognitive objective for Physics education.

The result is contrary with the findings of Akinbobola (2006), Akinbobola (2008) and Afolabi and Akinbobola (2009) that showed no significant difference in the mean performance between boys and girls in the manipulation of the same instructional materials as well as in their rate of contribution and class participation. He noted that every child, both male and female must be given the opportunity to display his/her ability as fully as possible, be they quick or slow, deep or superficial in thinking, once they are taught with the same teaching approach. This is because the good performance of a student depends on his interest as well as the techniques used by the teacher and the types of instructional materials involved. The result is consistent with the findings of Dagoli (2000), Ukwungwu and Ezeike (2000), that gender difference really exist in science classroom and that females displayed higher mean scores than their male counterparts when appropriate instructional strategy is used. Jones (1990) concluded that ability correlated significantly with science achievement while gender was not identified as predictor of science improvement.

The data analysis also revealed that there is no significant interaction effect of treatment and gender on students' achievement in Physics. This shows that gender has no effect on the achievement of students in Physics. That is, the three instructional strategies groups, there was no significant difference in the performance of both male and female students. As discussed

earlier, this could be as a result of the nature of these strategies. The students were able to learn through many senses most especially the two treatments applied. The two learning strategies are more effective and the concepts learnt are more retained. The strategies are more suitable for both sexes.

10. Conclusion and Implications

The results of the study have found out that the use of action learning and inquiry-based instructional strategies are both effective at improving achievement of physics students' in Physics than the conventional method.

The study provided a useful insight into the effects of teaching strategies on students' learning outcomes in physics. The action learning is a strategy which facilitates meaningful learning, retention and transfer of knowledge of physics concepts and enhances the ability to master the subject matter, apply the concepts to various situations.

The inquiry-based strategy is a strategy in which the teacher could help the students makes connections to new materials to be learnt by highlighting the organizational structural patterns of the materials and indicating how they relate to other materials already learnt.

The study has provided a useful insight into the effects of teaching methods on students' achievement in secondary school Physics. In the light of the findings discussed, this study has the following implications for Physics teaching.

The researcher concluded that action learning strategy enhances students' achievement in Physics more than inquiry based strategy. Also, gender has a significant effect on the academic achievement of students taught with action learning and inquiry based learning strategies.

Result from this study indicate that students exposure to action learning enhances the ability to master the subject matter, apply the concepts to various situation and render unnecessary much of the rote memorization of concept or propositions without the recognition of the

meaning of the words in the concepts which the students often resort to.

Gender has a significant main effect on students' achievement in Physics with female students performing significantly better than male students.

The interaction effect of treatment and gender on students' achievement in Physics was not significant.

The findings of this investigation have implications for the improvement of science and technology in Nigeria.

11. Recommendations

In view of the implications of the findings from the study, the following recommendations are made:

Physics teacher should make effective use of action learning strategy in the classroom in order to enhance the achievement of their students in the subject.

This research would suggest that order to encourage more women into pure science and science oriented courses, interventions need to be designed that focus not only on the academic achievement of girls but also, on how to make science-related occupations more interesting for young, high achieving girls. This type of intervention should start early in the academic careers for these young girls. Poor attitude to science subjects is one of the main reasons why many of these promising girls do not show interest in single science subjects at the secondary level and science-oriented courses at the nation's tertiary institutions respectively.

Publishers, federal and state ministries of education should sanitise on the use of action learning and thereafter organise conferences, seminars, and workshops for Physics teachers to acquaint them with the use of action learning strategy in teaching various concepts in Physics. Physics teachers should also be encouraged to attend in-service training through government sponsorship in Nigeria.

The use of action learning strategy should not be limited to Physics as a subject, but should be incorporated in other science subjects.

Textbooks authors should emphasize action learning strategy as an instructional procedure that should be adopted by Physics teachers for effective teaching and learning of the subject. Efforts should be geared towards the provision of science equipment necessary for enhancing the new strategy (action learning) by the government of Nigeria (state and federal), philanthropist, non-government organisations, private sectors and organisations.

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Philosophical Examination of the Concept of Emotional Intelligence and its Implications for Education

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Abstract. This paper examines the concept of emotional intelligence in the context of education. It examines the concept in the process of education which involves teaching, learning, content and method. The examination is philosophical and it involves logical, linguistic, expository and critical analyses. Thus the research method in this study is philosophical research method. The research method involves the use of philosophical analysis which features logical, linguistic, expository, and critical analyses in the clarification of concepts and issues and their implications for education generally and education in Nigeria specifically. It was found that emotional intelligence involves recognition and management of feelings (moods, drives and so forth) for improved relationships with oneself (intrapersonal) and with others (interpersonal). It was also realised that the concept is laudable and deserves to be promoted in the process of education and in the society generally. However, it was concluded that acquisition of skills implied in the concept, in reality, should concern teachers more than learners since it is the teachers that are at the helm of affairs in the process of education and they (the teachers) determine the tone of the educational society. It was therefore recommended that the concept should lay more emphasis on the teachers and administrators than the learners in the process of education.

Keywords: Emotional intelligence, education, philosophical analysis

1. Introduction

Emotional Intelligence is a concept used largely in psychological contexts and it is largely used to mean ability to recognise and control feelings (moods, drives) in ourselves and others; such as would manifest management of behaviour and improved relationships with oneself and with others (Mayer, Salovey, Caruso and Sitarenios 2001:232-242; Goleman 2001; Cowie, 2012:77-78; Nuhu, 2013:134-143). Thus it entails intrapersonal and interpersonal dimensions; it also entails management of moods, feelings, fears, impulses, stress; adaptability (Cowie, 2012:77-78 Nuhu, 2013:134-143), disposition towards thoughtful processing in states of feeling, (Goleman, 2001, Cowie, 2012:77-78, Nuhu, 2013:134-143); and determination towards attaining positive goals in life and work (Bar-On, 1997, Cowie, 2012:77-78, Nuhu, 2013:134-143). Moreover, it promotes empathy as it builds ability to recognise and identify with the feelings of others (Goleman, 1995); further it promotes social interaction as it helps to recognise and understand the feelings (moods, stress, fears) of other people, (Goleman, 1995). Thus, emotional intelligence is an important concept that deserves attention in terms of its various dimensions that could be of immense value in the process of education and in the development of the society generally. In this connection various aspects of the concept deserve to be examined with the view to consider how the concept would fare in the process of education and in the development of the society. Thus, an attempt would be made in this paper to examine various aspects of the concept such as to see how the concept would fare in the process of education and in the

development of the society. The examination would be in philosophical perspective whereby various aspects of emotional intelligence would be examined in terms of logical, linguistic, expository and critical analyses (Akinpelu, 1984:167-206; Akinpelu, 2005: 131-140).

2. Research Method

The research method used in this study is philosophical research method. This is because the paper intends to analyse concepts in this study and their implications philosophically. Therefore philosophical analysis which is a feature of philosophical research method would be employed in this study. It would be employed for clarification of the concepts and their implications. It would feature logical, linguistic, expository and critical analyses. The analysis is expected to help in sound clarification of the concepts and their implications for education and the society at large (Akinpelu, 1984:167-206; Akinpelu, 2005:131-140).

3. Emotional Intelligence

Emotional intelligence involves ability to recognise and control feelings (moods, drives, fears, impulses, stress and so forth) in ourselves and others such as would manifest management of behaviour and improved relationship with ourselves and with others (Mayer, et. al. 2001:232-242; Goleman, 2001; Cowie, 2012:77-78; Nuhu, 2013:134-143). Thus it involves ability to recognise and control feelings, moods, fears, drives and so forth such that one is able to demonstrate management of behaviour whereby one would have intrapersonal and interpersonal improvement in behaviour. It is expected to result in manifestation of improved relationship with oneself (disposition towards internal peace) and improved relationship with others (disposition towards external peace).

It is expected to lead to the recognition and understanding of our moods and the moods of others, our feelings and the feelings of others, our fears and the fears of others, our drives and the drives of others, our stressful situations and the stressful situations of others – such that we could manage them for improvement in our

situations and our relationships. Recognising and understanding the moods and feelings of others could enhance empathy whereby we could gain the trust and love of others that we have empathy for. Moreover, such empathy could encourage adaptability on our part to the requests of others within reasonable limits. This is to suggest that management of feelings encourages disposition towards identifying with other people's feelings in a thoughtful manner.

In effect, emotional intelligence could foster thoughtful processing of our own feelings and the feelings of others (Goleman, 2001, Cowie, 2012:77-78, Nuhu, 2013:134-143). The foregoing show that emotional intelligence fosters social interaction (Goleman, 1995). But it also fosters determination towards attaining positive goals in life and work, (Bar-On, 1997, Cowie, 2012:77-78, Nuhu, 2013:134-143).

Emotional intelligence as can be seen from the details stated above involves ability to recognise and manage feelings thoughtfully for the improvement of oneself and the society. It also involves determination to attain the recognition and management of feelings whereby positive goals are achieved at work and in life generally.

It follows that emotional intelligence is a good skill that can be aspired for by leaders in the society as well as followers. This is because it would help leaders, to recognise and manage the feelings of their followers without which there could be unresolved issues of fears, stressful moods, mistrusts, and chaos. Moreover leaders need the skill so that they could recognise and manage their own feelings too for improvement in their own situations (as individuals and corporate entities). Their fears as individuals and corporate entities, stress, moods, drives, and impulses need to be recognised and managed for the internal peace of the individual leaders as well as external peace in terms of their relationship with other leaders and the followers.

Similarly followers need the skill so that they could recognise the moods, fears, stress, and feelings of their leaders towards improved relationship with their leaders at work and in life generally. Moreover, they need the skill so that they could recognise and manage their own

feelings, fears, stress and moods towards improvement in their feelings as individual followers and collective followers and towards improvement in the relationship with themselves and with the leaders.

The skill helps both leaders and followers in the issues of adaptability, empathy, determination to attain positive goals at work and in life generally and towards thoughtful processing of states of feeling. However, much as the skill can be seen to be desirable, it can also be seen that some of the qualities are not directly and ordinarily attainable particularly in an authoritarian society. For instance, while one might be willing to undergo the process of identifying ones fears, moods, drives, stressful situations and feelings; one might not be willing to be thoughtful about managing the perpetual oppressive dictates of leaders who are hardly interested in democratic leadership that encourages the welfare of the masses.

Such leaders might be making leadership pronouncements that give impression of democratic leadership while in reality their style of leadership increases the suffering of the masses perpetually: for instance, in connection with employment, education, electricity supply, water supply, remuneration, good roads and so forth (all of which could lead to perpetual stress, fears, and some other negative feelings).

Definitely the followers in such a dictatorship situation would be willing to identify clearly their feelings (intrapersonal and interpersonal) but they would not be generally willing to perpetually manage the stressful, unpleasant and negative feelings of their leaders. Nor would they be willing to be perpetually thoughtful about such feelings. Moreover they would not be willing to adapt to the feelings of such leaders, nor would they be willing to empathise with such leaders.

Thus, emotional intelligence in such oppressive societal situation should recognise emphasis more on leaders than on followers for the improvement of the society. The followers in such society would appreciate the leaders identification and management of their (the

followers) suffering (stressful situations) for the attainment of positive goals in the society. The followers would appreciate the leaders adapting to the realities in the suffering society. Moreover the followers would appreciate the leaders empathising with them rather than the other way round. In addition the followers would be hardly ready to help the leaders to attain their goals (which the leaders consider to be positive goals). Finally the followers would not be ordinarily willing to be encouraged to identify and manage the stressful leadership style of authoritarian leaders perpetually.

In effect, emotional intelligence when it does not emphasise the need for leaders to be more concerned about identifying and managing feelings in oppressive societies and situations may not achieve as much as when it lays more emphasis on leaders in such situations.

4. The Concept of Emotional Intelligence and Its Implications for Education

It follows that if the analysis above is transposed to the educational situation; emotional intelligence could be found to be an ability that would be worth acquiring by the members of educational community: teachers as well as learners. In the educational process teachers, learners, the curriculum as well as the method would be involved.

In this regard it would be desirable for teachers (including administrators) as well as learners to acquire emotional intelligence skills of identification and management of feelings for improved relationship with themselves (intrapersonal) as well as with others (interpersonal). It would help to attain positive goals in the educational society. It would help adaptability on the part of teachers and administrators as well as on the part of learners. It would help to manage fears, stress, moods and crisis in the educational society. It would help to promote empathy. It would help thoughtful processing of states of feeling. Finally it would help to promote social interaction in the educational society.

On the part of the learners, it would help them to identify various factors that make them feel disinclined towards learning various subjects and dispositions. It would help them to manage feelings, fears, moods, and stress such that they could attain desired goals in their academic careers and in life generally. It would help them to relate better with other learners and with their teachers and administrators; and to relate better with the society generally. It would help them to empathise and adapt to desired situations in the society (school and larger society). It would help them to process their states of feeling thoughtfully. So the advantages of acquiring emotional intelligence are enormous for learners.

But so are the advantages of acquiring emotional intelligence for teachers and administrators. Teachers and administrators would similarly be helped to identify and manage their feelings for the improvement of their relationships (intrapersonal and interpersonal). They would be helped to empathise with other members of the educational society. They would be helped to adapt to desirable situations. They would also be helped to process their states of feelings thoughtfully. Moreover they would be helped to work towards attaining desirable goals at work and in life generally; and they would be helped to promote social interaction in the educational society and in the larger society.

The lofty goals are desirable, but since the teachers and administrators are at the helm of affairs in the educational society, they may make or mar the attainment of the goals, depending on their styles of teaching and administration. If for instance, the style of some of the teachers manifests authoritarianism rather than democratic leadership, the identification and management of feelings towards improved relationship with oneself and with others will be such that the end result will be towards improved relationship with oneself and not with others. Thus the learners would perpetually find it difficult to understand and follow the teachers. The learners would continue to be under stressful situations. Eventually there would be chaos and crisis; as in an authoritarian larger society.

However where the teachers and administrators are willing to identify and manage feelings for the improvement of relationships with themselves and with others, there would be improved relationships among the teachers and administrators as well as between the teachers (and administrators) and the learners. Such relationship would manifest desirable democratic process in education (in terms of teaching, learning, content, and method). It would identify the feelings, moods, fears, drives, stresses, and other problems of learners and the society. The teachers and administrators would empathise with the learners and the society and enjoy the trust and love of the learners and the society as is the case in a democratic society with democratic leadership.

Thus, emotional intelligence in a desirable process of education should emphasise the need for the teacher and administrator to be more concerned on identification and management of feelings than the learners, for improvement of relationships with oneself and with others. This is (again) because it is the teacher and the administrator that are at the helm of affairs; thus their style of teaching and administration go a long way to determine the tone of the school.

In effect, the teacher in his content of teaching and method needs to be conscious of the desire to manifest emotional intelligence that would help to portray democratic leadership and not authoritarian leadership. This as has been seen would help identification with learner's and societal feelings, and adaptation; it would help attainment of positive goals for the improvement of the educational society and the larger society; it would also help the learners to be encouraged to process their states of feeling thoughtfully.

Thus, when emotional intelligence in the process of education (that involves teaching, learning, content, and method) lays more emphasis on the teacher (and administrator) than the learner, the concept would have realistic justification.

5. Conclusion

This paper has examined the concept of emotional intelligence generally in the process

of education. The philosophical examination indicates that emotional intelligence which involves recognition and management of feelings (moods, drives, stresses and so forth) for the improvement of relationships with ourselves (intrapersonal) and with others (interpersonal) is laudable. Moreover it should be promoted in the process of education (which involves teaching, learning, content and method). It is however, indicated that the promotion should lay more emphasis on the teachers than the learners since the teachers are at the helm of affairs in the process of education and largely determine the tone of the educational society.

Recommendations

It has been found that emotional intelligence is desirable for the teachers and the learners. It is desirable for the educational society and the larger society; it is desirable for the leaders and followers. It is therefore recommended for acquisition by teachers (and administrators) and the learners; and the leaders and followers in the larger society.

The recommendation lays more emphasis on the teachers (administrators) and the leaders in the larger society than the learners and followers, since the teachers (administrators) and the leaders determine the tone of the schools and the larger society.

If the recommendations are adopted and processed, oppressive educational systems and societies would give way for democratic and empathetic educational systems and larger societies whereby educational system in Nigeria and the larger social political milieu would manifest emotional intelligence and societal development. Similarly educational systems worldwide and socio political milieu would manifest emotional intelligence and social development.

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Determinants of Attitude of Junior Secondary School Students towards Physical and Health Education Subject in Ijebu-Ode Local Government, Ogun State, Nigeria

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Abstract. This study investigated the determinants of attitude of Junior Secondary School three (JSS3) Students towards Physical and Health Education subject in Ijebu-Ode Local Government of Ogun State. The descriptive survey research design was adopted. The sample size was four hundred students (n=400) selected through simple random sampling technique. Modified standardized Questionnaire known as the Intrinsic Motivational Inventory (IMI) and Sport Behaviour Questionnaire (SBQ) served as the instruments to collect data. The internal consistency was established and the result stood at 0.83. Using inferential statistical tool of Chi – square (χ^2), with a table value of 7.82 whereby all hypotheses were tested at 0.05 alpha level, the results revealed that the participants considered significant others' influence ($\chi^2=132.85$), information about career opportunities ($\chi^2=30.42$); available facilities ($\chi^2=22.52$) as determinants of the attitude of Junior Secondary School students towards Physical and Health Education. However, with a calculated Chi–square value of 6.48, teachers' personality was not found significant. Based on the findings, it was suggested that the national bodies of Physical and Health Education should continuously organise career counseling sessions for students to give them adequate information about the career opportunities in Physical and Health

Education. Also, in-service trainings and workshops should be organised for teachers the Ministry of Education to update their knowledge and experiences

Keywords: Attitude, Significant others' influence, Information about career opportunities, Teachers' personality, Available facilities.

1. Introduction

The subject, physical and health education in junior secondary schools is a compulsory examinable subject at the basic nine junior final examination level in Nigeria. This subject serves as the main opportunity for many students to carry out sports education and physical activity. The National Council for Curriculum and Assessment (NCCA, 2017), stated that physical education develops the body's strength and physical well-being and provides opportunities through which students can improve fine and gross motor co-ordination, concentration and listening skills, self-esteem, self–confidence, games skills, creativity, and the ability to co – operate and communicate with others. Physical and Health Education subject plays a critical role in educating the whole student. Quality physical education programmes have been reported to be a strong factor influencing children's attitudes

towards physical activity as it is capable of positively improving relationships and training for leadership. The promotion of physical activity participation throughout individuals' entire life has been advanced as the ultimate goal of school Physical Education Subject.

Physical and Health Education contributes directly to the development of physical competence and fitness. It also helps students to make informed choices and understand the value of living a physically active lifestyle. The benefits of Physical and Health Education can affect both academic learning and physical activity patterns of students. The healthy, physically active student is more likely to be academically motivated, alert and successful. Physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout Secondary School years, Physical Education can promote social, cooperative and problem-solving competencies. Quality Physical and Health Education programmes in our nation's schools are essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy life styles. Akindutire and Mgbor (2002), further expressed that physical education and sport help to improve health by reducing conditions and diseases linked to obesity, heart diseases, hypertension, certain forms of cancer and depression and therefore have positive effects on long life expectancy.

Students' positive attitudes are likely to be linked with enjoyment, perceived usefulness of the curriculum, and a sense of belonging (Yimer, 2014). Orunaboka (2001), noted that curriculum with a learning environment that promotes interest in physical activity makes students comfortable and confident. Their negative attitudes according to Siedentop (2014), may include boredom as students become bored if there is lack of challenge or the teacher repeats the same activities without taking monotony and interest of students into considerations; also, when students are not adequately informed about the benefits of participating in different activities, interests may start to wane. Buttressing this position, Konwea and

Akindutire (2006), clearly stated that lifestyle (such as active one) is influenced by opinion of what the consequence could be. That is, if a behaviour is seen as a threat to health, the individual will be motivated to avoid such behavior. But if it is a favourable one, it will be embraced. Students should therefore be able to connect with the purpose and benefits of taking part in physical activity.

Lee (2004), noted that students' perception and positive attitude towards physical activity is one of the important elements in evaluating the success of a physical education curriculum. Attitude, as posited by Orunaboka (2001) is a result of some kinds of learning experience. If the experience is favourable, a positive attitude is found and vice-versa. Researches have shown that most parents are not happy to hear their Children and Wards talk about Physical Education and Sports. Orunaboka (2001), expressed that parents in this category are not knowledgeable enough about the academic programmes in Physical Education. Researchers in the field of Physical Education reported that nevertheless, some students tend to participate in physical activities continually when they perceive the activity to be fun, enjoyable and beneficial to their well-being.

In Nigeria, Physical Education became an examinable subject at the secondary School West African Examination Council Examination since 1982. After over three decades today, Orunaboka (2001) posited that no good number of secondary school graduates have offered this course at their graduating examinations. It was further expressed that the traditional idea about physical education as jumping and running, and with no academic value has refused to leave the psyche of parents and public. Orunaboka clearly stated that this opinion has created negative attitudes to the minds of the students despite the fact that a great change has been made to make the subject move away from its jumping and running perception to quality academic research virtuosity. It was also explained that students' attitudes can also be related to unfavourable prejudice when the predisposition is so strong that no attention is paid to evidence that might call for change. Among several factors, attitudes

of students to physical activity participation can influence their choice of offering physical and health education subject at the senior secondary school level. Junior secondary school students who have favourable disposition towards participation in physical activity in and outside the school are more likely to offer physical and health education as a subject at the senior level of their secondary education. Identifying and understanding factors that determine physical activity participation are important key elements that can shape the attitude of Junior Secondary school students towards Physical and Health Education in Ijebu-Ode Local government of Ogun State. Hence, this research work was conducted to determine the factors in order to devise techniques that will make more students to offer Physical and Health Education and thereby, promote lifelong physical activity participation through their adulthood.

2. Research Methodology

Descriptive survey research design was adopted for this study. Four hundred (400) junior secondary school (JSS3) students with 40 representing each school were randomly selected through simple random sampling technique from ten (10) selected junior secondary schools for this study. Two hundred (200) students were male and two hundred (200) were female. Their ages were between 11years and 14years, with mean age of 12.97years.

The revised Intrinsic Motivation Inventory (IMI) by Ryan and Deci (2012) and Motivation Orientations and Sport Behaviour (MOSB) questionnaire by Weiss and Ferrer-Caja (2002) were modified to determine the attitude of students towards Physical and Health Education subject. The modified instruments contained 24-

items that sieved out information on hypotheses' variables: Significant others' influence; information about career opportunities; teachers' personality; available facilities. All containing 6 items each. The internal consistency was determined and the result stood at 0.83. The questionnaire had two sections. The first was on the bio-data of the participants. The second section was constructed on four scale likert pattern; that is, Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree(SD). The second section elicited information on the variables of hypotheses.

The researchers were assisted by the Physical and Health Education Teachers in each of the ten selected schools to distribute and collect the questionnaire on the spot upon successful completion. The questionnaire forms were administered during Physical and Health Education classes. The Physical and Health Education Teachers ensured that no item was lost since the questionnaire was administered in normal class conditions in order to ensure convenience to the class. Five days were spent on this exercise with the researchers visiting two schools per day.

3. Data Analysis

The data were analysed using frequency counts, simple percentages and Chi-Square statistical tools at 0.05 level of significance.

Hypotheses Testing

Hypothesis One: Significant others' influence will not significantly determine the attitude of junior secondary school students towards physical and health education.

Table 1: Significant others' influence and attitude to PHE

Responses	Frequency	Percentage	Df	Chi-square Result	Remark
Strongly Disagreed	44	11	3	132.85	Rejected
Disagreed	32	08			
Agreed	172	43			
Strongly Agreed	152	38			
Total	400	100			

Df=3, Significant level = 0.05, Chi-square Table- value = 7.82.

The results of the hypothesis one as shown in table 1 shows that Chi-Square calculated value of 132.85 was obtained. With a table value of 7.82, degree of freedom, 3, at 0.05 level of significance, the hypothesis one, which states that significant others' influence will not significantly determine the attitude of junior secondary school students towards physical and health education was rejected, since the Chi-Square calculated value (132.85) was greater than the table value (7.82).

Hypothesis Two: Information about career opportunities will not significantly determine the attitude of students towards physical and health education.

Table 2: Information about career opportunities and attitude to PHE

Responses	Frequency	Percentage	Df	Chi-square Result	Remark
Strongly Disagreed	124	31	3	30.42	Rejected
Disagreed	120	30			
Agreed	68	17			
Strongly Agreed	88	22			
Total	400	100			

Df=3, Significant level = 0.05, Chi-square Table- value = 7.82.

The stated hypothesis two was tested using inferential statistics of chi-square. The results, as shown in table 2 revealed a significant value of 30.42. This indicates that with a degree of freedom 3, table value of 7.82 at 0.05 level of significance, the hypothesis two, which states that information about career opportunities, will not significantly determine the attitude of students towards physical and health education was rejected. In effect, the students implied that having adequate information about career opportunities can positively influence their attitude towards physical and health education.

Hypothesis Three: Teachers personality will not significantly determine the attitude of students towards physical and health education.

Table 3: Teachers' personality and attitude to PHE

Responses	Frequency	Percentage	Df	Chi-Square Result	Remark
Strongly Disagreed	164	41	3	6.48	Accepted
Disagreed	168	42			
Agreed	40	10			
Strongly Agreed	28	07			
Total	400	100			

Df=3, Significant level = 0.05, Chi-square Table- value = 7.82.

As shown in the above table 3, the hypothesis three was tested with the inferential statistics of Chi-Square. The result showed an insignificant value of 6.48. With a table value of 7.82, degree of freedom 3, at 0.05 level of significance, the hypothesis three which states that teachers' personality will not significantly determine the attitude of students towards physical and health education was accepted. That is, the students responded that teachers' personality will not determine their attitude and favourable disposition towards offering physical and health education subject at the senior secondary school level.

Hypothesis four: Available facilities will not significantly determine the attitude of students towards physical and health education.

Table 4: Available facilities and attitude to PHE

Responses	Frequency	Percentage	Df	Chi-square Result	Remark
Strongly Disagreed	92	23	3	22.45	Rejected
Disagreed	174	43.5			
Agreed	48	12			
Strongly Agreed	86	12.5			
Total	400	100			

Df=3, Significant level = 0.05, Chi-square Table- value = 7.82.

The table 4 above shows the results for hypothesis four. The Chi-Square value of 22.45 was obtained. By implication, this means that the calculated value was greater than the table value of 7.82, with df 3, at 0.05 level of significance. Hence, the hypothesis four, which states that available facilities will not significantly determine the attitude of students towards physical and health education was rejected. That is, the students indicated in their responses that available facilities will play a key role in determining and influencing their attitude towards the offering of the subject, physical and health education.

4. Discussion of Findings

This study determined the attitude of Junior Secondary School (JSS3) Students towards physical and health education in selected junior secondary schools in Ijebu –Ode Local Government of Ogun - State. The findings have been discussed below

Hypothesis One: Significant others' influence will not significantly determine the attitude of Junior Secondary School students towards physical and health education.

The above hypothesis was rejected, that is majority of the students responded that significant others' influence will have significant influence on their attitude towards physical and health education. The significant others or the personality a student considers very important to his or her life can mould or remould the life of student. The person may be an Uncle, a television idol or sports personality, friends, teachers, coaches, and so on. If such individual makes the student to appreciate the benefits and opportunities in the physical and health education subject, the students is likely to develop a positive attitude towards the subject. This position was corroborated by Weigand, Carr, Petherick and Taylor (2010) in a study of motivational climate in sport and physical education; the role of significant others, where they found out that parents, coaches, teachers, sport heroes and sport scientists play significant roles in the lives of students on the development of achievement motivation in sport and physical

education. They therefore suggested that these influential personalities should be consulted when there is a need to counsel the students.

Also, in a study of influence of significant others on the goal orientations of students, Carr and Weigand (2012), found out that children with a high task-oriented goal profile component tend to have higher perceptions of learning climate than children with a low task oriented component. And significant others' promotion comparison climate was strongly related to ego discussed in terms of the need to employ a goals profile approach in the examination of antecedents of goals that significant others have for enhancing the quality of youngsters physical and health education experiences. This significant other's influence is considered significant in the moulding or forming attitude towards physical education participation.

Hypothesis Two: Information about career opportunities will not significantly determine the attitude of junior secondary school students towards physical and health education.

The above hypothesis was rejected. That is, the junior secondary school students believed that having adequate information about the subject, physical and health education regarding the career opportunities can make them to develop interest in offering the subject. The Learn.Org (2017) a United States Bureau of labour statistics positioned that there are lot of career opportunities in the field of physical education which are yet to be adequately explored and whose services are often required by the society. They stated that coaches, scouts and other professionals in the area of physical and health education will experience faster-than-average job growth of 6% over the 2014-2024 decade. This means that the professionals in this field are always well paid. Knowledge about other options, other than physical education teaching in classroom can make students to be favourably disposed to this subject.

Study.Com (2017), pointed out that physical education programmes provide students with scientific knowledge and practical training for a number of career choices. They went further to explain that all degrees programmes rely on

fundamental training in anatomy, nutrition, exercise science and training procedures. It was also stated that physical educator can also find entry-level positions as a coach, recreation director, fitness instructor, sports business and management, sports law, sports journalism, sports marketing, among others. An adequate knowledge of programme options can bring about an upsurge in enrolment for Physical and Health Education subject in secondary schools.

Hypothesis three: Teachers' personality will not significantly determine the attitude of students towards physical and health education.

The above hypothesis was accepted. This translates to the fact that students believed that the personality of physical education teacher will not play any part in their decision to offer the subject or not. Students believed that they are independent minded to determine their careers and the subjects they want to offer without any influence of the physical education teachers. This result disagreed with previous findings. In a study of motivation and performance in physical education, Moreno, David, Jose and Cervello (2010), discovered that incremental group that demonstrated more situational intrinsic motivation due to the presence of physical education teacher belief that greater intrinsic motivation made the students trust they would improve their performance in the subsequent attempts.

In a related study of the "what" and "why" of goal pursuits; human needs and the self – determination of behaviour, Deci and Ryan (2000), found out that fundamentally, teachers of physical education promotes perceptions that make students to believe that they can improve. They therefore concluded that if a physical education teacher instills the belief that ability can improve, this would be associated with an increase in intrinsic motivation. This inducement by Physical Education teachers can create belief and increase ability for better performance. Thus, majority opinions in the previous researches held that teachers' personality will have a significant and considerable influence on attitudes of students at any level of education.

Hypothesis four: Available facility will not significantly determine the attitude of students towards physical and health education.

The above hypothesis four was tested and the results showed that the students believed that available facility will have significant influence on their decision to offer physical education subject. Participation in physical education will require playground where practicals can be performed. Without facilities where students can demonstrate what they are taught, the major and germane ingredient of physical education as a subject has been lost.

This position was given credence by Anyanwu, Marchie and Anyanwu (2005) in a study of assessment of the availability of environmental resources for the implementation of UBE programme where it was found that shortage in facilities can result into lack of physical education as a subject in schools. It was suggested that for a school to take off, it should be approved and if it is found that playground is not available, no approval should be given for the commencement of the school.

Yimer (2014) also reported in a study of the attitude of students towards learning physical education in some selected secondary schools that the students reported that physical education was their most enjoyable school subject as it offered a release from other stressful subjects provided there is a playground to participate in different sporting activities. It was established that students display positive attitudes towards physical education in relation to variety of facilities and equipment as this enables them to have contact with their friends in all sorts of games and sports. It was therefore agreed that facilities and equipment should be provided in schools for the enjoyment of students. Also spaces designated for sports participation should not be converted to classrooms as this can negatively affect the motivation of students in the learning environment. With adequate facilities for different sports, students can choose the sports that appeal to their interests and participate in the ones they have the ability and competence to do.

5. Conclusion

It has been established in this study that most students are not adequately informed about the multifarious opportunities in choosing physical and health education as a career. Parents and some significant others that can influence the choice and decision of students are yet to disassociate themselves from the past notion of physical and health education as a subject that merely teaches jumping and running. More information should be passed to parents and students through various prints and electronic media, especially in this era of internet and information technology. Physical and health education teachers should facilitate students' participation in sports and physical activities and deter withdrawal through structuring of environment to encourage students' motivation. They can also enhance self worth of students by focusing on individual differences and abilities in every performance. Effective physical education teaching behaviours through rewarding efforts, encouragements, sincere feedback, demonstration of correct skills and techniques and adoption of positive approach to error correction will stimulate interest and increase enrolment in physical and health education subjects at the senior secondary school level.

6. Recommendations

Based on the findings and conclusion of this Study, this research work recommends thus:

- Teachers should embark on researches into various methods and techniques of making lessons more interesting in order to stimulate fun, interest and sustain permanent learning in sport skills and attitude in students
- Increased periods should be given to the teaching of Physical and Health Education on the Schools' time table in order to achieve the psychomotor objectives.
- Teachers should attend adequate workshops and conferences that will make them to devise evaluation techniques that conform with what is obtainable in the developed countries.
- The national bodies of Physical and Health Education should organise career counseling sessions regularly in order to educate students on

the career opportunities in the field of Physical and Health Education.

- Parents also need to be adequately informed through parents-teachers association meetings about careers in physical and health education.

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Evaluation of Innovation and Sustainable Development in Secondary School Education: Osun State Experience.

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Abstract. There is no doubting the fact that, the state of education in Osun before the advent of Aregbesola’s administration in late 2011 was not satisfying. The sector witnessed poor teacher morale, poor school infrastructures, ineffective school administration and poor learning outcomes. The situation can only be remediated by a critical non-conformist surgical approach to change. An irredentist change and innovation agent can only be the one to confront the herculean task. The government convoked an education summit to proffer solutions to the education problems facing the State. The summit recommended complete overhaul of the Osun education programme never seen in the annals of the nation’s education reforms. Particularly, the summit recommended a complete revamp of school infrastructures, a radical approach to education administration by decentralizing education management boards along senatorial zones and a reclassification of schools along age grades such that students of the same age grade could be found in same school environment. The result was a systemic change in the structure and face of Osun education with increased enrolment into schools at all levels coupled with improved performance of students of the State in West African School Certificate Examinations. Also there was an unprecedented improvement in school attendance, school retention and teachers’ morale. However, the programme had its own challenges both at the teething stage of the programmes and at its implementation. Dwindling government revenue resulting from economic recession made it difficult for

government to pay recurrent expenditures which kept on increasing while capital expenditures suffers set back. This was worsened by the collapse in value of the Naira, forcing contract sums to be reviewed upward and changing revenue and expenditure projections. The paper concluded by recommending the Osun experiment to other States of the Federation. The various reforms and innovations should be sustained and immune from politicization irrespective of the government in power.

Keywords: Innovation, Opon Imo, O’Meals. O’Shools O’Uniform

1. Introduction

Innovation means something new, learn from others, adapt and enhance ideas, plan and run ideas. It is the process of making changes to something new. It applies to radical incremental changes to products, process or services. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice. Innovation here is for educators who are trying new ways of doing things in their learning environment. Over the years there have been many changes in the way education is designed and delivered in parts of the world. Today, technology is a big driver behind change and sometimes plays an important role in innovation in educational design and delivery.

Job creation and income generation are vital economic growth in developing countries. This in turn depends on the availability of an appropriately educated and properly skilled workforce with knowledge, skills and competencies necessary for work in the globalized economy. However, both limited enrolment and poor quality of secondary education in developing countries mean that youth do not acquire the skills needed for employment and income generation. The movement towards knowledge industries makes the completion of at least quality, relevant secondary school particularly critical.

2. Research Objectives

The study aimed at identifying those factors that drives innovative practices of the state government as well as evaluating the effects of the reforms on the education sector in the State. Specifically, the study aims at:

- (i) Identifying the motivating factors that drives the states' massive reform and innovation in education
- (ii) Measuring the effects of the innovation on enrolment progression in the states' primary and secondary schools.
- (iii) Measuring the states performance in public external examinations especially the one conducted by the West African Examination Council.
- (iv) Identifying the influence the reforms had on the other sectors of the states' economy, especially on women empowerment, food production employment generation and growth of small and medium entrepreneurs.

3. Methodology

The study used descriptive research method of survey design. A researcher-designed checklist was used to collect information on school enrolment in the pre and during innovation. Information on distribution of government uniforms, computer tablets and construction of school buildings (completed and ongoing) were also collected. Data on school performance was collected with a Pro-Forma administered at the

headquarters, of the States' Ministry of Education; this was subsequently confirmed online from WAEC portal. The data collected were analyzed with the use of tables; percentages were used to determine extent of changes in enrolment and performance in examinations.

4. What are the drivers of innovation in education?

Government in Nigeria has been working very hard to expand the frontiers of opportunities available to her citizens, the government has been working to provide secondary education on large scale and build on the gains of expanded programs to make education accessible to all at the primary level. All these efforts were geared towards meeting the Millennium Development Goals (MDG) and Education for All (EFA) initiatives anchored by United Nations Educational, Social and Cultural Organization (UNESCO).

Mac Arthur Foundation (2013) was of the opinion that the questions requiring urgent answers about secondary education includes: How to increase demand, improve teacher skills, promote employment-relevant skills, and support alternative models of learning for learner in low-income settings. All of these drive innovative approaches in education

5. Research Questions

- What are the innovative practices in education in Osun State?
- What are the effects of these innovations on
 - (a) learning outcome, and
 - (b) enrolment
 - (c) school infrastructures
 - (d) other sectors of the State economy
 - (e) What are the associated cost of these innovations

5.1 Research Question 1: What are the innovative practices in education in Osun State?

Osun State Education Reforms and Innovations

Prior to 2012, the Osun State education landscape was nothing to write about, the performance of students in the state public secondary schools in WAEC NECO conducted examinations was poor, public sector enrolments in both primary and secondary school was very low, and high incidence of out of school children. The confidence of the populace in the state public education was at its lowest ebb, this gave enormous power to the astronomical rise in number of private schools in the state, some of which lacks the personnel and physical infrastructures you can find in public schools.

The Osun Education policy was brewed at the Osun Education Summit, held Feb 7-8, 2011. The summit had the theme “Resolving the Education Crisis in Osun State: Bridging Analysis and Implementation Gaps” The policy was forged from the summit’s communiqué’ and observation. The summit established the following challenges as fueling the crisis in education that necessitated the present reforms and innovations: Infrastructural neglect-basically in collapsed school structures, crowded classrooms, poor feeding, and teachers’ low morale, Lack of instructional materials, high fees in tertiary institutions, low bursary rates, and poor performance of Osun students in both internal and external examinations among others. The summit gave birth to the following innovative policies:

Restructuring of school Administration

The state government restructured the modality for administering the state schools by being more pragmatic in running of all public schools in a way it can engender efficiency and effectiveness.

The core reform here was the creation of specialized agencies to address key components in public school management. The old Teaching Service Commission (TESCOM) was decentralized covering the three senatorial districts in the state. Each of the Educational Districts was headed by a Tutor-General: an equivalent of a permanent secretary in the state civil service. The districts primarily drives the

reform program me while TESCOM serve as the central clearing house and serve in concert with the Ministry of Education..

5.1.2 Reclassification of schools

The reforms made a slight reclassification in the National 6-3-3-4 system, with no fundamental alteration of the scheme. It tinkered with 6-3-3 grouping, - the 12 years of primary and secondary education before the 4 years of tertiary education. It came up with the following reclassification:

- Elementary Schools
- Designed as a neighborhood school for students in the first grade to the fourth grade i.e the present primary 1-4.
- Middle Schools
- The middle school is for the fifth to the ninth grade; which is primary 5- to JSS 111
- High Schools
- The high school comprises of students from 10th grade to twelfth grade which is SSS1-111.

One interesting thing about the reclassification was that it was seamlessly done in a way that minimal disruption of the old system was experienced during the transition to the new school delineation.

5.1.3 Over-haul of school infrastructures

Government believed that conducive school environment will promote learning. Prior to 2012, the state of school infrastructure was horrible that the new government cannot ignore the urgent needs for interventions (Faturoti, 2013). Dilapidated school structures that pose dangers to pupils have been pulled down and blocks of classroom in some primary schools are to be built to provide more space for the projected school enrolment. Elementary, middle and High Schools are currently being built across the 30 Local Government Areas in the State. They are state of the art schools with unique facilities for different school categories in the state.

5.1.4 Model Elementary School Building

Each school building was designed to accommodate 900 pupils with recreational facilities, library and computer laboratory. It is meant for pupils between ages 6-9 in the 1st to 4th grade years. In the first phase 50 of such model schools will be constructed across the state, in all 100 of elementary model school buildings will be built all over the state by the time the intervention programme ends.

5.1.5 Model Middle School Building

The buildings were designed to accommodate between 900 and 1000 students with all equipped with state of the art facilities. Fifty of such model buildings were to be built across the state, already 14 were under construction with a sizeable number already commissioned. The model buildings will house students in their 5th to 9th grade.

5.1.6 Model High School Building

The building will accommodate students between the age brackets 15-17 years. They are students in grades 10 -12 or SS1-111.

Equipped with the best facilities that can be found in best schools around the world. It was designed to accommodate 3000 students. The facilities include standard football pitch, recreational facilities, laboratories, libraries, food courts, and examination hall that can accommodate minimum of 1000 students at a time. Academic activities in these schools will run from 8am to 5pm. Twenty of such schools will be built across the state, already 10 have been awarded and some already commissioned. School Computer System

The state government through Opon Imo made a ground breaking step to utilize ICTs to tackle learning problems. The Opon Imo Initiative, through the State's Opon Imo Technology Enhanced Learning System (OTELS) was developed as a tool to help revolutionize

learning in the state. It is called "Opon Imo," tablet of knowledge.

The Opon Imo has a E- book library consisting of 17 core Subjects with 4 extra- curricular subjects for SS 1,2&3 levels making a total of 55 textbooks available on the Opon Imo platform.

The tablet was also equipped with Virtual Classroom that consists of 17 subjects for Senior Secondary 1,2&3 which culminates into a total of 51 video tutorials made available to students. There are 823 chapters in total with about 900 minutes of audio voiceovers and an average of 16 chapters per course. Opon Imo also boast of an Integrated Test Zone that make available Mock Examination tests from 14 core subjects in WASSCE comprising of 10 years of past questions with an average of 500 questions each and approximately 825 images.

5.1.7 Elementary School Feeding

The school feeding scheme branded O' Meal is currently being implemented in the Elementary school. It is founded on the principle of good nutrition as incentive for learning readiness. O' meal aims at reversing the low academic performance of pupils because good nutrition is necessary for the cognitive development of pupils at those younger ages. The programme was overhauled and rebranded and was extended to pupils in the fourth grade.

5.1.8 School Uniforms

O' Uniforms was conceived with an eye to rebrand public schools in the state as well as boost the Osun economy to employ as many designers, tailors, local textile workers and allied artisans as possible in the production of school uniforms. The unification of school uniforms was part of the efforts made by the Osun government to create a unique identity for all students, promote Nigerian fabrics and stimulate the local economy.

5.2 Research Question 2: What are the effects of these innovations?

(i) Performance in external examinations

Table 1: Performance in WASSCE (Pre- Reform years)

YEAR	NUMBER ENROLLED	NO PASSED(5 CREDITS WITH ENG&MATH)	%PASSED
2008	37,715	3,813	10.11
2009	39,876	5,545	13.98
2010	43,210	6,777	15.68

Source: www.waec.ng

Table 2: Performance in WASSCE (Reform Years)

YEAR	NUMBER ENROLLED	NO PASSED(5 CREDITS WITH ENG&MATH)	%PASSED
2011	53,293	11,672	21.98
2012	51,463	11,431	22.21
2013	47,013	9,301	19.78
2014	47,672	9,316	19.54
2015	48,818	8,801	18.03

Source:www.waec.ng

Table 1 shows the performance of the state in WASSCE between 2008 and 2010. It should be noted that the period was before the various reforms introduced by the government in 2011. The average performance in the period was 13.26%. In 2011 when elements of the reforms started emerging like free and compulsory enrollment of SS3 students in external examinations, the number enrolled jumped from 43,216 candidates in 2010 to 53,293 candidates in 2011 (about 81% increase). The average performance between 2011 and 2015 was 20.31%.

The improvement in performance at external examinations due to the innovations was attested to by Ikhide(2014) when he observed that Osun State position in WAEC performance on 2010 among the 36 states of the federation and the FCT was 34, but by 2011 and 2012, the state occupied 18th and 8th positions respectively.

(ii) Over- hauling of school Infrastructures

Dilapidated school structures that pose dangers to pupils have been pulled down and blocks of classroom in some primary schools were put in place to provide more spaces for the projected increase in school enrollment. As at July 15th 2016 the number of completed school buildings were shown in Table 3 below

Table 3: Completed school buildings under the (O'Schools) project.

Elementary schools	Middle Schools	High School
Baptist Pry Schl, Ilare Ife	L.A Pry Schl Adenle, Osogbo	Wole Soyinka High Schl,Ejigbo
St Micheal Schl, Ode-Omu	Ang Central Schl , Ile Ife	Ayedaade G.H.S.Ikire
St Andrew Schl , Oke Baale	St Stephen Pry Schl Modakeke	Iwo G.H.S, Iwo
St Francis Pry Schl, Iwo	DTTC, Pry Schl, Ijebu- Jesa	Adventist High Schl, Ede
A.U.D,Pry Schl, Isale Osun	St Julius Pry SCHL, Ila	Osogbo G.H.S Osogbo
L.A, Pry Schl, Imo,Ilesa	A.U.D Grammar SCHL, Ejigbo	Fakunle, U.G.H.S Osogbo
St Andrew, Pry Schl, Ada	A.T.C School, Oke oye, Ilesa	Ataaja G.H.S, Osogbo
St Peter Pry Schl, Isona ,Ilesa	Laro Timehin Schl, Osogbo	Ila, G.H.S ,Ila Orangun
L.A Pry Schl,Obada,Ede	N.U.D Pry Schl, Sango,Ikire	Ilesa, G.H.S,Ilesa
Salvation Army,Alekuwodo	Holy Trinity Pry Schl, Ikirun	Oduduwa, G.H.S,Ile-Ife
	A.U.D Pry Schl Iragbiji	Akinorun,G.H.S,Ikirun
	A.U.D Schl, Odo-Ori, Iwo	
	Olufi High Schl,Gbongan	
	Ejigbo Model Schl, Ejigbo	

Source:Osun School Infrastructure Revamp(O'Schools) – The official website of the State of Osun

(iii) Changes in Enrolment figure as a result of Innovations

Table 4: Enrolment figures in Osun Schools between 2010 and 2016

Year	Primary schools Enrolment	Middle Schools Enrolment	High School Enrolment
2010	315432	130196	117885
2011	325495	129847	124176
2012	347894	128967	125895
2013	370497	138151	124244
2014	371057	138016	126371
2015	375990	138151	127178
2016	378660	138054	128075

Source: Ministry of Education, State of Osun

The enrolment in elementary schools has increased by about 40% since the introduction of this scheme (O’ Meal) and Osun state now has, according to the National Bureau of Statistic (2013) the highest rate of primary school enrolment in Nigeria. Apart from the increased enrolment rates, absenteeism has also reduced in elementary schools in the state.

(iv) Innovations in School Feeding (O’ Meal)

The school feeding programme had the largest impact on education and on the downstream sector of agriculture and women empowerment. The programme upon its introduction boost enrolment at the elementary school by 25% it its first year. Enrolment increased from 254,000 to 365,000.

On weekly basis, 15,000 chickens, 1,800crates of eggs, 400 tons of fresh fish and 35 heads of cattle were used up amounting to ₦14.9 million on school feeding project on daily basis and about ₦3.6 billion annually. However the impact of this scheme reflected so much on employment generation. It has helped to promote local agriculture that benefits rural farmers by using locally sourced foods, providing regular orders and reliable income for local farmers. The programme appointed 3,007 women as food vendors, 1,000 farmers were drawn across the nine federal constituencies of the state, and they were assisted to plant red cocoyam. Recently, 90 women farmers were trained in modern method of cultivating cocoyam and were given financial support after their graduation to commence their farming job.

Research Question 3: What are the associated cost of these innovations

(v) The relative costs of the reform programmes

The school meal programme caters for the lunch of elementary school pupils in all public schools in the State. This amount to providing nourishing food to 262,000 pupils every day. As at July 2013, 15,000chicken, 7,800crates of eggs 4,000 tons of fresh fish and 35 heads of cattle were us on daily basis, translating to ₦14.9 million naira daily it amounted to ₦3.6 billion naira annually.

The contract for the learning tablet (Opon Imo) was awarded to a Chinese firm at ₦1.2billion naira. The cost is to cover the supply of 150,000 units of the tablet. This is to be executed in two phases; 50,000 units were to be directly imported from China while the remaining 100,000 is to be manufactured locally. Out of 33,000 high school students that were to be served in 2013, 28,000 were successfully served within the first few weeks of its distribution. It is to be noted however that the manufacturing of the learning tablet has commenced in the state long ago. Adopting the electronic learning option saved the state government ₦8.4.billion as about ₦9.6billion would have been spent on the supply of the books and instructional materials on the Opon Imo.

The state government established a state of the art garment factory in Osogbo (Omoluabi Garment Factory) to provide common uniform

for Elementary schools; same applies to ₦900million naira for the 750,000 sets.

The cost of constructing the various model schools is difficult to ascertain due to variation in the projected cost of the schools as the time the government of Osun was designing the project. For instance as at 2013, each of the Model Middle school was estimated to cost ₦165million, but as at 2016, the completed school cost the state government ₦370 million each thus the 39 model schools completed cost the government a whopping ₦14.41 billion .The Model High school were completed with all facilities at the rate of ₦750 million each in that regard, the 11 completed High schools cost the state government over ₦8.2billion.

6. Summary of Findings

The innovative practices in Osun State education was designed to cover every aspect of elementary and secondary education; policy, principles and practice of education were affected.

- The innovation resulted in increased enrolment across all grades
- There was a remarkable improvement in school infrastructure, in the form of completed state of the art integrated school buildings.
- The state witnessed an improvement in performance of students in external examinations conducted by West African Examination Council when compared with the pre- innovation era.

7. Recommendations

In view of the relative success of the innovative educational policies in Osun State, the study is making the following recommendations:

- Other states in the federation should understudy the Osun experience and make conscious effort at replicating it in their various education policy programmes
- Successive governments in Osun state should continue to improve on what have been achieved by this policy and

sustained it through further study aimed at providing solution to challenges faced by the current reforms and innovations.

- Government should devise a means of funding the programme in a way it will not be affected adversely by loss in government revenues due to economic imbalances.

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English Language Teachers' Awareness Level and Views on Inclusive Education in Basic Education Levels in Northern Central Zone of Nigeria

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Abstract. The fundamental fact underlining inclusive education generally is to entrench equality of educational opportunity to all categories of learners irrespective of their shortcomings. This will have a direct influence upon the quality of education experienced by individuals, their full participation and acceptance in the mainstream and the opportunities to contribute their quota to the development of their society through the quality education given. However, the readiness for acceptance of inclusion varies across nations and continents of the world. Many nations in Africa, especially Nigeria are still not in total conformity with this practice. Therefore, this paper attempts to highlight and examine the concept and history of inclusion, inclusive education in Nigeria, teacher's awareness and views on inclusion in relation to the four major components of gender, disabilities, ethnic difference, and religious difference in English studies classroom in the North-Central zone of Nigeria. The paper at the end revealed the low level of teachers' awareness about inclusive education but they had positive views supporting its practice on the account of the four categories of learners into the mainstream of education in the North-Central zone of Nigeria. It was therefore recommended that the public should be more enlightened about inclusive education, its benefits and practice especially on the account of its component of physical disability.

Keywords: inclusive Education, teacher's awareness, physical disabilities, gender, ethnicity and religion.

1. Introduction

Nigeria like most Africa countries is striving hard to align herself with the whole world to pursue the objectives of education for all by the year 2020. Inclusive education if well implemented and adequately practiced would help in no small way to facilitate the realisation of these laudable objectives. For this purpose, inclusive education as a concept has attracted the attention of the general public particularly stakeholders in the education sector. It is receiving worldwide attention as new concept in the process of providing educational services to all categories of learners irrespective of their shortcomings, As schools are increasingly challenged to serve a diverse student population of various needs, the concern now in Nigeria as in other Africa countries is how to sensitize all the stakeholders in education especially the teachers on how to implement inclusive education in ways that are both feasible and effective in ensuring success for all the children.

Salamaica Declaration of 1994 provided the needed international theoretical framework for inclusive education. It asserts that the task of the future is to identify ways in which the schools as

part of the social environment can create better learning opportunities for all children and by this means address the challenges that are the most pervasive sources of learning difficulties in the school system.

Inclusive education is understood differently by practitioners, government, parents, disabled people's organizations (DPOs) and other key stakeholders. This is evident at all levels, and affects the acceptance, design, implementation and quality of the entire process. It is best described as provision of equal educational opportunities for all categories of learners despite their shortcomings. Fararel (2000) defined it as the extent to which a school or community welcomes all people as the full members of the group and values them as for the contributions which they make. Nwazuo (2001) on the other hand referred to inclusion as normalisation of learning condition for learners with disabilities so that they can learn and develop alongside their able-bodied counterparts in schools and communities. McCarthy (2005), in support of the above, defined it as bringing support services to the child rather than moving the child to a segregated setting to receive special education.

Ademokoya (2003) simply defined it as an effort to equalise educational opportunities for all children regardless of their physical or mental conditions, gender, colour, creed or language. The above definition and that of Fararel (2000) seem to capture the focus of this paper more appropriately as others mostly focus on children with disabilities. Other components such as gender, culture, age, religion, social class and ethnicity seem to be relegated to the background when inclusive education is being discussed. For instance in Nigeria, the insurgence of the terrorist group called "Boko Haram" evolved from the platform of religion; it is the resultant effect of a long time neglect of certain set of religious youths who wanted recognition by all means.

It is no gainsaying that certain ethnic groups in Nigeria are educationally backward and are calling for attention in the inclusive education programme. Girl-child education is a taboo in

some areas until recently when the government and some non-governmental organisations are campaigning against this practice. Girls are quickly married off to prospective husbands as soon as they reach puberty. Therefore, girls found in the schools in these areas are often neglected and later on frustrated out of the school system. How much awareness and enlightenment on inclusive education do teachers and other stakeholders in education in these affected areas have to be able to cater for these categories of disadvantaged students is an important question that needed to be urgently answered.

2. Statement of the Problem

Education is on the concurrent list of the nation and of utmost concern to the United Nations. The world is very keen on how all segments of society are granted access to basic education. Inclusive education is based on the right of all learners to a quality education that meets basic learning needs and enriches lives. Focusing particularly on vulnerable and marginalised groups, it seeks to develop the full potentials of every individual (Soodak & Erwin, 2012). The ultimate goal of inclusive quality education is to end all forms of discrimination and enhance social cohesion. However, in spite of the huge resources Nigeria expended on basic education, remarkable access by all citizenry (inclusion) has not been attained in the nation's education programme. This is partly due to the awareness level of the education practitioners (teachers) on inclusive education.

There is therefore need to investigate the awareness level of the teachers, so as to sensitise them and also assess the preparedness of North central zone educational institutions, in terms of government will to provide all the necessary resources and materials. Also, a lot of attention has been given to inclusive education in relation to physical disabilities which have been given major focus to the detriment of other vulnerable and marginalised groups. The vulnerable and marginalised groups are loose terms encompassing many different individuals and groups deprived of their right to education. The main reasons for their exclusion are poverty,

gender, inequity, child labour, speaking a minority language, living a nomadic or rural lifestyle, religious affiliation and so on. The area of interest in this paper is exclusion on the basis of gender, religion, disability (physically challenged) and ethnicity. There is therefore the need to investigate the level of teachers' awareness and their views about inclusive education on the four components.

3. Purpose of the Study

The purpose of this study was to find out English language teachers' awareness level and views about inclusive education. Specifically, the study would find out:

- whether English language teachers in North-central Nigeria are aware of the concept of inclusive education
- views of the English language teachers in North-central Nigeria about inclusive education
- whether views of teachers defer on inclusive education on the account of its major component of gender.
- whether views of teachers defer on inclusive education on the account of its major component of religion.
- whether views of teachers defer on inclusive education on the account of its major component of ethnic difference.
- whether views of teachers defer on inclusive education on the account of its major component of physical disability.

4. Research Questions

- What is the awareness level of the English language teachers in North-central Nigeria about inclusive education?
- What are the views of the English language teachers in North-central Nigeria about inclusive education?
- Is there any difference in the views of English language teachers in North-central Nigeria about inclusive education on the account of its major component of gender?
- Is there any difference in the views of English language teachers in North-

central Nigeria about inclusive education on the account of its major component of religion?

- Is there any difference in the views of English language teachers in North-central Nigeria about inclusive education on the account of its major component of ethnicity?
- Is there any difference in the views of English language teachers in North-central Nigeria about inclusive education on the account of its major component of physical disability?

5. Scope of the Study

The study will cover all English language teachers in Basic schools (pre - primary to junior secondary schools) in North Central zone of Nigeria (Kwara, Kogi, Benue, Nassarawa, Niger and Plateau states). Awareness and views of English language teachers on the four major components of inclusion (gender, religion, ethnic difference and physical disability) would be investigated. A sample of four hundred and eighty teachers were selected for this study using random sampling technique, having used stratified sampling technique to select the respondents on the variable of gender. A percentage was used to answer all the research questions raised in this study.

6. Literature Review

6.1 The Concept and history of Inclusive Education

In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged. Earlier, Skrtic et al. (1996) had argued that inclusive education goes far beyond physical placement of students with disabilities in general classrooms, but should involve schools meeting the needs of all their students within common, but fluid, environments and activities. A succinct definition of inclusive education is provided by Lipsky & Gartner (1996, 1998), who described it as students with disabilities having full membership in age-appropriate classes in their

neighbourhood schools, with appropriate supplementary aids and support services.

Advocacy for inclusive education revolves around three main arguments. Firstly, several writers claim that inclusive education is a basic human right. For example, Christensen (1996) argued that exclusion or segregation of students with special needs is a violation of their human rights and represents an unfair distribution of educational resources. Similarly, Lipsky & Gartner (1996, 1999) asserted that inclusive education is a fundamental right, derived from the principle of equity, which, if recognised, would contribute significantly to a democratic society. To Antia et al. (2002), inclusion denotes a student with a disability unconditionally belonging to and having full membership of a regular classroom in a regular school and its community.

They contrasted this with ‘integration’, or ‘mainstreaming’, both of which imply that the student with a disability has the status of a visitor, with only conditional access to a regular classroom, but primary membership of a special class or resource room. Writing from a British perspective, and as a person with a disability, Oliver (1996) argued that the education system has failed disabled students by not equipping them to exercise their rights and responsibilities as citizens, while the special education system has functioned to exclude them from both the education process and wider social life. He thus saw inclusion as a political as well as an educational process. This is also emphasised in the United Nations Educational Scientific and Cultural Organization (UNESCO’s) *Salamanca Statement* (1994) and by Slee (2001), the latter considering that inclusive education is about the cultural politics of protecting the rights of citizenship for all students. The resulting agreement, known as the *Salamanca Statement*, demonstrated an international commitment to inclusive education. It included these agreements:

- those with special educational needs must have access to regular schools which should accommodate them within

a child-centred pedagogy capable of meeting these needs, and

- regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving an education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

The *Statement* called upon all governments to ‘adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise’. An argument asserts that since there is no clear demarcation between the characteristics of students with and without disabilities, and there is no support for the contention that specific categories of students learn differently, separate provisions for such students cannot be justified (Lipsky & Gartner, 1996, 1998). Among the 16 propositions to emerge from this overview, seven are particularly pertinent to the present review:

- Inclusive education extends beyond special needs arising from disabilities and includes consideration of other sources of disadvantage and marginalisation, such as gender, poverty, language, ethnicity, and geographic isolation. The complex inter-relationships that exist among these factors and their interactions with disability must also be a focus of attention.
- Inclusion goes beyond education and should involve consideration of employment, recreation, health and living conditions. It should therefore involve transformations across all government and other agencies at all levels of society.
- While many countries seem committed to inclusive education in their rhetoric, and even in their legislation and

policies, practices often fall short. Reasons for the policy-practice gap in inclusive education are manifold and include barriers arising from societal values and beliefs; economic factors; a lack of measures to ensure compliance with policies; the dispersion of responsibility for education; conservative traditions among teachers, teacher educators and educational researchers; parental resistance; lack of skills among teachers; rigid curricula and examination systems; fragile democratic institutions; inadequate educational infrastructures, particularly in rural and remote areas; large class sizes; resistance from the special education sector (especially special schools); and a top-down introduction of inclusive education without adequate preparation of schools and communities.

- Inclusive education exists in historical contexts in which vestiges of older beliefs co-exist with newer beliefs.
- Inclusive education is embedded in a series of contexts, extending from the broad society, through the local community, the family, the school and to the classroom.
- Because cultural values and beliefs, levels of economic wealth, and histories mediate the concept of inclusive education, it takes on different meanings in different countries, and even within countries. The form taken by inclusive education in any particular country is influenced by the nature of the settlements reached at any one time between (a) traditional values such as social cohesion and group identity, collectivism, images of wholeness, fatalism, hierarchical ordering of society, and (b) modernisation values such as universal welfare, equity and equality, democracy, human rights, social justice, individualism, and parent choice.
- Economic considerations play a significant role in determining approaches to inclusive education. These include (a) a recognition that it

would not be financially realistic to provide special schools throughout a country, (b) the adoption of a human capital policy of developing all individuals primarily as a means of enhancing the economy, and (c) an attitude that persons with disabilities are economic liabilities and are therefore of low priority.

7. Inclusive Education in Nigeria – A Perspective

Inclusive education is understood differently by practitioners, government, parents, disabled people's organisations (DPOs) and other key stakeholders. This is evident at all levels, and affects the acceptance, design, implementation and quality of the entire process. From the outset, it must be said that inclusive education is a complex, if not a problematic concept. Despite the internationalisation of the philosophy of inclusive education (UNESCO, 1994, 2008), for a range of historical, cultural, social and financial reasons, its implementation has been uneven across the world. It has been a particularly problematic concept in developing countries, where resources are limited and fewer than 2% of children with disabilities receive any form of education. In a recent book outlining international perspectives on inclusive education, Mitchell (2005) and his authors explored the notion that the characterisation, purpose and form of inclusive education reflect the relationships among the social, political, economic, cultural and historical contexts that are present at any time in a particular country and/or local authority.

In Nigeria, advanced formal education was associated with a greater tolerance for negative forms of behaviour (that are sometimes connected with special needs students) and with a more positive attitude toward special supports for students with sensory disabilities. Special educators employed in Northern states were more likely than their Southern counterparts to believe that students with behavioural issues should attend their neighborhood schools. Citizens expressed in open-ended comments their concerns that schools lack trained special

education personnel, specialised materials, and architecturally-friendly buildings. Inclusive education is a process of enhancing the capacity of the education system in any country to reach out to diverse learners.

Today in Nigeria, special educators, parents of students with disabilities, policy-makers and other stakeholders continue to debate the benefits and challenges of this education paradigm (Ajuwon, 2008). The basis of inclusion is that special needs pupils have a right to the benefits of a full school experience, with needed modifications and supports, alongside their peers without disabilities who receive general education. Inclusionists contend that special classes, separate schooling, or other forms of removing children with disabilities from the regular environment should occur only when the nature or severity of the disability of the child is such that education in regular classes (with the use of supplementary services) cannot be accomplished.

8. Teacher's Awareness and Practice of Inclusion

Inclusive education, as a concept coined decades ago, still remains new to many teachers. This is not only because they are not aware, or lag behind in the modern concepts or practices in education but also because of the low level of the implementation of the inclusive education in Nigeria, its improper practice, and poor understanding of the concept. Many scholars (Garuba, 2003; Ajuwon, 2008, etc.) found that many teachers consider it as special education for the disabled/disadvantaged.

Garuba (2003) stated that the socio-economic and resource problems and unscientific method of explaining human conditions in Nigeria where 41 percent of people are still illiterate can make the adoption of inclusion end up not in the best interest of the concerned individuals (children with disability). He added that the most challenging and critical aspects of Inclusive Education (IE) development in Nigeria are categorised in terms of *inputs, process, outcomes and contextual factors*.

He explained *inputs* as challenging factor which include: (1) student access, retention and drop-out rates; (2) finding, identifying, and encouraging children to go to school; (3) poverty and associated characteristics of student background; (4) attitudes towards SEN and students with disabilities; (5) conditions of teachers' work; (6) flexible, adaptive and functional life-skills curriculum relevant to students' lives. In terms of *process*, school climate, collaboration, support, and integrated services/teacher training prove challenging as process domains.

According to Garuba (2003), *outcomes* of Inclusive Education are often illusive and difficult to measure. He explained that "student achievement tests of content knowledge provide only one indicator of impact, and are not strongly linked to success in adult life, nor do they provide a measure of creative and analytical problem-solving skills needed for survival". The challenge is to measure success in terms of broad indicators of outcomes and impact. Research suggests that Inclusive Education (IE) programs should look for improvements in terms of *contextual factors*: individual, family, community, organization, and government. Specific indicators include: presence, participation, choice, respect, knowledge and skills (Garuba, 2003).

Identifying these problems and poor awareness of people about inclusion, Garuba (2003, 197-198) recommended the following as a way of facilitating inclusive education in Nigeria.

- (i) Adequate planning which must be proactive and realistic and take into consideration the peculiar and undeveloped nature of special education in Nigeria.
- (ii) Campaigns to enlighten all the stakeholders in the education of children with special needs. This should be done in addition to aggressive awareness campaigns to reach out to parents of normal children who need to be receptive of special needs children.
- (iii) More exposure of regular teachers to the nature and demands of special

needs. Although the education policy provides for a compulsory component of Elements of Special Education for all teacher education students, there are still some teacher education institutions (especially in the universities) which are yet to implement this important policy provision. In addition to getting these institutions to implement the projects, more course units on special education should be made compulsory for all teachers-to-be, especially those going to teach at primary and secondary school levels.

- (iv) Adults with disabilities living on the streets, need to be rehabilitated and gainfully engaged.
- (v) The Government needs to mobilise people to form more NGOs, to pursue the cause of people with special needs.
- (vi) Professionals and other stakeholders should work towards getting the National Assembly to legislate the creation of a special fund for the education of children with special needs.
- (vii) Though the education policy makes provision for a special education commission, this is still to be implemented. The Government should step up action towards this end.
- (viii) Lastly, there is the need to get the machinery going towards the process of monitoring, in order to ensure effective implementation of inclusive schooling for children with special needs.

9. Methodology

A descriptive survey research design of cross-sectional type was adopted for the study. This is because the study sought for the facts and opinions of the respondents (i.e. teachers). Eight basic schools (four government-owned and four private-owned schools) were selected from each of the six states in the geo-political zone,

making a total number of twenty-four schools in Nigeria used for the study. The population for the study comprised all the basic teachers of English Language in both private and public owned schools out of which eighty teachers were selected from each state in North-central zone, making a total of four hundred and eighty teachers.

The collection of data for this study was through researchers' designed questionnaire and interview format. The questionnaire was divided into six sections. Section "A" deals with background information of the respondents; Section "B" contained question items that revealed the awareness and views of teachers on inclusive education; Section "C" comprised items about views of teachers on the practice of inclusive education on the account of gender, religion, ethnicity and physical disability.

The instrument was subjected to a face validation by two experts from the University of Ilorin. Cronbach Alpha reliability test was used to determine the internal consistency of the instrument. Reliability coefficient of 0.82 was obtained which was high enough to confirm the reliability of the instrument. The research questions for the study were answered using percentage.

10. Analysis of Data and Results

The section presents the responses of teachers from the selected schools on their awareness level and views about inclusive education in Nigeria on the bases of the selected variable of gender and the four components (gender, religion, ethnicity and physical disability) of inclusive educations. The general level of the English language teachers' awareness of inclusive education in North-central, Nigeria is very low. Out of the 480 English Language teachers sampled, 288 (60.0%) were males while 192 (40.0%) were females; 302 (63%) out of 480 (100%) respondents claimed that they were not aware of inclusive education; while 189 (39.3%) of them were males, 113 (23.5%) were females. 178 (37%) of them were aware of the practice with 76 (15.8%) and 102 (21.3%) out of them having a high level and a low level of

awareness respectively. Out of the 178 (37%) respondents who were aware of inclusive education, 98 (20.4%) and 80 (16.7%) were males and females respectively. This result shows that a small percentage of the respondents possess a high level of awareness of inclusive education.

The English language teachers in North-central have different views about inclusive education practices on the account of its four major components of gender, religion, ethnical difference and physical disability. The tables below show their views for and against the practice of inclusive education.

Table 1: Respondents' Support for Inclusive Education Based on Gender

Teacher's Gender	Gender	Components of Inclusive Education			
		Religion	Ethnicity	Physical Disability	
Male	269	176	112	96	
Female	121	182	128	84	
Total		390 (81.3%)	358 (74.6%)	240 (50%)	180 (37.5%)

Table 1 reveals that out of the 480 English language teachers sampled, 390 (81.3%), 358 (74.6%), 240 (50%) and 180 (37.5%) respondents had views supporting the practice of inclusive education on the account of its components of gender, religion, ethnicity and physical disability respectively. In all cases except on ethnicity, males tended to support inclusive education on gender, religion and physical disability more than their female counterparts.

Table 2: Respondents' Support against Inclusive Education Based on Gender

Teacher's Gender	Gender	Components of Inclusive Education			
		Religion	Ethnicity	Physical Disability	
Male	35	63	133	120	
Female	55	59	107	180	
Total		90 (18.8%)	122 (25.4%)	240 (50%)	300 (62.5%)

Table 2 reveals that out of the 480 English language teachers sampled, 90 (18.8%), 122 (25.4%), 240 (50%) and 300 (65.5%) respondents did not seem to support the practice of inclusive education on the account of its components of gender, religion, ethnicity and physical disability respectively. Females seemed not to support it on the components of gender and physical disability more than their male counterparts, as males did not it on the account of religion and ethnicity more than their female counterparts.

11. Discussion

This study examined the teachers' awareness level and views about inclusive education using the variable of gender and the four components of inclusion which gender, religion, ethnicity and physical disability. From the data collected and analysed, it was discovered that the general level of the English language teachers'

awareness of inclusive education in North-central, Nigeria is very low. This is because 302 (63%) out of 480 (100%) respondents claimed that they were not aware of inclusive education; while 189 (39.3%) of them were males, 113 (23.5%) were females. 178 (37%) of them were aware of the practice with 76 (15.8%) and 102 (21.3%) out of them having a high level and a low level of awareness respectively. Out of the 178 (37%) respondents who were aware of inclusive education, 98 (20.4%) and 80 (16.7%) were males and females respectively. This result shows that a small percentage of the respondents possess a high level of awareness of inclusive education. This could be attributed to the low level of the practice of inclusive education in the country, and some teachers' lack of willingness to learn and apply the new trend in educational or pedagogical system. The result of this study corroborated the findings of Garuba (2003) who identified poor awareness of people about inclusion in addition to the fact that many

teachers considered it as special education for the disabled/disadvantaged.

On the views of the English language teachers in North-central Nigeria about inclusive education, 390 (81.3%), 358 (74.6%), 240 (50%) and 180 (37.5%) respondents had opinions supporting the practice of inclusive education on the account of its components of gender, religion, ethnicity and physical disability respectively. 90 (18.8%), 122 (25.4%), 240 (50%) and 300 (65.5%) respondents did not seem to support the practice of inclusive education on the account of its components of gender, religion, ethnicity and physical disability respectively. Hence, 60.8% of the respondents had views supporting the practice of inclusive education while 39.2 % did not. Generally, the second finding revealed that the English language teachers of basic educational level in North-central had positive views supporting the practices of inclusive education on the account of its four components (of gender, religion, ethnicity and physical disability) though with distinct percentages.

The third, four, fifth and sixth findings revealed that there are differences in the views of English language teachers in North-central Nigeria about inclusive education on the account of its major components of gender, religion, ethnicity and physical disability based on the variable of gender, as showed in Tables 1 and 2 above. Generally, respondents supported inclusive education most on the account of gender and religion with 81.3% and 74.6% respectively; they supported the practice less on the account of ethnicity with 50% and least on that of physical disability with 37.5%.

Though many respondents had positive opinions about the practices, 62.5 % of them did not support having children with physical disability in the same class or teaching-learning setting with those without any physical disability. Also, the support for and against having children of different ethnic groups had the same percentage (50%). Looking at their negative responses about inclusion on the component of physical disability, more enlightenment needs to be made on the practice of inclusive education so that the educational stakeholders (teachers, learners, parents, etc.) and the country at large

could benefit immensely from such an educational practice.

12. Conclusion and Recommendations

The outcome of the analysis showed that English language teachers' awareness of inclusive education in North-central, Nigeria is very low. This is because only 37% of the respondents were aware of inclusive education, with just 15.8% of the sample having a high level of the awareness of inclusion.

The English language teachers of basic educational level in North-central had positive views supporting the practices of inclusive education on the account of its four components though with distinct percentages. Also, there are differences in the views of the respondents about inclusive education on the account of its major components of gender, religion, ethnicity and physical disability based on the variable of gender. However, the majority of the respondents did not support the practice of having children with physical disability in the same class or teaching-learning setting with those without any physical disability.

In view of the findings of this study, it is recommended that more awareness should be made about inclusive education, its socio-cultural, inter-relational, peace-building benefits and its practice so that the public can be better enlightened, and they can advocates of its practice. Teachers should be more trained on the practice of inclusive education at the levels of instruction decisions, management, first aids treatment, guidance and counselling etc. so that they can be useful human resources towards the achievement of the noble cause of inclusion aimed at addressing all kinds of exclusion, discrimination, segregation and vulnerability of people in education. Government at all levels should equip all schools, especially in the immediate communities, with necessary resources to cater for all divergent learners with or without physical disability. With more enlightenment about inclusive education and the provisions of the necessary resources and facilities, people's negative views about it could be influenced, and they could then support its practice at all forms of its components,

especially physical disability. With the practice of inclusive education in all communities, the aim of Education For All (EFA) ensuring that "every child and adult receives basic education of good quality" can be achieved.

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Professionalism and Management of Steam Education in Nigeria

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Abstract. This study investigated professionalism and management of STEAM education in Nigeria. The purpose of this study is to examine the relationship between teacher commitment to students, parents, community and effective management of STEAM education in Nigeria. To achieve the purpose of this study, three hypotheses were formulated and tested. Quantitative research design was used for the study. A self-designed questionnaire titled “Professionalism and Management of Steam Education Questionnaire” (PMSEQ) was used to collect data for the study. The population of this study comprised all 310 principals in public senior secondary schools in Kwara State. Sample of 175 principals were selected with the use of Research Advisor (2006) table of determine sample size of a known population. Thus, stratified random sampling technique was used to select principals from the sample schools. This was to ensure that all categories of principals were given equal chance of being selected for the study. The data collected were analyzed using Pearson product moment correlation coefficient statistics. All hypotheses were tested at 0.05 level of significance. The result revealed that there was a positive and significant relationship between teacher commitment to students, parents, community and effective management of STEAM education in Nigeria. It was recommended that teacher should continue to improve their commitment to students by dealing justly and impartiality with students, avoidance of damaging comments with the learners as well as planning the lesson by taking into account specific interest of the learners. Teachers should also ensure effective commitment to parents by establishing friendly

and cooperative relationship with home of students, provide parents with information that will improve the performance of students positively, as well as keeping parents informed about the progress of their children in school. Lastly, teacher should continue their commitment to community so as to strengthening the community moral and intellectual life, keep the community informed of the educational teacher programme which is being provided, and help the school to adhere to reasonable pattern of behaviour accepted by the community in order to achieve effective management of STEAM education in Nigeria.

Keywords: professionalism, management, STEAM education, Nigeria

1. Introduction

Professional activity is learned and based on great knowledge carries with good personal responsibility. Professionalism is seen as a strategy for controlling an occupation in which colleagues set up a system of government (Kim, 2015). It is a known fact that no nation can rise above the quality of its teachers. Teaching today in Nigeria has been professionalized with the setting up of Teachers Registration Council (TRC) to regulate the policies of the teaching profession. The heart of Nigeria education system is the teachers. Teacher accountability goes beyond responsibility of defining student performance level but includes the obligation to improve professionally and support the goals of the institution served, through effective commitment to student, parent and community under circumstances.

The society makes a lot of expectations from teacher to impact knowledge to the students, instill discipline and sound moral values, initiate ideas and actions towards community development, to help people become literate and adopt innovative techniques of teaching, while the government expect them to help students imbibe positive attitudes towards national unity (Mkpa, 2006). The primary obligation of the teaching profession in Nigeria is commitment to students by guiding children, youth and adults in the pursuit of knowledge and skill to develop attitudes that enable them live in harmony with other Nigerians, and help them become useful and responsible member of the society.

The integration of Science, Technology, Engineering, Arts and Mathematics known as STEAM education aim at shifting teaching practices from traditional lecture-based teaching into those that are inquiry, project-based and problem-based learning and design thinking as a means to present meaningful learning experiences. STEAM education is a teaching philosophy that fosters creativity and innovative thinking which designed to develop students' creative, analytical, team work, communication and problem solving skill in providing solution to real world problems.

The goal of STEAM education is to foster the true innovation that comes with combining the mind of a scientist or technologist with that of an artist or designer. STEAM education empower teachers to employ project-based learning that comprises all five disciplines (science, technology, engineering, arts and mathematics) and bring about inclusive learning environment where students are able to exercise both sides of modeling techniques and scientific thinking) of their brain at once. Therefore, for effective management of STEAM education, there is need for teacher to fulfill the obligation of commitment to students, parents as well as commitment to the community.

In committing to students, teacher share with parents the task of shaping each students behaviour towards achieving socially acceptable behaviour. Parent teacher partnership need to be strong to guarantee the holistic and effective education of students. The manner in which

teachers communicate and interact with parents affect the extent and quality of parent' home involvement with their children's learning. An effective teacher needs to be committed to students by putting students' learning and interests above anything else. Teacher commitment to the patents help parents in getting ideas from school on how to help and support their children and learn more about the school's academic program and how it works.

The teaching profession in Nigeria occupies a position of public trust involving not only the individual teacher's personal conduct, but also the interaction of school and the community. Teacher commitment to community entails flow of ideas between the teacher and the community to ensure mutual understanding and effective team work for the realization of effective steam education towards achieving educational goals and objectives.

Several studies have being carried out on STEM or STEAM education. El-Deghaidy (2015) carried out science teachers' perceptions of STEM education: Possibilities and challenges. Hunkoog, Oksu and Jinwoong (2016) conducted an analysis of STEAM teacher education in Korea with a case study of two schools from a community of practice perspective. The study aim to investigate STEAM teacher education and to examine the successful conditions for its implementation. Hui-Hui and Younkyeong (2015) conducted exploring the impact of a STEM integration teacher professional development program on secondary science and mathematics teachers' perceptions of engineering and their attitude toward engineering integrated teaching. A total of sixty eight teachers from ten schools participated in the study. The study utilized both qualitative and quantitative research methods. The result shows that both science and mathematics teachers thought that integrating engineering into teaching provided valuable outcomes.

Danielle and Cassie (2017) investigated exploring teachers' perception of STEAM teaching through professional development: implications for teacher educators. There are several areas on STEAM education that are yet

to be carried out by these scholars. This area includes professionalism and management of STEAM education, especially in Nigeria. This study on professionalism and management of STEAM education in Nigeria therefore endeavor to fill these gaps yet to cover. The following objectives have been formulated to achieve the aim of this study to:

- determine the relationship between teacher commitment to students and effective management of STEAM education in Kwara State.
- examine the relationship between teacher commitment to parents and effective management of STEAM education in Kwara State.
- identify the relationship between teacher commitment to community and effective management of STEAM education in Kwara State.

2. Theoretical Framework

The framework of this study is developed to determine the relationship between professionalism and management of STEAM education in Nigeria. It is developed based on integrating Vroom's Expectancy theory of motivation as cited in Durosaro (2010). Vroom theory posits that people will be motivated to do things to achieve some goal to the extent that they expect that certain actions on their part will help them to achieve the goal. Vroom's expectancy theory of motivation is simply summed up as follows: Motivation = Valence multiply by Expectancy. This means motivation is equal to the sum total of valence multiplied by expectancy. Valence is the strength of an individual's performance for an outcome. Expectancy is the probability that a particular action will lead to a desired outcome. Expectancy is what is expected to be achieved in an organization. Therefore, high level of expectation can lead to a particular future outcome and success of STEAM education.

This theory can also be applicable in the education setting in that teachers will perform better, if they see a high probability that their efforts in (committing to students, parents and community) will lead to high performance and

effective management of STEAM education. Thus, teacher's motivation may be a result of the actual or perceived rewards available to him/her for accomplishing some goals. This study anchored on Vroom Expectancy theory so as to understand the usefulness of teacher-parents relationship. Notably, parents believe that STEAM topics are important for their children's' future, then their children will be more likely to develop high expectation for success in STEAM education.

3. Research Questions

The following research questions were raised in addressing the problem of this study:

- Does teacher commitment to students enhance effective management of STEAM education in Kwara State?
- Do teacher commitment to parents bring about effective management of STEAM education in Kwara State?
- Does teacher commitment to community improve effective management of STEAM education in Kwara State?

4. Research Hypotheses

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

- There is no significant relationship between teacher commitment to students and effective management of STEAM education in Kwara State.
- There is no significant relationship between teacher commitment to parents and effective management of STEAM education in Kwara State.
- There is no significant relationship between teacher commitment and effective management of STEAM education in Kwara State.

5. Methodology

5.1 Research Design

The research method of this study was quantitative which allowed the researcher to

collect data through a set of survey questionnaire. This involves the process of questionnaire selection, data collection and data analysis. Descriptive statistical analysis was used to explain responses of the respondents on the variables used in this study. Inferential statistical analysis of Pearson product moment correlation analysis was utilized to test the hypotheses.

5.2 Population and Sampling

The population of this study comprised 310 principals in public senior secondary schools in Kwara State as at 2017. Sample of 175 principals were selected with the use of Research Advisor (2006) table of determine sample size of a known population. Stratified random sampling technique was used to select principals from the sample schools. This was to ensure that all categories of teachers were given equal chance of being selected.

5.3 Instrumentation

A self-designed questionnaire title “Professionalism and Management of Steam Education Questionnaire” (PMSEQ) was the instrument used for data collection. Altogether, there were 15 items, in which the questionnaire was divided into two sections namely section A and section B. section A of the questionnaire centres on personal information of the participants. Section B with 15 items focus on professionalism and STEAM education. This questionnaire was tested before it was finally distributed to the participants. The principals responded to the items in a 4-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2)

and Strongly Agree (1). The criterion mean is given thus: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean value of 2.50 is agreed while the one below the criterion mean value is disagreed by the participants.

5.4 Validity and Reliability

To ensure content validity of the instrument, draft copies of the questionnaires were given to two experts in educational management and two experts in measurement and evaluation to look into the content of the instrument. Relevant corrections and adjustment were made based on their suggestions and recommendations. Also 20 corrected copies were further administered to principals who are part of the sampled to examine their understanding of the items wordings, instructions and understandability of the questions and scales in order to detect if there is any difficulties that may arise in filling the questionnaire. Therefore, some suggestion made were effected appropriately before sending out final copies.

Instrument reliability was ensured by using Cronbach’s Alpha; the instrument reliability index was .82. The reliability test revealed a high level of consistency for all variables. According to Sekaran and Bougie (2010) the Cronbach’s Alpha value which are within 0.8-.0.95 are considered as having a very good reliability. Therefore, the value for Cronbach’s Alpha for this study indicated an acceptable internal consistency of the items in each scale. Hence, the instrument was reliable for the study. The result is presented in Table 1:

Table 1: Reliability Statistics for each of the Variables

Variables	Number of items	Crobach’s Alpha	Decision
Commitment to students	5	.814	All items reliable
Commitment to parents	5	.816	All items reliable
Commitment to community	5	.822	All items reliable

5.5 Data Collection Process

A total of 175 questionnaires were distributed to 175 principals in senior secondary schools in Kwara State. The researcher with the help of three research assistants personally administered the instruments to the principals of the sample

senior secondary schools upon obtaining permission from the heads of the sample schools by sending a copy of letter for their permission. The participants were briefed on the objectives of the study. The introduction, explanation, distribution, completion and collection of questionnaires ranged from 10-20 minutes per

school. However, in some schools the researcher and research assistants had to collect the questionnaires in few days' time because of several circumstances such as time or unavailability of school principal. The instruments were retrieved and scored. In the guideline provided by Stanley and Wise (2010), this study emphasized the ethical issues in assuring anonymity and confidentiality of their responses.

5.6 Data Analysis

The data collected were analyzed using the Statistical Package of the social Sciences (SPSS Version 21). The data were analyzed using both descriptive analysis (Mean and Standard deviation) and inferential statistical analysis (Pearson Product Moment Correlation) to achieve the aim and objectives of this study. For the interpretation of 4 Likert point scale, the composite mean for each items was merged into two levels, namely agreed and disagreed, whereby below 2.50 is interpreted as (disagreed) and above 2.50 is (agreed). The data were screened before analysis. Missing data was not

an issue in this study because researcher with the help of research assistants distributed the questionnaire to the participants. All hypotheses were tested at significance level of (0.5) to determine the acceptance and rejection of the hypotheses.

6. Findings

This section discusses the result of the findings. This section discusses the result of the findings.

6.1 Teacher commitment to students

This section consists of items that elicit feedback from participants about their perception on teacher commitment to students. Table 2 describes the mean and standard deviation for the item on teacher commitment to students. The overall mean of teacher commitment to students is high with the mean score of 2.92 and standard deviation 0.973. This indicates that most of the principals agreed that teacher commitment to students Enhance effective management of STEAM education.

Table 2: Mean and Standard Deviation for Teacher Commitment to Students

Items	Mean	SD	Decision
Teacher deal justly and impartially with students regardless of their physical and emotional, racial or religion characteristics help in the management of STEEM education	2.897	.998	Agreed
Recognizing and respect of the students differences and seek to meet their education needs help in the effective management of STEAM education.	2.98	.925	Agreed
Teacher avoidance of damaging comments upon a student help in the management of STEAM education.	2.96	.973	Agreed
Teacher commitment in planning the lesson and taking into account students specific interest, disposition and difficulties help in effective management of STEAM education.	2.87	1.028	Agreed
Choosing materials that meet the learners need and appropriate for the group of learners help in achieving effective management of STEAM education.	2.94	.942	Agreed
Overall Mean	2.92	0.973	

(Mean ≥ 2.50 Agree, Mean < 2.50 Disagree)

6.2 Teacher commitment to parents

This section consists of items that gives feedback from the participants about the perception on teacher commitment to parents. Table 3 describes the mean and standard deviation for all items in the teacher commitment to parents.

Table 3: Mean and Standard Deviation of Items on the Teacher Commitment to Parents

Items	Mean	SD	Decision
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Establishing friendly and cooperative relationship with the home of students help in achieving Effective Management of STEAM education	2.84	.933	Agreed
Teacher commitment to parents help increasing the student confidence in his/her home.	2.92	.943	Agreed
Teacher commitment help in providing parents with information that will serve the will and improve the performance of their child positively.	2.90	.995	Agreed
Commitment of teacher help in keeping parents informed about the progress of their children in school.	2.83	1.014	Agreed
Teacher commitment to parents help in sharing the responsibility of improving effective management of STEAM education	2.92	.943	Agreed
overall Mean	2.88	0.966	

(Mean > 2.50 agree, Mean < 2.50Disagree). Researcher field work

Table 3 shows that the overall mean of teacher commitment to parents is high with the mean score of 2.88 and standard deviation 0.966. This indicates that participants agreed that teacher commitment to parents bring about effective management of STEAM education.

Teacher commitment to the community

This section consists of items that give feedback from the participants about teacher commitment to community. Table 4 describes the mean and standard deviation for all items on teacher commitment to community.

Table 4: Mean and Standard Deviation of Items on Teacher Commitment to the community

Items	Mean	SD	Decison
Teacher commitment to the community help in strengthening the community moral and intellectual life.	2.91	.966	Agreed
Teacher commitment to respect the community in which he/she is employed help in the effective management of STEAM education.	2.89	.985	Agreed
Teacher commitment in keeping the community informed of the educational programme which is being provided help in the management of STEAM education.	3.04	.937	Agreed
Teacher commitment to community help the school adhere to reasonable pattern of behaviour accepted by the community.	2.95	.996.	Agreed
Teacher commitment to the community have significant impact on the provision of discipline and academic achievement.	2.89	.985	Agreed
Overall Mean	2.94	0.974	

(Mean > 2.50 Agree, Mean < 2.50 Disagree) Researcher field work

Table 4 shows the overall mean of teacher commitment to community is high with mean score of 2.94 and standard deviation of 0.974. This indicates that principals perceived the teacher commitment to community as a way of improving effective management of STEAM education. Therefore, principals agreed with the view that teachers’ commitment to community improves effective management of STEAM education.

Hypotheses Testing

The analysis method applied in this study was the use of Pearson product moment correlation statistical analysis to test the set hypotheses.

H₀₁: There is no significant relationship between teacher commitment to students and Management of STEAM education in Kwara State.

Table 5: *Teacher Commitment to Students and Management of STEAM Education*

Variable	N	\bar{x}	SD	Df	Cal-r	p-value	Decision
Teacher commitment to students	175	11.90	4.233	349	0.91	0.00	Rejected
Management of STEAM education	175	2.92	0.973				

Table 5 indicates that calculated r-value = .91 and p-value notation is .000 level of significance. This shows that there is positive and significant relation between teacher commitment to students and effective management of STEAM education. Therefore, the hypothesis which states that there is no significant relationship between teacher commitment to students and management of STEAM education is rejected.

H₀₂: there is no significant relationship between teacher commitment to parents and management of STEAM education in Kwara State..

Table 6: *Teacher Commitment to Parents and Management of STEAM Education*

Variable	N	\bar{x}	SD	Df	Cal-r	p-value	Decision
Teacher commitment to parents	175	11.63	4.394	349	0.93	0.00	Rejected
Management of STEAM education	175	2.88	0.966				

Table 6 indicates that calculated r-value = .93 and p-value notation is .000 level of significance. This shows that there is a positive and significant relationship between teacher commitment to parents and effective management of STEAM education. Therefore, the hypothesis which states that there is no significant relationship between teacher commitment to parents and Management of STEAM education is rejected.

H₀₃: there is no significant relationship between teacher commitment to community and management of STEAM education in Kwara State.

Table 7: *Teacher commitment to community and management of STEAM Education*

Variable	N	\bar{x}	SD	Df	Cal-r	p-value	Decision
Teacher commitment to community	175	12.11	4.392	349	0.91	0.00	Rejected
Management of STEAM education	175	2.94	0.974				

Table 7 indicates that calculated r-value = .91 and p-value notation is .000 level of significance. This shows that there is a positive and significant relationship between teacher commitment to community and management of STEAM education. Therefore, the hypothesis which states that there is no significant relationship between teacher commitment to community and management of STEAM education is rejected.

7. Discussions and Conclusion

The results of question one analysis and findings in Table 2 show that teacher

commitment to students is necessary for effective management of STEAM education. Teacher commitment to students enhance effective management of STEAM education by dealing justly and impartially with students regardless of their physical and emotional characteristics, recognizing and respecting the students differences, avoidance of damaging comments upon students, commitment in planning the lesson by taking into account learners specific interest as well as choosing materials that meet the learners need. Result from hypothesis one revealed that there is positive and significant relationship between teacher commitment to students and effective

management of STEAM education in Nigeria. This findings agreed with Glancy and Moore (2013) that for effective preparation of students to address the problems of society, it is necessary to provide students with opportunities to understand the problems through teacher commitment to their learning and welfare in other to engage them in provide powerful experiences that integrate the discipline of STEAM.

The findings in table 3 shows that teacher commitment parents improve effective management of STEAM education by establishing friendly and cooperative relationship with the home of students, providing parents with information that will serve the will and improve performance of children as well keeping parents informed about the progress of their children in school. Result from hypothesis two analysis revealed that there is positive and significant relationship between teacher commitment to parents and effective management of STEAM education in Nigeria. These findings conformed to Harackiewicz, Rozek, Hulleman and Hyde (2012) that the parent focused intervention is the efficacy to promote students utility value in STEAM education.

The result of question three analysis and findings in Table 4 shows that teacher commitment to community bring about effective management of STEAM education by helping in strengthening the community moral and intellectual life, keeping the community informed of the educational programme which is being provided towards effective management of STEAM education as well as helping the school adhere to reasonable pattern of behaviour accepted by the community. Result from hypothesis three analysis showed that there positive and significant relationship between teacher commitment to community and effective management of STEAM education in Nigeria. This findings agreed with Tata and Abdullahi (2014) school community relationship have significant impact on the provision and maintenance of school discipline, academic

achievement of student and overall success of the schools.

This paper focused on professionalism and management of STEAM education in Nigeria. As a way of doing fairness to the paper, it broadly discussed obligations of professionalism needed in achieving effective management of STEAM education in Nigeria. The findings of this study shows that teacher commitment to students, parents and community are the appropriate indices of professionalism for achieving effective management of STEAM education in Nigeria. Further researchers can expand the scope of this study by using other variables apart from teacher commitment to students, parents and community as an indicators of professionalism. This study can also be carry out in other level of education such as primary and junior secondary schools as well as in other countries.

8. Implications and Recommendations

The findings of this study would be useful to various stakeholders in education such as teachers, principals, parents and researchers among others. This study will be of benefit to teachers to be more effective in committed to discharge their duties to students, parents as well as community so as to ensure effective management of STEAM education. These findings will also be useful to principals to empower teachers to employ project-based learning in order to bring about inclusive learning environment where the students are able to exercise both sides of modeling techniques and scientific thinking. The findings will also be useful to parents in getting the necessary information needed to shaping their children behaviour towards achieving socially acceptable behaviour. Furthermore, this study will be of benefit to researcher as it will serve as reference guide for further research. To achieve effective management of STEAM education teachers should continue to improve their commitment on students by dealing justly and impartiality with students, avoidance of damaging comments with the learners as well as planning the lesson by taking into account

specific interest of the learners. Teachers should also ensure effective commitment to parents by establishing friendly and cooperative relationship with home of students, provide parents with information that will improve the performance of students positively, as well as keeping parents informed about the progress of their children in school. Lastly, teacher should continue their commitment to community so as to strengthening the community moral and intellectual life, keep the community informed of the educational teacher programme which is being provided, and help the school to adhere to reasonable pattern of behaviour accepted by the community in order to achieve effective management of STEAM education in Nigeria.

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Flexitime and Performance of Academic Staff in Polytechnics in North West Geo-Political Zones of Nigeria

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Abstract. The study examined the influence of flexitime on performance of academic staff in polytechnic in North West Geo-Political Zones of Nigeria. The correlational study involved 285 respondents from six polytechnics. Data were collected using a self-administered questionnaire whose validity and reliability was confirmed through Factor Analysis and Cronbach Alpha test. Descriptive analysis involved the use of means, while multiple regression was used to test the hypotheses. The results revealed that flexitime had a positive and significant influence on performance of academic staff. This led to the conclusion that that flexitime is a significant factor for the performance of academic staff. Therefore, it was recommended that managers of organisations such as polytechnics should establish flexible working arrangements to enhance performance of employees.

Keywords: Academic Staff, Employee, Flexitime, Performance, Regression.

1. Introduction

Employee performance is the ability (both physical & psychological) of the individual employee to perform a particular task in a specific method that can be evaluated as excellent, average or low in scale (Raza, Anjum & Zia, 2014). Employee performance is an important factor for enhancing services provision, growth of organisations, competitiveness and increased efficiency (Cania, 2014) such as polytechnics. Therefore,

performing employees lead to efficient use of resources (Rahman & Rahman, 2009), better quality of output, workmanship, adherence to standards (Ayinde, 2014), effective performance of tasks (Yukl, 2008), customer satisfaction (Ayinde, 2014) and greater accomplishment of organisational goals and objectives (Raza et al., 2014). In learning organisations such as polytechnics, performance of academic staff involves teaching, supervision, research, publication (Ishak et al., 2009, Mawoli & Babandako, 2010), innovation, consultancy and services (Ishak et al., 2009, Jyoti & Bhau, 2015; Kessler, 2007; Pearce & Randel, 2004; Pekdemir & Turan, 2014; Saghi & Pursalimi, 2016; Welch & Cordon, 2010; Woods, 2007) have sought to establish factors that relate to it. However, these studies suggest a bias outside the context of Polytechnics and outside North West geo-political zones of Nigeria. This paper is therefore a survey on performance of academic staff in polytechnics in North West geo-political zones carried out with the purpose of linking academic staff performance with flexitime in the polytechnics.

The Social Exchange Theory (SET) suggests flexitime relates to employee performance. SET was developed by scholars such Homans (1958) and Blau (1964) to explain what influenced social behaviour. Homans (1958) stated that social behaviour is an exchange of both material goods and non-material ones. In an exchange, what one gives may be a cost, just as what one gets may be a reward. Blau (1964) analysed exchange processes as the micro-

foundation of macro-sociological phenomena. He stated that mutual bonds emerge in social interaction as persons who incur obligations reciprocate. SET suggests that exchanges contribute to positive exchange in relationships, between employees and the employer. This is especially so, when the employer considers the needs of individual workers to which employees reciprocate with favourable attitudes and behaviour (Marescaux, De Winne & Sels, 2010). Geetha and Mampilly (2012) explain that according to SET, rules of exchange usually involve reciprocity or repayment rules such that the actions of one party lead to a response or actions by the other party. Guided by SET theory, it was assumed that exchanges such as providing employees flexi-time could be reciprocated by staff with increased performance. Basing on the propositions of SET it is reasonable to suggest that flexitime may relate to performance of academic staff in polytechnics.

2. Related Literature

Flexitime is the ability to schedule flexible starting and quitting times, sometimes with a core-hours requirement (Lee & DeVoe, 2012). Flexitime involves a variety of flexible work schedules that offer employees choices about the start and end of working hours. All employees must work a specific number of hours per week or month. However, they may vary their hours of work within limits (Downes & Koekemoer, 2011). Organisational support through providing the flexitime option to the employees is a very important factor that can drastically improve the performance and confidence levels, motivate the employees and reduce stress levels of employees at same time. Flexibility in the working hours plays an important role in the life of an employee and is very important that the employee is able to maintain the correct balance between the work and the personal life effectively. Flexible working hours is one of the methods, that can help the employees do their work efficiently, and balance their personal life perfectly, enhancing employee performance (Solanki, 2013). Flexitime supports significantly, higher levels of work life balance than do traditional, fixed-hour working

schedules. Various additional benefits for organisations to implement flexitime successfully include savings on overtime and other premium employee payments; improved delivery time and response to client and work demands; better employee adaptability to workloads; increased employee motivation; and reduced tardiness and absenteeism (Downes & Koekemoer, 2011).

Flexible work time arrangements allow the weekly working hours to vary from one period to another (within a certain range) without any consequence for monthly wage earnings. Hence, actual weekly working hours are not fixed to contracted weekly hours any more. Often the deviations from contracted working hours are debited or credited to an individual work time account that has to be settled within a given time period. The maximum number of hours that may be debited or credited is usually limited (Wolf & Beblo, 2004). Variations of Flexitime often include different starting and finishing times for each day, the length and timing of lunch breaks, the length of the working day and compressed workweeks. A compressed workweek allows for varying the length of the week, so that, employees may work for only three days a week, whilst still working, the total number of hours required for a working week (Robbins, Ordendaal & Roodt, 2004). Providing employees with flexitime is likely to facilitate an increase in their performance through mechanisms such as a greater productive, window of work or decreased absenteeism (Lee & DeVoe, 2012). As a quality enhancement strategy focused on employees offer greater organisational alignment with flexitime, it has positive impact on organisational profitability when introduced within a context where the strategy was more employee-centred (Lee & DeVoe, 2012). A number of scholars (Altindag & Siller, 2014; Downes & Koekemoer, 2011; Mwebi & Kadaga, 2015; Solanki, 2013; Wolf & Beblo, 2004) have related flexitime and employee performance. For instance, Altindag and Siller (2014) carried out an empirical study on the effects of flexible working methods on employee performance using employees working in various sectors across Turkey. The study found that flexible working models led to

improvement of and the sustainability of employee performance.

Downes and Koekemoer (2011) explored, challenges and benefits associated with implementing flexitime with employees from the research field, an international auditing and consulting organisation in Johannesburg, South Africa, as units of analysis. Results revealed that that flexi-time led to increased performance because employees were able to manage responsibilities in their personal lives, to control their work, suffered reduce anxiety and stress, concentrated, became loyal, motivated and committed to the organisation. Mwebi and Kadaga (2015) investigated the effects of flexitime work arrangement on employee performance in banks in Nairobi, Kenya. The findings revealed that flexitime work arrangement was positively related to employee performance. Solanki (2013) studied flexitime association with job satisfaction, work performance, motivation and employees stress levels with staff of organisations (both in the manufacturing and service oriented industries) in United Arab Emirates as units of analysis. The study revealed a significant positive relationship between flexitime and work performance. Wolf and Beblo (2004) investigated, whether time flexibility worked with basing on German data from the IAB establishment panel covering the years 1999 to 2002 from establishments with at least one employee who paid social security contributions. The results of the study indicated that use of work time schedules with moderate flexibility were positively related to technical efficiency, while highly flexible work time arrangements seemed to be negatively correlated with an efficient organisation of the work flow. However, from the studies above contextual gaps arise. For instance, none of the studies was carried out in Nigeria and in polytechnics. These contextual gaps made it necessary for this study in the context of polytechnics in Nigeria to seek to find out whether the following hypothesis held.

H1: Flexitime influences employee performance of academic staff.

3. Method

Instrument: Using the quantitative approach, in particular the survey design, data were collected using a self-administered questionnaire (SAQ). The questionnaire comprised three sections namely A through C. Section A was on the background characteristics of the respondents with questions on the polytechnic, ownership of the polytechnic, position of the respondent in the polytechnic and terms of employment. Section B covered the items on flexitime (independent variable). Section C covered the dependent variable (DV) which is academic staff performance with five aspects namely teaching, supervision, research and publications, innovation and community services. The questions in section A were nominal questions with appropriate responses required. The questions in sections B and C were ordinal questions scaled using the four-point Likert scale from a minimum of 1 strongly disagree (SD), 2 disagree (D), 3 agree (A) and 4 strongly agree (SD).

Sample: Using the self-administered questionnaire (SAQ), data were collected from 285 respondents from six polytechnics that were three federal and state owned. The sample size was attained using two-stage sampling whereby in the first stage the polytechnics were clustered according to states. In stage two, the polytechnics were stratified according to ownership, that is federal or state owned. The polytechnics studied were as follows; State Polytechnic and Hussaini Adamu Federal Polytechnic in Jigawa State; Nuhu Bamalli State Polytechnic and Kaduna Federal Polytechnic in Kaduna; Mohammed Abdullahi Wase Federal Polytechnic and Kano State Polytechnic in Kano State; Hassan Usman Katsina State Polytechnic and federal Polytechnic Katsina in Katsina State; Kebbi State Polytechnic and Federal Polytechnic, Birnin-Kebbi in Kebbi; Sokoto State Polytechnic and Kaura Namoda Federal Polytechnic in Sokoto; Abdul Gusau Polytechnic and Federal Polytechnic Kaura Namoda in Zamfara State.

Data Management: The data collected were processed by coding all data questionnaires, entering them into the computer using the Statistical Package for Social Sciences (SPSS),

summarising them using frequency tables and editing them to remove errors. To establish validity, Factor Analysis and only items that loaded 0.50 once on the component/ factor were adopted (Marsh, Morin, Parker & Kaur, 2014). Reliability was determined by calculating Cronbach alpha using SPSS. All the items attained reliability above the benchmark 0.7 (Amin, 2005) as follows; teaching ($\alpha = 0.873$), supervision ($\alpha = 0.763$), publication ($\alpha = 0.811$), innovation ($\alpha = 0.809$), community service ($\alpha = 0.930$) and flexitime ($\alpha = 0.822$). The data analysis involved descriptive and regression analyses. Descriptive analysis involved percentages from the frequency tables and the mean. Regression analysis involved building a

predictive model by regressing the numerical index of the dependent variable that is academic staff performance on the numerical indexes of the independent variable (IV), namely flexitime. The Statistical Package for Social Sciences (SPSS) was used to carry out data analysis.

4. Findings

Demographic Characteristics of the Respondents. The data on demographic characteristics of the respondents of the study in Table 2 indicate that that a typical respondent was an academic staff of Kaduna Polytechnic Kaduna State (24.6%), from federal polytechnics (55.8%), principal lecturer (18.6%) and employed on permanent terms (90.4%).

Table 4. Respondents Demographic Characteristics

Item	Categories	Frequency	Percent
Polytechnic	Kaduna Polytechnic Kaduna State	70	24.6
	Federal Polytechnic Kazaure Jigawa State	59	20.7
	Katsina State Polytechnic	47	16.5
	Kano State Polytechnic	39	13.7
	Sokoto State Polytechnic	40	14.0
	The federal Polytechnic Kaura Namoda	30	10.5
	Total	285	100.0
Ownership of the polytechnic	Federal	159	55.8
	State	126	44.2
	Total	285	100.0
Position of appointment	Assistant Lecturer	47	16.8
	Lecturer III	32	11.5
	Lecturer II	28	10.0
	Lecturer I	41	14.7
	Senior lecturer	46	16.5
	Principle Lecturer	52	18.6
	Chief lecturer	33	11.8
	Total	279	100.0
Terms of employment	Permanent	254	90.4
	Probation	6	2.1
	Contract	16	5.7
	Part-time	5	1.8
	Total	281	100.0

The Dependent Variable: Employee Performance. The dependent variable was divided into aspects namely; teaching, supervision, publications, innovation and community services. The items were scaled using the four-point Likert scale ranging from a minimum of 1 for the worst case scenario (strongly disagree) to a maximum of 4, which is the best case scenario (Strongly agree). Table 2 (a) illustrates that for teaching, all the nine items had means of about 3, and an overall mean of about 3, which on the scale used corresponded to “agree” and hence a good overall self-rating of the respondents on teaching. Table 2 (b) also illustrates that for supervision, all the four items had means of about 3, and an overall mean of about 3, which on the scale used corresponded to “agree” and hence a good overall self-rating of the respondents on supervision. Table 2 (c) indicates that for publications, all the seven items had means of almost 3, and an overall mean of about 2.90, which on the scale used corresponded to “agree” and hence a

good overall self-rating of the respondents on publications. Table 2 (d) indicates that for innovation, all the four items had means of about 2, and an overall mean of about 2, which on the scale used corresponded to “disagree” and hence a poor overall self-rating of the respondents on innovation. Table 2 (e) reveals that for community service, all the eight items had means of about 3, and an overall mean of about 3, which on the scale used corresponded to “agree” and hence a good overall self-rating of the respondents on community service.

Table 2: Means on Employee Performance Constructs

Teaching Performance	Mean	Overall mean
I offer a simple, clear, concise language during lecturers.	3.19	3.23
I keep the interest of student alive during lessons	3.42	
I am compassionate and tolerant to students to some extent.	3.45	
I offer a sufficient number and quality of course related resources.	3.35	
I have consultation time to attend to the students.	3.20	
I facilitate my teaching on time	3.08	
I do extra time of teaching if it is necessary	3.21	
I finish my syllabus on time.	3.14	
Supervision Performance	Mean	Overall mean
Whenever my supervisees need me I am available	3.24	3.22
I help students to complete their dissertations/ research project within the stipulated time	3.30	
I motivate my students to work hard on their studies.	3.46	
visit students on industrial assignment/attachment	2.90	
Publication Performance	Mean	Overall mean
I have published locally and international	3.04	2.90
I have been able to produce an occasional paper.	3.12	
I have published a paper in conference proceedings locally and internationally	3.11	
I have produced a journal article	3.33	
I have written a technical report	2.95	
I have written a book chapter	2.33	
I have authored a scientific peer-reviewed bulletin	2.48	
Publication Innovation	Mean	Overall mean
I have patented some innovations I made.	2.19	2.26
I have made original products in the course of my duties with the students	2.43	
I spend time trying to create products invest machineries for industries.	2.21	
My products produced while working in this polytechnic are already in the market	2.21	
Community Service	Mean	Overall mean
As a member of staff of this polytechnic I participate in community events	3.33	3.26
I have participated in community improvement programmes as a member of this polytechnic	3.31	
I am involved in offering training sensitisation and mobilisation services to community	3.10	
I am involved in promoting the civic duties of the community	3.07	
I am Involved in collaborations with communities and stakeholders.	3.02	
As a member of staff, I participate in community activities	3.24	
As a member of staff I am involve in training the youth in community activities.	3.04	
As a member of staff, I personally make financial contributions to the community.	3.12	

The independent Flexitime. The independent variable in the study was flexitime. Table 3 (a) shows that most of the 10 items had means close to code 3, which on four-point Likert used corresponded to agreed. Thus, the respondents revealed a good overall rating of the use of the flexitime in the polytechnics.

Table 2: Means on Flexitime

Flexitime	Mean	Overall mean
My timetable allows me freedom to attend to and manage personal activities responsibilities, commitments and appointments	2.81	2.75
Management structured the working hours to suit my preferences/choice.	2.43	
My time table allows me time for relaxation, exercise, study, family and domestic responsibilities and social activities	2.72	

My working time gives me reduced anxiety and stress	2.78
When with a genuine excuse, management allow me to absent from work	3.08
Whenever it is necessary, I have the opportunity to work at convenient time	2.75
I am satisfied with my contractual hours	2.89
I can easily make emergency working time arrangements	2.86
I am entitled to regular leave opportunities	2.43
I am allowed sabbatical leave opportunities	2.43

Statistical Model for Prediction Employee Performance using Flexitime. To establish whether the flexitime predicted the employee performance of the academic staff in polytechnics, the dependent variable namely, employee performance was regressed against the independent variable flexitime and the results on the same results are in Table 4.

Table 4: Regression of Employee Performance on Flexitime

	Beta β	Significant p
Flexitime	0.166	0.009

Adjusted R² = 0.028
F = 6.861, p = 0.009

Dependent Variable: Performance of Academic Staff

The results in Table 4.6 show that, flexitime explained 2.8% of the variation in performance of academic staff (adjusted R² = 0.028). This means that 97.2% was accounted for by other factors not considered under this model. The regression model was significant (F = 6.861, p = 0.009 < 0.05). These results showed that flexitime ($\beta = 0.166$, p = 0.009) was a positive significant correlate of performance of academic staff. Therefore, the hypothesis that flexitime is a correlate of performance of academic staff was supported.

5. Discussion

The findings showed that that the hypothesis to the effect that flexitime influences employee performance was supported. This is consistent with the findings of previous scholars. For instance, Altindag and Siller (2014) found that flexible working models led to improvement of and the sustainability of employee performance. Downes and Koekemoer (2011) revealed that that flexi-time led to increased performance because employees were able to manage responsibilities in their personal lives, to control their work, suffered reduce anxiety and stress, concentrated, became loyal, motivated and committed to the organisation. Mwebi and Kadaga (2015) revealed that flexitime work arrangement was positively related to employee performance. Solanki (2013) found a significant

positive relationship between flexitime and work performance. Similarly, Wolf and Beblo (2004) established that that use of work time schedules with moderate flexibility were positively related to technical efficiency, while highly flexible work time arrangements seemed to be negatively correlated with an efficient organisation of the work flow.

6. Conclusion

6.1 Summary

Existing literature reviews shows that employee performance enhances services provision, growth of organisations, competitiveness and increased efficiency. Therefore, performing employees lead to efficient use of resources, better quality of output, workmanship, adherence to standards, effective performance of tasks, customer satisfaction and greater accomplishment of organisational goals and objectives. This paper therefore was survey on performance of academic staff in polytechnics in North West geo-political zones carried out with the purpose of linking academic staff performance with flexitime in the polytechnics. In this effort, the study closed gaps such as the investigations being carried out in the context of polytechnics and in the context of Africa which previous scholars had not given attention. The

study emphasises that flexitime is a significant factor for the performance of academic staff.

6.2 Recommendations

The findings of this study have practical importance to managers of academic institutions in Nigeria such as polytechnics. Specifically, the finding that flexitime has a positive and significant influence on performance of academic staff suggests that it is crucial factor for performance of academic staff. Therefore, this study recommends that managers of organisations such as polytechnics should establish flexible working arrangements to enhance performance of employees.

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Entrepreneurship Revolution, Skill Acquisition, and Entrepreneurial Intention of Undergraduate Students of the Colleges of Education in North Central Nigeria

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Abstract. The study investigated the relationship between entrepreneurial revolution and entrepreneurial intention; and the relationship between skills acquisition and entrepreneurial intention of undergraduate students of the Colleges of Education in North Central Nigeria. The study used cross-sectional survey design. A sample size of 362 respondents was computed using Solven's formula. Data was collected using questionnaires as the main research instrument. Data analysis was done using Pearson correlation coefficient and regression analysis. The study found positive and significant relationship between entrepreneurial revolution and entrepreneurial intention; and positive and significant relationship between skills acquisition and entrepreneurial intention. The study concluded that undergraduate students need entrepreneurship skills for them to be able to engage in entrepreneurial activities. The study recommended the need to build an efficient entrepreneurial culture that is essential in the motivation of young graduates to have entrepreneurial intentions.

Keywords: Entrepreneurship Revolution, Entrepreneurial Skills Acquisition, Entrepreneurial Intention, Undergraduate Students, Colleges of Education, North Central Nigeria.

1. Background of the Study

Education in Nigeria is the shared responsibility of the federal, state and local governments. The federal ministry of education plays a dominant role in regulating the education sector, engaging in policy formulation and ensuring quality control. At the tertiary level, the system consists of a university sector and a non-university sector (Ogheniyoreme and Ikechukwu, 2014). The latter is composed of polytechnics, mono-technics and colleges of education. The tertiary sector as a whole offers opportunities for undergraduate, graduate, vocational and technical education (Clark and Ausukuya, 2013). There are 281 colleges of education and 14 of them are in the north central Nigeria. Every year, millions of graduate student are poured into the job market and yet the jobs are scarce and limited.

It is against this backdrop that the BusinessDay in collaboration with the ministry of industry, Trade and Investment, as well as small and medium enterprise development agency of Nigeria (SMEDAN) chose the maiden edition of university entrepreneurship development programme (UNEDEP) initiative as a platform to promote entrepreneurship across Nigerian universities and colleges of education and to create in students the hope about the opportunities within the country (Ewuzie, 2013). According to Ewuzie (2013), the aim of UNEDEP initiative was to empower

undergraduates for job and wealth creation as well as poverty alleviation. Furthermore, a report by Biola (2013) revealed that Nigerian Universities and Colleges of Education were tasked to make entrepreneurship compulsory for all undergraduate students so as to reduce graduate unemployment in the country. Since then, entrepreneurship education has been in the forefront of the curriculum of the colleges of education imparting students with entrepreneurship skills so as to participate in the entrepreneurship revolution that is happening around them. However, it seems many students still lack the entrepreneurial intentions to participate in entrepreneurship. This could be the reason why unemployment rate of graduate students remains high. This study intended to connect the dots and establish why graduate students do not participate in entrepreneurship but rather prefer to flood the streets looking for white-collar jobs.

1.1 Statement of the problem

There is high level of unemployment of graduate students in Nigeria. The unemployment figure stands at 45% (UN, 2017). The cause of this is predominantly the poor programming of curriculums that emphasise white-collar employment than knowledge and skills that promote self-reliance. Unemployment has become a major problem affecting the lives of youths and graduates causing frustration, depression, dejection and dependency on family members and friends. The high level of unemployment among this population in Nigeria has contributed to the high rate of insecurity, violence in elections and prevalent poverty (Simkovic 2012). Over the years, the government of Nigeria has tried to include entrepreneurship education that would equip undergraduate students with skills however the entrepreneurial intentions of students still remain very minimal and they are not exploiting the entrepreneurship revolution (Undiyaundeye and Out, 2015). This study is an attempt to investigate why after undergraduate students have undergone entrepreneurship education and acquired the necessary entrepreneurship skills, still do not have any entrepreneurial intentions, and remain unemployed; making the

unemployment rate of graduate students always to be on the rise.

1.2 Objectives of the Study

- To determine the relationship between entrepreneurial revolution and entrepreneurial intention of undergraduate students of the Colleges of Education in North Central Nigeria.
- To determine the relationship between skills acquisition and entrepreneurial intention of undergraduate students of the Colleges of Education in North Central Nigeria.

1.3 Hypothesis

Ho1: there is no significant relationship between entrepreneurial revolution and entrepreneurial intention of undergraduate students of the Colleges of Education in North Central Nigeria.
 Ho2: there is no significant relationship between skills acquisition and entrepreneurial intention of undergraduate students of the Colleges of Education in North Central Nigeria.

1.4 Significance of the study

Several studies have been done in the field of entrepreneurship covering entrepreneurship skills acquisitions and entrepreneurial intention of undergraduate students in universities both in Nigeria and outside Nigeria. However, such studies did not cover entrepreneurship revolution in the context of colleges of education in north central Nigeria. This study will be the first of its kind. Its findings will provide policy makers, Institutions of Higher Learning, students, and researchers with information of interest. It will also add to the body of knowledge by using interesting dimensions of entrepreneurship revolution.

2. Literature Review

2.1 Theoretical Review

2.1.1 Need for achievement (McClelland, 1961)

According to Sagie and Elizur (1999), McClelland's need for achievement theory highlighted that need for achievement is one of

the strongest psychological factors influencing entrepreneurial behavior. Individuals with high need for achievement have a strong desire to be successful and they are more likely to be an entrepreneur. McClelland (1961) suggested that individuals who possess a strong need for achievement are more likely to solve problems by themselves, set challenge goal, and strive to achieve it by their own efforts. Individuals with high need for achievement will contribute more in entrepreneurial activity (Tong, Tong & Loy, 2011). They are able to perform better in challenging tasks and discover innovative ways to enhance their performance (Littunen, 2000). From the result of Tong et al. (2011), need for achievement is the strongest predictor of entrepreneurial intention.

2.1.2 Entrepreneurship Revolution

Entrepreneurship revolution is the idea that the rules that created commercial success in the past have radically changed. That is to say, doing what worked yesterday may not bring success tomorrow. Entrepreneurship revolution in this study will be operationalized as New management paradigm, and New education paradigm.

2.1.3 Skill Acquisition

Entrepreneurial skill acquisition is a process whereby a person acquires or learns a particular skill or type of behavior needed for business through training or education in order to identify and exploit entrepreneurial opportunity for self-employment (Samian & Buntat, 2012). It also helps entrepreneurs to acquire self-confidence, self-esteem and participate in decision-making at household and community levels (Rufai et al., 2013). Skill training and tertiary education could lead to business opportunities and impact on entrepreneurship (Emaikwu, 2011). Exploitation of entrepreneurial opportunity also depends on the entrepreneur's level of education, skills or knowledge acquired through training, work experience and social network. Training and/or education produce prior experience, which leads to preparedness for entrepreneurial activity (Shastri & Sinha, 2010).

Previous studies established positive relationship between skill acquisition and entrepreneurial intention or self-employment (Ikegwu, 2014; Onuoha et al. 2013). However, entrepreneurial skill acquisition was found not lead to self-employment practice without considering entrepreneur's characteristics or attitudes such as self-motivation.

2.1.4 Entrepreneurial Intention

According to Ajzen (1991), intention is the immediate antecedent of behavior. He claimed that behavior is not performed mindlessly but follows reasonably and consistently from the behavior-relevant information and behavior reinforced by rewarding events and weakened by pushing events. Individuals would like to be self-employed as they perceive that entrepreneurship is a suitable career path for them and is a way for them to accomplish their personal goals, pursue own ideas and realize financial rewards (Barringer & Ireland, 2010).

Entrepreneurial intention is defined as willingness of individuals to perform entrepreneurial behavior, to engage in entrepreneurial action, to be self-employed, or to establish new business (Dhose & Walter, 2010). It usually involves inner guts, ambition and the feeling to stand on one's feet (Zain et al. 2010). An individual may have potential to be entrepreneur but not make any transition into entrepreneurship unless they have such intentions (Mohammad et al. 2009).

Akmaliah and Hisyamuddin (2009) concluded that Malaysian secondary school students were favorable towards becoming self-employed but they did not have enough confidence to be an entrepreneur, which was reflected by low correlation value between attitudes and self-employment intentions. The students have a high perception regarding the attitudes towards self-employment but they still had low perception on entrepreneurial self-efficacy and interest.

Olufunso (2010) has studied the entrepreneurial intention of South African graduates as well as the motivators and obstacles to entrepreneurial intention. The findings showed that

entrepreneurial intention is very low in South Africa. In addition, the motivators of entrepreneurial intention included employment, autonomy, creativity, macro-economy and capital. The obstacles to graduate entrepreneurial intention included lack of access to capital, lack of competency, government support, risk and the macro-economy.

3. Methodology

The study used cross-sectional survey design because it allows for the study of the population at one specific time and the difference between the individual groups within the population to be

compared. The target population included lecturers and the undergraduate students from the State, Federal, and Private Colleges of education in North Central Nigeria giving a total of 3,814 participants. The sample size was computed using Solven’s formula:

$$n = \frac{N}{1+N(\alpha)^2}; \text{ where } n=\text{sample size, } N=\text{target population, } \alpha=0.05 \text{ level of significance.}$$

$$n = \frac{3,814}{1 + 3,814 (0.05)^2}$$

$$n = 362$$

Therefore, the sample size of this study was 362 respondents. Table 3.1 gives the summary of the details the target population and the sample size.

Table 3.1: Target Population and Sample Size

College of Education	Target Population		Sample Size	
	Students	Lecturers	Students	Lecturers
State Colleges	1,017	414	97	39
Federal Colleges	915	361	87	34
Private Colleges	812	295	77	28
Sub Total	2,744	1,070	261	101
Overall total	3,814		362	

The sampling procedure included simple random sampling for selecting both the students and the lecturers. The technique was preferred to avoid biasness in the selection of respondents, equal opportunity and chance was given to each respondent to be included in the study. The data sources included both primary and secondary data sources. The research instrument was predominantly structured questionnaires. Validity and reliability of the instruments was established before data collection. Pearson correlation and regression analysis were used to establish the level of association between the study variables. The ethical considerations of this study included: informed consent, anonymously, privacy, acknowledgement of cited reference sources, and observance of ethical code of conduct during data collection. However, this study was limited by lack of cooperation from the respondents, honesty of the respondents, and limited access to vital information. Furthermore, out of 362 respondents, 289 were able to participate in the study, giving a response rate of 79%. However those limitations were mitigated accordingly.

4. Findings

Table 4.1: The Relationship Between Entrepreneurial Revolution and Entrepreneurial Intention Of Undergraduate Students

	Entrepreneurial revolution	Entrepreneurial intention
Entrepreneurial revolution Pearson Correlation	1	.663**
Sig. (2-tailed)		.000
N	289	289
Entrepreneurial intention Pearson Correlation	.663**	1
Sig. (2-tailed)	.000	
N	289	289

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

The study revealed that there was a strong, positive and significant relationship between entrepreneurial revolution and entrepreneurial intention (r=.663** , p<0.01). This implied that increased entrepreneurial revolution would bring about entrepreneurial intention among the students.

Table 4.2: Null Hypothesis for the Relationship Between Entrepreneurial Revolution and Entrepreneurial Intention of Undergraduate Students

Model	R	R Square	Adjusted Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.663 ^a	.440	.438	.40052	.440	225.570	1	287	.000
Model	Unstandardized Coefficients			Standardized Coefficients		t	Sig.		
	B	Std. Error	Beta						
1 (Constant)	1.314	.162			8.106	.000			
Entrepreneurial intention	.612	.041	.663		15.019	.000			

Table 4.2 revealed that entrepreneurial revolution significantly affects entrepreneurial intention by 44% (R Square=0.440, p<0.05). This rejects the null hypothesis and upholds the alternative hypothesis. Furthermore, every single entrepreneurial revolution causes 66.3% (Beta=0.663) variance of entrepreneurial intention among graduate students.

Table 4.3: The Relationship Between Skills Acquisition and Entrepreneurial Intention of Undergraduate Students

	Skills Acquisition	Entrepreneurial Intention
Skills Acquisition	Pearson Correlation	1
	Sig. (2-tailed)	.686**
	N	289
Entrepreneurial Intention	Pearson Correlation	.686**
	Sig. (2-tailed)	.000
	N	289

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

Table 4.3 revealed that there is a positive, strong and significant relationship between skills acquisition and entrepreneurial intention of undergraduate students ($r=.686^{**}$, $p<0.05$). This implied that every skill acquired by an undergraduate student brings about positive interest intended for entrepreneurial activities.

Table 4.4: Null Hypothesis for the Relationship Between Skills Acquisition and Entrepreneurial Intention of Undergraduate Students

Model	R	R Square	Adjusted Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.686 ^a	.471	.469	.38948	.471	255.047	1	287	.000
Model	Unstandardized Coefficients			Standardized Coefficients		t	Sig.		
	B	Std. Error	Beta						
1 (Constant)	1.347	.151			8.950	.000			
Skills Acquisition	.627	.039	.686		15.970	.000			

a. Dependent Variable: Entrepreneurial Intention

Table 4.4 revealed that skills acquisition can explain 47.1% variance in entrepreneurial intention of undergraduate students (R Square=0.471). This rejects the null hypothesis and upholds the alternative hypothesis. Furthermore, every single skill acquired by an undergraduate student causes 68.6% variance of entrepreneurial intention (Beta=0.686).

5. Discussions

The study found that entrepreneurship revolution had positive relationship with skills acquisition. This implies that more entrepreneurship revolution brings about business opportunities that may cause increase in entrepreneurship intention among undergraduate students. Furthermore, the study found a positive relationship between entrepreneurship skills acquisition and entrepreneurship intention. This

implies that having a given skill motivates a student to have entrepreneurial intention. This study is in line with that of Olufunso (2010) who found that entrepreneurial intention was very low in South Africa among graduate students. Furthermore, a study by Brana (2008) on skill acquisition training was found to have positive effect on entrepreneurial activity in France. In a similar study by Samian and Buntat (2012), skill acquisition training had positive impact on entrepreneurial intention in Germany.

6. Conclusion and Recommendations

The study found a positive relationship between entrepreneurship revolution, skills acquisition and entrepreneurial intention. In other words, entrepreneurship revolution brings about the intention to be an entrepreneur hence the need for skill acquisition in that aspect. Undergraduate students therefore need these skills if they must engage in entrepreneurial activities.

Therefore, there is need to build an efficient entrepreneurial culture which is essential in the motivation of young graduates to have entrepreneurial intentions. This can be achieved by creating quick success stories, which can serve as inspiration for the new generations of entrepreneurs. Only if entrepreneurship is seen as a viable career option and entrepreneurs are seen as responsible and respectable individuals, will young graduates dare to take the step and become job creators instead of job seekers.

Furthermore, there is need for the Colleges Education to enhance the entrepreneurial intention of students via different mediums such as seminars, training courses or similar hands on experience.

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Part Three
Educational Technology

Assessment of Challenges of CBT among Students in Nigerian Educational System

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Abstract. This study examined the challenges of CBT among students in Nigerian educational system. This study made use of descriptive research design of survey type and the population of interest is the senior secondary school students that had experience CBT means of assessment. The sample is made up of 330 senior secondary school students that had experience CBT assessment. Simple random sampling technique was used to select the participants. Data were collected through the use of questionnaire tagged challenges of CBT among students in Nigerian educational system with reliability coefficient of 0.79. Section A consists of socio-demographic information while Section B consists of checklists of challenges of CBT among students in Nigerian educational system. The findings of the study showed that students took CBT assessment technique amidst a lot of challenges such as inadequate facilities, poor power supply, without computer technical knowhow, problems of far distance and insecurity of examination materials. Based on these findings the researcher concluded that CBT as one way of assessing learners has a lot of challenges. Therefore, the following recommendations were made that students must as a matter of necessity be able to learn how to use computer, government must make teaching of computer compulsory at secondary school level, power supply must be made available to every look and cranny of Nigeria cities, towns, villages and hamlets so as to be able to get electricity to power the computer for usage or alternative source of power must be made

available in each school. Computer literacy must be part of requirements for teacher's employability and pure computer teachers and computer literates personnel must be employed to teach computer in all secondary schools. In addition CBT centres must be owned by local, state or federal government to prevent insecurity of examination materials and examination malpractices that may arise from profit making individuals. The experts must be appointed to man each CBT centre to avoid break down of facilities and if there is any hitch these experts can quickly repair and make the system continue to work without wasting much time of examinees. The facilities like soft ware, hard ware and internet facility must be made available to prevent examination batching situation. Teachers should also adopt the pattern of the external examinations by exposing the students to CBT in the internal examinations to lessen examination anxiety. Professional and highly skilled computer science teachers should be recruited to help improve the computer skills of the students in the various secondary schools.

Keywords: Assessment, Challenges of CBT, Students, Educational System.

1. Background to the Study

Student's academic performance can be evaluated in many different ways, but in a developing country like Nigeria where about 40 percent of the adult population is illiterate, parents use the performance of their children in

public education to pass judgment on the schools and teachers (Nwagwu, 2002). Studies indicate that so many factors affect academic achievement of students at school. A host of scholars are of the opinion that all kinds of experiences are educative, whether in or outside school and therefore influence student academic performance. Studies in socio economic status and motivation showed that parental motivation and parents socio economic status (e.g. Emunemu, 2000) have positive effect on students' academic performance. The qualities of intake also influence the quality of output and performance of students at school. Other variables that affect academic performance are enrolment (e.g. Alabi 2001), location of the school (e.g. Adepoju 2001), age of the school, and adequacy of human material, physical and financial resources.

Educational achievement essentially applies to what an individual can do within a specified criterion domain. Onuka (2006) believed that achievement is about knowledge and skills possessed by an individual as a result of instruction or education and has to be demonstrated on specified curricula or objectives. Achievement is measures of current performance as a result of developed competence. Onuka further stressed that achievement is not the same as competence, as he stressed that competence involved knowledge acquired both as a result of instruction and as a result of experience outside the educational system. Okoronkwo (2015) stressed that individual differences in achievement involve such traits as aptitude, motivation and opportunity. He also gave the following relations: $Aptitude + Motivation + Opportunity = Achievement$.

Educational assessment procedures remain the corner – stone for establishing the quality, relevance and effectiveness of the instructional processes in the schools. This is informed by the whole lot of attention and resources committed to this aspect of the educational system (Aminu, 2012). There is the believed that without realistic educational assessment in schools it will be very difficult to obtain necessary information as feedback from classroom instruction. This is

needed for objective decision on the academic tone of the school based on the performance of the learners. Any method of education service delivery will adopt the means of assessment procedures for the purpose of determining the effectiveness of its instructional processes on the learners.

UNESCO, (2000) observed the relationship among these four terms: measurement, testing, evaluation and assessment. Measurement refers to the process by which a value, usually numerical, is assigned to the attributes or dimensions of some concepts or physical object. For example, a thermometer is used to measure temperature while a test is used to measure ability or aptitude. Testing refers to the process of administering a test to measure one or more concepts, usually under standardized conditions. For example, tests are used to measure how much a student has learned in a course of mathematics. Evaluation refers to the process of arriving at judgments about abstracts entities such as programs, curricular, organizations, and institutions. For example, systematic evaluations, e.g., national assessments are conducted to ascertain how well as education system is functioning. In most education contexts, assessments are a vital component of any evaluation.

Assessment is defined as the process of obtaining information that is used to make educational decisions about students, to give feedback to the students about his or her progress, strengths and weaknesses, to judge instructional effectiveness and curricular adequacy and to inform policy". This process usually involves a range of different qualitative and quantitative techniques. For example, the language ability of learners can be assessed using standardized tests, oral exams, portfolios and practical.

The assessment role in teaching-learning process involves judging the relevance and adequacy of an individual's learning and giving it a value according to a set of criteria for which the educational institution takes responsibility. In many cases, the assessment of assignments will lead to some kind of certification which learners

can use publically to represent their achievements on the programme. Assessment plays many roles in education and a single assessment can serve multiple, but quite distinct, roles. For example, results from a selection test can sometimes be used to guide instruction, while a portfolio of learner work culled from assessments conducted during a course of study can inform a decision about whether the learner should obtain a certificate of completion or a degree. From a learner's perspective, there are three main roles for assessments: Choose, Learn and Qualify. The data from an assessment can be used to choose a program of study or a particular course within a program. Other assessments provide information that can be used by the learner, teacher, or parents to track learner progress or diagnose strengths and weaknesses. Finally, assessments can determine whether learners obtain certificate or other qualifications that enable them to attain their goals.

Assessment in the service of individual learning is sometimes referred to as "formative assessment", in contrast to "summative assessment", which is intended to guide decision-making (Fagbola, Adegun and Oke, 2013).

The most common type of assessment and which is very central are: school based assessment and public based assessment otherwise known as external examination. The former assessments are usually devised and administered by class teachers, although some are the work of the school principal or other instructional staff. Typically, they are aligned with the delivered curriculum and may employ a broader array of media (e.g presentations) and address a greater range of topics than is the case with centralized standardized assessments. They have a decided advantage over centralized assessments in that the results are immediately available to the teacher and learner, and can influence the course of instruction. (William, Lee, Harnson & Black, 2004)

The second type of assessment, public examinations, can fulfill one or more of the following roles: selecting learners for admission to secondary or tertiary education, credentialing learners for the world of work, and / or

providing data for holding school staff accountable for their performance. While such examinations are an important component of every nation's education system, they are particularly critical in developing countries, where the number of candidates for advancement is usually many times greater than the number of places available. Typically, they are designed, developed and administered centrally with an almost exclusive focus on academic subjects. There is meager feedback to the school except the scores and / or pass rate, and, as a result, they offer little utility for school improvement programs beyond an exhortation to do better next time. More, public examination systems often have negative consequences for the general quality of education.

A CBT is a form of assessment in which the computer is an integral part of question papers' delivery, response storage, marking of response or reporting of results from a test or exercise (Whittington, Bull & Danson, 2000). It can be a multiple choice question based examination system that provides an easy to use environment for both Test Conductors and Students appearing for Examination. The main objective of a CBT is to provide all the features that an Examination System must have, with the interfaces that do not scare its users (Baddi, 2010). According to Taylor (Taylor, 2005) as cited in Newhouse (Newhouse, 2013), a Computer-Based Testing could be delivered on a stand-alone personal computer, within an isolated Local Area Network (LAN) or through the use of online technologies such as web-pages over the Internet. The two types of CBTS are:

Linear Test - This involves a full-length examination in which the computer selects different questions for individuals without considering their performance level.

Adaptive Test - the computer selects the range of questions based on individuals' performance level. These questions are taken from a very large pool of possible questions categorized by content and difficulty (Alabi, Issa & Oyekunle, 2012).

Whatever the type used the effectiveness of a computer based testing system depends largely

on factors such as standardization, security, examination conditions, mode of administering the examination, cost and so on. Some of these factors have been identified in literature as follow:

A CBTS is cost effective especially when deployed in the conduct of a mass-driven examination as there will be no need to print questions or answer booklets (Fagbola, Adigun & Oke, 2013).

According to Alabi, Issa & Oyekunle, 2012 inferred that human errors can be eliminated and examination malpractice eradicated when a CBTS is adopted in the process of examination. In the same vein, Akunyili (2010) in her presentation in Amsterdam on 'ICT and E-government' stated that manually marked scripts were more prone to errors than computer marked ones.

Also, Al-Amri (2007) also stated that the standardization of test administration conditions is one of the benefits offered by CBTS. No matter the size of the test-takers, CBTS helps test developers to set the same test conditions for all participants. More so, Bodmann & Robinson (2004) in their study investigated the effect of several different modes of test administration on scores and completion times. They observed that undergraduate students completed the computer-based assessment test faster than the paper-based assessment test.

Furthermore, Jamila, Tariqb & Shamic (2008) presented that technology based assessment provide opportunities to measure complex form of knowledge and reasoning that is not possible to engage and assess through traditional methods.

According Osang (2012) in his study of electronic examination in Nigeria suggested that course coordinators prefer electronic examination to pen and paper examinations as it requires lesser administrative tasks for the coordinators and enhances a timely release of examination result.

Software factors: Currently, there is no software or multimedia that has universal application as far as CBT is concerned. School curriculum and

education standard differ from one country to the other. Fluck, Pullen & Harper(2009) observed that assessment of student knowledge and skills within a web browser window or delivered by bespoke assessment software (specifically crafted for a particular set of questions) provides a restricted environment which prevents the demonstration of abilities associated with the use of specialist software or a combination of applications. Again, a corrupt software or network failure can cause rescheduling of the examinations.

However, despite of all benefits of CBT enumerated above there are problems associated with the testing methods. These problems are discussed one after the other. The first of these problems is a power supply problem which has to do with the challenge of erratic power supply in Nigeria. This problem is the most problem militating against CBT as means of assessing the learners since all the villages, hamlets, towns and cities have secondary schools and the learners there are to write external examination for them to qualify for SSCE Certificate and to gain admission into higher institution of learning with erratic supply of electricity into the cities and towns and no power supply to hamlets and villages at all despite attempts by various governments. Irregular and frequent interrupted power supply in Nigeria is a perennial problem affecting every aspect of the economy including education (Oye, Mazleena & Iahad 2011).

In most cases asking students/applicants to write examination using CBT method of assessment is like giving the students two assignments simultaneously. Many candidates do not have adequate skills in ICT since there are no electricity supply to many hamlet, villages and towns where majorities of these places are not connected to the electricity grid. Therefore, many secondary school leavers in the country are not computer literate due to the fact that there is no electricity to power computer talks less of learning how to use computer. Even many teachers in the primary and secondary schools cannot boot a computer not to talk of using any application. The teachers that cannot use computer how would that person teach computer, definitely the students cannot be

adequately equipped for CBT. Assessing applicants using CBT mean assessing applicants knowledge on subject based and computer operation skill simultaneously. Nigeria does not only lack ICT infrastructure, it also lacked the human skills and knowledge to fully integrate ICT into secondary school education and UTME (Ilesanmi & Lasisi, 2015).

Many applicants have become handicaps while many have lost their lives due to accidents in one way or the other due inadequate ICT infrastructure including hardware, software and bandwidth accessibility. Obioma, Junaidu & Ajagun (2013) observed that much of the infrastructures for automated examinations are either obsolete or overstretched in terms of capacity, accessibility, reliability and security. Again, the absence of internet facilities in our rural areas requires students travelling long distances to urban centres to have access to internet. As a result of this many students have to cover many kilometers distance to their place of abode and atimes accidents do occurred leading to death or maimed. Broadband penetration needs to be fast-tracked to reduce the cost of internet bandwidth access in Nigeria and to forestall untimely death and possible fracture.

Examination malpractices cannot be overcome because majority CBT examination centres in Nigeria are privately owned individual cyber-café owner. These individuals are profit making individual are ready to make profit at all cost. One of the key reasons advanced for migrating from PPT to CBT is to curb the rampant cases of examination malpractices in the country, the integrity of these businessmen in adhering to the laid down procedure for biometric data capturing during registration and verification during examination cannot be guaranteed. Experience in SSCE examination has shown that most of the privately owned schools are for pure economic gains leading to all sorts of examination malpractices. These exam ‘miracle’ centres syndrome has been transferred to CBT centres.

2. Statement of the Problem

Researchers on CBT had observed over the years the benefits and easy of conducting it without mindful of the problems the applicants are facing year in year out in the course of writing the test. Researcher is of the opinion that high rate of poor performance of applicants in CBT calls for concerns as learners tend to question the rationale behind using CBT to gain admission in to higher institutions of learning in Nigerian educational system. The researcher believe that the problem could be hinged on the influence of variables such as inadequacy of ICT facilities, problem of power supply, inability to operate computer effectively, distance of CBT centres to where the candidates lives, examination malpractices through the Cyber Café ownership and due to unavailability of paper pencil to do some workings. The study, therefore seeks to examine the extent to which variables such as inadequacy of ICT facilities, problem of power supply, inability to operate computer effectively, distance of CBT centres to where the candidates lives, examination malpractices through the Cyber Café ownership and due to unavailability of paper pencil to do some workings to determine the challenges of CBT among students in Nigerian educational system.

3. Purpose of the Study

The purpose of this study is to identify the challenges that the testees are facing as a results of using CBT as method of assessment. Finally, the study is expected to enlighten the teachers, students, curriculum planners, parents, examining bodies and the government to be aware of some of the problems militating against CBT as a method of assessing students.

4. Methodology

4.1 Research Design

This study make use of descriptive research design of survey type as there is not going to be any direct control of any variable or any experimental manipulation.

4.2 Target Population

The target population for this study consists of all the applicants that have participated in the CBT examination at one time or the other in all the public secondary schools and UTME in Oyo state.

4.3 Sample and Sampling technique

The study is restricted to thirty three local government areas within Oyo state with one secondary school in each local government. The sample for this study was made up of thirty three senior secondary schools using simple random sampling procedure to select one school in each local government area. Also simple random sampling was used to pick ten students that have participated in UTME since majority of these students participated in UTME before their SSCE in all 330 students were used for the study.

4.4 Instrumentation

Questionnaire on Challenges of CBT among Students in Nigerian Educational System: The challenges of CBT among students in Nigerian educational system Questionnaire was developed by the researcher. It was designed after conducting a KII (Key Informant Interview) of the senior secondary school students that has had the experience of CBT examination in Oyo state. The instrument was validated by three experts in Tests and Measurement. This questionnaire solicited for information on challenges of CBT among students in Nigerian educational system. Section

A is the Bio data of the respondents while the section B is 20 items on the subject matter. The structuring of the response format is based on a four point summated ratings scale of Strongly Agree=4, Agree=3, Disagree=2 and Strongly Disagree=1. This instrument was trial tested on 50 SS3 students. The pre-test showed no ambiguities in the instrument. Cronbach alpha (an estimate of construct validity and internal consistency reliability of the items) was computed and it yields a reliability estimate of .79.

4.5 Data Collection Procedure

The principal of the chosen schools were briefed about the purpose of the study for permission so as to allow the researcher to make use of their students for the study. The students were informed as well. Ten out of total SSIII students that participated and had experience UTME with CBT method of testing was taken at random to participate in the study. The questionnaire on challenges of CBT among students in Nigerian educational system was administered to the participants.

4.6 Data Analysis

Data were analyzed using descriptive statistics of simple frequency counts, percentages, mean and standard deviation.

Research Question: What are the challenges of CBT among students in Nigerian educational system?

5. Results

Table 1: Frequency Counts showing the Challenges of CBT among Students in Nigerian educational system

	CBT challenges	Agree	Disagree	Mean
1	Power failure destructs the exam	270	60	1.18
2	Generator used due to power failure also broke down	263	67	1.20
3	Some candidates are not computer literate	199	131	1.40
4	Examination batching affects performance in CBT exams	204	126	1.38
5	Some candidates were posted outside their place of residence	217	113	1.34
6	Some candidates get involved in vehicular accident during the CBT exam as a result of travelling outside their comfort zone	157	173	1.52
7	Attendants posted to centers sought for monetary gratification before rendering assistance to applicants	210	120	1.36
8	Some applicants could not finished their exam due to incompetence use of computer	205	125	1.38
9	Some centres attendant could not handle some technical faults that arose	195	135	1.41
10	Net work fluctuation disrupted some candidates speed writing	287	43	1.13
11	Non functional computers frustrated some candidates during exams	175	155	1.47

12	Some candidates posted out of their town missed their examination period	102	228	1.69
13	Many candidates had accommodation period due to the fact that they did not finish their exams on time	198	132	1.40
14	Candidates who wrote their examination in the morning were not favoured while the afternoon candidates were highly favoured	97	233	1.71
15	Some students got to centre late because of posting to another town	136	194	1.59
16	Some students spent extra money that were not budgeted for on transportation and accommodation	101	229	1.69
17	It leads to risky of life due to posting candidates to unfamiliar terrain	277	53	1.16
18	Poor lightning of the examination centres due to power failure: Power supply in some centres cannot power the computer and lightning of the centre	285	45	1.14
19	Some centres are not conducive for examination condition eg sitting arrangement etc	161	169	1.51
20	Some CBT centres are located outside the town making it compulsory for applicants to ride on motorcycle	203	127	1.38

6. Findings

It was discovered that the following among others were the challenges faced by students in writing examination using CBT mode of examination:

- Power failure.
- Some centres do not have good generator.
- Some students are not computer literate.
- Insufficient CBT centres leading to examination batching system.
- Asking students to go and write exam outside their comfort zone.
- Some centre attendants seeking for money before attending to students problems.
- Some centre attendants cannot handle some computer technical faulty.
- Poor network leading to some student's inability to finish their exams.
- Use of faulty computers.
- Accommodation problem for candidates posted outside their place of jurisdiction.
- Risk of life due to long distance travelling for those posted outside there are of jurisdiction.
- Poor lightning of examination hall.
- Bad location of some CBT centres either too far from centre of the town or located in an in conducive environment.
- Attitude of examination supervisors and invigilators

7. Discussions

In the course of writing examination by testees' in Nigeria, the examination bodies conducted examinations without probably considering the

challenges which the testees are going to face and which undermine performances in such examinations.

Results from the study indicated that students take CBT examinations amidst the following challenges viz: Power failure, some centres do not have good generator, some students are not computer literate and insufficient CBT centres leading to examination batching system. Some students were asked to go and write examination outside their comfort zone, attendants in some centre were seeking for money from testees before attending to students problems on computer technicality, while some centre attendants cannot handle some computer technical faulty. Poor network leading to some student's inability to finish their exams is another challenge, use of faulty computers and accommodation problem for candidates posted outside their place of jurisdiction is another. Risk of life due to long distance travelling for those posted outside their areas of jurisdiction is another major challenge, while poor lightning of examination hall and bad location of some CBT centres either too far from centre of the town or located in an in conducive environment is another. The last which is not least is the attitude of examination supervisors and invigilators to the testees, some of these supervisors and invigilators are very hostile to the testees.

8. Conclusion

The results from the study have simply highlighted that CBT as a method of examining students in Nigeria educational system is not well footed and it requires urgent attention in the challenge areas pointed out. With the above

results from the study, one can see that the future development of Nigeria educational system is hinged on Computer literacy and internet facility. The consequence of this is lack of technological development and lack of personnel in the areas of engineering, agriculture, medicine, chemist, physicist and etc. The school system and the education stake holders are therefore expected to do much to reverse the situation.

Government and the education stake holders should stand up to their responsibility by making computer education compulsory at level of Nigerian educational system. Teachers of computer science should be employed and should reorganize their teaching methods and personal relationship with the students to stimulate interest and love for computer usage in them. Better attention should be given to the teaching of computer science in schools. Teachers should also adopt the pattern of the external examinations, in setting and marking internal examinations. More emphasis and assignment should be given to the students on CBT mode of examination system. Students should be made to realize and appreciate that no school subject is difficult or simpler than the others. Professionally and highly skilled teachers should be recruited to help improve the status of computer science in the schools.

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An Assessment of Computer Anxiety among Distance Learning Freshmen in South Western Nigeria

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Abstract. Computer anxiety has been identified as a prominent drawback to many freshmen in the Open and Distance Learning (ODL) institutions in Nigeria. It is a known fact that inadequate computer skills coupled with computer anxiety are linked to attrition rate and poor academic performance among distance learners who by exigency should utilise computer to bridge the transactional and interactional distance that exist between them, their facilitators/tutors and other relevant personnel. This is capable of jeopardising learners' adjustment, performance and general coping capacity. The study investigated computer anxiety among distance learning freshmen in the only single mode ODL institution in Nigeria. The study adopted a descriptive design of survey type while the population comprised all fresh students of the National Open University of Nigeria in the South-West geo-political zone of Nigeria. Three research questions guided the study. The simple random sampling technique was used to select three Study Centres of the National Open University of Nigeria in South-West, Nigeria. The convenience sampling method was used to select 400 participants from the selected study centres. Computer Anxiety Rating Scale (CARS) by Heinssen, Glass and Knight (1987) was adopted as the instrument for data collection. The instrument has a test re-test reliability of .79. When subjected to revalidation, the instrument demonstrated high internal consistency with Cronbach alpha of 0.86

and a two-week test-retest reliability coefficient of 0.89. The student t-test was statistical tool utilised to analyse data collected. Findings from the study revealed no significant difference in computer anxiety of participants on the basis of age and gender. However, a significant difference exists between fresh distance learners from science and humanities. Based on the findings, it was recommended that ODL institutions should put up intervention strategies that could be used to combat computer anxiety among distance learning freshmen. Newly admitted students should be screened for computer anxiety/attitude to determine their status. Provision should be made for the computer anxious ones within weeks of resumption to undergo intervention programme that will enhance their computer skills and reduce phobia. Educational and counselling psychologists and service provider should take cognisance of discipline of study in computer appreciation training for open distance learning students.

Keywords: Assessment, Computer anxiety, Distance learning, Freshmen.

1. Introduction

Information and Communication Technology is an integral part of Open and Distance Education system. The National Open University of

Nigeria is not left behind in the integration of computer cum digital resources in the teaching-learning delivery. Shortly after her inception, the University engaged the use of computer in various aspect of its operation such as application, payment procedures and registration. The institution had since graduated from one level to another in the utilisation of computer mediated resources in her service delivery. For instance, the university dumped the pen-on-paper Tutor Marked Assignment (TMA) in favour of online TMA. The success recorded also prompted the adoption of online examination (e-examination) in 2010. At present, the university conducts e-examination for students at 100 and 200 levels for all programmes but Law. However, several computer-mediated tasks that could aid learning like course and examination registration, facilitation (online), Tutor/Computer Marked Assignments (Continuous Assessment), interfacing with facilitators and counsellors, assessing the students' courseware for books, virtual library, etc are dreaded, found to be tasking and herculean for computer anxious learners. The challenge here is the reluctance to use the computer by such computer-phobic learners. This in turn frustrates the speed at which they would achieve their educational goals.

Anxiety is one of the psychological disorders which affect normal life of individuals. Anxiety can manifest in diverse ways in an individual's life. Every human being experiences anxiety with its attendant consequences at one point or the other depending on situations around such individual. It is one of the most widespread and persistent human emotions that affect individuals emotionally, physiologically and cognitively. Anxiety is a major predictor of academic performance and various studies have demonstrated its dangerous effects (McCraty, 2007; McCraty, Dana, Mike, Pam & Stephen, 2000). Anxiety is a common emotional response to involving fear, trepidation and phobia to circumstances, objects and experiences (Akintumi, 2001). This can be devastating when it inhibits performance of tasks that are inevitably important and unevadable.

Computer anxiety is a construct that has lived with many users since its invention. Studies have shown the relatedness of computer anxiety and performance effectiveness among students generally and distance learners specifically (Oluwole, 2009; Wang & Newlin, 2002). Computer anxiety stands to have far-reaching negative effects on distance learners because of high level integration of computer-mediated resources involved in such setting. Computer anxiety is a form of disposition that negatively affects the use of computer or effective performance of computer-related tasks by an individual. Computer anxiety is one of the basic factors affecting computer usage. Chau, Chen, & Wong, (1999) describe computer anxiety as a fear of computers when there is a probability of using computer or while using it. Computer anxiety is the fear and uneasy behaviour expressed by individuals towards computer while using it or when about to use it. It is a kind of reluctant disposition towards the use of computer as a result of imaginary fear (Oyadeyi, 2016).

Many distance learners, particularly those in their first year of study exhibit computer anxiety which constitutes a clog in the wheel of progress in their studies and a serious inhibiting factor to their performance and general achievement. A computer-anxious learner may not cope adequately in the Open and Distance Learning (ODL) environment.

Computer assisted resources are critical tools in Distance education in the contemporary world. Several tasks including course and examination registration, facilitation (online), Tutor/Computer Marked Assignments (Continuous Assessment), counselling, advice and guidance and other learner support services are delivered via the computer. Digital literacy is therefore quitesential to the success of distance learners. In Open and Distance Learning mode, the physical separation that exists between learners and other key stakeholders (facilitators, counsellors, ICT personnel among others is bridged through Information and Communication Technology. Adequate digital skills devoid of anxiety are therefore critical and germane to the success of distance learners.

Studies have shown positive correlation between computer skills and programme completion by distance learners. Conversely, inadequate computer skills and computer anxiety relate positively to attrition rate among distance learners (Ofole, Fawusi & Oduneye, 2012).

It has been observed that computer-phobic distance learners find it difficult to cope and benefit maximally from the online opportunities available in the ODL environment. Such online opportunities include student support services, access to electronic information, virtual libraries hosting a large collection of electronic databases, ebooks, free research publications, learner management system and collaboration with facilitators/lecturers and students (NOUN, 2011). Distance learners' computer anxiety is capable of impeding academic success and general comfort in the pursuit of their studies. Apart from these, it could lead to other things like dropout, lack of interest in studies, failure, and unnecessary physical and emotional stress.

Engaging and retaining students in distance learning could be challenging by the students are transactionally and interactionally distanced from teaching, support staff and other learners despite large number of study centres created by open and distance learning (ODL) institution such as NOUN. Interaction between humans and computers is a complex one. Hakkinen (1994) suggests that this interaction may incite a variety of emotional responses, including anxiety. Anxiety usually occurs when something new is being learned. This causes resistance to change and has negative effects on cognitive performance.

Several studies have shown that age is a factor to reckon with in relation to students' computer anxiety. Older and middle aged adults have shown low self-efficacy with respect to use of computers and higher computer anxiety than the younger adults (Rahimi and Yadollahi, 2011; Dyck & Smither, 1994; Czaja, Charness, Fisk, Nair & Rogers, 2006; Oluwole, 2009). Kelley and Charness (1995) also hypothesized the effect of age on computer performance due to age-related deficiencies, thus causing the need for more time to accomplish tasks. Such older

behaviour computer users (particularly over the age of 65) have less confidence in their ability to use computers than did younger people and had fewer computer skills. This was seen to be partly due to their inability to adapt and use technology, thus placing them at a disadvantage in terms of their ability to successfully perform computer tasks with ease and devoid of anxiety. Researchers have also discovered that the older adult group of men and women (ages between 60 to 91 years old) have more computer anxiety and lower computer efficacy as compared to the younger group. Some studies (Yoon, Jang & Xie, 2015; Cambre & Cook, 1987 and Dyck & Smither, 1994) found that adults were more fearful about using computers than children and teenagers. However, other researchers Reed, Doty, and May, (2005) found no relationship between computer anxiety and age. Hence the moderating role of age on computer anxiety is inconclusive.

Studies on gender and computer are well documented in literature. Brosnan & Lee, (1998) reported that males have more experience and use of computers. Studies have shown that females have more negative attitudes toward computers (Whitely, 1997) and greater computer anxiety (McIlroy, Bunting, Tierney, & Gordon, 2001) than males. Birol, Bekirogullari, Etc, & Dagli, (2008) explored the relationship between gender and computer anxiety, motivation, self-confidence, and the use of computers in a job or career. A significant difference was found between females and males in computer self-confidence, females recording significantly lower scores than males. Male respondents recorded significantly higher scores of self-confidence on this scale than females did, although females and males expressed confidence in accomplishing work using computers. Mean scores for males were higher than female scores for computer anxiety. An examination of computer self-efficacy and computer anxiety of trainee teachers in West Bengal, India by Halder, and Chaudhuri (2011), revealed a significant differences in computer anxiety levels on gender basis. Male trainees had lower computer anxiety than female trainees. Male respondents recorded significantly lower

scores of self-anxiety on computer self-anxiety scale than females did.

In a more recent study by Sanalan (2016), who investigated computerphobia among preservice education majors in a Northeastern University in Turkey, findings indicated that females have significantly more computer fear than their male counterpart. However, Loyd, Loyd, & Gressard (1987) reported that female students had less computer anxiety than male students, and female students liked working with computers more than male students. Rosen, Sears, & Weil (1987) on the other hand, found that gender was not related to computer anxiety, but was significantly related to computer attitudes, with women having more negative attitudes. Similarly, Tuncer, Doğan and Tanas (2013) investigated computer-related anxiety among vocational High School students of Tunceli University. Result shows that gender did not make any meaningful difference for computer anxiety.

Discipline of study has also been identified to have impact on computer anxiety of individuals. Halder and Chaudhuri (2011) found that discipline of study influences computer anxiety of students. Specifically, the study revealed that trainees from the Sciences have significantly greater computer efficacy and lower computer anxiety than those from Humanities. Trainees from the faculty of science were also found to use the internet longer than those from humanities. Contrariwise, Hong (1998) found no significant difference in undergraduates' attitude towards computer and computer anxiety on the basis of faculty background of participants. Similarly, Cazan, Cocorada and Miacan (2016) assessed computer anxiety and attitude towards the computer and internet with Romanian High School and University students. Results indicate that there are no significant differences between the male and the female participants concerning computer anxiety, self-efficacy and the negative attitudes towards the internet. Significant differences between participants enrolled at different education levels and study programs- Science and Humanities. IT&C grades at Science programmes are negatively associated with the level of anxiety.

Computer anxiety is a serious challenge to distance learners in Nigeria. The resultant effects of computer anxiety among distance learners include avoidance of computer by learners, the use of third party to submit Tutor Marked Assignment (TMA), test anxiety, loss of time during e-examination, procrastination in attempting computer-related tasks including assessing e-books, use of e-counselling portal, i-learn portal (despite their numerous advantages and inevitability), not taking advantage of the Open Education Resources (OERs), Massive Open Online Courses (MOOCs) and incessant deferment of examination. Many ODL freshmen in Nigeria usually receive what could be described as computer shock at the beginning of their studies due to their level of unpreparedness for the utilization of computer in most of their activities. Some of these freshmen saw the phenomenon as forceful initiation into a different world.

In view of this, the study investigated computer anxiety among distance learning freshmen in South West, Nigeria.

The main purpose of this study was to assess computer anxiety among distance learning freshmen in South West, Nigeria. The following three hypotheses guided the study.

Hypotheses 1: There is no significant difference in computer anxiety of distance learning freshmen on the basis of age.

Hypothesis 2: There is no significant difference in computer anxiety of male and female distance learning freshmen.

Hypothesis 3: There is no significant difference in computer anxiety of distance learning freshmen on the basis of discipline/faculty.

2. Methodology

2.1 Research Design

The study adopted a descriptive design of survey type.

2.2 Population

The population of the study comprised all fresh students of the National Open University of

Nigeria in the South-West geo-political zone of Nigeria.

2.3 Sample and Sampling Techniques

The simple random sampling technique was used to select three Study Centres of the National Open University of Nigeria in South-West, Nigeria. The convenience sampling method was used to select 400 participants comprising 200, 100 and 100 respondents from Lagos, Ibadan and Akure study centres respectively.

2.4 Instrumentation

Computer Anxiety Rating Scale (CARS) by Heinssen, Glass and Knight (1987).

The Computer Anxiety Rating Scales (CARS) is a 19 items self-report inventory, designed and validated by Heinssen, Glass and Knight, (1987). The subjects responded on a five-point Likert type scale (1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5=strongly agree). Total scores ranged from 19, indicating a low level of computer anxiety, to

95, which would indicate a high degree of computer anxiety. The instrument has a test re-test reliability of .79. When subjected to revalidation, the instrument demonstrated high internal consistency with Cronbach alpha of 0.86 and a two-week test-retest reliability coefficient of 0.89.

2.5 Procedure

The instrument was administered by the researcher who was assisted by two research assistants. Out of the 400 questionnaire administered, 371 were retrieved. However, only 358 of the retrieved copies were valid.

2.6 Data Analysis

The student t-test was statistical tool utilised to analyse data collected.

3. Results and Discussion

Hypotheses 1: There is no significant difference in computer anxiety of distance learning freshmen on the basis of age.

Age and Anxiety

	N	Mean	Std. Deviation	Std. Error	T	Sig	Remark
Young	232	88.7241	12.07594	.79282			
Old	126	86.9524	13.58226	1.21000	1.608	.206	NS
Total	358	88.1006	12.63608	.66784			

There was no significant difference in the computer anxiety of old and young students (t=7.375, p<0.05).

The summaries of the analysis are presented in Table 1.

This hypothesis states that there is no significant difference in computer anxiety of distance learning freshmen on the basis of age is hereby accepted.

The finding of this study corroborates that of Reed, Doty, & May, (2005) found no relationship between computer anxiety and age. However, the finding contradicts that of Dyck and Smither (1994) who found that a significant difference between age and levels of computer anxiety. The finding of this study also negates some studies (Czaja et al., 2006; Maurer, 2001; Czaja and Sharit, 1998; Czaja, Charness, Fisk, Nair & Rogers, 2006 and Oluwole, 2009) which indicated differences between older/ middle-aged adults and young adults with respect to computer anxiety.

Hypothesis 2: There is no significant difference in computer anxiety of male and female distance learning freshmen.

Gender and Anxiety

	N	Mean	Std. Deviation	Std. Error	t	Sig	Remark
Male	195	88.2256	12.95235	.92754	.042	.838	
Female	163	87.9509	12.28509	.96224			NS
Total	358	88.1006	12.63608	.66784			

There was no significant difference in the computer anxiety of male and female students ($t=.042$, $p>0.05$). This hypothesis states that there is no significant difference in the computer anxiety of male and female freshmen is hereby retained. The finding of this study agrees with numerous some studies that revealed no significant gender difference and computer anxiety (Howard and Smith, 1986; Igbaria and Parasuraman, 1989 and Cazan, Cocorada and Miacan (2016). The finding was also affirmed by studies of Chao (2001), and Sam, Othman, and Nordin (2005) which found no significant difference on gender basis and computer anxiety. The finding further corroborated that of Adebowale, Adediwura, and Bada, (2009) and Karsten and Roth (1998) whose studies showed no gender difference in computer anxiety of students. The work of Johnson and Wardlow, (2004) and Rosen, Sears, & Weil (1987) also found no significant differences in computer anxiety on the basis of gender.

The finding could be attributed to the fact that computer anxiety is a psychological imbalance that affects individuals irrespective of gender.

On the other hands, the finding of this study contradicts various studies (Broos, 2005; Brosnan, 1998; Chua, Chen, & Wong, 1999; Schottenbauer, Rodriguez, Glass, and Arnkoff, 2004) who found that computer usage at school was dominated by male participants and that female participants showed higher anxiety than their male counterparts. The finding also contrasts those of Schumacher and Morahan-Martin (2001) who found gender differences continually exist among college students' computer anxiety. Durndell and Haag (2002) also reported similar finding that male students experienced lower computer anxiety than females. Still in contrast with the finding, Halder and Chaudhuri (2011) in a study of secondary school teacher trainees found gender difference in relation to computer anxiety and that male trainees had higher computer anxiety and lower computer anxiety than female trainees. Brosnan & Lee (1998) also found that males were more computer anxious than females in their study.

Hypothesis 3: There is no significant difference in computer anxiety of distance learning freshmen on the basis of faculty/discipline.

Faculty/Discipline and Anxiety

	N	Mean	Std. Deviation	Std. Error	t	Sig	Remark
Science	173	89.9595	13.03455	.99100			
Humanity	185	86.3622	12.02866	.88437	7.375	.007	S
Total	358	88.1006	12.63608	.66784			

There was significant difference in the computer anxiety of science and humanity students ($t=7.375$, $p<0.05$). The mean score surprisingly showed that science students had higher computer anxiety than their counterpart in humanity. This finding corroborates that of Halder and Chaudhuri (2011) which found that discipline of study influences computer anxiety of students. Specifically, the study revealed that trainees from the Faculty of Science have significantly greater computer efficacy and

lower computer anxiety than those from Humanities. Trainees from the faculty of science were also found to use the internet longer than those from humanities. Contrariwise, Hong (1998), Cazan, Cocorada and Miacan (2016) found no significant difference in undergraduates' attitude towards computer and computer anxiety.

4. Recommendations

Freshers in the Open and Distance Learning (ODL) institutions are faced with many challenges of which computer anxiety is prominent. Many of these learners are facing the reality of utilising computer as a tool or resource for their studies as against their orientation in their previous schools. The following recommendations are given based on the findings of this study.

- There is need put up intervention strategies that could be used to combat computer anxiety among distance learning freshmen.
- Newly admitted students should be screened for computer anxiety/attitude to determine their status. The university should make provision for the computer anxious ones within weeks of resumption to undergo intervention programme that will enhance their computer skills and reduce phobia.
- Counsellors, ICT personnel and other NOUN staff should encourage computer anxious learners noting that their students are at different levels of computer literacy and competence.
- Computer anxious learners should avail themselves for and CBT since the strategy had been found to be efficacious in managing computer anxiety.
- All NOUN study centre should be equiped with computer centres where learners could easily interact with computer and also observe others using computer freely since many of them do not own personal computers.

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The Awareness of Information Technology Facilities among Secretaries in Private and Public Universities in Ogun State, Nigeria

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Abstract. Information technology (IT) implies telecommunications involving a combination of computers, networks, satellites, telephones, radio, television and the like. Information technology resources involve both hardware (equipment) and software (programmes). Application of information technology to the secretarial profession involves many disciplines related to computers in handling, processing, management, automation and communication of information to the broader cultural and economic contexts of a society. The study, therefore, investigated the extent to which secretaries in private and public universities are aware of the new information technology facilities. The study adopted survey research design. Four hundred secretaries (male — 200; female - 200) were randomly drawn from Babcock University, Ilishan, Covenant University, Ota and Olabisi Onabanjo University, Ago-Iwoye. The data, which were analyzed by the researcher using mean, standard deviation and t-test, showed a significant difference in the awareness level of secretaries from both private and public universities. It was recommended that basic telecommunication facilities should be made available to the secretaries and even other clerical staff to bring greater mass of practitioners into the stream of information technology activities both by the public and private sectors.

Keywords: Information Technology, IT Facilities, Internet, Secretaries, Universities.

1. Introduction

The world is now, more than ever before becoming a global village as a result of the information technology (IT) revolution in the last two decades. This has led to a proliferation of personal computers (PCs), servers, modems and other associated electronic data terminal equipment. The use of high bandwidth fibre optic cabling to provide integrated services coupled with modems and switching devices has improved speed of connection via the Internet and the growth of Internet Service Providers (ISPs) has increased accessibility. Indeed, it is estimated that there will be an explosive increase in demand to transmit data over telecommunication networks during this decade and the next.

Akudolu (2002) defined *information technology* as electronic systems that are used for broadcasting, telecommunication and all forms of computer mediated communications. Information Technology (IT) has been revolutionizing the ways in which people in various countries of the world live and conduct their work. This new technology has crossed many professions, fields and businesses. The rapid growth and expansion of Information Technology (IT), telecommunication networks and interconnectivity encouraged the introduction of electronic services into various sectors such as administration, governance, education, business, agriculture, secretarial

administration and global operations. The developed countries consider information technology as much vaunted technology for increased socio-economic development and depend on the "knowledge economy" for wealth creation. Sofield (2000), however, pointed out that many developing countries have not taken up information technology to the fullest possible extent as a means of reaching increased socio-economic development by entering the knowledge economy.

In contrast to the developed countries that have been steadily capitalizing on the rapid pace of IT, a large number of developing countries, particularly low-income countries have failed in the adaptation of these technologies thus contributing to the "digital divide" between the developed and developing countries (Human Development Report, 2001). Many of the developing countries are grappling with the spectrum reform or revolution in a climate of rapid technological change, convergence and relentlessly growing demands for these information technology facilities. In spite of this, the Nigeria Communication Commission described the country as the biggest internet market and the largest internet population in Africa (Folorunso & Adebayo, 2015). In Nigeria, there are millions of internet users, accessing internet services through technologies like mobile phone, computers and so on.

When organizations engage their secretaries in any of the technology-enriched services, they are assured of a thorough transfer of knowledge which is designed to enable them thrive in today's speedily evolving information technology based global economy. Onyekonwe (2005) asserted that information technology revolution has not only helped the secretarial profession, but also widened the scope and practices of the secretarial practice in terms of speed, quality and accuracy in job performance. He further pointed out that this revolution has no doubt, placed the profession and the secretarial practitioners under severe pressure. Before the invention of the modern information technology facilities, business offices faced a paperwork crisis, which was as a result of manually operated machines and equipment

used by the secretaries. But today, with the invention of new technologies, secretaries are able to perform vital "information management" functions in the modern office. To this end, efficiency of professional secretaries is a vital factor in the well-being of an organization as it can have a marked effect on productivity. Traummuller and Lenk (1996) pointed out that it is believed that the application of information technology (IT) would lead to innovative administrative systems which can enhance policy formulation, promote participation, improve service quality, make planning more effective, empower citizens, and improve transparency and accountability of government affairs.

The growth and development of information technologies (ITs) has led to their wide diffusion and application, thus increasing their economic and social impact. Some of these new information technologies, according to Akudolu (2002), include the computer, on-line self-learning packages, interactive CDs, chips, satellites, radio, optical fibre technologies, telepresence systems. Nwosu (2002) and Onyekonwe (2005), identified internet, voice-messaging systems; very small aperture terminal (VSAT), the electronic organizers, teleconferencing, the electronic mail (e-mail), bulletin board system, interactive radio (RIP), and video text as new information technology facilities. Ezechukwu (2002) identified information technologies to include: the computer, word-processor, mobile and cellular telephone, the internet, the electronic mail, teleconferencing, voice managing system and facsimile. In the same vein, Sannie (2000) listed new technologies that can be applied both in the office and the field of communication as teleprinter, e-mail, multi-link, internet website, intercellular/car phones, facsimile (fax), telex, spread-sheet and networking electronic typewriter.

The most prominent form of information technology (IT) today is the internet, which can be said to have originated as early as 1945 with Vannevar Bush's academic paper on the Memex; a conceptual device or machine which would be able to access the collective technical

knowledge of academia for anyone in need (James, Natalie & Des, 2012). Olowu and Seri (2012) defined internet as a worldwide network of computers that allows individual access to sending, receiving and storing electronic information over public network. Internet could be seen as a product of technology which comes as a result of scientific inventions and connecting network system that transmits data via various types of media. Internet is defined according to Folorunso (2017) as a network of global exchanges which include private, public, business, academic and government networks connected by guided, wireless and fiber-optic technologies. Internet is an international cooperative computer network of networks which links many types of users all over the globe such as government, schools, libraries, corporations, industries, hospitals, individuals and others (Amosa, 2000 as cited in Adeniba, 2003). Odunewu (2004) identified a variety of services offered by internet to include creating, browsing, accessing, searching, viewing and communicating information on a diverse set of topics ranging from results of scientific experiments to discussion of recreational activities. Sowobi (1997) on the other hand, reported that internet is the world's most efficient means of communication. He reported further that the internet is cheap and freely available to all those who wish to make advantage of it. As also reported by Folorunso (2017), the use of internet was expanding for many purposes in Nigeria in particular as e-government, e-payment, e-procurement, e-commerce, e-registration, e-learning and e-examination projects.

The influence of the internet is filtered through the structures and processes of the society (Oluwatoyin, 2011). Bonaface and Elijah (2014) opined that internet is perhaps one of the greatest inventions of our time. By implication, it has a profound effect on almost every aspect of our lives, secretaries in Universities inclusive. Secretaries no longer "simply" type correspondence for "the boss". Now, they often write that correspondence as well as plan meetings, organize data using spread sheet and data base management software. With internet, they interact with clients and vendors, and the

general public, handle other modern office facilities, supervise the office and a host of others. Secretaries should therefore, possess the necessary skills required to use the resources for her effectiveness in the information dissemination, records management and general work flow (Chukwuemezie, 2002; Odunewu, 2004).

However, information technology has not made much impact on changing the working practices and the culture of the university system. To date, both manual and new technologies co-exist. Most secretaries are not aware of some of these new information technology facilities and those that are aware still prefer to work with manual systems because they believe that it is very easy to work with and understand than the new information technology facilities because they can see how transactions are related and how they function, but with computers this cannot be ascertained. Some of these secretaries are not literate in information technology. The main purpose of this study is to find out the extent to which secretaries are aware of information technology facilities in both private and public universities in Ogun State, Nigeria.

One central question forms the specific problem of this study. To what extent would secretaries in private universities' awareness of information technology facilities differ from secretaries in government-owned/public universities? The only hypothesis formulated and tested for the purpose of the study was: There is no significant difference in the awareness of information technology facilities between secretaries in private and public universities.

5. Methodology

This study employed the survey research design in which questionnaire was employed in collecting data from the participants. The population of this study was all secretaries in both private and public universities in Ogun State. Participants included four hundred (400) secretaries randomly selected from two (2) private universities, Babcock University, Ilishan and Covenant University, Ota and one public, Olabisi Onabanjo University, Ago-Iwoye. There were 200 males and 200 females involved in the

study. A twenty-five item questionnaire labelled Secretaries' Awareness of Information Technology Facilities was developed to collect data for the study. The response format was a 4 point Likert type rating scale, ranging from 1= Not Aware, 2 = Barely Aware, 3 = Partially Aware, to 4 = Fully Aware was used. The instrument was tried out on a different sample in a pilot study to determine its reliability and validity. A test-retest reliability index of 0.75 was derived. The data generated in the study were subjected to descriptive statistical analysis; Mean, Standard Deviation and inferential statistical tool analysis i.e. t-test were used in answering the research question and testing the hypothesis generated at 0.05 alpha level. A mean

score of >2.50 is the acceptance point for awareness, while <2.50 is regarded as unawareness.

6. Results

This section of the study focused on presentation of results on the basis of the research question and hypothesis generated for the study.

Research Question 1: To what extent would secretaries in private universities awareness of information technology facilities differ from their counterparts in public/government-owned universities?

Table I: Secretaries' Awareness of Modern Information Technology Facilities

S/N	Information Technology Facilities	Secretaries in Private University		Secretaries in Public University		MD	t-Cal
		\bar{x}	SD	\bar{x}	SD		
1.	Online Conferencing	1.94	0.75	1.85	0.68	0.09	1.29
2.	Office Workstation	1.96	0.92	1.92	0.86	0.04	0.44
3.	Internet Browsing	3.60	1.02	2.95	0.98	0.65	6.50
4.	Website (World Wide Web) www	3.86	0.97	3.18	0.89	0.68	7.56
5.	Internet Surfing Net	3.82	0.82	3.40	0.88	0.42	4.67
6.	Electronic Mailing (E-mail)	3.28	0.61	2.80	0.75	0.48	6.86
7.	Downloading and Uploading on Internet	3.57	1.13	2.98	1.07	0.59	5.36
8.	On-line Workstation	2.03	0.92	2.00	0.88	0.03	0.03
9.	On-line Marketing	2.34	0.87	2.25	0.92	0.09	1.00
10.	Computer Hardware	3.88	0.92	3.70	0.97	0.18	2.00
11.	Computer Software	3.76	0.98	3.70	0.99	0.06	0.60
12.	Telex and Teleprinter	2.78	0.91	2.24	1.03	0.54	1.80
13.	Facsimile Transmission (Fax)	2.85	0.63	1.38	0.99	1.47	1.84
14.	Scanner and Scanning	2.55	0.68	1.95	1.01	0.60	6.67
15.	Laser-Jet Printer	3.67	0.92	3.23	0.97	0.44	4.89
16.	Telecommunicating	3.30	0.83	2.35	1.11	0.95	9.50
17.	Telephone Answering Machine	3.39	0.96	3.45	0.97	-0.06	0.06
18.	Laminator	3.85	0.88	4.00	0.95	-0.15	1.67
19.	Interactive CDs	2.15	1.13	1.99	0.98	0.16	1.45
20.	Chips	2.17	0.91	2.01	0.88	0.16	1.78
21.	Satellites	2.03	0.92	1.97	0.84	0.07	1.17
22.	Mobile/Cellular Telephone System	4.00	0.57	3.98	0.67	0.02	0.33
23.	Compact Disk-Read Only Memory (CD-ROM)	2.90	0.93	2.40	1.01	0.50	5.00
24.	Audio-Video Conferencing	3.80	1.13	3.68	0.98	0.12	1.09
25.	Stenographic Machine	3.08	0.99	3.00	0.78	0.08	0.89

The analysis of Table 1 revealed that a greater number of the secretaries are not aware of some vital information facilities the responses to the questionnaire items, which indicated a high degree of unawareness among secretaries in public university than their counterparts in the private universities. The unawareness level of secretaries in public university was seen in 12 items while those of private universities were 7 items. This is because the mean scores for these facilities were below the cut-off point of 2.50 as shown in Table 1. It was revealed that secretaries from both private and public universities rated 7 items similarly as unaware such as; On-line Conferencing, Office Workstation, On-line Workstation, On-line Marketing, Interactive CDs, Chips and Satellites.

However, from their mean scores, secretaries in private and public universities indicated high level of awareness of 13 items such as; Internet browsing, Website, Internet Surfing Net, E-Mail, Laminator, Mobile/Cellular telephone among others. When the mean scores of secretaries in private universities as regards their awareness of information technology (IT) facilities such as; items; 3,4,5,6,7,10,13,14,15,16 & 23 were tested with the mean scores of secretaries in public university; these yielded t-values as shown in Table 1, which are significant at a level of $P < .05$.

Hypothesis Testing

The hypothesis stated that there is no significant difference in the awareness of information technology facilities between secretaries in private and public universities.

Table 2: Independent t-test of Difference in the Awareness of Information Technology between Secretaries in Private and Public Universities.

Group	N	\bar{x}	SD	MD	Df	t.Cal	t.Cri	P
Secretaries in Private University	200	77.10	2.31	8.29	398	2.67	1.960	< 0.05
Secretaries in Public University	200	68.81	3.74					

The results in Table 2 indicated that there is a significant difference between secretaries in private and those in the public universities as regards their awareness of information technology facilities. The calculated t-value of 2.67 was found to be higher than the critical table value of 1.960 at 0.05 level of significance. The null hypothesis was therefore rejected by the Findings of this study. The finding implied that secretaries in private universities are more aware of the information technology facilities than their colleagues in the public university.

7. Discussion

Table I revealed that secretaries in private universities are more aware of some of these information technology facilities than their counterparts in public university. Secretaries in private universities are aware of 18 items while those in public are aware of 13 items. Such as Internet, Website (www), E-Mail, Computer Hardware and Software, Laser Jet Printer, Telecommunicating, Mobile/Cellular Telephone System, Stenographic Machine, and Audio-Video Conference.

The acceptable mean score for awareness of each information technology facilities listed was 2.50 and above. For instance, secretaries' awareness of computer service was rated as high as 3.88 mean score. This, according to Oketunji (2003), means that there should be some internet

guides and tutorials in using engines effectively and equally defining search engines to meet specific needs. Universities therefore, should train their secretaries to be computer/internet literate because it provides golden opportunity for provision of value added services to the secretarial professions and the university administration at large. This corroborates what Agomuo and Isu (2002) found in their study, that a high percentage of secretaries are not computer literate. As Johnson, Johnson and Stanne (1985) put it, effective information sharing is essential in making a solid connection between tertiary institutions and the rest of the world. The internet has been highly rated by secretaries in both private and public universities in terms of their awareness of information technology facilities. Internet enables secretaries exchange news and views on a variety of secretarial administration. This is in line with Ntudukem (2000) who asserted that internet assists secretaries to access or exchange information with other computer users around the globe.

Also Kiangi and Tjipangandjara (1996), Traunmuller and Lenk (1996), Bhatnagar (2000) asserted that the development of these information systems such as document management, electronic data, interchange, group ware for computed supported group work and internet and intranets can lead to innovative administrative information systems, improved

service quality, more effective planning and thereby becoming a means of empowering citizens.

The study also found that there was a significant difference in the awareness of information technology (IT) facilities between secretaries in private and public universities. The finding implies that information technology facilities' awareness are more in private universities, while they are less in the public universities. The finding supports the report of Samaranayaka (1999) who found out that service oriented organizations such as, banks and most of the private sector institutions introduced information technology for commercial activities. This finding also disagrees with Onyekonwe (2005) who reported that there was no significant difference between the mean responses of secretaries in the private establishments and mean response of their counterparts in the civil service as regards their awareness of information technology facilities.

However, the awareness of secretaries in public universities as regards information technology facilities was negative. There is the belief among them that information technology learning is an elite activity for the rich and those who could afford it. The acceptance of application of information technology at work by the secretaries is a highly challenging because of the long established socio-cultural and negative attitudes of employees towards information technology at work. This is mainly due to the lack of awareness of information technology facilities, illiteracy in information technology, long established bureaucratic culture and lack of commitment to work.

In addition, lack of awareness of information technology facilities by secretaries in public university is constrained by the unavailability of physical infrastructure facilities such as computers, telephone, internet facilities, maintenance facilities, and unrealistic rules, procedures and at times by outdated administrative and financial regulations that best suit a 'closet but not an 'open' economy.

8. Recommendations

In the light of the findings of this study, it would be recommended that:

- (i) Basic telecommunication facilities should be made available to the secretaries and even other clerical staff to bring greater mass of practitioners into the stream of information technology activities both by the public and private sectors.
- (ii) Appropriate information technology facilities should be provided immediately both in public and private sectors to support the growing demand of the information technology sector. As telecommunication infrastructure is an integral part of information technology so the telecommunication sector should be liberalized as early as possible.
- (iii) The government can facilitate the development of information technology facilities at the least possible cost with little or no customs duty during construction of the infrastructure at the universities and the society at large.
- (iv) Developing programmes to train quality information technology professionals and skilled personnel to ensure success in the global software and information technology-enabled services.
- (v) Appointments into positions such as clerical officers, typists, secretaries, administrative officers and technicians should be based on a criterion that prospective candidates must be computer literate.
- (vi) Nigeria is far behind in the application of information technology most especially in the public or government owned higher education institutions. To date, the development of information technology applications at the university level include few mechanisms to ensure that secretaries are able to receive the

ensuing benefits. Information technology facilities can be developed and implemented within the universities to improve the knowledge and service quality and create facilities by providing information about the organizations, education and training.

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Concentrated Language Encounter Method and Development of Reading Skills among Primary Schools in Jos Metropolis, Plateau State, Nigeria

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Abstract. This paper presented an eight week intervention programme using Concentrated Language Encounter Method in development of beginning reading skills among primary school pupils who are non-readers in Jos North, Plateau State. The purpose of the study was to investigate the effect of Concentrated Language Encounter method in development of beginning reading skills among primary school pupils who are non-readers. Two research questions and two hypotheses were posed for investigation. This included: What are the reading levels of primary school children who are non-readers before exposure to CLE and to what extent will the reading level of primary school children who are non-readers improve after exposure to literacy instruction using Concentrated Language Encounter? There is no significant difference between the English sight vocabulary and Comprehension Skills acquisition of primary school children who are non-readers in control and experimental groups as measured by post-test mean scores. The study adopted socialization theory propounded by Vygotsky (1978) who stated that interactions with the surrounding environment and social agents, such as parents and more competent peers, contribute significantly to a child's intellectual development. The study utilized a true experimental design involving sixteen primary four non-readers selected through proportionate stratification sampling technique. The instruments used included: Sight Word Recognition Test of 100 High Frequency

English Words (SWRTHFEW), Sentence Comprehension Tests (SCT) and Reading of New Texts Tests (RNTT). The coefficient of stability obtained for each instrument is 0.98 for SWRTHFEW, 1.00 for SCT and 0.99 for RNTT. The treatment consisted of Concentrated Language Encounter module one. Data were administered, analysed using bar chart and t-test unrelated sample. The Results indicated that the reading level of primary four children in both the experimental and control groups before exposure to treatment were the same. They were all non-readers. Post-tests mean scores of children in the experimental group which received intervention in using literacy were significantly higher than that of those in control group who used conventional method. Based on the findings, the study recommends the use of Concentrated Language Encounter method in acquisition of literacy skills with non-readers.

1. Background of the Study

One of the objectives of Primary Education stated in the National Policy on Education (2012) was to inculcate permanent literacy and the ability to communicate effectively. But there would appear to be a confusion on how to achieve these objectives. For example, Unoh (1982) observed that the task of teaching children how to read in schools in Nigeria has been left entirely to the individual teachers. These teachers probably do not understand the great intellectual significance of the simple task

reading. For this reason, most of our Primary and Secondary School learners cannot read simple texts that are meant for them to read independently.

There are several causes for reading failure among our pupils in Jos North L.G.A. of Plateau State. Plateau is a multilingual State. She has the highest number of indigenous languages spoken by each ethnic group in the whole Federation. There are also settlers who have been there long ago for trading purposes; these are the Yorubas, the Igbos and the Hausas. Also being a State capital, there are other people from different parts of the country who come there on transfer basis as civil servants. For those reasons, it is very difficult for teachers to teach young children using their first language. Sometimes the teachers find themselves teaching in a particular ethnic groups that the teachers themselves do not speak nor understand the language of the children found in the class, for this reason teachers may not be able to reach out to children who can speak only their mother tongue.

However, the children in the lower primary school are taught how to read in English (L2) before they actually acquired the oral proficiency in the language. Finocchiaro, (1994) stated in her stages of teaching and learning of reading in second language (L2) that “students read material they have learned to say very well”. This statement is supporting the view that children can read well in the language they have acquired oral proficiency.

In line with this, Unoh (1984) further stated that his ultimate aim of what learning to read and reading to learn, is that the skills associated with listening and speaking are developed before that of reading and writing. One other probable problem which is highly suspected that makes reading very difficult among children in the State is that children are taught how to read English language books by oral recitation. This is when teachers read sentences inside their textbooks and children repeat after the teacher. In most cases, these children memorize the sentences and only pronounce word without identifying the prints that represent these words and teacher assume that these children can read.

One other possible cause of reading failure among these pupils is the issue of automatic promotion of pupils, especially in junior primary classes regardless of the child’s performance in the former class. This negligence of individual differences by teachers to the researcher might again be a contributing factor in the production of graduates at these levels without being able to read simple books independently.

Other possible cause of reading failure among our pupils in the State are lack of text and story books and lack of teachers using appropriate methods to teach children how to read. These problems and many others have left our pupils under a number of disadvantages. For example, the majority of the children leave primary schools without being fully literate.

It is with this view in mind that the researcher wants to investigate the extent to which Concentrated Language Encounter can help develop reading skills among pupils in primary schools in Jos.

2. Statement of the Problem

Considering the high rate of reading failure in both public and private schools in the State, reading specialists are faced with the challenge of providing effective remediation. Children with problems in reading English as second language have not been taught how to speak English before they are taught how to read it. Which means that children have not been taught in a way they will learn how to read effectively? Similarly, teachers have not been using appropriate strategies that would promote effective reading in English. For effective reading, teachers must use the skills children come to school with to help them learn to read in English. Specifically, it is important to consider how reading specialists can draw on the language skills the children already have as they come to school in teaching them to read effectively in English.

In this light, this study intends to explore the use of Concentrated Language Encounter method to tackle the problem and provide answers to these questions:

- Does Concentrated Language Encounter prove effective in teaching children how to read in English?
- How can the reading specialists make use of the Concentrated Languages Encounter method to train children who are non – readers to learn to read in English?

This study will help the researcher to find out if the Concentrated Language Encounter method when properly used during intervention will help to improve the children’s ability to recognize sight vocabulary and comprehend printed materials in English.

3. Purpose of the Study

The present research is designed mainly to investigate the effect of Concentrated Language Encounter method in development of beginning reading skills among primary school pupils who are non-readers. Specifically:

- To find out the extent to which Concentrated Language Encounter (CLE) can help primary school children who are non- readers to make significant gain in the acquisition of English Vocabulary.
- To find out the progress of children in English sentence comprehension.

4. Research Questions

- What are the reading levels of primary school children who are non-readers before exposure to CLE?
- To what extent will the reading level of primary school children who are non-readers improve after exposure to literacy instruction using Concentrated Language Encounter?

5. Hypotheses

There will be no significant difference between the English sight vocabulary of primary school children who are non- readers in control and experimental (CLE) groups as measured by post–test mean scores.

There will be no significant difference between the Comprehension skills acquisition of primary school children who are non- readers in control and experimental (CLE) groups as measured by post–test mean scores.

6. Methodology

6.1 Design:

This study utilized the true experimental design involving the pre-test, post-test control group design. The design featured two groups. Subjects were randomly selected and assigned to experimental and control groups (R). Both the experimental and control groups were administered the post-test (O). Only the experimental group was exposed to the treatment (X) on literacy using Concentrated Language Encounter method while the control group received no treatment but was taught through conventional method.

6.2 Sample

A sample of 16 non – readers who have already received at least three and a half years of primary education were selected after the administration of pre-test which is the 100 English high frequency words for Nigerian children (Umolu, 1985). Eight (8) non readers formed the experimental group and another eight (8) for the control group.

6.3 Instruments

The instruments used for the study includes: Sight Word Recognition Test of 100 High Frequency English Words (SWRTHFEW), Sentence Comprehension Tests (SCT) and Reading of New Texts Tests (RNTT). The coefficient of stability obtained for each instrument is 0.98 for SWRTHFEW, 1.00 for SCT and 0.99 for RNTT. These were established through test re-test method.

7. Results

A period of eight weeks was used for data administration and collection of results. The

results were analyzed using bar chart and t - test unrelated sample. These are presented thus:

Research Question one: What are the reading levels of primary school children who are non-readers before exposure to CLE?

Table 1 English Sight Word Vocabulary before Intervention. Experimental Group

Child	Score out of 100 Words					Average
	Day 1	Day2	Day 3	Day 4	Day 5	
A1X	1	2	1	1	1	1
A2X	2	2	2	2	2	2
A3X	1	1	1	1	1	1
A4X	1	2	1	1	1	1
A5X	2	1	2	2	3	1
A6X	2	2	2	2	2	2
A7X	1	2	1	1	1	2
A8X	1	2	1	1	1	1

Table 2 English Sight Word Vocabulary before Intervention. Control Group

Child	Score out of 100 words					Average
	Day 1	Day2	Day 3	Day 4	Day 5	
B1	1	2	1	1	1	1
B2	2	1	2	2	3	2
B3	2	1	2	2	2	2
B4	1	2	1	1	1	1
B5	1	2	2	1	1	1
B6	2	1	2	2	2	2
B7	2	1	2	2	2	2
B8	1	2	1	1	1	1

The pre-test of the ability of primary school children who are non- readers in both experimental and control groups to read the 100 English Sight Words shows that they are at the same level and are all non-readers. The test scores are shown in Table 1& 2.

Research Question two: To what extent will the reading level of primary school children who are non-readers improve after exposure to literacy instruction using Concentrated Language Encounter?

Table 3: English Sight Word Vocabulary after Intervention n=100 Experimental Group

Child	Week									Post test	Gain Score
		Pre-test	1	2	3	4	5	6	7		
A1X	1	15	15	15	14	10	15	10	5	100	99
A2X	2	15	15	10	10	18	10	10	10	100	98
A3X	2	10	8	13	12	10	15	14	14	98	96
A4X	1	13	12	10	14	15	10	10	10	95	94
A5X	1	10	11	12	14	12	14	13	10	97	96
A6X	2	8	13	10	12	15	10	15	11	96	94
A7X	2	9	12	10	15	13	15	12	12	100	98
A8X	1	15	15	10	10	18	10	10	10	99	98

Table 4: English Sight Word Vocabulary after Intervention n=100: Control Group

Child	Week									Post test	Gain Score
		Pre-test	1	2	3	4	5	6	7		

B1	1	1	0	0	1	0	0	0	0	3	2
B2	2	0	0	1	0	0	0	0	0	3	1
B3	2	0	1	1	0	0	0	0	0	4	2
B4	1	0	0	1	0	0	0	0	0	2	1
B5	1	1	1	0	0	1	0	0	0	4	3
B6	2	0	0	1	1	0	0	0	1	4	2
B7	2	0	0	0	1	0	0	0	0	3	1
B8	1	0	1	0	0	0	0	0	0	2	1

Hypothesis one

There will be no significant difference between the English sight vocabulary of primary school children who are non- readers in control and experimental groups as measured by post–test mean scores.

Table 5 Group Difference in English Sight Vocabulary t-test

	N	X	Sd	df	t-cal	P-value
Experimental Group	8	98.03	1.88	14	253.23	0.000
Control Group	8	3.16	0.79			

P<.05

For degree of freedom of 6 and level of significance at .05, with P. value of 0.000, the calculated t-test statistics is given at 253.23 which is significant beyond 0.05 level. Hypothesis one was therefore rejected in favour of primary school children who are non- readers in the experimental group. The general findings from the result showed that primary school children who are non- readers who received intervention in literacy skill have higher mean scores in acquisition of English sight vocabulary than the primary school children who are non- readers who did not received intervention.

Hypothesis two

There will be no significant difference between the Comprehension skills acquisition of primary school children who are non- readers in control and experimental groups as measured by post–test mean scores.

Table 6 Results of the Independent Sample of t-test Analysis for Comprehension Skills

	N	X	Sd	df	t-cal	P-value
Experimental Group	8	93.53	5.69	58	46.15	0.000
Control Group	8	36.63	3.62			

P<.05

For degree of freedom of 6 and level of significance at .05 with P. value of 0.000, the calculated t-test statistics is given at 46.15 which is significant beyond 0.05 level. Hypothesis two was therefore rejected in favour of primary school children who are non-readers in the experimental group. The general findings from the result showed that primary school children who are non-readers who received intervention in literacy skill have higher mean scores in comprehension skills than the primary school children who are non-readers who did not received intervention.

8. Discussion

In analyzing the reading level of children in both the control and experimental groups before exposure to

CLE, the research findings, presented in Table 1, showed that none of them could identify more than three of the 100 high frequency words. Thus they were all non-readers because, according to the guidelines for identification of reading problems, anyone who read less than 10 of the first 25 words during assessment is considered to be a non-reader.

The reading levels of learners should be given priority attention in order to prepare them for the acquisition of a sight vocabulary which is very crucial in learning to read. Words are the building blocks of comprehension and word recognition is the foundation of reading process. It is recognised that without the ability to recognize words in continuous text quickly and accurately, this goal cannot be achieved. According to Rupley, Logan, and Nichols (2009), sight vocabulary is a key component of effective reading instruction. Similarly, Flood and Robb (2007) buttressed the fact that both fluency and comprehension are affected by sight vocabulary knowledge.

The findings revealed that there is a significant difference in the acquisition of English sight vocabulary of primary school children in experimental group with those in the control group. However, the significant difference which was observed in this study showed that Concentrated Language Encounter was very

effective in facilitating learners' acquisition of sight words in English.

This is consistent with the findings of Rayner and Pallatsek (1989) that reading involves visual discrimination and independent identification of words. That is, if a child can differentiate between letters and words perceived, then the visual discrimination is possible. When a child is able to identify words in isolation and read them accurately and can read sentences in a book successfully, then we can say that the child is now ready to process reading materials.

Similarly, Hanson and Reynolds (1980) observed that when a child had acquired oral language proficiency, then the child moves to discriminate and attempt to read in order to identify visual, auditory and context clues. They will also substitute the consonants, the vowels of alphabets as well as attainment. They went on to say that the use of the visual auditory perception was that the child sees the word first, and then tries to sound out the word. From there, the child analyse the word to discover the graphemes (letter clues) to phonemes (sound clues), and relates this to the particular word context. The child then blends the sounds together to pronounce the word and relates its meaning in the language of the child. This they said is why Concentrated Language Encounter is effective because it deals extensively with word recognition, blended with the correct pronunciation and meaning of what was read. It was also noted that the number of words known by the child at any given age was a unique feature of that child.

The findings of this study also revealed that there is a significant difference in sentence comprehension of primary four children in the experimental group as compared with that of those in the control group. The general performance of children in sentence comprehension has actually shown how effective Concentrated Language Encounter method is in aiding children in sentence comprehension.

This confirmed the study carried out by Walker (1975) who stated that at the beginning of

reading, it is essential that all the words to be read should be within the child's vocabulary so that he/she will be able to recognize the words which may lead him to comprehend. The author went on to explain that if a word was an ambiguous one, the teacher needs a process of selection which he operated on, so that the child can get the correct meaning of the word. This is possible when the teacher uses the word in different sentences which could give the word different meanings from each other. To further explain the importance of comprehension, Pearson and Duke (2002) stressed that comprehension guides students in becoming aware of how well they have read as they attempt to put into writing or recall what they have read.

9. Conclusion

The study was conducted to find out the effect of using the Concentrated Language Encounter method in developing literacy skill in primary schools in Jos Metropolis. This was based on the gap that existed in literacy training of primary school children. The variables of sight vocabulary and comprehension skills were put to test. Based on the investigation and data analysis, it is evident that primary school children could do well in literacy if appropriate method is employed. From the results and the responses of the samples, the differences in the performance of school children after intervention proved the effectiveness of this method. Therefore, it can be concluded that, the improvement in children's performance in general was mainly due to the intervention given to them.

10. Recommendations

It has been noticed from the results of the study conducted that, reading specialists in primary schools are needed to identify, assess and remedy reading problems in children identified as non-readers.

The researcher also observed during the study that, the environment under which children learn and most often the techniques used in teaching affect the children. In most cases children who

are having problems in reading are being lumped together in a class with those who have no problems with reading. This worsened their condition because no individual differences are taken into consideration by the teachers; therefore the researcher recommends that there is need for variation in teaching methods by teachers and resource personnel to cater for the less privileged ones in the class.

Teaching in small groups and if possible individually should be used and the level of books used should vary according to the levels of the children.

Scaffolding technique as in Concentrated Language Encounter method can be used to effect change in learning to read with slow readers.

Training of teachers and resource teachers can be achieved by regular attendance of seminars, conferences, and workshops, especially on the techniques of how to use Concentrated Language Encounter method to minimize some of the reading problems we have in our primary schools today.

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A Survey of Undergraduates' Extent of E-Learning Technologies Usability for Learning in a Federal University, South-South Geo-Political Zone, Nigeria

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Abstract. This study investigated the extent to which undergraduates of a particular federal University in South-South geo-political zone of Nigeria utilized e-learning technologies for their learning activities, based on age and gender. The sample consisted of 243 undergraduates who were randomly selected from five faculties in the University. The descriptive method of the survey type was employed; Checklist and Measuring Usability Questionnaire on e-learning were adapted for the study. The statistical tools used for analysis were frequency count, mean and simple percentages to interpret the research questions, while Chi-square was used to interpret the only hypothesis of the study. The study revealed an average level extent of use of e-learning technologies by the undergraduates; Age was found to be an indicator for e-learning technologies usability; and that there was no significant difference in usability of e-learning technologies for learning based on gender ($X^2(200) = 0.102$, $p(0.0950) > 0.05$). It is recommended therefore, that, the authorities should encourage the undergraduates to utilize e-learning technologies more, in order to accelerate and possess quality improvements on their academic performance, ICT skills and interactivities with peers and lecturers alike.

Keywords: E-learning, E-learning technologies, Usability, Learning, Gender, Age

1. Introduction

World over, Information and Communication Technologies (ICTs) are seen to be dominating so much of the contemporary life and work of humans. The speed with which the world is moving into digital knowledge acquisition and application gives much to its acceptance and adoption. This is particular to educational sector where the technology had received global attention in its adoption and application. It is actually gaining ground all over in both developed and developing countries school systems. It has become so important that it has continued to grow and developing the 21st century. Ron (2008) opined that there is need for Universities to ensure that undergraduates are able to display appropriate levels of information literacy, demonstrate the capacity to identify a problem, locate and evaluate relevant information in order to engage with it.

Information and Communication Technology (ICT) and information technology (IT) can be used interchangeably in some cases. Information can be seen as idea conceived in the mind, whereas, communication is the transfer of that

information from the original source to the destination; where it is needed with the intention to produce a desired change in behaviour of the receiver. ICT is referred to as the varied collection of technological gear and resources which are made use of to communicate, generate, distribute, collect and administer information. It also referred to as the totality of methods and tools that are used in gathering, storing, processing and communicating information. Thus, information is the transfer of ideas, skills, and knowledge from the lecturer to the undergraduates (Faisal, Eslam, Shadi, Zahraa, & Ayman, 2010).

Technology is about the ways in which things are done with ease; the processes, tools and techniques that alter human activities. Faisal, et al (2010) stated that technology is becoming a necessity in University and using it gives lecturers the diversity of their lectures, displaying more information, and enhancing undergraduates learning. The use of these technologies in the Universities can help lecturers save time and allow them to pay more attention to the course content.

Olutola and Olatoye (2015) found ICT application in virtually all the available professions in the world and opined that e-learning technologies when made use of in education they are called ICTs. These ICTs are about the new ways in which undergraduates can communicate, inquire, make decisions and solve problems. They are various procedures, devices and methods for gathering and recognizing information, ordering and sorting out, condensing and orchestrating, dissecting and assessing and hypothesizing and predicting. In the mean time, That, these ICTs could enhance the quality of education in various courses and capable to enlarging undergraduates enthusiasm and responsibility, by making conceivable the acquirement of major abilities and by enhancing lecturers improvement. The need and subsequent introduction of ICT as a technology to support educational sector and the citizen has been initiated and documented in a policy statement in order to be implemented by the federal government (FRN, 2013). This laudable policy has been widely debated and substantially given

to practice in the educational industry. The realization of the goals as well as the objectives of the policy document raises a lot of concerns among stakeholders in educational sector.

The coming of e-learning technology is a boost to ICTs and has turned the world into a global village. E-learning technology is said to be one of the bi-products of ICTs, hence, the future of ICT is essential for the development of e-learning technologies in Nigeria. It is the convergence of learning process with the use of internet facilities. That, since voluminous data have to be transported during the process of undergraduates' learning, there is therefore the need for such a technology like the e-learning technologies (smartphones, tablets and so forth) (Olaniyi, 2006). E-learning technologies could be used to move high volume of multimedia files such as video, text, data, audio, images from one medium to another. And that over two-thirds of University undergraduates used electronic technologies in their study while in class studying or doing homework. Hence, the use of e-learning technologies amongst undergraduates appears unavoidable. Corroborating this assertion, Lenhart, Purcell, Smith and Zickuhr (2010) stated that the world is moving into an era when e-learning technologies are not just for talking and texting, but also for accessing the internet and all it has to offer. They studied how teens and young adults' explored social media and internet based on age, and came up with different findings of how majority of the teens and young adults at a particular time flooded the different sites and to their times of withdrawals. That, the teens were engaged with different sites compared to the young adults; their ages in range were from 12 to 17 years and 18 years and above termed teens and young adults respectively. Matthews (2004) noted that e-learning technologies are not resources for making just phone calls, but rather to relate and interact socially online. It is a technology for smoothening, operating and coordinating undergraduates learning activities. Muyinda, Mugisa and Lynch (2007) described e-learning technology as a new model in education which was brought about as result of the revolution in mobile technologies.

Ali (2013) defined e-learning technology as a dynamic concept and a learning strategy that makes course contents available to undergraduates through mobile technologies anywhere and anytime. It was noted that the freedoms of undergraduates are equally relevant to the lecturers as well; and since learning is no longer limited to the four walls of the classrooms, undergraduates can learn individually with or without the lecturer. Rau, Gao, and Wu (2008) acknowledged the relevance of e-learning technologies to undergraduates' behaviour, enthusiasm, motivation and progress. Godwin (2012) stated that technology is going mobile and already undergraduates are surrounded and influenced by e-learning technologies like Smartphone, Portable computers, MP3 and MP4. Therefore, e-learning technologies are explained as sets of new technologies that would have substantial impact on the way teaching and learning exercises are being carried out. According to Gorichanaz (2011), these technologies are getting slimmer, faster, and cheaper by the day, with their interfaces getting simpler and more intuitive.

The educational advantages of using e-learning technologies over full-size computer system are attractive with clear and visibility images. A wide variety of e-learning technologies are available today like smartphones, PDAs, laptops, tablets which are used as e-learning technologies (Olanrewaju & Odewumi, 2018). Utulu (2012) stated that in Nigeria, e-learning technologies are used by undergraduates for communicating with lecturer in-charge of the courses, collecting data (recordings), sending emails, access Online Public Access Catalogue (OPAC) and share knowledge. E-learning technologies can facilitate undergraduates in various ways like not only learning contents easily, but also interacting with others anytime, anywhere at his convenience. Javid, Malik and Gujjar (2011) explained that e-learning technologies are helpful for the students for learning purposes. Students can use it for exchanging useful information with their classmates about their studies.

There are many issues concerning utilization of e-learning technologies for learning by researchers, one very important of them is gender. This issue of gender is still to be resolved amicably. On one hand, some scholars argue for a particular group to be favoured, while on the other hand, some others lay claim to have the opposite group as being the more favoured in relationship to usability aside the benefits to gain. Some authors presented arguments that the e-learning facilities are male favoured technologies, while some attributed successes of the usability to being female friendly; yet, another school of thought has it that both male and female can actually perform and utilize these technologies without hindrance when presented with same opportunities (Sanda & Kurfi, 2013; Olanrewaju, 2012; Palmen, 2011; Nsibirano, 2009). The gender issue needs to be clearly resolved by extensive research works the more in all areas of endeavour to finding lasting solution(s), so that both boys and girls can favourably be disposed to all benefits accrued to educational pursuits in any society without discriminations.

The utilization quality of e-learning technologies is the extent with which technology, interaction, content and offered services comply with expectations of undergraduates and lecturers by allowing them to learn and lecture with satisfaction respectively. The technology, interaction, content and services are seen as follows: technology refers to the technological problems that can make less difficult the use of the e-learning technologies; and Interaction has to do with the way the e-learning technologies interface and the software are made simple for students to use for learning. The content refers to the way the material is taught and the capability of the e-learning technologies to offer study activities to the undergraduates who should also be free to separately choose their course. Also, that services refer to provision of communication resources, auto-evaluation tools, help services, search engines, references and support to the undergraduates (Olanrewaju & Odewumi, 2018; Utulu, 2012; Javid, et al 2011).

The undergraduates can be encouraged to construct their own knowledge using e-learning

technologies, which in turn can be used to present materials that purposely lead them to programmed instructions in highly controlled manner. The use of e-learning technologies in education has a significant history. The relevance of e-learning technologies to undergraduates has to do with how undergraduates make use of these technologies in their studies. The real focus here is transfer of knowledge using these technologies, which is learning with universal opportunity. University education is necessary in helping the undergraduates make progress both technologically and socially.

It is worrisome to know that most undergraduates spend chunk of their time visiting unnecessary websites, watching pornography as well as texting, chatting, playing games, tweeting and socializing on social media instead of focusing on using the technologies for learning purposes. Nsofor, Ala and Gambaki (2012) concluded that to effectively use these e-learning technologies in higher education, lecturers and undergraduates alike must possess the necessary skills, for without proficiency, it may be difficult to realize the expected results and objectives.

Usability of technology is a measure of a person's experience arising from his interaction with a user interface which includes software application or a website. Also, usability as the quality of experience a user has at the end of his interaction with a product or system such as mobile devices and software applications (Kortum & Sorber, 2015). Ali (2013) defined usability as the ease with which undergraduates interact with e-learning technologies, how easily they understand the technologies. Also, how satisfied the undergraduates are with the functionality of the technologies, which includes software applications, tools, websites, devices and processes. Nielsen (2012) described usability as a form of quality assessment that is directed towards determining how trouble-free a system is. He explained that usability is a strategy that can be employed during a system design to ensure greater ease of use. Usability can be measured by five quality components to include the following: learnability; how easy is it for students to accomplish basic tasks the first

time they encounter the design, and efficiency; once students have learned the design, how quickly can they perform tasks? Others are: memorability; when students return to the design after a period of not using it, how easily can they re-establish proficiency? Errors; how many errors do students make, how severe are these errors, and how easily can they recover from the errors? And satisfaction; how pleasant is it to use the design?

In any case, accessibility and usability of these technologies are basically inseparable in e-learning context for effectiveness and satisfaction as well as efficiency in which undergraduates could achieve learning of interrelated goals with a particular technology. It indicates that the lower the level of accessibility of e-learning technologies for undergraduates, the less usable it will be for them. E-learning technologies provide multitude of attributes and functions so much so that e-learning technologies have become part of everyday life of humans. Thus, increased popularity of e-learning technologies in recent years has attracted research attention (Halder, Halder, & Abhijit, 2015). In the usability of e-learning technologies, its usability extent is seen as the aggregate of value(s) attached to and or area(s) of coverage. The magnitude or weight of utilization will mean how much and more an individual utilizes the technologies for a particular thing which will invariably increase attention paid by such a one and particularly the undergraduates.

The extent of using e-learning technologies for learning could afford the undergraduates immense opportunities to creating knowledge of their own, have sufficient understanding of concepts that appeared difficult before and become independent to seeking knowledge among others. It could build and increase undergraduates' skills as well as competence in handling and or manipulating those technologies. The continual usability of the technologies could also lead to their proficiency and they could become empowered in order to creating wealth. This can bring the desired change envisaged in the undergraduates and they become self-reliant, one of the foremost national

objectives of education of the nation (Imitan, Chang & Issa, 2013; Pessu, & Danner, 2013).

The domestic education is becoming increasingly not being satisfied with by majority of the people and this has clearly shown a need for change. The digital era could have taken over from the traditional lecture method, and learners are of the expectations beyond just book knowledge since e-information in various formats of texts, audios and videos, are spread online at reach of all and sundry to be accessed, anytime, anywhere and by anybody (1World, 2014; Olanrewaju & Odewumi, 2017). The research carried out by 1World (2014) showed that 84% of respondents thought it necessary a step for Universities to incorporate more interactive technologies into their classrooms. However, the researchers opined that incorporating e-learning technologies into undergraduates' learning without availability of the necessary technologies and access to them will be an exercise in futility.

There are multiple benefits for using ICTs in the University. These include, more active learning, better undergraduates' attention and realization and Visual stimulation. They give more students-centred learning backgrounds to undergraduates and often create some kind of pressures for them and some lecturers. Also, they improve learning greatly and more undergraduates can be catered for. ICTs also make education more widely available and enhance the social integration of individuals with people of different abilities and cultural backgrounds. Other benefits are: that data in almost any subject and in diverse forms of media can be accessed from any place at different times of the day and by a limitless number of undergraduates, which is primarily relevant to different Universities in the developing countries. For instance, in Nigeria and also for those tertiary institutions in developed countries that have constrained and obsolete materials in their libraries. ICTs make it possible for undergraduates to access the views and thoughts of educators, experts and researchers all over the globe and also make it possible for undergraduates to communicate

directly with them (Olanrewaju & Odewumi, 2017; Faisal, et al, 2010).

Several reasons account for why Universities make use of e-learning technologies, which is evident in the continuous growth being experienced as a result of the number of e-learning opportunities provided by Universities. With the growing reliance on information systems and increasing rapidity of the introduction of new technologies into learning environment, studying undergraduate students' usability and efficiency of these technologies will continue to be of great concern. Are these technologies functional? If they are functional, are they being used as expected particularly by the undergraduates? To what extent are these e-learning technologies being used by the undergraduates? Will learning outcomes of the undergraduates being enhanced by their use of these e-learning technologies? These pertinent questions need to be answered to find lasting solutions to challenges faced by undergraduates in their abysmal academic performance in recent times. Thus, it is desirous to investigate the extent of e-learning technologies usability for learning among undergraduates of University.

2. Purpose of the study

The study examined extent of usability of e-learning technologies among undergraduates of a federal University in South-South of Nigeria. Specifically the study investigated:

- Extent of e-learning technologies usability by the undergraduates of a federal University in South-South of Nigeria
- Extent of e-learning technologies usability based on age and
- Usability of e-learning technologies based on gender.

3. Research questions

- What is the extent of e-learning technologies usability by the undergraduates of a federal University in South-South of Nigeria?

- What is the extent of e-learning technologies usability by the undergraduates based on age?
- Is there any difference in undergraduates' usability of e-learning technologies based on gender?

4. Hypothesis

H0₁: There is no significant difference between male and female undergraduates' usability of e-learning technologies.

5. Methodology

This research employed a descriptive research design of the survey. The population of this study were all undergraduates in Nigeria and the target population were undergraduates of a federal University in South-South geo-political zone of the country. From all the Faculties in University, five of them were randomly selected and they were: Faculty of Education, Faculty of Management Sciences, Faculty of Agriculture, Faculty of Arts and Faculty of Physical Sciences. Simple random sampling method was used to select fifty undergraduates from each of the faculties.

6. Results

Research Question 1: What is the extent of usability of e-learning technologies by undergraduates of a federal University in South-South of Nigeria?

Table 1: Usability of e-learning technologies extent by the undergraduates

S/N	Items	Frequency	%
1	Great extent	48	19.75
2	Average extent	117	48.15
3	Poor extent	78	32.10
	Total	243	100

Table 1 showed that 19.75% (48) of the respondents used e-learning technologies for learning to a great extent; 48.15% (117) of them used e-learning technologies to an average extent for learning, while 32.10% (78) of others used e-learning technologies to a poor extent. This implies that majority of the respondents used e-learning technologies to an average extent for learning. However, it could be seen that all the respondents in the study used e-learning technologies for learning, but at different levels of extent.

Research 2: What is the extent of e-learning technologies usability by the undergraduates according to age?

The study adapted Checklist and Measuring Usability with the USE Questionnaire by Ji, Park and Lee (2010) and Lund (2004) to elicit responses from the respondents respectively. The questionnaire was divided into sections A, B and C. Section A covered demographic information of the respondents while section B and C contained items bothering on the current views of undergraduates' usability of e-learning technologies using the 4-points likert-like scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The researchers administered 250 copies of the questionnaire to the respondents and all the copies were retrieved from the respondents immediately for high return rate after they had filled them. Out of the retrieved copies, seven of them were not completely filled and were discarded. Hence, the respondents with 243 valid copies of the questionnaire became the study sample.

There were three research questions raised to guide the study and one hypothesis postulated. To analyse the data for the study, simple percentages and mean scores were used, while chi-square was used to interpret the only hypothesis of the study.

Table 2: Extent of e-learning usability responses by undergraduates based on age

S/N	Age range	Extent of use	Frequency	Mean	Mean %	Decision
1	16-20	Great extent	65(64.36)	2.56	85.33	Great extent
		Average extent	27(26.73)			
2	21-25	Poor extent	9(8.91)	2.45	81.67	Great extent
		Great extent	63(50.00)			
3	26-30	Average extent	57(45.24)	1.63	54.33	Average extent
		Poor extent	6(4.76)			
		Great extent	4(25.00)			
		Average extent	2(12.50)			
		Poor extent	10(62.00)			

Table 2 revealed the extent of e-learning usability of undergraduates according to the categorization in their ages; those within ages 16-20 had the grand mean score of 2.56 of the three levels of extent and translating to 85.33%. Their usability of e-learning technologies was at great extent level. For the category between ages 21-25, their usability level showed 2.45 grand mean score of 81.67% and with great extent of use. Whereas, the age range between 26-30 years had grand mean score of 1.63, translating to 54.33% and was at average extent in use. From the three categories in age regarding usability of e-learning in the institution of study, it is seen that the two categories of 16-20 and 21-25 years had great extent of level of usage, while the third category had average extent level of usage. In the two categories with great extent usability, it can be seen that the younger category (ages 16-20 had higher mean score and percentage than those of 21-25 years) used e-learning technologies more than the older ones. This could be seen in the study that the undergraduates within the lower ages used e-learning technologies more frequently and with greater extent than the older ones.

Hypothesis Testing

H0₁: There is no significant difference between male and female undergraduates’ usability of e-learning technologies.

Table 3: Chi-square analysis on the difference in undergraduates’ usability of e-learning technologies for learning based of gender

Extent	Gender		Total	X ²	df	Sig.	Decision
	Male	Female					
Great extent	27(11.11)	23(9.46)	50(20.57)	.102	241	.950	Upheld
Average extent	51(20.99)	45(18.52)	96(39.51)				
Poor extent	51(20.99)	46(18.93)	97(39.92)				
Total	129(53.09)	114(46.91)	243(100.00)				

P>0.05

Table 3 showed the X² value yielded .102 which is not significant with p-value .950>0.05. This revealed a non-significant result. Hence, the null hypothesis is upheld. This means that there is no significant difference in undergraduates’ usability of e-learning technologies for learning based on gender.

7. Summary of findings

The results of this study are summarised as follows.

That the study sample used e-learning technologies for learning, but at different extent in levels. The majority of them with 48.15% had average extent of using e-learning technologies for learning as revealed.

The finding showed that two of the three categories in age range of 16-20 and 21-25 years had great extent usage of e-learning technologies for learning; with mean scores of 2.56(85.33%) and 2.45(81.67%) respectively. The third category in ages 26-30 had average extent of usage of the e-learning technologies for learning with mean score of 1.63(54.33%). The study

revealed that the younger respondents of the two categories with great extent used e-learning technologies for learning better and higher than their older counterparts; for they polled higher mean score and percentage. Also, it showed that the two younger categories of the study in age (16-20 and 21-25 years) as better and higher users of e-learning technologies for learning than their counterparts of 26-30 years of age (oldest of the three categories). This goes to show that, the younger, the possibility of utilising e-learning technologies more for learning.

In the study, male and female undergraduates were not significantly different in their usability of e-learning technologies for learning. The result revealed p -value of $.950 > 0.05$ which was not significant. Therefore, the null hypothesis is upheld.

8. Discussion of findings

The first finding of this study has it that the respondents utilized e-learning technologies for learning but at various levels of extent. Majority of them had average extent usability of the technologies for learning in the institution of study. Some of them had poor extent usability of the technologies, while very few respondents had great extent usability of e-learning technologies as revealed by the study. This finding is corroborated by other researchers that undergraduates utilized e-learning technologies well for learning; Kortum & Sorber (2015), Imitan, et al (2013), Olanrewaju, (2012) and Javid, et al (2011).

Another finding revealed extent of e-learning technologies usability for learning of three age categories of 16-20; 21-25 and 26-30; and found that the younger the respondent in age, the better, higher and greater extent of usability of the technologies. On the average, both groups of 16-20 and 21-25 had great extent in the usability of e-learning technologies for learning; but, the younger of the two groups (16-20 years) had higher magnitude of the mean score. The third and oldest category (26-30 years) had average extent in the usability of e-learning technologies

for learning. This finding is in support of the work of Lenhart, et al (2010).

The third finding on gender revealed that male undergraduates were not significantly different from their female counterparts in the usability of e-learning technologies for learning. Though, differences existed between them, but the differences were not factors capable to influence usability of e-learning technologies for learning. They both had opportunities with technologies usability and utilized them maximally for learning. This finding corroborated that of Olanrewaju (2012) who found that males were not significantly different from females when both were given opportunity to manipulate technological gadgets for learning. The finding contradicted some findings relating to gender whose findings favoured males over their female counterparts (Olatokun, 2008; Lu & Chiou, 2010). It could be seen that when male and female are given the same opportunity with the right frame of mind and capacity to carry, in terms of intelligence quotient, they could perform optimally at the same level without hindrance.

9. Conclusion

The extent of utilising e-learning technologies for learning along age and gender were investigated in the study. It was revealed in the study after analysis and subsequent interpretation that the study sample utilized e-learning technologies for learning at optimal usability level; and being at well above average extent level in the study regarding their grand mean score. Another result of the study showed that there were differences in the usability of e-learning technologies for learning by the undergraduates based on age; and that the younger one was, the higher the usability level. This is an indication that age could be a factor to utilizing these technologies for learning.

The undergraduates of the study were not significantly different by gender in their usability of e-learning technologies for learning; though, males had higher mean score than their female counterparts. However, they still utilized e-learning technologies for learning maximally.

This goes to show that e-learning technologies were accepted, adopted and utilized for learning among undergraduates of the University where the study had been carried out regardless age and gender. And since this is an acceptable practice by all, the full integration and implementation of these technologies for learning should be encouraged and monitored well by the authority of the institution in particular, and other institutions of higher learning in general.

10. Recommendations

Based on the findings and conclusion of this study, these recommendations are made. That:

- University authority should integrate and fully implement the use of e-learning technologies for learning. She should maintain properly the existing facilities, procure more and monitor appropriately.
- Authority should encourage and motivate female undergraduates' usability of these technologies by promoting spirit of competitiveness among them. This will spur them to use the technologies well for learning and compete favourably often with their male counterparts. The spirit of industry among undergraduates should be promoted by the authority in the use of e-learning technologies.
- Students should be encouraged and properly monitored to utilize the e-learning technologies for learning solely and always, to improve well on their academic performance. They should shun other engagements online that inimical to their educational pursuits.
- Government should endeavour to fund education at all levels appropriately and particularly, tertiary level.

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Part Four

Development Administration

Public-Private Partnership and Infrastructural Development in Nigeria

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Abstract. This paper examines the role of public-private partnership in infrastructural development in Nigeria. The high level of infrastructural deficit with its concomitant effect on socio-economic development in Nigeria has made the government to search for an alternative means of providing infrastructure for the teeming population and not only that, there is also problem of inadequate resources on the part of the government as well as the penchant of some public officials to divert public fund to private pockets. All these factors made the federal government of Nigeria to adopt the public-private partnership model to provide infrastructure for the use of the people. It is expected that when there is high level of infrastructural development in the country, there would be increase in economic activities amongst the populace which would invariably contribute positively to their well being. This paper is qualitative in nature because data for the study were sourced through secondary means. The paper adopts the historical/descriptive method of data analysis. A combination of social contract theory and principal-agent theory were used as the theoretical framework. The paper recommends amongst others that adequate legal framework be put in place in the implementation of public-private partnership projects to guide against abandonment when there is leadership change in the country.

Keywords: public-private partnership, infrastructural development, socio-economic development, populace.

1. Introduction

All over the world, it has become increasingly clear that the responsibilities of government have become so enormous without adequate and corresponding resources to cater for these responsibilities. As a result of this and other factors, governments across the globe have been in constant search for the effective and efficient means of delivering services to the people. It is in line with this that Nigeria government adopted the PPP model to enhance infrastructural development. The federal government in 2005 setup the infrastructure concession and regulatory commission (ICRC) to properly regulate and supervise the PPP agreements and projects initiated by its ministries, departments and agencies, MDA's. The ICRC Act 2005 provides that "any federal government ministry, agency, corporation or body involved in financing, construction, operation or maintenance of infrastructure, by whatever name called, may enter into a contract with or grant concession to any duly pre-qualified project proponent in the private sector for the financing, construction, operation or maintenance of any infrastructure that is financially viable or any development facility of the federal government in accordance with the provision of this Act".

It is not possible for government alone to provide all needed infrastructure considering the cost of doing so and other responsibilities for the government. This explains why the government

of Nigeria adopted the public-private partnership model in the provision of infrastructure. Public-private partnership can be said to be the governments' involvement of the private sector one way or the other in the delivery of services. It is a contractual arrangement between the government and the private sector in the delivery of services. It has to do with the government provision of services through the private sector.

David Osborne and Ted Gaebler cited in Dibia (2014:73-74) have made a distinction between "steering" and "rowing" when considering the role of government. They argue that the role of government should be one of steering society, and that in order to steer society, government does not need to row for it, work directly itself to deliver services. According to Dibia, "Osborne and Gaebler suggest that a government's excessive allocation of resources to rowing inhibits its ability to steer. Ultimately, they suggest that government would be able to steer better if it also allowed others to row". It is on this basis that Nigerian government had to adopt the public-private partnership in the delivery of some services so that while the private sector provides some services hitherto provided by government, government would divert its time and resources in providing other services particularly those that cannot be left to the private sector to provide. The arrangement would make government to be more effective and efficient in the performance of its functions.

2. Public-Private Partnership: A Conceptual Clarification

Public-Private Partnership is a recent development in the management of public sector particularly in developing countries like Nigeria. The concept came into being as a result of the reforms that greeted the public sector in recent times. The need to have an effective and efficient public sector necessitated the reforms. Public-Private Partnership therefore is one of the new strategies introduced in public sector management to bring about improved public service delivery. This view was corroborated by Olaopa (2012:149) when he asserted that "indeed, partnership between the private and the public sectors is just another component of New

Public Management (NPM) aimed at reforming public sector organizations for better public service delivery. The idea behind this is that partnership between the two sectors of the economy- the private and the public sectors- could help to further improve the attainment of the common goal of development and high attainment of the common goal of development and high quality service delivery which ultimately will be in the mutual interest of all concerned".

Public-Private Partnership does not amount to privatizing government. Government still exists to perform its functions to the citizens. Public-Private Partnership is just a strategy adopted by government to get the private sector involved in the delivery of public service. This is as a result of the belief that there would be efficiency and effectiveness in service delivery by so doing. This explains why David Osborne and Ted Gaebler cited in Olaopa (2012:149) asserted that "it makes sense to put the delivery of many public services in private hands (whether for profit or non-profit), if by doing so a government can get more effectiveness, efficiency, equity or accountability. But we should not mistake this for some grand ideology of privatizing government". Public-Private Partnership does not amount to privatization of government or elimination of government and its role. What then is Public-Private Partnership? The concept "Public-Private Partnership" has attracted a plethora of definitions from different scholars. Akintoye et al cited in Anayo and Okon (2011:90) consider Public-Private Partnerships to be any "contractual arrangement between a public sector agency and a for-profit private sector concern, whereby resources and risks are shared for the purpose of delivery of a public service or development of public infrastructure". In this vein, Anayo and Okon (2011:90) opined that Public-Private Partnership refers to a long-term contractual relationship between the public and private sector agencies, specifically targeted towards financing, designing, implementing, and operating infrastructure facilities and services that were traditionally provided by the public sector. These collaborative ventures are built around the expertise and capacity of the project partners and are based on a contractual

agreement, which ensures appropriate and mutually agreed allocation of resource, risks and returns. According to Okoli cited in Amujiri (2011:112), “PPP is an arrangement where the government enters into a form of agreement or memorandum of understanding with companies or individuals to provide for the public. The nature of the agreement or understanding, the composition or membership of the partnership, the sharing of responsibilities or profits, and the contribution of funds and other inputs are clearly spelt out in the agreement or memorandum of understanding abinitio, and they also depend critically on the projects or services to be executed or rendered.

The Canadian Council for Public-Private Partnerships gives a clear definition of Public-Private Partnership as “a cooperative venture between the public and private sectors, built on the expertise of each partner, that best meets clearly defined the public needs through the appropriate allocation of resources, risks and rewards”. To the Organization for Economic Cooperation and Development (OECD) “Public-Private Partnership is an agreement between the government and one or more private partners (which may include the operators and the financiers) according to which the private partners deliver the service in such a manner that the service delivery objectives of the government are aligned with the profit objectives of the private partners and where the effectiveness of the alignment depends on a sufficient transfer of risk to the private partners. On this note, it is very obvious that there is a symbiotic relationship between government and the private sector organization engaged in public-private partnership in the sense that each of the partners is expected to benefit in relation to its objectives and goals for engaging in such partnership.

According to Okoye & Oghoghomeh (2011: 3-4) PPP is a contract between a public sector institution or municipality and a private party, in which the private party assumes substantial financial, technical and operational risks in the design, financing, building and operation of a public project. According to Ferreira and Khatami cited in Okoye & Oghoghomeh (2011:3-4) PPP is a good option for improving

public service delivering in developing countries because:

- It provides significant subcontracting opportunities for small enterprises where early cash flow benefits can be derived as delivery commences
- It creates job opportunities for economic growth and development
- Through subcontracting and procurement mechanisms, PPP can involve a full spectrum, large and small enterprises and bring tangible local economic benefits to targeted groups of people.
- The long-term nature of PPP provides an opportuned instrument to grow equity and management over-time. Risk is clearly identified in PPP, clearly costed, appropriated and allocated so the participants know in advance what they are committing to.
- There is an increasingly strongly demand for professionals as transaction advisors to both public institutions and private parties in PPP
- Return on equity to the private party is competitive where risk is properly assumed
- Principal equity sponsors in a PPP are often also first-tier sub contractors, building initiatives for optimal risk management
- The formation of private consortium in the form of special purpose vehicles (SPV) for many PPPs, facilitates long-term beneficial partnership between new enterprises management both at the private party (SPVS) and sub contracting levels.

3. Types of Public-Private Partnership

There are various types of PPP and they include the following:

Build-operate-and Transfer (BOT): Under this type of PPP, the private partners build a facility to the specifications agreed to by the public agency, operate the facility for a specified period of time under a contract or franchise agreement with the agency of government and

then transfers the facility to the agency at the end of the specified period of time. Since the private sector investor took construction risk, operating risk and social and environmental risk in ensuring the coming into being of the facility, the private investor is expected to make profit in return. It is expected that the private investor would have his gain or benefit after which he would transfer ownership of the facility to the government at the expiration of the time stated in the contract. According to Oluwasanmi and Ogidi (2014:4) “under this model, the contractor may be a developer and financier who will build and own the property with the agreement that the client will possess the property in the future. This model is usually used for specialized facilities like hospitals, schools and housing”.

Build-own-operate (BOO): In this type of PPP, the private investor funds, builds, owns, and operates an infrastructure in perpetuity. What the public entity partner does is just to provide avenues for delivering the facility/project. In this, there is no transfer of ownership from the private entity to the government.

Rehabilitate, Operate and Transfer (ROT): This has to do with an agreement between the public sector and the private entity or investor where the private sector investor is allowed to rehabilitate existing public infrastructure, operate it for an agreed period of time and transfer ownership to government at the expiration of the contract. The private sector investor is expected to recoup cost of investment as well as profit.

Design, Construct, Maintain and Finance (DCMF): Under this arrangement, government takes responsibility for the design and the finances of the facility, while the private sector do the construction and maintenance of facility, with returns to government based on some agreed sharing formula.

Lease/Maintain: Is a typical arrangement whereby private vendor pays rent for use of facility owned by government. The vendor is responsible for the maintenance of the facility.

Built-Rent-Transfer (BRT): This is a model where private investor builds a facility, rents it out to recoup investment, and thereafter transfer

the facility to the authority (government) at the end of contract duration.

Operation License (OL): In this type of PPP, the private entity is granted license under an agreement to operate a public service for a specific period.

Operation and Maintenance (OM): In this model, the operation and maintenance function of the projects, usually existing, is contracted to the party that has the experience, resources and technology to carry out the function, ownership and management remains with the initiator.

Lease-Develop-Operate (LDO) or Build-Develop-Operate (BDO): Under these partnerships arrangement, the private party leases or buys an existing facility from a public agency, invests its own capital to renovate, modernize, and/or expand the facility; and then operates it under a contract with the public agency. A number of different types of municipal transit facilities have been leased and developed under LDO and BDO arrangements. Aliyu et al (2013:67)

Outsourcing: This is another form of Public-Private Partnership. Oriakhi and Okoh cited in Okoye and Oghoghomeh (2011:4) see outsourcing as the contracting out of the delivery of goods and services (fully or partially) to a private sector entity under a contract that typically involves no equity and capital. Here, public ownership of the assets are retained, while the management and operation are contracted out”. According to Emei (2004) “outsourcing is very common among private and public sector organizations, because of the growing demand for consultancy services as a result of their specialized skills. Most public sector organizations outsource their human resource function while most private sector organizations outsource their purchasing function, human resource function and even marketing function”.

4. Theoretical Framework

Two theoretical frameworks were adopted in this paper and they are: Social contract theory and Parent-agent theory.

4.1 Social Contract Theory

The major proponents of the social contract theory are; Thomas Hobbes, John Locke and J.J. Rousseau. The basic thrust of this theory is the fact that people who hitherto did not have government or lived under an organized state decided to form the state in order for the state to provide their basic needs. This was corroborated by Anifowoshe (2015:95) when he said that “according to the social contract theory, the state was created by a number of individuals voluntarily entering into a contract, the terms of which provided a political authority. As a voluntary association, however, it differed from any other because it provided for the exercise of sovereignty, the supreme power to control by coercive means, if need be, the conduct of its members”. To Appadorai (1975:19), “the substance of the social contract theory is this: the state is the result of an agreement entered into by man who originally had no governmental organization. The history of the world is thus divisible into two clear periods: the period before the state was instituted and the period after. In the first period, there being no government, there was no law which could be enforced by a coercive authority. Men lived; it was said, in a state of nature, in which they were subject only to such regulations as nature was supposed to prescribe. But there was no human authority to formulate these rules precisely or to enforce them. After sometime, they decided to set up a government thereby; they parted with their natural liberty and agreed to obey the laws prescribed by the government”. While there may be divergences in the opinions of the major proponents of this theory regarding how men lived in the state of nature without the coercive agency of a government, why they decided to establish a government, who were parties to the contract, and what terms of that contract were, they agreed on its essential idea, viz; that the state is a human creation, the result of a contract”.

It is to be made clear that when the people in the state of nature were no longer comfortable with the kind of live they were living, a situation where might was right and the stronger/strongest amongst them devouring the weaker/weakest at

will, that they decided to have an agreement to have a state that would protect their lives and property. It is on this note Delistle C. Burns cited in Akindele (1998:47) while defining representative democracy said it is a system whereby “all (i.e. people) elected a few to do for them what they could not do together”. The people having decided to have the state must also decide those who would man or run the affairs of the state and in doing that, they are expected to have at the back of their mind those that would effectively take care of their interest by making life meaningful for them.

This scenario explains why the social contract theory was chosen as a theoretical framework in this study. As far as this paper is concerned, it offers explanations regarding the fact that the state has obligation to the citizens in respect of providing them with basic and necessary services. Though it does not offer explanation of the modus-operandi of how the services would be rendered neither does it tell us why the Public-Private Partnership model for service delivery should be adopted, this explains why another theoretical framework was chosen for this paper. The next theoretical framework to be examined and treated is the parent-agent theory.

4.2 Principal-Agent Theory

According to Grover (2008:134-135), “the principal-agent model expresses analytically any relationship in which one party, the principal, considers entering into a contractual agreement with another, the agent, in the expectation that the agent will subsequently choose actions that produce outcomes desired by the principal. The employer (the principal) seeks to purchase the skills of an employee (the agent) to perform the organization’s task”. The government agency (the principal) hires another organization (the agent) to help in the attainment of the principal’s goals. There are various reasons why the principal rely on the agent to perform certain functions on its behalf. It may be that the principal lack the requisite knowledge or the legal certification that the agent has, or they may find the task too large or complex to perform alone.

According to Olaopa (2008:50), “agency theory, like public choice theory, assumes that individuals are rational self-interested utility maximizers. Hence, the interests of agents and principals are bound to conflict. Moreover, the management of many principal-agent relationships is complicated by incomplete information, asymmetrical information, and various uncertainties”. To Grover, regardless of the reason for relying on an agent, the principal faces two problems:

- Adverse selection
- Moral hazard

Under the issue of adverse selection, emphasis is on the difficulty and complexities involved in getting the agents that would perform the task of the principal. Not only is it difficult to get the right information about the qualification and the expertise of the agent that would do the job. Government representatives out of reasons best known to them could decide to engage an agent that may not have the requisite qualification and expertise simply because the agent agreed to collect low pay and disregard an agent who has the entire prerequisite needed to do a good job because the charge is a bit high. According to Grover, the adverse selection theory contends that principals tend to hire lower-quality agents than desired. On the issue of moral hazard which is another problem the principal in the Public-Private Partnership faces has to do with inaccurate information about the performance of the agent. The representative of the principal asked to monitor and verify the job being done by the agent could come up with a sterling report about the performance of the agent even when the reverse is the case. Just as we have seen in the public choice theory which has to do with the fact that man is motivated by self-interest, the representatives of the principal engaged in monitoring and verification of jobs done by the agent could collect bribe from the agent and give necessary approval to the job of the agent even when the job is below expectation and required standard.

The principal-agent theory offers explanation concerning the nitty-gritty of the relationship

The table below shows the ongoing PPP Projects in different parts of Nigeria.

between the public sector agency and the private sector entity in a partnership. Under this arrangement, the public sector agency is the principal while the private sector entity is the agent. In the public-private partnership, the public sector agency enters into a contract with the private sector investment to carry out some functions hitherto carried out by the government based on agreed terms. The contract to be entered into is for a specific duration which ceases to exist at the expiration of the duration of the contract. It is expected that there should be mutual benefits by both parties involved in a contract. Just like public choice theory, the principal-agent theory also exposes the challenges in the implementation of the PPP arrangement because of the attitude of the representative of the government.

5. Public-Private Partnership and Infrastructural Development in Nigeria: An Assessment

In order for the Nigerian government to boost the level of infrastructure in Nigeria, it adopted the public-private partnership model. This is as a result of government realization that there can be no development without the development of infrastructure.

Nigerian government over the years have provided infrastructure through the public-private partnership model. While some of the PPP contract succeeded, others failed along the line due to various reasons. According to Aminu Diko, the Director-General of the Infrastructure Concession and Regulatory Commission, previous PPP projects such as the Lagos-Ibadan expressway concessioned to Bicourtney in 2009, the Lagos International Trade Fair Complex concessioned to Auli Nigeria Limited since 2007 and a host of others failed due to disagreement between the parties. He further stated that work has stopped on the Murtala Mohammed International Airport Lagos, concessioned in 2008 due to disagreement between government and the concessionaire, which has now moved to the court of law.

2013 PPP Project List Up-Date			
S/N	PROJECT AND DESCRIPTION	PHASE AND PROPOSED PPP MODEL	MDA
1	<u>2nd Niger Bridge</u> A Greenfield bridge and associated approach access road over the River Niger connecting Asaba and Onitsha	-Implementation Phase -Build Operate Transfer	Fed. Min. of Works
2	<u>Rehabilitation and Upgrade of the Murtala Mohammed International Airport (MMIA) Road to Apakun Junction, Lagos</u> Expansion of MMIA access road from a 4-lane dual carriage to an 8-lane road with vehicular and pedestrian bridges at appropriate locations	-Procurement Phase: Selection of preferred bidder concluded - Build Operate Transfer basis	Fed. Min. of Works
3	<u>Rehabilitation and Upgrade of Lagos-Isevin-Kishi-Kaiama Road</u> The Lagos-Iseyin-Kishi_Kaiama Road, Lot 1A- will provide direct connectivity between Lagos and the North-West Zone. The road passes through Kaiama in Kwara state to link a new alignment (Lot 1B) at Bahana, in Niger state. Road is approximately 450km long.	-Development Phase: Outline Business Case Preparation -Build Operate Transfer basis	Fed. Min. of Works
4	<u>Rehabilitation and Upgrade of Kaiama-Bahana-Kaoje-Gwanbe-Fokku Sokoto Road</u> The Kaiama-Bahana-Kaoje-Gwanbe-Fokku-Sokoto Road (New Alignment) completes the connection between Lagos and the North West geo-political zone. The road passes through Kaiama in Kwara state to link Bahana, a border town in Niger state and Kaoje in Kebbi state and terminate in Sokoto town. This new alignment road (Lot 1b) is approximately 650km long.	-Development Phase: Outline Business Case Preparation -Build Operate Transfer basis	Fed. Min. of Works
5	<u>River Benue Bridge @ Ibi, Taraba State</u> This proposed bridge across River Benue at Ibi town is about 2.4km long and lies on the Jos-Shendam-Ibi-Wukari-Katsina Ala road. This bridge would replace current movement of goods and services across the river by motorized ferry	-Development Phase: Outline Business Case Preparation -Build Operate Transfer basis	Fed. Min. of Works
6	<u>Dualization of Enugu (9th Mile)-</u> The 9 th Mile-Otukpa-Otukpo Road is a 119km long single carriage road from the Enugu-Onitsha Dual Carriage at 9 th Mile Junction connecting Obollo Afor to Otukpa Junction in Benue state and intersecting the Lokoja-Otukpo Road.	-Development Phase: Outline Business Case preparation -Build Operate Transfer basis	Fed. Min. of Works
7	<u>Rehabilitation and Dualization of Ilorin-Jebba-Mokwa-Tegina-Birnin-Gwari Road</u> Rehabilitation and dualization of the existing 233km single carriageway trunk road (National Route No. R20) from Ilorin in Kwara State to Birnin-Gwari, Kaduna state.	-Procurement Phase: Outline Business Case preparation -Build Operate Transfer Basis	Fed. Min. of Works
8	<u>Upgrade, Operations and Maintenance of Federal Government of Nigeria (FGN) Agro-Value Chain Infrastructure Centres</u> Scope consists of 18 Nos. Agro-Industrial Estates, 8 Nos. Agro-Processing Centers and 9 Nos. Farmers Markets. Aim is to provide for greater private sector participation in the Agricultural Transformation Agenda. The facilities are located across the 6 geo-political zones of the country	Procurement Phase: Engagement of Transaction Advisers in progress	Fed. Min. of Agriculture
9	<u>Development of Mechanic Villages</u> The project is aimed at developing the automotive value chain via the provision of 6 pilot modern mechanic villages in the nation's 6 geopolitical zones.	-Development Phase: Outline Business Case preparation	Fed. Min. of Trade & Investment (National Automotive Council)
10	Upgrade and Modernization of Kiri kiri Lighter Terminals 1 and 2, in Lagos Scope is significant modernization, operations and maintenance of the existing Kiri Kiri lighter terminals 1 and 2 on PPP basis.	-Procurement Phase: Engagement of Transaction Adviser completed. PPP procurement activities in progress. -Rehabilitate Operate Transfer basis	Fed. Min. of Transport and the Nigeria Ports Authority
11	Operations and Maintenance of Onitsha Inland Water Port in Anambra State Engagement of a competent private sector partner to operate and maintain the recently completed and commissioned inland port	-Procurement Phase: Engagement of Transaction Adviser completed and PPP procurement activities in progress -Operate Maintain Transfer Basis	Fed. Min. of Transport/National Inland Water Authority
12	Operations and Maintenance of Western and Eastern NRC Narrow Gauge Railway Engagement of a competent private sector partner to supply additional coaches and wagons and operate/maintain post	-Procurement Phase: -Supply Operate and Maintain	Fed. Min. of Transport/Nigerian Railway Cooperation

	rehabilitation the Eastern and Western network of the Nigerian Railway Cooperation		
13	Abuja District Infrastructure Project Mabushi, Districts Financing, construction, operation and maintenance of urban engineering infrastructure starting with Mabushi, district of Abuja	Procurement Phase: Procurement of concessionaire awaiting approval	Federal Capital Development Authority (FCDA)/ Federal Capital Territory Administration (FCTA)
14	Abuja Mass Transit Railway Lot 2 (Red Line) Development and operation of lot 2 of the Abuja Mass Transit Railway system. The red line is circa 54km long and commences from Garki to the interchange centre at the Eagle Square in the Central Business District, and spans to Nyanya- Karu axis of the FCT. It also goes to sector centre D through Hilton Hotel, Gwarimpa FHA Estate and the light railway Lot 1 (Blue line currently under construction)	-Development Phase: - Build Operate Transfer	FCDA/FCTA
15	<u>FCT Roads Network Development and Modernization covering the following roads</u> 1. Umaru Musa Yar'adua Airport Expressway completion 2. Outer Northern Expressway 3. FCT Road 105 4. FCT Road 106	-Development Phase viability and Options review	FCDA/FCTA
16	<u>Concession of Strategic Grain Reserve Silo facilities:</u> Scope consists of 33 Nos. silos complexes located across the country	-Development Phase: Procurement of Transaction Adviser in progress	Fed. Ministry of Agriculture and Rural Development
17	<u>Development of 45MW of Hydropower from 10 different small & medium dams:</u> Lot 1 (10MW Oyan Dam Ogun State, 6MW Ikere Gorge Dam Oyo State and 450KW Owena Dam Ondo State) Lot 2 (3MW Bakolori Dam Zamfara state, 500KW Kampe Dam Kogi State and 1MW Doma Dam Nasarawa state) Lot 3 (4MW Jibia Dam Katsina state, 300KW Zobe Dam Katsina stata, 10MW Tiga Dam Kano state and 10MW Challawa Dam Kano state)	-Development Phase: Preparation of outline business case in progress	Fed. Ministry of Power
18	<u>Concession of the Multi-purpose components of the Gurara 1 Dam, Kaduna state:</u> This consists of the concession for the hydropower, irrigation, water supply and other components of the dam	- Development Phase: Preparation of outline business case for the irrigation and hydropower components in progress	Fed. Ministry of Water Resources

2014 PPP Pipeline Project List Up-Date			
S/N	PROJECT AND DESCRIPTION	PHASE AND PROPOSED PPP MODEL	MDA
1	<u>PPP High Voltage Transmission Projects Pipeline for TCN</u> Refurbishing/Replacement where necessary for Transmission Assets measuring approximately 12,000km of 330KV & 132KV lines and 150 330KV/132KV & 132KV/33KV primary/secondary substations. These projects are located nationwide	Phase 1 (2017), Built Transfer (BT) or other	Transmission Company of Nigeria (TCN)
2	Completion of 60 on-going 330KV & 132KV transmission lines and 330KV/132KV and 132KV/33kv substations projects. These projects are located nation wide	Phase 1 (2017), Built Transfer (BT) or other	Transmission Company of Nigeria (TCN)
3	New projects for 10GW Grid System Capacity consisting of 61 new 330KV & 132KV lines and 330KV/132KV & 132KV/33KV primary/secondary substations together with multiple reactive compensation projects. These projects are located in Kainji, Birnin Kebbi, Gusau, Lagos, Jos, Gombe, Damaturu, Awka, Uguwaji, Benin & Katampe	Phase1 (2017), Built Transfer (BT), Build Own Transfer (BOT), Build Own Operate Transfer (BOOT), Build Own Operate (BOO) or other	Transmission Company of Nigeria (TCN)
4	New projects for 13GW Grid System Capacity consisting of 40 new 330KV & 132KV lines and 330KV/132KV & 132KV/33KV primary/secondary substations together with multiple reactive compensation projects. These projects are located in Makurdi, Apir, North Bank, Igando, Ugbegu, Zungeru, & Kaduna	Phase2 (2018), Built Transfer (BT), Build Own Transfer (BOT), Build Own Operate Transfer (BOOT), Build Own Operate (BOO) or other	Transmission Company of Nigeria (TCN)

5	New projects for 16GW Grid System Capacity consisting of 32 new 330Kv & 132KV lines and 330KV/132KV & 132KV/33KV primary/secondary substations together with multiple reactive compensation projects. These projects are located in Kano, Dutse, Damaturu, Jos, Samenaka, Asoada & Degema	Phase3 (2019), Built Transfer (BT), Build Own Transfer (BOT), Build Own Operate Transfer (BOOT), Build Own Operate (BOO) or other	Transmission Company of Nigeria (TCN)
6	New projects for 20GW Grid System Capacity consisting of 33 new 330KV & 132KV lines and 330KV/132KV & 132KV/33KV primary/secondary substations together with multiple reactive compensation projects. These projects are located in Mambila, Makurdi, Birnin Kebbi, Arungu & Calabar	Phase4 (2020), Built Transfer (BT), Build Own Transfer (BOT), Build Own Operate Transfer (BOOT), Build Own Operate (BOO) or other	Transmission Company of Nigeria (TCN)
7	Bakalor Irrigation Project Commercial Farming on 23,000Ha through PPP. Bakalori Dam is located in Zamfara state	Development Phase	Federal Ministry of Water Resources
8	Jibiya Irrigation Project Commercial Farming on 3000Ha of Farmland through PPP. Jibiya Dam is located in katsina State	-Development Phase -Commercial Farming on 3000Ha of Farmland through PPP	Federal Ministry of Water Resources
9	Middle Rima Valley Irrigation Project Commercial Farming on 1,118Ha of Farmland through PPP	-Development Phase -Commercial Farming on 1,118Ha of Farmland through PPP	Federal Ministry of Water Resources
10	Dasin Hausa Dam Dasin Hausa is a dam projected for the Benue River about 30km upstream from the city of Yola. The Federal Government wants to develop 150mw of electricity from this dam	Development Phase	Federal Ministry of Water Resources
11	Elele Prison Farm Commercial Farming on 2900Ha of Farmland through PPP	-Development Phase -Commercial Farming on 2900Ha of Farmland	Federal Ministry of Water Resources
12	Tede Dam Greenfield project with potentials for irrigation and hydropower	Development Phase	Federal Ministry of Water Resources
13	Peremabiri Irrigation and Land Reclamation Commercial Farming on 1280Ha of Farmland through PPP	-Development Phase -Commercial Farming on 1280Ha of Farmland through PPP	Federal Ministry of Water Resources
14	Owena Multi-purpose Dam Water supply Provision of water treatment and reticulation via PPP	Development Phase	Federal Ministry of water Resources
15	Development of the Marina Car Park and the Marina Water front The Marina Quayside Strip Project seeks to develop the FG owned lands on Lagos Marina in a world class marina strip development with office towers, marinas, cruise handling facilities, etc.	Development Phase	Federal Ministry of Lands, Housing and Urban Development
16	Redevelopment of the Ministry's Land on St.Gregory Road, Onikan-Ikoyi, Lagos	Development Phase	Federal Ministry of Lands, Housing and Urban Development
17	Development of Ministry's Land behind the National Stadium, Surulere, Lagos.	Development Phase	Federal Ministry of Lands, Housing and Urban Development
18	Reconstruction, Rehabilitation and Expansion of Lagos-Ibadan Dual Carriageway Expansion and Redevelopment of the 127km Lagos to Ibadan Expressway	-Procurement Phase -Reconstruction, Rehabilitation and Expansion is in progress via Traditional Procurement. Additional private sector finance required for completion and to operations & maintain	Federal Ministry of Works
19	Construction of a Bridge over River Niger at Nupeko, Niger State	Development Phase	Federal Ministry of Works
20	Bodo Bonny road with a bridge across Opobo channel to the Island of Bonny in Rivers state	Development Phase	Federal Ministry of Works
21	Keffi-Akwanga-Lafia-Makurdi Road (Nassarawa and Benue States)	Development Phase	Federal Ministry of Works
22	Lokoja-Ajakuta-Ogbulafo- 9th Mile Road	Development Phase	Federal Ministry of Works
23	Akwanga-Jos Road	Development Phase	Federal Ministry of Works
24	Dualization of Enugu (9th Mile)-Otukpa-Lokoja	Development Phase	Federal Ministry of

			Works
25	Phase 1: 2nd Lagos outer ring road; Tincan Island-Igando-Lagos/Otta road interchange-Lagos/Ibadan Expressway	Development Phase	Federal Ministry of Works
26	Phase 2: 2nd Lagos outer ring road; Lekki-Ikorodu Shagamu/Benin Expressway	Development Phase	Federal Ministry of Works
27	Abuja-Kaduna-Kano Dual Carriage way	Development Phase	Federal Ministry of Works
28	Lagos-Badagry-Seme Border Expressway	Development Phase	Federal Ministry of Works
29	Shagamu-Benin-Asaba Expressway	Development Phase	Federal Ministry of Works
30	River Benue Bridge @ Ibi, Taraba state This proposed bridge across River Benue at Ibi town is about 2.4km long and lies on the Jos-Shendam-Ibi-Wukari-Katsina Ala road. This bridge would replace current movement of goods and services across the river by motorized ferry	Development Phase	Federal Ministry of Works
31	Ibom Deepsea Port An integrated, multi-purpose deep sea port in Akwa Ibom State	Development Phase	Federal Ministry of Transport, Nigerian Ports Authority and Akwa Ibom State Government
32	Badagry Deepsea port An integrated, multi-purpose deep sea port in Badagry, Lagos state	Development Phase	Federal Ministry of Transport, Nigerian Ports Authority and Lagos State Government
33	<u>Inland Container Depot, Gombe</u> Dry Port Gombe State.	Development Phase	Federal Ministry of Transport and Nigerian Shipper's Council
34	<u>Greenfield Highspeed Land Railway Lines across Nigeria</u> *Lagos-Shagamu-Ijebu-Ode-Ore-Benin City (300km) (standard gauge) *Benin-Agbor-Ogwashi Uku-Asaba-Onitsha-Nnewi-Owerri-Aba with additional line from Onitsha-Enugu-Abakaliki (500km) (standard gauge) *Ajaokuta (Eganyi)-Obajana-Jakura-Baro-Abuja with additional line from Ajaokuta-Otukpo (533km) (standard gauge) *Zaria-Funtua-Tsafe-Gusau-Kaura-Namoda-Sokoto-Illela-Birnin Koni (520km) (standard gauge) *Lagos-Ibadan-Oshogbo-Baro-Abuja (615km) (high speed)	Development Phase	Federal Ministry of Transport
35	<u>Development of 23 Industrial development Centres Across Nigeria</u> Redevelopment of 23 Industrial Development Centres (IDCs) into Industrial Clusters	Development Phase	Federal Ministry of Trade & Industry (Small and Medium Enterprises Development Agency)
36	<u>National Trade and International Business Centre Project</u> This project is a twenty-five (25) storey brown field project in Lagos. The facility built around 1959 occupies approximately 8,100sq meters and also with a parking lot of 2,650 sq meters. The building is planned to be remodeled to an international business center.	Development Phase	Federal Ministry of Trade and Investment (Tafawa Balewa Square Management Board)
37	<u>National Stadium Lagos</u> Renew of Facilities & Management of the national stadium by the private sector on PPP basis	Development Phase	National Sports Commission
38	<u>National Stadium Athletes Hostel, Abuja</u> Completion and management of Athletes Hostel	Development Phase	National Sports Commission
39	<u>Calabar-Kano Gas Pipeline</u> The Nigerian Gas Master Plan proposes major expansion of gas infrastructure to increase gas supply and delivery. Strategic pipelines will link the eastern and western gas networks and deliver gas to northern Nigeria	Development Phase	Federal Ministry of Petroleum Resources/NNPC
40	<u>National Theatre Masterplan Complementary Facilities Realization</u> -Four Start Hotel, Multi Level Car Park, High Rise Office	Development Phase	Federal Ministry of Culture, Tourism and National

	Building, Theme/Aquatic Park and Theatre Restoration		Orientation/National Theatre Management
41	Abuja Medical Mall Provision of World Class Medical Facilities and Services	Development Phase	Federal Ministry of Health
42	Development of Mechanic Villages The project is aimed at developing the automotive value chain via the provision of 6pilot modern mechanic villages in the nation's geopolitical zones	Development Phase	Federal Ministry of Trade & Investment (National Automotive Council)
43	Development of Olokola Deep Seaport FGN determination to transform the maritime sector and increase the operational capacities of the Nigerian ports	Development Phase	Federal Ministry of Transport/NPA
44	Development of Lekki Deep Seaport FGN determination to transform the Maritime sector and increase the operational capacities of the Nigerian ports	Procurement Phase	Federal Ministry of Transport/NPA

Source: Infrastructure Concession and Regulatory Commission, Abuja

6. Challenges of Public-Private Partnership in Nigeria

Public-Private Partnership arrangement can be considered to be a policy of the government whereby the government decides to enter into a contract with the private sector to provide service hitherto provided exclusively by the government. It is noted that every policy has its own challenges so the PPP arrangement is not an exception and the challenges often come out at the implementation stage. The challenges can emanate from both the public and private sectors. According to Eminue (2005:296-297) "it is not enough to have well-designed policies and programmes; these policies and programmes must be effectively implemented and systematically monitored and evaluated after they have been adopted. But experience with policy implementation in third world countries is that there is usually a yawning gap between intentions and results, between expectations and actual performance". According to Ikelegbe cited in Eminue (2005:297) "poor, callous and haphazard implementation and abandonment including such problems as poor programme leadership, poor management, poor citizenship cooperation, poor inter-agency and inter-governmental indiscipline, contractual failures and problems of overlapping jurisdiction, problems within the implementing organizations agencies etc".

To Olaopa (2012:161) "the challenges that spring from public private partnership are as diverse and numerous as there are countries that adopt it. It could range from institutional to legal and political challenges. A major challenge is

the crafting of appropriate and workable institutions that will help facilitate a conducive atmosphere for functional public-private partnership". Furthermore, he posited that the challenges to viable public-private partnership could also be of legal nature. Part of the necessary ingredients of a fertile and fruitful environment for productive partnership is a good comprehensive legal mechanism to guide the operation of the partnership. Contract of any kind is susceptible to disagreement which may lead to litigation, it is expected that when there is disagreement or conflict the court is there to the rescue but in Nigeria the judiciary is still enmeshed in one form of challenge or the other to the extent that it is difficult to rely on it for fair, objective and speedy resolution of conflict involving parties in dispute or conflict.

Another challenge to public-private partnership is political in nature. This made Olaopa to posit that; the political challenges to public-private partnership are equally important. There must be a conducive political environment without which nothing reasonable could be achieved. Here, the political leadership is the key element. In the absence of a willing political leadership, the whole reform ideas would have been still-born in the first place. It is very obvious that the nature of politics played in Nigeria to a very large extent is responsible for the underdevelopment of Nigeria. Virtually everything is highly politicized to the extent that there is too much politics with little development. According to Ake (1996:28) "the high value placed on political power has created an obsessive preoccupation with politics which has greatly impeded our economic progress. The

struggle for power has been so absorbing that all other considerations including economic development are much lower priorities". This condition no doubt creates a condition of political instability which to a very large extent constitutes a major challenge to the effectiveness of the PPP arrangement.

Closely related to the above is political patronage, a condition where political leaders in positions of authority enter into a contract on PPP arrangement with political cronies as a way of compensating them even when they don't have what it takes to execute the services they are meant to do. This automatically leads to the failure of the PPP arrangement.

Furthermore, the issue of corruption and lack of transparency constitute a major challenge to the implementation of the PPP programme. According to Okoye and Oghoghomeh citing Wikipedia "another problem of implementation of PPP is the lack of transparency in the attraction of the private sector into a hitherto public concern. In most cases, these projects are handed over to politically preferred bidders through a memorandum of understanding (MOU). Criticisms from the public on the mode of attracting private participation into public service delivery usually lead to delays, and could depress viable investors' interest because of lack of clarity on the bidding criteria and the evaluation process.

7. Conclusion

The enormity of responsibilities for Nigerian government with inadequate resources, dearth of skilled manpower, the penchant of some public servants to steal government money amongst others necessitated the adoption of the public-private partnership model of service delivery. From the paper, we discovered that the public-private partnership model of service delivery has become a worldwide phenomenon; virtually all countries and governments across the world have adopted it as a means of service delivery. Public-Private Partnership on its own cannot guarantee effective and efficient service delivery. The effectiveness and efficiency of the public-private partnership lies in the effective

and efficient implementation by those concerned in its implementation.

Considering the relationship between efficient and effective service delivery and the increase in the citizens' economic activities and well-being, it behooves on the government to try as much as possible to put machinery in motion to provide effective and efficient services to the people. The advantages derivable from effective and efficient service delivery is enormous because it brings about enhanced infrastructural development with its attendant positive effects on the health of the people, job creation, increase in disposable income of the citizens as a result of increase economic activities. More money would still go to the government in the form of tax from the citizens.

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Education For All in Nigeria, West Africa: The Journey So Far

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1. Introduction

Twenty-two years after the World Conference on Education for All (EFA) in Jomtien, where countries reaffirmed commitment to meet basic learning needs of all children, youths, and adults. Specific goals, in the light of which countries agreed to establish national targets, included universal access to and completion of basic education by the year 2000 and the reduction of adult illiteracy, with specific emphasis on eliminating gender disparities in educational opportunities. The World Education Forum in Dakar 2000 provided the opportunity to take stock of the achievements, the lessons and the failures of the EFA goals. The most disappointing lesson is that the objectives from Jomtien have not been achieved. Yet for 125 million children the right to education is violated every day, leaving them trapped in poverty. For millions more children, lack of teachers, classrooms, and books means their education is cut short and little is learnt. According to International Consultation of NGOs (2000), girls account for two-thirds of the children out of school. One in three adults in the developing world - 880 million people - is still illiterate.

From the global trends and assessment however, problem of economic stagnation, continued population growth, and economic and social disparities both among and within nations have posed various challenges to making this a

reality. The World Education Forum in Dakar provided an opportunity to deliver on the commitment to quality education for all. Governments and international agencies have to make a concerted effort to mobilise political will and financial resources. Two decades have passed since Jomtien. What progress has been accomplished towards the goal of education for all especially in Nigeria? This is the focus of this paper.

2. Concept and the Imperative of Education

The genuine and lasting development of any nation depends on the level of literacy of its citizens. Realizing this pertinent truth, nations strive to equip their citizens with quality education in order to contribute to the attainment of national development. The singular instrument for this is education. Education is the nutrient (food) for the human mind. The mind must never be under-nourished or malnourished but must be nurtured from birth with the appropriate food. This ensures well developed minds which can be applied appropriately use for national development. Education is therefore, the weapon needed for the acquisition of relevant knowledge, skills for all round development (Mangvwat and Awuya, 2009).

Education is therefore an instrument for social change. Schult (1961) has argued that

population quality and knowledge are the major determinants of the future welfare of mankind. Going further with this argument, Harbison and Hanushek (1992) assert that a country which is incapable of developing its people's skills and knowledge and to utilize them effectively in the natural economy will be incapable of developing anything else. These arguments centre on the relevance of population quality and knowledge, and we get quality population through education. This position was corroborated by Psacharopoulos (1985), who asserted that education is widely regarded as the way to economic prosperity, the key to scientific and technological advancement, the foundation of social equity, and the spread of political socialization and cultural vitality. Therefore, educating all citizens reduces and even eradicates class differences and human development cannot be realized except through education.

Consequently, African, Asian and Latin American governments embraced the Universal Primary Education (UPE) in the early 1960s, which was recently rekindled by the Jomtien and Dakar Education for All (EFA) conferences (Chimombo, 2005). Education if properly positioned has the capacity to change any society for the better. This must have informed Article 26 of the 1948 UN universal declaration of human rights, which states that everyone has a right to education and that this education shall be free and compulsory. The Article further states that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. The base for the UBE has been this Article and the EFA conferences.

3. Global Assessment of EFA

The EFA 2000 Assessment demonstrates that there has been significant progress in many countries. The International Consultation of NGOs (2000) in their assessment declared that it was unacceptable in the year 2000 that more than 113 million children have no access to primary education, 138 million adults are

illiterate, gender discrimination continues to permeate education systems, and the quality of learning and the acquisition of human values and skills fall far short of the aspirations and needs of individual and societies. Youth and adults are denied access to the skills and knowledge necessary for gainful employment and full participation in their societies. Without accelerated progress towards education for all, national and internationally agreed targets for poverty reduction will be missed, and inequalities between countries and within societies will widen.

Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are witnessing rapid globalization.

The EFA goals as stipulated in the document revolved around the following:

- (i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- (ii) ensuring that by 2015 all children, with special emphasis on girls, children in difficult circumstances are from ethnic minorities have access to and complete free and compulsory primary education of good quality;
- (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- (iv) achieving a 50 per cent Improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- (v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender

- equality in education by 2015, with a focus on ensuring girls full and equal access, to and achievement in basic education of good quality;
- (vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skill:

The countries of the world reaffirmed commitment to meet the above goals. In assessing the journey so far on education for all amongst nations the International Consultative Forum on Education for All (2000) asserted that like China, Indonesia, Brazil, Mexico and Egypt, the increase of primary-school-age enrolments, representing a main goal of national policies, accompanied by a decline of the primary-school-age population, implied that universal primary education will be achieved by 2015. In china, the sharp decline of the primary school-age population, by more than 30 million pupils in just 10 years, was one of the factors that permitted the provision of a place in school to every child 2000. In Indonesia, the growth in primary-school-age enrolment outpaced the growth of the primary-school-age population between 1980 and 1990 and practically all primary school-age children had the opportunity to participate in education at some point during the 1980s.

In Brazil, the 1990s marked the turning point in the growth of their primary-school-age population. The decrease in the number of children, coupled with a policy aimed at increasing enrolment ratio in primary school is predicated to result in the achievement of universal primary education by the year 2015. In Mexico, universal primary education was already achieved by 1980, so that a moderate expansion of the number of primary school-age children during the 1990s was easily covered by a corresponding expansion of enrolment (International Consultative Forum on Education for All, 2000). In Egypt, the growth in the number of enrolments outpaced the growth in the number of primary-school-age children during the 1980s and 1990s, and it is estimated

that the number of out-of-school children declined by more than 80 per cent between 1980 and 2000. The expansion of the primary-school-age population is projected to stop in 2000, which will facilitate the achievement of universal primary education during the first decade of the twenty-first century (International Consultative Forum on Education for All, 2000). In such countries according to International Consultative Forum on Education for All (2000), the challenge is now how to improve learning conditions and achievement, increase the internal efficiency of education systems, reduce school disparities in educational outcomes and expand participation in education beyond primary school.

4. Universal Basic Education in Nigeria and Education for all

Universal access to education has been prime target for Nigeria in the last four decades and Nigeria is a signatory of World Declarations on Education for All. Igwe (2006) reported that the United Nations Organization (UNO), article 26 on the Universal Declaration of Human Rights states in part that everyone has the right to education, and this shall be free in elementary and primary stages. So, both at the national and international levels, Nigeria is committed to the provision of basic education to all its citizens. Many attempts have been made in this direction but no appreciable positive results have been recorded. The problem of implementation continues to be a perennial problem to the fulfilment of a constitutional and social obligation to make access possible to all (Adepoju and Fabiyi, 2007).

The fundamental principle of UBE in Nigeria is that everybody must have access to equivalent education comprehensively and co-educationally. The concept of the Universal Primary Education (UPE) introduced in 1976. (6 years education) was to change into Basic Education (9 years education) twenty three years later. Basic education is not completely new but its meaning has been broadened after the World Declaration on Education for All (EFA), and the Framework for Action to meet Basic learning needs. The policy provisions of these documents

surpass what was on ground then. Three demographic studies on the existing national situation in the primary education sector revealed that, 12% of primary school pupils sit on the floor, 38% classrooms have no ceilings, 87% classrooms overcrowded, while 77% pupils lack textbooks. Almost all sampled teachers are poorly motivated coupled with lack of community interest and participation in the management of the schools (Adepoju and Fabiyi, 2007).

The goals and objectives of the UBE are outlined in the implementation guidelines (FRN, 2004). The goals of the programme are to universalize access to basic education, engender a conducive learning environment and eradicate illiteracy in Nigeria within the shortest possible time. Thus in a bid to actualize these goals, the following are clearly stated as the specific objectives:

- Developing in the citizenry a strong conscientiousness for education and strong commitment to its vigorous promotion;
- Provision of free compulsory universal basic education for every, Nigerian child of school-going age;
- Reducing drastically the- dropout rate from the formal school system through improved relevance and efficiency;
- Catering for dropouts and out-of-school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education; and
- Ensuring the acquisition of the appropriate levels of literacy numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning.

The document further spells out who the programme covers. These are:

- Formal basic education encompassing the first nine years of schooling for all children.

- Nomadic education for school age children of pastoral nomads and migrant fishermen; and
- Literacy and non-formal education for out-of-school children, youths and illiterate adults.

These goals and components are the coordinating responsibility of the Universal Basic Education Commission (UBEC), which has the following functions (FRN, 2000 p. 14):

- Prescribe the minimum standards for primary, junior secondary and adult literacy education throughout Nigeria;
- inquire into and advise the Federal Government on the funding of basic education in Nigeria;
- receive the Universal Basic Education funds from the Federal Government and allot the funds to the Education Boards of the states of the Federation and the Federal Government sponsored special basic education projects in accordance with a formula to be prescribed as the Federal Executive Council may from time to time prescribe;
- collate, after consultation with all state governments, periodic master plans for a balanced and coordinated development of basic education in Nigeria; make proposals to the Federal Government for equal and adequate basic education opportunities in Nigeria;
- ensure that the basic national curriculum and syllabus and other necessary instructional materials are in use in primary, junior secondary and adult literacy institutions in the country; collate, analyse and publish information relating to primary, junior secondary and adult literacy education in Nigeria; and
- carry out such other activities that are relevant and conducive to the discharge of its functions as the commission may from time to time determine.

In the Government's efforts to ensure the success of this programme, the UBE Act 2004 was passed into law. It provides for compulsory universal basic education and stipulates penalties for parents, societies or institutions that fail to comply with these provisions.

The UBE programme has been with us for about eleven years and furthermore, we are expected to have learned from the failed UPE scheme. Yet there are still lapses in the implementation of the scheme. What are the lapses or hiccups that are still affecting the scheme? What other factors are impeding the successful implementation of the scheme and how can these be tackled for the expected outcome? (Mangwat and Awuya, 2009).

5. Assessment of the UBE in Nigeria, West Africa: A Critique

The UBE scheme has taken up and appears to be doing well. Yet there are certain salient facts that need to be set straight. The scheme has not adequately addressed the problem of poor or dilapidated infrastructure in schools. There are many pupils who still sit to receive instruction on the bare floor. This makes the school environment not to be conducive for learning. Nothing within the school environment by this situation will attract the child. This may be one of the reasons for some pupils to drop out of school. Some of these facilities are left for the communities to provide. In a study conducted by Adepoju and Fabiyi, (2007) revealed that majority of rural communities were not involved in the provision of infrastructure.

Another cause of obstacle to the scheme is the politicization of education. The study by Adepolu and Fabiyi (2007) also established that the UBE programme was being politicized. When education is politicized then quality is eroded. A study by Chimambo, Kunje and Chimuzu (2004) has demonstrated that it is easier to achieve reforms which secure increased access to schooling than that which enhances robust improvements in schooling quality.

There is no clear evidence to show that efforts aimed at good quality education for all are being pursued. The schools in the rural areas are the worst hit by lack of teaching and learning materials. Theirs appear to be the crumbs from the masters' tables (the urban schools). The disparities still persist and the low socio-economic groups manifest low achievement (Chimambo, 1999; Kadzamira and Rose, 2003). The policy formulators, implementers and those responsible for taking care of the programme do not send their children to the public schools which they manage. This is a clear demonstration of the fact that they do not have confidence in the system they superintend over. Thus the poor pupil is further marginalized in the face of globalization.

The allocation to the programme is not commensurate with the goals. The target of eradicating illiteracy in the country by 2015 appears a fall dream. The economic hardship still makes pupils to drop out of school to hawk or engage in menial jobs to supplement the income of their poor parents.

The performance of the products appears not to be encouraging. An assessment of the learning achievement of primary four pupils in Nigeria discovered that there had been no improvement (Falayajo, Nakonju, Okebukola, Onugha and Olubaje, 1997). More than ten years after their research, the research by Adepoju and Fabiyi (2007) also revealed that teachers performance was rated as low as their students' achievement.

The three components of the UBE scheme which are handled by the UBEC makes the UBE scheme cumbersome "to handle under one agency. Already, there is intense lobbying by principals, including teachers, in many secondary schools to be posted to the junior secondary section because of the expected larger that from all indications might fall. The issue is not larger commitment or performance but benefits first. Furthermore, it is to handle' nomadic education and adult and non-formal education. This is untidy and some of these responsibilities appear to hinder the

effectiveness of the scheme. Recently it has been saddled with the Teachers Scheme adding more load to an already overloaded wagon (Mangvwat and Awuya, 2009).

The Act which stipulates punitive measures for parents who withdraw children from school appears to be on paper. The Act is not being well enforced. The welfare of the teacher is not being given the desired attentions. There is no motivation, no regular workshops, etc. The prolong strike for teachers-' nationwide for the Teachers' salary scale is a case in point (Mangvwat and Awuya, 2009).

Education has remained a social process in capacity building and maintenance of society for decades. It is a weapon for acquiring skills, relevant knowledge and habits for surviving in the changing world. Invariably, the major problem identified in the Nigerian UBE system lies in the automatic promotion, that is, 100% promotion and transition for 9 years. This indeed is a mockery of any form of evaluation done at this level and is bound to reflect on the standard of education in no distant future. In particular the provision for the out of school population has remained obscure since eight years of its introduction and inception (Adepoju and Fabiyi, 2007).

Yoloye (2004) observed that, the concept of Basic Education is not a completely new term to the Nigerian society and that within the last decade; it has assumed a global significance and its meanings have been broadened. The expanded vision of UBE comprises the universalising of access and promotion of equity, focusing on learning and enhancing the environment of learning and strengthening partnerships.

6. NGO Declaration on Education for All: A Call to Action

The International Consultation of NGOs met in Dakar to declare their support for EFA goals, nearly 300 NGOs gathered to discuss Education for All and believe that Education for All is achievable if Governments and international agencies commit themselves to the following:

- There is a need to renew the commitment to education as a right as

expressed in UN's declaration on human rights paragraph 26, The international Covenant on Economic, Social and Cultural Rights, Article 13 and the Convention of the Right of the Child, Article 28.

- There must be a commitment to providing free quality basic education for all children, youth and adults. Equity in quality must be ensured at all levels. All direct costs of basic education have to be removed.
- There must be a clear commitment to ensure that quality education for all includes all the marginalised and excluded groups like the disabled, ethnic minorities, internally displaced persons and refugees.
- There must be a clear statement that education is a core responsibility of the state.
- Governments must commit themselves to develop and improve mechanisms and structures of democratic participation of, and accountability to civil society, including teachers and their representative organisations, in education decisions at all levels.
- Governments must commit themselves to guaranteeing their part of the necessary resources for quality basic education, including increases in proportion of GNP allocated to education. Governments need to spend at least 6% of GNP on education. Governments have to secure increases in revenue from efficient taxation, reduce excessive military and other unproductive expenditure and put an end to corruption.
- Governments should immediately identify and reverse existing disparities in per capital-funding which discriminate against rural communities, ethnic minorities, people with disabilities and underdeveloped regions, in order to achieve equitable spending per learner by 2005. They should further commit themselves to delivering extra funding to meet needs

of schools in poor and marginalised areas, in order to bring all schools up to agreed standards by 2015 and to ensure that curricula, teaching materials and methods are responsive to the needs of marginalised groups. There must be a commitment to end child labour and to ratify the ILO Conventions No. 138 and 182.

- Governments must develop innovative responses to ensure that learners in families affected by HIV/AIDS will not lose their access to education. Plans need to be made now to cope with the loss of teachers and with the new pressure on children. A close link has to be established between education and health as education has comparative advantage to support the prevention of HIV/AIDS in the population.
- Governments must ensure that new information technologies can be equitably accessed to promote quality of education. However, it must be recognised that indigenous knowledge and traditional forms of media are equally valuable.
- A core code of conduct for donors should be agreed within the framework of UN in partnership with civil society by 2002 to bind donors to following good practice in the relationship with partners and in disbursement of aid to education. Governments should have single accountability lines. The monitoring and control of aid programmes should be turned over to government in partnership with civil society.

Positive changes to aid and international commitments must not be contradicted and undermined by wider institutional policies of international financial institutions. Financial advice and financial support from IMF, World Bank or regional development banks be designed with education as an integral part of poverty reduction and development.

Donors must ensure that all governments that are serious about education have access to the

necessary resources to achieve basic education for all. A key step toward this must be to increase aid to basic education to at least 8% of total aid budgets.

Donors should commit to increased and rapid debt relief, improving progress of the Heavily Indebted Poor Country initiative (HIPC2). Debt relief should add to aid flows and not undermine them, and be linked to national education plans in the context of wide poverty reduction plans.

A strong representation of southern governments and civil society has to be ensured in international EFA structures set up after the World Education Forum in Dakar. Resources, and technical expertise and monitoring of progress must be decentralised with major investment in a regional level EFA capacity. These structures have to be effective, accountable and transparent.

National civil society alliances should have the right to call for the international EFA structures to investigate cases where there are clear violations of the right to education. The EFA structures should have the power to call an investigation by the UN Special Rapporteur on Education or the regional Human Rights Commissions.

A comprehensive review should be planned for 2006 to identify progress against the major international targets of education. Both national and donor action plans should specify mid-term targets for each EFA goal, and specify explicit additional resourcing and contingency commitments if these targets are missed. If the mid-term review shows that a substantial number of countries continue to be off-track then an official UN Conference on Education with Heads of State should be convened for 2010.

Conclusion

There is no doubt that with the intervention of NGOs all over the world the various government would not have any excuse to fail in their operational strategies and plans toward achieving the EFA goals. The NGOs gathered in Dakar from all over the world, they were committed to

work and cooperate with governments and a wide range of groups, individuals and institutions to reach the goal of quality education for all.

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Socio-Economic Implications of Boko haram Insurgency in Northern Nigeria

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Abstract. Boko Haram insurgency in northern Nigeria has posed a multifaceted threat to the nation since 2009. Successive governments have tried all possible measures to curtail it with no significant success recorded. The academia has also not been passive; hence the phenomenon has been approached from religious and political viewpoints. However, adequate attention has not been paid to its socio-economic implications. Therefore, this paper examined the Boko Haram insurgency and the challenges it poses to social and economic development of Nigeria and the implications of such for communities free from its activities. The work adopted historical method, which involved archival search, use of other academic materials such as journal articles, books and newspapers. Oral interviews were conducted with victims of Boko Haram who have relocated from affected places to southern part of the country. It was established that Boko Haram insurgency has wreaked much havoc on social and economic activities, culminating in retardation of growth and development in the country. The paper recommended the need for serious commitment on the part of the government in equipping the security agents and fighting corruption in the security system. More importantly, prosecution of identified Boko Haram sponsors must be done without fear or favour.

Keywords: Religious relations, Boko Haram insurgency, Northern Nigeria, social effects, economic effects

1. Introduction

Since the return to civil rule in 1999, religious intolerance has assumed a new dimension in Nigeria. The current wave of Boko Haram sect raises fundamental issues whether Nigeria is a lawless society or the problem of lawlessness has been part of the tradition and style of living of the people before the advent of the two major foreign religions (Islam and Christianity). Lenshie, Edward and Abel 2012: 10-30, opined that one of the major problems confronting Nigeria today as a nation is sectarian crises manifesting in various ways. However, solution proffered to the evident devastating effects has not yield positive results, hence successive administrations have had distractions of religious crises characterised by mistrust, suspicion and destruction of lives and properties.

Boko Haram (figuratively, “Western or non-Islamic education is a sin”) is an Islamic group that is seeking for the imposition of sharia law in Nigeria. The original name of the group is Jama’atu Ahlis Sunna Lidda ‘awatiwat-Jihad, which in Arabic means people committed to the propagation of the Prophet Mohammed’s teaching (Danjibo 2010: 13-16). Therefore, It should be noted that the emergence of Boko

Haram crises in July 2009 changed the familiar phase and pattern of religious violence, riots and disturbances in Nigeria. However, aside the daily loss of lives and properties, the fear and animosities among the Nigerian populace particularly the threat posed to the security, economy, democracy and integration of the corporate society are alarming. This situation has made it difficult for the citizens and residents in some parts of northern Nigeria such as Borno and Yobe states to carry out their legitimate businesses. Various scholars have attributed Boko Haram crises to bad governance in Nigeria. According to them, Nigerians have been denied good governance for long and the youths that are mostly engaged in acts of violence, are the first victim of bad governance and acute corruption. (Onuoha 2012: 2, Bamidele 2012: 32-42, Danjibo 2010: 13-16). However, It should be noted that poverty and corruption in Nigeria are not limited to northern Nigeria alone but nationwide. This work, therefore, goes beyond poverty and corruption as the remote causes of Boko Haram crises in Nigeria. It contends that the current wave of religious fundamentalism became recurrent through religious manipulation and politicisation in the post-colonial era. The work concludes that unless the country's policies, cultural norms, law and value are enforced to redirect behavioural attitude toward governance in Nigeria, religious fundamentalism would thrive on. In this piece, we shall discuss the problem by focusing on how Boko Haram insurgency has affected Nigeria in the areas of politics, economy and corporate existence in this order.

2. Boko Haram Insurgency in Nigeria

Boko Haram insurgency has confronted Nigeria with massive assaults, which undoubtedly have led to the death of many Nigerians and valuable properties destroyed. The sect has been described as the world deadliest and destructive terrorist, both in terms of brutality, mindless savagery and flagrant disobedience to the principles of peace and stability (Punch Newspaper 2015: 8). The sect unleashes terror, tension and fear in the mind of every Nigerian

and the international community does not feel unaffected.

Boko Haram as a group of Islamic fundamentalists is committed to carrying out holy war (jihad) and Islamising northern states of Nigeria and probably conquering the entire country through Jihad. In Borno, the stronghold of the sect, many lives and properties have been lost to the sect attacks. On the 28th January 2011, the governorship candidate of the All Nigerians People Party (ANPP) Engineer Modu Fannami Gubio and six other persons including the brother of the then Borno State Governor, Alhaji Goni Modu Sheriff were killed by the insurgents (The Nation Newspaper 2011: 15). Its activities started with the clash with Nigerian police in July 2009. According to Okpaga, the investigation by the Nigerian police which was engineered by the report that the group was arming itself to wage holy war (Jihad) against the state led to the deadly clash between the two groups (Okpaga, Chigiote, Innocent 2012: 82-85). Attacks have focused largely on state security forces, police, soldiers, civil defence, and prison wardens, worship centres, community and religious leaders, politicians and other civilians who they consider as "enemies". However, the attack on the United Nations Building at Nigeria's capital city Abuja, on 26 August 2011, which drew global attention, marked a departure from Boko Haram's traditional target of government facilities and indeed signposts the possibility of a change in target (Akande 2012: 1).

There is evidence that some of the detailed elements of Boko Haram have link with foreign militant groups, including north- Africa based Alqaeda in the Islamic Magreb (AQIM). At the same time, Boko Haram remains firmly focused on domestic Nigerian issues. Whenever its spokesman claims responsibility for attack, he points at national grievances which are not similar to the ideology of Alqaeda. But its anger is directed not at America or Europe but at the Nigerian government. The sect has always claimed that its focus is on targeting officials of the government who have misused state funds hence, there are numerous cases of attacks in different parts of the country, which have wreaked much havoc.

The Table Below Captures some of the attacks of Boko Haram in Northern Nigeria

Date	STATE	LOCATION OF ATTACK AND NUMBER OF DEATH
July 27,2009	Yobe state	Attack on potiskun, divisional police headquarters three policemen and one fire service officer died.
September 8, 2010	Bauchi state	Bauchi central prison was set ablaze and members of the sect freed.
March 13, 2010	Plateau state	Another set of operation in the northern part of Jos, Plateau state led to the death of 300 people
October 1, 2010	Abuja	Explosion near the Eagle square, Abuja claimed 12 lives, leaving many injured.
December 24, 2010	Plateau state	A bomb attack, in BarkinLadi, Jos, Plateau state, killed eight people.
December 31, 2010	Abuja	Explosion at Mogadishu mammy market, Abuja, claimed about 10 lives.
January 21, 2010	Borno state	The Borno state governorship candidate of All Nigerian Peoples Party (ANPP), for the 2011 election, AlhajiModuGubio, brother to the former governor of the state, ModuSherif, killed by the sect members alongside six others in Maiduguri, Borno state.
March 2, 2011	Kaduna state	Boko Haram killed two policemen attached to the residence of the Divisional Police Officer, MustapherSandamu, at Rigasa area of Kaduna state.
March 30,2011	Yobe State	Bomb planted by Boko Haram in Damaturu, Yobe state, exploded and injured a Police officer.
April 8, 2011	Niger state	Bomb at INEC office in Suleja, Niger state, Claimed lives of eight corps members and a suicide bomber respectively.
April 9, 2011	Borno state	Bomb explosion occurred at a polling unit in UnguwarDoki Maiduguri, Borno State, killing the suicide bomber.
April 26, 2011	Bauchi state	Three people killed and scores injured in Bomb attack
April 29, 2011	Bauchi state	Army Barracks in Bauchi bombed.
May 19, 2011	Bauchi state	Three policemen killed and two soldiers injured in bomb attack.
May 29, 2011	Bauchi state	Explosion at mammy market of Shandawanka barracks in Bauchi state claimed lives and left many injured.
May 30, 2011	Borno State	Bomb exploded early morning on Baga road in Maiduguri, Borno state, 13 dead and 4 injured.
June 7, 2011	Borno state	Series of bomb blasts occurred in Maiduguri, Borno state, claiming five lives and living several others injured.
June 16, 2011	Abuja	Nigerian Police Headquarters, Abuja, bombed by suspected suicide bomber, three killed and many vehicles damaged.
June 16, 2011	Borno state	Four children killed in a bomb blast at Danboe town, Maiduguri, Borno state.
June 20, 2011	Katsina state	Seven Policemen killed when BBoko Haram stormed Kankara police station in Katsina state. Two of the security men guarding a bank opposite the state were also killed.
July 9, 2011	Borno state	A clash between Boko Haram and the military left about 31 people dead in Maiduguri, Borno state, also in Suleja, Niger state, a bomb targeted at a church killed four and injured many others.
July 11, 2011	Kaduna state	Tragic explosion at a relaxation joint in Fokados street, Kaduna.
July 12, 2011	Borno state	Boko Haram threw an explosive device on a moving military patrol vehicle, which claimed five lives.
July 15, 2011	Borno state	Explosion in Maiduguri injured five people.
July 23, 2011	Borno state	An explosion close to the palace of the Shehu of Borno, AbubakarGarbaiElkanem, injured three soldiers.
March 5, 2013	Adamawa state	25 people were killed in the two-hour assault, including the deputy chief of the local prison, where 127 inmates were freed.
March18, 2013	Kano state	A suicide bomber attacked a bus station in a predominantly Christian area of Kano, killing 41 passengers and injuring dozens more.
May 7, 2013	Yobe state	At least 55 killed and 105 inmates freed in coordinated attacks on army barracks, a prison and police post in Bama town.
June 16, 2013	Yobe state	A team of suspected Islamist militants attacked a school in Damaturu, killing 13 people, including students and teachers.
July 13, 2013	Yobe state	42 people mostly students killed in an attack on a secondary school in restive Yobe state
September 29 2013	Yobe state	40 student of College of Agric were killed while 150 sustained injuries.
February 25 2014	Yobe state	Many student of Federal Govt College BuniYadi were killed
April20, 2014	Borno state	270 chibok school girls were adopted
April 30, 2014	Abuja	75 people killed in bus station bombing
May 15, 2014	Borno state	150-300 killed in market attack.
June 17 2014	Yobe state	Many children were killed near a viewing centre in Damaturu

It is practically impossible to highlight all cases of Boko Haram violence in Nigeria. The reason is that they are innumerable and recurring; what we have done so far is a confirmation of Boko Haram crises in Northern Nigeria (Okpaga, Chigiote, Innocent 2012: 82-85, Dauda 2014: 251-257)

3. Factors Responsible for Boko Haram Crises

Bad governance in Nigeria has impoverished the masses and hence, creating avenue for easy formation of criminal groups who are searching for means of livelihood. Lack of jobs for teaming Nigerian youths is a strong factor for Boko Haram crises in northern part of the country. Karl Max once predicted that there would be a time when machines would be used to work in place of man and when people are not getting jobs, they would resort to revolution (Onimhawa, Izibili and Igboin 2006: 122-124). That is what is currently going on in Nigeria today. Idowu makes it clear that because of the failure of the government to provide basic infrastructural needs for its populace; new conflicts have emerged through political opportunists, who have explored condition of the poor to address the non-responses of the state to lawful yearnings of the citizens (Idowu 2008: 9). This propels a number of frustrated groups who think they have been cut off from the society to make their intention known to the government through violent means.

It is necessary to note that substantial Nigerian youths at the age of 20-40 years are still depending on their parents for survival and, if not for this a large proportion of them would have taken arms to fight the state. One can imagine what will happen to a grown up man who wakes up in the morning and has no food or money to spend. Such a man can easily be influenced to take up arms against the perceived elements that have short changed his standard of living and mortgaged his future. Late Yusuf, the founder of the group, pointed out that the government had brought poverty and suffering to the people and therefore must be changed to Islamic state in order to ensure good standard of living devoid of exploitation and

mismanagement by the ruling class. This can best be explained as the major reason the group remains anti-government and angry about many years of bad governance that have rendered the citizens poor. The group argues that the leaders are aided by western education to subject the populace to abject poverty by siphoning public funds to private pockets through the use of “pen”. However, as a result of the extreme poverty, innocent citizens are impelled to commit crimes such as kidnapping, robbery and fraud. According to the group, the same leaders who through the use of western education, steal public money meant for project that would have benefited the general public, arrest and imprison the poor who were forced to commit crime in order to earn a living (Danjibo 2010: 2-19).

Lending credence to this, former President OlusegunObasanjo once remarked that Nigeria was sitting on gunpowder. According to him, if the government did not act fast and provide jobs for the youths who are the majority and leaders of tomorrow, the country should be prepared to face massive violence and break down of law and order (The Nation Newspaper 2015: 26). Bad governance in Nigeria has impoverished the society to the extent that the rich are getting richer while the poor are getting poorer. According to Danjibo and Oladeji 2007: 15, poor Nigerians see their politicians flying abroad, shopping in Dubai and sending their children to expensive western schools. The growing gap between the leader and the led, developmental projects in community with a representative in government and the community with none has created a vacuum, and has made it possible for violent extremists to take over that vacuum to achieve their aim. The famous Greek philosopher, Aristotle once wrote, “Poverty is the mother of all revolutions and where there is hunger and the poor greatly exceeds in number, trouble sets in and the state soon comes to an end”. Therefore, the poor economic condition in the north makes fertile ground for Boko Haram. However, as relevant as this factor is, bad governance is not restricted to the northern Nigeria as it also affects other areas free from crises; obviously there are some other factors beyond bad governance responsible for Boko Haram menace.

One of such factor is political motivation. Nigeria is a multi-ethnic and multi-cultural society. This obvious trend reflects in the country's socio-political system and the constitutional recognition of federal character principle. The unofficial rotation of presidency by the former ruling party Peoples Democratic Party (PDP) between the north and the southern part of the country contributes to the daily attack on Nigerians by members of the sect (Boko Haram). Before the 2011 election northern political elite threatened to make the country ungovernable if Jonathan emerged president on the platform of PDP. LawalKaita is fearlessly emphatic that:

Anything short of a northern president is tantamount to stealing our presidency. If he uses the incumbency power to get his nomination on the platform of the PDP, he would be frustrated out. The north should not be blamed for the calamity that will befall the country, if Jonathan emerges president in 2011. The north is determined; if that happens, to make the country ungovernable for any southerner who finds his ways to the seat of power on the platform of the PDP against the principle of the party's zoning policy (Kaita 2010: 11).

The victory of Jonathan in 2011 was marred by violence and series of bombing by members of the sect in different parts of the country. Corroborating this, De Pontet, an African analyst at the Eurasia Group, says that Boko Haram's main aim appears to be humiliating Jonathan's government. According to him, northern region felt excluded from the system of patronage that fuels Nigeria politics (Onuoha 2012: 2).

Former National Security adviser to the president, late General Andrew OwoyeAzazi, on April 27, 2012, blamed terrorist attacks sponsored by the Boko Haram Islamic sect on internal squabbles of the ruling People's Democratic Party (PDP). According to him, the situation that created the problems of Boko Haram in Nigeria is not just about religion and poverty but also the "politics of exclusion" and the desire to rule Nigeria (Azazi 2012: 2). Corroborating this, Uche Chukwumerije argues

that Boko Haram is a northern creation meant to hijack power in 2015. For him, Boko Haram would fizzle out the moment a northerner became the president (The Nation Newspaper 2012: 2). The above assertions by the two leaders attest to the threat issued by the northern leaders to make the country ungovernable if Jonathan should emerge president on the platform of the PDP against the principle of the party's zoning policy. All these evidences, point clearly to the fact that the Boko Haram sect was not created in isolation but a political strategy by some northern elite for election purpose. However, contrary to this submission, the emergence of Boko Haram in 2009 was under the administration of late president Umaru Musa Yar'adua from the northern part of the country. Secondly, since the inauguration of MuhammaduBuhari, a northerner on May 29 2015, Boko Haram has not fizzled out. Therefore, the cause of Boko Haram violence goes beyond political manipulation and internal squabble of the PDP.

Religious fanaticism has been a recurring decimal in different parts of the world. This became aggravated since the bombing of world trade center in USA on September 11, 2001. Farrel opines that before independence in 1960, northern Nigeria had always aspired to return to Islamic legal system for all Muslims (Farrel 2012: 8). However the introduction of sharia legal system in some parts of northern Nigeria confirms the Boko Haram agitation for the establishment of Islamic state. The sect's efforts to impose sharia law throughout Nigeria according to various reports have systematically targeted Christians and their places of worship in order to completely wipe them out of Nigeria surface through Jihad (Holy war). The sect according to some notable Nigerians is a religious movement owing to the fact that it concentrates its activities towards killing Christians and destroying Churches with the objective of making Nigeria an Islamic state. The Catholic Bishop of Sokoto Diocese, Mathew Kukah argues that the agitation for the Islamic state by Boko Haram could be traced to the promise made by northern leaders to ensure the total implementation of sharia law. He rejects the assertion by some northern Muslims that Boko Haram members are not Muslims. For

him Boko Haram members are inspired by Quran and by virtue of that, they are Muslims (Akinkuotu 2015). The killings of Rev Sabo Yakubu, bombing of the three churches on Christmas day, December 25, 2011 by the sect are used as evidence (Onuoha 2012: 2).

It should be noted that the violence according to some Nigerians has been primarily in one direction with the Boko Haram conducting a terror war against Christians. In contrast, the bombing of Mosque in Makurdi, Yobe State, bombing of the Emir's palace in Kano and the attack on the convoy of Alhaji Ado Bayero, killing 4 and injuring 14 others, including two of his sons and the killing of 21 members of Shiites Islamic Movement in Kano by Boko Haram sect among other attacks on Moslems attest to the fact that the sect violence is not a target to one particular religion. Furthermore, northern Muslims have criticised, rejected and denounced the activities of the sect as unIslamic and heinous crime against humanity. The Sultan of Sokoto, Alhaji Sa'ad Muhammad Abubakar 111, urges Muslim community to fish out Boko Haram members and have them dealt with as criminals so as to tackle terrorism and extremism not only in Nigeria but in the other part of the world (Sa'ad Abubakar 2015: 3). Outside this, Muslim communities in Yobe, Borno and Kano state set up community vigilante to assist the Nigerian security force in tackling the menacing activities of Boko Haram in the north. The point of emphasis is that Boko Haram violence may have religious connotation but the activities of the sect are not solely against Christianity and Christians, but the general populace.

On the other hand, Ignorance contributes to the sect's violence in Nigeria. Religious adherents, according to Ayantayo, have poor theological understanding probably because they are ignorant of what religion is and rely solely on what their religious leaders say or do (Ayantayo 2002: 1-2). Members of the sect have been brainwashed with the notion of Jihad which means struggle. This clearly show that the northern Muslims mostly Almajiri's and Madrasas (beggars) have been so brainwashed from childhood to the extent that they see non-

Muslims and all Muslims associating with people outside Islam as unbelievers and what they need to be told by their leader is that this is an enemy of Islam and they are ready to go to any length to destroy (Soyinka 2012).

The sect believes that any member who dies for the cause of Islamic sharia state by destroying the government establishment would gain "Aljana" (paradise or heaven). Because of the indoctrination, from childhood, all members of the sect are made to understand that this is a religious cause. As a result of their ignorance about Islamic ethics, they believe real change can only come through violence or coercion and not dialogue. Their ignorance is of high magnitude; that members could kill their wives to prevent them from subsequently marrying infidels, in case they get killed. According to them, if they kill their wives, they will remain pious until both of them meet again in heaven, where they would re-unite (The Nation Newspaper 2015). This scenario can be blamed on the collapse of public schools which should have provided meaningful education to the youth.

Similarly, foreign influence is a motivating factor for Boko Haram crises. (Danjibo 2010: 2-19), explains that there is growing concerns of external influences that are impinging and shaping religious organisations in Sub-Saharan Africa, especially in Nigeria. Nigeria Muslims and their Christian counterparts have links to the Middle East and the West. While the Christians tilt towards the Euro-American culture, the Muslims look up to the Arab world. A report from a subcommittee of the U.S. House of Representatives issued in 2011 November and titled Boko Haram: An emerging warning stated that the group was a threat to the U.S, Western targets in Nigeria, and the wider region. It alleged that the group had other terror networks and went as far as to state and quote 'Based on Boko Haram's evolution and the public warnings by the U.S. department to US citizens in Nigeria to be careful in a terrorist country like Nigeria (Cook 2011: 3). Global terror such as terrorism in Yemen, Afghanistan and Somalia has a great influence on Boko Haram crises in Nigeria. More sensitively, it has concrete links

with not only al-Qaeda, but a number of radical African Muslim jihad groups as well. The skills they have imparted have made Boko Haram a much more serious threat to the country (Ero 2012).

4. Boko Haram Insurgency in Socio-Economic Perspective

As earlier indicated, this paper is aimed at examining the impacts of Boko Haram insurgency on social and economic activities not only in the affected areas but the country as a whole. Our findings show that beyond religious and political meanings read to Boko Haram, constant attack by insurgents have endangered social and economic activities in Nigeria, which have in turn affected national development. This is our focus in this section.

The security challenge posed by Boko Haram has reached a point where indigenes and non indigenes are leaving the northern region to avert their being killed by the insurgents and business owners close down their shops. However, the economic activities of Borno, Yobe and other northern states where Boko Haram spread their tentacles have been crippled economically (Falola and Heaton 2008: 106-260). For instance, local investors who normally are supposed to contribute to the economic development of the area have left since no reasonable investor would want to invest his capital in a violent prone environment. Consequently, most of the investors who moved away from this affected states reinvest their capital in other Nigerian communities free from the insurgency. In this wise, most of the affected investors interviewed such as (Okeke 2016, Nwankwo 2016, Okafor 2016, and Nzediegwu 2016), submitted that the activities of the insurgency made them to relocate their investment to Edo State. According to a report in an Afenmai online magazine, small business firms established by indigenes and non-indigenes between 2010-2014 have increased significantly in Edo state (Afenmai Online Magazine 2014). Outside this, the security challenge has also led to drastic reduction of people's patronage of agricultural produce from the north to southern communities because of

the recent rumour that members of the sect are planning to send poisonous products to other parts of the country. Owing to this development, the system of farming has been improved through the use of mechanized farming to meet up with current demand for agricultural produce such as cassava, yam, palm oil, pepper, okra, melon and others. The Ibillo market in Akoko Edo Local Government Area of Edo State which is one of the biggest markets in Afenmai land now serves as a major market where traders from other parts of the country buy agricultural goods. For instance, much of the gari sold at Bodija market in Ibadan is produced from Edo state. One of our informants, Mrs. Nwabueze, a gari trader in Bodija market affirmed this when she said that she travels to Ibillo every three weeks to buy goods such as gari, pepper and red oil. This suggests that the buyers of farm produce in Edo state are from different parts of the country (Nwabueze 2016). The increase in patronage is largely an aftermath insecurity arising from Boko Haram insurgency.

Bank transactions have also been affected and it has become very important for the banks in affected areas to review their operational hours from usual opening 8.00am and close by 4.00pm to unusual time from 9.00am to 12.00 noon. This decision was taken by the financial institutions to safeguard their Business. According to Dauda 2014: 251-257, this arrangement has made it difficult for customers especially traders to deposit their daily proceeds in the banks due to the limited banking operational hours that are no longer in their favour. This situation has forced business owners to be hiding their money either in the shop or at home. This could best explain the major reason for the rising cases of shop breakings, burglaries and home robbery in northern Nigeria. It should be remarked that the prices of goods have been increased due to shortage of production and supply from north to the south where the goods are largely consumed. The northern farmers find it difficult to carry out their legitimate right of farming and in some cases; goods are stockpiled wasting in the hands of farmers because the traders from the south are scared to travel to the north to buy goods. Example of this is the killing of four traders on

the 5th of May and 10 more people on June 28 from Bodija market Ibadan Oyo State in 2013 when they travelled to Borno State to buy wares. Therefore, immediately after the killing, the Ibadan Foodstuff Traders Association placed an indefinite ban on travelling to the north to purchase beans on its members (NAIJ Report 2016).

The phenomenon of Internally Displaced Persons (IDPs) has become a social problem and dangerous to economic Development. The population of IDPs in the north is worrisome because many of them are family men and women who ordinarily are supposed to fend for their family. The fact cannot be denied that IDPs have their basic rights to existence, food, shelter, education, security among other amenities. However, funds meant for the development of the country are now being channeled towards providing basic needs for the IDPs. Billions of naira has been spent on this project and many of IDPs who are supposed to be working and contribute to the economy are denied their right to work. Private agencies, Local, state and federal government have spent billions of naira to distribute relief materials to the IDPs. On 26 of November 2015, the National Emergency Management Agency (NEMA) distributed 1,120 bags of rice, 2,240 bags of maize, 2,120 bags of millet, 280 bags of cement, roofing sheets, ceilings, mosquito nets, mattresses, tissues, detergent and lastly, over #800million has been spent by Yobe state government on the welfare of the Pompomari Camp, Damaturu (Daily Independence 2015: 6). All these have negative impacts on economic development of the affected states and Nigeria as a whole

The sect blossoming activities have led to the reduction of government derivation from the affected northern states as a result of restiveness in those areas as well as reducing investment and growth of business. The insecurity challenge continues to make it impossible for the government to execute vital project for the people. Dauda 2014: 251-257, opines that the insurgency of Boko Haram in the north has drastically reduced government of the day's performance in the affected area. It should be noted that security challenges in northern

Nigeria have cost the economy of the country #1.3 trillion (The Sun Newspaper 2016: 22). Resources which normally could have been used to improve existing projects and start other ones are being diverted to restructure and replaced what has been destroyed by the insurgency. Since no investor would want to invest his capital in an atmosphere of insecurity, it is therefore, suffice to say that menacing activities of Boko Haram are bane to economic development.

Education is worst hit by the Boko Haram insurgency in northern Nigeria. Apart from the fact that the agitation of the sect is that Western education is forbidden and unislamic, formal education has remained the bedrock of human and capital developments in Nigeria. Today, millions of children from the north no longer have access to basic education. The insecurity challenge has led to the death of many teachers, students and school property destroyed thereby making it impossible for pupils to go to school. This situation made Borno state government to close down public and private school for 18 months. Without any doubt, the future of many children from northern extraction has been jeopardised as a result of the inability to go to school. Education is one of the major institutions contributing to the sustainable development of the society and if it is affected, the economic activities of the state will be threatened.

Obviously speaking, the problem of Nigeria is the fear of one ethnic or religious group dominating the other through political means. According to Agbaje 1990: 9, democracy allows conflict in the society to be resolved by rational argument and persuasion rather than by violence coercion. The manipulation of religion by northern politicians to win election is contributing to the political backwardness in the country. In April 19, 2011, a polling booth was bombed in Maiduguri by Boko Haram because of its perceived domination by opposition party (Johnstone 2012). In 2015 general election, the sect issued statement warning residents not to participate in the election and as a result of these; many eligible voters became scared and decided to stay away from the polling booth. It is therefore obvious that activities of the Boko Haram group to disenfranchise people in order

to win elections further show the danger it portrays to our hard earned democracy.

Furthermore, Boko Haram insurgency threatens national integration. This is so because reasons adduced for the establishment of National Youth Service Corps (NYSC) in 1973 have been jeopardised. Many parents from southern extraction of the country no longer want their children to be posted to the north for the fear of being killed. However, majority of the southern Corp members who have been posted to the north are redeploying to the south. Outside NYSC, there is also mass movement of non indigene who are resident in north for many years back to the southern states. Today, the inability of the non indigene to live and exercise their legitimate right in the north have created fear among northerners living in the south and many of them are also moving out of the south to the north. It is therefore crystal clear that the activities of the sect if not stringently dealt with will destroy the country called Nigeria.

5. Recommendations

A careful study of the challenges confronting Nigeria today has revealed that there is a consensus among scholars that Boko Haram insurgency, is affecting the socio-economic development of northern Nigeria and Nigeria as a whole. On this premise, the following recommendations are made.

The primary objective of either state or federal government is the safety of her citizens. In order to achieve this, there is the need for our security to be well equipped to fight terrorism in the country. It is disheartening that money meant to buy equipment for soldiers in order to fight insurgency has been diverted by some persons to their private pockets and as a result, many soldiers are running away from fighting members of the sect because of lack of equipment. Ironically, about 2.1 billion dollars meant for procurement of arms to equip the security operative was misappropriated by Col Sambo Dasuki (rtd), a security adviser to former president Goodluck Jonathan. With the arrest and probe of Dasuki, it was revealed that many influential Nigerians were beneficiary of the fraud. One wonders if ill equipped security

agents could withstand the Boko Haram that is armed to the teeth with sophisticated weapons (The Nation Newspaper 2016). Therefore, if corruption in our security system is solved and the security agencies are strengthened to meet up with the modern pattern of security, it will go a long way in fighting the insurgence.

All politicians, irrespective of their status and political affiliations, who have been identified as financing Boko Haram, should be prosecuted according to the provision of the law. This is necessary because political motivation has been identified as one of the major factors responsible for Boko Haram insurgency. Politicians are believed to be using the sect to gain political power. Therefore, if politicians are prosecuted according to the law of the land, it will serve as deterrent to others as well as break the financial backbone of the sect. This will go a long way in curtailing insurgency in the country

Furthermore, Socio-economic deprivation and the severe wealth inequality among its people must be addressed by Nigerian government. If this is achieved, and Nigerian youths are positively engaged, sectarian violence will be reduced.

6. Summary/Conclusion

Boko Haram insurgency has heightened fears among Nigerians, especially those living in the northern part of the country. The activities of the sect have led to the death of many Nigerians and property worth millions of naira destroyed. Business ventures, shops and schools have been affected as a result of Boko Haram attacks on the populace. Recent occurrences such as killing and destruction of property in northern Nigeria clearly show that the state of insecurity in the north has assumed a frightening dimension. While it may be posited that insecurity is a global phenomenon, what is strange in the country is the seeming inability of the government to find lasting solution to the problem. The cliché of “security threat” has almost transformed to security collapse (Andekin 2011: 80). The issue of religion has always posed a serious challenge to the socio-economic development of the country. This is so

because no administration in Nigeria has ever enjoyed absolute support of both Islam and Christianity. In other words, government has always had to battle with one religious conflict or the other (Muhammed 2008: 124).

In conclusion, we wish to state emphatically that the persistence of corruption, collapse of public morality, injustice and unemployment could simply be attributed to the menacing activities of Boko Haram insurgence. In this wise, if our recommendations are properly implemented, the menacing activities of the sect will be curtailed.

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Nigerian Public Sector and the Challenge of Workers' Productivity: An Evaluation

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Abstract. Productivity means the continuing improvement of the firm management performance in the use of resources and though the operations it is conducted. However the paper highlights those factors responsible for low productivity among Nigerian workers. The paper focus on those means that will be applied to get workers committed to tier work using effective national tool to enhance and increase productivity level of the public sector in Nigeria. The paper conclude that productivity is the lifeblood of our economy and key to high standard of living. Productivity growth is important for the wellbeing of future generation. It is only by productivity that the real national wealth of a country can increase. The paper therefore, recommended that it is necessary that organization should set out their productivity goal before they even embark on production and the goals must be realistic, specific, comprehensive and meaningful.

Keywords: Evaluation, Factors Responsible, Low Productivity, Workers, Public Sector

1. Introduction

The issue of low productivity of Nigeria workers has in recent years been a matter of great concern to the nation. The rate at which productivity grows is influenced by the rate of society's demand and the rate of inflation. Increased productivity is very vital for the health of the country because it help to

improve the conditions of the environment, enhance security and improve the standard and quality of life of the citizens. This is why David Ricardo in his study of population said that food needs to grow at a geometrical rate in order to meet the demand of the growing population. This emphasizes the need for increased productivity. Yusuf (1962) defined productivity as the ratio between output and all the resources used in production i.e. capital, labour, raw materials etc. the most efficient use of all available resources. With this definition; one may ask why is the Nigeria worker inherently characterized by low-productivity in spite of all government's efforts to improve the economy and the ever increasing need for improved productivity? Increasing productivity is a way of increasing the ability of people to do what they want, to do as well as achieving a higher standard of living for all suffering from low income and in boosting the prosperity of the overall Nigeria economy. It is in light of the above that the paper evaluate factors that responsible for low productivity of Nigerian workers in public sector.

2. Conceptual Clarification

Productivity: Productivity is an index which is used to measure the ratio of output per unit of input (Imaga, 1999). It simply tells whether or not factors of production are contributing more or less total output. Yusuf

(1962) defined productivity as the ratio between output and all the resources used in production i.e. capital, labour, raw materials etc. the most efficient use of all available resources. Tunde (2002) defined productivity as the “achievement of desired output coupled with a maximum utilization of resources which includes man, money, material and machinery.” He further argued that, in order to increase productivity of our country, slashing of wages of workers in order to match productivity. He also said that since our economy is labour intensive, emphasis should be designed to suit the economy. Terba (2002) pointed out that productivity of labour in industry depends not only on the quality and quantity of labour used, but also on the quality and quality of their inputs that are cooperate with labour. According to Saasongu (2005), defined productivity as all those activities which cover all the physical and mental efforts that satisfy human wants.

Public Sector: Public Sector Organization can be defined as an organization that is set up as a corporate body and as part of the governmental apparatus for an entrepreneurial or entrepreneurial-like objective (Longman Dictionary). Public Sector Organization is organization which emerged as a result of government acting in the capacity of an entrepreneur (Obikeze and Anthony, 2004). Public Sector Organization (also known as public corporation) is defined by Dimock and Dimock (1970) as publicly-owned enterprise that has been chartered under federal, state or local government law for a particular business or financial purpose. According to Pfiffner (1964). "A corporation is a body framed for the purpose of enabling a number of persons to act as single person." Public sector organization essentially has the features of several individuals who act as one. The sector organization thus is viewed as an artificial person who is authorized by law to carry, on particular activities and functions. It is described as a corporate body created by the legislature with defined powers and functions and independently having a clear-cut jurisdiction over a specified area or over a

particular type of commercial activity. Public Sector Organization is part of government apparatus and three implications are hereby highlighted.

First, a public sector organization, by virtue of its intricate relationship with government, is an instrument of public policy and its primary mission is in connection with governmental objectives and programmes. It is therefore naturally under governmental control. Second, a public sector organization, by its nature, mostly manages public resources, especially public money and this means that attention must be paid to mechanisms for enforcing accountability. Third, the combination of financial and economic objectives with social and political aims invariably makes it difficult to devise appropriate performance measurement instrument. The Public Sector, sometimes referred to as the state sector, is a part of the state that deals with the production, delivery and allocation of services by and for the government or its citizens, whether national, regional or local/municipal. The organization of the public sector (public ownership) can take several forms, including:

- Direct administration funded through taxation; the delivering organization generally has no specific requirement to meet commercial success criteria, and production decisions are determined by government.
- Publicly owned corporations (in some contexts, especially manufacturing, "state owned enterprises"); which differ from direct administration in that they have greater commercial freedoms and are expected to operate according to commercial criteria, and production decisions are not generally taken by government (although goals may be set for them by government).
- Partial outsourcing (of the scale many businesses do, e.g. for IT services), is considered a public sector model.

In spite of their name, public companies are not part of the public sector organizations; they are a particular kind of private sector

company that can offer their shares for sale to the general public. The public sector is any business which is owned by the country as a whole and run on behalf of the people. Some public sector enterprises are run by the federal government, other known as municipal undertakings, are run by local Government Authorities. Although the government or local authorities run and control public sector business, they are owned by the country. The finance for public sector businesses is found by federal, state and local government and their aim are to give service either for the people of the country as a whole or for those who live in the local government authority area.

3. Nigeria Public Sector

The concept and structure of what is today known and operated as the Nigerian public service sector of the entire economy has been premised on the nation's public administration system based on its colonial experience. Thus, what constitutes the public service sector in Nigeria is one of the legacies bequeathed to the country at its independence. The sector has largely remained a semblance of what obtains in the context of colonial master's home political economic model of running public undertakings. The public service is that sector of the economy owned and controlled by the governments of the federation or their agencies. It is a sector which is expected to serve all the citizens and it is funded and administered from and by the public resources. Essentially, the Nigerian public service sector, according to Otobo and Omole (1981) and MAMSER (1987) is economically divided into three categorizations:

- (i) The Civil service: This category can be identified as the federal, state, state ministries as well as the local government councils.
- (ii) The institutions of learning, research institute and other allied systems.
- (iii) The parastatals: These are Federal and State corporations like the Nigerian Railway Corporation, Housing Corporation, Port Authorities, Air and Sea, Crude oil and Solid

mineral Ventures and Transportation undertakings. Others include the Power Holding Company of Nigeria, Water Corporation, Nigerian Television Authority (NTA), Federal and State Radio Corporations, The Nigerian Postal Service (NIPOST), Federal and State Waste Management Board; the Banking industry, among others. These parastatals are supposed to provide certain essential services to members of the public even if they are unable to make profits or at least break even. The public enterprises are businesses set up to make profits and they must operate fully as commercial enterprises. Some of these enterprises are owned wholly by the governments and in other cases the governments have the majority or minority shares as the case may be.

Presently, as opined by Otobo and Omole (1987), the Nigerian Public Service Sector, when compared to the private sector of the economy, constitutes various categories of employees requiring varying skills in level and content as regards their job holding. Thus, the employees in these categories form the largest number of those employed in the country. As would be expected, they should constitute area of interest in the field of organizational study or discourse of what happens in the work. In this wise, the development and the acquisition of skills at the required levels by all workers in the public service sector becomes a study target as it obtains in this paper. It should be noted, however, that the public service sector is growing in nature and scope by the day, in response to the immediate and external sociopolitical and economic developments, especially in the content and context of the globalization trends and Millenium Development Goals (MDGs). For this public sector to meet their increasing responsibilities, they require responsive and well equipped workers in terms of necessary knowledge, attitudes and adequate skills to enhance their on-the-job behavior for effective and efficient service delivery on the parts of their employing public sector units (Oladunni 1998). This, he opines, could be

better realized if the Nigerian tertiary institution, particularly the universities and professional associations such as the Chartered Institute of Personnel Management of Nigeria (CIPMN), the Nigerian Institute of Management (NIM), Administrative Staff College of Nigeria (ASCON) and a host of others, focus more seriously on the training and development of Human Resource Practitioners who will in turn train and develop the Nigerian public sector employees of all categories. It will be in form of training-the-trainer model for human resource skills provision by making such trained trainers professionals in the area of skill development in the proper sense of it. This responsibility rests squarely on the organization based Human Resource Development managers and their outdoor professional counterparts (consultants).

4. Brief History of Nigeria Public Sector

The private sector was the traditional structure of the world's economies. The Nigerian economy is largely private-sector based. The public sector emerged in Nigeria as a result of the need to harness rationally the scarce resources to produce goods and services for economic improvement, as well as for promotion of the welfare of the citizens. The involvement of the public sector in Nigeria became significant during the period after independence. The railways were probably the first major example of public sector enterprises in Nigeria. At first, conceived mainly in terms of colonial strategic and administrative needs, they quickly acquired the dimension of a welcomed economic utility for transporting the goods of international commerce, like cocoa, groundnut, and palm kernels. Given the structural nature of the colonial private ownership and control of the railways in the metropolitan countries, it would hardly be expected that the Nigerian Railways Corporation could have been started as any other project than as a public sector enterprise for such mass transportation.

The colonial administration was the nucleus of necessary economic and social infrastructural facilities that private enterprise could not provide. Facilities included railways, roads, bridges, electricity, ports and harbors, waterworks, and telecommunication. Social services like education and health were still substantially left in the related hands of the Christian Mission.

But even at this initial stage government herself moved positively into some of the direct productive sectors of the economy: the stone quarry at Aro, the colliery at Udi, the saw mill and furniture factory at Ijora. Those were the early stages. The emergence of the crude oil industry into the Nigerian economy, after the civil war in the 1970s, with the associated boom intensified governmental involvement in production and in control of the Nigerian economy. One major aim of government at that time was to convert as much as possible of the growing oil revenue into social, physical, and economic infrastructural investments. The Nigerian Enterprises Promotion Decree of 1972, which took effect on 1 April, 1974, with its subsequent amendment in 1976, provided a concrete basis for government's extensive participation in the ownership and management of enterprises. Given these developments, public sector enterprises at the federal level had exceeded 100 in number by 1985; and these had spread over agriculture, energy, mining, banking, insurance, manufacturing, transport, commerce, and other service activities. Before long, the range of Nigerian public enterprises had stretched from farm organizations to manufacturing, from municipal transport to mining, from housing to multipurpose power, and from trading to banking and insurance.

At the state and local governmental levels, the range of activities that had attracted public sector investment also had become quite large. Thus, a variety of enterprises - with public interest in terms of majority equity participation or fully-owned by state and local government as well as other governmental entities - became visible in

various parts of Nigeria. Between 1975 and 1995, it was estimated that the Federal Government of Nigeria had invested more than \$100 billion in public sector enterprises.

5. Characteristics and Classification of Public Sector.

The Characteristics of Public Sector Organization are:

- i. A Public Sector Organization comes into existence as a result of an Act passed by the legislature or a decree under, military rule. Public Sector Organization also defines its aims and objectives, powers and duties, immunities, the form of management and relationship with established departments and ministries.
- ii. It is a legal person, capable of suing and being sued, entering into contracts, acquiring and owing property in its own name and can also dispose of property than ordinary government departments.
- iii. It is wholly owned by the government.
- iv. Except for appropriations to produce capital or to cover losses, a public sector organization is usually independently financed. It obtains its funds from the treasury or the public and from revenues derived from the sale of goods and services. It is authorized to use and reuse its revenues.
- v. It is generally exempted from most regulatory and prohibitory statutes applicable to expenditure of public funds. There are no hard and fast rules behind them in the matter of making contracts of buying and selling works, etc. Thus, a great deal of liability and discretion is left for the management in the matter of procedure.
- vi. It is ordinarily not subject to the budget, account and audit laws and procedures applicable to government departments. Their audit is to be done by the Accountant-General of Nigeria or any other person appointed by him. However, both the accounts and audit are commercial nature.
- vii. Excluding the offices taken from government departments on deputation the employees of public sector organization are

not civil servant and they are not governed by government regulations in respect of conditions of service. The recruitment is not subject to civil service rules, promotion is by seniority and personnel can be fired easily if they are incompetent

viii. The Public Sector Organizations are free from the control of the legislature.

6. Classification of Public Sector Organization

Public Sector Organizations are classified into three; namely public/statutory corporations, state-owned companies, and mixed economy enterprises.

They are explained below:

Public/Statutory Corporation: These are enterprises, which arise when the government assumes responsibility for the management of an economic or social pursuit through a special entity that has its own legal personality and still keeps some of the special prerogatives or privileges associated with a governmental organization. The blends of these features are aimed at enabling the organization to function effectively as an autonomous body while it remains an instrument of government policy. Enterprises that fall under statutory corporations include Central Bank of Nigeria (CBN), Nigerian Television Authority (NTA) and Federal Radio Corporation of Nigeria (FRCN) among others.

State Owned Companies: These are companies created by government under the provisions of ordinary company law, though they belong entirely to the government. They are registered in the registry of companies, with the government as the sole proprietor. Government, therefore, appoints the Board of Directors as is customary in private companies. Examples of such companies include New Nigeria Newspaper Ltd, New Nigeria Development Company Ltd and Odua Investment Company Ltd.

Mixed-Economy Enterprises: These are enterprises where the government is the majority shareholder in a partnership with

private entrepreneurs. In such companies, government usually dominates the board since it is the major shareholder. One example of such enterprises is Peugeot Automobile Nigeria Ltd. (PAN) (Obikeze and Anthony, 2004).

7. Reasons for the Establishment of Public Sector Organization

There are many reasons for the establishment of Public Sector Organization. They are outlined below:

- The desire to use the Public Sector Organization as an instrument of effective plan implementation in a context where it appears futile devises a development plan for the private sector.
- The need to secure economic independence.
- The urgent desire to assure government control over "strategic" sectors of the economy (e.g. Central Banking, Broadcasting, iron and steel, roads, shipping, etc).
- The need to separate some activities from the civil service and allow more autonomy in their running.
- The perceived need to provide employment for the citizens in context where the private sector offers very limited employment opportunities.
- The need to ensure state control of key profitable enterprises with a view to generating revenues that will add to available national capital for financing development programmes and projects.
- The desire of some socialist-orientated regimes to use state control of key profitable enterprises to pursue the objectives of preventing the concentration of wealth or of the means of production and exchange in the hands of few individuals or of a group (i.e. promoting equitable distribution of wealth) (Obikeze and Anthony, 2004).

In many developing countries, the resources available to the private sector are not adequate for the provision of certain services.

For example, the investments required in the construction of a hydroelectricity-generating plant or a water scheme for a large urban center is quite enormous and the returns on such investments will take a very long time to realize.

Also political considerations influence governmental involvement in the provision of certain social and economic services. In many African countries, development is closely associated with the provision of social services; consequently, the performance of the government in many of these countries, are evaluated on the basis of its ability to provide different types of public services in areas where such services do not exist.

The governmental intervention in the provision and management of services in many parts of the world is the fact that no person should be permanently deprived of the access to such facilities because of lack of finances or by reason of geographical location.

Another reason relates to the need to protect the consumer, which may not be of interest to the private sector. For example, government intervenes in the provision of education in many countries to protect children, who are not capable of making important decisions for them, by making education up to a certain age compulsory and free.

The governmental intervention in the provision of certain services relates to the indivisibility that characterizes such services. Some facilities, such as bridges, tunnels, roads, streetlights, and waste disposal facilities, cannot be divided or partially provided. Either streetlights are provided for the benefit of everybody in the community or they are not. Facilities of this type must therefore be provided publicly and financed through taxation.

The final reason for governmental intervention is the consciousness of the national security. Certain facilities, like the National Ports Authority and the police, are

too vital to be left at the mercy of private citizens.

8. Factors Responsible for Low Productivity of Nigerian Workers in Public Sector

In the course of this study, the paper observed the following as some of the factors responsible for low productivity of Nigerian workers in public sector as follows:

Poor Educational Background of Workers: Most of the staff of Nigerian workers in public sector have discovered to be lacking in terms of their educational background, majority of them had the certificates without the basic knowledge, instruction, abilities required of their jobs. Consequently, most of them find it very difficult to steer the affairs of their various positions thereby creating lapses here and there which should not have been.

Lack of Training: As rightly defined by Denyer (1975), “training is the adoption or moulding of a person to increase his fitness for a specific activity. Training of workers would make them more productive as well as improve their morale, thereby increasing their loyalty and adaptability of their immediate environment. According to Saasongu (2005), training involves the inculcation, learning and development of skills, knowledge and values required by employees to effectively perform tasks for the organization. It is a conscious effort of management to enhance productivity. Training of employees is a responsibility of organizations as organizations tend to benefit from the training as the skills and knowledge acquired by employees through training is brought to bear or applied in the course of performing tasks. Training is normally aimed at developing employee skills, influencing employee’s attitude towards their jobs and the organization and enlightening employees on the operations of the organization, and their expected roles. In Nigerian workers in public sector, it has been observed that workers in public sector hardly trained in their various

place of work. The belief that, practice makes perfect is no longer apply in our public sector. This adversely affected the level of productivity in the public sector.

Absence of Participative Management: When there is an absence of participative management, workers would not be productive. Participative management is a decision making process where workers discuss with their supervisors and influence decisions that affect them. It explores the feelings and opinions of workers about their jobs. With the use of participative management, every group is consulted before any change is initiated. Through this system, every worker develops a sense of participation, which results in high productivity.

Poor Compensation of Workers: Compensation packages are reward for performance. They can be in either cash items such as salary, allowances and Christmas bonus or in non cash items which are called fringe benefits such as giving the workers some items from the organization in scripted products such as calendars, cups, wall clocks, and among others. The absence of salary increases or bonuses can be a strong demotivator, primarily because people use money as a scorecard to measure their achievement. Money is also an indicator to the person of how important he or she is perceived to be within the public sector organization. The absence of salary increases or bonuses to some employees would indicate that they are not valued within the organization. If employees go for more than one year without receiving a raise or a bonus, their productivity is likely to decline, and valuable employees may be tempted to look for other employment, which can be costly in rehiring expenses. When there is poor compensation of workers, the workers will not put in their best in their jobs thereby causing low productivity.

Wrong Choice in Delegation: Delegation is an organizational process that permits the

transfer of authority from a superior to a subordinate to make commitments, use resources and take action in relation to duties assigned to him. No government can function well and effectively without delegation. Therefore, when wrong people or workers are delegated, this will drastically affect the anticipated results which consequently will be detrimental to the level of productivity.

Poor communication of the Leaders: The flow of information in a company can be a powerful tool in motivating its workforce. Communication of clearly stated goals and paths to achievement is the best way to begin developing employee talent (Nelson, 1997). Registering and acting on the communication of employees also gives a powerful message about their value to the company and management (Nelson, 1997). Employees want their company and team to succeed; and when management uses the input to help them be productive, a sense of empowerment and ownership of the process develops. The open communication also gives a measure of control over their work environment and allows for the improvement of each individual working situation. The reward employees receive for communicating is not always what managers might view as an award. As Matejka (1991) says, “. . . giving an employee something pleasant is not the only way to reward. You are also rewarding (making life more pleasant) when you take something away that the employee dislikes”. Enhancing the work life, thereby compensating the employee for the communication, is a way to build rapport and loyalty. When the work environment is pleasant, the employee’s satisfaction and motivation increase. Communication also gives rise to trust between the supervisors and their staff. Trust enables management to give autonomy and to encourage independence, and that trust builds a strong sense of community for the employee. But this is the major problem in Nigerian public sector which leads to low productivity in any sector. There is low flow of communication between the top management and the

subordinate which most often weaken the moral of workers’ productivity.

9. Conclusion

As productivity is the lifeblood of our economy and key to high standard of living. Productivity growth is important for the wellbeing of future generation. It is only by productivity that the real national wealth of a country can increase and this can done through competent, hardworking and with the knowledge of manager. Productivity also needs to be measured in order to compare performance. All programmes of production improvement must be planned, organized and controlled.

10. Recommendations

The following recommendations are stated below:

For productivity to increased, there should be unity between workers and their fellow workers and also between workers and management. This makes the workers to work as one and work towards the achievement of the organization’s targets.

It is necessary that organization should set out their productivity goal before they even embark on production and the goals must be realistic, specific, comprehensive and meaningful.

Management should lower the rate of labour turnover to help solve this problem low-productivity.

Proper recruitment and selection processes should be adhere to.

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Historical Development of Universal Basic Education in Nigeria: Challenges and Prospects (1999-Present)

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Abstract. This paper is interested in the examination of historical development of Universal Basic Education in Nigeria: Challenges and Prospects (1999 – present). This is because universal basic education is a necessity for the socio-economic and political development of individuals and the nation. The effective provision of the education would influence effective realisation of the objectives of the provision; whereas inadequate provision would not. Thus this study examined in historical perspective, the provision of the universal basic education in Nigeria since 1999, the challenges in the provision, and the prospects of actualising its objectives. The research method used in the study is historical research method because the study is historical in nature. Thus it makes use of primary and secondary sources of data. The data were subjected to periodic and thematic analyses in the fashion of historical research. It was found that the Universal Basic Education helped in the mass enlightenment of many children and in providing pre-vocational skills for the beneficiaries. It was also found that the government could not make adequate fund available for the free education which resulted in inadequate availability of human and material resources, and in inadequate quality education. It was therefore recommended that the government should make more dedicated efforts in financing the universal basic education (because of its

benefits of mass enlightenment and socio-economic and political development). Further it was recommended that the Universal education be extended to the end of senior secondary school education for better realisation of the aforementioned benefits.

Key words: Universal Basic Education, Nigeria, challenges, prospects, Historical Research.

1. Introduction

Education is universally acknowledged as a potent tool for socio-economic and political development of individuals and nations. It is an investment in human resources which results in transforming the lives of individuals and societies. Education is such an indispensable tool to man and the society for sustainable development that a responsible government should make it an inalienable right of every citizen.

Nigerian government has made a number of commendable attempts towards revitalizing the nation's educational system, following the attainment of political independence in 1960. A remarkable attempt in this regard was the National Curriculum Conference which was attended by a cross-section of eminent Nigerians in 1969. The conference witnessed expressions of general dissatisfaction of participants with the

then existing system of education. It was criticized as being too theoretical and irrelevant to Nigeria's national and local peculiarities. A seminar of experts followed in 1973 where it was agreed upon that an independent and sovereign Nigeria needed a policy to guide its educational system. The outcome of the 1973 seminar was a draft document which eventually became Nigeria's National Policy on Education, 1977 (revised, 1981, 1998, 2004 and 2013).

Ojo (2006:102) observed that there had been various attempts at universalizing education in various parts of the country even before the Federal Government's Universal Primary Education (UPE) of 1976. Such attempts according to Ojo included the defunct Western region's free primary education of 1955, and the defunct Eastern region's free primary education of 1957. Moreover, the Unity Party of Nigeria's (UPN) free education at all levels of 1979 was a regional education policy aimed at giving adequate attention to the education of the people within the UPN controlled states of Nigeria (Ojo, 2006:103).

It is important to note that the Universal Primary Education (UPE) that was launched for all Nigerians by the Federal government of Nigeria in 1976 increased pupil enrolment phenomenally at the primary school level throughout the country. According to Tahir (2001:11) the UPE brought a phenomenal increase in enrolment from 6 million in 1976 to 12 million in 1980.

In spite of the laudable attempts made by Nigerian government to enable citizens acquire basic education, the problems of access, equity, quality, disparity, gender biases, inadequate facilities, insufficient funds and so forth confronted the education. However the Federal government felt that the free education should even be extended to the end of Junior Secondary Schooling (that is, it should not end at the end of primary school). This is because of the aforementioned advantages of mass enlightenment, and greater socio-economic and political abilities that the beneficiaries would be able to have. Moreover the beneficiaries would have more knowledge and skills for personal development and societal development. These

are good expectations. But was the federal government able to actualise these objectives in the process of the provision of free basic education, up to the end of Junior Secondary Schooling, since 1999? Did the free education encounter fundamental problems (challenges) that made the realization of the good objectives difficult? Could the challenges (problems) be addressed in ways that would make the initial aims of providing the free basic education eventually realizable? What can be done to help in addressing the challenges for the actualization of the good aims of universal basic education in Nigeria? (particularly in terms of mass enlightenment, and socio-economic and political development of the recipients and Nigeria as a whole).

These are the questions that this paper is interested in addressing such as to be able to arrive at the details of the issues and the prospects of actualization of the objectives of free basic education in Nigeria since 1999. The paper would approach the analysis of the issues using historical research method. This is because the study is historical in nature.

2. Research Method

This study is historical in nature for it examines historical development of Universal Basic education in Nigeria: challenges and prospects (1999 - present). It therefore employed historical research method. This implies the use of primary and secondary sources of data such as diaries, log book, interviews, policies, journals, and other related materials. The data are subjected to periodic and thematic analyses in the fashion of historical research. The analyses help in arriving at historical conclusions and sound recommendations.

3. Antecedents of the 1999 Universal Basic Education in Nigeria

The provision of basic education for national and individual development became a global phenomenon with the signing into law, the education charter of the United Nations Organisation in 1945. The United Nations General Assembly, according to Okorosaye-

Orubite (2008) proclaimed the Universal Declaration of Human Rights. Article 26, Part 1 of the Declaration states: everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally accessible to all on the basis of merit (p.1).

Membership of the United Nations became 100 in 1960 when Nigeria and many other African countries gained political independence and became member countries. Member countries were urged to include the provisions of the Universal Declaration of Human Rights in their constitutions for implementation in governance.

It is important to note that prior to Nigeria becoming a member of the United Nations in 1960, there were several regional and national attempts at universalizing basic education in Nigeria. Olubodun (2008:67) stated that the struggle for basic education started with the anti-colonial struggles in Nigeria, followed by the defunct Western Region's free education provision of 1955, and the free education provision of the defunct Eastern Region in 1957. By the early 1960s, there was free education in Northern Nigeria which was not in a large scale due to resistance to western education. There was the introduction of the Universal Primary Education Scheme of 1976 by the Federal Government of Nigeria. Also, a variety of Free Education schemes existed in Nigeria between 1979 and 1983. Moreover there was establishment of National Primary Education Commission by Decree 31 of 1988. The Commission was disbanded in 1991 (Olubodun, 2008:67).

The National Primary Education Commission was re-established through Decree No 96 of 1993 and charged with responsibilities similar to that of 1988.

At the international level there were various activities by various international bodies in support of provision of universal education for all by all nations. These international activities have impact on the Nigerian government such

that the government had to think seriously about providing free education for all in line with international pressure. Such activities include the following:

- Universal Basic Education and Human Rights (1948);
- the World Education Crisis Conference (1968);
- the Jomtien (1990) Conference on Education for All (EFA) for:
 - consolidating literacy, and numeracy;
 - acquisition of basic life and survival skills;
 - laying a solid foundation for life-long learning; and
 - due emphasis on access, equity, quality, relevance and efficiency.

Other follow-up conferences to Jomtien, emphasizing Education For All (EFA) include E- 9 countries- New Delhi (1991), Ouagadougou (1992), Minidaf VI/VII (1991,1998), the Salamanka Conference (1992), the OAU Declaration of Education in Africa (1997-2006), the Recife, Brazil (2000), and Dakar EFA Forum (April, 2000) on agenda for education in the 21st century (Ogundare, 2005:5; Olubodun, 2008:68).

All the aforementioned decisions to which Nigeria is a signatory are aimed at the provision of basic education for all. Hence, the Universal Basic Education (UBE) was launched on 30th September, 1999 by the Federal Government of Nigeria.

4. Objectives of the Universal Basic Education Scheme in Nigeria

This part of the paper examines briefly, the scope and objectives of the UBE scheme with a view to identifying the implementation, challenges or problems confronting the UBE, as well as the prospects of the UBE scheme for the beneficiaries. The objectives of the UBE scheme as stated by Obanya (2000:35-40) include the following:

- to develop in the entire citizenry, a consciousness for education and a strong commitment to its vigorous promotion;
- to provide a free universal basic education for every Nigerian child of school going age;
- to reduce drastically, the incidence of disinterest in formal school system through improved relevance and efficiency;
- to cater for the learning needs of young persons who for one reason or the other had interrupted their schooling through appropriate form of complementary approach to the provision and promotion of basic education;
- to ensure acquisition of the appropriate level of literacy, numeracy, communicative life skill and the ethical, moral and civic values for life-long learning;
- to provide programmes/initiative for early childhood care and socialization;
- to provide education programmes for the acquisition of literacy, numeracy life skills especially for adults (persons aged 15 years and above);
- to provide special programmes for nomadic population;
- to provide out of school, non-formal programmes for updating knowledge and skill of persons who left school before acquiring the basic needs for life-long learning;
- to provide non-formal skills and apprenticeship training for adolescents and youths who have not had the benefit of formal education;
- to start the formal school system from primary one to the end of the junior secondary school.

The UBE Scheme commenced in Nigeria in 1999, while the UBE Act was signed into law in 2004. The UBE Act drew its legislative authority from section 18 (3) of the 1999 Constitution of the Federal Republic of Nigeria, which enjoined government to provide free and compulsory basic education (Olubodun, 2008:70; NEDS, 2010:20). It is important to note that the UBE has since 2004 been

domesticated in all states of the federation for effective ownership and delivery. Also, the National Integrated Early Childhood (NIEC) Policy was approved in 2006 to guide inter-sectoral intervention on children aged 0-5years. Since then, the State and Local Governments have assumed more visible roles in driving the UBE process and providing effective partnerships with the federal agencies charged with Basic Education delivery.

In the area of finance, the UBE Act provides for the utilization of 2% of the Consolidated Revenue Fund (CRF) for basic education delivery. 70% of the fund is reserved as a matching grant for the implementation of state level projects, while 5% of the 70% UBE Matching Grant is allocated for Early Childhood Education, 60% for primary education and 35% for junior secondary education. The funds are utilized as follows:

- 70% for infrastructural development;
- 15% for supply of instructional materials;
- 15% for care-giver/ teacher professional development.

The following are some of the major decisions taken to enhance effective implementation of the UBE scheme in Nigeria:

- Separation of Junior Secondary School (JSS) from the Senior Secondary School (SSS) as well as separation of Primary School from the Junior Secondary School where such arrangement exists. This is with a view to improving the effectiveness of implementation of the UBE scheme with reference to access and quality control, tracking of funds, as well as making the implementation of the programme compliant with the stipulations of the UBE Act and the National Policy on Education, both of which stipulate the current 9-3-4 education structure in Nigeria (that is 9 years in the basic school, 3 years in senior secondary school, and 4 and above years in the tertiary institutions);
- Approval of the Universal Basic Education Commission's (UBEC's)

recommendation by the National Council on Education (NCE) that Continuous Assessment (CA) shall be the dominant instrument for evaluating Learning Achievement at the basic education level. Thus, there will be only one final examination at the end of JSS 3 to be conducted by states and/or existing examination bodies approved by government;

- Transition from primary to junior secondary schools would not only be automatic but would also be total. This is in conformity with the section of the UBE Act that emphasizes free, compulsory and uninterrupted 9-year Basic Education in Nigeria.
- Abolition of the National Common Entrance Examination in order to enhance the implementation of the universal nature of the UBE, and to ensure 100% transition rate from primary VI to JSS 1.
- Streamlining of the over-crowded nature of subjects offered at the basic education level; the NCE approved a subject structure as the new 9-year basic education curriculum.
- The 9- year basic education curriculum has been developed by the National Education Research and Development Council (NERDC). The curriculum is expected to be refocused to meet the goals of the National Economic Empowerment Development Strategies (NEEDS), Education for All (EFA) and the Millennium Development Goals (MDGs) (Olubodun 2008:75-76).

The above imply that appropriate opportunities are provided for the basic education of every Nigerian child of school going age. Parents and guardians have an obligation in ensuring that their children and wards avail themselves of the opportunities, and that sanctions await persons, societies, or institutions that prevent children and youths from benefitting from the UBE scheme (Osokoya, 2008:23). The Federal Government of Nigeria deserves commendation for this laudable initiative which though, not totally devoid of challenges, holds bright

prospects for the development of the beneficiaries and for Nigeria as a nation.

5. Implementation Challenges of the Universal Basic Education in Nigeria

This part of the paper discusses some of the challenges confronting effective implementation of the Universal Basic Education (UBE) scheme in Nigeria.

According to Olubodun (2008:81), there was poor implementation of the Universal Basic Education (UBE) scheme due to lack of political will on the part of some state Chief Executives who did not share the vision of the UBE. Olubodun maintained that such State Chief Executives were opposed to the centralization of the control of basic education sub-sector in Nigeria.

Another challenge confronting the Universal Basic Education programme in Nigeria is dearth of enough physical facilities. For the UBE to meet the minimum standards in the provision of meaningful basic education in the country, physical facilities have to be provided in appropriate quantity, quality and size. Osokoya (2008:24) pointed out that the large size of the country and the attendant high population growth rate has put a great strain on the available resources provided by government.

Lack of reliable and relevant educational database such as school population of children aged 6-15, school enrolments, and enrolment projections. Nigeria is observed not to have reliable data. This situation has given rise to a great deal of imperfection and lapses in published educational statistics which could not be of good use in planning. Osokoya (2008:24) stated that this was a major factor that led to the failure of the defunct Universal Primary Education (UPE) in Nigeria.

Inadequate teaching personnel with relevant qualifications and motivation have been among the sore points of the Universal Basic Education scheme in Nigeria. At the inception of the UBE in the year 2000, there was the need for additional 772,338 teachers for a successful

take-off (Osokoya, 2008:25). According to Osokoya (2008:25) and Okpanachi, (2012:39) geographical disparities worsened the situation because some Nigerian states had teacher-pupils ratio as high as 1:70 and above, instead of the universally accepted ratio of 1:40.

Another challenge confronting the UBE scheme implementation is inadequate funding. Severe budgetary constraints in Nigeria had contributed to the slow pace of educational scheme implementation, particularly the UBE and had led to heavy dependence on donor assistance. It is important to note however, that the present political government in Nigeria has considered the challenges very seriously and has started taking steps to correct the inadequacies in funding, supply of facilities and teachers (Buhari, 2016:2, 3, 45).

6. The Prospects of UBE in Nigeria

It has been observed from the foregoing that the Universal Basic Education (UBE) scheme covers three main areas: societal mobilization for full involvement in the promotion of education; meeting the educational needs of a wide variety of persons along a wide spectrum; and laying solid foundation for life-long learning (UBE, 2003, 1- 2). It follows that the UBE is planned to ensure in the beneficiaries, the acquisition of appropriate levels of literacy, numeracy, manipulative as well as communicative life skills. Thus, the UBE scheme of the Federal Government of Nigeria has commendable objectives; although it has encountered a lot of challenges.

However, since the UBE could help in mass education and provision of socio-economic and political abilities it is important to continue to pursue the actualisation of the scheme. The actualisation would increase the level of enlightenment of the masses and participation in developmental activities. It should reduce unemployment if pursued to the senior secondary school level wherein the students learn not only the pre-vocational subjects taught in the junior secondary schools, but also vocational subjects that would make them immediately employable after their senior secondary school education. Therefore the UBE

when pursued to the senior secondary school level would be of better advantage to the beneficiaries and the nation. It would help in the immediate provision of employment. It would reduce social insecurity, it would increase the national gross domestic product, and it would promote innovation and social relevance of citizens for national and international development. All these are lofty benefits of education worldwide and they are found in the national philosophy of education in Nigeria (FRN, 2013: section 1). It would therefore be a realisation of the philosophy of education in Nigeria if the UBE could be extended to the senior secondary school level. It would make the education to have great prospect compared to the present level wherein the abilities are not adequately explored.

7. Conclusion

The UBE scheme in Nigeria is a commendable educational pursuit. However it needs to be extended to the Senior Secondary School level for it to be able to help the recipients in the acquisition of basic vocational skills that would make them immediately employable after their studies. In addition it would help the recipients and the society in terms of social relevance of the recipients and gross domestic product of the nation. Moreover there is the likelihood of reduction in social insecurity when the education is extended to the Senior Secondary School level.

8. Recommendations

It is recommended that the UBE be pursued with greater vigour by government; and that the recipients demonstrate sense of appreciation by contributing remarkably to the gross domestic product of the nation.

Although this cannot be feasible until the government pursues the UBE scheme up to the end of Senior Secondary Schooling – whereby the recipients would have been exposed to the study of various vocational subjects. The government can pursue the scheme up to the Senior Secondary School level with proper planning and determination. This is what is done

in developed nations and they are reaping the benefits. Nigeria and other developing nations can do the same for similar benefits.

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Loan Repayment and Default among Beneficiaries of Bank of Agriculture (BOA) Loan Scheme in Ogun State, Nigeria

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Abstract. This study focused on analysis of loan repayment and default among beneficiaries of Bank of Agriculture (BOA) loan scheme in Ogun State. The three zones of the bank operation were sampled using multistage sampling techniques. Primary and secondary data were utilized for the study and obtained with the use of a well structured questionnaire from 109 sampled respondents. Both descriptive and inferential statistics were used to analyze the data collected in line with the study objectives. The results obtained on the socio-economic characteristics of the beneficiaries revealed that majority of them were male (58.7%), age less than 50 years (75.2) with an average age of 42.51 years per beneficiary, married (75.2%), had household size of 5 (mean) per household, literate with vast majority (98.2%) possessing one form of formal education or the other (71.6%), engaged in farming as main occupation had an average of 5 years of farming experience and (64.2%) practiced Christianity as religion. The factors that examine the reasons for loan default and the rate of default among the beneficiaries of the BOA loan revealed that the majority of the respondents considered poor weather condition (96.3%), late disbursement of loan (93.6%), marketing problems (92.7%), delay in loan approval (86.2%), short repayment period (71.6%), lack of business advisory services (63.3%) and high interest rates (57.8%) as the reasons for loan default in the BOA loan

scheme. The three highest-rated reasons were poor weather condition, late loan disbursement and marketing problems. By implication, if all these factors are addressed, approval process like delayed loans approval, and late disbursement of loan, would be improved upon, it shall in turn reduce the default rate of the Bank. The findings obtained from the field also revealed that 5% of the loans disbursed suffered default in the study area. An evaluation of the factors that determined the amount of loan obtained revealed that age, education, farm size, amount repaid, past records and annual net income are the important factors determining the loan amount obtained from the Bank. In terms of constraints to the BOA loan acquisition, high interest rate, bureaucracy and inability to provide a guarantor were adjudged as the major constraints to loan acquisition in the Bank of Agriculture in Ogun State.

Keywords: Loan Scheme, Repayment, Default, Interest Rate, Acquisition.

1. Introduction

Despite the significance of the agricultural sector, its performance over some decades has been rather disappointing in view of its low productivity. However, if the country has to feed, reduce abject poverty and attain a satisfactory level of sustainable economic

growth, the poor performance in the agricultural sector should be addressed. Agriculture remains the main stay of the rural economy in Nigeria as it provides employment for about 70% of the work force. However, less than 50% of the country's cultivable agricultural land is under cultivation because small-holders' farmers often use rudimentary production techniques to cultivate most of the land thereby resulting in low productivity (Manyong *et al*, 2005; Mohammed and Abdulquadri, 2012). The small-holder farmers are constrained by many problems including those of poor access to modern inputs, inadequate credit facilities, poor infrastructure, inadequate access to markets, environmental degradation, and inadequate agricultural extension services (Venerakumaran, *et al*, 2005; Adedayo and Yusuf 2004). In an effort to overcome some of these problems, donor agencies and governments have emphasized Agricultural Co-operatives as a strategy to promote collective action to strengthen small-holders livelihoods by linking them to national and international markets. Prior to the establishment of the ACGS, the Nigerian Agricultural Cooperatives Bank was established in 1973 with the primary roles of improving the level of agricultural production and promoting the development and growth of cooperatives by assisting farmers to overcome the problem of inadequate fund (FGN 2000; FAO 2011, CBN 2014).

Generally, repayment rate have remained quite low and poor. As such, these government sponsored loan provision schemes are more or less avenues of welfare or patronage, rather than sustainable commercial schemes. The high rate of default nevertheless reduces the loanable fund available and requires substantial amount of administrative cost and time to recover the loans. Potential beneficiaries seldom benefit from reliable and preferential access to future loan funds. As noted in the works of Bwonya-Wakuloba,(2012) the prevalence of strategic defaulting can be optimal for the lender to ration loans, and maximized loan offered decrease with the interest rate. It therefore follows that demand for these productive loans is still higher than the supply due to the problem of high defaulting rate (Ajakaiye, 2010). Consequently, this creates high moral hazard problems and mistrust which

deter financial needs of farmers. This issue of delinquency among other issues therefore makes the policy of providing these cheap loans by government not to achieve its desire result. This study therefore attempts to evaluate the loan default rate.

Awoke (2004) reported that high rate of default arising from poor management procedures, loan diversion and unwillingness to repay loans has been threatening the sustainability of most public agricultural loan schemes in Nigeria; thus warranting an empirical probing and the need to critically assess factors affecting the rate of loan allocation to societies by bank of agriculture. A detailed understanding of these factors may provide necessary information towards designing a more effective and sustainable loan system that can serve resource poor farmers better (Zarafshani, *et. al*, 2010; Pasha & Negese, 2014), Against this backdrop, this study is being undertaken to supplement existing literature and also serve as a bridge pillars between the bank of agriculture and farmers in ascertaining factors that influence their willingness or unwillingness to meet credit need of rural farmers.

2. Objectives of the Study

The broad objective of the study is to analyse Loan Repayment and Default among Beneficiaries of Bank of Agriculture (BOA) Loan Scheme in Ogun State, Nigeria. The specific objectives are to: identify the reasons for loan defaults and rate of loan default among the beneficiaries of BOA and examine the factors that determine the amount of loan obtained, repaid and default by the farmers in the study area

3. Research Methodology

3.1 Study Area

The study was carried out in Ogun State, Nigeria, which was created in February 1976 with Abeokuta as the State capital. The State shares an international boundary with the Republic of Benin to the west and inter-state boundaries with Oyo State in the north, Lagos State in the South and Ondo State in the East.

The State has a landmass of about 1.7 million hectares. It is currently made up 20 Local Government Areas (LGAs) spread across four main divisions – Egba, Ijebu, Remo and Yewa/Awori (NPC, 2006).

3.2 Sources and Methods of Data Collection

Both primary and secondary data were used for this study. They were obtained through well-structured questionnaire which was administered by trained enumerators. The following information were collected from the respondents’ socio-economic characteristics, amount of loan given to farmers, whether or not farmers were able to repay for their loans on time, interest charged on loans given to them, timeliness of disbursement of loans, farm size and other factors influencing loan repayment of beneficiaries of BOA in Ogun State.

3.3 Sampling Techniques

Multistage sampling technique was used in selecting the beneficiaries. The first stage was a purposive selection which indicates the three zones. This ensures that all the operative bases of the Bank were all covered. The second stage was a random selection of four Local Government Areas from each of the three zones that where BOA branches are located. The last stage was random selection of 10 beneficiaries from each of the 12 Local Government Areas LGAs, forty farmers from each zone which are Abeokuta zone, Ijebu zone, and Imeko Afon zone from the list of farmers that were made available. In all, a total of one hundred and twenty (120) respondents were randomly sampled. However, after thorough field editing only one hundred and nine (109) were useful for the study.

3.4 Methods of Data Analysis

Descriptive statistics such as frequency distribution tables, percentages and measures of central tendency were used. to describe socio-economic characteristics of the respondents and identify reasons for loan default. While, multiple regression was used to examine factors that determined the amount of loan obtained, repaid

and defaulted by the farmers.

Rate of default: Measures the amount institution has declared non-recoverable as a percentage of portfolio.

Rate of default (%) = % default × Mean Relative Amount Received

$$\text{Loan default (\%)} = \frac{\text{Total Amount Due} - \text{Total Amount Repaid} \times 100}{\text{Total Amount Due}}$$

Amount Repaid: Amount of loan repaid by the farmers. (N)

Loan Default = Amount of loan deficient to be paid after the duration date calculated

Factors that determine the amount of loan obtained by the beneficiaries

The model is implicitly specified as follows;

$$Y = f(X_1, X_2, X_3, X_4, \dots, X_n + e_i) \dots \dots \dots \text{Equation (i)}$$

The model is explicitly specified as follows;

$$Q = \alpha + \beta_i X_i + \mu_i \dots \dots \dots \text{Equation (ii)}$$

Where Q = Amount Obtained (N)

α = Constant term of the regression

β = Coefficient of X input

X = Independent variables

μ = Error Term.

The model is explicitly specified as follows:

$$Q = b_0 + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4 + b_5 X_5 + b_6 X_6 + b_7 X_7 + U \dots \dots \dots \text{(iii)}$$

Q = Relative amount obtained (N)

X₁ = Borrowers age (Years)

X₂ = Loan beneficiaries educational level (years)

X₃ = Farm size (hectares)

X₄ = Loan Experience (years)

X₅ = Household size (in number of person)

X₆ = Amount repaid (N)

X₇ = Annual Net income (N)

b₁, b₂, b₇ are coefficient to be estimated.

Model Specification

Correlation

It gives an indication of the strength and direction of association between two variables, which are linearly related. Moment Correlation Coefficient) formular is mathematically denoted as

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\dots}$$

.....Equation (i)

$$\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}$$

The significance of r is as follows:

- r = + 0.1 – + 0.5 = + Weak Correlation
- r = + 0.6 – + 0.1.0 = + Strong Correlation
- r = - 0.1 – - 0.5 = - Strong Correlation
- r = - 0.6 – - 1.0 = - Weak Correlation.....Equation (2)

Where: Y = Amount repaid (₦)

- X₁ = Age of the farmers
- X₂ =Marital Status (dummy)
- X₃ =Household Size (person)
- X₄ =Educational level (years)
- X₅ =Loan Size (₦)
- X₆ =Loan Experience (years)
- X₇ =Repayment rate (%)

4. Results and Discussion

4.1 Socio-economic characteristics of the respondents

The socio-economic characteristics of the respondents are presented in Table 1. An assessment of the socio-economic characteristics of the respondents becomes important because of its tendency to influence their borrowing and repayment behaviours. As stated below, Sex of borrowers could have implications on loan repayment and by implication, default. It is important to understand how the respondents’ sex would likely influence loan repayment. This could facilitate credible loan administration. The results revealed that the majority (58.7%) of the respondents were male. It is evident that majority (75.2%) of the respondents were younger than 50 years with mean age and standard deviation of 42.51 and ±11.03 years respectively. Result on marital status reveals that majority (75.2%) of the respondents were

married. This is an indication that married people were the predominant beneficiaries of the BOA loan.

Vast majority (83.5%) of the respondents had at most 6 individuals in their households with an average of 5 individuals per household. This household size is considerably moderate and may not have substantial effect on the use of borrowed fund for unintended household consumption expenditure. In other words, the level of the household size may not have significant effect of repayment. The results on education of respondents analyse that only minority (1.8%) of the respondents had no any form of formal education. This implies that the vast majority (98.2%) had one form of formal education or the other. Besides, substantial number (39.4%) of the respondents had HND/BSC certificates. Obtained results revealed that vast majority (71.6%) of the respondents were farmers. With the high level of education among the beneficiaries, there is the tendency that if they invest the loan in farming, reasonable profit could be generated that will enable repayment of the loan. Also an evaluation of the farming experience of the beneficiaries revealed that the majority had between 1-5 years of experience with an average of 5 years per beneficiary. This experience level is relatively low and might not be unconnected to the high level of education that might have accounted for substantial years in the beneficiaries’ lifespan.

Evidence on the table below shows that the majority (66.0%) of the respondents earned at most ₦100,000 per month. The mean farm income and standard deviation revealed high level of variation in income of the beneficiaries. The results on Religion revealed that the majority (64.2%) of the respondents were Christians. Notwithstanding, the number of Muslim beneficiaries (35.8%) were also substantial.

Table 1: Socio-economic Characteristics Distribution of Respondents

Characteristics	Frequency	Percentage	Cumulative Frequency
Sex			
Male	64	58.7	
Female	45	41.3	
Age (years)			
20-29	9	8.3	8.3

30-39	30	27.5	35.8
40-49	43	39.4	75.2
50-59	22	20.2	95.4
> 60	5	4.6	100.0
$\bar{x} = 42.31, SD = \pm 11.03$			
Marital Status			
Single	11	10.1	
Married	82	75.2	
Divorced	4	3.7	
Widowed	9	8.2	
Separated	3	2.8	
Household Size (Person)			
1-3	37	33.9	33.9
4 - 6	54	49.6	83.5
7 - 9	14	12.8	96.3
≥ 10	4	3.7	100.0
Mean (\bar{x}) = 4.5, Standard Deviation (SD) = ± 2.49			
Education			
No formal education	2	1.8	
Adult literacy	5	4.6	
Primary education	3	2.8	
Secondary education	23	21.1	
OND/NCE	33	31.3	
HND/BSC	43	39.4	
Occupation			
Banking	2	1.8	
Business	1	0.9	
Civil service	1	0.9	
Farming	78	71.6	
Sailor	2	1.8	
Tailoring	1	0.9	
Teaching	15	13.8	
Trading	9	8.3	
Farming Experience (year)			
1-5	82	75.2	75.2
6-10	20	18.4	93.6
>10	7	6.4	100.0
Mean (\bar{x}) = 5, Standard Deviation (SD) = 4.9			
Income (₦)			
$\leq 50,000$	34	31.2	31.2
50,001-100,000	38	34.8	66.0
100,001-150,000	28	25.7	91.7
>200,000	9	8.3	100.0
$\bar{x} = N147,404, SD = \pm N220,818$			

Source: Field Survey, 2017

4.2 Reasons for loan defaults and rate of defaulters among the beneficiaries of BOA

The respondents were asked to respond to a list of loan default reasons identified in the literature. It is evident in the Table 10, that the majority of the respondents considered poor weather condition (96.3%), late disbursement of loan (93.6%), marketing problems (92.7%), delay in loan approval (86.2%), short repayment period (71.6%), lack of business advisory services (63.3%) and high interest rates (57.8%) as the reasons for loan default in the BOA loan scheme. The three highest-rated reasons were poor weather condition, late loan disbursement and marketing problems. By implication, the researcher is of the view that, if all these factors are addressed, approval process like delayed loans approval, and late disbursement of loan shall be improved upon which shall in turn positively affect the default rate of the Bank by reducing default.

Table 2: Distribution of respondents by reasons for loan default

Reasons for Loan Default	Frequency	Percentage	Rank
Delayed loan approval	94	86.2	4 th
Late Disbursement of Loans	102	93.6	2 nd

High Interest rates	63	57.8	7 th
Short Repayment Period	78	71.6	5 th
Lack of Business Advisory Services	69	63.3	6 th
Poor weather conditions	105	96.3	1 st
Marketing problems	101	92.7	3 rd

Source: Field Survey, 2017

Estimation of loan default rate of the beneficiaries

Rate of Default

$$\begin{aligned} \text{Total Amount Default} &= \text{Total Relative Amount Due} - \text{Total Relative Amount Repaid} \\ \text{KSh } 118,303,150 - \text{KSh } 112,150,655 \\ &= \text{KSh } 6,152,495 \end{aligned}$$

$$\begin{aligned} \text{Overall Loan Default} &= \frac{\text{Total Relative Amount Due} - \text{Total Relative Amount Repaid}}{\text{Total Relative Amount Due}} \\ &= \frac{\text{KSh } 118,303,150 - \text{KSh } 112,150,655}{\text{KSh } 118,303,150} \\ &= 5.2\% \end{aligned}$$

Where:

$$\begin{aligned} \text{Total Relative Amount Due} &= \text{KSh } 118,303,150 \\ \text{Total Relative Amount Repaid} &= \text{KSh } 112,150,655 \\ \text{\% Overall Rate of Loan Default} &= 5.2\% \end{aligned}$$

The above calculation obtained from the field revealed that over 5% of the loans were defaulted in the study area.

4.3 Factors determining the amount of loan obtained by the beneficiaries

Multiple regression model was employed to analyse the determinants of BOA loan obtained by the respondents. Age of respondents (X₁), level of education (X₂), farm size (X₃), loan experience (X₄), household size (X₅), amount repaid (X₆) and annual net income (X₇) served as independent variables. The adjusted R² of 0.682 indicates that about 68% of the variation in loan obtained is captured by the variables included in the model. The remaining 32% is due to unexplained variation in the amount of loan obtained by the respondents. The significant F-value (at 1% level) also shows that the model is a good fit to the data.

Data on Table 3, revealed that the coefficients of age, education level, farm size and amount repaid (in the past) significantly influenced the amount of loan obtained by the respondents. The age of the respondents, negatively influenced the amount obtained while farm size and amount repaid positively influenced the loan amount obtained. The implication of these findings is that the youths have better access to higher amount of loan than the aged and those that had better repayment in the past, will receive relatively higher loan amount than those with relatively less repayment record. Besides, the more educated an aspiring beneficiary, the higher the likelihood of securing higher loan.

Table 3: Multiple regression analysis of determinants of loan obtained by beneficiaries

Variable Code	Variables Name	Regression Coefficient	Standard Error	t-value
μ ₀	(Constant)	-410026	348672.3	-1.176
X ₁	Age	-13718.4**	-0.136	-2.152
X ₂	Education level	39916.48**	0.134	2.168
X ₃	Farm size	107728.5***	0.328	4.700
X ₄	Loan experience	-28102.5	-0.039	-0.660
X ₅	Household size	21383.69	0.051	0.706
X ₆	Amount repaid	0.737***	0.097	7.587
X ₇	Net income	0.004	0.025	0.149
	F-value	34.016***		
	R-squared	0.702		
	Adjusted R-squared	0.682		

Source: Field Survey, 2017, * significant at 10 % level, **significant at 5% level,***significant at 1% level

4.4 Loan Default of the Beneficiaries

It is evident in the Table 4 that only about 15.6% of the respondents agreed that they had defaulted during the course of loan dealings with the BOA while the majority (84.4%) stated that they had never defaulted during their loan dealings with the BOA. This confirms the record of the BOA that loan default was very minimal among the beneficiaries of the BOA loan.

Table 4: Distribution of the respondents by whether they are defaulters or not

Default	Frequency	Percentage
Defaulters	17	15.6
Non-defaulters	92	84.4
Total	109	100.0

Source: Field Survey, 2017

4.5 Relationship between socio-economic characteristics and loan repayment of the beneficiaries of BOA

Establishing the interrelationship between loan repayment and the socio-economic characteristics of the respondents is one of the ways to ensuring that loans are disbursed to the right people with higher probability of repayment. The success of any loan scheme is tied to repayment rate. Hence, the need to assess the inter-relationship empirically as done in this study

Age: The coefficient of age is not statistically significant implying that age is not an important explanatory variable that influence variation in rate of loan repayment. Notwithstanding, it was positively related to the repayment rate and thus consistent with a *priori* expectation. This may imply that as the age of the loan beneficiary increases, the more conscious they are to repay (perhaps to avoid consequences of non-repayment).

Marital status: The coefficient of marital status is also not statistically significant and therefore, not an important determinant of loan repayment. It was, however, positively correlated with loan repayment which implies that the married may be more conscious of repayment than the unmarried beneficiary.

Household size: The beneficiary household size in correlation with amount repaid gives a value of $r = -0.194$ which is negative and significant at 5% level. This implies that as household size increases, loan repayment decreases. This is in line with the *priori* expectation and might not

be unconnected to diversion of loan to finance household consumption expenditure. In other words, beneficiaries with large household size may be compelled to spend relatively larger share of BOA loan on household's consumption expenditure to the detriment of investment expenditure thereby reducing chances of repayment.

Education: The education of the beneficiary in correlation with repayment of the loan gives a value of $r = 0.319$ which is positive and significant at 1% level. This means that the higher the education of the beneficiary, the higher the tendency to repay. Education may contribute to effectiveness and profitability of loan use which may enhance ability to repay.

Loan size: The loan size in correlation with loan repayment gives a value of $r = 0.763$. The r value is positive and significant at 1% level. The implication of this finding is that loan size strongly determines the repayment rate. The strong positive correlation between loan size and loan repayment rate indicates that large sum is more likely to be repaid than small sum. This might not be unconnected to the fact that beneficiaries with large sum could take advantage of discounts in input purchases, economics of scale which may improve returns and by extension, repayment.

Loan experience: The coefficient of loan experience is not statistically significant but positively related to loan repayment rate. This may mean that the more loan experience a farmer has, the more he knows the importance and more conscious of repayment.

Table 5: Pearson Correlation (Matrix) of Amount Repaid with selected Socio-Economic Characteristics of Beneficiaries.

	V ₁	V ₂	V ₃	V ₄	V ₅	V ₆	V ₇
V ₁	1.000						
V ₂	-0.038	1.000					
V ₃	0.411**	0.117	1.000				
V ₄	0.058	-0.033	-0.181	1.000			
V ₅	-0.057	0.137	-0.127	0.424**	1.000		
V ₆	-0.106	0.075	0.286**	-0.009	0.057	1.000	
V ₇	0.034	0.113	-0.194*	0.319**	0.763**	0.037	1.000

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

* Correlation is significant at the 0.05 level (2-tailed).

Where;

V₁ = Age (Years)

V₂ = Marital Status (Dummy)

V₃ = Household Size (Number of person)

V₄ = Educational (Years)

V₅ = Loan Size (Naira)

V₆ = Loan Experience (Years)

V₇ = Repayment Rate (Percentage)

4.6 Constraints to Agricultural Loan Acquisition through BOA

Constraints refer to the problem faced towards achieving a particular goal. In this case, the usual goal of the beneficiaries is to continuously have access to the BOA loan. This also applies to prospective beneficiaries who may want to secure the loan for the first time. (Poulton, *et al*, 2006), Understanding the constraints faced by the current beneficiaries will enable the prospective beneficiaries to be better prepared. This may ease the process of the loan procurement. Besides, the BOA could also improve on its loan disbursement processes with the knowledge of the constraints faced by the current beneficiaries. An attempt to provide this knowledge informs the analysis of the constraints being faced by the current beneficiaries of the BOA loan.

It is evident from the findings that substantial percentage (29.4%) of the respondents considered high interest rate as the most

important constraint to the use of the BOA loan while others, considered bureaucracy, inability to provide the required guarantor, harsh loan recovery methods being used and untimely disbursement of loan as the most important constraints to procurement and/or use of the BOA loan.

A follow up interview with the management of BOA in charge of loan revealed that the interest rate was relatively lower than what obtained in the mainstream financial sector like commercial and microfinance banks (between 20-40%). According to the BOA official, the interest rate for small-holder and SME loan beneficiaries for agricultural purposes is 12% and 14% respectively for non-agricultural purposes, the interest rate was 18% across board (all non-agricultural loan). This is also supported by the finding of the Adesina, 2012.

Intending beneficiaries of Bank of Agriculture (BOA) are required to have 20% of the desire loan amount as savings before they are requested. The smallholders are not required to provide collateral. For instance, a beneficiary that intends to borrow ₦100,000 must have at least ₦20,000 savings in the Bank. This is not a necessary condition for the SMEs who are required to provide collateral before securing the loan. The SMEs can, however, have both savings and collateral.

Table 6: Constraints Encountered by the Beneficiaries of the BOA

Constraints To Loan Use	Frequency	Percentage
High Interest Rate	29	26.6
Difficulties and protocols involved in obtaining loan	17	15.6
Cost of obtaining loan is too much	3	2.8
Inability to provide guarantor	12	11.0
Loan is inadequate	8	7.3
Untimely disbursement of loan	6	5.5
Harsh loan recovery procedure	8	7.3
No response	26	23.9
Total	109	100.0

Source: Field Survey 2017

5. Conclusion

In conclusion, loan repayment rate among the beneficiaries of the Bank of Agriculture loans was high and loan default very minimal. The age of the respondents, negatively influenced the amount obtained while farm size and amount repaid positively influenced the loan amount obtained. The size of loan given had positive relationship with the repayment rate. Given the very high repayment rate, holding other variables constant, the loan size given could be considered adequate but increasing the loan size does not seem to carry the risk of reduction in the repayment rate.

Household size, education and loan size significantly influence the beneficiaries' loan repayment rate. High interest rate, bureaucracy and inability to provide guarantor were adjudged as the major constraints to securing loan from the BOA.

Successful management of agricultural loan programme for farmers depends to a large extent, on sound knowledge of socio-economic characteristics of the farmers and their production situation or background. Management therefore needs to put in place, practical measures to mitigate the risk in the BOA loan scheme so as to improve the quality of the overall loan portfolio of the bank. These factors, pose three major tasks for the loan administrator namely, how to: Ensure continuous patronage from farmers, guide against mis-use of loan, and ensure prompt and full repayment of loan.

Looking at the factors that account for loan defaults and as such poor weather condition, untimely disbursement, marketing problems, high interest rate, as established by the research findings, it can also be concluded that Bank of Agriculture (BOA) loan is heavily exposed to loan risk than other financial institutions, (this is in line with Hoque, 2010). Management therefore needs to put in place practical measures to mitigate the risk in these institutions so as to improve the quality of the overall loan portfolio of the bank

Given the study results, loan repayment can be enhanced by education of loan beneficiaries (perhaps on best ways to use the funds and guide against reckless spending). Although the loan size did not fall short of requirement, increasing it will most likely not reduce the repayment rate. Education will encourage a higher repayment rate and reduce the factors that prevent them from being able to pay for their loans. Increasing (given the right education) such as policies aimed at providing free educative seminars especially to the illiterate farmers to teach them possible ways and methods of acquiring loan, ensure repayment of loans and avoid loan default. This will enable the beneficiaries to take advantage of economies of scale that will better their lives and improve the repayment rate.

6. Recommendations

Based on the findings of the study, it is therefore recommended that:

- BOA should consider reducing the interest rate to encourage more people to access the loan and ease repayment.
- Loan administrators at the BOA should consider providing large sum to beneficiaries rather than series of small loans because it was found to increase propensity to repay.
- Bureaucracy should be tackled and loan disbursed on time to beneficiaries to avoid the issue of wrong timing of loan disbursement and use.
- The BOA loan administrator should review the guarantor policy with a view to easing it. Perhaps, they could employ group lending as opposed to individual lending with guarantor.
- There should be effective and proper monitoring, supervision and control of loans to the beneficiaries in order to ensure prompt and full repayment of loan.

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Part Five

Judicial Administration

Achieving Quick, Fair and Effective Administration of Criminal Justice in Ondo State Under OSACJL 2015: The Role of The Police

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Abstract. To succeed, a system of criminal justice administration largely depends on how effective agencies created by law to administer criminal justice are in executing their statutory duties. The administration of criminal justice in Nigeria grapples with several challenges; such as: delays in administering criminal justice, human rights deficits, dearth of data of arrested accused persons and convicted suspects; horrible plight of awaiting trial detainees and challenges of case management, among others. Since Nigeria is a Federal state and agencies administering criminal justice are mostly unified-and not decentralized – particularly; in the context of this paper, the Nigeria Police Force –the problem of delay in dispensation of criminal justice is a national problem.

This paper X-rays the provisions of the new Administration of Criminal Justice Law of Ondo State, 2015, analyzing how the provisions of the Law could assist the police in the state in achieving quick, fair and effective administration of criminal justice. It also looked into how the police in Ondo State can work towards the success of new law.

Keywords: Administration of criminal justice, system of criminal justice administration, Law of Administration of criminal justice, Nigeria Police Force.

1. Introduction

Criminal procedure in Nigeria has been regulated by two sets of principal legislation; namely: the Criminal Procedure Act for courts in the south of Nigeria as well as the Federal High Court; and the Criminal Procedure Code for non-Federal Courts in the northern states of Nigeria. These principal legislations were relics of the colonial experience of Nigeria under the British rule; and these legislation had existed for over six decades without any efforts to reform the nation's criminal justice system. As stated earlier, the administration of criminal justice in Nigeria had been bedeviled by numerous challenges, the most significant of which were delays in criminal justice delivery, human rights deficit-for instance, torture of suspects at police stations-; lack of robust engagement with the plight of victims of crime, dearth of data on arrested and convicted persons, lack of early engagement between investigations and prosecutions, challenges of case mismanagement, preponderance of custodial sentences and dearth of capacity on the part of some of the critical stakeholders, among others.

It was with the view to tackle these challenges that impede prompt and efficient administration of criminal justice in Nigeria that on the 13th of May, 2015 a new legislation: the Administration of Criminal Justice Act, 2015 was enacted. The Act which provides for a single uniform Federal Act also repealed the erstwhile Criminal Procedure Act(Cap 4: LFN, 2004), the Criminal Procedure Code (Northern states); (CAP

42:LFN, 2004). The overriding object of the Act is “to ensure that the system of administration of criminal justice in Nigeria promotes efficient management of criminal justice institutions, speedy dispensation of justice, protection of the society from crime and protection of the rights and interests of the suspects, the defendants and the victims” (Section 1: ACJA, 2015). A noticeable feature of the Act is the introduction of innovative provisions aimed at facilitating speedy and efficient administration of criminal justice in Nigeria.

In tandem with the Federal character of the Nigerian political system, other states of the Federation followed suits by domesticating into their Laws similar statutes patterned on ACJA, 2015, one of such states of the federation is Ondo State which is the focus of this paper. The state is a state in Nigeria created on 3 February 1976 from the former Western Region. It originally included what is now Ekiti State, which was carved out in 1996. The population is approximately 3,460, 877 as estimated by the 2006 National census and it covers an area of about 6,000 square metres. It has 18 Local Government Areas. Some of the crimes that had been recorded in the state, even until recently, included armed robbery, kidnapping, murder, rape, arson theft and forgery, to mention a few. Two crimes often associated with the state, among other crimes, are drug crimes-particularly dealing in marijuana (cannabis), and incessant attacks on the civilian population by the militants who operate from their base in the coastal areas of the state (This Day Newspaper: 16th November, 2016).

The Ondo State Administration of Criminal Justice Law (OSACJL, 2015) was enacted on 25th August 2016 and it contains provisions that are similar to the Federal Statute: Administration of Criminal Justice Act, 2015 (ACJA, 2015).

2. The Nigeria Police and The Administration of Criminal Justice in Ondo State.

As stated above, the focus of this paper with regard to achieving quick, fair and effective administration of criminal justice shall be

restricted to Ondo State. The agency for the dispensation of criminal justice in that context shall be the Nigeria Police Force. Although, in Nigeria, the Police Force is not the only agency of administration of criminal justice, but they are the most exposed to the public and the most involved in the system of criminal justice delivery.

At this juncture, this paper shall examine how the Nigeria Police become relevant to quick, fair and effective administration of criminal justice and also look into the roles the police could play to ensure the three objectives in criminal justice delivery, with particular focus on Ondo State of Nigeria.

2.1 Structure and the Functions of the Police as regards Criminal Justice Delivery

The Constitution of the Federal Republic of Nigeria, 1999 provides for a police force for Nigeria; which shall be known as the Nigeria Police Force. It also states that no other police force shall be established for the federation or any of its parts (Section 214 (1): CFRN 1999). Accordingly, the Nigeria Police is a single unified body created to serve the whole federation. By virtue of constitutional provisions, the Nigeria Police, for administrative purpose is placed under an Inspector General of Police who shall be appointed by the President upon the advice of the Nigeria Police Council, from among serving members of the Nigeria Police Force (Section 215 (1)(a): CFRN, 1999). Besides, in each state of the federation, the police contingents stationed in that state shall be under the control of a Commissioner of Police, to be appointed by the Police Service Commission; and the Commissioner of police in each state shall be subject to the authority of the Inspector-General of Police (Sections 215 (1) and 215(2): CFRN, 1999).

The functions of the police in Nigeria are constitutionally and statutorily spelt out. The 1999 Constitution states that the police shall have such powers and duties as may be conferred upon them by law (Section 214 (2) (b): CFRN, 1999). Also, the Police Act, taking its cue from the above constitutional provisions

states the duties of the police in Nigeria and these include:-

- Prevention and detection of crime
- Apprehension of suspects
- Preservation of law and order
- Protection of life and property; and
- Enforcement of all laws and regulations with which they are directly charged (Section 4: Police Act, Capp LFN, 2004).

The involvement of the Nigeria Police in the administration of criminal justice starts from the point of detection which may graduate to arrest search, detection of suspect(s); interrogation of suspects and investigation of crimes; and prosecution of offenders (where the police act as prosecution witnesses). It is necessary to state here that with the enactment of Ondo State Administration of Criminal Justice Law, 2015 (OSACJL, 2015), the police in Ondo State no longer serve as criminal prosecutors, as the power of criminal prosecution vested in the police vide section 23 of the Police Act has been abrogated by the new Law.

3. An Overview of the Role of the Police in achieving Quick, Fair and Effective Administration of Criminal Justice in Ondo State

As stated earlier, the police in Ondo State exercise the powers of arrest, detection and investigation. The exercise of these powers presents opportunities for undue delay of the process of administration of criminal justice. Besides, in the course of exercising these powers, the police ended up violating the constitutional rights of the suspected offenders. The new Law in Ondo State introduces new provisions which impose, on the police, responsibilities to achieve the overall objective of an efficient, fair and prompt administration of criminal justice in the state.

Some of the innovative provisions that could ensure quick, fair and effective criminal justice delivery under the purview of the OSACJL, 2015, and the roles of the police in respect thereof, are examined hereunder:-

3.1 Arrest

Although, by law, the police have the power to arrest offenders, sometimes arrests are made on allegations that are purely civil in nature and on frivolous grounds. The new law in Ondo State prohibits such indiscriminate arrests. Besides, the new law provides that except where the person arrested is in actual cause of the commission of the crime, or is pursued immediately after he committed the crime or escape from lawful custody, the police making an arrest shall inform the person arrested of why he was arrested (Section 3(1); OSACJL 2015). Again, the law prohibits the police from arresting anyone (relations, friends, close associates etc) in lieu of the suspect, with a view to compel the suspect to give himself up, even when the person arrested has no connection whatsoever with the crime alleged (Section 4: OSACJL, 2015). Furthermore, the law prohibits the arrest of a suspect merely on a civil wrong or breach of contract (Section 6(3): OSACJL, 2015).

Moreover, detailed provisions were made in the new Law to protect the constitutional rights of arrested offenders from violation by the police. As an instance, a policeman arresting a suspect is under a duty to inform an arrested suspect of his right to remain silent, or to avoid answering any questions or making any statement until after engaging the services of a legal practitioner or any other person of his choice. In a further attempt to achieve quick, fair and effective administration of justice in Ondo State, the Law provides that any suspect arrested shall be brought to the court for his arraignment and trial within the time prescribed by the constitution of the Federal Republic of Nigeria (Section 6(4): OSACJL, 2015; Section 36: CFRN, 1999)

3.2 Recording of Arrest and Confessional Statement

The new Law in Ondo State makes provision for compulsory record of personal data for accused person (Section 11(1): OSACJL, 2015). It further provides that the process of recording arrest shall be concluded within a reasonable time, not exceeding 48 hours (Section 11(2): OSACJL 2015). Again, the statement of a suspect who volunteers a confessional statement shall be recorded in writing or may be

electronically recorded in a retrievable VCD or such other audio-visual means. The statement of the suspect shall be in writing of the suspect or his nominee and in the presence of the legal practitioner of his choice (Section 10(3): OSACJL, 2015)

3.3 Remand Proceedings

After arrest by the police, there is usually the need to keep the suspect in custody. The simplest way to do this is by taking the suspect to a magistrate who would in turn remand the suspect in custody as the suspect could not possibly be kept in police custody without the order of a court of law. Police investigation often take time, apart from this, it is possible for the investigations to be interfered with or the likelihood of the suspect committing further or same offences. Whilst the process of investigation continues, or is concluded, the legal advice of the Director of Public Prosecution DPP) will be sought. This practice has not only foisted unfairness on the arrested offenders, it has also impeded the prompt and efficient administration of criminal justice in Ondo State

However, under the new Law, a suspect arrested for an offence for which the magistrate has no jurisdiction to try shall be brought before a magistrate for remand. Where, after examining the application for remand, the magistrate is satisfied there exist a credible and strong cause for remand, he would remand the suspect in prison custody pending the receipt of DPP's legal advice and arraignment before a court of competent jurisdiction (Section 269: OSACJL, 2015).

3.4 Bail

The new Law makes elaborate provisions on rights of an arrested person to bail. For the purpose of this paper, sections 24, 25 and 26 of the new Law shall be relevant. The Law provides that a suspect taken into police custody without a warrant, for a non-capital offence shall be released on bail within 24 hours after he was taken into custody; if it is impracticable to bring the suspect before a court having competent jurisdiction to try the offence, (Section 24:

OSACJL, 2015). The law again provides that in a case of non-capital offence, where a suspect arrested and taken into police custody is not released on bail, his legal practitioner can apply on his behalf to a magistrate having jurisdiction to try the offence. The magistrate shall in turn inquire into the circumstances that led to the arrest, and where it deems fit, release the suspect on bail (Section 25:OSACJL, 2015).

Furthermore, in non-capital offences, a suspect arrested and detained in a police custody can be released on bail by the police officer in charge of the police station, after the officer, upon inquiry, has found no sufficient evidence to believe that the suspect has committed the offence (section 26: OSACJL, 2015).

These provisions are clearly laudable in the sense that they accord recognition to the need for a fair and humane treatment of arrested suspects. Available facts demonstrate that before the enactment of the new Law, suspects arrested by the police were often subjected to prolonged and unwarranted detention in police custody, a situation which the erstwhile laws (CPA and CPC) made no provisions to mitigate. As a result, the process of criminal justice delivery was not only tainted with unfairness to the suspects and gross abuse by the police, but the whole system of administration of criminal justice was bogged down with frequent and needless delays.

More significantly, the new Law further compels officers in charge of police stations or officers in charge of any agency authorized to make arrests to provide to the nearest magistrate monthly reports of the cases of all persons arrested without warrant whether such persons have been released on bail or not (Section 27(1): OSACJL, 2015). Section 28(4) of the Law also makes it a case of punishable misconduct for any police officer in charge of a police station who fails to comply with these relevant provisions of the Law.

3.5 Creation of a Police Central Criminal Registry and Duty to Record Every Arrest

Section 11(5) of the new Law in Ondo State provides that there shall be established at State

Command of the Police a Central Criminal Records Registry. The Registry shall keep documented and personal data of every arrested person, and the data shall include the following:

- The alleged offence
- The data and circumstances of the arrest
- The physical address of the person arrested and
- For the purpose of identification.
- The physical measurement of the suspect
- The photograph of the suspect
- The full finger print impression of the suspect
- Such other means of identification, including but not limited to DNA samples (Section 11(1): OSACJL, 2015)

Section 11(2) provides that the process of documenting these data shall take no longer than 48 hours.

The introduction of these innovative provisions would certainly guarantee effectiveness, certainty, speed, and efficiency in the criminal justice delivery in Ondo State. Evidence suggest that the use of these innovations in developed countries like U.S.A., U.K and Canada, among others, where the innovations were transplanted to Nigeria, has ensured speed, fairness, certainty and effectiveness in the administration of criminal justice.

3.6 Prompt, Consistent and Organised Presentation of Prosecution Witnesses

Although, by virtue of the new Law, the police are no longer competent to prosecute offenders in courts; yet, they are crucial to the smooth running, efficiency and fairness of the business of criminal prosecution in the state.

As stated earlier, the police are involved with the system of criminal justice delivery right from the point of detection, arrest, search, detention of suspects, interrogation of suspects, and investigation of criminal cases dovetailing into the prosecution of the offenders. Accordingly; the police are privy to substantial facts and by virtue of their position, are usually in possession of credible evidence that could assist the court in

arriving at fair and substantially just decisions with regard to criminal prosecutions.

Besides, the police, more often than not, in criminal prosecutions, are the prime or principal prosecution witness. It is also their duty to assemble other prosecution witnesses to appear in criminal proceedings before the court. Accordingly, the police could either make or mar the fairness, credibility, integrity, effectiveness and efficiency of criminal trials; where there are inadequacies on the part of the police, such as presentation of weak and incoherent witnesses insufficient evidence, poor case management, delay or failure to bring witnesses to court, needless absence of the police from court, rivalry with sister agencies on how to handle their duties in criminal prosecution and non-cooperation with prosecuting counsel, among others; there could be hitches in criminal trials and not only the courts would be rendered helpless; even the society would be exposed to risks of hardened and dangerous criminals allowed to escape justice.

Without any doubt, more than any other agency involved in the administrative of criminal justice, the police occupies a pivotal position. The police in Ondo State are expected to work for the success of the new Law and achievement of its laudable objectives. Recently, in Ondo State, the crimes of kidnapping and economic sabotage by militants in the coastal areas of the state have assumed alarming proportions. Some of these offenders have at times, being allowed to escape justice owing to shoddy investigation by the police. Furthermore, the unlawful acts of extorting money from suspects before they are released on bail in non-capital offences, prolonged detention of suspects without arraignment before the court, arrests tainted with frivolities and intention to exact revenge, and abuse of human rights of suspects in detention are still rife in Ondo State despite the enactment of the new Law.

It is expected that the civil society, the public and other stakeholders would be proactive enough to stem the trend by taking firm position against these abuses.

4. Conclusion

The paper, has discussed the pivotal role the police in Ondo State of Nigeria could play in achieving quick, fair and effective administration of criminal justice under the new Ondo State Administration of Criminal Justice Law, 2015. The Law has strengthened the ideals of fairness, speed, efficiency and effectiveness of criminal justice delivery by making provisions that could deter abuse and arbitrariness in the course of administering criminal justice. However, it is essential to point it out that the ideals are only realizable if there is vigilance on the part of the public. Again, there is the need for the state government to show utmost sincerity in the enforcement of the Law. More importantly; the police should be educated and properly enlightened on the crucial role they are expected to place to assure the success of the Law.

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Rights of a Child to Maintenance Under the Nigerian Legal System

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Abstract. This work examined the right of a child to maintenance under the Nigerian legal system. The significant concern in the rise of matrimonial disputes is made manifest by the enormous and rigorous procedures in dissolving a marriage without adequate concern for the emotional health of the children of the marriage. Most times divorce matters are left lingering in court, appeals upon appeals on interlocutory matters without any concern for the main substance of the subject of dispute. The doctrinal approach is therefore employed by wide consultation of books, articles in journals, articles from the internet by renowned scholars in the area of child's right to examine the nature of the rights of a child and the extent to which a child can enforce his right to maintenance; particularly in matrimonial causes. It is observed that the position of Matrimonial Causes Act and the Child Rights Act 2003 seems hazy to the effect that a child cannot enforce his right of maintenance before the determination of the matrimonial proceedings, but the child can however lay claim to this right and enforce same under the ambience of the Child Rights Act. It is concluded that the right of a child to maintenance is inalienable, thus can be enforced even before the determination of the proceedings. It is also recommended that awareness, legislative amendments and full institutionalization of the Family Court amongst

other things would properly advance the cause of enforcing the rights of a child particularly his right to maintenance even during matrimonial proceedings.

1. Introduction

There is no gainsaying that the last few decades in the development of legal concepts; the idea of rights has been so well developed to the extent that it has gained universal recognition both within a country and in international conventions. A legal right in the general sense is either the liberty (protected by law) of acting or abstaining from acting in a certain manner, or the power (enforced by law) of compelling a specific person to do or abstain from doing a particular thing. Accordingly, every right involves a person invested with the right, or the person entitled, a person or persons on whom that right imposes a correlative duty or obligation, and of course the power to compel a person to do or abstain from doing a particular thing. There are several rights in existence, but the mainframe of this research is focusing on the right of a child to maintenance during the pendency of matrimonial proceedings. The consequential hardship and challenges existing in many marriages today violently push the edges of the enclosing envelope of survival of most marriages, leading to greater number of

cases of separations or outright divorce. Invariably, issues relating to the dissolution of marriage generally, and the ancillary reliefs of custody and maintenance of the children (if any) of such failed marriages have once again been pushed to the front burner of legal discourse. The major question which this research focuses on finding a long lasting solution to is whether or not a child should be entitled to maintenance during the pendency of a matrimonial suit. This is hinged on the very long and stringent procedures of court before the final dissolution of a marriage; more so, there might be instances where an interlocutory appeal may come up at an appellate court thus making the substantive matter to be on hold pending the determination. Even though maintenance is an ancillary relief under the Matrimonial Causes Act that is only heard after the determination of the main suit, the writer however opines that the child can enforce his right even without matrimonial proceedings as provided under the Child Rights Act 2003. This research shall inter alia attempt the legal definition of a child, the various rights of a child both under statutory municipal legislations and international conventions and the right of a child to maintenance as it relates to matrimonial proceedings.

2. Who is a Child?

There are several perspectives to the definition and conceptualization of who a child is. Particularly, within Nigeria and many other African countries where much attention is given to cultural origin and history, it has become necessary and pertinent that an all-encompassing analysis be given to who a child is; with proper respect to all the angles from which the concept of a child can be viewed. It must be noted that the definition of a child is yet hazy as there is no uniform definition of who a child is. However, this research shall examine the various definitions of different scholars, international conventions and statutory provisions as relating to who a child is. Generally speaking, a child is believed to be product of a lawful marriage that is still subject to the control and direction of the parents. According to the Merriam Webster dictionary, a child is defined as a young person especially between infancy and youth. The Black's Law dictionary defines a child as a

person under the age of majority. Section 2 of the Children and Young Persons Act 1993, defines a child to mean a person under the age of fourteen years and a young person means a person who has attained the age of seventeen years. At common law, a child is a person who has not yet attained the age of fourteen. However, Section 2 of the Family Allowances Act 1965 defines a child as "anyone under the age of nineteen who is an apprentice or attending full time at a school". Also, The United Nations Convention on the Rights of the Child 1989 and the Organisation of African Unity Charter on the Rights and Welfare of the Child 1991 both of which Nigeria is signatory to; by virtue of Article II of the latter, a child means every human being below the age of 18 years. Also, under Article I of the U.N. Convention, a child is every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier. All of these definitions go to the effect that there is no universally accepted legal definition of a child and the word child may depend on the context in which it appears. There are many statutes concerning children which contain relevant definitions of the word child or cognate expressions like children but in the absence of a general definition provided by a statute of interpretation, it might be unwise to choose one as the acceptable definition of a child. However, for the sake of this research, the operational definition of a child shall only cover a person who is below the age of eighteen years.

3. General Legal Rights of a Child

The general rights of every Nigerian are contained in sections 33-46 of the 1999 Constitution of the Federal Republic of Nigeria. It must be noted that the rights of a person are inalienable, constitutionally provided and guaranteed; thus no person shall be discriminated upon or deprived from the exercise of these rights either due to circumstance of birth, ethnic origin, sex, religion or political opinion amongst others. Also, where a person alleges that his right has been, is being or likely to be contravened; he may apply to the High Court for redress. Some of these rights includes; right to life, right to dignity of human

person, right to personal liberty, right to fair hearing, right to private family life, freedom of thought, conscience and religion, freedom of movement, expression and the press.

Nigeria's attempt to comply with the standards set by the United Nation's Convention on the Rights of the Child finally culminated in the enactment of the Child Rights Act in the year 2003. This all-encompassing legislation covered a wide range of issues including the legal age of marriage, maintenance, custody of children, property rights, education, fostering, adoption, sexual abuse, trafficking and other exploitation of children, child labour, and child justice administration and so on. However, since the major focus of this research is to examine the right of a child to maintenance as it relates to dissolution of marriage, it would be necessary to examine the provision of the Act and other provisions on maintenance.

4. Right of a Child to Maintenance

In modern times, the object of maintenance is to ensure the financial security of all the parties both during and after the marriage, and also safeguard the welfare and wellbeing of the children of the marriage. It is, generally seen as an amount of money which the court grants a party to the marriage to take care of the basic needs of that party. Maintenance, sometimes also referred to as Child's support in some jurisdictions such as the USA, is defined by Black's law dictionary as, "financial support given by one person to another, usually paid as a result of a legal separation or divorce." Wikipedia gives a more comprehensive definition of maintenance to wit it is defined as: An on-going periodic payment made by a parent for the financial benefit of a child (or parent, caregiver, guardian, or state) following the end of a marriage or other relationships. Child maintenance is paid directly or indirectly by an obligor to an obligee for the care and support of children of a relationship that has been terminated or in some cases never existed. Often the obligor is a non-custodial parent. The obligee is typically a custodial parent, a guardian or the state.

Under English Law, the husband has the legal and moral duty to maintain and provide necessities for the family while the wife has a corresponding duty to take care of the home and children. This principle was established in the English case of *Price v. Price*, where the appellate court upheld the decision of the trial court that it is the duty of the husband to maintain the wife. However, under Nigerian Law, it is not only the husband that has a duty of maintenance but the wife also has a duty to maintain the husband and the children particular where she has a higher means than her husband. It must however be noted that in the Nigerian society, what is obtainable, practicable and reasonable is that the man is responsible for the maintenance and welfare of the child.

Under the Matrimonial Causes Act, maintenance is one of the ancillary reliefs that can be sought from the dissolution of a marriage or separation. Section 70 which regulates the regime of maintenance in matrimonial causes provides that:

- Subject to this section, the court may, in proceedings with respect to the maintenance of a party to a marriage, or of the children of the marriage, other than proceedings for an order for maintenance pending the disposal of proceedings, make such order as it thinks proper, having regard to the means, earning capacity and conduct of the parties to the marriage and all other relevant circumstances.
- Subject to this section and to the rule of court, the court may, in proceedings for an order of maintenance of a party to the marriage, or of the children of the marriage, pending the disposal of proceedings, make such order as it thinks proper, having regard to the means, earning capacity and conduct of the parties to the marriage and all other relevant circumstances.
- The court may make an order for the maintenance of a party notwithstanding that a decree is or has been made against that party in the proceedings to which

the proceedings with respect to maintenance are related.

The power of the court to make an order with respect to the maintenance of children of the marriage shall not be exercised for the benefit of a child who has attained the age of 21 years unless the court is of opinion that there are special circumstances that justify the making of such an order for the benefit of that child.

A combined reading of Section 70(1) and (2) reveal that an order for maintenance can only arise at the end of the major proceeding and it cannot be instituted without proceedings for a matrimonial cause. This however may hinder the cause and access to justice because of the peculiar nature of matrimonial causes particularly divorce where the matter may take extremely long time before reaching a judgement for dissolution of marriage or where in some other instances there might be an interlocutory appeal and then the substantive matter is left unattended to; thus delaying the entire duration of the proceedings which in effect inhibits the enforcement of the right of a child to maintenance. Also, it is noticed that the use of the word “may”, particularly in the first two subsections makes the right to maintenance merely discretionary and of persuasive effect rather than of binding effect.

Under the Child Rights Act 2003, a child is entitled to right of maintenance under Section 14 (2) by his parent or guardian which can be enforced by the child in the Family court whether or not there is proceeding for a matrimonial cause. It must be noted that orders for maintenance when made may not last beyond the child’s eighteenth birthday.

Worthy of note is that there are two angles from which these two legislations view the enforceability of a child’s right to maintenance. While under the MCA, the right to maintenance cannot be enforced unless and until there is an ongoing matrimonial cause; and of course the use of the word “may” further shows that maintenance could be persuasive rather than binding in nature and effect. However, under the Child Rights Act, a child is entitled to maintenance irrespective of whether or not there

is an ongoing matrimonial cause. Thus, his rights can be enforced in a Family Court to that effect. This obviously shows some lacuna in practice and procedure relating to the right of a child to maintenance, particularly during the pendency of an unending matrimonial cause. In a bid of reconciling this two perspectives, the big question now would be as to whether or not a child can enforce his right to maintenance during the pendency of a matrimonial cause, i.e. can a child enforce his right to maintenance while a matrimonial cause is still ongoing particularly where there is an interlocutory appeal which must be heard and determined before continuing the substantive matter or in a case of undue delay in hearing and determining a matrimonial cause. It is the opinion of the writer that since it is a trite principle that a person’s right are inalienable and are of utmost importance to him, with a proper consideration of the provisions of Section 14 of the Child Rights Act, a child is entitled to an order of maintenance which is enforceable at Law, he can fully exercise this right. In addition, the provisions of the MCA do not totally extinguish the opportunity of granting a child his right to maintenance, this window perfectly allows for the application of the provisions of the Child Rights Act.

In instances of Divorce or separation between Parents or where proceedings for divorce are ongoing, it is the duty of the courts to ensure that children in such marital union do not suffer from neglect. Hence S.70 of the Matrimonial causes Act states that:

Subject to this section, the court may, in proceedings with respect to the maintenance of a party to a marriage, or of children of the marriage, other than proceedings for an order for maintenance pending the disposal of proceedings, make such order as it thinks proper, having regard to the means, earning capacity and conduct of the parties to the marriage and all other relevant circumstances.

This duty on the court to ensure the wellbeing of children of the Union must be fulfilled either during proceedings for the divorce other than a

proceeding for an order of maintenance or pending the disposal of such proceedings.

With regard to protection and maintenance of the child, the Matrimonial Causes Act differs from the Child rights Act with regard to the age limit of Children who require such maintenance.

In instances where parents prove incapable of caring for an controlling a child and the court considers it expedient to “deal with the child” the court may make a corrective order in respect of the child or order the child to be placed for a specified period, not exceeding three years, under the supervision of an appropriate supervisory child development officer or of some other person appointed for the purpose by the court. Where this happens the courts also may order the Father, mother, step-Father or Step-Mother to make such contribution towards the maintenance of the child as it may think fit, having regard to all the circumstances of the case.

5. Problems of Enforcement of the Rights to Maintenance

It must however be observed that the main problem affecting the general enforcement of the right of a child is that there is a gap the between law and practice resulting in gross inability of the child to realize these rights at present not to even talk about enforcing them. Corruption in government has robbed children of free access to justice whenever their rights are being trampled upon. Many parents are still abandoning their responsibilities towards their children despite these Laws. There is need for more political will and economic power on the part of the government to implement these laws in the interest of the Nigerian child.

6. Conclusion and Recommendations

At this stage, after examining the nature and extent of the right of a child to maintenance, necessary recommendations shall be made which includes that:

It is highly recommended that there should be a general and universal definition of who a child is and the various Laws should be ad idem on the

statutory age of a child as opposed to the diverse ages contained in all the legislations pertaining to a child and their rights.

Also, the issue of maintenance in the opinion of this writer and based on the arguments canvassed above from Section 14(2) of the Child Rights Act, a child or any party to a matrimonial cause should be able to enforce his right to maintenance particularly where divorce litigation is taking too long a time and seems not to have a conclusive end. Also, the court can before final determination of the matrimonial cause gives a preliminary order of maintenance to the party which seems to be most affected by the entire proceedings, to wit, in this case would be the child. Also, this preliminary order can be eventually re visited and made to extensively cater for the needs for the child upon eventual determination of the matter.

Furthermore, a combine reading of the provisions of Section 70(1) & (2) of the MCA reveals that to properly enforce the right of a child to maintenance before the entire proceedings are completed, the word “may” should be substituted with “shall”; thus making right to maintenance during the pendency of litigation mandatory and not discretionary. This calls for proper statutory amendments.

Since the legal age of a child according to this research is eighteen years and below, under the Nigerian Legal System, a child has no legal capacity to act except by a guardian ad litem, the writer opines that both parents can create a joint account where money can be paid into, solely for the maintenance, welfare and upkeep of the child. This account shall be administered by the guardian ad litem for this sole purpose and it shall be subject to the supervision of the court.

In addition, the various institutional frameworks provided for under the Child Rights Act such as the Family Law Court, State Child Rights Implementation Committee and NGOs actively involved in promoting the welfare of the children must be fully institutionalized so as to ensure speedy access to justice and proper enforcements of the general rights of a child.

Recourse to Alternative Dispute Resolution (ADR) methods can also help in fast tracking the entire process of matrimonial proceedings. ADR methods are not only simple, less time consuming but also flexible in nature thus allowing for simple rules to guide the entire proceedings which is not as complex as the court rules and procedures. With this, all issues can be properly and conveniently discussed and a child can effectively claim his right to maintenance during the proceedings.

There must be a general, massive awareness and education as to the various rights of a child; particularly the right of a child to maintenance which can be enforced even without the institution of a matrimonial cause.

Finally, it is recommended that all stake holders must be properly educated and enlightened on these rights. Parents, children, families, and the Governments should be alert to their responsibilities under these laws and pay greater attention to their implementation.

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