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Editorial

This issue of KIU *Journal of Social Sciences* focuses on Entreprenurship / Business Studies, International Economic Relations, Human Resource Management, Literary Studies, Educational Management, Gender Studies as well as Education and Rural Development.

The first section of this edition addresses various issues in Entreprenurship and Business Studies such as cooperative loan, small scale businesses, fiscal deficit, domestic credit and strategic planning among others. It is through Entreprenurship and Business Studies that investigations are made into how commercial potentials of every invention can be explored and how to organize the capital, talent, and other resources that turn an invention into a commercially viable innovation. Papers in this section focus on the launching and running of businesses, due to the high risks involved in launching a start-up, a significant proportion of start-up businesses have to close due to "lack of funding, bad business decisions, an economic crisis, lack of market demand, or a combination of all of these. It was revealed in one of the papers in this section that that the commercial banks loan to the industrial sector and the interest rate have negative relationship with industrial output and are significant to industrial output while the exchange rate has a positive relationship with industrial output and it is also significant to industrial output. The researchers therefore recommended among others there is need to provide adequate financing , stabilized exchange rate, reduced interest rate and provides effective monitoring of the loan disbursed by commercial banks.

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Section two explores explores International Economic Relations as an instrument of promoting successful trade policies between nations. As long as there are sovereign states, analysis of international economy shall differ from the rest of economics science. Through International Economic Relations, basic theories of international trade, institutionalization of trade and financial relations through international forums, problems of capital movement and transnational corporations (TNC), regional economic integrations, international monetary system, international financial institutions, debt crisis, as well as payment balance as an account giving a survey of foreign economic transactions of a country are well known. Therefore, the role of International Economic Relations in offering a general review of contemporary economic problems, both on the level of real flows (trade, direct foreign investment) and from the financial aspect, enabling student for easier understanding of the phenomenon of world economy, international division of labor and international economic flows becomes priceless. Papers, in this second part of the Journal, addresses issues in International Economic Relations such as Globalization, factors determing foreign policies, Linguistic Pan-Africanism, International Trade, Economic Growth, Estimated Generalized Least Square and so on. One of the papers argues that money supply is negative significant under both pooled regression and Estimated Generalized Least Square

Regression, but positively and negative but statistically not significant under fixed effect and random effect respectively.and therefore recommends that Sub-Sahara African countries should pursue export promotion and import substitution with the sincerity of purpose. The monetary policies that will manipulate money supply to level of capable economy growth and avoid inflationary pressure should be adopted.

Section Three deals with Human Resource Management which has a strategic role in managing people and the workplace culture and environment. Using Nigeria Immigration Officers as case studies, one of the papers in this section argues that there is no significant interaction effect of job decision latitude and organizational support on job demand and mental strain. However, job demands have additive effects on mental strain, whereas high job control can ameliorate the negative effects of high job demands. It is therefore, recommended therefore that the management of paramilitary service in Nigeria should give more attention to organizational support in order to minimize mental strain among the immigration officers and similar bodies.

Section Four focuses attention on Literary and Gender Studies. One of the papers in this section exemplified the roles of women in the metamorphic development of Yoruba drama, especially the contemporary film era, to drive home the point that with her 'sacred' mien and composition, the female gender can purposefully write, produce, act and direct films that can aid Nigeria in solving the present socio-political challenges that are threatening her very existence. It therefore suggests that government and non-profit organizations in Nigeria should encourage female film producers by commissioning film projects to them and assisting them financially with self-productions.

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Sections Five and Six which centre on Educational Management as well as the role of Education in Rural Development feature papers meant to that can enhance planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching and extension work and research.

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

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Part One

Entrepreneurship and Business Studies

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Effects of Cooperative Loan on Small Scale Fish Farming Business in Oyo State, Nigeria

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Abstract. Fish is acclaimed to be the principal source of animal protein for over one billion people globally and provides many important nutritional and health benefits. Fish farming is a profitable venture and it is rapidly expanding and it will continue to be profitable if the planning and management are well taken care of. In consideration of the impact of cooperative society in agricultural production in developed economics, farmers in the developing countries had been encouraged to organize themselves into cooperative societies. Observations however, indicated that a good number of them, still do not participate in cooperative societies and the level of livestock production continues to decline. This study looked at the effect of cooperative loan on small scale fish farming in Egbeda Local Government Area of Oyo State. 120 fish farmers were selected for the study through Two-Stage sampling techniques, structured questionnaires were used to obtain data from the fish farmers. Data were analysed using descriptive statistics, budgetary analysis and regression analysis. The result revealed that 73.3% were male and 40% of the fish farmers in the study area were in their active and productive age. Majority (62.5%) of the fish farmers cultured catfish; also 62.5% operate on 1-2 plots of land with mostly earthly ponds for rearing their fishes. Moreover, 69.2% were cooperative members, 55.8% had cooperatives as their major source of funds. Budgetary analysis showed that fish farming is a profitable business with Gross Margin of ₦ 953,466.25, Net Income of ₦ 708,675 and Profitability Index of 0.585. The significant factors determining profitability were age of farmers, level of education, number of workers, business net income, access to cooperative and interest rate (although it had a negative effect). It can then be concluded that membership of cooperative, access to cooperative fund brings about profitability and growth of fish farming business. Therefore, farmers should be sensitized on the existence benefit to be derived from cooperatives.

Keywords: Fish, Profit, Pond, Data, Production

1. Introduction

In Nigeria, Agriculture provides between 80 to 90 percent of the country's food needs (Odife, 2002). It however has diverse aspects and this includes fish farming which involves the rearing of fish for the purpose of consumption or sale. Fish is acclaimed to be the principal source of animal protein for over one billion people globally and provides many important nutritional and health benefits. Fish has the highest level of easily metabolisable proteins; it is reputed for its high quality proteins, fats, vitamins, calcium, iron and essential amino acids.The per caput consumption of animal protein in the country has been put at 5gm per day. This is a far cry from the FAO's recommended level of 35gm per day (Afolami and Oladimeji, 2003).

Millions of people including many in developing countries derive their livelihoods from fishing while about 2.6 billion people get their protein from seafood. Fishing provides employment for up to ten million people in Africa and provides a vital source of protein to 200 million people. About 30% (29.5 Mt) of the world fish catch is used for non-human consumption, including the production of fishmeal and fish oils that are employed in agriculture, in aquaculture, and for industrial purposes. Fishmeal and fish oils are key diet components for aquaculture production; depending on the species being cultured, they may constitute more than 50% of the feed (Adebo and Ayelari, 2011). Presently, fish as an important component of the population's diet in many parts of the world has increased rapidly over the past hundred years due to improved technology, which showcases powerful engines and solar equipment and led to over fishing, causing a worldwide decrease in wild stocks accounting for the decline in the fish population dynamics. The need to increase fish production by farming became an urgent matter.

Cooperatives all over the world are instruments of social and economic transformation (Ijere, 1992). The relevant social aspects of people from Africa, according to Ijere (1992), are those aspects that deal with their attitudes of life and themselves, their modes of behaviour and relationship with one another as well as their modes and customs. These issues should be typified by such norms as honesty, fairness, equity, democracy and mutual fellow feelings that he further postulated. It can be said that neither socialism nor capitalism nor a mixed economy enshrines or espouses the above standards or virtues as does cooperative, whether traditional or modern. The major characteristics of traditional types of cooperative, such as Ajo, Isusu or Esusu contribution clubs, age groups and work relation arrangements are founded on the above principles. These bodies are very careful about who is admitted into their membership. They admit only those people who are known to for their integrity and honesty, good reputation, and kindness. The modern cooperative only came to borrow and grow from these traditional trails of Nigeria society. People come together not only for fellow feeling, but also to help themselves. That is to say those individuals form groups or cooperatives immediately their individuals efforts are geared towards economic problems to be solved and are those of scarcity, matching wants with available resources and seeking ways to argument any shortfall or optimizing the given situation by different types of combinations (Ijere, 1981).

The resources mentioned above can be physical, mental, and material in nature. They form the basis for producing the commodities needed by man. Cooperatives as economic bodies operate in similar manner to other business. They are therefore, expected to justify their existence through acceptable results or benefits to the members of the society. Agricultural inputs are put into food production (Dalton, 1982) to make them available at the consumers' table. By this statement, all farmers-arable, tree/forest products, fish and livestock are involved in agricultural cooperatives. The economic problems of members, which the cooperatives are meant to solve, extend from production to marketing, thrift, processing, packaging, and storage (Osuntogun, 1990). Ubani (1980) in a study demonstrated that the NUS farmers Multipurpose Cooperative Society have shown that a cooperative society can be set up and managed as a modern business, and still fulfill its social functions to its members. The society which has fine functioning advantages as the supply of essential commodities at subsidized rates and credit disbursement to the members have substantially improved the members' well-being (Ubani, 1980). The membership of cooperative society increased to approximately 3,000,000 in 1988 compared to 400 in 1935, this is an indication of the benefits members derive from them.

In consideration of the impact of cooperative society in agricultural production in developed economics, farmers in developing countries had been encouraged to organize themselves into cooperative societies. Observations however, indicated that a good number of them, still do not participate in cooperative societies and the level of livestock production continues to decline as evidenced from the present high cost of meat, which leads to inadequate intake

(Oladeji and Oyesola, 2000). They further argued that the inadequacy of animal protein in human-kind diet had been responsible for incidence of malnutrition in infants and adults. Thus the need arose to explore alternative sources of animal protein supply as a means of increasing available food output.

Fish farming is a profitable venture and it is rapidly expanding and it will continue to be profitable if the planning and management are well taken care of. Fish farming started in Nigeria over 40 years ago. The Nigerian government has recognized the importance of the fishery sub-sector and it has made several attempts over the years to increase their productivity through institutional reforms and the various economic measures. Some of these measures provided subsidy for inputs and exemption from tax for fishermen. Despite these efforts of government, there is still a deficit in the supply and demand for fish by the population (Otto and Wilfred, 2011). Most of the fish farming in Nigeria is carried out by small scale operators in small fresh water ponds (UNDP). Nigeria has a population of over one hundred million people and has her national fish demand at over 1.5 million metric tonnes. The current annual aquaculture production hovers around 500,000 metric tonnes. These combined with ever decreasing catch (due to over exploitation) from the capture fisheries have not been able to meet the ever-increasing protein demand of the country. Thus the challenge to increase protein consumption in Nigeria appears to be more urgent now than ever (Mbanasor, 2002).

Poor people are facing new barriers in both their production and returns on fish. Even by the standards of developing countries, artisanal fishers and fish workers are often among the poorest people and they generally operate on a small scale and use traditional fishing practices yet new technologies and environment requirement favour large scale capital intensive operation at the expense of traditional and small scale commercial fishing (Delgado et al, 2008). Whereas small scale fish farming supplies the greatest percentage of the Nigerian's annual fish production output (FDF, 1995). The following problems are found to be facing the potential small scale business owners in obtaining finance: high cost of capital, inability to raise equity finance, unusual collateral.

2. Objectives of the Study

The broad objective of this study is to know the effect of Cooperative loan on Small Scale Fish Farming Business in the Egbeda Local Government Area of Oyo State, Nigeria.

The specific objectives are to:

- describe the socio economic characteristics of small scale fish farmers in the study area.
- identify the various sources of funds available to small scale fish farmers..
- determine the profitability of small scale fish farming, and
- examine the determinants of the growth of small scale fish farming in the study area.

3. Research Methodology

3.1 Study Area

This work was carried out in Egbeda Local Government Area, one of the 33 Local Government Areas in Oyo State. It is situated in Ibadan (the capital of Oyo State). Its headquarters is in the town of Egbeda. It has an area of 191 km² and a population of 281,573 at the 2006 census. This area was selected for study due to easy accessibility to relevant institutions needed for this research work.

3.1 Sources and Methods of Data Collection

Both primary and secondary data were used for this study. The primary data were collected through a well structured questionnaire and personal interview, where necessary, to gather necessary and relevant information from fish farmers. Secondary data were sourced from relevant journals, publications, statistical bulletin, reports and the internet.

3.2 Sampling Size and Techniques

Two stage sampling technique was used for this study. The first stage involved a selection of six (6) communities from the existing communities in the study area. The second stage involved a random selection of twenty (20) fish farmers from each community selected at the first stage. This gave a total number of one hundred and twenty (120) fish farmers for the study.

3.3 Methods of Data Analysis

Both descriptive and inferential statistics were used to analyse the data collected. Descriptive statistics such as frequency table, mean and percentages were used to describe the socio-economic characteristics of small scale farmers, and to identify various sources of fund available to the fish farmers, while inferential statistics such as budgetary analysis and ordinary least square models were used to determine the profitability level and to examine the determinants of growth of small scale fish farming.

3.4 Profitability level of small scale fish farming

This objective was achieved using budgetary analysis. The cost and return of the small scale fish farming was determined with the following budgetary analysis:

TC = TVC + TFC

TR = P x Q

Gross Margin (GM) = TR – TVC

Net Income (NI) = GM – TFC

(TR – TVC) – TFC

TR – (TVC – TFC)

TR – TC

Profitability Index on return on sale (PI) = NI/TR

Where: TC = Total Cost

TVC = Total Variable Cost

TFC = Total Fixed Cost

TR = Total Revenue

P = Price/Unit

Q = Quantity Sold

GM = Gross Margin

NI = Net Income

PI = Profitability Index

Determinants of the growth of small scale fish farming

This was achieved using regression analysis. This can be specified as follows:

$Y = \alpha_0 + \beta X_1 + \dot{e}_1$

Where:

Y = Profitability Index ($^{NI}/_{TR}$) as measure of growth of small scale fish farming

X_1 = Age of small scale fish farmer (in years)

X_2 = Level of education (in years)

X_3 = Household size (in numbers)

X_4 = Present worth of investment (₦)

X_5 = Nature of business (1 if bulk, 0 if otherwise)

X_6 = Number of workers (in numbers)

X_7 = Business net income (₦)

X_8 = Access to cooperative (1 if yes, 0 if otherwise)

X_9 = Amount of loan obtained (₦)

X_{10} = Interest rate (%)

X_{11} = Repayment period (in months)

X_{12} = Level of sales by small business within the period of loan

B_1 = Vector Parameter

$\dot{e}_1$ = Error term

4. Results and Discussion

Table 1: Socio-Economic Characteristics of the Respondents

Variables	Frequency	Percentage
Age (years)		
21-30	17	14.2
31-40	48	40
41-50	36	30
51 and Above	19	15.8
Gender		
Male	88	73.3
Female	32	26.7
Marital Status		
Single	46	38.3
Married	60	50
Divorced	8	6.7
Widowed	6	5
Household Size (persons)		
1-4	87	72.5
5-8	26	21.7
Above 8	7	5.8
Educational Level		
No formal education	14	11.7
Primary	16	13.3
Secondary	42	35
Tertiary	44	36.7
Others	4	3.3
Major Occupation		
Farming	75	62.5
Non Farming	45	37.5
Fish Farming Experience (years)	79	65.8
1-5	37	30.8
6-10	4	3.3
11-15		
Secondary occupation		
Civil servants	31	25.8
Trading	25	20.8
Artisanship	2	1.7
Farming	59	49.2
Others	3	2.5
Type of Fish Cultured		
Catfish	75	62.5
Tilapia	12	10
Catfish and Tilapia	31	25.8
Others	2	1.7
Farm size (plot)		
1-2	75	62.5
3-4	38	31.7
4-5	4	3.3
Above 5	3	2.5
Farm structure		
Ponds	85	70.8
Concrete tanks	23	19.2
Both	10	8.3
Others	2	1.7

Sources of Water		
Streams/River	71	59.2
Taps	16	13.3
Rainfall	31	25.8
Underground water	2	1.7
Number of Ponds		
1-3	45	37.5
4-6	56	46.7
7-9	17	14.2
Above 9	2	1.7
Record Keeping		
Keeps Records	93	77.5
No Records	27	22.5
Cooperative Membership		
Member	83	69.2
Non member	37	30.8
Sources of Fund		
Personal savings	23	19.2
Financial institutions	5	4.2
Cooperatives	67	55.8
Microfinance	7	5.8
Family and friends	11	9.2
Combination	7	5.8
Total	**120**	**100**

Source: Field Survey, 2017

4.1 Socio-Economic Characteristics of Respondents

As shown in Table 1, the results of the finding revealed that 70% of the small scale fish farmers were between the ages of 31-50 years. This implies that majority of the fish farmers were still in their middle and active age. This is expected to have a positive implication on their farming activities. Most (73.3%) of the fish farmers were male while 26.7% were female. It means that men are more dominant in fish farming business in the study area than women. The result showed that majority of the respondents 50% were married, 6.7% were divorced and 5% were widow. This shows that most of the small scale fish farmers are settled family men and women with responsibilities. These responsibilities would likely make them willing to seek innovations so as to increase their income earning capacity and improve their standard of living. This is in line with Raufu *et al*, 2009.

The household distribution of the fish farmers in the study area showed that 72.5% have household size of 1-4, 21.7% have household size of 5-8 and 5.8% have household size above 8. Higher household number is expected to have a positive impact on the farm by reducing the number or hired labour and thereby reducing the actual total variable cost incurred. Findings revealed that 11.7% of the fish farmers had no formal education, while 85.5% had one form or the other level of education. This implies that a larger percentage of the fish farmers in the study area are literate and have formal education.

As regards the occupation, 62.5% of the respondents are full time farmers while 37.5% have other occupation as their major work. This showed that majority of the respondents are into fish farming as their major occupation along other occupations. This could have a positive impact on fish farming because the financial resources gathered from other occupation could be used to increase productivity. Majority 96.6% of the respondents have fishing experience of 1 – 10 years. Thus, majority of the fish farmers have engaged in fish farming for many years. The higher the number of years spent in an occupation, it is expected to increase productivity and efficiency.

Data in Table 1 also revealed that 62.5% of the fish farmers cultured Catfish, 10% cultured Tilapia, 25.8% cultured both Catfish and Tilapia and 1.7% cultured other type of fish. It can be

deduced that majority of the fish farmers are still practicing a Mono-culture form of fishing where they only culture one species of fish, this could be due to lack of resources, such as finances or technical knowledge, to practice poly culture. Most (73.3%0 of the respondents had between 1 - 4 plots while 26.4% of the respondents had more than 5 plots. This is in line with the study that most of the fish farmers in the study area are still running their farm on a small scale. 70.8% of the fish farmers used earthen ponds for rearing fishes, 19.2% used concrete tanks, 8.3% used both earthly ponds and concrete tanks and 1.7% used other forms of structures. This means that majority of the fish farmers in the study area used earthly pond for keeping their fishes. 59.2% had streams/river as their source of water, 13.3% had taps, 25.8% had rainfall and 1.7% had underground water. It revealed that the major sources of water among the fish farmers in the study area were Streams/Rivers and Rainfall (in the raining season). Majority (84.2%) of the fish farmers had 1-4 ponds on their farm, This means that most of the fish farmers in the study area had appreciable number of ponds to enhance their profit level.

Record keeping is very essential in fish farming production, because it helps the farmers to monitor all activities on their farms. 77.5% of the fish farmers keep records of their farming operations while 22.5% do not. This could be due to the fact that majority of the fish farmers in the study area are literates who know the essentiality of record keeping. The result also showed that 69.2% are cooperative members while 30.8% are non members. This indicated that majority of the fish farmers in the study area are cooperative members. The importance of joining cooperative by businessmen is not far-fetched, cooperative do not only help their members to solve financial problems (Loan) but also give technical advice to members who are into one trade or the other through occasional seminar organized for their members. This is expected to boost productivity, sales and profit.

Fish farming thrives when funds are made available when they are needed. Findings showed that 19.2% of the fish farmers used their personal savings, 4.2% used financial institutions, 55.8% used cooperatives, 5.8% used microfinance, 9.2% used families and friends, 5.8% used a combination of the sources. The major sources of funds to the fish farmers in the study area as revealed from this study are Cooperatives and personal savings. This can be justified because majority of the fish farmers are cooperative members and also have their secondary occupations, this will make them have some funds saved up for the growth and development of their business.

4.2 Profitability Level of Small Scale Fish Farming

The result of Table 2 showed the profitability level of small scale fish farming in the study area. The result of the Total Revenue (TR) equals ₦1,115,662 this was made up of the total sales from the period, the value of stocks unsold, the value of fish consumed and the value of fishes given out as gifts. The Total Fixed Cost (TFC) equals ₦244,791.25. The major components of Total Fixed Cost with highest cost are Land (rent), Water pump, generator and net fence. The Total Variable Cost (TVC) equals ₦162,195.83. The major components of Total Variable Cost with highest cost are Fish Feeds and fingerlings stocks. The summation of both the Total Fixed Cost (TFC) and the Total Variable Cost (TVC) amounted to ₦406,987.08 which is the Total Cost of production (TC). From the above analysis, it was evident that Total Fixed Cost had a greater portion of the Total Cost of production (TC), this could be traced to the fact that a huge sum was paid on land as rent for fish farming production in the study area.

Gross margin (GM) from fish farming production equals ₦953,466.25 which was derived by deducting the Total Variable Cost of production (TVC) from the Total Revenue (TR). The Net Income from fish farming production equals ₦708,675 which was derived by deducting the Total Fixed Cost of production (TFC) from the Gross Margin (GM). The profitability index (PI) equals to 0.585 which means that out of every Naira earned, about 58 kobo returned to the fish farmers as net income. These three (3) criteria: Gross Margin, Net Income and Profitability Index show that small scale fish farming is profitable in the study area.

Table 2: Profitability Level of Small-Scale Fish Farming (N = 120)

Items	Minimum	Maximum	Mean Value
Revenue:	**₦**	**₦**	**₦**
Level of sales (kg)	1,200	4500	2559.63
Unit price of fish (₦)	350	550	423.58
Total sales	**448,000**	**2,250,000**	**1,090,600**
Value of unsold stocks	0	100,000	13,916.25
Value of fish consumed	2,000	12,000	6,625
Value of fish given as gift	0	10,000	4,520.83
TOTAL REVENUE (TR)	**459,050**	**2,276,000**	**1,115,662**
Fixed cost:			
Land (rent)	0	250,000	83,625
Water pump	0	65,000	24,933.33
Tank construction	0	80,000	15,108.33
Plumbing	0	35,000	9,933.33
Deep well	0	45,000	19,783.33
Shed	0	30,000	10,450
Drag net	**0**	**60,000**	**8,629.17**
Cutlass	0	5,000	2,726.25
Weighing scale	10,000	25,000	13,679.17
Generator	0	80,000	29,416.67
Net fence	0	93,500	21,675.83
Bowls	0	19,000	4,830.83
TOTAL FIXED COST (TFC)	**82,200**	**520,300**	**244,791.25**
Variable cost:			
Fingerlings stocks	15,000	240,000	55,008.33
Fish feeds	8,000	146,200	64,481.67
Fish seeds	0	100,000	13,133.33
Lime	0	7,000	4,011.67
Fertilizer	0	25,000	2,911.67
Land preparation	0	10,000	3,182.50
Transportation	0	15,000	5,150
Labour cost	0	42,000	13,841.67
Other costs	0	3,000	475
TOTAL VARIABLE COST (TVC)	**63,000**	**317,000**	**162,195.83**
TOTAL COST (TC)	**172,200**	**687,400**	**406,987.08**
GROSS MARGIN (TR-TVC)	**269,500**	**2,137,050**	**953,466.25**
NET INCOME (GM-TFC)	**(114,350)**	**1,942,900**	**708,675**
PROFITABILITY INDEX	**(0.245)**	**0.861**	**0.58533**

Source: Field Survey, 2017

4.3 Determinants of the Growth of Small Scale Fish Farming

The result of Table 3 showed the factors that determines the growth of small scale fish farming in the study area. By the adjusted R square of 0.555, it indicates that 55.5 percent variability in Y (Profitability Index) is due to the joint effects of the various explanatory variables in the model. The estimated measure of the goodness of fit (R-square) indicates that the model explains approximately 59% of the determinants of growth of small scale fish farming.

Table 3: Linear regression estimates for the Determinants of the growth of small scale fish farming

Dependent Variable = Profitability Index (NI/TR)			
Variables	**Coefficient**	**Std. Error**	**t-value**
Age of Respondents	0.3582***	0.1249	2.868
Level of Education	0.5267***	0.1857	2.836
Household size	-0.2000	0.2458	-0.813
Present worth of Investment	0.1848	0.2551	0.725
Nature of Business	-0.3029	0.2692	-1.125

Number of workers	0.2052**	0.8023	2.557
Business Net Income	0.3192***	0.6067	5.262
Access to cooperative	0.4128*	0.2565	1.609
Amount of Loan obtained	-0.1040	0.2187	-0.476
Interest rate	-0.5026**	0.2482	-2.025
Repayment period	0.1830	0.1459	0.125
Level of sales with loan period	0.3527	0.2926	1.205
R-squared 0.596 **Adjusted R-squared 0.555**			

*****, ** and * are significant levels at 1%, 5% and 10% respectively.**
Source: Field Survey, 2017

The result of the analysis shown in Table 3 revealed that age of farmers, level of education, number of workers, business net income, access to cooperative and interest rate (although it had a negative effect) were significant determinants of small scale fish farming in the study area while other factors tested were not significant. Each of these significant variables is discussed below.

Age of farmer has a positive effect on Profitability at 10 percent level of significance. This means that as farmers' age increases so is the profitability. This may be due to the fact that years of experience increase with age, this agrees with the result of Ugwumba and Chukwuji, (2010) that years of fish farming are positively correlated with profitability. The result also showed that level of education has a positive effect on fish farming profitability, Fish farming involves technical areas such as stocking, feeding, occasional change of water, record keeping etc. all these need a given level of literacy i.e. education to ensure better performance and higher productivity. Therefore, the higher the educational level of fish farmers, the higher their profitability.

Number of workers also had a positive effect on fish farming profitability and significant at 5 percent. This shows that as the number of workers increase, profitability also increase. The reason behind this is that when there are enough workers on the farm, each worker will focus on his/her own job thereby ensuring efficiency on their job, efficiency thus is expected to bring about greater productivity and hence profitability. The Net Income from the business was also a significant determinant of profitability in fish farming, all things being equal, when Net income increase, profit also will increase. Access to cooperative had positive effect on profitability at 1 percent level of significance i.e. as farmers join cooperatives; their profitability level is expected to increase. This is because members of co-operative society get access to inputs and credit which attracts government attention for aids to increase fish output, to be informed on new fish production innovations, and to gain knowledge of improved practices. All these are more benefits derived from cooperatives that made members to have edge over other fish farmers who are not members of cooperatives.

Interest rate on the other hand had a negative effect on profitability level of fish farming and it was significant at 5 percent. This implies that as interest rate increases, profitability decreases. The higher the interest rate charged on loan/credit, the higher the total amount repaid; when the amount repaid is higher, the possibility of higher profit is not certain.

5. Conclusion

From the result obtained from this study, it can be concluded that Fish Farming in Egbeda Local Government Area of Oyo State is profitable; this can be traced to some reasons which were also discovered from the study: majority of the fish farmers in the study area were literates. i.e they possess educational qualification which is expected to boost their performance and productivity and hence profitability. Fish farmers in the study area are members of cooperative society and also have access to cooperative loan thus cooperative formed the main source of finance for their business. Cooperatives have been known for providing technical, educational and financial aid to their

members. If well utilized by their members, it would lead to greater profitability in their businesses. It was found out that age of farmers, level of farmers' education, number of workers, business net income, access to cooperative and interest rate are the major factors determining the profitability of small scale fish farming in the study area.

6. Recommendations

Based on the conclusions above, the following recommendations are offered:

- Cooperatives at all levels should improve in emphasising their existence and the benefits to farmers so as to help them increase their productivity and profitability.
- Government at all levels should provide all forms of aid needed by cooperatives to better perform their roles and carry out their activities.
- Government should try helping the small scale fish farmers by providing them loans with loans that require no collateral and which have little repayment interest rate.
- Lastly, the main centre of this, which is the farmers, should be sensitive and willing to accept changes and increase their production activities by joining cooperatives.

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Factors affecting Students' Attitude towards Business Education in Secondary Schools in Ibadan North Local Government, Oyo State, Nigeria

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Abstract. Secondary school students recently seem not to be well interested in Business Education subjects in Oyo State, Nigeria. This research captured factors affecting students' attitude towards business education in secondary schools in Ibadan North Local Government in Oyo State, Nigeria. The study adopts descriptive survey design. BEAQ was the instrument used with reliability of 0.85. The population consisted of all business teachers in all junior and senior secondary schools in Ibadan North Local Government in Oyo State. Sixty-four teachers were eventually randomly used for sample of the research. Chi Square Analysis was used to test the two alternate hypotheses formulated. The findings revealed that shorthand and typewriting are sending students away from business studies in secondary schools X^2 of 8.256: df = 1 significant p< .05 level. Since the X^2 calculated is greater than X^2 tabulated. Also, parents are not discouraging their wards to study business education X^2 value of 2.726; df – 1 not significant at P> .05 level, X^2 tabulated or critical was greater than X^2 calculated. It was therefore concluded that shorthand and typewriting was sending students away from business studies and parents were not discouraging their wards to study business education. It was finally recommended that measures should be taken to further stimulate the interest of students, teachers should adopt students-centered methodologies in their teachings and government should increase the funding of business education in secondary schools.

Keywords: Factors, Students Attitude and Business Education

1. Introduction

Business Education is that aspect of vocational education that focuses on the development of the students with the acquisition of skills needed to satisfy human wants, the attitude of students towards the subject should be studied both by the school counselors and business teachers in our secondary schools in order to help them to have right disposition towards those business education subjects. It is obvious that business transactions are growing within and outside the country, the acquisition of business skills is more important now than ever. It is unfortunate, however, that these secondary school students are not taking this global challenges seriously. They rather prefer studying arts subjects to commercial subjects. No thanks to unnecessary fear students have developed for shorthand in recent times. A number of secondary school students both at junior secondary schools (JSS) and senior secondary schools (SSS) do not want to have anything doing with Business subjects. They believe that these subjects: shorthand, typewriting, accounts, business method etc. are too difficult to cope with.

Unfortunately, those subjects do not have enough business teachers to take them. Also, the numbers of commercial secondary schools are grossly limited and this does not alarm the education stakeholders in Nigeria and Oyo state in particular. Again, parents are not helping the

issue; almost every parent will prefer their children studying medicine, Engineering etc in neglect of Business Education. Whereas, business education remain the subject relevant to the global tie which is international trade!

Anyaduba (1988) said "Business education is education for business and about business. Osuala (1993) opined that business education curriculum is a special area of instruction that deals directly with business skills and techniques, business knowledge and facts, business understandings, economic understandings, business attitudes and business appreciation necessary to understand and adjust to that economic and social instructions called business. According to Federal Ministry of Education (NPE 2004, 2013), business skills and techniques, business knowledge and understanding etc, which contribute to entry-level requirements for office occupations, are taught at the prevocational level in an integrated form called business studies. In the vocational or senior secondary schools, business education courses are taught.

Ulinfun and Onwaokolo (1990) said Business Education are the competencies acquired in institutions of higher learning and the basic skills, techniques, attitudes and knowledge acquired at the secondary school level for an individual to understand the social institutions of business and successfully adjust himself to it. Despite these ample opportunities, some secondary school students have a different attitude towards business Education subjects!

Nevertheless, Ibitoye (2011) defined business education as an aspect of vocational education that focuses on the development of the students with the acquisition of skills needed to satisfy human wants. He explained further that business education has some branches under it: (a) secretarial/office option (b) Accounting option (c) marketing/distributive option. The contents of each aspect of business education are so rich to guarantee self-employment or self-reliance for the citizen of any nation. also explained that the contents of business education include: Typewriting, Shorthand, office Administration and Management, Word processing, Computer appreciation, Book-Keeping, Accounts, Principle of Marketing etc. However, Business Studies is being offered at Junior Secondary school level. The content comprises of office practices, shorthand, typewriting/word processing, commerce, accounts and so on. At Senior Secondary level business studies is split into: Financial Accounting, Commerce, Shorthand, Typewriting and so on.

Onyesom and Ashibogwu (2013) recommended that in order to have quality assurance of business education programme in Nigeria, there should be a positive attitudinal change, internal integrity and commitment by all stakeholders. In line with Onyesom and Ashibogwu teachers are expected to be committed to the teaching of business studies from primary school to the teaching level. Hornby (2015) defined attitude as: way of feeling, thinking and behaving. This research work is interested in knowing whether the attitude of secondary school students is negative or positive towards business education with the aim of knowing the causes and the solutions. Other factors that influence the attitude towards choice of subject by students have also been studied, such as the implementation of inclusion at school, sources of support and the distribution of resources, support from the school administration and colleagues, organization framework, etc. (Morley et al., 2005).

2. Purpose of the Study

The objective of the study is to determine if shorthand and typewriting, being skilled subjects, are responsible for students' avoidance of business studies in secondary schools. Also, the research will try to know if parents are discouraging their wards to study business subjects in secondary schools in preference for Sciences or arts.

Statement of Problems

Loosing interest in Business subjects by secondary school students might be traceable to the education stakeholders in Nigeria that seem not to be interested in starting many commercial secondary schools. Perhaps they do not know

the importance of these schools to our society. Recruitment of business education teachers appears to be inadequate. Students' success in business education has not been a priority to some parents too. May be this is why reasonable number of them cannot purchase typewriters for their wards. Students on their part develop unnecessary fear for some business subjects in secondary schools. All these have constituted a serious concern for the researcher.

3. Hypotheses

- Shorthand and typewriting are sending students away from business studies in secondary schools.
- Parents are discouraging their wards to study business education in secondary schools.

4. Research Design

The research design used for this study was a descriptive survey design of ex-post-facto, which was meant to elicit responses from the respondents as they were through questionnaire and observation. It did not involve manipulation of variables since it is not an experimental research.

4.1 Instrumentation

The name of the instrument was Business Education Attitude questionnaire (BEAQ) designed by the researcher. It had three parts: The covering letter to the respondents, personal data of the respondents and 21 statements items. The statement items were provided with four columns expressing the level of agreement, that is: Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagreed (1 point).

The validity of (BEAQ) was done by the researcher and other business educators, while the reliability of the instrument was determined using Cronbach alpha coefficient at the result of 0.85.

Participants

The population for this study consists of all the teachers in junior and senior secondary schools in Ibadan North local government in Ibadan, Oyo state. The sample for the study consists of eight (8) secondary schools with simple random technique used in picking members of staff within the Ibadan north local government. Eight (8) members of staff consisting of three (3) Business teachers, a counselor, a head of department, a coordinator, the vice principal and the principal were used for the study. In summary 64 members of staff were picked from four (4) junior secondary schools and four (4) senior secondary schools.

4.2 Method of Data Analysis

Chi square analysis was used in testing the two hypotheses formulated in this study.

5. Results

5.1 Hypothesis I: Shorthand and Typewriting are sending students away from business studies in secondary schools.

TABLE 1: ANALYSIS OF CHI-SQUARE BASED ON THE STATEMENT THAT SHORTHAND AND TYPEWRITING ARE SENDING STUDENTS AWAY FROM BUSINESS STUDIES IN SECONDARY SCHOOLS.

ITEM	N	POINTS AGREE	POINTS DISAGREE	DF	X^2 CALC	X^2 CRITICAL	SIGNIFICANCE OF P
8,17	60	228	102	1	8.256	3.841	.006*

*(significant at P< 0.5)

As shown in table 1, the table number of agreed response were two hundred and twenty eight (228) while that of disagreed responses were one hundred and two (102). The hypothesis stated in alternate form indicates that shorthand and typewriting are sending students away from business studies in secondary

schools. If the significance of the hypothesis is to be checked statistically, the consideration would be X^2 calculated relative to X^2 critical or tabulated. For this hypothesis, the result indicated that X^2 of 8.256: df = 1 significant p< .05 level. Since the X^2 calculated is greater than X^2 tabulated for alternate hypothesis, the alternate hypothesis was not rejected and it is concluded by affirming that shorthand and typewriting are sending students away from business studies in secondary schools.

5.2 Hypothesis II: Parents are discouraging their wards to study business education in secondary schools.

TABLE 2: ANALYSIS OF CHI-SQUARE BASED ON THE STATEMENT THAT PARENTS ARE DISCOURAGING THEIR WARDS TO STUDY BUSINESS EDUCATION IN SECONDARY SCHOOLS.

ITEM	N	POINTS AGREE	POINTS DISAGREE	DF	X^2 CALC	$X^{2\ CRITICAL}$	SIGNIFCANCE OF P
14,18	60	240	72	1	2.726	3.841	.09

*(not significant at P>0.5 level)

Table 2 reveals that the total numbers of agreed responses were two hundred and forty (240) while that of disagreed responses were seventy two (72). The hypothesis stated in alternate form indicated that parents are discouraging their wards to study business education in secondary schools. If the significance of the hypothesis is to be determined statically, the consideration would be X^2 calculated relative to X^2 critical or tabulated. In this case X^2 value of 2.726; df – 1 not significant at P> .05 level was obtained in the same vain. It can be seen that the X^2 tabulated or critical was greater than X^2 calculated and for alternate hypothesis, the alternate hypothesis is rejected and it is concluded that parents are not discouraging their wards to study business education in secondary schools.

6. Findings

The findings from this study include:

- Shorthand and typewriting are sending students away from business studies in secondary schools.
- Parents are not discouraging their wards to study business education in secondary schools.

7. Discussion of Research Findings

Hypothesis one was not rejected, that means it was accepted. Students perceive shorthand and typewriting as aspects of Business education considered difficult. In addition most schools do not have enough typewriters in their typing pools and the cost of acquiring typewriters by students enjoying free education may not be a realistic option. Since it is an activity that is largely practically oriented, it is therefore logical for students not to feel comfortable with these two aspects of Business Education thereby sending students away from offering the courses. The research outcome bothers more on the attitude of students. No wonder Ijaiya (2012) identified the negative attitude of many Nigerians towards vocational training as a major obstacle to successful implementation of vocational training policies and curriculum.

Hypothesis two was rejected. This means that parents are not discouraging their wards to study Business Education in secondary schools. This finding corroborates Mutasa, Goronga and Gatsi (2013) in the study titled parental involvement: an untapped potential for transforming special needs education in Zimbabwe. Parents are facing challenges of lack of time and resources to support their children on any courses or subjects that are demanding such as business studies. All parents expressed that they were busy with extra jobs for sustaining their own survival. Hence, if parents are not paying attention to their wards academics, It is due to economic distraction and not discouragement. It is however pertinent to note that the phenomenal rise in business activities in Nigeria in the last eight years coupled with the fact that they can be easily absorbed into most establishments or corporate organizations is a strong determinant why parents are not discouraging their wards in offering business education. In addition graduates of business education can be self-reliant by embarking on commercial activities

that would not make them heavily dependent on white-collar jobs.

Shorthand and typewriting constitute some aspects of Business education, which cannot be overlooked. If these two aspects are discouraging students, then a detailed approach should be introduced to curb this ugly and disturbing trend. This can come in form of appropriate and friendly teaching methodologies to be employed by the teachers. Also, government needs to inject more funds into acquiring more typewriters and other related equipment required by the students to engage them in constant practice. Since the activities of shorthand and typewriting are largely practical, students' needs to be equipped with what they can use regularly to practice.

Since the study has confirmed that parents are not discouraging their wards for offering business education in secondary schools, they need to further stimulate the interest of their wards in the subjects by making funds available to acquire some of the equipment needed.

8. Conclusion

Shorthand and typewriting are sending students away from business studies in secondary schools. Parents are not discouraging their wards to study business education in secondary schools.

9. Recommendations

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

- Measures should be taken to further stimulate the interest of students in the study of Business education in secondary schools. This can come in form of greater incentives to the teachers of Business education.
- Teachers of Business education are strongly urged to adopt student-centered methodologies in their teachings. This would make the students to interact with their peers and their teachers in a friendly atmosphere. This is also expected to enhance learning and arouse students' interest in business subjects in secondary schools.
- Government should increase the funding of business education in secondary schools. This can come in form of buying new and modern typewriters, cassette recorders, computers etc to the typing pools to augment what is already in existence.
- Finally, parents of students offering business studies can be counseled to continue to encourage their wards in the subjects by way of making funds available for their needs.

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Fiscal Policy and Economic Growth in Nigeria

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Abstract. This study examined the relationship between fiscal policy and economic growth in Nigeria between the periods 1981 to 2017 using time series data. The study employed a disaggregate analysis of various components of government expenditure while taxes and other sources of revenue proxied by government revenue are employed as a measure of fiscal policy. Series of estimation techniques were employed in the process of research and they include unit root test, co-integration test, multiple regression and error correction model. Findings reveal that three of the six proxies of fiscal policy, namely, government expenditure on economic, social services and tax have a positive and significant relationship with gross domestic product, while government expenditure on administration and fiscal deficit have a negative relationship with economic growth in Nigeria. The study thus concludes that fiscal policy over the years has significantly promoted economic growth in Nigeria. As such, the study recommends that government should adopt fiscal mechanism that will encourage increase in revenue through tax and ensure that more of government spending should be channeled to areas such as economic and social that help to grow the economy given their positive and significant effect on the growth of the economy of Nigeria.

Keywords: Fiscal Policy, Government expenditure, Gross Domestic Product

1. Introduction

Government intervention began to be more popular in the management of the economy following the work of Lord Keynes. As such, government over the years embarks on diverse macroeconomic policy options to direct the economy on the path of growth and development. Amongst the policy options readily employed is that of fiscal policy, which entails government management of the economy through the manipulation of its income and spending power to achieve certain desired macroeconomic objectives (goals) amongst which is economic growth (Medee& Nenbee 2011). The effectiveness of fiscal policy as an instrument of economic stabilization was acknowledged and discussed in the works of Jhingan (2006), Gbosi (2008), Philips (1997), Tombofa (1999), Agiobenebo (2003), Brennon and Buchana (1980), (Monogbe and Davies 2016).

Following the postulations of fiscal policy theories, it is crystal clear that if fiscal policy is used with circumspection and synchronized with other measures or policies, it will likely smoothen out business cycles and lead to economic growth and stability. However, despite the fact that fiscal policy has become a major economic growth tool/ instrument in Nigeria since her independence, Okunroumu (1993), opined that the management of the Nigerian economy in a bid to achieve macroeconomic stability has been unproductive and negative hence one cannot prove that the economy is performing. This assertion according to Audu (2012) is evidenced in the adverse inflationary trend, undulating foreign exchange rate, fluctuating gross domestic product, unfavourable balance of payment, price instability as well as increasing unemployment rate in the country.

These problems have created a lot of dichotomy between theoretical postulations and empirical findings in Nigeria with respect to fiscal policy and economic growth.

The question then is, to what extent has fiscal policy in Nigeria been an effective tool in achieving economic growth? In order to address these problems, this paper tends to investigate the relationship between government sectoral expenditure and economic growth. This is a departure from previous studies which investigated the relationship between total government expenditure and economic growth without any attempt to consider such expenditure on sectoral basis.

In this work, economic growth will be measured by percentage changes in gross domestic product instead of absolute gross domestic product as with the case of most previous works. Taking a cue from the works of Wosowei (2013), Onoh, (2007) and Tanzi, and Zee, (1996), we will consider fiscal deficit as a proxy for fiscal policy in an effort to bridge the gap between theoretical postulations and empirical findings of fiscal policy and economic growth. Surplus is not consider in this cause of study because the record of the Central Bank of Nigeria statistical bulletin shows that Nigeria only recorded a surplus in 1994 and 1995. As such, data are only available for two years.

2. Theoretical Reflections

The theoretical foundation of the relationship between economic performance and fiscal deficit revolves around the Keynesian proposition that the government intervention in an economy can help spur long term growth by ensuring efficiency in resource allocation, regulation of markets, stabilization of the economy, and harmonization of social conflicts (Keynes, 1936). The financing of any level of fiscal deficits which involves the absorption of real resources by the public sector that otherwise would have been available to the private sector.

However, in the view of classical economists, government fiscal operations are inefficient in the stabilization of the economy, and therefore stifle rather than promote growth. As to whether government fiscal policy in this case of fiscal deficit stimulates or stifles growth remains a research question. The conventional view embodied in the Washington Consensus and held by the international financial institutions (IFIs) is that fiscal deficit, particularly in the context of developing countries, represents the most important policy variable affecting the rest of the economy. According to this view, the relationship between fiscal deficit and other macroeconomic variables is set to depend on how the deficit is financed (World Bank Research Observer, 1993). The works of Anyanwu (1997), and Robini (1991), revealed that fiscal deficit in developing countries is heavily influenced by the degree of political instability.

3. Empirical Review

Olawunmi and Ayinka (2007) examined the role of fiscal policy in the achievement of sustainable economic performance in Nigeria using the ordinary least square method. Their result revealed that fiscal policy has not been effective in the area of promoting sustainable economic performance in Nigeria. Omitogun and Ayinla (2007) also examined the contribution of fiscal policy in the achievement of sustainable economic performance in Nigeria. With the use of the same ordinary least square method, they found out that fiscal policy has not been effective in the area of promoting sustainable economic performance in Nigeria; and as such suggested that Nigerian government should put a stop to the incessant unproductive foreign borrowing, wasteful spending and uncontrolled money supply and embark on specific policies aimed at achieving increased and sustainable productivity in all sectors of the economy.

Medee and Nenbee (2011) investigated the impact of fiscal policy variables on economic performance in Nigeria between 1970 and 2009. They employed the use of vector auto regression (VAR) and error correction mechanism (ECM) techniques, and their result revealed that there exists a mild long-run equilibrium relationship between economic performance and fiscal policy in Nigeria for the period studied. Adefeso and

Mobalaji (2010) analysed the fiscal-monetary policy and economic performance in Nigeria with the aim of re-estimating and re-examining the relative effect of fiscal and monetary policies on economic performance in Nigeria over the periods 1970-2007. Employing the error correction mechanism and co-integration technique, they found that the effect of monetary policy is much stronger than fiscal policy. And as such, they suggested that there should be more emphasis and reliance on monetary policy for the purpose of economic stabilization in Nigeria. Using quarterly data, Chuku (2010) investigated the monetary and fiscal policy interactions in Nigeria between the periods 1970-2008. Employing vector auto-regression (VAR) model, the result indicates that monetary and fiscal policies in Nigeria have interacted in a counteractive manner for most of the sample period (1980-1994) while at other periods no symmetric pattern of interaction between the two policy variables was observed. Mueller (2011) analysed the economic, political and institutional constraints to fiscal policy implementation in sub-Saharan Africa. The paper revealed that planned fiscal adjustments or expansions are less likely to be implemented. The larger they are, the more inaccurate the growth forecasts they are based on. Ogbole, Amadi and Essi (2011) studied fiscal policy: its impact on economic performance in Nigeria covering the periods 1970-2006. The study did a comparative analysis of the impact of fiscal policy on economic performance in Nigeria in both the regulation and deregulation periods. Their empirical results indicate that there is a difference in the effectiveness of fiscal policy in stimulating economic performance during and after regulation period. As such, they recommended among others, appropriate policy mix, prudent public spending, setting of achievable fiscal policy targets and diversification of the nation's economic base. In the same vein, Adeoye (2011) studied the impact of fiscal policy on economic performance in Nigeria over the periods 1970-2002, and found that public investment negatively affects output growth; by crowding out private investment. Similarly, Ezeabasili, Wilson and Tsegba (2012) studied the effect of fiscal deficits on economic performance in Nigeria over the period 1970 to 2006. Using ordinary least squares method of estimation, their result indicates that there is a negative effect of fiscal deficit on economic performance of Nigeria for the period and as such support the findings of Gummel (2001) in Ezeabasili and Tsegba (2012). Wosowei (2013) employed the use of ordinary least square method in evaluating the relationship between fiscal deficit and macroeconomic performance in Nigeria over the period 1980 to 2010. The empirical findings show that fiscal deficit even though met the economic a prior in terms of its negative coefficient, yet did not significantly affect macroeconomic output within the period studied. Ogundipe and Oluwatobi (2013) investigated the effect of government expenditure (both recurrent and capital) on growth rate in Nigeria using the Johansen co-integration analysis. Evidences from the analysis spanning from 1970-2009 shows that the components of total government expenditure induced a negative (except spending on education and health) and insignificant in explaining the trend of economic performance. Also, the study shows the possibility of long-run equilibrium convergence between the components of capital expenditure and growth while the long-run convergence between the components of recurrent expenditure and economic performance may not be attainable.

Oni, Aninkan and Akinsanya (2014) investigated the joint impact of total capital expenditure and total recurrent expenditure on economic performance in Nigeria through the use of ordinary least squares multiple regression analytical method. Their study shows that total capital expenditure and total recurrent expenditure are important determinants of economic performance in Nigeria. Monogbe and Davies (2016) also investigated the contribution of the stabilization policies (monetary and fiscal policy) on performance of the Nigeria economy between the periods 1981 to 2014. The study considered total money supply and total government expenditure as proxies for stabilization policies and found that the proxy for fiscal policy (total government expenditure stimulates economic performance in Nigeria as it reported a positive and significant relationship with gross domestic product while total money

supply which is a proxy for monetary policy exhibited a negative and significant influence on the economy. The study thereby concluded that fiscal policy is more coherent in promoting economic performance in Nigeria.

4. Methodology

This study used time series data obtained from the publications of the Central Bank of Nigeria statistical bulletin 2017. Data were collected for the period of 1981 to 2017 (36 years) on Gross Domestic Product (GDP), Government Expenditure on Administration (ADM), Tax Revenue (TAX), Government Expenditure on Social Community Service (SCO), Government Transfers (TRA), Fiscal Deficit (FIS), and Government Expenditure on Economics Services (ECO).

4.1 Model Specification

In the establishment of the relationship between the variables, multiple linear regression used and its functional form is represented thus:

$$GDP_t = f(ADM_t, ECO_t, SOC_t, TRA_{t,} TAX_t, FIS_t \ )$$ 1

To have the estimable version of above equation, equation (1) can be rewritten to have

$$GDP_t = \alpha_0 + \beta_1 ADM_t + \beta_2 ECO_t + \beta_3 SCO_t + \beta_1 TRA_t + \beta_2 TAX_t + \beta_3 FIS_t + \mu_{it}$$ 2

Where:

GDP = Gross domestic product

ADM = Government expenditure on administration

ECO = Government expenditure on economic services

SOC = Government expenditure on social services

TRA = Government transfers

TAX = Tax revenue

FIS = Fiscal deficit

$\alpha_0 = Constant$

$\beta_1 - \beta_3 = Coefficients\ of\ Independent\ Variables$

μ_{it} = Error Term

Where b_1, b_2, b_3, b_4 b_5, $b_6 > 0$

5. Results and Discussions

Table 1: Presentation of Descriptive Statistic Result

	GDP	ADM	TAX	SOC	TRA	FIS	ECO
Mean	13893821	377.2737	3242802.	223.4517	688.6703	-421.5446	107.8252
Median	2702719.	144.5301	949187.9	71.37120	107.5772	-101.3975	28.59193
Maximum	89043620	1297.200	10654747	904.5000	4629.400	32.04940	562.7534
Minimum	47619.66	0.896808	10508.70	0.288914	3.392902	-3679.500	0.172176
Std. Dev.	24579628	464.9940	3796603.	312.9587	1090.862	761.1198	146.8282
Skewness	1.972696	0.891018	0.747747	1.191101	2.079661	-2.669007	1.326965
Kurtosis	5.578651	2.185043	1.949494	2.755806	6.928075	10.71962	3.896582
Jarque-Bera	34.24898	5.919702	5.149261	8.840719	50.45834	135.8007	12.09778
Probability	0.000000	0.051827	0.076182	0.012030	0.000000	0.000000	0.002360
Sum	5.14E+08	13959.13	1.20E+08	8267.714	25480.80	-15597.15	3989.533
Sum Sq. Dev.	2.17E+16	7783898.	5.19E+14	3525953.	42839238	20854923	776106.8
Obs	37	37	37	37	37	37	37

Source: Extraction from E-views

The mean value of the gross domestic product (GDP), government expenditure on administration (ADM), tax revenue (TAX), government expenditure on social services (SOC), government transfers (TRA), fiscal deficit (FIS), and government expenditure on economic services (ECO), variables are 138938, 377.2737, 3242802, 223.4517, 688.670, -421.5446, and 107.8252 respectively. The maximum values of each of the variables are 89043620 for gross domestic product, 1297.200 for ADM, 1065474 for TAX, 904.5000 for SOC, 4629.400 for TRA, 32.04940 for FIS, and 562.75 for ECO. The minimum values for

the series were 47619.66, 0.896808, 10508.70, 0.28891, 3.392902, -3679.500, and 0.172 for gross domestic product (GDP), government expenditure on administration (ADM), tax revenue (TAX), government expenditure on social services (SOC), government transfers (TRA), fiscal deficit (FIS), and government expenditure on economic services (ECO) respectively. The measure of dispersion or spread (standard deviation) for each of the series were 24579628, 464.9940,3796603, 312.9587, 1090.862, 761.1198, and 146.8282for for gross domestic product (GDP), government expenditure on administration (ADM), tax revenue (TAX), government expenditure on social services (SOC), government transfers (TRA), fiscal deficit (FIS), and government expenditure on economics services (ECO) respectively.

Table 2: Result of ADF Unit Root Test at level zero

Variables	ADF Stat @ 1st Diff	Critical Value @ 5%	Order of Integration	Remarks
GDP	-5.89172	-2.94840	I(1)	Stationary
ADM	-6.48344	-2.94840	I(1)	Stationary
ECO	-5.34697	-2.94840	I(1)	Stationary
FIS	-8.30491	-2.95112	I(1)	Stationary
SOC	-4.25314	-2.94840	I(1)	Stationary
TAX	-6.90019	-2.96397	I(1)	Stationary
TRA	-10.7549	-2.95112	I(1)	Stationary

Source: Extraction from E-view 9.0 Output

From Table 2 presented above, it could be revealed that all the variables (for gross domestic product (GDP), government expenditure on administration (ADM), tax revenue (TAX), government expenditure on social services (SOC), government expenditure on transfers (TRA), Fiscal Deficit (FIS), and government expenditure on economic services (ECO)) are stationary at first difference in the order of 1(1) integration. This is because their respective ADF test statistics value is greater than Mackinnon critical value at 5% and at absolute term. Hence, we accept H_1 for all the variables and reject H_0.Thus, the study model variables were processed at first order of integration.

Table 3: Presentation of Multiple Regression Result

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	48278.22	1839681.	0.026243	0.9792
ADM	-183018.6	33466.70	-5.468677	0.0000
ECO	105055.1	26528.93	3.960019	0.0004
FIS	-16414.25	10494.72	-1.564048	0.1283
SCO	203848.8	25980.75	7.846149	0.0000
TAX	13.44374	2.670763	5.033671	0.0000
TRA	-35574.44	7844.375	-4.535025	0.0001
R-squared	0.909955	Mean dependent var		13893821
Adjusted R-squared	0.891946	S.D. dependent var		24579628
S.E. of regression	8079723.	Akaike info criterion		34.81627
Sum squared resid	1.96E+15	Schwarz criterion		35.12104
Log likelihood	-637.1010	Hannan-Quinn criter.		34.92372
F-statistic	50.52760	Durbin-Watson stat		2.175256
Prob(F-statistic)	0.000000			

Source: Extraction from E-view 9.0 Output

5.1 Government Expenditure on Administration

The coefficient of government expenditure on administration is negative -183018.6 with a significant P-value of 0.0000, implying that there a significant and negative relationship between government expenditure on administration and gross domestic product as against our apriori expectation. Based on the result, it means that 1% increase in government expenditure on administration will bring about 183018.6unit decrease in gross domestic product; this deviation from our expected could be as a result of expenditures in these sector being spent on consumables and most at times outside the Nigerian economy by political office holders in addition to the fact that most of the recorded misappropriation cases were witnessed in this sector.

5.2 Expenditure on Economic Services

Government expenditure on economic services has a positive coefficient of 105055.1 with probability of 0.0004 implying that there is a positive and significant relationship between expenditures on economic services and gross domestic product. The result indicates that 1 unit increase in government expenditure on economic services will lead to approximately 105055.1unit increase in gross domestic product holding other variables constant. This support our apriori expectation since theoretically, an increase in government expenditure will lead to increase in economic growth holding other variables constant.

5.3 Expenditure on Social Services

The 203848.8 coefficient of government expenditure on social services indicate a positive relationship between government expenditure on social services and gross domestic product which support our expectation. Holding other variables constant, a unit increase in government expenditure on social services will bring about 203848.8unit increase in gross domestic product. This is explained by the fact that increases in government spending on productive services will increase output of the nation following theory; and interestingly, it was found to be statistically significant as evidenced from the probability of 0.0000.

5.4 Government Transfer

Government transfer has a coefficient of -35574.44 alongside a significant P-value of 0.0001, indicating a negative relationship between government expenditure on transfer and gross domestic product in Nigeria for the period under study; this implies that 1 unit increase in expenditure on transfer will lead to 35574.44 unit decrease in gross domestic product holding other variables constant. This result although against our expectation may be due to mismatch in government revenue and expenditures and also as a result of too much external borrowings; since debt servicing attracts the major aspect of transfer expenditures. However, it is statistically significant based on its probability of 0.0.0001. This implies that if this government transfers are properly managed, it is capable of stimulating economic growth in Nigeria.

5.5 Government tax revenue

With the coefficient of 13.44374 and the probability value of 0.0001, the result indicates a significant and positive relationship between government tax revenue and gross domestic product. Holding other variables constant, a percentage increase in tax revenue increases gross domestic product by 13.44374unit. This agrees with our apriori expectation because an increase in government tax revenue through her expenditure will lead to increase in nation's output.

5.6 Fiscal Deficit

The coefficient of fiscal deficit is -13881.86 and an insignificant P-value of 0.1283, implying a negative relationship between fiscal deficit and gross domestic product in Nigeria for the period under study. It indicates that 1 unit increase in fiscal deficit will lead to about 16414.25 unitdecrease in gross domestic product. This is against our expectation because theory (Keynesian) asserts that government expenditure especially fiscal deficit could provide a short-

term stimulus to help halt a recession or depression.

5.7 F-statistics:

It is used in determining the overall fitness of the model, result shows that F-statistics exhibited a coefficient of 50.52760 alongside a significant P-value of 0.0000 which suggest the overall fitness of the model and thus justifies that the study variables were statistical significant and fit for the study.

5.8 Co-efficient of Determination R^2

The 0.89194 Co-efficient of Determination is an indication that our explanatory variables explained about 89 % of the total variation in our dependent variable while the Durbin Watson statistic exhibited a coefficient of 2.17525 which is within the acceptable range and thus suggest absence of auto correlation.

Table 4: Presentation of Unrestricted Co-integration Rank Test (Trace)

Hypothesized No. of CE(s)	Eigenvalue	Trace Statistic	0.05 Critical Value	Prob.**
None *	0.979178	413.7667	125.6154	0.0000
At most 1 *	0.937671	278.2557	95.75366	0.0000
At most 2 *	0.879832	181.1192	69.81889	0.0000
At most 3 *	0.730965	106.9589	47.85613	0.0000
At most 4 *	0.635701	61.00694	29.79707	0.0000
At most 5	0.422056	15.49471	14.66458	0.0611
At most 6	0.168893	6.841694	4.474872	0.0859

Trace test indicates 5 cointegrating eqn(s) at the 0.05 level
*denotes rejection of the hypothesis at the 0.05 level
* Mackinnon-Haug-Michelis (1999) p-values
Source: Extraction from E-view 9.0 Output

The result of the co-integration analysis from Table 4, indicates that at most five co-integrating equations exist in the model at 5% level of significance. This however implies that there is a long-run relationship between real gross domestic growth, government expenditure on administration, government expenditure on transfer, government expenditure on social community, government expenditure on economic, fiscal deficit and taxes. By implication the result shows that all the variable under investigation share mutual stochastic trend. Hence, the hypothesis of no co-integration (H_0) is rejected and that of presence of co-integration (H_1) is upheld. Having justifies the existence of co-integration among employed variables, we proceed to error correction model.

Table 5: Presentation of Error Correction Model Result

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	9330.346	1936841.	0.004817	0.9962
ADM	-165337.4	41450.59	-3.988783	0.0004
ECO	85473.63	37467.25	2.281289	0.0303
FIS	-13881.86	11260.58	-1.232783	0.2279
SOC	201155.4	26895.19	7.479233	0.0000
TAX	12.58179	2.964523	4.244120	0.0002
TRA	-35670.14	8039.201	-4.437026	0.0001
ECM(-1)	-0.216057	0.284505	-0.759416	0.0510
R-squared	0.910965	Mean dependent var		14278438
Adjusted R-squared	0.888707	S.D. dependent var		24815116
S.E. of regression	8278485.	Akaike info criterion		34.88935
Sum squared resid	1.92E+15	Schwarz criterion		35.24124
Log likelihood	-620.0083	Hannan-Quinn criter.		35.01217
F-statistic	40.92633	Durbin-Watson stat		2.062251
Prob(F-statistic)	0.000000			

Source: Extraction from E-views 9.0 output

From the error correction model, ECM is rightly signed, that is, it is negative and statistically significant with about 21% speed of adjustment over a year. This result shows long run relationship and reasonable dynamics of GDP to the explanatory variables. Further, it implies that gross domestic product adjust gradually to change in the explanatory variables jointly to the tune of 21 percentage

Table 6: Presentation of Pairwise Granger Causality Test

Null Hypothesis:	Obs	F-Statistic	Prob.
ADM does not Granger Cause GDP	35	4.15803	0.0255
GDP does not Granger Cause ADM		3.44377	0.0450
ECO does not Granger Cause GDP	35	3.77607	0.0345
GDP does not Granger Cause ECO		0.38725	0.6823
FIS does not Granger Cause GDP	35	6.50331	0.0045
GDP does not Granger Cause FIS		3.13000	0.0583
SOC does not Granger Cause GDP	35	7.11193	0.0030
GDP does not Granger Cause SOC		4.07957	0.0271
TAX does not Granger Cause GDP	30	20.9803	4.E-06
GDP does not Granger Cause TAX		7.22881	0.0033
TRA does not Granger Cause GDP	35	3.59833	0.0397
GDP does not Granger Cause TRA		12.3287	0.0001

Source: Extraction from E-views 9.0 Output

The result of the causality test shows the existence of unidirectional relationship between government expenditure on economic and gross domestic product with causality flowing from economic to GDP while the result further shows the existence of bidirectional relationship between admin, government revenue, social, tax, transfer and GDP with causality flowing from both side thus suggesting as the economic grows, government expenditure increase and as government expenditure increase, the economic grows.

6. Conclusion

The paper concludes that for the period under study, social and community service expenditure, government expenditure on economic and government tax revenue significantly and positively relates with gross domestic product in Nigeria. Furthermore, government expenditure on administration and transfer relate negatively with a significant relationship with gross domestic product, while fiscal deficit relate negatively with gross domestic product over the years of our study. The study also concludes that there is an existence of long run equilibrium relationship between the variables in the model and economic growth.

7. Recommendations

- Government should intensify its tax drive because the study has shown that tax revenue of government can facilitate economic growth in the country.
- Government should channel more of its spending on social services and economic sectors of the economy for their salutary effect on the economy.
- There is the need to comprehensively tackle the issue of corruption to ensure fiscal discipline.

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The Nexus between Fiscal Deficit and Domestic Credit in Nigeria (1981-2017)

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Abstract. The continuous planned budget deficit in order to stimulate growth and reduce unemployment rate, among other goals was expected to bring about massive turnaround in the Nigeria economic fortune. On the contrary, fiscal deficit and debt has continue to worsen and cother macroeconomic variables like inflation, exchange rate, net export, savings and investment have all failed to improve. This study examined the nexus between fiscal deficit and domestic credit in Nigeria over the period of 1981 to 2017. The study based on descriptive survey research design utilised Keynesian approach in theoretical framework upon which an econometric model where domestic credit was the dependent variable while fiscal deficit, inflation and total debt were the independent variables. Annual time series data covering the period between 1981 and 2017 obtained from Central Bank of Nigeria Statistical Bulletin was utilised and the result was estimated through the Dynamic Ordinary Least Square (DOLS) technique. The result shows that fiscal deficit (β= -0.001099, t=-8.110295, p<0.05) and inflation (β= -0.029994, t=-5.614297, p<0.05) exert a significant negative effect on domestic credit in Nigeria while total debt (β=0.056289, t=3.875317, p<0.05) showed a positive significant effect on domestic credit in Nigeria. The study submitted that fiscal deficit has a significant negative effect on domestic credit in Nigeria. Among others the study recommended that government should implement policy that will enhance her revenue generation drive and cut down all her unproductive expenditure to stimulate a balanced budget.

Keywords: Fiscal deficit, Domestic credit, Debt, Inflation, Nigeria

1. Introduction

Every organisation irrespective of its nature, scope, forms, structure and objective require access to finance. One prominent source of business finance is bank credit. One of the core objective for the establishment of banks is credit advancement bring about by linking the surplus unit of the economy with the deficit unit for the purpose of providing a framework for access to credit to promote investment with the expected positive effect on economic development. The importance of credit in economic development cannot be over-emphasized, especially in the context of developing countries that are trapped in a web of poverty. Several theories attested to the over-riding importance of credit in breaking the grip of poverty, removing structural rigidities and promoting economic development. For instance, the "big push" theory contends that a high minimum amount of investment is required to overcome the obstacles of development in poor countries and to launch it on the part of progress (Amoo, Eboreime, Adamu & Belonwu, 2017). Government as an economic agent can raise funds internally through bank credit, issuance of financial instruments, print more paper currencies, increase tax rate or use foreign reserve or from foreign sources in order to finance her budget when there is a shortfall between revenue and expenditure (Ayogueze & Anidiobu, 2017). Deficit usually occurs as a result of government inability to match the fax

revenue and expenditure (Paiko, 2012).Recourse to huge budget deficits may be an unavoidable policy objective if such deficits are effectively used to promote healthy macro economy (Aslam, 2016).

The financing of budget deficit through commercial bank borrowing is believed to crowd out private sector credit. It makes the commercial banks earn massive risk free returns, making them captive to hassle free profit making. This makes the commercial bank favour lending to the government at the expense of private investors an act which will then crowd-out in private sector credit. On the contrary, it has been argued that lending to the government increases the risk appetite of the banks and consequently banks may increase lending to private sector (Zaheer, Khaliq & Rafiq, 2017). To put this argument in proper perspective, the monetarists argued that increase in government expenditure may not have much effect on aggregate demand (AD), if they are offset by a decline in private investment due to increase in interest rate. The interest rate will increase if government spending is financed through borrowing. Since government is ready to borrow at any level of interest to finance its deficits, the pool of savings available for private investors will therefore decline, thus crowding out private investment (Ogunmuyiwa, 2011). Therefore, when fiscal deficits show a continuously increasing trend over a period, it can considerably reduce country's capacity to produce goods and services (Saleh, 2003).

In Nigeria large fiscal deficit over time probably have reduced the amount of loanable funds available to private investors through an increase in the interest rate. The increase in interest rate reduces the amount of money available in commercial banks to lend in the economy. Since there is large number of private firms that operate locally, an increase in interest rate may result in reduction of firm size, thereby culminating in cutting the work force, inflation (if the budget deficit is financed through minting of money), low rate of industrialization, low aggregate demand and low economic growth (Ayogueze & Anidiobu, 2017). The ushering of the civilian administration since 1999 after the prolonged period of the military interregnum was expected to reduce fiscal deficit, curtail the debt burden, reduce inflation to a permissible level and improve performance of other macroeconomic. Contrary to expectation, fiscal deficit and debt has worsened and coupled with the present global economic meltdown other macroeconomic variables like inflation, exchange rate, net export, savings and investment have all failed to improve (Ogunmuyiwa, 2011).

The controversy relating to budget deficits-macroeconomic variables nexus in the literature is yet to be resolved and therefore, remains inconclusive. Government budget deficit apparently is viewed as a major cause of macroeconomic instability particularly its crowding out effects, but most empirical findings do not entirely support this assumption as findings from various studies are mixed across countries. In light of this, studies seem to focus more on budget deficit-economic growth; while less emphasis has been put on its implication on private sector credit in Nigeria. It is against this background that this study examined the nexus between fiscal deficit and domestic credit in Nigeria. The study specifically analyse the trend of fiscal deficit and domestic credit, examine the relationship between fiscal deficit and domestic credit, examined the impact of fiscal deficit on domestic credit and investigate the extent of the relationship between fiscal deficit and domestic credit in Nigeria. The results of the study would informed policy decisions that provide solution to the the problem associated with deficit financing in Nigeria. The study would also add to the existing studies and provide a valuable source of reference material on fiscal deficit.

2. Literature Review

2.1 Conceptual Review

A budget is a framework for revenue and expenditure outlays over a specified period, usually a year. Budgeting can be seen as setting of expenditure promise and the weighing of alternatives. Hence it implies looking ahead and planning, since decisions involved in the process

are of future orientation (Asaju, Adagba and Kajang, 2014). In this sense, budgeting involves the converting of the multi-year plan of operations into more exact short-term installments of inputs and outputs, usually for the year (Anyanwu, 1998). Deficit financing arises each time the government has budget deficit. However, for the economy to grow as planned in a budget, shortfall of revenue resulting from excess expenditure has to be financed by raising fund from other sources available to the government. Deficit financing can be seen as the practice of seeking to stimulate a nation's economy by increasing government expenditures beyond revenue sources (CBN, 2012). This means that deficit financing can be defined to mean financing undertaken by a corporation or government to make up for a shortfall in revenue. Government or corporation may undertake deficit financing in order to provide an economic stimulus (Ricahrd and Ogiji, 2016). Deficit financing is defined as government spending in excess of revenues which is financed by borrowing. Keynesian economist's theory states that deficit is financed in order to increase economic activity and reduce unemployment in a nation (Ricahrd and Ogiji, 2016).

According to FAO and World Bank (2001) define credit as the use of or possessing of fund and services without immediate payment. It is also referred to as the process of lending and borrowing money from financially able bodies e.g. banks, government and individuals. Pearce (2002) simply put that credit is the advancement of resources in money to household, firms and government with the understanding that repayment will be at a specified period of time. The credit term to be granted to any customer will depend on the norms and practices of the industry (Pandey, 2006). In the view of Ekezie (2007) banks are legally required to keep a fixed percentage of their deposits in cash and then, lend or invest the remaining amount. It is the amount lent that actually leads to the credit creation process.

2.2 Theoretical Review

The theoretical foundation underlying the relationship between money supply, inflation and budget deficit is derived from aggregate demand and aggregate supply is is considered from the: The Monetarist Hypothesis (MH) and Fiscal Theory of the Price Level FTPL. The monetary hypothesis was pioneer by Milton, Friedman in 1956. While reflecting on the quantitative theory of money, it is argued in this hypothesis that if the nominal money supply differs from the desired real balances at a given price level, it will translate into changes in that price level. Hence, the price level has to be fully flexible and determined exclusively by the exogenous nominal money supply. In relation to fiscal policy, the nominal money supply could change due to the use of seigniorage as a main source of financing for public expenditure, or as the result of an open market operation in which the central bank purchases interest-bearing government debt. The Fiscal Theory of the Price Level FTPL anchored by Sims (1999) and Woodford (1998a) integrates fiscal and monetary policies through the government inter-temporal budget constraint (GBC), which also is understood as a long-term solvency condition for public sector finances. The GBC is satisfied when the discounted value of the government's future primary surplus is larger than for equal to) the current nominal value of the public debt. Therefore, given a discount rate, if the discounted value of the primary surplus is lower than a predetermined level of nominal debt (both as a percentage of nominal GDP), the price level has to "jump" to equalize the GBC condition: i.e. the price level becomes the exclusive adjustment variable to maintain that condition.

2.3 Empirical Review: Fiscal Deficits and Domestic Credit

Several studies have linked budget deficit with macroeconomic variables. For instance, Descalzi and Neder (2017) focused on the impacts of inflation in Argentina, which can deteriorate the real income of families and, consequently, their welfare. Additionally, the impacts would be different considering the exchange rate regime that is being applied. The study found a long run relationship between inflation, money issuing, nominal exchange rate and fiscal deficit, meaning that inflation, nominal exchange rate and the government imbalances are driven by

the same trend. In another study, Devapriya and Chihashi (2012) examined the relationship and causal structure between government budget deficits, deficit financing sources, and inflation in Uninted State of America (USA). Results of the study suggest that budget deficits and inflation have a positive relationship; at the same time, causality analysis suggests a bi-directional causal structure between budget deficits and inflation in US. Also this analysis suggests that the main determinants of inflation rate are budget deficits, growth of money supply, interest rates and the real exchange rate of the country. Furthermore, results suggest that domestic borrowings affect inflation more positively than foreign borrowings, also suggesting a bi-directional causal structure between domestic borrowings and inflation. In a similar vein, Shetta and Kamaly (2014) tested the lazy banking hypothesis for Egypt. According to this hypothesis, government borrowing crowds out private investment through its dampening effect on private credit. It was found that as the government issues more debt instruments to finance its deficit, banks shift their portfolio away from risky private loans and opt for lazy behavior characterized by a shrinking overall credit tilted more and more toward government debt-instruments. In addition, evidence shows that output growth positively impacts the willingness of the banking sector to extend more credit to both the government and the private sector. Finally, and consistent with the lazy bank model, impulse response functions show that the effect of a government borrowing shock is contractionary (as opposed to the effect of private credit shock which is slightly expansionary) with regard to the overall banking sector credit.

In a similar vein, Ahmad (2015) investigated the relation between Budget Deficit and Gross Domestic Product of Pakistan. The results of Granger causality test show that there is bi-directional causality running from budget deficit to GDP and GDP to budget deficit. Also, Nkalu, (2015) investigated the effects of budget deficits on selected macroeconomic variables in Nigeria and Ghana using annual time-series data of both economies covering from 1970 to 2013. From the perspective of this study, the empirical findings demonstrated that budget deficit has statistically negative effects on interest rate, inflation, and economic growth thereby supporting the neoclassical argument in the literature that budget deficit slows growth of the economy through resources crowding-out. In another study, Sajjad , Khaliq and Muhammad (2017) investigate the impact of government borrowing from the scheduled banks on the credit to private sector in Pakistan, using monthly data from 1998:M6 to 2015:M12. The study find that a one percentage point growth in the government borrowing leads to 8 basis points crowding out of the private sector credit in four months. Albeit small, there is negative impact of government borrowing on the private sector credit. The results remain unchanged even after implementation of the interest rate corridor since August 2009.

In Nigeria, Osinubi and Olaleru, (2006) examined how the use of budget deficits as an instrument of stabilization.The results of the econometric analysis confirm the existence of the debt Laffer curve and the nonlinear effects of external debt on growth in Nigeria. The study concludes that if debt-financed budget deficits are operated in order to stabilize the debt ratio at the optimum sustainable level debt overhang problems would be avoided and the benefits of external borrowing would be maximized. In another study, Odionye and Uma (2013) examined the relationship between budget deficit and interest rate in Nigeria using Vector Error Correction model (VECM) for the period of 1970:1-2010:4. In the long run co-integrating equation, budget deficit reported a positive and significant impact on interest rate implying that a high budget deficit will increase interest rate in the country. The result supported the Keynesian proposition. Also the evidence from Johansen co-integration result indicates that there is a long run relationship between budget deficit and interest rate. In the same vein, Umeora (2013) investigated the relationship that exists between the Government Deficit Spending and selected macroeconomic variables The study concludes that Government Deficit Spending (GDS) has positive significant relationship with GDP. Government Deficit Spending also has positive significant relationship with Exchange Rate,

Inflation, and Money Supply. Government Deficit has negative significant relationship with Lending Interest Rate and most likely crowd-out the private sector by raising the cost of funds. Deficit spending has been known to have adverse effects on the economy and government is advised to curtail excessive deficit spending. Similarly, Etim (2013) examined the impact of budget deficit and current account balance in the Nigeria economy, trend of budget deficit and current account balance and also the impact of selected macroeconomic variables on the current account. The result of the study shows that government expenditure on education has a positive impact on budget deficit while unemployment and government expenditure on health has negative impact on budget deficit. Also, Umeora and Ikeora (2016) investigated the effects of government fiscal deficits on money supply in Nigeria. The regression results show that government fiscal deficits have significant and negative effect on money supply and that inflation does not contribute significantly to money supply and fiscal deficits. Pairwise Granger Causality is that money supply granger cause fiscal deficits. In another study, Anyanwu, Christopher and Hu, (2017) examines the crowding out effect of government domestic borrowing using a panel data model for 28 oil-dependent countries over the period 1990-2012. The study find that a one percent increase in government borrowing from domestic banks significantly decreases the private sector credit by 0.22 percent and the lending rate by 3 basis points albeit insignificantly. This finding suggests that government domestic borrowing has resulted in the shrinking of private credit.

3. Methodology

This study follows the descriptive survey research design. The design was so selected because the research design allows the description of the phenomenon being studied by addressing the question of what are the characteristics of the phenomenon under study.

3.1 Theoretical Framework

The framework of this study is built on the Keynesian school of thought that believes in short run analysis of current income as the sole determinant of consumption pattern of citizens. The Keynesian school of thought see deficit financing as a veritable tool for the achievement of economic objectives and also overcoming fluctuations that can affect any economy. Keynesian approach gives the result that an increase in the deficit brought about either by an increase in government spending or a reduction in taxes has the effect of raising or reducing consumption pattern through income (Fasoranti and Olamide, 2015). Therefore, the Keynesian national income identity model is expressed as follows;

$Y = C + I + G$ - (1)

Where;

Y = National income C = Consumption Expenditure I = Investment G = Government Expenditure. Consumption is the largest component of aggregate demand or expenditure and consumption theory expressed consumption as a function of disposable income:

$C = f(Yd)$ - (2)

$Yd = Y - T$ - - - - - - - -- - - -- - - - - -- - - - - - - - - - - - - - (3)

Equation (2) in linear form

$C = \alpha + \beta Yd$ -- ---- --- (4)

$C = \alpha + \beta (Y - T)$ - (5)

When government expenditure exceeds government revenue then there is a deficit and since we are interested in budget deficit (BDF) then;

$C = f(BDF)$ - (6)

3.2 Model Specification

This study rely on evidence from the theoretical framework and the study conducted by Sajjad, Khaliq and Muhammad (2017) on whether government borrowing crowd out private sector credit where they made household consumption expenditure as the dependent variable and Budget deficit, Consumer price index, interest rate and Indirect tax as the dependent variables. However, their model was modify in line with the objective by replacing consumption

expenditure with domestic credit as the dependent variable and will making use of fiscal deficit, inflation and total debt as the explanatory variables. Therefore the model to be adopted in this work is as formulated below:

The model is specified as follows:

DCR = f (FD, INFL, DBT) …….. (1)

Where:

DCR = Domestic credit

FD= Fiscal deficit

INFL= Inflation

DBT= Total Debt

The transformation of the model showing the relationship between fiscal deficit and trade deficit in the dynamic ordinary least square is shown as follows

$$DCR = X_t M^t + \sum_{in=m}^{i=m} \emptyset_l \, \Delta \mathrm{FD}_{t=i} + \sum_{in=m}^{i=m} \Psi_l \, \Delta \mathrm{INFL}_{t=i} + \sum_{in=m}^{i=m} \Theta_l \, \Delta \mathrm{DBT}_{t=1} + \varepsilon_t -- -- (3)$$

Where: M = [c, α, β, γ], X= [l, FD_t, $INFL_t$, DBT_t] and m, n and l are the lengths of leads and lags of the regressors. Suppose that GMS has been found to be I(1) and at least some of the RHS variables are I(1) or I(0), then DOLS are obtained by regression analysis of the above equation.

The expected sign of the coefficients of the explanatory variables is summarized in terms of differentials as follows: Fiscal deficit is expected to exert a positive effect on domestic credit i.e $\frac{\partial DCR}{\partial FD}$ >0, In line with a priori theoretical expectation inflation rate is expected to exert a positive effect on domestic credit lance i.e $\frac{\partial DCR}{\partial INFL}$ >0, In line with a priori theoretical expectation total debt is expected to exert a positive effect on domestic credit i.e $\frac{\partial DCR}{\partial DBT}$ >0

3.3 Sources of Data, Measurement and Estimation Technique

Given the nature of the models it is imperative that the data which permit the estimation of the stochastic equations representing the effect of fiscal deficit on trade deficit in Nigeria can be collected. Time series data were used for the study and they are purely secondary data. The data series covered the periods between 1981 and 2017. The data were obtained from the publication of central Bank of Nigeria, (CBN Annual Report), Statistical Bulletin, National Account and Bureau of Statistics.

The Dynamic ordinary least square (DOLS) cointegration approach is employed in this study in the estimation. The estimated model of this study is evaluated using based on a priori criterion, statistical test, and economic second order test. The Johansen Method, being a full information technique, is exposed to the problem that parameter estimates in one equation are affected by any misspecification in other equations. The Stock Watson Method is, by contrast, a robust single equation approach which corrects for regressor endogenity by the inclusion of leads and lags of first differences of the regressors, and for serially correlated errors by a GLS procedure. In addition it has the same asymptotic optimality properties as the Johansen distribution (Al-zzam, and Hawdon, 1999).

4. Results

4.1.1. Descriptive Analysis

The result of the Jarque-Bera test of normality is presented in table 1.

Table 1: Descriptive Statistics

	DCR	FD	INFL	DBT
Mean	30237.14	-269.7922	19.34444	11.85806
Median	22060.99	-67.71500	12.21000	10.74500
Maximum	69023.93	32.05000	72.73000	23.99000
Minimum	13211.00	-1557.790	3.230000	4.700000
Std. Dev.	17307.46	427.4273	17.31618	5.072531
Skewness	0.976928	-1.658047	1.609073	0.850736
Kurtosis	2.583250	4.397248	4.577906	2.977269
Jarque-Bera	5.986846	19.42317	19.26938	4.343281
Probability	0.050116	0.000061	0.000065	0.113990
Sum	1088537.	-9712.520	696.4000	426.8900
Sum Sq. Dev.	1.05E+10	6394292.	10494.76	900.5700
Observations	36	36	36	36

Source: Authors' computation, 2019

The values of the Jarque-Bera statistic show that except for total debt all the series are normally distributed since the p-values of all the series are statistically significance at 5% level of significant. Hence, the result shows that while domestic credit, fiscal deficit and inflation are normally distributed, total debt is not

4.1.2 Correlation Matrix

Table 2: Correlation Analysis Matrix

	DCR	FD	INFL	DBT
DCR	1			
FD	-0.887061	1		
INFL	-0.333312	0.283156	1	
DBT	-0.360807	0.356474	0.496043	1

Source: Authors' Computation, 2019

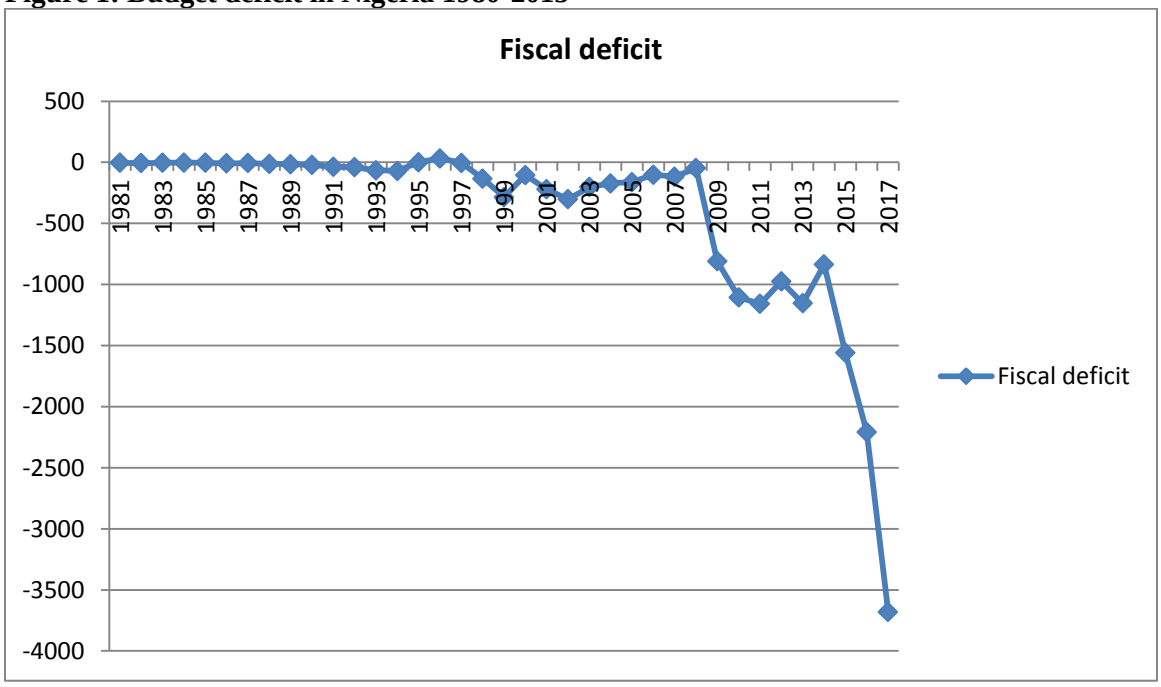
The results of the correlation analysis as presented in Table 2 shows that the correlation coefficients for the relationship among the variables domestic credit, fiscal deficit and inflation are below 0.95 indicating the absence of the problem of multicollinearity among the independent variables.

4.2 Trend Analysis

4.2.1 Trend of Fiscal Deficit in Nigeria 1981-2017

The trend of fiscal deficit in Nigeria as stated in the first objective is presented using the line graph as follows:

Figure 1: Budget deficit in Nigeria 1980-2015

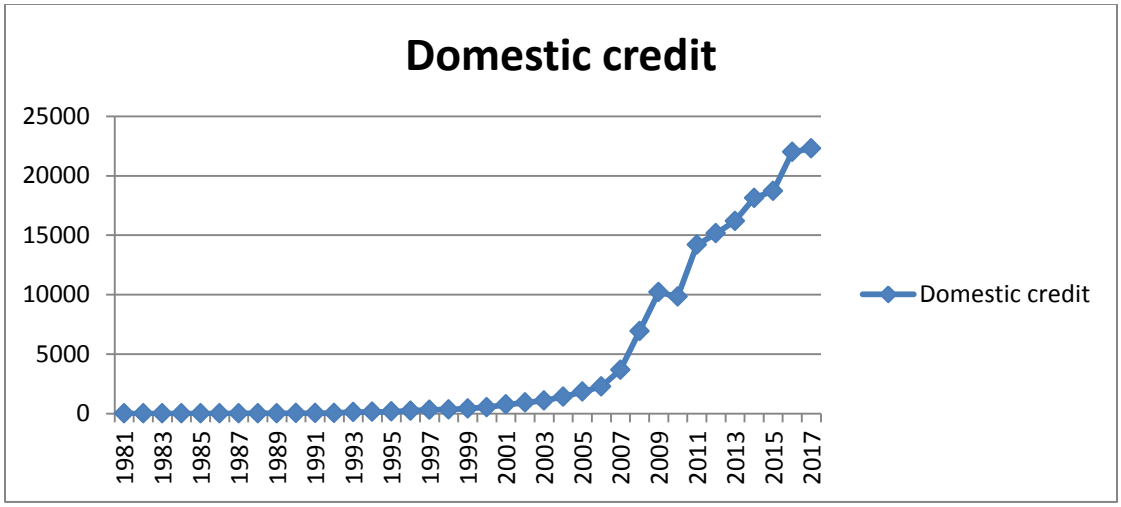


Source: Authors' computation, 2019

The trend analysis of fiscal deficit as shown in figure 1 indicates that between 1981 to 1993 the level of fiscal deficit in Nigeria was nearly zero up till 1997 which implies that over these years government have ensure equality between her planned expenditure and expected revenue to finance the expenditure. This further implies that, the prevalent economic condition over the period do not warrant the need for government to finance her expenditure by external sources. However, from 1997 to 2008 fiscal deficit expand a bit and there was later a dramatic upsurge from this period to 2011 after which it leveled up from 2010 to 2014. Since 2014, there have been a soaring continuous rise in Nigeria fiscal deficit and this is evident in incessant rise in her external debt profile since deficit is fiancé by borrowing

4.2.2 Trend of Domestic Credit in Nigeria 1981-2017

The trend of domestic credit in Nigeria as stated in the first objective is presented using the line graph as follows:



Source: Authors' computation, 2019

The trend analysis as shown in figure 2 shows domestic credit profile in Nigeria from 1981 to 2001 as nearly zero which implies that the credit provided for the private sector during the period was very low. This might have resulted from the fact that the Nigeria financial system during those period was still at puberty stage of development and even the development of private business activities. However, from 2002 to 2017 domestic credit soar-up.

4.2.2 Empirical Result

The result of Dynamic Ordinary Leasts Squares (DOLS) is presented in table 3**:**

Table 3: Dynamic Ordinary Leasts Squares (DOLS) Regression

Variable	Coefficient	Std. Error	t-Statistic	Prob.
FD	-0.001099	0.000136	-8.110295	0.0000
INFL	-0.029994	0.005342	-5.614297	0.0000
DBT	0.056289	0.014525	3.875317	0.0013
*C	9.859752	0.155327	63.47750	0.0000
R-squared	0.936242			
Adjusted R-squared	0.876469			
Long-run variance	0.032893			

Source: Authors' computation, 2019

The result as presented in table 4 on the basis of student t-test of significance of the parameter estimates indicates that fiscal deficit (β= -0.001099, t=-8.110295, p<0.05) and inflation (β= -0.029994, t=-5.614297, p<0.05) exert a significant negative effect on domestic credit in Nigeria while total debt (β=0.056289, t=3.875317, p<0.05) showed a positive significant effect on domestic credit in Nigeria. In line with a priori expectation the effect of fiscal deficit and inflation on domestic credit is negative, that is a unit increase in fiscal deficit and inflation bring about 1% and 3% decrease in domestic credit in Nigeria respectively. Against a priori expectation the effect of debt on domestic credit was positive, that is a unit increase in debt on the average brings about 6% increase in domestic credit in Nigeria.

5. Discussion, Conclusion and Recommendations

The result of the analysis at using the line graph shows that over the entire period there is a significant variation in the trend of budget deficit and macroeconomic performance in Nigeria. The Dynamic Least Squares result shows that fiscal deficit (β= -0.001099, t=-8.110295, p<0.05) and inflation (β= -0.029994, t=-5.614297, p<0.05) exert a significant negative effect on domestic credit in Nigeria while total debt (β=0.056289, t=3.875317, p<0.05) showed a positive significant effect on domestic credit in Nigeria.

By and large our result established that fiscal deficit has a significant negative effect on domestic credit in Nigeria. This result corroborated the findings in the study conducted by Umeora and Ikeora (2016) on the effects of government fiscal deficits on money supply in Nigeria. The regression results show that government fiscal deficits have significant and negative effect on money supply and that inflation does not contribute significantly to money supply and fiscal deficits. The result was in line with the findings of Anyanwu, Christopher and Hu, (2017) on the crowding out effect of government domestic borrowing using a panel data model for 28 oil-dependent countries over the period 1990-2012. The finding suggests that government domestic borrowing has resulted in the shrinking of private credit. The result agree with the findings of Sajjad , Khaliq and Muhammad (2017) on the impact of government borrowing from the scheduled banks on the credit to private sector in Pakistan, using monthly data from 1998:M6 to

2015:M12. The study found that there is negative impact of government borrowing on the private sector credit. It was also in line with Umeora (2013) on the relationship that exists between the Government Deficit Spending and selected macroeconomic variables. The study concludes that government deficit has negative significant relationship with Lending Interest Rate and most likely crowd-out the private sector by raising the cost of funds. Deficit spending has been known to have adverse effects on the economy and government is advised to curtail excessive deficit spending.

5.1 Conclusion

By and large the result established that fiscal deficit has a significant negative effect on domestic credit in Nigeria.. This by implication suggests that the persistent practice of fiscal deficit in Nigeria retard domestic credit which may be due largely to the failure of the government to channel such deficit into capital investment which will stimulate growth.

5.2 Recommendations

Following the empirical findings, the following recommendations are made for effective policy formulations:

- Government should implement policy that will enhance her revenue generation drive and cut down all her unproductive expenditure to stimulate a balanced budget.
- Government should encourage the consumption of locally made products, the policy makers also have to implement a policy that will encourage local production and stimulate the patronage of local consumers,
- There should be public private participation in critical sectors of the Nigerian economy such as in power and transport in order to accelerate the rate of development in Nigeria,
- There should be a high degree of transparency and accountability in government spending and that government capital expenditure should be directed mainly to current productive economic activities in order to stimulate activities in the economic sectors.

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Impact of Commercial Banks Credit on Industrial Growth in Nigeria (1981-2016)

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Abstract. This study intends to investigate the impact of commercial banks credit on industrial growth in Nigeria. The data used in this study were obtained from secondary sources in that annual time series data on, industrial output, commercial banks loan to industrial sector, the exchange rate and the interest rate. The method of data analysis used is Vector Autoregressive (VAR) Model. The result of this study shows that the commercial banks loan to the industrial sector and the interest rate have negative relationship with industrial output and are significant to industrial output while the exchange rate has a positive relationship with industrial output and it is also significant to industrial output for the period under review. This brings into focus the need to provide adequate financing , stabilized exchange rate, reduced interest rate and provides effective monitoring of the loan disbursed by commercial banks.

Keywords: Commercial Bank Loan, Exchange Rate, Interest Rate, Industrial Growth, Industrial Output.

1. Introduction

Industrial sector creates investment capital at a faster rate than any other sector of the economy while promoting wider and more effective linkages among different sectors (Noko, 2017), but there has been a growing concern on the decline of industrial output in Nigeria in recent times despite several strategies aimed at improving industrial production. The unimpressive performance of the sector is mainly due to massive importation of finished goods and inadequate financial support to the sector, (Chete, 2014)

The successive governments in Nigeria over the years, including the military and the civilian administrations have laid emphasis on the attainment of self-reliance in their various development plans. There is also a strong focus on the diversification of the economy from the over dependence on the oil sector by encouraging more participation in the agricultural and industrial sectors. The Central Bank of Nigeria (CBN) has also made several efforts in ensuring adequate finance to the industrial sector through various policies and directives to the commercial banks. Recently, the CBN earmarked the sum of N220Billion for Micro, Small and Medium Enterprises to be accessed through the commercial Banks at a single digit rate of 9% (CBN, 2017). Despite the CBN intervention, assessing these funds through the Commercial banks is difficult due to documentation and other requirements.

Despite the various challenges of accessing loans/credit from commercial banks in Nigeria, their role in the provision of adequate financing for the growth of the industrial sector remains very important. Generally, financial institutions play an indispensable role in the overall development of a country, they act as a conduit for the transfer of resources from net savers to net borrowers, that is, from those who spend less than their earnings to those who spend more than their earnings. The financial institutions have traditionally been the major source of long-term funds for the economy.

It is against this background that this study seeks to bridge the gap in literature by taking on empirical investigation on the impact of commercial banks credit on industrial growth in Nigeria to draw the relative stakeholders' attention on variables that are important for the disbursement of required amount of loans that will have a positive impact on the industrial output to prospective investors.

2. Literature Review

It is obvious that industrialization is the backbone for economic advancement in any nation, be it capitalist, socialist or a mixed economy. This is so because it is through the establishment of industries, both small and large that a nation could produce most of the goods and services its people require. According to Jhingan (1997), industrialization is a process of manufacturing consumer goods, capital goods and creating social overhead capital in order to provide goods and services to both the individual and business. Economist from various school of thought have been unanimous that one of the parameters used to measure levels of development of any nation is the extent to which the nation can provide its citizens with the basic goods and services required to maintain a good life in the society.

According to Abdullahi (2017), Industrial sector play a crucial role in the development of a country, it generates employment, products for the people and is of great importance for economic development of a country. It is historical fact that countries with strong industrial sector have showed more economic growth and development, improvement in national income, increased productive capacity, increased employment opportunities and promoted good living standards.

Since the era of the oil boom in the 1970s, Nigeria has been a victim of monolithic economy and since then has been enjoying what is termed as "petro-Naira" without adequately evolving a sound policy that will put the nation's economy on a firm foundation for steady growth (Agu, 2015).

According to Emmanuel and Daniya (1998) industrial growth does not start with finance, rather it starts with the following; the overall development objective and strategy of the country; the desired industrial structure and industrial process; the existing input-output relationships or inter industry linkages. Though finance serves as the most important aspect of industrial growth and Banks plays major role in providing this much needed finance.

Every business enterprise whether big or small, newly formed or and already existing ones requires funds without which it cannot operate. In other words, there can be no investment without funds and it a vital ingredient for the establishment and running of industries. However, the greatest obstacle to rapid industrial development in Nigeria has been identified to be inadequate finance. According to (Agu, 2015), if a country industrial aspirations are to be achieved, the provision of adequate finance should be accorded high priority. But regrettably, Nigerian industrialists have been badly starved of this very important ingredient for both the establishment and maintenance of industries and this exist in the following forms: Inadequate initial capital for take-off; Inadequate funds for maintaining existing industries, and Insufficient funds for expansion.

The lack of adequate funds for industrial activities has greatly denied the Nation of many opportunities of attaining development in industrial sector, a height which Nigeria has always longed, hoped and craved for. In developing countries like Nigeria, availability of finance is one of the important bottlenecks in the process of rapid economic development. Since personal savings are meagre due to lower per capita income in these countries, the chances of increasing the rate of savings appear to be poor. However, much can be done by putting greater emphasis on institutionalization of savings. Therefore, one of the most pressing needs of the developing countries is to promote financial integrity, establish effective and cheap protection for rights of creditors and create financial institutions through which the savings of the community can be increased and effectively channeled into the hands of investors.

Goldsmith theory of 1958 is one of the foremost theories to recognize the role of financial intermediaries in the institutionalization of savings since the growth process is financed either through domestic or foreign funds or even both. In recognizing the role of financial intermediaries in mobilising savings and channeling them to various sectors, Goldsmith analyzed the volume of assets of various financial intermediaries, trends in their types and distribution in relation to long-run economic growth. Goldsmith further explained the development of financial intermediaries and the trend of their share in national asset and wealth particularly are important from the economist's point of view. It indicates the extent and character of financial interrelation which in turn helps to determine how capital expenditures are financed and how existing asset are shifted among owners. These help in the direction of flow of savings into investment and also their size which in turn stimulates economic growth.

Goldsmith explained that the nature of financial structure in less developed countries compared to the developed ones is such that a small proportion of primary securities to Gross National Product and aggregate savings are issued by the individual economic unit acquired through financial intermediaries. Besides, the central bank accounts for two thirds of all claims of financial intermediaries which are held by the public. The implication of this is that there is greater dependence on self- finance and hardly any direct contact between the primary borrower and the ultimate lender.

As a build-up to the Goldsmith theory on financial intermediation, Gurley and Shaw (1960) emphasized the inter relationship between real development and financial development. Gurley and Shaw analysis rests on the propositions that; the government can change the stock of outside money without inducing an equi-proportionate change in the stock of inside money and secondly, that changes in the inside-outside money ratio cause changes in relative prices and particularly in the real rate of interest. They argued that banks are the link between the surplus and deficit units. The banks obtain deposit from their customers who place their savings with them and then lend these funds to investors.

Gurley and Shaw (1960) believe that credit control discriminate against banks in their competition with non-bank intermediaries, weakening the effectiveness of monetary policy over the long run. They stated that as a prerequisite of monetary control, the authorities take steps to ensure the easy access of banks deposits.

Jayaratne and Strathan (1996) concluded that financial intermediaries impact positively on the economic growth of America using the statistical data analysis but Allen and Santomero (1999) examined the role of financial intermediaries in the economic development of the United State of America (USA), they also used statistical data and presented evidence that the traditional banking business of accepting deposits and advancement of loans has declined significantly in recent years. Hao (2006) examined the relationship between financial intermediation and economic growth in China with the use of one step parameter estimates and concluded that bank as an indicator of financial development is significant but negatively related to growth, this was attributed to the inefficiency in loan distribution.

However, in Africa, Tuyishime, Memba and Mbera (2015) examined the effects of deposits mobilization on financial performance in commercial banks in Rwanda using Pearson and Spearman's correlation analysis to found out that technology has led to increase in deposit at a low cost and this as increased the loan volume to the productive sector of the economy. Muita (2010) examined the effects of merger and acquisitions on the financial performance of commercial banks in Kenya, he used t-statistic test and special case Anova to revealed that there was improvement financial performance as regards to increase in loans and general profitability of the banks after merger.

Meanwhile in Nigeria, Agbo (2000) examined the role of commercial banks in financing small scale industries in Nigeria, he found out with the

use of Tables, Percentages and Chi-Square that Commercial Banks have helped in financing industries in the period under review. Adamu (2013) examined the role of commercial banks' credit in the development of industrial sector with the use of ordinary least square (OLS) method discovered a positive relationship between the commercial banks' credit and industrial development in the period under review.

Haruna (2012) investigated the determinants of cost of financial intermediation in Nigeria's pre-consolidated banking sector using 13 banks quoted on the Nigerian stock exchange. The study used panel data regression models. It was found that the operating expense and loan loss provision accounts for greater variation in commercial banks financial intermediation cost.

Tonye and Andabai (2014) examined the relationship between financial intermediation and economic growth in Nigeria. The methodology used was vector error correction model. The study found out that there is long run relationship between financial intermediation and economic growth, the study concluded that about 89% of the variations in economic growth in Nigeria are explained by changes in financial intermediation variables.

Judith, Ugochukwu and Ugwuoke (2014) examined the impact of Bank credit on the growth of Nigerian industrial sector with the use of Ordinary Least Square (OLS) method to reveal a positive relationship between the Bank's credit and industrial growth, they also went further to recommend a reduction in interest rate through the central bank's monetary policies.

This study, therefore intends to investigate the disbursement of commercial banks loan for prospective investors in Nigeria so as to draw stakeholders attention to those variables considered important in the disbursement of required amount of loans to ascertain the impact of commercial banks finance on the industrial output in order to bridge the gap identified in the literature.

3. Methodology

The study is designed as a survey that seeks to empirically investigate the impact of commercial banks credit on industrial growth in Nigeria.

3.1 Model Specification

In this model, the dependent variable is the industrial output (IO) while the commercial banks loan to industrial sector (CBL), the interest rate (IR) and the CBN official exchange rate(ER) within the same period are the independent variables. It is importance to state the effect of each parameter on the dependent variable.

Banks are statutory vested with the primary function of intermediation in order to make funds available to all economic agents (Baliamoune, 2003) while Ojo (2010) explained that the prevailing interest rate has great impact on the investment behavior and Ayodele (2014) explained that availability of foreign exchange through contentious export drive from both oil and non-oil products will contribute tremendously to increased industrial output. Thus the model below was formulated:

$Y= F(Cbl, Ir, Er)$……..(1)

$Y= \alpha_0+\alpha_1 Cbl + \alpha_2 Ir+\alpha_3 Er$……(2)

The lagged function is :

$LY= \alpha_0+\alpha_1 LCbl + \alpha_2 Ir+\alpha_3 Er +\mu$……(3)

Where :

Y= Industrial Output

$Cbl_=$ Commercial banks loan to industrial sector

Ir= Interest rate

Er= Exchange rate

$\alpha_1, \alpha_2, \alpha_3$ = Slope coefficients of the independent variables.

μ = Error term

It is expected that the commercial banks loan to industrial sector and the exchange rate will have a positive effect on the industrial output. When there is increase in commercial banks loan to industrial sector, there will be increase in the industrial output. Availability of exchange rate will strengthen the naira leading to availability of more funds for industrial activities thereby leading to industrial growth. While the interest

rate will have a negative effect on industrial output. An increase in interest rate will result to high cost of borrowing for industrial purpose thereby reducing the industrial output.

3.2 Method of data analysis

Given that the study employed time series data, the empirical analysis encompasses inferential statistical tools to present a summary of the statistical properties of the data and analysis aimed at addressing the research objectives.

3.2.1 Unit Root Test

Since the study will utilize time series data, then the empirical analysis will start with unit root test. The unit root tests will be conducted to establish the stationarity status of the variables. By definition, a series is said to be stationary process if its joint and conditional distribution are invariant with respect to displacement in time (pindyck and Rubinfeld, 1988). The unit root test is important because if time series is non-stationary, the classic t and F-tests will be inappropriate. Moreover, the problem of nonsense correlation (Yule, 1926) or spurious regression (Granger and Newbold, 1974) may arise where otherwise unrelated series may be presented as related when non-stationary series are used and will be unsuitable for policy recommendations (Adams, 1992).

This study will employ the Vector Autoregressive (VAR) Model

3.2.2 Estimation Procedure

This study will adopt the Vector Autoregressive (VAR) Model. Vector Autoregressive (VAR) methods is well popularised by Sims (1982) as a natural generalization of univariate autoregressive model. Its very helpful in identifying the relationship among a set of macroeconomic models.

$Yt=\mu+ i=1k\theta iYt-i+\varepsilon t$

Yt is a (m×1) vector of I(0)variables

μ is a (m×1) vector of constants, and

θ1…..$\theta k$are (m×m) matrices of parameters,

k is the appropriate lag length of the model,

$\varepsilon t$is a (×1) vector of normally distributed error term.

4. Results and Discussions

The analysis started with unit root tests. Where Augmented Dicker Fuller (ADF) is used, this is to avoid producing spurious regression estimates that would be biased and inconsistent. The time series data for all the variables in the model (Industrial output, Commercial bank loan to industrial sector, Exchange rate and Interest rate) were tested for the period of 1981-2016, to ensure their stationarity. The result revealed that variables LCBL, LER, LIO and LIR are all stationary at first difference. In other words, variables LCBL, LER, LIO and LIR are all integrated at level order I(1).

Table 1

VARIABLES	Augmented Dickey Fuller Test	Order of Integration
LCBL	-6.484783	I(1)
LER	-5.022564	I(1)
LIO	-4.586024	I(1)
LIR	-5.959588	I(1)

Notes: Lag lengths are selected based on Schwarz Bayesian Criterion. The test statistics are compared with critical values from Mckinnon (1996); ***,** and * denotes significance at 1%, 5% and 10% respectively.

Results of Bounds Tests for Cointegration

Having ascertained the stationarity status of the variables, the next task is conduct cointegration test to

determine whether long run or equilibrium relationship exists between the industrial output and its potential determinants. The study applied the Johansen cointegration test to ascertain whether there is a long run association or integration among the variables or not. One of the important conditions before applying johansen cointegration test is that all the variables must be stationary at the same order and as shown in table 4.1 above, the variables for this study are all stationary at same order i.e order of integration I(1), this is to avoid a misleading and inaccurate result.

Table 2 :Unrestricted Cointegration Rank Test (Trace)

Hypothesized No. of CE(s)	Eigenvalue	Trace Statistic	0.05 Critical Value	Prob.**
None	0.523256	45.33499	47.85613	0.0846
At most 1	0.292510	20.14863	29.79707	0.4128
At most 2	0.132429	8.383557	15.49471	0.4253
At most 3	0.099241	3.553581	3.841466	0.0594

Trace test indicates no cointegration at the 0.05 level
* denotes rejection of the hypothesis at the 0.05 level
**MacKinnon-Haug-Michelis (1999) p-values

Table 3: Unrestricted Cointegration Rank Test (Maximum Eigenvalue)

Hypothesized No. of CE(s)	Eigenvalue	Max-Eigen Statistic	0.05 Critical Value	Prob.**
None	0.523256	25.18636	27.58434	0.0983
At most 1	0.292510	11.76508	21.13162	0.5710
At most 2	0.132429	4.829976	14.26460	0.7632
At most 3	0.099241	3.553581	3.841466	0.0594

Max-eigenvalue test indicates no cointegration at the 0.05 level
* denotes rejection of the hypothesis at the 0.05 level
**MacKinnon-Haug-Michelis (1999) p-values

Both the Trace statistics tests and the Maximum Eigenvalue statistics tests in Table 2 and 3 respectively shows no cointegration at the 0.05 level Overall, this means there is no long run relationships among the variables, this gives a reliable backing for the adoption of VAR approach in this study.

Results of Vector Autoregressive (VAR) Model

Given the nonexistence of long run cointegrating relationship among the variables in the models, the most appropriate model to estimate the variables is the VAR model. The result is shown in Table 4. The results revealed that the coefficient of commercial bank loan to industrial sector (CBL) is negative, which is against the apriori ecpectation of this study and it is also not significant within the lag one (One year in this study) with t-statistic value of -1.74893 for the period under review. The coefficient of the exchange rate is positive and it is in agreement with the apriori expectation. The t-statistics of the exchange rate is 2.66957, which means it is significant to industrial output for the period under review. The coefficient of the interest rate is negative; this is in line with the apriori expectation. However, the interest rate is also not significant for the period under review with a t-statistic value of -1.06496.

Variable	Coefficient	Std. Error	t-Statistics
C	0.134053	0.06925	1.93583
D(LCBL(-1))	-0.138686	0.07930	-1.74893
D(LCBL(-2))	-0.048730	0.07218	-0.67517
D(LER(-1))	0.321811	0.12055	2.66957
D(LER(-2))	-0.154195	0.13694	-1.12603
D(LIO(-1))	0.128638	0.20896	0.61561
D(LIO(-2))	0.178938	0.20848	0.85831
D(LIR(-1))	-0.200007	0.18781	-1.06496
D(LIR(-2))	0.290672	0.21531	1.35003
R-squared	0.515195	Determinant resid covariance (dof adj.)	1.42E-05
Adj. R-squared	0.353594	Determinant resid covariance	3.98E-06
Sum sq. resids	4.397803	Log likelihood	17.86790
S.E. equation	0.428068	Akaike information criterion	1.098915
F-statistic	3.188059	Schwarz criterion	2.731469
Log likelihood	-13.57083		
Akaike AIC	1.367929		
Schwarz SC	1.776068		
Mean dependent	0.238361		
S.D. dependent	0.532426		

Source: Researcher's Computation (2018) using E-views 9

Overall the model is well fitted, stable and good for policy recommendations.

5. Findings

The summary of the findings is as follows:

The coefficient of the Commercial bank loan is negative (-0.138686), this imply that there is a negative relationship between commercial banks loan and the industrial output for the period under review.

The coefficient of the exchange rate is positive (0.3218110); this means that there is a positive relationship between the exchange rate and the industrial output for the period under review.

The coefficient of the interest rate is negative (-0.200007); this means that there is a negative relationship between the interest rate and the industrial output for the period under review.

6. Policy Implication

The coefficient of the exchange rate is positive (0.3218110); this means that there is a positive relationship between the exchange rate and the industrial output for the period under review. Nigeria's economic aspirations have remained that of altering the structure of production and consumption patterns, diversifying the economic base and reducing dependence on oil, with the aim of putting the economy on a part of sustainable, all-inclusive and non-inflationary growth. The implication of this is that while rapid growth in output, as measured by the real gross domestic product (GDP), is important, the transformation of the various sectors of the economy is even more critical. This is consistent with the growth aspirations of most developing

countries, as the structure of the economy is expected to change as growth progresses, (Kelikume,2015). Successive governments in Nigeria have since independence in 1960, pursued the goal of structural changes and diversification of the economy to avoid over reliance on the oil sector. The federal government also developed a framework in the Nigeria Economic Recovery and Growth Plan in 2017. The plan focuses on five key areas, namely: improving macroeconomic stability; economic growth and diversification; improving competitiveness; fostering social inclusion; and governance and security. Some key reforms have been rolled out, including the conditional cash transfer initiative targeted at the poorest and most vulnerable population, improving capital budget execution, and strengthening public financial management at both state and federal levels. These will encourage increase in local production and strengthen the naira. The interest rate in this study is negative and insignificant, this is realistic because interest rate is charged on loans and the commercial banks loan to industrial sector for the same period under review are also insignificant.

7. Conclusions

This study examined the impact of commercial banks finance on industrial growth in Nigeria within the period of 1981-2016. It was aimed at analyzing the impacts of Commercial Banks credit/loan to the industrial sector over the years in Nigeria. The study showed that commercial banks loans to industrial sector which is supposed to be a major stimulant to the industrial sector output has not been able to provide adequate capital needed for the growth of the industrial output, this is evident in the continuous importation of goods consumed in the country. Commercial bank loan to industrial sector was found to have a negative relationship with the industrial output. It is expected that the higher the commercial bank loan to industrial sector the higher the industrial output but this study revealed that if the commercial bank loan to industrial sector is increased by 1 percent, this will bring about -1.75 percent decrease in the industrial output. Many factors could be responsible for this negative relationship in the Nigeria contest, for instance the trend shows that commercial bank loan to industrial sector in Nigeria recently is at an all-time low, this will be particularly true since it's likely that the hostile environment might be impending access to capital by driving up cost of capital (i.e interest rate) , making borrowers to be averse to borrowing due to low profit that could lead to not being able to meet the interest rate obligation. The commercial bank loan to the industrial sector can be made to have a positive impact on industrial output in Nigeria if the CBN promote better and stronger credit culture among the commercial banks to avoid discrimination and inefficiency in the disbursement of bank's loan to prospective investors Commercial banks should ensure that the required amount of loans that will have a positive impact on the industrial output is disbursed to prospective investors and also relax the stringent conditions necessary to access these loans.

8. Recommendations

- CBN should promote better and stronger credit culture among the commercial banks to avoid discrimination and inefficiency in the disbursement of bank's loan to prospective investors. This will also prevent fraudulent diversion of the loan to other uses from the purpose of the loans.
- Nigerian government should strengthen the Nigerian Export Promotion Council (NEPC) in order to promote exportation of goods produced in Nigeria. This will increase the flow of foreign exchange, strengthen the local currency (Naira) and therefore enable industries to have more money to increase industrial output.
- CBN should be encouraged to reduce the interest rate to allow prospective investors accessed bank's credit which could be used to increase industrial activities and output.

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Exchange Rate Volatility, Inflation and Savings Behaviour: A Comparative Analysis of Political Era in Nigeria

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Abstract. The effect of exchange rate volatility and inflation on savings behaviour across political era in Nigeria was examined by comparing the civilian with the military era. This investigation is imperative to determine which regime performed better in terms of savings mobilisation and the economic condition that engender such performance. The study makes use of time series data from the Central Bank of Nigeria Statistical Bulletin covering the period of 1984 to 2015 and the Autoregressive Distributed Lag technique was used in the estimation. The inferences were drawn at 5% significance level. It was found that exchange rate volatility boost savings in both the short and long run while inflation retards savings in the long run over the entire political era. The effects of exchange rate volatility and inflation on savings behaviour in Nigeria across the two political eras differs only in the long run. The need to maintain stable inflation to curb the hazardous effect of oil price shocks on inflation through the diversification of the country revenue base was suggested. Also, government needs to sustain civilian rule while also implementing policies that will stimulate savings.

Keywords: Political era, Savings, Exchange rate, Inflation, Volatility.

1. Introduction

The economy of oil exporting nations especially those in the third world countries with Nigeria inclusive is characterized by high degree of uncertainty mainly because of their over-dependency on revenue from oil. The price level, foreign exchange rates and other macroeconomic parameters are relatively unstable in these countries when compared to the first world countries. The volatility in the price of oil in the global market rendered their exchange rate highly volatile. This high degree of volatility also retards the level of savings that is needed to accumulate capital resources for investment purposes.

Savings is the excess in income after tax and expenditure. It is difference between income after tax and consumption. When savings increase their will be an increase in capital accumulation and this will translates to increase in economic productivity (Krieckhaus, 2002). More also, when there is a rise in inflation, savings may fall. Meanwhile, when the rise in inflation continues for a number of periods, such scenario is referred to as inflation. It is a general accepted phenomenon that high inflation without a corresponding rise in income level, will translate to a decline in savings. In literature,

there are however three perspectives explaining inflation. These perspectives are fiscal, monetary and balance of payments. While in the monetary perspective is based on the position that inflation result from increase in money supply, the fiscal perspective, believed that budget deficits are the major factors that brings about inflation especially in nations with persistent and continuous increase in price level. In the balance of payments perspective however, emphasis is placed on the exchange rate (Odusola and Akinlo, 2001). Simply, a crash in exchange rate brings about inflation either through higher import prices and increase in inflationary expectations

In Nigeria the capital resources available are insufficient to meet investment needs due to low domestic savings. The low domestic savings in the country is often attributed to, among other factors; low per capita income, and high and volatile inflation rates, low exports-to-GDP ratios and poor financial intermediation (Omankhanlen, 2011). The sixteen years of military era from the second republic in 1983 and the restoration of democracy in 1999 has been an era in the history of Nigeria in which corruption was practically institutionalized as the foundation and essence of government which adversely affected exchange rate and savings in the country.

Against the analytical background, several studies on savings bahaviour and macroeconomic variables nexus have focused attention on exchange rate volatility and savings bahaviour nexus, exchange rate volatility and economic or output growth, inflation and savings behaviour nexus and on economic growth and savings behaviour nexus. Based on the extent of this review, studies have not documented in one empirical analysis the relationship among exchange rate volatility, inflation and savings behaviour in Nigeria under different political regimes in Nigeria. This study is motivated to address the identified lacuna by investigating exchange volatility, inflation and savings behaviour in Nigeria with a view of comparing the relationship among these variables across political regimes in Nigeria. The study specifically:

- investigates the trends of exchange rate, inflation and savings across political era in Nigeria.
- examines the effect of exchange rate volatility and inflation on savings behaviour over the entire political eras in Nigeria.
- compares the effects of exchange rate volatility and inflation on savings behaviour under civilian with military rule in Nigeria

The policy outcome of this study in no doubt will be of immense benefit to the monetary authority, commercial bank, investors, government and academia and researchers. The study will shed light on the implication of exchange rate volatility and inflation on the prevailing macroeconomic uncertainty which will aid monetary authority in their policy formulation to militate against the adverse effect of international oil price shocks a prominent factor accountable for the volatile exchange rate in Nigeria. The policy recommendations will assist Commercial banks to put in place attractive policy measures that will stimulate private savings such as attractive savings deposit rate among others. Among other agent that will benefit from the policy outcome of the study

2. Literature Review

In the study savings behaviour, exchange rate and exchange rate volatility were conceptualised. Savings which can be classified into national, private and public savings is generally defined as resources set aside for investment purposes and not for luxury. It is income not spent, or deferred consumption. In economics, a country's national savings is the sum of private and public savings. While public savings is government revenue minus government spending, private saving equals to the amount of after tax income less the consumption.

Exchange rate has been defined from different perspectives in economic literature. Krugman (2001) defined exchange rate as the value of a currency compared to another currency. Exchange rate is the relative price of two monies

and attempts to model the relative price in terms of the relative supply of and demand for those monies" (MacDonald & Taylor, 1989). There are two basic measures of exchange rate; the nominal and real exchange rate. The nominal exchange rate is the spot exchange rate while the real exchange rate is sometimes refers to as the Purchasing Power Parity (PFP) exchange rate. We have fixed and flexible exchange rate regime but when the regime is flexible the rate sometimes move very fast. Volatility of exchange rates describes uncertainty in international transactions both in goods and in financial assets. In the literature, the word exchange rate volatility takes a very specific meaning. " It is the day to day, month to month variability of exchange rate, a variability that may have no trend to it" (Marston, 1987).

On the theoretical ground, the Deatons' hypothesis which analyzes the effects of unanticipated inflation on savings ratio provides the theoretical foundation for the study. However, the study articulated two groups of theories consisting of:

Inflation and Savings Nexus Theories: The Deaton (1977) Disequilibrium Hypothesis was based on the position that the households do not have sufficient data to compare relative and general price changes with when both are moving at the same time at least in first case. Under these circumstances unanticipated inflation will tend to increase savings. Angus Deaton (1977) showed that unanticipated increase in inflation result in involuntary saving. The basic idea in Juster/Wachtel Real Income Uncertainty Hypothesis is that consumer saving will respond to the certainty with which people view income prospects, not just to actual income or to the closest approximation of expected income. In a world where rates of price inflation are visible, high and volatile expectations about real income can be expected to result in an increase in the saving rate, as a contingency against a shortfall in future real income.

Exchange Rate Volatility and Savings Nexus Theories: The basic principle of The Purchasing Power Parity Theory is that goods market arbitrage equalizes prices internationally once the prices of goods are measured in the same currency (Pilbeam, 1998) based on the principle of one price (LOP) that submitted that in the absence of a competitive market structure and transport costs and other trade impediments, trade and effective arbitrage in goods markets will equalize price across nations. The main Purchasing power parity theory argued that a rise in the local price level resulting from expansionary monetary policy or unregulated credit flows will lead to an equi proportionate depreciation in the nominal rate of exchange. In recent time, the recurrent volatile movement in exchange rate failed to correspond to the usual changes in relative price levels in their magnitude or direction. Exchange rates and their rates of change over time have been more volatile than relative price levels and rates of inflations which is anomalous to existing theories. The Monetary Models of Exchange Rate assumes that the appropriate price indexes for calculating purchasing power parity, whatever they may be, are the same as the indexes that are appropriate for deflating nominal money balances in a demand function for real money balances. There are several versions of the monetary version of the analysis changes in exchange rate. Flexible price approach is based on the supposition of continued purchasing power parity and the existence of stable money demand functions for the local and international economies. As an improvement of the flexible version, the sticky price approach allows for accommodation of short-term deviation from purchasing power parity. That is, the model believes that there may be deviations from PPP in the short and long run but will later vanish. The price level therefore will affect the exchange rate negatively.

Results of several empirical studies conducted on the nexus between exchange rate volatility and savings behaviour were mixed. Among the prominent studies that provide evidence of a negative effect of exchange rate volatility on savings behaviour include Serve´n, (2003) and Chiu and Sun (2015). There also prominent evidence suggesting a positive effect such as David (1987) and Katusiime, Agbola and Shamsuddin (2015). It is appropriate to point out that while most studies in developed countries

trend across positive effect, however studies in developing and emerging market economies show more evidence for a negative relationship between the two variables but in Nigeria, there are scarce evidence on this relationship but the few available evidence produce mixed results. On the effect of inflation on savings, most studies suggest positive effect including Qun, and Xiaoyang (2014) and Igbatayo and Agbada (2012). Meanwhile, Burke and Ozdagli (2013) provide evidence of a negative effect of inflation on savings. However, while empirical evidence in developing and emerging market economies produced mixed result, most evidence on Nigerian economy pointed out a negative effect of inflation on savings.

3. Methodology

The methodology presents the procedure used in the collection, analysis, estimation of the data and in the interpretation of result of the estimation. This study used ex post factor research design in the analysis because the design is a quasi-experimental study that helps to determine how an independent variable, present prior to the study in the participants, affects a dependent variable. The study is anchored on the Deatons' disequilibrium hypothesis which predicts that unanticipated increase in inflation result in involuntary saving. The hypothesis express the savings ratio as (s/y) = (sly) + (log y - log y) - ϕ(log p - log p) where the value of ϕ is between minus one and zero (Deaton, 1977). The first term on the RHS of (1) gives the equilibrium savings ratio when the expectations of real income and prices are fulfilled. According to the second term consumer cannot react to stimuli they do not perceive so that all unanticipated real income is saved. Finally, the third term suggests that unanticipated prices will increase the savings ratio, ceteris paribus (Koskela & Viren, 1981).

To model the effect of exchange rate volatility and inflation on savings behaviour accros political eras, this study adapted the model used by Igbatayo & Agbada (2012) on the short and the long-run relationship between saving, inflation, and economic growth in Turkey where saving rate, the rate of economic growth, inflation rate, and interest rate were used. This was modified by making national savings the dependent variables while inflation rate, interest rate and economic growth as the explanatory variables and incorporating exchange rate volatility into the model. To model the comparative effect of exchange rate volatility and inflation on savings behaviour under civilian and military rule, a dummy variable was introduced in a new model to capture the two political eras. The dummy variable is with intercept such that 0 indicates the civilian era while 1 indicates the military era. The linear form of the first model is given as:

$$NS= \beta_0+\beta_1 EXRV +\beta_2 INF +\beta_3 INT +\beta_4 GDPG + \mu_i \quad (4)$$

Where:

The second model is stated as follow:

$$NS= \beta_0+\beta_1 EXRV +\beta_2 INF +\beta_3 INTR +\beta_4 GDPG+\beta_5 DUM + \mu_i \quad (6)$$

In the study, National savings NS is total National savings as a ratio of RDP, exchange rate volatility series EXV was the standard deviation of the growth rates of exchange rate. Inflation INF was measured using 12 months average headline, core and food: all items less farm produce, GDP growth GDPG rate is GDP per capital and dummy variable DUM measure the political era where 0 and 1 denotes the civilian era and the military era respectively. Based on prior knowledge, exchange rate volatility and interest rate are believed to have negative coefficients. The coefficient of economic growth is however expected to be positive. There is still wide disagreement in the direction of the coefficient inflation although Deatons hypothesis and Zeldes (1989) suggest a positive coefficient specifically where there is high level of uncertainty as in developing countries literature agreed that it should be negative with developed nations in question.

The annual time series data which covers thirty one (31) years period from 1984 to 2015 was compiled from the Central bank of Nigeria (CBN) Statistical Bulletin. The choice of the period was based on the need to cover the two major political eras in Nigeria, the second military junta 1983 to 1999 and the fourth

republic 1999 till date. In order to avoid overlapping in the data set, the civilian era covered was between 1984 and 1998 while the military era is from 1999 to 2015. The Earnest Shonekan civilian rule of 1993 which was short-live was inclusive in the military era since the military was more dominant during the regime.

The formal econometric techniques amployed in the analysis is the autoregressive distributed lag (ARDL) approach to cointegration as developed by Pesaran et al. (2001) as it provides the estimates of the long and short run parameters simultaneously.

4. Results

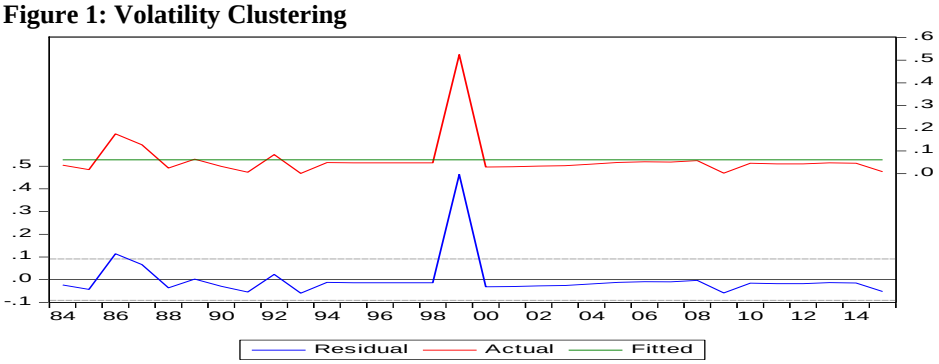
1. Preliminary Tests

Table I: ARCH Effect Result.

Heteroskedasticity Test: ARCH			
F-statistic	0.046523	**Prob. F(3,25)**	0.9864
Obs*R-squared	0.161002	**Prob. Chi-Square(3)**	0.9836

Source: Author, 2019.

Figure 1: Volatility Clustering



The result in Table I indicated that the residual has ARCH effect since the F-statistic is not statistically significant. The graphical display for volatility clustering in exchange rate showed that periods of low volatility tend to be followed by periods of low volatility for a prolonged period while the periods of high volatility was also followed by periods of high volatility for a prolonged period.

Table II: Descriptive statistics

	NS	EXRV	INFL	INTR	GDPG
Mean	0.042131	0.061000	20.60313	22.18094	0.174069
Median	0.014350	0.045985	12.30000	21.44500	0.168750
Maximum	0.178800	0.524395	72.80000	36.09000	0.534500
Minimum	0.000800	0.001045	4.700000	11.75000	-0.045700
Std. Dev.	0.055367	0.090913	19.17896	5.181534	0.139292
Skewness	1.211939	4.373714	1.388426	0.275788	0.410877
Kurtosis	3.013086	22.59390	3.519332	3.755306	2.809357
Jarque-Bera	7.833807	613.9181	10.64082	1.166299	0.948834
Probability	0.019903	0.000000	0.004891	0.558138	0.622248
Sum	1.348200	1.951997	659.3000	709.7900	5.570200
Sum Sq. Dev.	0.095030	0.256221	11402.81	832.2973	0.601474
Observations	32	32	32	32	32

Source: Author, 2019

The Jarque-Bera test of normality test in Table II showed that national savings, exchange rate volatility and inflation are normally distributed while interest rate and economic growth are not.

Table III: Correlation Matrix

	NS	EXRV	INFL	INTR	GDPG
NS	1				
EXRV	-0.161646	1			
INFL	-0.377455	-0.157788	1		
INTR	0.180058	0.045175	0.155302	1	
GDPG	-0.501186	0.019164	0.588461	0.145184	1

Source: Author, 2019

The result of the multicorrelation tests in Table III indicates the absence of the problem of multicorrelation. While exchange rate volatility, inflation and economic growth showed negative association with savings, the association between interest rate and savings was positive.

Table IV: Lag-Order Selection Criteria

Lag	LogL	LR	FPE	AIC	SC	HQ
0	-114.4815	NA	0.000164	8.309070	8.591959	8.397667
1	22.54863	207.9078	1.63e-07	1.341474	3.321695*	1.961654
2	62.87380	44.49673	1.72e-07	1.043186	4.720741	2.194950
3	142.9278	55.20968*	2.58e-08*	-1.995023*	3.379864	-0.311675*

Source: Author, 2019

In Table IV, a maximum of 3 lag as suggested by all the lags section criterion.

Table V: Unit root test results.

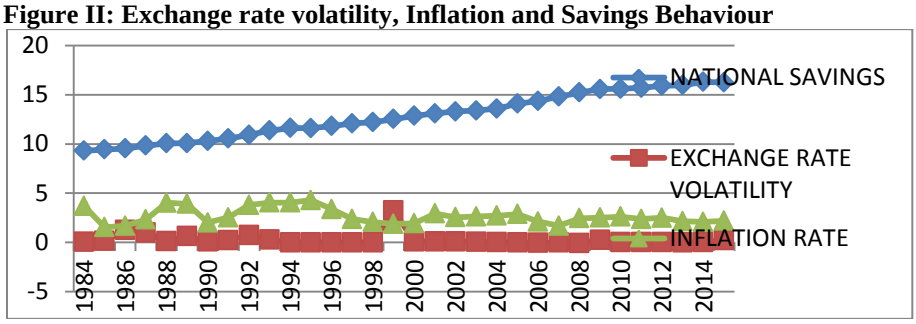
Variables	ADF Test (Value)			Order of Integration
	Level		First Diff	
NS	3.046080		-4.133980	I(1)
EXRV	-4.094209		-	I(0)
INFL	-1.262191		-5.523608	I(1)
INTR	0.515253		-6.099530	I(1)
GDPG	-1.422588		-5.955231	I(1)
Critical Value @	1%	-2.644302	-2.647120	
	5%	-1.952474	-1.952910	
	10%	-1.610211	-1.610211	

Source: Author, 2019

The ADF unit root test result presented in Table V showed that exchange rate volatility is the only variable that was stationary at level at 5% level of significance. After taking their first difference, all the variables become stationary.

2. Empirical Results

Figure II: Exchange rate volatility, Inflation and Savings Behaviour



Source: Author, 2019

The trend analysis in Figure II showed that over the political era while savings was increasing in a steady manner, exchange rate and inflation has been volatile.

I. Exchange Rate Volatility and Inflation Effect on Savings Behaviour Model

Table VI: Bound Test

Model	Number of Lag	F-statistics	5% (I1) Critical value
3	3	4.800909	4.01

Source: Author, 2019

Table VI: Short Run Estimate Results

Variable	Coefficient	Std. Error	t-Statistic	Prob.
EXRV	0.966413	0.270147	3.577353	0.0060
INFL	0.064705	0.061358	1.054548	0.3191
INTR	0.009054	0.007937	1.140711	0.2834
GDPG	-0.302920	0.279482	-1.083863	0.3066
ECM(-1)	-0.765206	0.255730	-2.992247	0.0151
R-squared	0.832280			
Adjusted R-squared	0.496840			
Durbin-Watson stat	2.108599			
F-statistic	21.48159			
Prob(F-satistics)	0.012743			

Source: Author, 2019

Table VII: Long-Run **Estimate Results**

Variable	Coefficient	Std. Error	t-Statistic	Prob.
EXRV	5.180283	1.863125	2.780428	0.0214
INFL	-0.476103	0.188630	-2.524010	0.0326
INTR	0.035249	0.016296	2.163100	0.0588
GDPG	3.282571	1.194324	2.748477	0.0225
C	0.046758	0.249770	0.187203	0.8557
R-squared	0.808460			
Adjusted R-squared	0.542266			
Durbin-Watson stat	2.476617			
F-statistic	11.53447			
Prob(F-satistics)	0.003034			

Source: Author, 2019

The result of the first model in Table VI and VII showed that in the short run while exchange rate volatility(β =0.966, t=3.577, p<0.05) showed a significant positive effect on savings, inflation, interest rate and economic growth rate do not show any effect on savings. However, in the long-run, while exchange rate volatility (β =5.180, t=2.780, p<0.05), interest rate (β=0.035249, t=2.163100, p<0.05) and economic growth rate (β =3.282571, t=2.748477, p<0.05) exert a significant positive effect on savings, inflation (β =-0.476103, t=-2.524010, p<0.05) exerts a significant negative effect on savings in Nigeria. The result corroborated the findings of Katusiime, Agbola and Shamsuddin (2015) and Chiu and Sun (2015)

II Political Era Comparative Effect Model

Table VIII: Bound Test

Model	Number of Lag	F-statistics	5% (I1) Critical value
3	3	5.890622	3.79

Source: Author, 2019.

Table IX: Short Run Estimate Results

Variable	Coefficient	Std. Error	t-Statistic	Prob.
EXRV	3.031545	0.938504	3.230188	0.0144
INFL	0.287727	0.101545	2.833504	0.0253
INTR	0.025098	0.010115	2.481333	0.0421
GDPG	-1.586045	0.403272	-3.932944	0.0057
DUM	0.766183	0.440612	1.738906	0.1256
ECM(-1)	-0.243934	0.059517	-4.098558	0.0046
R-squared	0.999271			
Adjusted R-squared	0.997189			
Durbin-Watson stat	2.331883			
F-statistic	479.9260			
Prob(F-satistics)	0.000000			

Source: Author, 2019

4.2.3.3 Long-run Estimates

Table X: Long-Run **Estimate Results**

Variable	Coefficient	Std. Error	t-Statistic	Prob.
EXRV	28.780113	8.388204	3.431022	0.0110
INFL	1.353803	0.550530	2.459089	0.0435
INTR	0.062387	0.056237	1.109370	0.3039
GDPG	-4.658401	2.065086	-2.255790	0.0587
DUM	-3.816362	0.460245	-8.292030	0.0001
C	-6.605552	1.317486	-5.013753	0.0015
R-squared	0.999271			
Adjusted R-squared	0.997189			
Durbin-Watson stat	2.331883			
F-statistic	479.9260			
Prob(F-satistics)	0.000000			

Source: Author, 2019

The analysis of the second model on the comparative effect of exchange rate volatility, inflation and savings behaviour under civilian with military rule indicates that exchange rate

volatility (β =3.031, t=3.230, p<0.05), inflation (β =0.287727, t=2.833, p<0.05) and interest rate interest rate (β=0.025, t=2.481, p<0.05) exert a significant positive effect on savings in the short run, while the effect of economic growth (β =-1.586045, t=-3.932944, p<0.05) on savings was negative. However, exchange rate volatility (β =28.780, t= 3.431, p<0.05), inflation (β=1.353, t=2.459, p<0.05) and interest rate (β=0.062, t=1.109, p>0.05) exert a significant positive effect on savings while the effect of economic growth (β =-4.658, t=-2.255, p<0.05) on savings was also negative in the long run. The estimated differential coefficient for the political eras proxy by dummy variable (β=-3.816362, t=0.0015, p<0.05) is statistically significant only in the long run indicating the effect of exchange rate volatility and inflation on savings behaviour in Nigeria differs across the two political era in the long run. This means that, the long run positive effect of exchange rate volatility on savings and the long run negative effect of inflation on savings from the result of model one has a more serious implication in the military era. The result is particularly surprising as it shows that exchange rate volatility and inflation stimulate savings which implies that the high level of macroeconomic uncertainty in the country enhance savings. This means that the growth in savings under the high level of macroeconomic uncertainty is likely to come from public saving fuelled by embezzlement of oil proceeds during the period of oil boom by the political elite account for the meagre growth in savings. Also, the significant negative effect of economic growth on savings both in the short and long run is an indicative of the fact that Nigeria is experiencing stunted growth. It is a kind of growth which retards savings, reduced investment and standard of living. The result is supported the result in the study conducted by Hatane and Stephanie (2015) and the findings of Oladapo, Jonathan, Akomolafe and Paul (2015)

The study concluded that over the entire political era savings behaviour reacts positively to exchange rate volatility both in the short and long run but inflation retard savings only in the long run. The policy suggestions emanating from the above findings to stimulate savings is for the monetary policy authority in Nigeria to formulate a policy framework that will make interest rate on savings attractive to both the private individuals and business organizations by reducing the wide disparity between interest on savings and interest on deposit. In order to stimulate savings effectively, the high level of macroeconomic uncertainty in the country should be minimised through a policy framework that hedge against the adverse effect of oil price on the economy by diversifying the source of government revenue. The corruption in the Bureau De Change and in parallel market as well as political corruption should be checked through holistic, efficient and fast delivery of judgement in the court on issues associated with corruption.

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Strategic Planning and Forecasting: A Panacea for Growth in Ponticelli Nigeria Limited

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Abstract. The purpose of this study is to empirically investigate the relationship between planning and forecasting in modern organisations, our focus is on Ponticeli Nig. Ltd. This is paramount as organisations needs to be abreast with the past, today and compare/contrast as well as project what will happen in the future. These activities, inform of forecasting and planning cuts across all paraphernalia of mankind irrespective of class, age, race etc. This simply implies that, in order to manage any system, the role of forecasting and planning must not be treated with levity. Potent Research and hypothetical questions were raised and tested using qualitative forecasting techniques. Relevant literature was reviewed. The convenience sampling method was adopted due to the fact that clients/consumers of Ponticelli Nig. Ltd. products in Port Harcourt are virtually many. The "spearman rank correlation coefficient" was used to test various formulated hypotheses. The rationale for this decision was due to the fact that the researcher seeks to examine the relationship between planning and forecasting as it relates to the growth of Ponticelli Nig. Ltd. The findings revealed that, resources as a variable of planning, plays a weak role in forecasting. In the same vein, control has no relationship with the firms qualitative analysis in the overall products provided in Ponticelli Nig. Ltd. The study recommended that Ponticeli Nig. Ltd. and other organisation in Port-Harcourt Nigeria should devise a more unique and distinct ways of forecasting, since the study pointed an obvious weak relationship between control and forecasting, same as resources and qualitative analysis.

Keywords: Planning, Forecasting, Change and Growth.

1. Introduction

Today is the age of planning, forecasting and policy decision making. In the past, people entered businesses without plans as well as forecasting the nature of the business. Some are touting sophisticated business plans; others come bearing little more than a blueprint. Yesterday's business or organization managers had primary goal as to the how's of running the organization and today's organization mangers must both versed with the how and why of the organization.

Planning and forecasting are two words that cannot be dispensed in the existence of man. In all aspect of life, man need to understand what happened in the previous days, months, years, what is happening today, compare and contrast with what the future will hold in order to achieve good and healthy living, if life must be meaningful. Forecasting and planning cuts across all paraphernalia of mankind irrespective of class, race, grade and category. In other to manage any system efficiently and effectively, planning and forecasting must be employed to achieve the desired goal of any organization.

According to Akanwa (2006), 'planning implies a process of conscious and deliberate act to fulfil

certain predetermined objectives. Planning is an analytical activity, and is a breaking down a goal or set of intentions into steps, formulating those steps so that they can be implemented almost automatically and articulating the anticipated consequences or results of each step (Henry, 2006).

Planning is the corner stone of effective strategy formulation. It is also essential for successful strategy implementation and strategy evaluation, because organizing, motivating, staffing and controlling activities are dependent upon good planning (Akakem, 2006).Planning is the fundamental and primary managerial function for any specific operation. It can be said to be the foundation for the performance of manager's job. Although managerial functions are not really separate in process, still managers have to plan to be able to carry out operations towards clear objectives which themselves are the outcome of planning (Ozuru, 2006). They have to plan to be able to assign tasks to those with whom and through whom they do things. Every action of mankind involves consciously or unconsciously, some sort of planning (Akanwa, 2006). Planning consists essentially of deciding in advance, what you want to do and how you are going to do it. It is an application of rational and systematic analysis to the process of development with the aim of making it more effective and efficient in responding to the needs and goals of the society (Akakem, 2006). It equally involves deliberate preparation in the present based on empirical and analyzed data of the past, and present state of affairs to ensure that within available resources and those that can be made available, goals are pursued and realized through clearly mapped out actions. Planning and forecasting ensures that stated goal is realized in the most efficient and effective manner within a specified time period. Organizations that use formal planning and forecasting approach are generally more profitable than those that do not.

On the other hand, forecasting is a decision-making tool used by many organizations to help in budgeting, planning, and estimating future growth (Vanguard, 2017). Akrani (2011) defined forecasting as a 'process of predicting or estimating the future based on past and present data. Forecasting provides information about the potential future events and their consequences for the organization. It may not reduce the complications and uncertainty of the future. However, it increases the confidence of the management to make important decisions. In simplest terms, forecasting is the attempt to predict future outcomes based on past events and management insights. It is the basis of premising as well as uses many statistical techniques. Therefore, it is also called 'statistical Analysis'. According to Harvard (2006), forecasting is an attempt to estimate the future. It is based on available past data, the extrapolation of trends and the application of judgement. There are three basic forecasting methods; times series analysis and projection, qualitative techniques, casual methods (Mintzberg, 2006)

2. Statement of the Problem

The business world is faced with many upheavals which tend to impede the entire organization such as rapid changes such as dynamic and complex environmental technology, political, social, religious and economic changes. The unstable nature of the business environmental and rapid changes in the social dynamics makes planning and forecasting to be problematic and stressful. Economic insecurity, regulation or legislation, scarcity or inadequacy of raw and /other crucial materials, shortage of managerial qualified and technical talented personnel tends to pull down the organization growth in the world.

The study seeks to determine the relation between planning and forecasting in organization growth of Ponticelli Nigeria Limited in Port Harcourt.

3. Objectives of the Study

The main objective of this study is to determine the extent of relationship between planning and forecasting in organizational growth in Ponticelli Nigeria Limited, Port Harcourt. Based on this, the following objectives are derived:

- To investigate the relationship between control and qualitative analysis in the

growth of Ponticelli Nigeria Limited, Port Harcourt.
- To determine the relationship between control and input –output analysis in the growth of Ponticelli Nigeria Limited Port Harcourt.
- To determine the relationship between resources and qualitative analysis in the growth of Ponticelli Nigeria Limited, Port Harcourt.
- To determine the relationship between resources and input-output analysis in the growth of Ponticelli Nigeria Limited, Port Harcourt.

4. Research Questions

- To what extent is there any significant relationship between control and qualitative analysis in the growth of Ponticelli Nigeria Limited, Port Harcourt?
- To what extent is there any significant relationship between control and input-output analysis in the growth of Ponticelli Nigeria Limited, Port Harcourt?
- To what extent is there any significant relationship between resources and qualitative analysis?
- To what extent is there any significant relationship between resources and input-outputs analysis in the growth of Ponticelli Limited, Port Harcourt?

5. Research Hypotheses

The following are the hypotheses formulated based on the research questions above:

H_{01}: There is no significant relationship between control and qualitative analysis in the growth of Ponticelli limited, Port Harcourt.
H_{02}; There is no significant relationship between control and input-output analysis in the growth of Ponticelli Nigeria Limited, Port Harcourt.
H_{03}: There is no significant relationship between resources and qualitative analysis in the growth of Ponticelli Nigeria Limited, Port Harcourt.
H_{04}: There is no significant relationship between resources and input-output analysis in the growth of Ponticelli Nigeria Limited, Port Harcourt.

6. Review of Related Literature

6.1 Planning

Individuals and organizations have operated for hundreds of years by planning and forecasting in an intuitive manner. It was not until 1950 that formal approaches become popular. Since then, such approaches have been used by business, government, and non profit organizations. Advocates of formal approaches (for e.g., Steiner, 1979) claim that an organization can improve its effectiveness if it can forecast its environment, anticipate problems, and develop plans to respond to those problems. Planning can be formal or informal and involve lots of documentation or very little. However, informal planning and forecasting are expensive activities; this raises questions about their superiority over informal planning and forecasting (Nicolas, 2016).

Assar (2012), defines planning as deciding in advance what is to be done, when, where, how and by whom it is to be done. There are several definitions of planning by scholars which we will look at. According to Alford et al (2014), 'planning is a thinking process, an organized foresight, a vision based on fact and experiences that is required for intelligent action'. Haimann (2015), in his own words, defined planning 'as deciding in advance what is to be done, projecting a course of action for further attempt to achieving a consistent co-ordinate structure of operations aimed at the desired results'. Kontz et al (1988 accessed May 2017), says that planning is an intellectual process, conscious determination of course of action, the base of decision on purpose, facts and considered estimates'. In my own words, I define planning as 'taking a proactive measure ahead of time, making accurate decisions on what to do in the near future to avoid mistakes'.

Planning increases the likelihood that desired result will be achieved as well as the corner

stone effective strategy formulation. Planning is also essential for successful strategy implementation and strategy evaluation, because organizing, motivating, staffing and controlling activities are dependent upon good planning (Assar, 2012). Planning is the fundamental and primary managerial function for any specific operation. It is the foundation for the performance of a manager's job (Alfordet al, 2014). Although managerial functions are not really separate in process, still managers have to plan to be able to carry out operations towards clear objectives which themselves are the outcome of planning. Every organization as well as mankind involves consciously or unconsciously some sort of planning (Akakem, 2006). Davies (1986 accessed May 2017), asserts that managers perform five basic activities: planning, organizing, motivating, staffing and controlling. Although planning is often considered to be the foundation of management, it is commonly the most neglected task of a manager's job. The only thing certain about future of an organization is change and planning is the essential bridge between the present and future (Akakem, 2006).

Planning consists essentially of deciding in advance what you want to do and how you are going to do it. It is the application of rational and systematic analysis to the process of development with the aim of making it, more effective and efficient in responding to the needs and goals of the society (Akanwa, 2003). It equally involves making deliberate preparation in the present, based on empirical and analyzed data of the past and present state of affairs, to ensure that within available resources and those that can be made available, goals are pursued and realized through clearly mapped out action (Akrani, 2011). Planning therefore ensures that stated goals are realized in the most effective and efficient manner and within a specified time period. Organizations that use formal planning approaches are generally more profitable than those that do not (Akrani, 2011).

There are some important reasons why planning has a positive impact on organizational and individual performance. First, planning allows an organization to identify and take advantage of environmental opportunities; it allows an organization to minimize the impact of environmental threats (John et al, 2015). Planning is more than extrapolating from the past and present into the future. It is also determining the likelihood that future events and trends could be harmful or beneficial to an organization (Jamie et al, 2015). Second, an organization can develop synergy through planning; synergy exists when everyone pulls together towards like a team that knows what it wants to achieve. Synergy is the 2+2=5 effect; by establishing and communicating clear objectives and goals, all employees and managers can work together towards desired results. Synergy can result in powerful competitive advantages (Jamie et al, 2015). Third, planning allows an organization to adapt to changing environments, and thus to shape its own destiny. The strategic management process can be viewed as a formal planning process that allows an organization to pursue proactive rather reactive strategies. John (2015) says that successful organizations strive to control their own future, rather than merely reacting to external forces and events as they occur.

6.2 Concept of Planning

The two main constituents of the concept of planning are:

- System of ends to be pursued; and
- Knowledge as to available resources and their optimum allocation to achieve these ends.

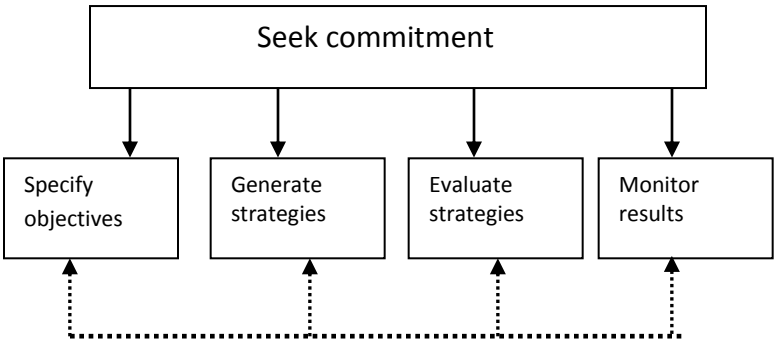
The availability of resources conditions the end to be effectively achieved. The end is the objective that is to achieved while the second part is putting the scarce resources into optimum use (Akakem, 2006). The important point to stress is that planning is a process of preparing for the commitment of resources in the most economical fashion and by preparing, for allowing the commitment to be made faster and with less disruption, therefore, it is anticipatory decision making (Akakem, 2006). Some authorities in the field argue as to whether planning is a line or staff activity. This may

sound relevant at the on-set but this argument is meaningless.

This is because what should be useful to ask should be; who in the organization should carry which parts of the planning process, in what manner it should be carried out and in what relationship? This is not to recognize that the economic lives of most decisions today are becoming shorter and, at the same time, the complexity of such decisions is becoming greater (Akakem, 2006). The biggest failure in the planning experiences of most organization has been the failure to recognize that it is a process, mechanism for planning, and not the plan that is of greatest importance (Nicolo, 2016). The purpose of planning is not in having plan but developing processes, attitudes and perspectives which make planning possible. Ideally, these attitude and perspectives will aid in creation processes which provides a basis for making continuous reappraisals and decisions reflecting the demands of a changing world (Akakem, 2006).

6.3 Description of the strategic planning process

Formal strategic planning calls for an explicit written process for determining the organization's long-range objectives, the generation of alternative strategies for achieving these objectives, the evaluation of these strategies and systematic procedure for monitoring results. Each of these steps of the planning process should be accompanied by an explicit procedure for the gaining commitment. This process is summarized in fig 2.1 the arrows suggest the best order in which to precede. The need for commitment is relevant for all phases. The specification of objectives should be done before the generation evaluation. The monitoring step is last. The dotted line indicates that, to some extent, the process is iterative. For example, the evaluatio9n may call for on going back to the organisation of new strategies, or monitoring may require a new evaluation of strategies (Baker's, 1957 accessed June 2017)



The various steps of planning process are described below along with some formal techniques that can be used to make each step explicit. Although commitment is the first step, it is easiest to discuss this last). This discussion is perspective, it suggests how planning should be done.

6.4 Specify Objectives

Formal planning should start with the identification of the ultimate objectives of the organisation. Frequently, organisations confuse their objectives (what they want and by when) with their strategies (how they will achieve the objectives). For example, suppose that an organisation desires to make money for its stock holders. To do this, it decides to build a tunnel through a mountain in order to charge tolls to automobiles. They plan to complete the tunnel in five years. On the way through the mountain, they strike gold. To mine the gold, the activities on the tunnel must be suspended. Does the organization pursue its objectives of making money or does it stay with its strategies of tunnel building? What would your organization do? (Baker, 1957)

The analysis and settings of objectives has long been regarded as a major step in formal strategies planning. Informer planners seldom devote much energy to this step. The difficulties

in setting objectives have led some observers to recommend that formal planners ignore this step (Baker, 1957). The recommendation here is just the opposite, significant time and money should be allocated to the analysis of objectives. This difficult step might be aided by use of an outside consultant to help the group focus only upon the objectives.

The question can also be attacked by asking what results would define successful performance by the company over the next twenty years. At this stage, no concern should be given as to how to achieve the objectives and planners should explicitly recognize all of the important objectives of the system. One way to help ensure that analysis of objectives is comprehensive is to use stake holders approach. This calls for a listing of all groups that contribute resources to the firm. Then a description is provided of the objectives of each of these stakeholders (Baker, 1957). A strength and weakness analysis should be conducted. This calls for an inventory of the organization's resources (such as financial, marketing, production). What do they have now and what do they plan to have? The objectives would then be drawn from what is desired (stakeholders' analysis) and what is feasible (strength and weakness analysis). The written statement of the objectives should start the ultimate objectives. These general objectives would then be translated into more specific objectives should so that each decision maker can see how to contribute to the overall objectives. In addition to being specific, the objectives should be measurable (Lathan and Kinne, 1974).

The objectives would include statements on; what is desired and when. Thus, the marketing department can refer to the planning manual to determine its role in meeting the overall organization objectives.

Advocates of informal planning argue that specific written objectives create political problems within the organization. Vague objectives allow for the greatest flexibility in actions. Political oriented leaders often prefer unstated objectives. But evidence from studies in organizational behaviour suggests that explicit and specific objectives are of substantial benefits especially when used in conjunction with the other planning steps (Lathan et al 1975). Once the objectives have been specified, the planners can proceed to the generation of strategies. If the objective setting was successful, the remaining steps will be easier.

6.5 Generate Alternative Strategies

A strategy is a statement about the way in which the objectives should be achieved. Strategies should be subordinate to objectives (Rothe, 1978). That is, they are relevant only to the extent that they help to meet the objectives. This advice is obvious to ignore, the generation of alternative strategies helps to avoid this problem. It recognizes explicitly that the objectives may be achieved in many different ways. Strategies should first be stated in general terms. The more promising strategies should be explained in more detail. The planning process is not complete until the organization has at least one (and preferably more than one) operational strategy. An operational strategy describes: what task must be done, who is responsible for each task, when each task must be started and completed, the resources (time and money) available for each task, how the task relates to one another.

This operation strategy becomes the basis for action by various functions in the organization: finance, personnel, production and marketing. Alternative strategies can improve the adaptability of the organization in two ways. First, by explicitly examining alternatives, it is likely that the organization will find some that are superior to their current strategy. Second, the environment might change; if alternative (contingency) plans have been prepared, the organization is in a better position to respond successfully. Alternatively, they can select a strategy that performs well even if the environment changes (Ackoff1970).

Organizations sometimes have difficulty developing alternative strategies to deal with unfavourable environments (threats). One technique that can help organizations with this problem is the use of scenarios. This involves

having decision makers write stories about the future of their company. They can write a scenario describing what will happen to their company if the threat occurs, given their current strategy. Then, they could write about a desired future. What would they want the company to be like? The question then becomes, "What must we do to achieve this type of future?" Consideration can be given to changing the organization's resources or to the use of alternative strategies (Rothe, 1978). The development of scenarios calls for creativity within the organization. According to Armstrong (1978), to bring out this creativity, it is helpful to use brainstorming. Key stakeholders for the organization can be asked to consider alternative strategies, alternative resources, and alternative environments by following these rules for brainstorming:

1. Gain agreement within the group to use brainstorming.
2. Select a facilitator. The facilitator:
 a. Records ideas as they are mentioned
b. Encourages quantity of ideas
c. Reminds the group not to evaluate (either favourably or unfavourably)
d. Encourages wild ideas
e. Does not introduce ideas

It is difficult to say how many alternative strategies should be listed. Certainly more than one! But the number could quickly get out of hand considering the vast number of possible combinations. Try to list strategies to deal with dramatically different yet likely environments. After this larger list has been developed, screen the list to determine which strategies should be developed in more detail. Two guidelines appear to be of particular importance for the development of a strategy. The strategy should be comprehensive and it should provide slack. To ensure that strategies are comprehensive, planners have typically suggested the use of flow charts. These list each of the key tasks that must be accomplished and show how each task relates to the others. Numerous publications have offered advice in this area (for example, Ansoff, 1965; Steiner, 1979). Slack means that resources (time, money, facilities) should not be fully committed to the recommended strategy. Some resources should be held in reserve; these can be used to relieve stress if parts of the plan break down. Slack is analogous to the use of inventories. The use of slack adds flexibility to the plan.

Evaluate Alternative Strategies

Once sufficient strategies have been proposed, the evaluation of alternatives can begin. This requires a procedure by which each alternative plan is judged for its ability to meet the objectives of the organization. Such a process is not simple, because conflicting objectives usually exist among stakeholders. Furthermore, the presence of uncertainty complicates the choice of a strategy. For example, one should consider not only how well the strategy does for the most likely situation, but also how well it does against other possible situations, especially those that are dramatically different.

One procedure for the evaluation of alternatives is the Delphi technique. Various strategies (for a given environment) are presented to the key stakeholders. Each person works independently to rank these alternatives. A summary of the group rankings is then presented to these same stakeholders, and they are asked to provide a second ranking, still working independently. This procedure can be repeated for a number of "rounds" As a variation, group discussion can be used to exchange information between rounds. The Delphi technique provides a more efficient and less biased way to use the information held by the key decision makers than that provided by informal methods (Linstone, 1975 accessed June 2017).

The use of scenarios is also relevant to evaluation, particularly when dealing with negative evidence from the environment. Much research suggests that organizations avoid unpleasant information. As an example of this tendency to reject negative evidence, Griffith and Wellman (1979 accessed June 2017), in a study of expansion plans in six hospitals, found that forecasts of decreasing demand were ignored. As a result, the hospitals overbuilt. The use of scenarios might have identified the reactions to unfavourable forecasts prior to investing money on these forecasts. The hospitals could then have cancelled the proposed expenditures on forecasting if they could not

decide how the forecasts might affect their decision making.

Other formal procedures for evaluation can also be used. For example, structured rating sheets can be used to evaluate the general strategies against the stakeholders' objectives and to gauge the extent to which negative information was considered. Also, one could rate each operational strategy on the extent to which it succeeded in the following areas: provided adequate resources, allowed adequate slack, set reasonable time deadlines, presented a comprehensive strategy, and presented an operational strategy.

The use of the devil's advocate, when a person argues against a favoured alternative, can help to ensure that both sides of a plan are considered (Cosier, 1978). The major point for evaluation is to use formal procedures and to not use informal ones, such as the traditional group meeting. The latter provides one of the poorest ways to evaluate strategies. Janis (1971) examined a number of major failures in strategy evaluation, such as theBay of Pigs, and concluded that much of the blame was due to the lack of formal processes for evaluation. He provided a checklist that groups can use to improve their ability to generate and evaluate alternative strategies.
The evaluation step concludes with the selection of an operational strategy. This is the strategy the company will attempt to implement. (This strategy should contain contingency plans also.) But will the strategy really meet the objectives? To assess this, the next step of the planning process, monitoring results, is taken. This step is prepared prior to the implementation of the strategy.

Monitor Results

The value of feedback has been well established in laboratory studies, especially when combined with the setting of objectives (Tolchinsky et al 1979). Field studies have also demonstrated the value of explicit feedback (Becker, 1978). It seems important, then, to provide feedback to the organization on how well they are meeting their objectives. In other words, specific procedures should be developed to "monitor results." The monitoring system should allow for corrective action. To do this, the following items should be measured in a systematic way:
1. Changes in the environment (sometimes called "environmental scanning")
2. Changes in the organization's capabilities (and in their competitors' capability)
3. Actions that were actually taken by the organization (did they implement the desired strategy?)
4. Actions by major competitors
5. Results

Planning involves a trade-off between consistency and flexibility. Formal planners try to develop a strategy so that a complex organization can operate in a coordinated manner. The members of the organization must sacrifice flexibility in order to follow a consistent strategy. However, changes in any of items 1 to 5 above could suggest a change in strategy. Thus, the monitoring system should signal when a change in strategy should be considered. Fixed review times should be selected in advance. Many firms conduct a review once a year. At these times, decisions should be made whether to continue with the original strategy, revise the strategy, or switch to a contingency plan. For very large changes it is best to view the strategy as being experimental and to schedule more frequent review periods, perhaps quarterly. In addition to fixed review times, the monitoring system should also have control limits. These would be upper and lower bounds for each of the above five areas. When the system goes outside of these limits, a planning review would be conducted whether or not it was time for the fixed review. The monitoring of outcomes should relate back to the objectives for each stakeholder. This should allow for a comparison to be made between results and objectives in order to decide whether the strategy is successful for each stakeholder.

The monitoring system is expected to have a greater impact if it is tied into the organization's incentive system. This helps to ensure that the participants are committed to the objectives described in the plan. Companies sometimes develop comprehensive plans, but then focus solely on the stockholders or the managers. The

monitoring system should focus on the long-range impact of the plan on all of its stakeholders. One way to improve the monitoring of results is to have an evaluation performed each year by an independent auditor. The following questions could be addressed: Is the monitoring system comprehensive? Is the planning process adequate? Is the forecasting process adequate? (Armstrong,1982).

Seek Commitment

Business plans and forecasts are frequently ignored; at other times they are used to rationalize a course of action previously decided. What can be done to develop commitment to the planning process? What can be done to ensure that the various stakeholders will cooperate and try to implement the chosen strategy? Attention should be given to commitment throughout each of the above steps in planning. Formal planning calls for an explicit procedure for gaining commitment to the plan. A first condition is that key stakeholders should be evolved in the planning process. This would mean, at least, that information should be obtained from these stakeholders. Publicly stated objectives are a requirement if the objectives are expected to have an impact on behaviour. Each stakeholder group and each key decision maker should be aware of the objectives. This can help to achieve consensus. Commitment to objectives is expected to be higher if those who are affected by the strategic decisions participate in the objective-setting process. In other words, self-set objectives are more likely to be attained than objectives set by others. This generalization is based on laboratory studies (Bass, 1977) and on field studies. Participation is not necessary in all situations; however, it generally helps, and seldom does it make things worse. Participation by stakeholders is also helpful in the generation and evaluation of alternative strategies (Van de Ven, 1980). This is most important where the strategy involves large changes, because the threat to the various stakeholders is reduced if they have some control over these changes. Commitment can be maintained more effectively if the monitoring system provides quantitative feedback on success in meeting each objective. Key decision makers can then use this feedback to make tactical changes. Stakeholders can see how the strategy is meeting their objectives. Rather than seeking commitment to the plan, top management sometimes uses planning as a way to gain control over others. They may use it to reduce the authority of subordinate managers and unilaterally to reduce the ability of these managers to act. This may help to explain why planning is more popular among top management. Ang and Chua (1979) in his survey, 80 percent of top management reported that they were “very favourable” toward long-range planning; 30 percent of the operating managers agreed. If plans are imposed on others, their impact might be detrimental. Operating management could feel less responsible for the success of strategic decisions. They might even feel threatened by the strategic decisions and attempt to reduce their effectiveness.

To avoid having the monitoring system used to control others, it is best to provide managers with information about how their group has performed, not the individuals within their group. Their subordinate managers, in turn, would receive information only about their group. Overall, then, sufficient feedback is received, but it is used to guide one's own actions as a manager. "How can I help my group to perform?" is the issue, not "How can I control the managers under me?

6.6 Role, Significance, Importance and Advantages of Planning

An organization without planning is like a sailboat minus its rudder. Without planning, organization, are subject to the winds of organizational change. Planning is one of the most important and crucial functions of management. According to Koontz and O’Donnell, “Without planning business becomes random in nature and decisions become meaningless and adhoc choices.” According to Geroge R. Terry, “Planning is the foundation of most successful actions of any enterprise.” Planning becomes necessary due to the following reasons:

Reduction of Uncertainty

Future is always full of uncertainties. A business organisation has to function in these uncertainties. It can operate successfully if it is able to predict the uncertainties. Some of the uncertainties can be predicted by undertaking systematic. Some of the uncertainties can be predicted by undertaking systematic forecasting. Thus, planning helps in foreseeing uncertainties which may be caused by changes in technology, fashion and taste of people, government rules and regulations, etc.

Better Utilization of Resources

An important advantage of planning is that it makes effective and proper utilization of enterprise resources. It identifies all such available resources and makes optimum use of these resources.

Increases Organizational Effectiveness

Planning ensures organizational effectiveness. Effectiveness ensures that the organization is in a position to achieve its objective due to increased efficiency of the organization.

Reduces the Cost of Performance

Planning assists in reducing the cost of performance. It includes the selection of only one course of action amongst the different courses of action that would yield the best results at minimum cost. It removes hesitancy, avoids crises and chaos, eliminates false steps and protects against improper deviations.

Concentration on Objectives

It is a basic characteristic of planning that it is related to the organizational objectives. All the operations are planned to achieve the organizational objectives. Planning facilitates the achievement of objectives by focusing attention on them. It requires the clear definition of objectives so that most appropriate alternative courses of action are chosen.

Helps in Co-ordination

Good plans unify the interdepartmental activity and clearly lay down the area of freedom in the development of various sub-plans. Various departments work in accordance with the overall plans of the organization. Thus, there is harmony in the organization, and duplication of efforts and conflict of jurisdiction are avoided.

Makes Control Effective

Planning and control are inseparable in the sense that unplanned action cannot be controlled because control involves keeping activities on the predetermined course by rectifying deviations from plans. Planning helps control by furnishing standards of performance.

Encouragement to Innovation

Planning helps innovative and creative thinking among the managers because many new ideas come to the mind of a manager when he is planning. It creates a forward-looking attitude among the managers.

Increase in Competitive Strength

Effective planning gives a competitive edge to the enterprise over other enterprises that do not have planning or have ineffective planning. This is because planning may involve expansion of capacity, changes in work methods, changes in quality, anticipation of tastes and fashions of people and technological changes etc.

Delegation is facilitated

A good plan always facilitates delegation of authority in a better way to subordinates. According to Katyani (2012) the following are the advantages of planning:

Increases efficiency*:* Planning makes optimum utilization of all available resources. It helps to reduce wastage of valuable resources and avoids their duplication. It aims to give the highest returns at the lowest possible cost. It thus increases the overall efficiency:

***Reduces business-related risks**:* There are many risks involved in any modern business. Planning helps to forecast business-related risks. It also helps to take the necessary precautions to avoid these risks and prepare for future uncertainties in advance. Thus, it reduces business risks.

***Facilitates proper coordination**:* Often, the plans of all departments of an organization are well coordinated with each other. Similarly, the short-term, medium-term and long-term plans of an organization are also coordinated with each other. Such proper coordination is possible only because of efficient planning.

***Aids in Organizing**:* Organizing means to bring together all available resources, organizing is not possible without planning. It is so, since, planning tells us the amount of resources required and when are they needed. It means that planning aids in organizing in an efficient way.

***Gives right direction**:* Direction means to give proper information, accurate instructions and useful guidance to the subordinates. It is impossible without planning. It is because planning tells us what to do, how to do it and when to do it, therefore, planning helps to give a right direction.

***Keeps good control**:* With control, the actual performance of an employee is compared with the plans, and deviations (if any) are found out and corrected. It is impossible to achieve such a control without right planning. Therefore, planning becomes necessary to keep a good control.

Helps to achieve objectives: Every organization has certain objectives or targets. It keeps working hard to fulfill these goals. Planning helps an organization to achieve these aims, but with some ease and promptness. Planning also helps an organization to avoid doing some random (done by chance) activities.

***Motivates personnel**:* A good plan provides various financial and non-financial incentives to both managers and employees. These incentives motivate them to work hard and achieve the objectives of the organization. Thus, planning through various incentives helps to motivate the personnel of an organization.

***Encourages creativity and innovation**:* Planning helps managers to express their creativity and innovation. It brings satisfaction to the managers and eventually success to the organization.

***Helps in decision-making**:* A manager makes many different plans. Then the manager selects or chooses the best of all available strategies. Making a selection or choosing something means to take a decision. So, decision-making is facilitated by planning. Therefore, planning is necessary for effective and efficient functioning of every organization irrespective of its size, type and objectives.

6.7 Control

In order to grasp this notion, we need to draw on a broad definition of "control", such as found in the *Oxford English Dictionary*: "to determine the behaviour or supervise the running of, to maintain influence or authority over to regulate", "to hold sway over, and to dominate, to command. To hold in check or repress one's passions or emotions; so to control one's feelings, etc." Some concrete examples of the use of the word "control" are: to control one's breathing, air-traffic control, etc. In other words, it encompasses the idea of a deliberate intervention on the part of an agent in order to produce desired effects. Control is the opposite of chance, but is also at odds with an excessive dependence on external factors. It is related to the notions of command and regulation (Olivier, 2011). Taking one of the above examples of control, to say that a person controls his breathing means both that he has an active role (no artificial respiration) and also that he tries to achieve a given effect (calm and steady respiration), while resisting external factors (strong emotions, a lack of oxygen) and taking action to regulate his rate of breathing (for example through regular physical training or relaxation exercises).

Control is a process of ensuring that actual activities conform to planned activities (Stoner, 2011).Control cannot be reduced to a simple

exercise of "verification", because then we would be operating "after the fact", once the decisions and action had already been undertaken. In such a case the scope of control would be confined to reactions rather than fully effective action. In seeking to control the attainment of desired outcomes and results, it is essential to prepare the action, to organise it, to perform simulations and to anticipate its consequences, the planning phase is therefore crucial (Stoner, 2011).By analogy, control is an approach that enables an organization to produce desired results (generally expressed in terms of "performance") by taking action to achieve those results and by dealing with the dangers brought on by external difficulties (particularly those related to the market, competitors and the economic or political context) and the internal difficulties of the organisation. In other words, management control can be defined as the process whereby an organization sets itself performance objectives and strives to achieve them as best it can over time. It is a method for managing the performance of the organization. Management control is an approach that is pursued over time: we situate ourselves both before the action, in the *planning* phase, and after the action in the *monitoring and analysis of results* phase. The approach is therefore progressive, which is why we speak of the *control process* (Olivier, 2011).

Characteristics of an Effective Control System

Effective control system is a control system that is: -

i) Accurate (Information):information needed for controlling must be accurate. Inaccurate information will cause the organization to make the wrong decision or to take the wrong action.
ii) Timely: information must be collected and evaluated quickly to enable managers to solve problems on time.
iii) Objectives and Comprehensive: Standards set must be understandable and measurable. It must not be subjective or ambiguous. A difficult control system will cause mistakes and cause frustration between both manager and employees.
iv) Focused on Strategic Control Points (Strategic & Result Oriented): the control system should be designed to measure what is important now and what will be important in the future and not what was important in the past. However, what was important in the past may be used as guidelines for future measurement.
v) *Flexibility:* it leaves room for individual judgment and is modified to fit new circumstances as they arise.
vi) *Consistent with the Organization's Structure (Organizationally Realistic):* controlling must be exercised at all levels of management and must be obtainable by all levels of employees who work within the organization.
vii) Acceptable by Organizational Members: to be effective, the control system designed should be acceptable by al organizational members. The control system be able to motivate workers to recognize the importance of standards and engage themselves in an appropriate behaviour to achieve them. The more committed the employees to the control system the more successful the organization will be.
viii) Utilize All Steps of the Control Process: an effective control system should not ignore any one step of the controlling process. Omitting any of these steps will fracture the overall control system and the future of the organization will be doubtful.
ix) Understandable & Justifiable: all members of the organization must understand standard set in the control system. This means employees who know exactly what is expected of them will exhibit less resistance. At the same time, if the employee are told earlier of the importance of the control system or justified earlier, compliance to the system will be easier to obtain.
x) Corrective Action: an effective control system should be able to suggest what action to be taken to correct deviations and also indicates when a deviation from standard occurs. This means any problems detected should come up with appropriate remedies or solutions.

Types *of Control (Control Methods)*

There are four types of control:

i) Pre-Action Control (Feed-Forward): controlling is done at the input level of production. It is initiated before the start of production or service activity. The purpose is to anticipate potential problems & prevent them from occurring. This type of control is sometimes called preventive control because its objective is to prevent problems at the input levels before going through the transformation process.

ii) Steering Control (Concurrent Control): focus on what occurs during the work process or the transformation process. The primary goal in steering control is to spot problems as they develop and take corrective action before final results are achieved. An example is the zero inflation campaign by the Malaysian Government to prevent inflation.

iii) Screening Control (Yes of No Control): specify check points that must be successfully passed before an activity proceeds further. Before proceeding to the next sequence, an activity, product or service must be approved or meet specific conditions: Example bank procedure

iv) Post-Action Control: controlling takes place after an action is completed. It is also known as corrective control. It attempts to measure the result of certain actions. If there are problems, corrective action is undertaken and applied to future activities.

Steps in Control Process

According to Robert (2011), the steps in the control process are: -

i) Establish standards & methods for measuring the performance: organizational control process always begins with the establishment of standards of performance against which organizational activities are measured. A standard is a target against which performance is compared. It must be measurable, specific& accepted by all organization members & it must always be in line with the organization's strategic planning. Example, 4.0 point grades A in PAD 160 of the standards of performance.

ii) Measure the performance: This step may be an on-going or repetition process. It is the most difficult step. The measuring period form the first performance to another must not be too long or too often. But, sometimes it depends on the situation. In short, this step comprise of 3 elements: - *(*a) What to measure (b) When to measure(c) How frequently to measure.

iii) Determine whether performance matches the standards: this is the easiest of all steps. But sometimes it can be difficult too, depending on the nature of the performance to be measured. If the performances match the standard, no corrective action is required.

iv) Take Corrective action: this step is done only if the performance does not meet the earlier established standards. Corrective action may include the following earlier established standards: -(a) Changing standards (this may be too high or too low). (b) Providing more incentives to enhance performance.

6.8 Resources

For more than a century now, human resource management, as a discipline and practice in the management of people in an organisation, has evolved and developed into different areas. These disciplines and practices have gone through a process of trial and error, theory building and testing of various concepts by practicing managers and academics (Farnham & Pimlott 1979; Storey 1989; Armstrong 1995). The underlying forces behind the evolution and development of human resource management have been (and still are) mainly environmental, and the quest for knowledge of better ways of acquiring and utilising labour. The changing organisational environment in the marketplace pushed managers to improve efficiency in the production and service delivery processes by increasing their ability to use the best practices of people management at the time. That is, employee management techniques or methods that would improve production, reduce service delivery costs, and at the same time ensure sustained availability of competent staff in the organisation. Human resource management principles and techniques for people management in competitive organisations are drawn from theories found in different disciplines. Indeed, it is impractical to present all the disciplines and relevant theoretical aspects that have shaped the understanding of human resource management today. Therefore, it is

believed that it is only important to give the reader a cursory view of some relevant theories underpinning human resource management and whoever may be interested in knowing more about the genesis and developments of a specific theory may do so by taking extra homework.

6.9 Theoretical Framework

Resource dependency theory

One of the challenges faced by managers during the economic recessions in the 1970s is how organisations can best acquire scarce resources and effectively utilise them in order to remain competitive in the market. The ability to utilise one's own resources including (financial, technological and labour), and acquire more from the external environment was one of the areas of concern in many organisations. The more organisations were able to harness resources, the more competitive they became. Therefore, resources were seen as the essence of organisational power (Emerson 1962). However, over dependence on external resources appeared to be risky due to the uncertainties that cannot be controlled by the organisation (Pfeffer & Solansick 1978). Concerning useful labour, the emphasis shifted to seeing employees as scarce resources that should be acquired effectively, utilised, developed and retained.

Organisation life cycle theory

Cameron & Whetton (1981) advanced organisation life cycle theory which characterises organisational development from formation, growth, maturity, decline and death. According to the theory, the driving force in all these stages is the nature of workforce. At the maturity stage the organisation cannot continue to grow or survive if there is no organisational structure that supports human resource creativity, innovation, teamwork and high performance, which will withstand pressure from competitors.

Comparative advantage theory

The main architect of comparative advantage theory is the economist David Ricardo who talked of the specialisation and division of labour among nations and firms. Ricardo postulated that nations should produce goods in which they have a domestic comparative advantage over others (Ricardo 1891). Since then, organisations and nations have focused on strengthening internal capacity in order to have more advantages relative to competitors and hence to reduce production and distribution costs per unit. Improving internal capacities include having the best human resources who are best utilised to produce cheaper and better quality goods and services (Porter 1980; Grant 1991).

Human capital theory

Human capital theory was initially well developed by Becker (1964) and it has grown in importance worldwide because it focuses on education and training as a source of capital.
It is now widely acknowledged that one of the key explanations for the rapid development of Asian countries in the 1970s and 80s is high investment in human capital (Robert 1991; Psacharopolos & Woodhall 1997). Human capital theory changes the equation that training and development are 'costs the organisation should try to minimise' into training and development as 'returnable investments' which should be part of the organisational investment capital. Therefore, human resource training and development decisions and evaluations have to be done based on clearly developed capital investment models.

6.10 Forecasting

Forecasting is an attempt to quantify the future, so a company can better prepare for expected future events (Kapoor, 2015). Depending on the type of business forecasts may be done at different time intervals. In general, quarterly and annual forecasts are common across all industries and businesses. Despite all the technological improvements the quarterly or annual ritual of business forecasts is still an archaic process. Most organizations end up spending weeks developing these forecasts for next fiscal years. Right before the end of fiscal year top management sets the directive for

managers across company to provide their business forecasts.

Forecasting techniques can be categorized in two broad categories: quantitative and qualitative. The techniques in the quantitative category include mathematical models such as moving average, straight-line projection, exponential smoothing, regression, trend-line analysis, simulation, life-cycle analysis, decomposition, Box-Jenkins, expert systems, and neural network. The techniques in the qualitative category include subjective or intuitive models such as jury or executive opinion, sales force composite, and customer expectations (Kress, 1985; Mentzer& Kahn, 1995).Along with qualitative and quantitative, forecasting models can be categorized as time-series, causal, and judgmental. A time-series model uses past data as the basis for estimating future results. The models that fall into this category include decomposition, moving average, exponential smoothing, and Box-Jenkins. The premise of a causal model is that a particular outcome is directly influenced by some other predictable factor. These techniques include regression models. Judgmental techniques are often called subjective because they rely on intuition, opinions, and probability to derive the forecast. These techniques include expert opinion, Delphi, sales force composite, customer expectations (customer surveys), and simulation (Kress, 1985; Wilson & Keating, 1994).

Typically, the two forms of forecasting error measures used to judge forecasting performance are mean absolute deviation (MAD) and mean absolute percentage error (MAPE). For both MAD and MAPE, a lower absolute value is preferred to a higher absolute value. MAD is the difference between the actual sales and the forecast sales, absolute values are calculated over a period of time, and the mean is derived from these absolute differences. MAPE is used with large amounts of data, and forecasters may prefer to measure error in percentage (Wilson & Keating, 1994).

Quantitative and Qualitative Techniques of Forecasting

Quantitative Forecasting Techniques:

• ***Regression Analysis:*** statically relates sales to one or more explanatory (independent) variables. Explanatory variables may be marketing decisions (price changes, for instance), competitive information, economic data, or any other variable related to sales.

• ***Exponential***: smoothing makes an exponentially smoothed weighted average of past sales, trends, and seasonality to derive a forecast.

• ***Moving average:*** takes an average of a specified number of past observations to make a forecast. As new observations become available, they are used in the forecast and the oldest observations are dropped.

• ***Box-Jenkins*** uses the auto correlative structure of sales data to develop an autoregressive moving average forecast from past sales and forecast errors.

• ***Trend line analysis:*** fits a line to the sales data by minimizing the squared error between the line and actual past sales values. This line is then projected into the future as the forecast. • Decomposition breaks the sales data into seasonal, cyclical, trend and noise components and projects each into the future. • Straight-line projection is a visual extrapolation of the past data, which is projected into the future as the forecast. • Life-cycle analysis bases the forecast upon whether the product is judged to be in the introduction, growth, maturity, or decline stage of the life cycle.

• ***Simulation:*** uses the computer to model the forces, which affect sales: customers, marketing plans, competitors, flow of goods, etc. The simulation model is a mathematical replication of the actual corporation.

• ***Expert systems:*** use the knowledge of one or more forecasting experts to develop decision rules to arrive at a forecast.

• ***Neural networks:*** look for patterns in previous history of sales and explanatory data to uncover relationships. These relationships are used to produce the forecast.

Qualitative Forecasting Techniques

• ***Jury of executive:*** opinion consists of combining top executives' views concerning future sales.
• ***Sales force composite:*** combines the individual forecasts of salespeople.
• ***Customer expectations (customer surveys):*** use customers' expectations as the basis for the forecast. The data are typically gathered by a customer survey by the sales force.
• ***Delphi model:*** is similar to jury of executive opinion in taking advantage of the wisdom of experts. However, it has the additional advantage of anonymity among participants.
• ***Naïve model:*** assumes that the next period will be identical to the present. The forecast is based on the most recent observation of data.

Three planning horizons for forecasting exist; the short-term forecast usually covers a period of less than three months. The medium-term forecast usually covers a period of three months to two years. And, the long-term forecast usually covers a period of more than two years. Generally, the short-term forecast is used for the daily operation and plans of a company. The long-term forecast is used more for strategic planning (Kress, 1985; DeLurgio & Bhame, 1991). Finally, the distinction between the forecasting method and forecasting system is important. A forecasting method is a mathematical or subjective technique that forecasts some future value or event. While many statistical forecasting software packages are implementations of forecasting methods, they are not forecasting systems. A forecasting system is a computer-based system that collects and processes demand data for thousands of items, develops forecasts using forecasting methods, has an interactive management user interface, maintains a database of demands, and has report file-writing capabilities. A forecasting system is much more complex than a forecasting method. The method is a part of the system (DeLurgio&Bhame, 1991).

6.11 Forecasting as a Part of the Management Process

6.11.1 Integrating Forecasting into Management Functions

There can certainly be no more important activity in the business organization than the effective development of sales forecasts and application of these forecasts to the organization's various functional needs. Closs, Oaks, &Wisdo (1989) argued that a sales forecast must incorporate (1) the correct use of forecasting techniques, (2) forecasting systems that effectively interact with the corporate management information system, and (3) recognition of the impact of forecasting management philosophy upon ultimate accuracy. A substantial gap still exists between applications and what is both desirable and obtainable. An examination of the forecasting and marketing literature suggests that a structure is needed for handling the issues that the practitioner must address (Makridakis and Wheelwright, 1977). Various functional areas or departments may need on-going information on forecasts and forecasting accuracy, even though they are not allowed to make changes to forecasts. The departments that are most often allowed to review forecasts are marketing, finance, production, sales, and planning. Having access to the sales forecast information as well as the ability to disseminate the information is important (Mentzer and Schroeter, 1994). Behavioral and organizational issues exist when integrating the forecasting system into a company. An important aspect of the behavior issue involves the interface between the preparer of forecasts and the users of forecasts. A need exists for a clear definition of tasks and priorities with regard to forecasting applications as well as a need for respect and understanding of each other's position (Makridakis and Wheelwright, 1977). An important aspect of the organizational issue involves differences among the needs of each department that uses the forecast (Makridakis and Wheelwright, 1977). Because the sales forecast is the bonding tool that draws together the different line and support functions, all of the components of the organization must use the same forecast and

assumptions. A business organization is an integrated group of activities, which requires coordination and common goals to result in profit for the company (Lawless, 1990). Evidence has shown that, if there is not a sufficient degree of acceptance of the forecast and its validity, the different functional areas will in fact develop their own independent forecasts. This has the obvious effect of creating chaos, inefficiency, and substantial additional costs. The conflict and chaos created by the use of different sales forecasts can be detrimental to the organization's efforts and have a variety of undesirable side effects, including high inventory levels, inventory obsolescence, over utilized or underutilized plants, and unnecessary facilities. These are serious consequences potentially costing the business millions of dollars in excess capitalization due to ineffective sales forecasting (Lawless, 1990). In order to enhance the use of a sales forecast, the forecast must have credibility. Communication of the forecast in business terms--not technical terms--also contributes to the acceptance. Both communication and process management call upon the interpersonal skills of the forecaster. Determining forecast requirements provides each department an opportunity to assess its specific objectives and needs as they relate to the forecast and to consider the integration of the forecast into its activities. In order for the forecast to be effective, it must reflect the needs and functional processes of all functional constituents. A complete understanding of the manufacturing, distribution, sales, and marketing processes and constraints is a minimum (Lawless, 1990). Corporate management involvement is essential since the forecast must reflect reasonable management goals and is used by a wide variety of functional areas within the company. Acceptance by management is critical in getting a forecast method accepted and applied consistently within the organization. In order to be effective, the forecaster and forecast process must be sensitive to the corporate culture and to the professional agenda of the managers and users involved. The forecaster must exhibit qualities of leadership and establish a sound working relationship with the forecast users and participants. In communicating the forecast results to management, the forecaster must be capable of communicating the findings in language functional managers can understand and compatible with the corporate culture (Lawless, 1990).

7. Qualitative Analysis

The core of qualitative analysis lies in these related processes of describing phenomena, classifying it, and seeing how its concepts interconnect. The first step in qualitative analysis is to develop thorough and comprehensive descriptions of the phenomenon under study. This has become known as 'thick' description (Geerz 1973, Denzin 1978). In contrast to 'thin' description which merely states 'facts', Denzin suggests that a 'thick' description includes information about the context of an act, the intentions and meanings that organize action, and its subsequent evolution (Denzin 1978). Thus description encompasses which action is embedded. Qualitative analysis often aims to provide 'thorough' descriptions (to adopt a more apt adjective than 'thick') in each of these areas.

Qualitative Forecasting Techniques

- ***Jury of executive:*** opinion consists of combining top executives' views concerning future sales.
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- ***Naïve model:*** assumes that the next period will be identical to the present. The forecast is based on the most recent observation of data.

7.1 Input-Output Analysis

The main objective of the well known input-output model, developed by Leontief in the late 1930s, is to study the interdependence among the different sectors in any economy (Miller and Blair, 1985). This tool holds upon a very simple, yet essential notion, according to which the

output is obtained through the consumption of production factors (inputs) which can be, in their turn, the output of other industries. Hence, one of the principal tasks of input-output analysis is to identify the indirect demands concerning the intermediate consumptions necessary to generate the outputs. The origins of the basic notion behind the input-output model go back to the 18th century, when Quesnay published the "*Tableau Economique."* His objective was to describe the economic transactions established between three social classes: landowners, farmers and rural workers (productive class) and the sterile class, composed by artisans and merchants (this classification reflects the physiocrats' philosophy, according to which agriculture was the only wealth generating sector). Over more than one century, this idea of economic interdependence had a new and important contribution, with the work developed by Walras. This economist introduced the general equilibrium model, aiming to determine prices and quantities of all economic markets. In this model Walras used a set of production coefficients very similar to the ones defined *a posteriori* in the Leontief's input-output model: they compared the amount of production factors used in production with the total output obtained (Miller and Blair, 1985).The perception and depiction of the interactions among the different economic activities (besides the spatial dimension which is being considered) allows, on the one hand, the access to a very detailed statistical tool about the economy we are focusing on: the input-output table. An input-output table records the "flows of products from each industrial sector considered as a producer to each of the sectors considered as consumers" (Miller and Blair, 1985).

The original applications of the input-output model were made at a nation-wide level.2 However, the interest in extending the application of the same framework to spatial units different from the country (usually, sub-national regions) led to some modifications in the national model, originating a set of regional input-output models. According to Miller and Blair (1985), there are two specific characteristics referring to the regional dimension which make evident and necessary the distinction between national and regional input-output models. First, the productive structure of each region is specific, probably being very different from the national one; second, the smaller the focusing economy, the more it depends on the exterior world (this including the other regions of the same country and other countries), making exports and imports to become more important in determining the region's demand and supply. Since the 1950's, different regional input-output models were developed, being distinguished through the following criteria: (1) the number of regions taken into account; (2) the recognition (or not) of interregional linkages; (3) the degree of detail implicit in interregional trade flows (which is related to the degree of detail demanded for the input-output data) and (4) the kind of hypotheses assumed to estimate trade coefficients. The first criterion is used to distinguish the single-region model from the several types of models designed to systems with more than one region. The single-region model seeks to capture intra-regional effects alone. So, its crucial limitation consists of the fact that it ignores the effects caused by the linkages between this region and the others. In reality, when one region increases its production, as a reaction to some exogenous change in its final demand for example, some of the inputs needed to answer the production augment will come from the remaining regions, originating an increase of production in these regions – these are the spill over effects. The remaining regions, in turn, may need to import inputs from other regions (probably including the first region) to use in their own production. These involve the concept of interregional feedback effects: those which are caused by the first region itself, through the interactions it performs with the remaining regions (Miller, 1998). The seminal applications of input-output analysis to systems with more than one region, capturing the effects caused by the interconnections between the different regions (which corresponds to the second criterion previously referred), had the fundamental contributions of Walter Isard (Glasmeier, 2004).

These contributions originated the interregional model also known as Isard's model. Practical

difficulties in implementing the interregional model, mainly due to its high requirements in terms of interregional trade data, motivated the emergence of multi-regional models (of which the Chenery-Moses model is the most popular). As we shall see latter on in this paper, the different many-region models are distinguishable through the third and fourth criteria mentioned above.

Operational Framework

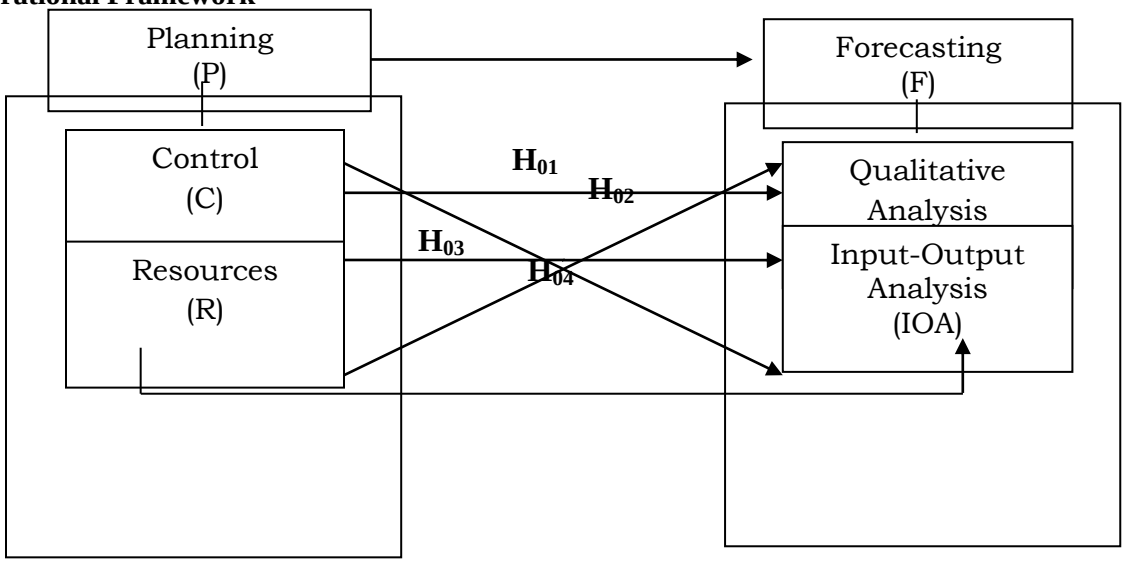

Fig.3 *Operational Framework on Planning and Forecasting in the growth of Ponticelli Nigeria*
Source: *Researcher's concept, 2017*

7.3 Population of the Study

A population is the summation or totality of elements in a given location of interest. According to Okafor (2002), research population is a complete set of items that is of interest to a researcher or investigator. It may comprise people, firms, households, invoices etc.
Basically, the population of this work encompasses stakeholders of Ponticelli, Nigeria Limited in Port Harcourt Metropolis.

8. Methodology

For the purpose of this work, convenient sampling method was adopted, and a total of seventy (70) selected consumers from Elelenwo and Trans-Amadi was administered with questionnaire for the purpose of getting their responses. The problem of bias beset the validity of the result which in turn affects the validity of the entire work. Observably, the convenience sampling method was adopted due to the fact that consumers of Ponticelli Nigeria in Port Harcourt are virtually many, and also to differentiate and ascertain the actual number of consumers that patronizes this firm (Ponticelli). Fundamentally, this implies that the researcher will at his discretion determine the number of sample (sample size) that will be manageable to work with and the sample elements therein.

Data Analysis

The data obtained from a study may or may not be in numerical or quantitative form, that is, in the form of numbers. If they are not in numerical form, then we can still carry out qualitative analysis based on experience, of the individual experiences of the participants. In this study, "spearman rank correlation coefficient" was used to test various formulated hypothesis. The

rationale for this decision was due to the fact that the researcher seeks to examine the relationship between planning (independent variable) and forecasting (dependent variable) as it relates to the growth of Ponticelli Nigeria Limited in Port Harcourt.

70 copies questionnaire were administered to customers of the organization in Port Harcourt (Ponticelli Nigeria Limited). 60 copies were retrieved, 10 were not returned. The response rates are shown in the tables below.

Table 1 Number of Questionnaire

S/N	DETAILS	FREQ	%
1.	Returned	60	86
2.	Not returned	10	14
	TOTAL	**70**	**100**

Source: Survey Data 2019

Demographic Characteristics of the Respondent

Table 2 Gender

S/N	DETAILS	FREQ	%
1.	Female	26	43
2.	Male	34	57
	TOTAL	**60**	**100**

Source: Survey Data 2019

Table 2 depicts that 26% are female while 57% are male which shows that there are more males respondents than females.

Table 3: Age Range of Respondents

S/N	AGE	FREQ	%
1.	20-30	30	50
2.	31-40	15	25
3.	41-50	12	20
4.	51and above	3	5
	Total	**60**	**100**

Source: Survey Data 2019

Tables 3 Shows that age 20-30 are 50%, age 31-40 are 25%. While age 41-50 and 51 are 20% and 5% respectively.

Table 4: Occupation of Respondents

S/N	OCCUPATION	FREQ	%
1.	Entrepreneur	50	83
2.	Civil Servants	5	8
3.	Student	4	7
4.	Others	1	2
	TOTAL	**60**	**100**

Source: Survey Data 2019.

Table 4 Depicts that 83% are entrepreneur, 8% are civil servant, 7% are students, and 2% are others. This clearly shows that student is more in numbers.

Table 5 Marital Status of Respondents

S/N	DETAILS	FREQ	%
1.	Single	49	82
2.	Married	11	18
	Total	**60**	**100**

Source: Survey Data 2019

Table 5 Indicates that 82% are single while 18% are married.

Table 6 Customers of fabrication works

S/N	DETAILS	FREQ	%
1.	Yes	50	83
2.	No	10	17
	Total	**60**	**100**

Source: Survey Data 2019

Table 6 Indicates that 83% customers are customers coming for fabricated works

Table 7 Response of the number of years respondents have been fabrication customers to the company

S/N	DETAILS	FREQ	%
1.	Less than 3yrs	9	15
2.	4-6yrs	46	77
3.	7-10yrs	5	8
4.	10 and above	-	-
	TOTAL	**60**	**100**

Source: Survey Data 2019

Table 7 Depicts that 15% have been customers in less than 3yrs, 77% agreed that they have been customers to the company for about 4-6yrs, 8% said about 7-10yrs.

Table 8 Customers for construction works

S/N	DETAILS	FREQ	%
1.	Yes	60	100
2.	No	-	-
	TOTAL	**60**	**100**

Source: Survey Data 2019

Table 8 shows that 100% of customers are for construction works (These are various customers from other construction companies)

Table 9 Response of how often customers demand for construction works

S/N	DETAILS	FREQ	%
1.	Very regular	40	67
2.	Regularly	15	25
3.	Moderately	5	8
4.	Rarely	-	-
5.	Not at all	-	-
	TOTAL	**60**	**100**

Source: Survey Data 2019

Table 9 indicates that 67% customers demand for construction works very regularly, 25% regularly, and 8% moderately, while rarely and not at all has any response.

Table 10: Response of the number of years respondents are construction customers to the company

S/N	DETAILS	FREQ	%
1.	Less than 3yrs	5	8.3
2.	4-6yrs	50	83.4
3.	7-10yrs	5	8.3
4.	10 and above	-	-
	TOTAL	**60**	**100**

Source: Survey Data 2019

Table 10 Shows that 8.3% have been construction customers in less than 3yrs, 83.4% said for about 4-6yrs, 8.3% said about 7-10yrs.

Response on Research Questions

Table 11: Response of Question B1

To what extent has control affected the smooth running of the organization?

S/N	DETAILS	FREQ	%
1.	To a great extent	10	17
2.	To a considerable extent	28	47
3.	To a moderate extent	10	17
4.	To a slight extent	9	15
5.	Not at all	3	5
	TOTAL	**60**	**100**

Source: Survey Data 2019

In table 11 17% said to a great extent. 47% said it is to a considerable extent, 17% said it is to a moderate extent, 15% is to a slight extent and 5% not at all.

9. Conclusion

From the findings of the study, the role in which control and resources as a variable of planning play in the organization and qualitative analysis and input output analysis which are also variables of forecasting. From the findings, resources as a variable of planning, plays a weak role in forecasting.

In the same vein, control has no relationship with the firms qualitative analysis in the overall products provided in Ponticelli Nigeria Limited. The same is applicable control and input-output analysis

10. Recommendations

From the conclusion above the following recommendations were made.

- Despite the responses of respondents, construction and fabrication company in Port Harcourt should devise a more unique and distinct way of differentiating their products through the help of a market research that will be difficult for their competitors to imitate because, there is a weak relationship between control and forecasting in organizational growth of Ponticelli Nigeria Limited, Port Harcourt.
- As for resources, fabrication and construction firms in Port Harcourt should provide more resources to make production smooth. There is a weak relationship in resources and qualitative analysis. The Conclusion on control and resources shows that they do not really matter to the customers if not properly applied. Fabrication and construction firms in Port Harcourt should not over or under control and deploy resources to their organization.

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Women Entrepreneurship: An Economic Role in Indian Society

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Abstract. Women Entrepreneurship and Women empowerment are considered as an important tool in eradicating poverty and unemployment. Now a day's Women empowerment has become a buzzword. Empowerment of women may not be feasible just by creating employment opportunities for them. The need of the hour is to inspire them to set up their own enterprises. Traditionally, women have been on stage, by playing a crucial role in the management of the family as well as in the society. But their job has not been duly recognized. Entrepreneurs play a key role in any economy. These are the people who have the skills and initiative necessary to take good new ideas to market and make the right decisions to make the idea profitable. The reward for the risks taken is the potential economic profits the entrepreneur could earn. Technically, a "women entrepreneur" is any women who organizes and manages any enterprise, usually with considerable initiative and risk. However, quite often the term "women-owned business" is used relative to government contracting. In this instance, the entrepreneur (a woman) owns (more than 50%), controls and runs the enterprise. The present study has been an attempt to generate awareness and to understand meaning, rationale for diversification. An extensive literature review is done on women entrepreneur. At the end some major problems faced by Indian women entrepreneurs, success stories of Indian women entrepreneurs, factors influencing women entrepreneurship and steps taken by the government for upliftment of Indian women entrepreneurs.

Keywords: Women entrepreneur, diversification, Indian women entrepreneurs, success stories, women entrepreneurship, Indian government

1. Introduction

Women entrepreneurs may be defined as a "Woman or a group of women who initiate, organize and run a business enterprise". Government of India has defined women entrepreneurs based on women participation in equity and employment of a business enterprise. Accordingly, a woman run a enterprise is defined as "an enterprise owned and controlled by a women having a minimum financial interest of 51% of the capital and giving at least 51%of the employment generated in the enterprise to women". Women entrepreneur constitute 10 % of the number of the number of entrepreneur in the country. This has been a significant growth in self-employment of women with women now starting new ventures at three times the rate of men. They constitute 50% of the population of our country with a lower literacy rate than men. This statistical fact indicates that for the economic growth of the nation, women should not be encouraged to make their share of economic contribution towards the country. one way of achieving is by making women come out and become entrepreneurs. In the traditional society, they were confined to the four walls, playing household roles, but in the modern society, they are coming out to participate in all sorts of activities. Women enter entrepreneurship due to economic factors which pushed them to be on their own and urge them to

do something independently. Women prefer to work from their own work residence, difficulty in getting suitable jobs and desire for social recognition motivate them towards self-employment. We see a lot of women professionals in engineering, medicine, law etc. They are also setting up hospitals, training centers, etc. "An enterprise owned and controlled by a women having a minimum financial interest of 51 per cent of the capital and giving at least 51 per cent of the employment generated by the enterprise to women." — Government of India "A woman entrepreneur can be defined as a confident, innovative and creative woman capable of achieving self-economic independence individually or in collaboration, generates employment opportunities for others through initiating, establishing and running the enterprise by keeping pace with her personal, family and social life."

The Government of India has been declared year 2001 as women empowerment year. As there exist a need to strengthen and streamline the role of women in the development of various sectors. So that women dare to take risks and become successful entrepreneurs. Women across India are showing a concern to be economically independent. Women entrepreneurship and economic development go hand in hand. Though the entrepreneurial process is the one and the same for men and women, however in practice, many challenges are faced by women, which are of different dimensions and magnitudes, which prevent them from realizing their full potential as entrepreneurs. Nowadays with the growth of MSME, many women have embarked into entrepreneurship and running their enterprises successfully. With the relevant education, work experience, improved economic condition and financial opportunities more women are venturing into business.

2. Objectives of the Study

The main objectives of this study are:

- To understand the concept and emergence of women entrepreneurship in India
- To know the development of women entrepreneurship in India
- To list out the reasons, for women involving themselves in entrepreneurial activities in India.
- To list out the challenges, faced by the women entrepreneurs in India.
- To identify the opportunities, available for women entrepreneurs.

3. Research Methodology

The prepared paper is a descriptive study in nature. The secondary data and information have been analyzed for preparing the paper extensively. The secondary information have been collected from different scholars‟ and researchers‟ published books, articles published in different journals, periodicals, conference paper, working paper and websites.

4. Review of Literature

Bowen & Hisrich, (1986), compared & assessed various research studies done on entrepreneurship including women entrepreneurship. It summaries various studies in this way that female entrepreneurs are relatively well educated in general but perhaps not in management skills, high in internal locus of control, more masculine, or instrumental than other women in their values likely to have had entrepreneurial fathers, relatively likely to have frts born or only children, unlikely to start business in traditionally male dominated industries & experiencing a need of additional managerial training.

Cohoon, Wadhwa & Mitchell, (2010), present a detailed exploration of men & women entrepreneur's motivations, background and experiences. The study is based on the data collected from successful women entrepreneurs. Out of them 59% had founded two or more companies. The study identifies top five financial & psychological factors motivating women to become entrepreneurs. These are desire to build the wealth, the wish to capitalize own business ideas they had, the appeal of startup culture, a long standing desire to own their own company and working with someone else did not appeal them. The challenges are

more related with entrepreneurship rather than gender. However, the study concluded with the requirement of further investigation like why women are so much concerned about protecting intellectual capital than their counterpart. Mentoring is very important to women, which provides encouragement & financial support of business partners, experiences & well developed professional network.

In India, the major portion of the women's community though equal to men in the population is subject to lots of deprivation in business activity. The largest numbers of women are involved in domestic works as a result their entrepreneurial skills and abilities are not properly utilized for the development of the nation. Researcher identifies the reasons and influencing factors behind entry of women in entrepreneurship. He explained the characteristics of their businesses in Indian context and also obstacles & challenges. He mentioned the obstacles in the growth of women entrepreneurship are mainly lack of interaction with successful entrepreneurs, social un-acceptance as women entrepreneurs, family responsibility, gender discrimination, missing network, low priority given by bankers to provide loan to women entrepreneurs. He suggested the remedial measures like promoting micro enterprises, unlocking institutional frame work, projecting & pulling to grow & support the winners etc. The study advocates for ensuring synergy among women related ministry, economic ministry & social & welfare development ministry of the Government of India. Commenting on the challenges facing women entrepreneurs, classified women into 'better-off and low-income women'. According to them, 'better-off women' face the following challenges: lack of socialization to entrepreneurship in the home, school and society; exclusion from traditional business networks; lack of access to capital; discriminatory attitude of leaders; gender stereotypes and expectation: such as the attitude that women entrepreneurs are dabblers or hobbyists; socialized ambivalence about competition and profit; lack of self-confidence; inability to globalize the business: men are leading in the global market. On the other hand, 'low– income women' face challenges such as: poor savings, longer hours to work, health care and other assistance, illiteracy, regulation that do not distinguish between personal business assets make it extremely difficult to start a business or to invest the time it takes to make it profitable, lack of managerial skill, cultural bias both within cultural group and in the larger society, high level of poverty.

4.1 Problems faced by Indian Women Entrepreneurs

Besides the above basic problems the other problems faced by women entrepreneurs are as follows:

- **Family ties**: Women in India are very emotionally attached to their families. They are supposed to attend to all the domestic work, to look after the children and other members of the family. They are over burden with family responsibilities like extra attention to husband, children and in laws which take away a lots of their time and energy. In such situation, it will be very difficult to concentrate and run the enterprise successfully.
- **Male dominated society**: Even though our constitution speaks of equality between sexes, male chauvinism is still the order of the day. Women are not treated equal to men. Their entry to business requires the approval of the head of the family. Entrepreneurship has traditionally been seen as a male preserve. All these put a break in the growth of women entrepreneurs.
- **Lack of education***:* Women in India are lagging far behind in the field of education. Most of the women (around sixty per cent of total women) are illiterate. Those who are educated are provided either less or inadequate education than their male counterpart partly due to early marriage, partly due to son's higher education and partly due to poverty. Due to lack of proper education, women entrepreneurs remain in dark about the development of new

technology, new methods of production, marketing and other governmental support which will encourage them to flourish.

- **Social barriers:** The traditions and customs prevailed in Indian societies towards women sometimes stand as an obstacle before them to grow and prosper. Castes and religions dominate with one another and hinder women entrepreneurs too. In rural areas, they face more social barriers. They are always seen with suspicious eyes.
- **Shortage of raw materials**: The scarcity of raw materials, sometimes nor, availability of proper and adequate raw materials sounds the death-knell of the enterprises run by women entrepreneurs. Women entrepreneurs really face a tough task in getting the required raw material and other necessary inputs for the enterprises when the prices are very high.
- **Problem of finance**: Women entrepreneurs stiffer a lot in raising and meeting the financial needs of the business, Bankers, creditors and financial institutes are not coming forward to provide financial assistance to women borrowers on the ground of their less credit worthiness and more chances of business failure. They also face financial problem due to blockage of funds in raw materials, work-in-progress finished goods and non-receipt of payment from customers in time.
- **Tough competitions*:*** Usually women entrepreneurs employ low technology in the process of production. In a market where the competition is too high, they have to fight hard to survive in the market against the organised sector and their male counterpart who have vast experience and capacity to adopt advanced technology in managing enterprises
- **High cost of production*:*** Women Entrepreneur In India Several factors including inefficient management contribute to the high cost of production which stands as a stumbling block before women entrepreneurs. Women entrepreneurs face technology obsolescence due to nonadoption or slow adoption to changing technology which is a major factor of high cost of production.
- **Low risk-bearing capacity*:*** Women in India are by nature weak, shy and mild. They cannot bear the amount risk which is essential for running an enterprise. Lack of education, training and financial support from outsides also reduce their ability to bear the risk involved in an enterprises.
- **Limited mobility*:*** Women mobility in India is highly limited and has become a problem due to traditional values and inability to drive vehicles. Moving alone and asking for a room to stay out in the night for business purposes are still looked upon with suspicious eyes. Sometimes, younger women feel uncomfortable in dealing with men who show extra interest in them than work related aspects.
- **Lack of entrepreneurial aptitude*:*** Lack of entrepreneurial aptitude is a matter of concern for women entrepreneurs. They have no entrepreneurial bent of mind. Even after attending various training programmes on entrepreneur ship women entrepreneurs fail to tide over the risks and troubles that may come up in an organisational working
- **Limited managerial ability*:*** Management has become a specialised job which only efficient managers perform. Women entrepreneurs are not efficient in managerial functions like planning, organising, controlling, coordinating, staffing, directing, motivating etc. of an enterprise. Therefore, less and limited managerial ability of women has become a problem for them to run the enterprise successfully.

4.2 Steps taken by the Indian Government

The growth and development of women entrepreneurs required to be accelerated because entrepreneurial development is not possible without the participation of women. Therefore, a congenial environment is needed to be created to enable women to participate actively in the entrepreneurial activities. There is a need of Government, non-Government, promotional and regulatory agencies to come forward and play the supportive role in promoting the women entrepreneur in India. The Government of India has also formulated various training and development cum employment generations programs for the women to start their ventures. These programmes are as follows:

1. Steps taken in Seventh Five-Year Plan: In the seventh five-year plan, a special chapter on the "Integration of women in development" was introduced by Government with following suggestion:

A) Specific target group: It was suggested to treat women as a specific target groups in all major development programs of the country.

B) Arranging training facilities: It is also suggested in the chapter to devise and diversify vocational training facilities for women to suit their changing needs and skills.

C) Developing new equipments: Efforts should be made to increase their efficiency and productivity through appropriate technologies, equipments and practices.

D) Marketing assistance: It was suggested to provide the required assistance for marketing the products produced by women entrepreneurs. E) Decision-making process: It was also suggested to involve the women in decision-making process.

2. Steps taken by Government during Eight Five-Year Plan: The Government of India devised special programs to increases employment and income-generating activities for women in rural areas. The following plans are lunched during the Eight-Five Year Plan:

A) Prime Minister Rojgar Yojana and EDPs were introduced to develop entrepreneurial qualities among rural women.

B) „Women in agriculture" scheme was introduced to train women farmers having small and marginal holdings in agriculture and allied activities.

C) To generate more employment opportunities for women KVIC took special measures in remote areas.

D) Women co-operatives schemes were formed to help women in agro-based industries like dairy farming, poultry, animal husbandry, horticulture etc. with full financial support from the Government.

E) Several other schemes like integrated Rural Development Programs (IRDP), Training of Rural youth for Self-employment (TRYSEM) etc. were started to alleviated poverty.30-40% reservation is provided to women under these schemes.

3. Steps taken by Government during Ninth Five-Year Plan: Economic development and growth is not achieved fully without the development of women entrepreneurs. The Government of India has introduced the following schemes for promoting women entrepreneurship because the future of small scale industries depends upon the women-entrepreneurs:

(a) Trade Related Entrepreneurship Assistance and Development (TREAD) scheme was lunched by Ministry of Small Industries to develop women entrepreneurs in rural, semi-urban and urban areas by developing entrepreneurial qualities.

(b) Women Comkp0onent Plant, a special strategy adop0ted by Government to provide assistance to women entrepreneurs.

(c) Swarna Jayanti Gram Swarozgar Yojana and Swaran Jayanti Sekhari Rozgar Yojana were introduced by government to provide reservations for women and encouraging them to start their ventures.

(d) New schemes named Women Development Corporations were introduced by government to help women entrepreneurs in arranging credit and marketing facilities.

(e) State Industrial and Development Bank of India (SIDBI) has introduced following schemes to assist the women entrepreneurs. These schemes are: (i) Mahila Udyam Nidhi (ii) Micro Cordite Scheme for Women (iii) Mahila Vikas Nidhi (iv) Women Entrepreneurial Development Programmes (v) Marketing Development Fund for Women.

4. Consortium of Women entrepreneurs of India provides a platform to assist the women

entrepreneurs to develop new, creative and innovative techniques of production, finance and marketing. There are different bodies such as NGOs, voluntary organizations, Self-help groups, institutions and individual enterprises from rural and urban areas which collectively help the women entrepreneurs in their activities.

5 Training programmes: The following training schemes especially for the self-employment of women are introduced by government:

- Support for Training and Employment Programme of Women (STEP).
- Development of Women and Children in Rural Areas (DWCRA).
- Small Industry Service Institutes (SISIs)
- State Financial Corporations
- National Small Industries Corporations
- District Industrial Centres (DICs)

6 Mahila Vikas Nidhi: SIDBI has developed this fund for the entrepreneurial development of women especially in rural areas. Under Mahila Vikas Nidhi grants loan to women are given to start their venture in the field like spinning, weaving, knitting, embroidery products, block printing, handlooms handicrafts, bamboo products etc.

7 Rashtriya Mahila Kosh: In 1993, Rashtriya Mahila Kosh was set up to grant micro credit to pore women at reasonable rates of interest with very low transaction costs and simple procedures.

5. Conclusions

India is a male dominated society and women are assumed to be economically as well as socially dependent on male members. Women entrepreneurs faced lots of problems like lack of education, social barriers, legal formalities, high cost of production, male dominated society, limited managerial ability, lack of self-confidence etc. Various factors like Pull and Push factors influencing women entrepreneurs. Successful leading business women in India. Government takes various steps for the upliftment of women entrepreneurs in 7th five year plan, 8th five year plan and in 9th five year plan. Women have the potential the potential and determination to setup, uphold and supervise their own enterprise in a very systematic manner, appropriate support and encouragement from the society, family, government can make these women entrepreneur a part of mainstream of national economy and they can contribute to the economy progress of India.

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Part Two

International Economic Relations

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International Trade and Economic Growth: A Panel Data Analysis of Some Selected Sub-Saharan African Countries

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Abstract. This paper is to empirically evaluate the impact of international trade on economic growth in some selected Sub-Sahara African countries spanning from 2010 to 2017 using panel data obtained from World Bank (World Economic Indicators). The research used GDP as proxy for economic growth and the dependent variable whereas trade balance (proxy for international trade), money supply and CPI (proxy for inflation) are explanatory variables. Pooled Regression, fixed effect and random effect Analysis as well as Estimated Generalized Least Square Regression Analysis were employed for data analysis. The findings of the research shows that trade balance and CPI are positive but not significant in the three regressions and Estimated Generalized Least Square Regression. Money supply is negative significant under both pooled regression and Estimated Generalized Least Square Regression, but positively and negative but statistically not significant under fixed effect and random effect respectively. Therefore, the research recommends that Sub-Sahara African countries should pursue export promotion and import substitution with the sincerity of purpose. The monetary policies that will manipulate money supply to level of capable economy growth and avoid inflationary pressure should be adopted.

Keyword: International Trade, Economic Growth, Estimated Generalized Least Square

1. Introduction

Poor economic growth performance and the resulting high level of poverty in Sub Saharan Africa have dominated economic debates for many decades. The search for solutions to the poverty problem globally has led to various perspectives on international trade and its relevance as one of the many ways of solving the poverty problem. As largely argued in trade theory and buttressed by several empirical studies in many countries; both developed and developing, exports growth and its impact on economic growth has dominated economic debates for quite a long time and become integral part of policy making by governments. The formation of Regional Trade Blocs, governments assistance to tradable goods sectors, signing trade agreements, establishment of trade institutions and infrastructure, extension of credit to the exports sectors are among the few but notable efforts to promote growth through enhanced trade participation in the global market by SSA countries.

The popular argument that trade restrictions and protectionism lead to higher growth formed the policy orientation of many developing nations in the 1950s and 1960s. This largely informed the import-substitution and infant-industry development strategies of developing countries, including those in the Sub-Saharan Africa region during those two decades. The world economic challenges of the 1970s led to the un-sustainability of these trade strategies and hence the shift towards more liberalized trade regimes. Through the advocacy and implementation of the Structural Adjustment Programmed (SAP) with the help of the International Monetary Fund (IMF), liberalized trade regimes have since

become an integral part of policy formulation in many developing countries. Mwaba (2000) stressed on how impossible it has become for a country to think about economic growth without considering trade as a measure to achieving that. Mwaba (2010) also asserts that the choice of liberalization or maintaining a closed and protected economy is no longer in the hands of individual economies since the incorporation of the terms of the Uruguay Round into the World Trade Organization (WTO). Further observation indicates that African countries like many other developing countries export large share of their produce and at the same time spend the huge chunk of their income on imports as compared to advanced countries.

African countries, as advanced nations, have recognized the importance of international trade as a vehicle of economic growth. This is in line with the ideals of earliest economists (mercantilists).The traditional trade theory of Ricardian-Heckscher-Ohlin outlines that trade openness enhances output in the short-run through more efficient allocation of resources. This model however, does not address the impact of trade openness on long-term growth. According to the endogenous growth models of Grossman and Helpman (1991) and Rivera-Batiz and Romer (1991), trade openness promotes growth in the long-run through the transmission of technologies, increases in the size of the market available to domestic firms and through product.

Furthermore, the relationship between trade and productivity has not been established theoretically even though some researchers have indeed found some, if not complete, support for the view that increasing openness has a positive impact on productivity. Bernard and Jensen (1999) reported that mainly through reallocation of resources from less efficient to more efficient plants (Ricardian Theory); manufacturing exporters within the same industry tend to grow faster than non-exporters. Lawrence (2000) also established that trade with developing countries boosts Total Factor Productivity (TFP) growth in manufacturing industries with a relatively large share of imports from developing countries (UNCTAD, 2001).

Therefore, many economic associations have instituted in Africa for this purpose, such as ECOWAS, ADB. As results of these unionisms, their economies have started recording significant effects on their GDP. For instance, trade in Africa as a share of GDP increased from 38% to 43% between 1988 to 1989 and 1999 to 2000, respectively. The marginalization of the African continent is the outcome of the interaction of declining terms of trade with the inability of the region to expand its productive capacity and shift to dynamic products. The region has been resisting open trade regimes. African countries need to focus on growth enhancing policies including promotion of exports of dynamic products.

Over the past four decades, economists have created a large amount of statistical evidence on the relationship between International trade and economic growth. They estimate the coefficients of correlation, coefficients of regression, co integration test, and perform various other statistical tests to confirm the existence of the relationship between foreign trade and economic growth. But also the empirical evidence does not clearly established whether the International trade leads to economic growth or whether it merely follows economic growth.

Few latest empirical evidences on effectiveness of international trade on economic growth conducted in African continent. Among them are: Hussaina and Shuaibu (2015) who conducted a research on a relationship between foreign trade and economic growth in Central Africa over a period of 1991-2011; Edward and John (2016) evaluated the relationship between the export composition and economic growth in 35 Sub-Saharan Africa; Clement and Hlalefang (2018) assessed the impact of trade openness on economic growth in Southern African Development Cooperation for time frame 1990 to 2016; Osei et al (2012) examined effectiveness of trade openness on economic growth of African Countries from 1980 to 2008;Louis et al (2015) evaluated the relationship between export diversification and economic growth using panel data of forty-two (42) SSA countries from 1995 to 2010; Iyoha and Okim (2017) conducted research on impact

of Trade on Economic Growth in ECOWAS Countries and Abubakar et al (2016) examined the impact of international trade on economic growth in West Africa from 1991 to 2011.

Similarly, most empirical studies on effectiveness of international trade on economic growth in Africa employed either pooled OLS or dynamic regression. It is only Clement and Hlalefang (2018) that assessed the impact of trade openness on economic growth in Southern African Development Cooperation for time frame 1990 to 2016 that employed the ARDL-bounds test approach and the Pooled Mean Group (PMG)

However, this research examines empirically effectiveness of international trade on economic growth of 17 Sub-Sahara African Countries from 2010 to 2017. This research adopts model developed by Hussaina and Shuaibu (2015) with incorporating in the model money supply and inflation rate to replace exchange rate using the same technique (Panel Regression Techniques with the Estimated Generalized least Square techniques). So, the variables of this study are: GDP proxy for economic growth; trade proxy for international trade while money supply and inflation rate are controlled variables. Therefore, the general objective of this study is to empirically examine the impact of international trade on economic growth in Sub-Sahara Africa. Other specific objectives are following; to investigate the relationship between international trade and economic growth in Sub-Sahara Africa, to assess the short run effect of trade, money supply and inflation rate on economic growth in Sub-Sahara Africa, and to assess the long run effect of trade, money supply and inflation rate on economic growth in Sub-Sahara Africa.

1.1 Research Hypotheses

The following hypotheses will be formulated based on the objectives of the study:

H_{01}= there is no significant relationship between the international trade and economic growth in Sub-Saharan Africa under the time consideration

H_{02}=trade, money supply and inflation rate do not have short run effects on economic growth in Sub-Sahara Africa under time investigation

H_{03}=trade, money supply and inflation rate do not have long run effects on economic growth in Sub-Sahara Africa under time investigation.

2. Literature Review

Researches on International trade and economic growth have used various theories of Economics in their analysis. The theories adopted include Mercantilist Trade Theory approach, Absolute Advantage Trade Theory approach with can be seen in the famous book by Adam Smith "The wealth of Nation" (1978), the Comparative Advantage Trade Theory approach advocated by Ricardo, Hecksher – Ohlin Trade Theory, Neo-Classical Growth Theory approach by Robert Solow, Endogenous Growth Theory, Mundell–Fleming Model and Harrod-Domar Growth Model among others. However, this paper, after reviewing the different theories on both international trade and economic growth individually, adopts and anchors on the Mundell–Fleming Model and Export-Led Growth Theory because of these implications:

- The models are applicable in an open economic like Sub-Sahara Africa
- The gap that exists between the domestic income and domestic output leads to international trade.

This gap is known as economic growth. If domestic income is greater than domestic output, there will be more import and reverse is the case for more export.

Export-led growth has the following implications:

- Export as an engine of growth
- Increased World output
- Consumers can exercise their preference due to availability of commodities at low price
- Market expansions
- Change in technologies and investments
- Exportation of primary products

There are also many empirical studies that investigate the impact of International Trade on economic growth. Iyoha and Okim (2017), Pam (2017), Abubakar et al (2016), Ababio (2015), Louis et al (2015), Henok (2015), Iskra and Klimentina (2014), Subash (2012), Osei et al (2012)

The recent study by Clement and Hlalefang (2018) assessed the impact of trade openness on economic growth in Southern African Development Cooperation for time frame 1990 to 20016 uses GDP as dependent variable whereas investments, labor force, trade openness and inflation are independent variables. The study employed the ARDL-bounds test approach and the Pooled Mean Group (PMG) model to estimate the long run relationship among the variables. The evidence revealed that co-integration is detected at the 1% level in all countries with the exception of Malawi, Mauritius, Swaziland and Tanzania. Co-integration is only detected at the 10% level in Tanzania while Malawi, Mauritius and Swaziland. Furthermore, the results revealed trade openness has a negative impact on economic growth in the long-run. Olawale (2017) evaluated the determinants of economic growth in 18 Sub Sahara African countries, the decomposition of export and import between the periods of 1996 to 2015. This study used a neoclassic economic growth model containing GDP, export components, import components, export concentration index, capital and labor force as variables of analysis. More so, this study uses annual data from the United Nations Conference on Trade and Investment Statistics (UNCTAD), and World Development Indicators (World Bank, 2015) over the period under the study for 18 countries in Sub-Saharan Africa including Benin, Botswana, Burkina Faso, Cameroon, Ethiopia, Gambia, Ghana, Ivory Coast, Kenya, Mauritius, Mozambique, Namibia, Nigeria, Rwanda, Senegal, South Africa, Tanzania and Uganda. The results of fixed effects estimations show that both exports and imports contribute significantly to economic growth. On a specific level, growth in raw material exports, and not manufactured exports, is significantly associated with GDP growth while growth in manufactured imports, and not raw material imports, is significantly associated with GDP growth. The export concentration index is found to have no significant relationship with GDP growth. In addition, the results find that capital formation has a more significant influence on economic growth than labor does.

Another research conducted by Edward and John (2016) evaluate the relationship between export composition and economic growth in 35 Sub-Saharan Africa between1988 and 2007. The study sourced panel data from World Bank World Development Indicators and International Monetary Fund International Finance Statistics online facilities and United Nation's Statistical Database under Standard International Trade Classification (SITC) Revision 4.The Generalized Methods of Moments estimator was employed for the data analysis. The researchers find that it is the growth in agricultural exports, and not manufactured exports, and significantly associated with per capita income growth in our sample. It is recommended that these countries should adopt policies that increase agricultural exports in the medium term as they design strategies for increasing manufactured exports in the long term. Other factors significantly influencing growth are gross capital formation, capital goods imports, infrastructure, government consumption, and inflation rate, political systems and governance, and education. Variables of the study are: GDP per capita growth, GDP per capita, Export total, Agriculture exports, Manufacturing exports, Capital goods imports, Gross capital formation, Labor force, Telephone lines Per 100 people, Government consumption, Domestic credit, Inflation, Civil liberties index, Real effective exchange rate and Secondary school enrolment rate % of gross enrolment

Hussaina and Shuaibu (2015) conducted a research on the relationship between foreign trade and economic growth in Central Africa over a period of 1991-2011. The variables used in the research are GDP as dependent variable likewise export, import and foreign exchange rate as independent variables.. Panel Regression Techniques was applied which incorporated both Fixed and Random Effects in analyzing the data set. The study reported that exports has a

positive significant influence on economic growth in Central Africa while import is negative and statistical significant. Foreign exchange rate did not significantly influenced economic growth during the period under study.

3. Methodology of the Study

This develops the procedures and methodologies that will be undertaken to analysis the data for the research. Specifically, the section covers research design;, model specification and techniques for data analysis

3.1 Research Design

This study covers a period of 8 year starting from 2010 to stop at 2017. The justification for using the period is for the fact that the economy of Nigeria began to restore stability after financial crisis of 2008. The 2017 witnesses' major improvement in our economy after economic recession and oil shocks of 2015 to 2017. We employ Non-probability sampling in the form of availability sampling techniques.
This study makes use of inferential statistics. The study also uses panel data on the variables of the study to examine the impact of international trade on economic growth of Sub-Saharan African Countries 2010 to 2017. The study covers the period of (8) years from 2010 to 2017 which is in line with accordance of central limit theorem.

3.2 Method of Data Analysis

In this study, we employ descriptive statistics and inferential statistics. Descriptive statistics described the mean, median, standard deviation, skewness and kurtosis statistics. In the Inferential statistics, we use panel data that include Pooled OLS, Fixed Effect and Random effect. Moreover, hausman specification for best model selection are use to select the most appropriate model.

3.3 Model Specification

This study will adopt model developed by Hussaina and Shuaibu (2015) with incorporating in the model money supply and inflation rate to replace exchange rate. So, the variables of this study are: GDP is a proxy for economic growth; Total trade, CPI (consumer price index) proxy for inflation and money supply (M2) are controlled variables.

3.3.1 Economic Model

The economic model describes that economic growth is a function of trade, money supply and CPI is a proxy for inflation rate. This model is as follows:

$$GDP = f(TR, M2, CPI,) \ldots\ldots\ldots\

4. Result of the Study

4.1 Descriptive Analysis

The table below explains the summary statistics of the dependent and independent variables used in the study. The mean, median, standard deviation, minimum and maximum values were reported in this study. Table 4.2 revealed summary statistics for the dependent and independent variables.

Table1: Summary Statistics for Dependent and Independent Variables

Variables	Observations	Mean	Std Dev.	Minimum	Maximum
Growth	136	4.717	4.182	-20.6	20.72
Trade	136	72.56	25.55	0	146.81
M2	136	33.72	19.33	0	105.5
CPI	136	4.34	5.084	-3.7	21.35

(Sources: Computed by authors' Using STATA 12.0)

Table 4.2 presented the result of distributive statistic. The result shows that economic growth with a minimum standard deviation value of 4.2 with average mean of 4.72 and the maximum value of 20.72. The average value of trade is 72.56 with a higher value of deviation of 25.55 and the maximum value of 146.81. Moreover, broad money supply is proxy by M2 with average value of 33.72 having a higher deviation of 19.33. Inflation proxy with consumer price index (CPI) show an average value of 4.34 with a smaller deviation value of 5.0 and have a maximum value of 21.35. The next table is to show the Skewness/Kurtosistest for normality:

Table 2: Skewness/Kurtosistest for normality:

Skewness / Kurtosis tests for normality					
				……joint……	
Variables	**Obs**	**Pr(skewness)**	**Pr(kurtosis)**	**Adj Chi^2(2)**	**Pro> Chi^2**
Growth	136	0.0000	0.0000	47.07	0.0000
Trade	136	0.7429	0.0550	3.86	0.1449
LM2	136	0.0000	0.0000	3.86	0.0000
CPI	136	0.0000	0.1037	20.15	0.0000

(Sources: Computed by authors' Using STATA 12.0)

The table above shows Skewness/Kurtosis test for normality. The result shows that all the variables (growth, M2 and CPI) are found not normally distributed with their probabilities showing significant value of 0.000. Trade show normally distributed and this is evident from the probability value showing insignificant 0.144.

4.2 Inferential Statistics

This section presents the results of the inferential Statistics that has been carried out in the study.

4.2.1 Correlation Result

Table 4.3.1, present the results of the correlation for the analysis. The correlation result shows the anticipated direction between the dependent variable and the independent variables in a given research.

Table 3: Correlation Analysis among variables

	Lgrowth	Ltrade	LM2	CPI
Lgrowth	1.0000			
Ltrade	-0.0608	1.0000		
LM2	-0.2438	0.4199	1.0000	
CPI	0.1679	0.1134	-0.2282	1.0000

(Sources: Computed by authors' Using STATA 12.0)

Table 3 revealed correlation result of all the study variables. It is generally regarded that, a value of correlation greater than 0.8 to be positively strong, while a value of correlation that is less than 0.5 to be described as weak (Binh, et. al 2014). Considering the relationship among variables, all the variables are below 0.5 showing weak correlation. Some of the variables display positive while some shows negative value. For instance, ltrade shows negative value of -0.06 indicating negative correlation.

4.2.2 Regression Result

The following tables present the result of the regression analysis

Table 4: Regression Results

	Estimated coefficient and p- values		
	POOLED OLS	**FIXED EFFECT**	**RANDOM EFFECT**
Dependent Variable	**lGrowth**		
Independent			
LTrade	.0498	.2965	.0701
lM2	-.359**	.1344	-.3258
CPI	.0167	.0161	.0168
Constant	2.501*	-.261**	2.295

(Source: Computed by Author Using Stata 12.0& Significant at 5% and 1% indicated by ** & *)**

Table 4 shows the panel regression result based on Pooled OLS, Fixed Effect (FE) and Random Effect (RE). The result of the models reveals that trade coefficient shows positive in all the models but found not significant. LM2 reveal negative and statistically significant in pooled OLS model while found positive but not significant in fixed and random effect. CPI reveal positive but insignificant in all the models pooled, fixed and random model while constant shows negative and statistically significant in pooled OLS model at 1 percent and also found negative and statistically significant value at 5 percent in the fixed effect.

4.3 Post- estimation diagnostic test

This section presents the result of some pre- estimation diagnostic test which includes Breusch pagan/Cook- Weisberg test for heteroskedasticity, multi co linearity test (vif) and Wooldridge test for serial correlation etc. Among includes;

Table 5: Diagnostic Test

	Chi_2/F-stat	Probability value	Remark
Hausman Test	0.73	0.865	Random Appropriate
Heteroskedasticity	3426.	0.000	Present of Heteroskedasticity
Serial Correlation	0.255	0.624	Free serial correlation
Ramsey Reset test	1.15	0.3326	Structurally stable
Mean VIF	1.25		No Multi-collinearity

(Source: Computed by Authors' Using STATA 12.0)

4.3.1 Hausman Specification Test

The Hausman specification test is a test for best model selection. The probability of the test found insignificant with a value 0.86 which indicate that random effect is the best. As such we fail to reject the null hypothesis and conclude that random effect is most appropriate. Hence the study will make use of random effect.

4.3.2 Result of Breusch Pagan/ Cook – Weisberg Test for Heteroskedasticity.

Table 4.3.3 shows result of Breusch pagan/ cook- Weisberg test for Heteroskedasticity. The test is for null hypothesis of no heteroskedasticity. The result reveals that it is statistically significant at 1 percent with a value 0.000. Hence we reject the null hypothesis and conclude that the model is suffering from heteroskedasticity. Random effect model cannot be presented in the presence of heteroskedaticity. Whenever autocorrelation and homoskedasticity is violated in the RE model, the best solution is to employ efficient estimator or give weight justification to the used of EGLS, by controlling the influence of Heteroskedasticity and Autocorrelation Hence this study will employ Generalized Least Square Estimator (GLS).

4.3.3 Result of Multi Co-linearity (VIF test) Test

Table 4.3.3 also reports the checks for multi co-linearity in the regression model. Normally when we are conducting regression analysis, the statistical problem of multi co-linearity should be considered among the independent variables. As per the recommendation of Gujarati (2003) as cited by Vinasithamby (2015), Variance Inflation Factor (VIF) was used to diagnose multi co-linearity issues among the independent variables. It can be observed from the results of Table above that no any sign of multi co-linearity between the explanatory variables, as none of the variables coefficients is less than 1 and greater than 5 and this makes us to conclude that there is no multi co-linearity in our model (VIFs < 5 for all variables). The overall mean of VIF shows the value of 1.25.

4.3.4 Result of Wooldridge test for Serial Correlation/Autocorrelation

From the Table 4.3.3, it can be seen clearly that the probability value is 0.624. We therefore failed to reject the null hypothesis of no serial correlation and conclude that the model is free from serial correlation.

4.3.5 Ramsey Reset Test

From Table 4.3.3, we can see clearly the result of Ramsey Reset test for stability of the model. The result shows that the model is not suffering from any instability. This is evident from the value of probability which shows statistically not significant (0.33). Hence we conclude that the model is structurally stable.

Table 6: Estimated Generalized Least Square

Independent Variable	Dependent= Lgrowth
Ltrade	.0498
LM2	-.3594**
CPI	.0167
Constant	2.501*
Observation	120

Source:Author computation Using Stata 12.0&
**** & *** % indicating Significant at 5% and 1%**

Table 4.3.4 shows the results of Estimated Generalized Least Square Regression in which the coefficient of LM2 (-0.3594) show negative and statistically significant at 5% level. The coefficient of Ltrade and CPI shows positive but not statistically significant (.0498 and .0167). The coefficient of constant reveals positive and statistically significant at 1 percent.

4.4 Discussion of Results

The variable trade found positive and but statistically not significant. This means that if trade increases by 1%, the country gross domestic product (GDP) will rise and hence economic growth with a value 49%. This work is in accordance with Iyoha and Okin (2017) and contrary to Dowrick and Golley (2004). The variable Money supply (M2) shows negative and statistically significance at 5%. It means that an increase in money supply will result to a declined in the economic growth by 36%. This result is in line with the work of Ekpo and Effiong and contradicts the work of Vera (2015). The variable CPI reveals positive but insignificance. This means that any decrease in Inflation (CPI), will result to an increase in the economic growth by 16%.

Estimated Generalized Least Square regression in which the coefficient of LM2 (-0.3594) shows statistically significant at 5% but negative. The coefficients of Ltrade and CPI show positive but not statistically significant (0.0498 and 0.0167). The coefficient of constant reveals positive and statistically significant at 1 percent. Unfortunately, the result of this research that trade positively affect economic growth is contrary to the result of the Clement and Hlalefang (2018) who found that trade openness has a negative impact on economic growth in the long-run.

Money supply has negative significant on economic growth is sub-Sahara Africa, implying that increase in money supply by one economic growth in sub- Sahara Africa decline by 0.3594, thus, fisher theory said 'since the output is constant in the long-run, a further increase in money supply will lead a rise in general price level, output gradually declines which would lead to inflationary pressure in economy. Money supply and price have positive correlation with other.'

CPI which is proxy for inflation rate has positive insignificant coefficient. As general price level increased by one in sub-Sahara Africa, the economic growth would increase by 0.0167. Theoretically, this is correct, in short-run, there is direct correlation between the general price level and economic growth while in the long-run reverse is the case. The result is similar with work of Edward and John (2016) who found that inflation positively significant influence economic growth, but the result of this project is contrary to the work of Ababio (2015) who found that inflation has negatively significant effect on economic growth in SSA.

5. Conclusion and Policy Recommendations

In this research, an attempt has been made to analyze the impact of international trade on economic growth both from a theoretical perspective and using econometric evidence from some selected Sub-Sahara Africa Countries. A review of the classical and neoclassical theories of trade showed that international trade can stimulate economic growth and development. First, export expansion can provide a stimulus for the greater utilization of erstwhile idle human and capital resources. Secondly, it can also provide foreign exchange for financing capital goods needed in the industrial sector. Thirdly, export expansion can stimulate investment, especially in the export sector of the developing country.

Econometric evidence revealed through the panel regression result based on Pooled OLS, Fixed Effect (FE), Random Effect (RE)and Estimated Generalized Least Square Regression economic that trade balance and CPI have not impacted on economic growth as expected in Sub-Sahara Africa. The research therefore recommends as follows:

- Sub-Sahara African countries should pursue export promotion and import substitution with the utmost sincerity for them to rife the benefit of international trade considering the based deposit of mineral resources. The deregulated exchange rate regime should be guarded and placed in perspective which will improve the value of local currency relative to other currencies.
- Sub-Sahara African countries should reduce inflation rate because inflation rate has inverse relation with their

economic growth. Such reduction could lead to rapid economic growth.

- Sub-Sahara African countries should adopt policies that will increase agricultural exports in the medium term as they design strategies for increasing manufactured exports in the long term.
- The monetary policies that will manipulate money supply to level at which the capacity of the economy can absorb inflationary pressure and, thus stimulate growth of economies, should be adopted.

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Economic Globalization and Third World Countries: Assessing the Impact and Prospects in Nigeria

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Abstract. Contemporary international relation is characterized by intensive integration of national economies into the global economy dominated by advanced capitalist countries such as members of the G8. This gives rise to unbridled competition for national and international resources, and raises the question of whether economic globalization fosters interdependence or exploitation and dependency. Thus, this paper examines economic globalization and probes the structures that propel and sustain the globalization process. The paper also analyses the impact and prospects of economic globalization for the third world with special focus on Nigeria. Sources of data for this study include textbooks, journals, library research, internet and works of other scholars related to this study. The paper employs dependency framework of analysis and argues from the radical perspective that views globalization as capitalist and imperialist expansion thus, economic globalization is the substructure, premise and motive force of the all-encompassing process called globalization. Basically the contemporary economic globalization is manifest in economic reform programmes contained in the liberalization policies and free market economy. The work concludes that given the exploitative impact, and the dependent and disadvantaged positions of Nigeria and other third world countries in the contemporary economic globalization process, Nigeria and other third world countries' socio-economic and political future seem bleak. However, the paper recommends that, economically, the liberalization policies (embodied in SAP) should be rolled back and the economy diversified rapidly with emphasis on manufacturing industry and agricultural sector. Internationally, Nigeria and the rest of the third world countries should integrate to gain greater say in the dominant economic structures/institutions such as Bretton Wood institutions, World Trade Organization etc. which propel and sustain economic globalization.

Keywords: Globalization, Third World, Economic, Capitalism, Imperialism, International Relations, impact, Nigeria.

1. Introduction

The contemporary international system, especially the global economic system has brought about intensified integration of national economies into the global system. This gives rise to lots of competition for natural and human resources, trade, finance, investment, migration of labour, etc. Khor (2001) asserted that, in the history of international relations and system, economic globalization has not been a new process, for the past five centuries, firms in the economically advanced countries have increasingly extended their outreach through trade and production activities (intensified in the

colonial period) to territories all over the world. However, in the past twenty years economic globalization has intensified as a result of various factors and structures such as technological development but specifically the policies of economic liberalization that has swept the world. The new system is dominated by advanced countries through structures of economic globalization such as Bretton Wood institutions and multinational/transnational corporations, advanced communication technologies and movement of large finances.

Thus, the contemporary economic globalization raises the question of whether there are equal benefits for States. While some view the process as involving interdependence and partnerships between nations, others see it as imperialism. Subsequently, can we say that Third World Countries such as Nigeria derive equal or even comparable benefit as USA, UK, Japan, and Germany and hence, are engaged in mutually beneficial relationship in this process of economic globalization sweeping across the globe? If it is mutually beneficial, what are the dividends and why is Nigeria and other third world countries so dependent and underdeveloped? Certainly, it is not. Hence, Birdsall (2005) noted that, a fundamental challenge posed by the increasing reach of global markets (globalization) is advancement of rising inequality in developing countries because economic gains accruing from more efficient global markets are unequally shared.

Some people are of the opinion that globalization is a powerful and unstoppable force that is beneficial only to those who work in consonance with its objectives and are prepared to move fervently and expediently in its direction but of course brutal and disastrous to those who are not prepared to engage it or who try to move against its tide; their fate is deemed inevitable.

Since the genesis of contemporary globalization process through the introduction of Structural Adjustment Programme (SAP) in Nigeria, the new system has been dominated by advanced countries through structures of economic globalization such as Bretton Wood institutions and multinational/transnational corporations, advanced communication technologies and movement of large capital. Globalization in Africa (especially Nigeria) as well as for the rest of the world involves one fundamental project of opening and liberating the economies of all nations to the global market and its forces Noble (2003:12) thus, defined globalization as:

A conscious programme, developed by western powers for the Reconstruction of international commerce and political relations in line with a particular set of interest that are in accordance with the profit motivations of large scale business and transnational corporations of the advanced industrial countries; this definition also includes the acknowledgment of the spread of the new world order dogma that lends to private enterprise and the free market as the centre for all human development here on earth.

The adverse effects lead to migration of labour, brain-drain, a situation in which professionals, for instance, medical professionals are leaving the country for better jobs in Britain and America. Furthermore, the country suffered from serious debt crises and managed to obtain debt relief under dependent conditions imposed by western donor nations and financial institutions.

This paper therefore, seeks answers to the following questions:

- How does economic globalization manifest in Third World countries such as Nigeria?
- What are the factors responsible for propelling and sustaining globalization, particularly economic globalization?
- What are the impacts and prospects of economic globalization on Third World countries such as Nigeria?

2. Conceptual Clarification / Theoretical Issues

The term ‘globalization’ does not have one single generally accepted definition. The term has been used to cover or depict several areas across borders in economic, political, social, cultural, religious, technological, communication, governance, environmental, disease and other spheres. Though there is no

universally accepted definition of the concept, substantial theoretical input has been made into the meaning and working of globalization. Few definitions will suffice here.

Globalization is seen by some as a process or situation of interdependent relations, some treat it as nothing more than a temporary phase in human history while others, particularly the Marxists, see it as but the latest manifestation of the growth of Western capitalists expansion and modernization, a new form of imperialism. Thus, Mazrui, (cited in Akinboye 2007) views it as a process of modern imperialism.
Globalization, according to Ake (1995:23)

….. is about growing cultural differentiation and functional

Integration in the world economy: It is interdependence across the

globe, it is about the nation state coming under pressure from the surge

of transnational phenomena; it is about the emergence of a global mass

culture driven by mass advertising and technical advances in mass communication.

Nnoli (2006), views globalization as a phenomenon of capitalist expansion and accumulation, though distinguished from other historical forms of capitalist expansion such as colonialism, and neocolonialism due to first; the emergence of the transnational corporation as the major agent for the worldwide expansion of private capital and the capitalist market. Second, the emergence of financiers and speculators who are independent of production and trade that they are designed to service in the first place. Third, communication revolution, safe transportation of goods and money to all corners of the world; instantaneous communication and the increasing accumulations, importance of knowledge for production, economy and culture in general. Ake (1997:285) articulates the global process thus:

Globalization is economically driven its core phenomenon and defining element is the irresistible expansion of capitalism, its conquest and subsumption of other modes of production and circulation and the hegemonization of its values across the globe.

In the same vein Friedman (cited in Krain 2005:1) notes that; globalization is "the integration of capital, technologies and information across national borders in a way that is creating a single global market and to some degree a global village". This trend, therefore, integrates countries into the world economy through increased trade, investment, capital flows and international migrations of skilled and unskilled labour" Christie, (cited in Agbu 2006:34). In the same vein Offiong (2001:1) posits that "globalization is the consummation of internationalization of capitalism and its associated institutions and the subjugation of the people of the globe, which began several centuries ago" Toyo (2007) agrees with the above view and describes globalization as an alternative imperialist policy deliberately designed to maintain their structure of impoverishment on the satellite states hence, globalization has been an old process transcending from colonialism, neo-colonialism to the present day globalization. Just as Mazrui, a cited above calls globalization "the new global imperialism".

Therefore, globalization implies basically the challenges of surviving in a globalized world of unbridled competition, propelled by global capital trade and advancements in new technologies (Agbu 2006). Furthermore, Agbu pointing out dependency in policy formulations in the global arena, argues that, globalization has more negative impacts on the economy of Nigeria and other developing nations because the process tends to marginalize them from the core process of the global and financial institutions responsible for trade. Having examined the industrialization effort by Nigeria, he concludes that the country has become a victim of the globalization of national policies and policy-making mechanism. Finally, he suggests collaboration with other Southern Countries and South Multilateral groups in negotiating better terms of engagement with the developed nations.

In the same vein Nuamah (2003), noted that aspects of Nigeria domestic base have been globalized. This has been evident particularly in Niger Delta where global oil grants such as

Anglo-Dutch Shell and others as partners of Nigerian petro-state have become entrenched and localized. The result is the Nigerian economic dependence and vulnerability which constrains vibrant foreign policy formulations and relations.

Okereke and Ekpe (2002), writing from economic and radical perspective, asserts that globalization in the contemporary world system is simple an instrument for perpetuation of third world dependency, and the unequal relationship between the North and the South. Indeed, globalization marks the triumph of capitalism over the rest of the world, the universalization of western capitalism and values or liberal orthodoxy. In the globalization era the influence and role of Bretton Woods institutions such as IMF and World Bank have become very critical, hence, Stighitz (cited in Rourke 2004), argued that the policies of the World Bank and International Monetary Fund (IMF) are driven by the economic model favoured by the United States, and other powerful and prosperous countries (such as G8) instead of protecting the interest of the poor countries that the World Bank and IMF are supposed to be helping.

Boye (cited in Rourke, p. xvi), condemns globalization on the grounds that it enriches the few at the expense of the many and other damaging impact. The essence perpetuates exploitation and dependency. Furthermore, Ninsom (cited Akinboye 2007:4) describes globalization "as engine by which the economics of the world's weaker nations are being opened up and subject to the hegemony of the developed capitalist economics".

Birdsall (2005) notes that, a fundamental challenge posed by the increasing reach of global markets (globalization) is advancement of rising inequality in developing countries because economic accruing from more efficient global markets are unequally shared the process also leads to emigration of highly skilled labour from poor countries such as Nigeria. This is the problem of brain drain, exploitation of domestic labour by drawing intending workers overseas and paying them less; on the other hand, sapping the domestic economy of vital human resources required to overcome dependency.

Khor (2001) in his view emphasizes the negative impact of globalization as it relate to the internationalization of national policies through spread of orthodoxy and domination of transnational corporations. He recommends precautionary dealings in globalization activities since the third world countries like Nigeria are weak, they should make more organized and integrated effort to influence the world under to their advantage.

For Onu (2003:80) "Economic Globalization has to do with borderless global economy in which the principle private agents are the multinational corporations, which are disembodied from any national base".

However, economic globalization in general involves intensified integration of national economies into the global capitalism through the structures and forces of advanced technologies, financial capital, trade, information, increasing global economic dominance of transnational corporations, greater powers of Bretton Wood institutions and their economic liberalization policies contained in Structural Adjustment Programme (SAP) and Free Market Economy.

2.1 **Theoretical Framework**

This work employs dependency theory as its framework of analysis. The concept of impendency was first confined by former President of Brazil, Fernando Henrique (Aja, 1998).

Dependency theory, basically tries to explain the crisis of poverty and underdevelopment of states in the world system by examining the pattern of interactions among nations and by arguing that those interactions are characterized by intrinsic inequalities (Ferraro 1996). Therefore, dependency theory emerged trying to explain the causes, process and consequences of the phenomenon of dependency, and predicts the future from historical experiences and the present conditions of States (Igwe, 2005).

However, there are strands or variations within the dependency school. There are the globalist led by such prominent scholars such as Emmanuel Wallerstein. The globalists'

perspective of dependency are the most contemporary political economy approach in the study of world economic relations and they emphasized the external, global or world system structure as it has been shaped and defined by the dominant capitalists system. Hence, the understanding of international economic relations in context of globalization requires the examination and understanding of the nature of the exchanges in the international level, which are structurally in favour of the advanced capitalist nations of the west.
The other strand of dependency school is the materialist and they emphasized internal or domestic structure. The materialists are generally Marxists which emphasized economic determinism and the undoing of capitalist domination in the domestic economies of victim States (Aja, 1998).

Generally, the dependency theory emphasized the impacts of colonialism neo-colonialism, neo-dependency and globalization and various western inspired development obstacles such as; economic subversions, exploitative role of transnational corporations and Bretton Wood Institutions: (IMF and World Bank) and World Trade Organization, also debt traps, conditional debt relief and aids constraints. There are also socio-cultural aspects, especially information imperialism, military strategic pressure and sometimes direct open aggression. These prevent the third world countries such as Nigeria from breaking out of the periphery and the dependency (Igwe 2005) (Aja 1998).

We adopted dependency theory because we believe it takes into considerations central role of economic factors, dominance and exploitation activities of Transnational Corporations (TNCs), historical relations of Nigeria from colonialism, and the continued neo-colonial relations in the contemporary economic globalization process manifest in Nigeria through economic policy of liberalization inherent in SAP and the market system being spread by Bretton Wood institutions. Developmental problem of Nigeria and other third world is also advanced by financial institutions of Bretton Wood that globalized national policy making and imposing economic liberalization through structural adjustment policies that have failed to develop these States. Hence, Offiong (2001:viii) aptly asserts that SAP; enforced by these international financial institutions with messianic zeal, have consummated a dependency that even formal colonialism never achieved… SAP has accentuated poverty in Africa (Nigeria particularly) because those institutions are not meant to help African countries and the rest of the third world over their financial predicament and perennial poverty and hunger instead they imposed strict conditionality for credit or rescheduling of debts etc. continually.

Today, the third world countries are passing through dependency problems facilitated through the activities of multinational corporations, Bretton Wood Institutions.

2.2 Paper Statement

The main argument of this paper centers around these hypotheses:

- Economic globalization in third world countries, particularly, Nigeria manifest in economic reform inherent in liberal economic policies of Structural Adjustment Programme (SAP) and market economy.
- Economic globalization seems to be mostly propelled and sustained by IMF, World Bank, Transnational Corporations (TNCs/MNCs), World Trade Organization (WTO) Advanced Technologies – Internet.
- Given the exploitative and dependency – inducing impact and disadvantaged positions of Nigeria and other third world countries in the contemporary economic globalization process, Nigeria and other third worlds' socio-economic and political future seem bleak.

2.3 Key Facets of Economic Globalization

The key facets of economic globalization include:

- Finance and Production
- Trade
- Investment
- Migration of Labour

According to Khor (2001:1), the most important aspects of economic globalization are: the breaking down of national economic barriers; the international spread of trade, financial and production activities, and the growing power of transnational corporations and international financial institutions in these processes.

Thus, in the globalization of trade, finance and production, investment and migration of labour certain structures or institutions propel and sustain the intensive integration of national and group economies into the global economic system. These may be termed economic structures of globalization.

2.4 Structures of Economic Globalization

- Transnational Corporations (TNCs)
- Bretton Wood Institutions
- International Monetary Fund
- World Bank
- World Trade Organization (WTO)

Transnational Corporations (TNCs)/ Multinational Corporations are major drivers of international production and most important source of foreign direct investments. They have emerged as major agents for the worldwide expansion of private and capitalist market as it organizes increasingly integrated economic and financial activities across national borders and produces, sources and markets of raw materials and products worldwide in their increased quest for competitive advantage (Nnoli, 2006), (Krain, 2005).

In addition Khor (2001), noted that an important feature of globalization is the growing concentration and monopolization of economic resources and power by transnational corporations and by global financial firms and funds. This process is termed 'transnationalization", a scenario in which fewer and fewer transnational corporations are gaining control of a large and rapidly increasing proportion of world economic resources, production and market shares.

Furthermore, another critical economic structure or feature of current globalization process which affects negatively the development of third world States such as Nigeria, are the global financial and trade institutions: such as International Monetary Fund (IMF), World Bank – (Bretton Wood Institutions) and World Trade Organization (WTO), also G8 and Paris Club etc. The rate of economic globalization would not have been possible without these institutions that act as forces or engine for the initiation and reformation of the guiding principles of globalization.

These Bretton Wood Institution and WTO are advocates of Structural Adjustment Programme (SAP), which they export to developing nations without regard to their domestic peculiarities. The liberalization or SAP advocated by these institutions led by industrialized nations include, rolling back the state or downsizing the state, privatization, deregulation, removal of subsidies from petroleum products, liberalization of trade, devaluation of currency, free flow of information, transparency and multiparty democracy. Generally, this implies withdrawal of the State from economic and social activities and making disbursement of loans and debt relief conditional on the implementation of the above liberalization economic policies, (Nnoli 2006), (Agbu 2006), (Curtis 2007).

2.5 Globalization and the Third World: Impact and Prospects in Nigeria

We tried here, to examine and analyse the impacts of globalization on third world and the prospects of development for these countries within the present process of economic globalization.

The implementation of the encompassing process of globalization is that what happens in one part of the world can easily reach or affect the other economies at the other end of the world. Therefore, the situation is not whether a State is affected by globalization but how and to what degree it is affected? Whether Nigeria will survive in and benefit substantially from economic globalization to attain socio-economic development depends on how economic globalization affects the country.

First, what share of top Transnational Corporations (TNCs/MNCs) are from Nigeria? Is Nigeria able to regulate the influences of transnational corporations in the economy?
How technologically advanced and industrially developed is Nigeria in terms of its contributions to international production and flow of goods, and services, finance capital, investment, and labour force?
What are the impacts of the powers of the key economic structures that power economic globalization – IMF, World Bank and World Trade Organization (WTO) on Nigeria's economy? How stable is Nigeria's polity to stand the unhindered competition and globalization of national policies by WTO, IMF and World Bank etc?

These are the crucial questions in which answers will help us determine the prospects of Nigeria's development in the present economic globalization and the international system. We shall now examine Nigeria's relations with globalization in the above area/questions to determine where Nigerian economy is headed with regards to development or underdevelopment.

First, what is the position of Nigeria in the emergence of transnational corporations as dominate controllers of global economic resources and power?

These TNCs are mostly controlled and owned by the industrialized nations. The top 100 non-financial transnational corporations are based almost exclusively in developed nations. Among the top 40 multinational corporations non is from Africa nor is any from Nigeria but the Royal Dutch Shell that dominates Nigeria oil industry is among the first top five (5) TNCs in the world (Agbu 2006), (Ezeanyika & Oruebor 2000). These MNCs, have become political as well as economic force with which to be reckoned with, they account for one-third of the world exports (Krain, 2005).

The implication of the above scenario is that those who own and control TNC/MNCS would reap most of the gains of globalization while such developing nations as Nigeria that do not own any major TNCs would have their economics exploited with little or no gains of globalization accruing to it.
In this regard globalization is the engine by which the economies of the world's weaker nations are being opened up and subjected to the hegemony of the developed capitalist economies (Ninson cited in Akinboye 2007).

Secondly, economic globalization is also effected seriously by technological development and industrialization. The rate of globalization or integration of economies; trade, finance, investment, migration of labour and people of the world are greatly facilitated by such technologies as internet, industrial machines, mobile phones, fax, planes, train, ships, cars, modern transportation etc. These make movement of finance, goods, services and people fast and efficient, thereby, bringing about dividends of globalization. On the other hand, the possession of advanced technologies aid massive production of goods and independent control of national economies. These states with advanced technologies have industrialized economies and are able to produce and supply both domestic economy and foreign markets. Therefore, they are favourably positioned to reap the benefits of globalization.

On the other hand, the Nigerian economy is largely based on trading (mainly on oil export). Consequently, the economy does not encourage the creation of new manufacturing technology, hence, over dependency on oil exports and simultaneous problems of import dependency; capital flight and lack of motivation for backward linkages in the production process (Agbu, 2006).

Besides, the state of power supply in Nigeria has moved from worse to worst therefore, is incapable of powering the so-called advanced technologies where they are available. The problem of power supply has been a great problem to the development of industries in Nigeria.

Again, efforts to develop indigenous technologies through establishment of research institutions have been frustrated by inadequate

funding, poor coordination and insufficient support from the ruling class, hence, these research institutions such as Project Development Agency (PRODA) Enugu, Raw Materials Research and Development Centre (RMRDC) Abuja, and the Federal Institute of Industrial Research Oshodi (FIIRO) were left to collapse (Agbu, 2006).

Given, this poor state of Nigeria's technological development in this era of unbridled competition, the economy will continue to be dominated by foreign capital and domestic market used as dumping ground for other countries' goods.

Another challenge facing Nigeria is the increasing migration of labour out of the country, especially skilled labour from Nigeria in quest for better jobs and economic gains, thus, Nigeria loses great number of her intelligentias to industrialized nations such as Britain and America. As we said earlier, about 2000 medical doctors of Nigerian origin live and work in United Kingdom and about 21,000 in United States. (DFID 2004; Abiodun 2002; Barka 2000 cited in AUT & NATFHE).

Furthermore, another critical economic structure or feature of current globalization process which affects negatively the development of third world States are the global financial and trade institutions such as International Money Fund (IMF), World Bank (Bretton Wood Institutions) and World Trade Organization (WTO), also G8 and Paris Club etc, the rate of economic globalization would not have been possible without these institutions that act as forces or engine for the initiation and reformation of the guiding principles of globalization.

These Bretton Wood institutions and WTO are advocates of Structural Adjustment Programmes (SAP), which they export to developing nations without regard to their domestic peculiarities. The liberalization or SAP advocated by these institutions led by industrialized nations include rolling back the State or downsizing the State, privatization, deregulation, removal of subsides from petroleum products, liberalization of trade, devaluation of currency, free flow of information, transparency and multiparty democracy. Generally, this implies withdrawal of the State from economic and social activities and making disbursement of loans and debt relief conditional on the implementation of the above liberalization economic policies, (Nnoli 2006; Agbu 2006; Curtis 2007).

Subsequently, the question arises: how do the policies impact on the development of third world country such as Nigeria?

The question is answered by the impact of SAP in Nigeria, which have been negative. The early experience with contemporary globalization in Nigeria which was during era of Structural Adjustment Programme (SAP) in 1986 led to deindustrialization, unemployment and many other problems. Furthermore, these various aspects of economic globalization of SAP and market economy in different ways have been a source of conflict and insecurity in the third world for instance in Africa especially Nigeria. (Nnoli 2006).

The impact of SAP and present neo-liberal policies span through devaluation of naira, high cost of petroleum from N0.75 in 1986 to N80 in 2008 and even as much as N300 per liter in periods of acute fuel scarcity (Ibeanu, 2008). SAP saw impoverishment among the people, retrenchment of workers etc. SAP and deregulation led to series of striking actions and demonstration from workers, labour unions, students, ASUU etc.. Oddih (2007:182), notes that:

Since the inception of Structural Adjustment Programme (SAP) in September 1986, Nigeria's economy has been moving down the drain. The heartless liberalization and uncanny foreign investments policies, coupled with deliberate stagnation on collective productive efforts has further exacerbated Nigeria's socio-political and economic problems.

Furthermore, Nigeria faces the challenge of constructing a stable polity that would be strong enough to face the erosion of the State sovereignty by forces of globalization especially, in national economic policies. In a situation where a state is engrossed in internal

conflict of such magnitude as the Niger Delta case, definitely, the goals of democracy and development will fail.

3. Conclusion and Recommendations

The work concludes that given the exploitative and dependent impact and skewed benefits resulting from the contemporary economic globalization process, and the demands of the contemporary globalization, Nigeria and other third world socio-economic and political future look bleak.

However, the paper recommends inward looking/self-reliant approach to third world and Nigeria's development problems. Thus, economically, the liberalization policies (embodied in SAP) should be rolled back and the economy diversified rapidly with emphasis on manufacturing industry and agricultural sector. Internationally, the state should integrate with other southern States to gain greater say in the dominant economic structures/institutions such as Bretton Wood Institutions, World Trade Organization etc. which propel and sustain economic globalization.

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A Survey of Nigerian Governments and the Conduct of Foreign Policy, 1960-1993

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Abstract. Nigeria's Foreign Policy over the years has vacillated from the legacy of conservatism inherited from Britain at independence in 1960 to a more dynamic Afrocentric foreign policy posture ushered in after the civil war between 1967 and 1970. The factors that gave rise to this include both internal and external forces that compel the country to change its foreign policy postures over the years. This paper examines the changing trend in Nigeria's foreign policy since independence in 1960. It highlights the major issues and main foreign policy thrusts of various regimes in the country since 1960. The paper identified the major themes in the country's foreign policy with a cursory analysis of the factors that gave rise to them. Drawing from its findings, the paper argued that Nigeria's foreign policy like that of other countries in the international system is dynamic and responsive to internal and external changes. It concluded therefore that the country has come a long way in realising some of the objectives enumerated in its foreign policy thrust since independence in 1960.

1. Introduction

The diplomatic history of Nigeria cannot be said to have started in 1960. In fact, it would be a wrong starting point in the historiography of Nigerian diplomacy to suggest that the diplomatic history of Nigeria started that year. This is because in the geographical entity which composed the contemporary Nigerian state, the various peoples in the area had always had linkages with the external world long before 1960. In the same vein, it cannot be said with any finality that Nigerian foreign relations started with the birth of Nigeria on January 1, 1914, when the Northern and Southern Protectorates were amalgamated by the colonial authorities. In other words, the evolution of the foreign relations of Nigeria could be traced to the fifteenth century, when long-standing trade and diplomatic relations transpired between kingdoms, chiefdoms and city states that were forced into the British sphere of influence (Nigerian colony), and the states of Europe. Some of the European powers that established relations with the existing mini and mega states of 'Nigeria' were Britain, Holland, Portugal, Spain, France, Germany and Belgium (Ofoegbu, nd).

Initially, the relationship was between sovereign equal entities. But the logic of British commerce and imperialism transformed it into one between unequal entities. Colonialism in this context therefore, meant the destruction of institutions and the subordination of the domestic and foreign policies of the pre-colonial 'African' entities within the 'Niger Area' to British imperial power. Thus, under colonial rule 'Nigeria' lost the power to formulate its 'foreign policy' to imperial Britain (Akinyemi, 1974; 10).

In this regard, the nature of foreign policy is such that new nations in the international system do not necessarily translate into a situation in which the new state would be free from all encumbrances to formulate and execute their foreign policies. And in the specific case at hand, in which Nigeria had to contend with the

fact of a one hundred year old relationship with a colonial power like Britain, it meant that the status-quo forces in the run-up to Nigeria's sovereignty, and even after, also had to contend with quite a number of prejudices and biases. Indeed, what eventually emerged as the Ministry of Foreign and Commonwealth Affairs was largely the creation of the British. In this respect, writer-diplomats like Garba (1981) and Jolaoso (1991) have dwelt extensively on the crucial role which the British played in nursing the then fledging Nigerian Ministry of Foreign Affairs to its present status (Soremekun, 2003; 1).

2. The Balewa Period, 1960-1966:

There were high expectations when Nigeria finally removed the colonial gab and wore the toga of an independent and sovereign state in 1960. To start with, on October 1, 1960 Nigeria became an independent state and given its size and natural resources, it was rightly assumed that playing a leading role on the African continent should be Nigeria's 'Manifest Destiny'. Surrounded by small and weak states, Nigeria has a total of five international boundaries measuring 4,775 kilometres shared with the republics of Benin, Niger, Chad, Cameroun and the Atlantic Ocean (Fullard, 1971; 34). With economically and politically weak states as her neighbours, Nigeria has little to fear. But what the country was suspicious of has always been the 'French Presence' in the West African sub-region, since her neighbours are all former French colonies (Aderemi, 2001; 15).

In general terms, the consensus among scholars in the humanities and more importantly foreign policy experts and historian is that the Nigerian foreign policy in the period, 1960-1966 was conservative, pro-British and the developed north. This is not surprising because as students of international relations, our decision making theories tell us that decision making cannot be devoid of the background and experience of the leader who has been saddled with the responsibility of committing the nation's resources into decision making, either at economic, political, social or diplomatic level (Dougherty & Pfaltzgraff Jr., 1981; 468-510). For some reasons, Balewa's foreign policy cannot afford to be anything but conservative and timid. For one thing, it was a period of new beginnings in which almost everything was tentative. Tentative in the sense that Nigeria was launching into the field of contemporary foreign policy for the first time without much of experience to fall back on and therefore, had to be cautious. Besides, the political system was fragile particularly with political party leaders jostling for power. In addition, the constitution which the British gave birth to was not only defective but also lopsided. The parties were in the main, regional in their outlook rather than national. Therefore, the domestic political situation coupled with the economic dependence on the developed north, did not encourage an aggressive, radical and dynamic foreign policy.

Furthermore, the disposition of Nigerian leadership and indeed of majority of the people was pro-west. This position is clear because most of the first republic political leaders were students of the west. It must also be noted that the political party, NPC, that formed the government at the center, was dominated by the conservative north. For example, Jaja Wachukwu, the First Minister of External Affairs (NCNC) under Balewa wielded little power, when compared to that of Nuhu Bamali, a Minister of State (NPC) in foreign policy decisioning. In fact, Bamali was closer to the Prime Minister and wielded stronger influence on the number one citizen. It is not surprising that Wachukwu lost his portfolio to Bamali in 1964 (Obi, 2003; 9). It is against this background that Balewa's foreign policy can be truly understood. Thus, that Balewa and the NPC were conservative and pro-west in their approach could not be otherwise, judging by the prevailing domestic environment.

On the issue of non-alignment, it was clear that Balewa's government could not have remained neutral in the east-west ideological war. Although, the Prime Minister eventually pronounced non-alignment as one of the principles of the Nigerian foreign policy, it was probably to satisfy a section of the coalition government. It was clear from the onset that non-alignment policy was not uppermost on the

minds of the Prime Minister and his ruling NPC. While declaring that Nigeria would pursue a policy of non-alignment in her relationship with the then two blocs (East and the West), he went on to declare that:

We are grateful to the British who we have known as masters, then as leaders, and finally as partners, but always as friends, we shall never forget our friends (Idang, 1973; 49).

These friends obviously were the British and their traditional western allies. As regard non-interference in the internal affairs of other countries, excessive attachments to legalism and ignorance made the country's foreign policy a confusing lot. This explains Nigeria's policy towards the Congo crisis in the early 1960s as well as the country's hasty decisions in 1961 (Akinyemi, 1974; Nwolise, 1989; 193) to severe diplomatic ties with France over her atomic bomb test in the Sahara Desert, even though the action was jointly agreed upon by all African countries. The bottom line here is that Nigeria was able to learn a lesson in international politics that morality did not matter as such.

3. The Ironsi Administration

The first republic under the leadership of Alhaji Abubakar Tafawa Balewa came to an abrupt end through a military putsch of January 15, 1966. General Aguiyi Ironsi, who was the beneficiary of the *coup d' etat*, therefore became the first military Head of Nigerian Government. His six months stint in governance was just a scratch in the formulation and implementation of Nigeria foreign policy. Although the government was characterized by political crisis, General Ironsi was able to reiterate to the apartheid South African regime that the policy of separate existence, otherwise known as apartheid, was absolutely unacceptable to Nigeria (Oyelakin, 1989; 220-221). While severing economic and other relations with the apartheid South Africa, Ironsi also banned the sale in Nigeria, of all Portuguese goods especially wine until the Lusophone African states were free from the clutches of colonialism. During this period, Angola, Mozambique and other Portuguese African colonies, were still under the brutal rule of the Portuguese authorities in which liberation movements were usually and constantly brutally suppressed with impunity (Nwolise, 1989; 202).

4. The Gowon Era, 1966-1975

The army mutiny in which General Ironsi was killed led to a counter coup of July 29, 1966. It was the July *coup d'état* that brought Lt. Col. Yakubu Gowon to power. Gowon was confronted with the problem of how to govern the country. This led to disagreements among the top military brass, particularly between Yakubu Gowon and Col. Odumegwu Ojukwu, the military governor of the Eastern region. The disagreement led to a state of crisis in which Col. Ojukwu declared Eastern Region as a sovereign state to be known as the Republic of Biafra. The result of all this was a fratricidal war, which never came to an end until January, 1970 (Nwolise, 1974; 21-24).

The Nigerian foreign policy was tested and stretched to its limit during the eighteen months civil war, 1967-1970. Gowon's regime was mainly devoted to the maintenance of the sovereignty and territorial integrity of Nigeria. During the crisis, the traditional friends of Nigeria, the western powers, were hesitant, indifferent or downright hostile. Britain was for a long time sitting on the fence, the United States of America remained neutral while France saw the civil war as an opportunity to break up the Nigerian federation which she saw as a threat to her continuing hold on Francophone Africa (Nwolise, 1989; 204-205).

Under Gowon's administration, the bureaucrats in the Ministry of External Affairs gained some leverage, even if he also maintained an image of being a super foreign affairs minister'. It was a period Nigeria diffused its pro-western foreign policy orientation based largely on lessons of the Nigerian civil war (Obi, 2003; 11). Although, Nigeria turned eastwards for arms and ammunition during the war, inviting the Soviet bloc to participate in certain sectors critical to national development after the war, particularly in the development of steel industry, the country was still fundamentally tied to the west. It must however, be stated that Nigeria's survival as one

indivisible nation, was partly due to the shrewd and dynamic nature of Nigeria's foreign policy as well as the support extended to Nigeria by the Union of Soviet Socialist Republics (USSR) and her allies (Nwolise, 1989; 204; Falola, 1989; 124). The keeping together of the Nigerian state as one indivisible entity, despite the civil war, was one of the greatest achievements of Gowon's diplomacy. Despite the country's pro-west attitude, the young republic moved substantially forward in the policy of non-alignment. Since the end of the civil war in 1970, Nigeria has been playing responsible and active role in the Non-Aligned Movement. The experience of the civil war therefore, led to a rethinking of the underlying assumptions that had up till then under-pinned Nigerian foreign policy. In the process, Nigeria learnt in a hard-way that in international politics, there is neither permanent friend nor permanent foe. Rather what should be of paramount importance is permanent interest. Thus, the end of the War saw the emergence of a confident Nigeria, ready to take its rightful place in the international community.

The end of the Civil War in 1970 and the era of the 1970s generally were a time of good beginning for Nigeria. It was a period of petrol-dollars as a result of the oil boom. As a result of this the country became a force to be reckoned with in the continent. Nigeria therefore, intensified her policy of good, responsive and responsible neighbourliness (Akinbobola, 2001; 38-53). Nigeria along with Togo and Liberia took active part in the formation of Economic Community of West African States, (ECOWAS) in 1975. The birth of ECOWAS no doubt indicated a clearly well thought out diplomacy on the part of Nigeria, particularly in the face of French government's cold attitude to the desirability of the organization (Onwuka, 1997; 53-88). Still under the government of General Yakubu Gowon, Nigeria played a leading role in the negotiations that led to the signing of the Lome Conventions, which were concluded in 1975, between the European Economic Community (EEC) and the African, Caribbean and the Pacific States (ACP), concerning trade, aid and investments (Adeniji, 1998; 287-355).

5. Murtala – Obasanjo Regime – 1975-79

Just as General Gowon assumed power on July 29, 1966, he was equally removed from power on July 29, 1975. Gowon was away in Kampala the Ugandan Capital attending the Organisation of African Unity Summit, when the then Colonel Joe Garba, Commander of the Brigade of Guards, announced his removal from office. The new dispensation produced General Murtala Ramat Mohammed as the Head of State and Commander-in-Chief of the Nigerian Armed Forces. General Olusegun Obasanjo became the Chief of Staff Supreme Headquarters, an office that made him the second in command to the Head of State. The new regime was able to come up with the political will necessary to face the challenges of nationhood. Actions were taken on matters which General Gowon had for so long vacillated upon. General Mohammed dismissed ineffective and indolent civil servants; corrupt and irresponsible officers were either dismissed or completely retired from the service. The effect of this action on the job security of civil servants remains the topic for another research.

In foreign policy, the Murtala-Obasanjo administration exhibited good and decisive conduct, particularly in the linkage between domestic and external relations. Nigeria had emerged from the two and a half years civil war strong and arguably united. Also the policy of 'no victor and no vanquish' as well as the three Rs – Reconciliation, Rehabilitation and Reconstruction, had to some extent, helped reconcile the 'Biafrans' into the 'union'. Besides, the post-war period was the era of the oil boom, thus providing the country with a sound economic base which was utilized as leverage in foreign policy. General Mohammed, a visionary, dynamic and a determined leader, an African patriot, was absolutely committed to removing the last vestiges of colonialism from Africa. Without mincing words, Murtala showed his hatred for neo-colonialism and the policy of apartheid in South Africa.

General Mohammed expended considerable amount of resources allocated to external relations, on the African project. It was the marriage of a sound economic resource base and

positive action that made the period the golden age of Nigerian foreign policy. This development earned the country considerable respect in the international system. Nigeria played a leading role in the fight against apartheid in South Africa, liberation struggles in Angola, Namibia, Zimbabwe and Mozambique. Nigeria's political and financial support for Movement for the Liberation of the Peoples of Angola (MPLA) helped in rallying other African states to support the movement.
According to Oyelakin:
…the whole world was astounded when General Mohammed recognized MPLA and gave support to its leader, Augustino Neto. As a result, Angola became (absolutely) independent under Neto (Babalola, 2000; 53).

General Murtala Mohammed was murdered in an abortive attempt to violently remove him from power, on the thirteenth of February, 1976. His second in command, General Olusegun Obasanjo, took over the mantle of leadership from his late boss. He shared similar vision with General Mohammed. His foreign policy thrusts greatly enhanced the independence of Zimbabwe (Southern Rhodesia) in 1980. This was made possible by Obasanjo's nationalization of the British Petroleum (BP) assets in 1979. This single action partly forced the British Prime Minister, Mrs. Margaret Thatcher to promptly open negotiations with Robert Mugabe's Patriotic Front (PF) which had previously been stigmatized as a terrorist organization. The slogan, 'Africa as the centre-piece of Nigerian foreign policy' was made popular by the active role of Nigeria in African affairs.

6. The Shagari Era, 1979-1983

On the first of October, 1979, the baton of leadership fell on Alhaji Shehu Shagari. Having won a general election both in and outside the court of law, Alhaji Shagari became the first elected executive president of the sovereign state of Nigeria. He pledged to continue with the dynamic foreign policy thrusts of the Obasanjo regime. As an experienced politician, Shagari had learnt a lot in state-craft. However, in comparative terms, Shagari had to contend with the legislature in decision making, including foreign policy decision. Therefore, unlike the military regimes, the new democratic dispensation had in-built checks and balances. In other words, Mr. President could not afford to be a dictator. The advantage of course, is that before decisions are taken, particularly at the external relations level, relevant organs of government would have made their input.

Alhaji Shagari maintained the Afro-centric nature of Nigerian foreign policy. But according to Professor Olusanya, '… the period was characterized by indecision, vacillation, lack of initiative and the gains recorded under the previous regime were completely eroded' (Babalola, 2000; 53). The reasons for this position are the apparent lack of clear foreign policy thrusts and the country's excessive pro-west stance. These in no small measures limited Shagari's initiatives in foreign policy.
Under the leadership of Alhaji Shagari, Nigeria could not offer new initiatives to solve the problems, in Chad Republic, the Nigerian-Cameroon border crisis of 1981 and the OAU crisis over the Saharawi Arab Democratic Republic (SADR). However some credit should go to the administration for re-organising the Ministry of External Affairs and dealing effectively with the declining morale of the Foreign Service officers, through better conditions of service.

7. The Buhari Administration, 1983-1985

President Shehu Shagari was removed from power on December 31, 1983, in a military *coup d'état* led by General Mohammed Buhari. The reasons advanced for the change of government included large scale corruption and nepotism among politicians and civil servants. While the civil servants were corrupt and undisciplined, the politicians were busy amassing billions of naira in their foreign accounts. The naira, Nigeria's national currency became valueless in local and international transactions.

Like in the successive administrations, the focus of Nigerian foreign policy, under Buhari's regime, remained Africa. Diplomatic observers believed that Nigeria would operate a dynamic

foreign policy during the period, particularly with the appointment of General Joe Garba as Nigeria's Permanent Representative at the United Nations Organisation (UNO). At the UN, General Garba was appointed the chairman of Anti-Apartheid committee. General Buhari had a disciplined Chief of Staff, in person of General Tunde Idiagbon. General Idiagbon in his address to Nigerian Ambassadors enjoined them to project the right image of Nigeria wherever they were posted to serve. The failed attempt to abduct Alhaji Umaru Dikko, the Transport Minister in Shagari administration and the repatriation of illegal aliens were considered as failures of the administration in its external relations.

Buhari administration however, demonstrated commitments to the OAU (AU), the SADR question, and supported Liberation Struggles in Africa. To demonstrate its support for the struggle against apartheid regime in South Africa and liberation struggle generally in the region, Professor Ibrahim Gambari, the External Affairs Minister, visited the front line states to give them moral support in their struggle against oppression. Realizing that strong economy and good national morale are a part of the elements of power that shape a successful foreign policy, Buhari took steps to rehabilitate the nation's economy and created the War Against Indiscipline Brigade, to instil sound morale into the citizens, but these were not to materialize as he was removed by General Ibrahim Babangida in another military *coup d'état*, on the twenty-eight of August, 1985.

8. The Babangida Era, 1985-1993

The change of leadership from Buhari to General Ibrahim Badamasi Babangida on the 28th of August, 1985, was attributed to dwindling fortunes of the nation's economy and poor human rights record of general Buhari's administration, particularly on the question of political detainees. But events after Babangida had consolidated his grips on power showed his regime's human rights records were not better than that of the previous regime. Other reasons advanced by the Babangida group were the poor handling of the import licenses, the servicing of Nigeria's debt using forty percent of the nation's income, refusal to take the International Monetary Fund loans and the counter trade policy of the old regime.

In foreign policy formulation and implementation, Babangida condemned the Buhari regime, describing its African policy as selective. The Buhari government concentrated more on development in Southern and West Africa. But Babangida was quick to change this posture. As soon as he assumed office as the Military President, the first of its kind in Nigeria political landscape, Babangida visited Kenya and Chad republics to show that Nigeria was ready to translate into more concrete terms her African centered policy.

Other dynamic foreign policy thrusts of the Babangida regime included the Concert of Medium Powers, the Technical Aid Corps Scheme (TACS), and Economic Diplomacy as well as Conflict resolution in the West African region, among others. However, the administration along the line lost steam, became tyrannical and in the process, inflicted very damaging political wounds on the nation by annulling arguably the freest and fairest presidential election in the annals of Nigeria political history. The election has to a large extent been widely acclaimed as free, fair and credible by the outside world and a large section of Nigerians both at home and in the Diaspora. Regrettably, the election reportedly won by Bashorun Moshood Kashimawo Olawale Abiola (MKO) won the election in 1993 was annulled by the military government.

The annulment of the 1993 presidential election plunged the country into serious political logjam and it was one of the reasons General Ibrahim Babangida was forced out of power. Babangida's exit paved the way for the lame-duck Shonekan's Interim National Government (ING). Chief Earnest Shonekan's ING remains just a footnote in the political journals of Nigerian history. A Nigerian foreign policy during the Shonekan led foreign policy was quite uneventful. Little was achieved in terms of making meaningful foreign policy initiative during that period. This is because the interim

government faced serious problem of legitimacy and popular acceptance in the country. Foreign countries were also sceptical about conducting business with the regime hurriedly put together by General Ibrahim Babangida before he left power in August 1993. The demise of the regime eclipsed on November 1993 when General Sanni Abacha took over power in the country.

9. Conclusion

The foregoing discussion has shown the trend in Nigerian foreign policy since independence in 1960 up to 1993. On a general note, Africa remains the centre-piece of the county's foreign policy throughout the period. It is however true, that the country's foreign policy at independence in 1960 was pro-British. The conservative pro-British foreign policy posture of the Balewa regime was radically altered as a result of the Biafra Civil War between 1967 and 1970. The civil war made Nigeria to cultivate friendly relations with her non-traditional friends such as the Soviet Union. In addition to this, Nigeria embraced the policy of good neighbourliness with her neighbouring francophone countries namely, Niger Republic, Benin Republic, Cameroun and Chad. It was within this context that Nigeria diverted the energy to the formation of the Economic Community of West African States in 1975. The collapse of the General Yakubu Gowon's regime in 1975 ushered in an era of dynamism in Nigeria's Foreign policy. To be sure, General Murtala Mohammed reiterated and pursued with vigour the afro-centric philosophy of Nigeria's foreign policy as affirmed in his Africa as come of age speech in Addis Ababa in 1976. The country during this period contributed significantly to liberation struggle in Africa and showed its hatred for neo-colonialism and the repressive policy of apartheid in South Africa. The assassination of General Murtala Mohammed in a failed coup attempt in February 1976 did not deter the regime from pursuing these objectives. General Olusegun Obasanjo that succeeded Murtala continued with the radical posture of the regime up to 1979.

The return to civilian rule in 1979 marked a slight shift in Nigeria's foreign policy. The Afrocentric posture of the country's foreign policy was maintained, with further tilt towards ideological non-alignment. Nigerian foreign policy during this period was however, said to be characterised by indecision with apparent lack of initiative exhibited by previous regimes.

The military regime that ousted Shagari's regime in 1983 tried to reverse the dwindling trend in the country's foreign policy and project the image of the country positively in the international arena. Unfortunately, the regime collapsed in August 1985. The new regime led by General Ibrahim Babangida, embarked on far reaching internal restructuring that laid the foundation of its foreign policy thrust. Economic diplomacy was evidently emphasised during the Babangida regime. In addition to this, the country embarked on conflict resolution activities in Africa and more importantly within the ECOWAS sub region. The regime established the TAC scheme fashioned after the American Peace Corps Scheme to assist less developed African countries in filling their manpower gap.

It becomes imperative therefore, to conclude that despite domestic frustration and challenges, Nigeria has been able to actualise some of its foreign policy objectives since independence in 1960. The successes recorded in its struggle towards the complete liberation of African countries from the repressive grip of colonial rule testify to this fact. Above all, 'Economic Diplomacy' which is the new policy trust of the country's foreign affairs exemplified radical departure from previous regimes.

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The Challenges of Globalization to Linguistic Pan-Africanism and African Development

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Abstract. The latest but not the least of the challenges that confront efforts in linguistic pan-Africanism is that of globalization. This study underlines the importance of language in development and highlights efforts being made at different levels towards achieving linguistic pan-Africanism. While being conscious of the dangers of narrow nationalism, the study recognizes a much more damaging danger in the imperialistic and neo-colonial phenomenon called globalization. Working in concert with multinational and world organizations such as World Bank, International Monitory Fund (IMF), World Trade Organization (WTO), globalization seeks to build a world system in which languages of lesser economies and powers have no relevance. Africa would have to navigate through these realities as it seeks to arrive at pan-African language(s) that would be truly African and serve as springboard for its much needed development.

Keywords: Language, pan-Africanism, Globalization, Development, Nationalism.

1. Introduction

Scholars are unanimous on the fact that language is the most pivotal element of culture. It is the strongest key of identity. They have also agreed on the reality of the engineering factor of language in education, knowledge acquisition and development. The historical damage done by colonization on African languages is visibly undeniable. African languages were apparently the worst hit of all facets of the African life by the colonial enterprise. Relegated to the status of the vernacular by the colonizer in an effort at getting at the very nerves of the psyche of Africans, African languages were made to suffer neglect for centuries. In fact, they are yet to fully recover after many decades of efforts by intellectuals, linguists and policy makers.

The Challenges facing pan-African linguistic revival and revalorization are many. They range from increase in nationalism consciousness and revival across Africa due to many factors, non-sustained and uncoordinated efforts, to lack of political will at all levels. The most recent but not less daunting challenge to the pan-African language question is Globalization.

After making inferences into the other challenges, this paper seeks to rest its focus on the various areas at which the phenomenon of Globalization is a clog in the wheels of progress of African linguistic emancipation for progress and development, before concluding that Africa of the 21st century needs to redouble efforts if she is to genuinely and successfully wrestle herself out underdevelopment.

2. Pan-African Linguistic Dichotomies, Dynamics and efforts

When one considers linguistic pan-Africanism or the language of pan-Africanism, many

questions come to mind, and these questions point to the dichotomies and complexities of the issue of language in Pan-Africanism studies: Why, What, which, how, when and who, are among the many prepositions setting up the questions: Why the need for any Indigenous language(s) of Pan-Africanism? What about the existing colonial languages? How does Africa intend to arrive at any common African indigenous language(s)? What will happen to the cultures of minor languages? Of which importance is ever the need for the adoption of indigenous African Languages given the long history of slavery and colonization? These and many more are questions around discourse in linguistic Pan-Africanism.

Pan-Africanism emphasizes unity beyond identities confined by geographical consideration and narrow nationalism. It emphasizes and champions the need for inclusiveness at socio-cultural and political levels by Africans wherever they may be. Language is central to achieving these laudable objectives of the fathers of Pan-Africanism (Fanon 1967). Language is indeed central to the revalorization and repositioning of the African race for growth and development. In seeking to resolve the language question in Pan-African a few pictures and areas of consideration have been drawn up clearly over the years. Should Africa adopt outright African languages or adopt inherited colonial languages as lingua franca, or settle for a combination of the two options, or for a creolization of specific African languages.

A central Pan-Africanism objective therefore, has been to seek ways of revalorizing Africa-languages, seeking, lingua franca from the creative domestication and blending of colonial languages with indigenous African languages, and simply using the colonial languages in authentically African ways, in the manner artificially employed by Amos Tutuola in the Palm Wine Drunkard *and his other novels. Amos Tutuola's writings are an example of how African writers are busy creolizing inherited European languages through promoting intercourse with African languages, and in turn enriching local languages through borrowing.* (Nyamnjoh & Shoro, 2011: 37)

The options around the language question in Pan-Africanism upon which scholars have debated and worked over time are:

- To choose and promote a few already dominant African indigenous languages as languages, of Pan Africanism to replace the colonial languages and made to take pre-eminence over other local languages;
- To keep the colonial languages of English, French and Portuguese as more convenient modes of communication, diplomacy, education and development at the expense of African indigenous tongues;
- To do a combination of options 1 and 2 by keeping the colonial languages as of necessity while working for the development of indigenous African languages for socio-cultural relevance of Africa; and
- To adopt efforts at creolizing the colonial Eurocentric languages by injecting unto them African idiomatic and structural reality, thereby getting languages than both the low and high in the society could use.

The fact, actually, is that each of options has its own advantages and disadvantages, its own merits and demerits. None of them is free of corollary prices and consequences.

These dichotomies have, over the years, elicited discussions and debates. But these, rather than leading to solving the issue, have led to further dilemma and contradictions. Despite the age long debates; the question of language of pan-Africanism, is not yet settled, and does not look anywhere near being settled. This is because results of findings, recommendation from research efforts have not received adequate political will from appropriate quarters. But this is not to say that the language question has lost its value; far from it. If anything, it has received renewed impetus in recent years especially with the revival in consciousness of Africanism. Yet, the solution to the linguistic dilemma in Pan-Africanism doesn't lie in the audio or video tapes of conferences and symposia, not in the shelves of libraries, but in deliberate, decisive, concerted and sustained actions at state, regional and continental levels.

African intellectuals in Africa and the diaspora are busy doing their best in different areas of dichotomy of the language question and according to their convictions. For instance, Ngugi and Fagunwa, by writing in Kiswahili and Gikuyu, and Yoruba respectively, seek to prove that African indigenous languages are also capable and effective vehicles like European language. By so doing, these African scholars work to support the idea that African indigenous languages can well be languages of Pan-Africanism. The challenges they have are those of the time, resources and resolve it would require adopting a very few African languages over hundreds of others, in such a deeply cultural and ethnic continent like Africa. Ngugi in *Decolonizing the Mind* argues that language is at the heart of colonization and if any true decolonization would take place it must also be through language and linguistic politics. Europeans improved their languages to achieve effective colonization, so, some forms of imposition must have to take place for a genuine decolonization of the mind of the African. It is indeed a truly decolonized mind that can stand up for development and progress.

Questions arise to whether African indigenous languages are capable of being vehicles of science and technology. The answer is that there is no language that is incapable of modernity. Eurocentric languages enjoyed deliberate assistance and support from visionary leaders at some moments of their history for them to be at the level they are today.

The option of creolization as epitomized by the likes of Amos Tutuola and Ahmadu Kourouma, consists in creatively appropriately or endonizing colonial languages by infusing them with African symbolism and idioms. Better known as pidgin English or pidgin French, these languages have festered in capital and major cities of Africa, involving both the learned and the unschooled in effective and productive communication. But nowhere has it been elevated to the official status, even though many writers have published works of literature in pidgin.

One of the challenges with this perspective is that Africa has seen many versions being developed across countries. This is because a pidgin is typically local, whereby a European language is infused with local indigenous linguistic ingredients. From Nigeria through Ghana to Sierra Leone and from Uganda to South Africa through Kenya one comes across versions of Pidgin English due to local colorations.

Moreover, such creolized European languages are not capable of winning Africans in diaspora due to their varied and diversified contextualization. However, if worked upon and harmonized, creolization has the potential of gaining ground across African borders faster. Creolized languages are also capable of carrying scientific and technological knowledge if assisted in this regard at appropriate political, legislative, innovative and educational levels.

Another category of Africanizing colonial languages, aside pure creolization, is the one adopted by writers such as Achebe, Ekwensi, Soyinka and Kourouma. These authors, though writing in the colonial languages, rather than writing in pure English or French, as the case may be, they consciously attempt to strand their colonial language and indigenous tongue. These writers see colonial languages as tools for speaking to a larger African audience including Africans in Diaspora. Nyamnjoh and Shoro (2011), in *African Communication Research*, Vol. 4(1): 35- 62, put it more succinctly in their paper entitled "Language, Mobility, African Writers and pan-Africanism"

…these authors include African symbols, characters, rhetoric, ethos and creative use of colonial language within their texts. Here, the litmus test for Pan-Africanism is not necessarily in how authentically African-language is, but rather, in how creative Africans are in their appropriation of colonial languages to address issues of Pan-African resonance. In this way, colonial languages lose their foreignness through creative local usage.

Through the efforts of this category of writers it is clear that Africans are not passive consumers of colonial languages. Creativity and other

experiences come to the fore in the process of using colonial languages. This part is germane against the background of an argument, by scholars like Ngugi and Akinwumi Ishola that for African literature to be truly African, it has to be written in indigenous languages. Karim Barber (1995) argues in support of Achebe and others that Africa can't do away completely with colonial languages, because they too have now become depository of African memories in context. Moreover, apart from the fact that a growing number of Africans can now fend for themselves in both a European and an African language, the fact still remains that only a few texts are available in indigenous African languages, and only a few authors have ventured into writing in their local languages.

3. Nationalism and Pan-Africanism

Colonial apologists have argued that the colonial enterprise had already sown the seed of Pan-Africanism, as the colonial languages brought together nationalities hitherto divided by hunderds of local tongues and ethnic differences. They claim that through the imposition of a few European languages colonization had United Africans and saved them from, tribal wars going on in Africa before the settling of the Whiteman. But they forget or refuse to see the negative effects of the balkanization of Africa at the wake of the Berlin Conference of 1884/85 where Africa was divided not minding the socio-cultural and ethnic affinities of African peoples.

The fact remains that Europe and other continents also have a great number of tongues before the major ones, through sheer historical evolvement, took centre stages and became national languages. Even in those European countries till today some minor languages still existence in rural areas at the fringes of their societies. This is to say that if left on their own African societies would have evolved with bigger and stronger nationalities coming to the fore. And thereby major indigenous languages would have emerged by sheer interplay of natural and historical manifestations.

Today, the fact is that though independent countries, each African nation houses within her borders hundreds of nationalities, some of which are clearly distinct from one another, as well as indigenous languages that are poles apart structurally, idiomatically and semantically.

One of the tragedies of colonization which made many to allude to it as a divide and rule enterprise is the fact that many nationalities are left divided in bits between countries, and in the hands of different colonial systems. But be as it may, in the face of present realities, Africa can strive to get the best for her Pan-African efforts for development and growth. Africans cannot forever continue to cry over the ills of colonization about six decades into political independence. Having said that, given the fact that every nationality has its right of existence in the face of growing consciousness of roots and ancestry, nationalism becomes a potential danger against Pan-Africanism, if care is not taken.

This is what scholars call "narrow nationalism" which is a threat to the ideals of Pan-Africanism envisioned by Nkrumah and others. Franz Fanon (1967) did warn against the dangers of falling for the temptation of excessive ethnic sentimentalism and over consciousness of nationalities. Indeed, it is only with a great sense of flexible inclusion that the objectives of Pan-Africanism can be achieved. In recent years, Nyanjoh (2006), Englebert (2009) and Phaswane Mpe (2001) among others have spoken against the wave of dangerous narrow nationalism and ethnic revival sweeping some regions of Africa. A phenomenon which is capable of easily and quickly reverse the little achievements recorded in Pan-Africanism efforts so far. Crises of citizenship in South Africa, Côte-d'Ivoire and Rwanda, in recent years, with resonance of nationalistic terms such as Makwerekwere (South Africa), Ivoirété (Côte-d'Ivoire) and Hutu-Tutsi (Rwanda), which all point to divides along ethnic and nationalist lines, are grave dangers to Pan-Africanism. Mutual acceptance must take place before any linguistic policy that would involve adopting one indigenous language over the other could be successful. An atmosphere of hatred fanned by narrow

nationalism and over bloated ethnic consciousness cannot help national integration, not to talk of regional and continental integration.

Narrow nationalism can easily jeopardize efforts in Pan-Africanism if conscious steps supported by strong political will at national levels are not take to stem the trend.

4. Language and Development

Education is the bedrock of development. Self-development and national societal development experience all over the world has proved that countries that build nationhood on indigenous national languages develop better and faster, while nations that have foreign languages as their media of education and research tend to lag behind in development ratings. European countries and indeed northern hemisphere nations fall into the first category while Africa falls into the second category.

The relationship between language, education and national development is deep and diverse. Language fosters unity and readiness to work together for common goals for development, especially when the language is nationality based and the nation is nationality built, unlike the African situation where dozens of nationalities and languages compete for relevance and supremacy in the national sphere. In such a situation, rather than being a chord and bond of national cohesion, languages become instruments of politicking and divide-and-rule in the hands of visionless leaders. Such a situation in turn retards growth and development.

Education is key to emancipation and development, that is why, if Africa is to develop well and fast, a review of national educational policies that places national languages as mediums of instruction, teaching and research, is inevitable.

Kwesi kwaa Prah (2000: ii) avers and rightly so that:

…The developmental transformation needed to eradicate poverty in Africa is only possible if we can take knowledge and modern science to the masses in their own languages.

There is therefore the need for linguistic revival and repositioning of indigenous African languages in teaching and research. The use of the language of culture of children enhances assimilation, knowledge acquisition and improves creativity. When children start by learning how to read and write in their mother tongue, they learn not only science but also foreign languages better. The experiment of Fafunwa (1989) in Ile-Ife, Nigeria, in the 1970s remains poignant where two groups of pupils were given instruction from the scratch, one group with Yoruba, the local indigenous tongue, and the other with English. English was just introduced to the first group as one of the subjects. At the end of the experimentation, the group which received instruction in Yoruba did far better in all subjects than the other one, at the school leaving examination after six years. The research effort underscores the fact that children learn better and faster in their mother tongue. This implies that indigenous languages are germane to national education and development.

There is therefore no doubt that the Eurocentric languages of English, French and Portuguese used for instruction in Africa mean a barrier to knowledge for the masses of African children, and to development. If the situation must change for the benefit of Africa and her teaming populations, policy makers at both natural and pan-African levels need to work for standardization and harmonization of efforts towards solving the language question. Legislators, administrators, educationists, linguists, researchers etc., all have a stake in this. It must be emphasized that Africa's development, more than ever before, must be research driven. Most developmental efforts have proved fruitless so far because they are not research driven, and where they are research driven, coordination and harmonization of findings have lacked. Moreover, "development research in Africa has failed to make substantial improvement in the quality of life for the majority, mainly because development theory and practice have failed to exploit local languages as media for research and development work" (Kitula Kingei, 2000:25). In fact, no meaningful development can take place without the full participation of the

masses, and the masses cannot fully participate in a language foreign to them and their culture. The importance of speaking to people in their own languages is sine qua non to development. Djité (1990) notes that there is considerable research which clearly demonstrates that less than 15% of the African population of the francophone countries barely function in French, while 90% of the same population functions very well in the widespread African lingua franca such as Hausa, Djula/Bamananka, Fulfulde, Kiswahili and Wollof.

The introduction or adoption of indigenous African languages for education and research has its challenges no doubt, but the long term benefits certainly surpass the challenges. Where English or French have reigned supreme for almost a century, sentiments, complexes, fears, doubts cannot be overcome overnight, no doubt. One of the challenges certainly is that schools compete to give instruction in English or French, as the case may be, because any school that uses a local indigenous language as medium of instruction would not get students, especially in this era where private schools spring up all over the place due to reduced government investment in the sector. No private school owner would take that risk, and governments are no longer building new schools, yet the population of children keeps increasing. One other challenge is the sentiment attached to indigenous languages by their owners due to cultural affiliation and, at times, to ethnic rivalry. Mark Zuckerberg, the Facebook Chief Executive, came to Nigeria in 2017 and eulogized the qualities of one of the main Nigerian languages, Hausa. The uproar that greeted the statement innocently but genuinely made by the technology giant shows that any attempt to adopt an indigenous African language over others must be done with tact and wisdom.

Similar experiences to that of Zuckerberg have taken place in many countries in Africa and the diaspora. In Seychelles, for instance, it is recorded that the introduction of Créole in elementary school as language of instruction was vehemently attacked by the Elite that preferred English and French to Créole viewed as a street language; whereas, Créole is the language of the masses, spoken by everybody in the society, both the high and the low. (Brock-Ultne, 2001). In South Africa, policy makers seem to have doused possible rivalry among the major ethnic groups by pronouncing all eleven major languages in the country as equal and official languages. And this is fully backed up by appropriate legislative enactment in section 6(1) of the country's constitution (Kamanga, 2001).

In the light of the foregoing, this study emphasizes strong political will at national and Pan-Africa levels, as the examples of Seychelles and South Africa point out. The establishment of Regulatory Boards, Language Academies and curriculum Development Centers which would be given tools and freedom to research and work out policies on African indigenous languages is also recommended. Also, like Obanya (1980) rightly puts it, African policy-makers and Western aid donors should devote more attention to strengthening African indigenous languages as languages of instruction, especially in basic education, to start with, if Africa is not to miss her long overdue development again in the 21st century; if Africa is to stand and be counted among societies that have crossed the Rubicon of underdevelopment.

5. Globalization and Linguistic Pan-Africanism

Arguably, the most recent challenge in efforts at achieving linguistic Pan-Africanism is the phenomenon of globalization. Globalization means different things to different people, depending on parameters and interests in focus. A broad and encompassing definition would be that Globalization is the process of intensification of economic, political, social and cultural relating across international boundaries. In that sense we can easily talk of economic globalization, political globalization and socio-cultural globalization. Whether a clear demarcation could be made of these three main classifications, or not, remains debatable. But one thing that this study has established so far is that it is difficult to separate culture/language from economy and politics. Though in the concept of globalization, economy seems to be

the most powerful of all sectors, yet every people, every nationality, every nation cherishes a good range of political and socio-cultural affinities that homogenization efforts of globalization cannot destroy. Though whatever is able to swallow a people's economy is well able to swallow their politics and culture, yet, diversity still remains very much the beauty of nature, and the hallmark of humanity.

The benefits of globalization are many: more transcendental homogenization of institutions, practices and relations for more international trade, more goods and services generally available at lower prices, higher quality goods and services, lower cost and higher standard of living… But behind those seeming glorious advantages of globalization lies a series of less inglorious benefits to some parties or others in the globalized world. The level at which parties tap into the benefits could either be an advantage or a disadvantage. The age long divide of North and South could either be narrowed or widened. The fact of the matter in recent years is that the divide has turned into a gulf, to the extent that many critics view globalization as another form of colonization of the world or a re-colonization of the Third World.

Indeed, the phenomenon of globalization of the last few decades has accelerated and strengthened not only the economic and economic grips on Africa, but it has also consolidated the linguistic penetration and domination of the Black Continent. Through a number of international agreements and world organizations, globalization has reduced the power of states and countries to decide and exercise control on some areas of their existence. The World Bank, the International Monetary Fund (IMF), World Trade Organization (WTO) and similar organizations have effectively taken control of a number of areas of decision making in the world, thereby weakening the state, especially the African state (Brock-Utne, 2002).

One of the implications of the weakening of the state by globalization is the drastic cut in expenditures on education and the encouragement of private ownership of schools, even the elementary. This is where efforts at reviving and repositioning indigenous African languages suffer a blow. When International Donors dictate what to spend on education, when International organizations put ceiling on how much should go on education and research, they inadvertently kill the fire of educational nay linguistic revival.

Moreover, globalization is carried out through a small number of dominating languages. Robert Phillipson (2001), an Englishman, shows how the forces behind globalization promote the diffusion of English, often to the detriment of the mother tongue of most peoples. In fact, even in France which is one of the European nations that enjoy international linguistic patronage; many universities have adopted English as language of instruction, in order to attract international students, in the spirit of globalization. This is against the old practice where foreign students were required to take French language courses for a period of time before settling down for their studies. If such a thing could happen even in Europe, one could imagine the fate of African countries dreaming of promoting their indigenous languages to eventually replace the colonial languages. Globalization makes such a dream a much taller one indeed. Rubagumya (2003), while writing on the linguistic challenges faced by policy makers in Tanzania states that parents argue that "we live in the time of globalization and that English is the language of the global village" to take their children to private shorts using English as medium of instruction rather than Kiswahili.

So, the point here is that the structural adjustment policies meted out for Africa, as well as capital-led globalization being carried out, have led to a strengthening of the former colonial languages to the detriment of the African languages which most Africans speak. Globalization can therefore not be of any benefit to Pan-African linguistic emancipation. If anything, globalization is a clog in the wheels of progress of linguistic Pan-Africanism. But if Africa is to truly develop within the globalized world, the fact remains that her education and

research efforts must be conducted in the language(s) spoken by most of her people.

The adoption of indigenous African languages as medium of instruction and platform for development does not in any way mean a jettisoning of colonial languages. China, for instance, which is the fastest growing economy in the world, gives instruction to her citizens in Chinese language. But, China is well aware of the power of European languages in the globalized world. That is why China political leaders do not engage in a linguistic competition or imperialism with the rest of the world, instead, their children acquire scientific knowledge in Chinese, their mother tongue, but also learn English, French etc., in order to penetrate the world. Chinese engineers and technicians are everywhere in Africa getting engaged and making money, while assisting in African infrastructural building. They come with some form of proficiency in the Eurocentric language of the nation where they work. Africa can and should as well, without abandoning the relevance of colonial languages, develop a very few indigenous languages to the level of science instruction and research.

6. Conclusion

Though Globalization seems to have continued from where colonization and neo-colonization have left the work of inflicting damage to linguistic pan-African drive, hope is not lost over efforts at achieving linguistic pan-Africanism. Africans at all levels of interests need only to deploy needed goodwill and commitment, as well as concerted, sustained and coordinated efforts. On-going works by intellectuals and researchers must continue. Policy makers must know that no genuine development can be achieved when education is still made available to children in foreign languages, and must therefore apply more political will. Nations like India and China are good examples in this regard. They have overcome or are overcoming developmental challenges even in the midst of the same tough globalization challenges, by first overcoming the distraction of internal narrow nationalism

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Part Three

Human Resource Management

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Job Demands and Mental Strain Relationship: The Moderating Effect of Perceived Organizational Support on the Mediating Role of Job Decision Latitude among Nigerian Immigration Officers

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Abstract. This paper examined job demands and mental strain relationship: The moderating effect of perceived organizational support on the mediating role of job decision latitude among Nigeria immigration officers. Five hypotheses were developed. The descriptive survey research design was adopted for this study. The population comprised of all immigration officers in South-West, Nigeria. The sample consisted of 1600 respondents from Zone A and Zone F of the Nigerian Immigration Service in Zone A and Zone F, which covers five States in South-West, Nigeria – Ogun, Lagos, Oyo, Osun, and Ekiti Ogun and Lagos States. The sample was selected through the stratified random sampling technique. The instruments used for data collection included the Job Content Questionnaire (JCQ), General Health Questionnaire (GHQ), and Perceived Organizational Support Questionnaire (POSQ. Data were analyzed using regression analysis at the .05 level of significance. Results revealed, among other things, that there is a significant direct effect of job demands on mental strain independent of job decision latitude ($t = 28.366$, $p < .05$) and that there was no significant moderating role of organization support (coeff = .124; $t = 1.286$, $p > .05$) in the mediating role of job decision latitude between (coeff = -.087; $t = -.908$, $p > .05$) job demands and mental strain. It was recommended therefore that the management of paramilitary service in Nigeria should give more attention to organizational support in order to minimize mental strain among the immigration officers and similar bodies.

Keywords: Job demands, mental strain, perceived organizational support, job decision latitude, Officers.

1. Background to the Study

Working in organizations all over the world is characterized by stress and mental strain which could hinder job performance. Scholars like Baker, Olson, and Morisseau (1994) have attributed most cases of accidents in the workplace to mental strain. There is therefore a need to understand mental strain and its antecedents. Mental strain is characterized by feelings of boredom, fatigue or exhaustion which drains a person's mental energy and leads to reduced alertness, workplace accidents and injuries, etc. Mental strain hampers affective, psychomotive, and cognitive functions (Schagen, 2003). It is a complex psychological phenomenon often created by insidious long range continuous pressures, threats, and demands on an individual's mental alertness which are beyond his or her tolerance limits. Mental strain could be caused by personality and organizational factors such as interpersonal relationships, job description, and organizational climate.

Research suggests that officers in military and paramilitary organizations sometimes have

accidental discharge of arms due to strain. For example, Owens (2013) cited the case of a 35-year-old Krystal Barrows a woman in Ross County in US who was shot in the head and died during a raid on US 23. The incident was a form of accidental discharge while the officer was moving the gun. Also McKittrick (2007) reported an incident of how McAnespie, a member of Aghaloo O' Neills Gaelic football club was killed by an accidental gun discharge while travelling for a match after he just walked pass a British Army check point. *Paramilitary job is strenuous (*Govender, 2008; Kayal, 2004; Malach-Pines & Keinan, 2007) *and the Nigerian Immigration Service's job is not an exception.* During holidays, for example, immigration officers are at their duty posts unlike many other categories of workers. Besides, they work 12-hour shifts without compensation for the additional time. There are also the problems of poor organizational support, autocratic leadership, and insufficient operational resources which could all induce mental strain.

The job strain model assumes that strain especially results from the combination of high job demands, low decision latitude and low social support (Warren et al., 2002). JDCS shows how health impairment may be influenced by three dimensions at work: Job demands, job control or resources, and social support. In short, the JDCS Model focuses on three job characteristics: Job demands (stressors), job control (decision latitude) and social support (colleagues + supervisors) at workplace. Psychological dissatisfaction has been associated with low levels of decision latitude and low organizational support (De Jonge & Kompier, 1997).

In his job demand-control (JDC) model, Karasek (1979) postulates that two work characteristics (that is, job demands and job control) determine employees' job strain. While job demands are stressful tasks requiring the exertion of a considerable amount of effort or workload within a relatively short period of time and could be psychologically distressing to employees and are the major cause of mental strain at work (Karasek & Theorell, 1990), job decision latitude gives employees the opportunity to contribute to the decision-making process that affects the use of their knowledge and skills. In a nutshell, job demands are work-related psychological stressors, while decision latitude refers to employees' control over their tasks and how the tasks are executed. It consists of both skill discretion and decision authority. Skill discretion describes the degree to which the job involves a variety of tasks, low levels of repetitiveness, occasions for creativity and opportunities to learn new things and develop special abilities. Decision authority describes both the employee's ability to make decisions about their own job, and their ability to influence their own work team and more general organization policies. This article therefore seeks to determine empirically the extent to which decision latitude will mediate the relationship between job demands and mental strain on the one hand, and the extent to which perceived organizational support will moderate the relationship between job demand and job decision latitude to influence mental strain of personnel of Nigeria immigration service.

Perceived organizational support is defined as how much the organization values employees' contributions and cares about them (Allen, Armstrong, Reid, & Riemenschneider, 2008). It is considered as a major work characteristic which may have main and moderating effects on job control and mental strain at work. Organizational support protects employees against the adverse effects of strain (Cohen & Wills, 2005). Perceived organizational support could increase positive employee attitudes and behaviour such as organizational commitment and effectiveness (Aselage & Eisenberger, 2003; Rhoades & Eisenberger, 2002). It could therefore reduce work stress and strain (Laschinger et al., 2006; Laschinger et al., 2008).

Organizational support has been found to enhance psychological well-being of employees and organizational outcomes (Billings & Moos, 2004; Holahan & Moos, 2001; Kwok & Wai, 2005). Rhoades & Eisenberger (2002) found that perceived organizational support was related positively to outcomes favourable to the individual and the organization but negatively with mental strain. The present study, however, attempt to investigate the extent to which

organizational support will moderate between job demand and job decision latitude to influence mental strain of personnel of the Nigerian Immigration Service.

2. Hypotheses

Based on the established relationship that is said to exist between the independent, mediating and moderating variables of this study and the criterion variable, five hypotheses were set and tested at 0.05 error margin:

- There is no significant total effect of job demand on mental strain.
- There is no significant direct effect of job demand on mental strain independent of job decision latitude.
- There is no significant indirect effect of job demand on mental strain through job decision latitude.
- There is no significant moderating effect of organisational support in the relationship between job decision latitude and mental strain.
- There is no significant interaction effect of job decision latitude and organisational support on mental strain.

3. Method

3.1 Research Design and Participants

This study adopted a descriptive survey research design. 1600 immigration officers selected through the proportional stratified random sampling technique from Lagos, Ogun, Ekiti, Osun, and Oyo States in the South West Zone of Nigeria. Participants were then chosen from each State through the simple random sampling technique.

3.2 Measures

Four standardized instruments were used for data collection which include: Demographic Data Inventory (DDI), Job Content Questionnaire (JCQ), General Health Questionnaire (GHQ), and Perceived Organizational Support Questionnaire (POSQ). These are described below.

Demographic Data Inventory (DDI): This was constructed by the researchers and used to gather demographic characteristics of the participants such as gender, age, job status, and work experience.

Job Content Questionnaire (JCQ): Job demands and decision latitude were measured using the Job Content Questionnaire developed by Karasek (1985). It is a five-item scale which described psychological stressors such as workload and time pressures. Responses are measured on a 5-point Likert-type scale ranging from 1 (never) to 5 (extremely often). Sample items in the scale are: "To what extent does your job require your working fast?" and "To what extent does your job require a great deal of work to be done?'' Coefficient alpha values for job demands range from .79 to .88 (Chay, 1993; Fortunato, Jex, & Heinish, 1999; Moyle & Parkes, 1999; Parkes, 1990; Westman & Eden, 1997; Xie, 1996; Zohar, 1997). Evidence of criterion validity was obtained from cross-correlations of the scales. Demographic distribution of the scales and intercorrelations were consistent with the English version. Results of the factor analysis were consistent with the two dimensions expected from the theory. Mean scale scores and variations in the prevalence of high psychological demands combined with low decision latitude by age, sex, education, and job category support the discriminant validity of the instrument.

Job decision latitude sub-scale consists of nine items; six relating to an employee's discretion in applying skills to do the job and three describing an employee's authority to make job-related decisions. Responses are measured on a 5-point Likert-type scale ranging from 1 (never) to 5 (extremely often). Sample items in the scale are: "To what extent do you have control over what happens on your job?", "To what extent are you assisted in making your own decisions"etc. Higher scores indicate more perceived discretion in applying skills to do the job and authority to make job-related decisions. Coefficient alpha values for decision latitude ranged" from .77 to .85 (Chay, 1993; Fortunato et al., 1999; Moyle & Parkes, 1999; Parkes, 1990; Westman & Eden, 1997; Xie, 1996; Zohar, 1997).

General Health Questionnaire (GHQ): This was developed by Goldberg in the 1970s. It was used to measure mental strain. The GHQ assesses the extent to which respondents have experienced a list of somatic and affective symptoms over the past three months. The scale is a 12 item scale measured on 5-point Likert-type. Ranging from1 = rarely or never true to 5 = most of the time true." The instrument has been widely used in a large medical and psychiatric literature such as Cardozo et al (2000) and Pevalin and Ermisch (2004), and in health-economics research by, Shields and Wheatley (2005) and Gardner and Oswald (2004). Sample items on the scale are: "I could not concentrate on whatever was occurring around me," and "I have lost my confidence."
The coefficient alpha of the scale was 0.87. Validity of the instrument was performed using convergent validity. When the correlation between the GHQ-12 and global quality of life scores was investigated, as expected a significant negative correlation emerged ($r = -0.56$, $P < 0.0001$) indicating that those who were more distressed showed lower levels of global quality of life.

Perceived Organizational Support Questionnaire (POSQ): This was developed by Eisenberger et al. (1997) was adopted for this study. The questions were worded to tap the extent to which respondents believed their organisation valued their contribution, considered their goals and interests, made help available to solve personal problems, and cared about the employee's well-being. The scale has 8 items and was measured on a 5-point Likert-type. The responses range from 1 = strongly disagree to 5 = strongly agree.
The reliability coefficient (Cronbach's alpha) for the scale was 0.86. Eisenberger et al. (1986) reported that employees showed a consistent pattern of agreement with statements concerning whether the organization appreciated their contributions and would treat them favorably or unfavorably in differing circumstances. POSQ has been found to be related to, yet distinct from, affective organizational commitment (Eisenberger et al., 1990; Settoon, Bennett, & Liden, 1996; Rhoades, Eisenberger, & Armeli, 2001; Shore & Tetrick, 1991).

3.3 Data Analysis

The researchers personally administered the instruments at each of the Zones with the permission and assistance of the Area Commander. A total of eight weeks and three days were used for the administration and collection of the questionnaires. One thousand and six hundred questionnaires were administered but only 1575 were retrieved; out of which 1536 were found adequate for analysis. The response rate of the survey was 95.0%. The data resulting from the scoring of the instrument was subjected to multiple regression and t-test statistical analyses.

4. Results

Test of the Hypotheses

Ho1: There is no significant total effect of job demand on mental strain.

Table 1: Model Summary of the Total Effect of Job Demands on Mental Strain

Model	R	R Square	Adj R Square	Coeff	df 1	df 2	F	t	LLCI	ULCI	p
	.587	.345	.341		1.000	1534.000	807.396				.000
(Constant)				37.151				76.593	36.200	38.103	.000
Job demands				.296				28.415	.276	.316	.000

Dependent Variable: Mental Strain
Predictors: (Constant), Job Demands

Results in Table 1 revealed that there was a significant total effect of job demand on mental strain. The value of the coefficient of determination (R = .587; R^2 = .345; Adj R^2 = .341; coeff = .296; t = 28.415; $F_{(1,1534)}$ = 807.396; p < .001). Table 1 further showed that 34.1% of the variance in mental strain can be explained by job demands (Adj R^2 = .341). Thus, the null hypothesis is rejected in favour of alternative hypothesis, leading to the conclusion that there is a significant total effect of job demands on mental strain.

Ho2: There is no significant direct effect of job demand on mental strain independent of job decision latitude.

Table 2: Model Summary of Direct Effect of Job Demands on Mental Strain Independent of Job Decision Latitude

Model	R	R Square	Adj R Square	Coeff	df 1	df 2	F	t	LLCI	ULCI	p
	.587	.345	.341		2.000	1533.000	403.463				.000
(Constant)				36.549				11.407	30.265	42.834	.000
Job demand				.296				28.366	.276	.317	.000
Job decision				.001				.190	-.100	.122	.849

Dependent Variable: Mental Strain

Table 2 showed a significant result (coeff = .296; t = 28.366; $F_{(2,1533)}$ = 403.463; p < .001). The null hypothesis is therefore rejected in favour of the alternate hypothesis. It is thus concluded that there is a significant direct effect of job demands on mental strain independent of job decision latitude. Furthermore, 34.1% of the variance in mental strain is explained by job demands (Adj R^2 = .341).

Ho3: There is no significant indirect effect of job demands on mental strain through job decision latitude.

Table 3: Indirect Effect of Job Demands on Mental Strain through Job Decision Latitude.

Indirect effect of X on Y

	Effect	Boot SE	BootLLCI	BootULCI
jobdec	.000	.001	-.002	.001

Model	**R**	**R^2**	**Adj R^2**	**Coeff**	**df 1**	**df 2**	**F**	**t**	**LLCI**	**ULCI**	**P**
	.060	.004	.003		1.000	1534.000	5.514				.019
(Constant)				55.994				11.407	55.564	56.424	.000
Job demand				-.011				-2.348	-.020	-.002	.019

Results in Table 3 revealed that there was no significant indirect effect of job demand on mental strain through job decision latitude. (LLCI = -.002; ULCI = .001) The result further indicated that there was partial mediating effect of job decision latitude on job demand and mental strain The value of the coefficient of determination (R = .060; R^2 = .004; coeff = -.011; t = -2.348; $F_{(1,1534)}$ = 5.514; p >.001) implies the non-significant of the indirect effect of job demand on mental strain through job decision latitude , it was further observe that although job demand through job decision latitude accounted for approximately 0.4% of the variance in mental strain(R^2 =.004) the effect of job decision latitude is negligible (LLCI = -.002; ULCI = .001). Therefore the null hypothesis is hereby accepted.

Ho4: There is no significant moderating effect of organisational support in the relationship between job decision latitude and mental strain.

Table 4: Moderating Effect of Organizational Support in the Relationship between Job Decision Latitude and Mental Strain

Model	R	R Square	Adj R Square	Coeff	df 1	df 2	F	t	p
	.078	. 006	.004		3.000	1532.000	3.110		.025
(Constant)				50.594				295.307	.000
Org support				.279				2.350	.019
Decision Latitude				.-.305				-.2.589	.010
Int_1				-.033				-1.830	.067

Interactions: int_1 = jobdec X orgasup

R-square increase due to interaction(s): int_1 R2-chng = .002 from Table 4 (Model Summary) which shows that there no significant result for the effect of the moderator variable (organizational support) on the relationship between job decision latitude and mental strain (R = .078; R^2 = .006; coeff = .279; t = 2.350; F= (3, 1532) = 3.110; P>.001) implies that there is no significant moderating effect of organizational support in the relationship between job decision latitude and mental strain. Although the effect of organizational support on mental strain (coeff = .279; t = 2.350) is stronger than the effect of job decision latitude on mental strain (coeff = -.305; t = - 2.589). The result further reveal that there is positive relationship between organizational support and criterion variable (mental strain) while there is negative relationship between job decision latitude and mental strain. Therefore the null hypothesis is accepted and it is concluded that there is no significant moderating effect of organizational support on the relationship between job decision latitude on mental strain

Ho5: There is no significant moderating role of organizational support in the mediating role of job decision latitude between job demand and mental strain

Table 5: Moderating Role of Organizational Support in the Mediating Role of Job Decision Latitude between Job Demands and Mental Strain

Model	R	R Square	MSE	Coeff	df 1	df 2	F	t	P
	.588	. 346	24.371		4.000	1531.000	202.434		.000
(Constant)				37.260				75.617	.000
Org support				.124				1.286	.199
Job decision				-.087				-.908	.364
Job demand				.295				28.206	.000
Int_1				-.016				-1.109	.268

The results in Table 5 indicated that there was no significant moderating role of organisational support in the mediating role of job decision latitude between job demand and mental strain. A three-step moderated regression was used where organizational support, job decision latitude and the interaction term (jobdec * organsup) were entered at each step. The result demonstrated that the moderator variable (organizational support) positively predicted job demand and mental strain (coeff= .124; t= 1.286, p > 0.01). While the mediating variable (job decision latitude) negatively predicted job demand and mental strain (coeff= -.087; t= -.908; P > 0.01). As a result, there was negative interaction effect of job decision latitude and organizational support on mental strain (coeff= -.016; t= -1.109; p>0.01). It is consequently concluded that there is no significant interaction effect of job decision latitude and organizational support on job demand and mental strain. Therefore, null hypothesis five is accepted.

5. Discussion

This research theme is hinged on the need to provide an empirical basis for psychological intervention in the improvement of mental strain of personnel of Nigeria immigration officers. Results demonstrated that the criterion measure has significant effect with the predictor variable (job demand) the result shows that there was significant total effect of job demand on mental strain. This result supported Warren et al. (2002) who found strain results from high job demands. The findings of this study were in agreement with both the JDC and JDCS models which affirmed that mental strain especially results from the combination of high job demands, low decision latitude, and low social support. The

findings corroborated Rollinson (2005) who found a positive relationship between job demands and mental strain. The finding also agreed with Maslach et al. (2002) who noted that too much work produces the greatest stress.

The effect of organizational support on mental strain is stronger than the effect of job decision latitude on mental strain. The findings revealed that there was positive relationship between organizational support and mental strain while there was a negative relationship between job decision latitude and mental strain. This was in agreement with Pomaki and Anagnostopoulou (2001) who investigated Greek teachers and concluded that organizational support does not support the strain outcome measured and job control has no additional effect. Tetrick and La Rocco (2007) figured out that the relationship between role stressors and job satisfaction was moderated by job control, but job control did not moderate the relationship between stressors and psychological state of happiness. This finding however contradicted Johnson and Hall (1988) who found that organizational support plays a vital role in the interaction between psychological strain and job control. Also Wong et al. (2007) mentioned that negative strain should be very low when organizational support and decision latitude are high.

Also the findings of this study was in agreement with Karasek's model who gave another form to his model by adding supervisory support where supervisory support has a influence on his or her well-being, then a lot of research has taken place to study the level of supervisory support/organizational support within a group. Some studies show the relationship between supervisory support and occupational stress (Leather, Lawrence, & Dickson, 1998; Winnubst & Schabracq, 1996). The job strain buffering hypothesis assumes organizational support is effectively mobilized to counteract job stress so that negative consequences of job stress are reduced (Gore, 1985). Based on this analysis and in accordance with the JDCS model, it is anticipated that low support combined with high job strain conditions (i.e. high job demands and low job control) will have negative effects on mental health, as compare to either low support and low strain environment or high support and high strain environment. This implies that employees who feel that their organization values their contribution and cares about their well-being will report lower levels of mental strain.

The results further indicated that there was no significant moderating role of organizational support in the mediating role of job decision latitude between job demands and mental strain. The results demonstrated that the organizational support) positively predicted job demand and mental strain while the mediating variable (job decision latitude) negatively predicted job demand and mental strain. As a result, there was negative interaction effect of job decision latitude and organizational support on mental strain. It is consequently concluded that there is no significant interaction effect of job decision latitude and organizational support on job demand and mental strain. the findings was in line with Landsbergis et al. (2002) who established an important interaction between job demands, job control and organizational support but did not reproduce the expected stress moderating effect of social support. The results of their study showed that in active jobs that are characterized by high job demands and high job control, poor organizational support was related to job dissatisfaction. Similar results were found by Schaubroeck and Fink (1998) who suggested that workers facing high demanding job situations coupled with high job control and low support, or low job control and high support will tend to experience difficulties in coping because one key ingredient for successful coping is required the equality of job control and social support.

6. Conclusion and Recommendations

Mental strain especially results from the combination of high job demands and other work related stress. This implies that employees who are exposed to high job demands in the form of high workload and physical demands tend to become fatigued and develop negative attitudes towards their job. By struggling, the employee can cope better at work for a little while, but if the employee has no time to recover

from strain related problem, the longer term health effects of mental strain may set in: heart disease, diabetes, high blood pressure, gastrointestinal disorders, lower fertility, anxiety, and depression.

The impact of job demands is reduced by the amount of control that the employee has over important aspects of his or her work role also the effect of organizational support on mental strain is stronger than the effect of job decision latitude on mental strain, there is positive relationship between organizational support and criterion variable (mental strain) while there is negative relationship between job decision latitude and mental strain. This implies that employees who feel that their organization values their contribution and cares about their well-being will report lower levels of mental strain. Furthermore, it is therefore concluded that the moderator variable (organizational support) positively predicted job demands and mental strain while the mediating variable (job decision latitude) negatively predicted job demands and mental strain. As a result, there was negative interaction effect of job decision latitude and organizational support on mental strain. It is consequently concluded that there is no significant interaction effect of job decision latitude and organizational support on job demand and mental strain. However, job demands have additive effects on mental strain, whereas high job control can ameliorate the negative effects of high job demands.

The following recommendations were made based on the result of analysis of this study:

- Paramilitary training institutions should review their programmes to ensure the inclusion of mandatory basic training in guidance and counselling. Government should mobilize resources to facilitate and support immigration programmes. More personnel should be employed to reduce workload. The management of paramilitary services in Nigeria should give more attention to organizational support and reduction in officer workload in order to minimize the effect on mental strain among the immigration officers.
- Government should make provision for holiday or leave for Nigerian immigration officers that will give room for reasonable rest after a long period of work. There is need to enforce the 8-hour shift system for immigration officers as against the prevailing 12-hour shift in line with extant labour laws and regulations in order to achieve high performance levels and reduce mental strain related symptoms among Nigerian immigration officers. In the same vein, compensation should be paid for overtime or excess work hours in order to cushion the psychological effect of long hours of work.
- Finally, Government should address the problems of lack of administrative support for individual officers, autocratic management styles, the inconsistent enforcement of rules, the excessive or unnecessary paperwork, workload, equipment deficiencies lack of resources, shortages of staff, poor inter-personal relationships are factors most often cited as causes of occupational stress. The management of the Nigerian Immigration Service should also look better ways of working on the aforementioned administrative lapses in order to enhance the performance of the Service.

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Assessment of Work-Life Balance, Job Addiction and Mental Health Status of Practicing Nigerian Nurses.

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Abstract. This study examined the work-life balance, job addiction and mental health status of nurses serving in Osun State, Nigeria. Six hundred and fifty questionnaires were sent out, response rate was 69.2% (450) and three hundred and fifty-seven (55%) (357) were valid. Hence, a total number of three hundred and fifty-seven (357) nurses made up of male (17.9%) and female (82.1%) was purposively selected from various hospitals in Osun State and responded to the Work-life balance scale (WLB), Work addiction inventory (WAI) and Illness Behaviour Questionnaire (IBQ). Descriptive statistics (frequency count and percentages) were used to describe participants' demographic characteristics, while inferential statistics (simple linear regression and Pearson moment correlation analysis) were used to test the hypotheses.The prevalence of work-life balance was 30% of pathological level, job addiction at 14.8%, disease conviction 30%,irritability 50.7%, general hypochondriasis 39.5%,somatic perception 31.9%,affective disturbance 42.6%, affective inhibition 33.6%, denial problem 31.7% and general illness reaction 47.1%. Work-life balance was observed to significantly predict illness behavior and job addiction significantly predicts illness behavior of nurses serving in Osun state. Based on the findings, it is recommended that a healthy work-life balance should be encouraged among nurses and stress coping skills be taught in other to ensure a positive mental health status.

Keywords: Work-life balance, job addiction, nurses and mental health.

1. Introduction

Health entails a broad domain of empowering people and it contributes not only to the realization of hopes, wishes and fulfillment of needs but also to dealing with the environment (Nasrin,Fatemeh&Saeed, 2014). In line with the above definition, it seems that health is a resource for daily life but not a means for life itself. Health is an applied, positive concept that emphasizes both physical strength and its individual and social resources. As defined by Encyclopedia of Psychiatry (Bahrami, 1991), mental health refers to the mental status where the individual feels comfortable, functions in their society without difficulties and enjoys their personal traits in the society. The term 'mental health' is used to refer to the mental status of individuals who have a high level of behavioral and emotional conformity and not merely a lack of mental disorders (Reber, 2011). Some psychologists believe that mental health is having a humane goal in life, with intention to solve problems logically, adaptation to the social milieu based on scientific and ethical norms, belief in work and responsibility and following the principles of righteousness and benevolence (Shafiabadi, 1992).

A nurse is a person who has completed a programme of basic general nursing education and is licensed by the appropriate regulatory body to practice in his/her country. The function of nurses in caring for individuals is to assess their responses to their health status and to assist them in the performance of those activities contributing to health or recovery in such a way

as to help them gain full or partial independence as rapidly as possible (Henderson, 1977). Nursing is a profession within the health care sector focused on the care of individuals, families, and communities so they may attain, maintain or recover optimal health and quality of life. Nurses may be differentiated from other health care providers by their approach to patient care, training, and scope of practice. Nurses practice in many specialties with differing levels of prescription authority (Brown, 2011). It is a particularly stressful profession, and nurses consistently identify stress as a major work-related concern. They have among the highest levels of occupational stress when compared to other professions. This stress is caused by a complex interplay of the environment, psychosocial stressors, and the demands of nursing, including new technology that must be mastered, the emotional and physical labor involved in nursing, shift work and high workload. This stress puts nurses at risk for short-term and long-term health problems, including sleep disorders, depression, high mortality, psychiatric disorders, stress-related illnesses, and illness in general. Nurses are at risk of developing compassion fatigue and moral distress which can worsen mental health. They also have very high rates of occupational burnout (40%) and emotional exhaustion (43.2%) (Roberts, 2012).

Nursing is one of the various occupations that may expose people to stressful mental and social factors, which are often dangerous and can threaten their health and life. Nursing is a particularly stressful job that may induce physical and mental disorders in the practitioners. Abokheili, Abresi and Hamedan (2014) examined mental health status among psychiatric nurses at Zare Teaching Hospital. They found that 89.6% of the nurses enjoyed good mental health while 10.4% were vulnerable. In the same vein, 18.8%, 20.8%, 43.8% and 2.1% were vulnerable to mental disorders in the forms of somatic symptoms, anxiety and insomnia, social functioning and depression, respectively. That study further showed that 2.1% had anxiety disorders and 4.2% suffered social functioning disorders. Overall, the psychiatric nurses had satisfactory levels of mental health.

As a matter of fact, the inability to marry work and family chores together have impacted mental health of nurses. Work-life balance primarily deals with employees' ability to properly prioritize between their work and everyday life, social life, health, family. (Fapohunda, 2014).Worklife balance (WLB) is largely associated with matters of workers' productivity, performance and job satisfaction. Where there is appropriate balance between work and life, workers (are able to) put in their best shots at work because their families are contented. Finding a suitable balance between work and life is a challenge for all workers. Consequent upon this, Fapohunda (2014) maintains that when there are happy homes, work places tend to be conflict-free and enjoyable places to be.

However, excessive work might predispose the employee to injury, fatigue and high levels of stress. Excessive work, also known as work addiction, is defined as a work-related injury, characterized by excessive and constant labor (Rodriguez, 2014). It belongs to the class of behavioral addictions, also called non-substance addictions, and is quite frequent in society (Scheen, 2013). Workaholics usually build their lives around work, are perfectionist, deny having any health problems, and when they fall ill, they return to work before having fully recovered, which leads to physical injury and an increased risk of complications (Scheen, 2013).

For workaholics, being extremely busy is more than a lifestyle. It is a prerequisite for professional success (Giannini&Scabia, 2014). Work addicts may experience some physical symptoms, such as extreme tiredness, elevated blood pressure, sleeplessness, indigestion, hair loss and heart problems. However, since these symptoms alone are not proof of a possible work addiction, the correct diagnosis must also assess psychological and social aspects (Garrido, 2014).Considering the importance of nursing in healthcare system and high social expectations of nurses in dealing with patients' problems, it is necessary for the nurses to have ideal mental and physical health status (Stanley, 2003). The nursing profession is vulnerable to many occupational stressors such as shift work,

workload, conflict with colleagues, continuous contact with patients' death and suffering and uncertain professional responsibilities. However, a nurse that is able to balance his/her work with her family duties will experience high mental wellbeing. Though job addiction may negatively influence the nurses mental health, worklife balance might enhance the nurse's mental health positively (Hasan, 2017 &Scheen, 2013).

One gap exists in mental health research, and that is awareness of research knowledge by society in general. Public awareness about the phenomenon does not appear to be widespread, which informed the need for this study. Besides, the contributing roles of these variables (work life balance and job addiction) have not been carried out in our environment. Thus, this study therefore intends to bridge the gap in knowledge by examining the effect of work-life balance and job addiction on the mental health status of nurses. Based on the problems, this study aims to answer the following research questions: To what extent will work-life balance independently and significantly predict illness behaviour of nurses serving in Osun state? Is job addiction a significant predictor of illness behaviour among the nurses serving in Osun state?

2. Hypotheses

- Work-life balance will independently significantly predict illness behaviour of nurses serving in Osun state.
- Job addiction will independently significantly predict illness behaviour of the nurses serving in Osun state.

3. Research Methodology

3.1 Participants

A cross sectional design was used for this study. A total of three hundred and fifty-seven (357) nurses made up of male 64(17.9%) and female 293(82.1%) was purposively selected from various hospitals (Obafemi Awolowo University Teaching Hospital Ile-Ife, State Hospital Osogbo, State Hospital Ede, State Hospital Ilesha, State Hospital Iwo, Ladoke Akintola University Teaching Hospital Osogbo, Sacred Heart hospital Osogbo, Seventh Day Adventist Hospital Ile-Ife, state hospital Ile-Ife and Redeemers University Health in Osun State. Sample size was calculated using the formula by Araoye, 2008. The sample consists of both genders without age limit as an important requirement to be among the sample. A non-probability purposive and stratified sampling technique was used in selecting the participants. A stratified sampling technique was also adopted because the researcher divided the participants into sections according to their work schedule, departments and work cadre.

3.2 Measures

A battery of three instruments was adapted and used as tools for data collection.
Work–family balance scale by Grzywacz and Carlson (2007), Work addiction inventory(WAI) developed by Fisher, Spence and Robbin (1992), and Illness behavior questionnaires (IBQ) by Pilowsky and Spence,(1993).

3.3 Work–family Balance Scale.

Hayman (2005) adapted work-life balance scale originally developed by Fisher (2001) was used to assess dimensions of work-life balance. The scale consists of 15 items, designed to assess three dimensions of work life balance, i.e., work interference with personal life (WIPL-7 items), personal life interference with work (PLIW-4 items), and work/personal life enhancement (WPLE-4). The more inclusive wording of personal life compared to family provides the opportunity to measure the interface between work and regardless of employee marital or family status (Hayman, 2005).The first dimension, work interference with personal life (WIPL) included items reflecting the extent to which work interferes with personal life e.g. "Personal life suffers because of work" and "Put personal life on hold for work". The second dimension is personal life interference with work (PLIW). The items included in this component indicate the opposite direction of work personal life interference. Examples of the items include "Personal life drains me of energy for work" and "Hard to work because of personal matters". They depict the extent to

which ones' personal life interferes with work. The items of the third dimension work/personal life enhancement (WPLE) involved positive effects of ones' work on personal life or vice versa, the extent to which ones' personal life enhances work. Examples of the items included were, "Personal life gives me energy for my job" and "Better mood because of my job". The respondents were asked to indicate the frequency with which they felt in a particular way during the past three months, using a seven point time rated scale (e.g. 1=Not at all, 4=Sometimes and 7=All the time).

Reliability for the scale, using Cronbach alpha coefficient was .93 for WIPL, .85 for PLIW and .69 for WPLE. High score indicated lower interference and, lower levels of interference were interpreted as higher levels of work-life balance. Work life balance scale have been used on Nigerian population by Uzonwanne and Ijide (2017). Also a pilot study was carried out using work-life balance scale to ascertain the reliability of the scale for use in Nigerian setting using one hundred and eighty nurses (180) at ObafemiAwolowo Teaching Hospital, Ile-Ife south western Nigeria. Achronbach's alpha of 0.89 and a Guttman's split half reliability of 0.77 was found.

3.4 WorkAddiction Inventory (WAI)

Job addiction was measured by Workaholism Battery developed by (WorkBAT; Spence & Robbins, 1992).The original Workaholism Battery was developed by WorkBAT; Spence & Robbins, (1992). The psychometric properties of the WorkBAT were reviewed earlier but it should be noted that the 33 item self-report questionnaire was developed based on a triadic conception of workaholism, including the factors of Work Involvement (WI), internal Drive (D), and Enjoyment (E). WI measures a general attitude of psychological involvement with work and has yielded moderate internal consistency reliability estimates (alpha coefficients) ranging from .67 to .81.
Similarly a pilot study was conducted with the Workaholism Battery to examine the reliability of the scale for use in Nigerian setting using one hundred and eighty nurses at ObafemiAwolowo Teaching Hospital, Ile-Ife Southwestern Nigeria and found a chronbach's alpha reliability of 0.76 and a Guttman's split half reliability of 0.57. Workaholism Battery (Spence &Robins, 1992) correlated significant positively with work addiction scale at ($r = .565$; $p<0.5$).

3.5 Illness Behaviour Questionnaire

The Illness Behaviour Questionnaire (IBQ) of Pilowsky and Spence (1983), is a 62-item inventory which was developed as a standardized psychological self-report instrument to record aspects of illness behaviour particularly those attitudes that suggest inappropriate or maladaptive modes of responding to one's state of health (Pilowsky 1971). Various studies have employed Illness Behaviour Questionnaire as a psychological instrument to operationalize the concept of illness behaviour. For instance Botha (1996) examined the relationship between posttraumatic stress disorder and illness behaviour. Three factors were extracted from IBQ and all three dimensions were found to be correlated with trauma. Furthermore, Boyle and La Dean (2000) also examined the discriminant validity of the Illness Behaviour Questionnaire among clinical and nonclinical population. It was found that clinicaloutpatients obtained significantly higher scores than did nonclinical groups on most of the lBQ scales, suggesting discernible discriminant validity. Illness Behaviour Questionnaire has also been used by Nigerian clinicians and researchers over the years. For instance, Arogundade and Akinbobola (2013) employed the psychological instrument in their study which examined the influence of locus of control on illness behaviour. Findings reflect that locus of control accounted for 21% variance in illness behaviour.Akinnawo and Bello (2017) validated the instrument on a Nigerian population using it as a diagnostic tool for psychological trauma.Pilowsky and Spence (1983) provided the original psychometric properties using Australian samples. Adebakin (1990), Eriobu (1998), Nworah (1999), Ofoche (1998) and Pimenta (1998) provided the properties for Nigerian sample.

Table 1: Norms reported are the mean scores of healthy Nigerian adults

	SCALE	MALE (n=60)	FEMALE (n=60)
1	Disease Conviction	1.36	1.75
2	Irritability	1.48	1.70
3	General Hypochondriasis	2.78	3.03
4	Psychological/Somatic Perception	2.10	2.28
5	Affective Disturbance	1.45	1.83
6	Affective Inhibition	2.16	2.43
7	Denial of Problem	2.33	2.38
8	General illness reaction	8.63	8.78
	IBQ Overall Scale	22.32	24.20

Pilowsky and Spence (1983) carried out a test retest reliability to establish a 12-weeks test retest reliability coefficient. The result of their findings shows that the reliability coefficient of the eight dimensions ranges from 0.67 - 0.85. Furthermore, Adebankin (1990) also carry out a test reliability within 3 weeks interval and the result range from 0.02 - 0.28. In terms of discriminant validity, the scale was able to differentiate between people with sickle cell and normal non patient population. Furthermore, concurrent validity of IBQ and SCL was established by Derogatis, Lipman and Covi (1977). The coefficient for IBQ with SCL was -0.21 between IBQ (D) and SCL-90R (G, Phobic Anxiety). The equivalent coefficients obtained by Adebakin (1990) between IBQ and STAI-Y2 by Spielberger, Gorsuch and Lushene (1983) ranged from -0.27 on scale G to 0.39 on scale E.

A pilot study was conducted with the illness behaviour disorder to examine the reliability of the scale for use in Nigerian setting using one hundred and eighty nurses at ObafemiAwolowo Teaching Hospital,Ile-Ife and found a chronbach's alpha reliability of 0.93 and a Guttman's split half reliability of 0.86.

4. Results

4.1 Demographic characteristics of the sample

The summary of the participants socio-demographic reveals that64(17.9%) of the respondents were male while 293 (82.1%) of them were female, 291(81.5%) of the respondents were Christian,34(9.5%) of the respondents were single,322 (90.2%) of them were married while 1 (.3%) of them was divorced/separated, 65 (18.2%) of them were muslim while 1 (.3%) of them practice other religion,308(86.3%) of the respondents were Yorubas, 40 (11.2%) of them were Igbos while 9 (2.5%) of them Hausas,176(48.5%) of the respondents were Registered Nurse/Midwife, 144 (40.3%) of them were BSC, 34 (9.5%) of them were master's degree holders, while 6 (1.7%) of them were PhD holders,85(23.8%) of the respondents which are majority were Nursing Officer(NO) 1, 2(23%) were NO11, Senior Nursing Office, 78(21.8%), principal nursing officer (PNO) 40(11.2), Assistant Chief Nursing Officer (ACNO) 22(6.2), Chief nursing officer (CNO) 44(12.3), Assistant Director of nursing service(ADNS) 4(1.1), while 2(.6%) of them were Director of nursing service(DNS), 85(23.8%) of the respondents work permanently in the morning, 4(23.0%) of them work permanently in the afternoon, 12(21.8%) of them work permanently night, 44(11.2%) of them work 2shifts, while 212(6.2%) of them worked 3shifts .

Table 2: The pattern and prevalence of work-life balance, marital stress, job addiction and illness behaviour.

Variables	Prevalence	Mild	Severe
Work life balance	**30.0%**	25.8%	4.2%
Job addiction	**14.80%**	12.6%	2.2%
Disease conviction	**30.0%**	15.7%	14.3%
Irritability	**50.7%**	37%	13.7%
General hypochondriasis	**39.5%**	28%	11.5%
Somatic perception	**31.9%**	22.1%	9.8%

Affective disturbance	**42.6%**	34.2%	8.4%
Affective inhibition	**33.6%**	21%	12.6%
Denial problem	**31.7%**	23.3%	8.4%
General illness reaction	**47.1%**	30.9%	16.2%
IBQ Total	**45.4%**	30.8%	14.6%

The table 2 above showed that among the respondents, on work-life balance, the prevalence is 30%, 25.8% were moderate while 4.2% severe. The prevalence for Job addiction is 14.80%, 12.6% of the nurses were moderate on job addiction while 2.2% severe. The prevalence for disease conviction is 30.0%, 15.7% of the nurses were moderate while 14.3% severe. The prevalence for irritability is 50.7%, 37.0% of the nurses were moderate while 13.7% severe. The prevalence for general hypochondriasis is 39.5%, 28.0% of the nurses were moderate while 9.8% severe. The prevalence for somatic perception is 31.9%, 22.1% of the nurses were moderate while 9.8% severe. The prevalence for affective disturbance is 42.6%, 34.2% of the nurses were moderate while 8.4% severe. The prevalence for affective inhibition is 33.6%, 21% of the nurses were moderate while 12.6% severe. The prevalence for denial problem is 31.7%, 23.3% of the nurses were moderate while 8.4% severe. The prevalence for general illness reaction is 47.1%, 31.9% of the nurses were moderate while 16.2% severe. The prevalence for IBQ total is 45.4%, 30.8% of the nurses were moderate while14.6% severe.

Hypothesis one: Work-life balance will independently significantly predict illness behaviour among nurses.

Table 3: Summary of Regression analysis showing the predictive influence of worklife balance to illness behavior of the nurses.

Model	**SS**	**Df**	$Mean^2$	**F**	**P**
Regression	1069.357	1	1069.357	16.832	.000
Residual	22553.93	355	63.532		
Total	23623.28	356			

Predictor	**B**	**SE.B**	**B**	**T**	**P**
Constant	17.155	1.664		10.310	.000
WLB	.145	.035	.213	4.103	.000

[F(1, 356) = 16.832, p<0.05, R^2 =.045]

The result indicates that work-life balance significantly predicts the nurses' illness behaviour (Beta= 0.145, t= 4.103 at p<0.05). Independently, the variable yielded R^2 of 0.045 (p<0.05). hence, work life balance significantly predicts illness behavior, accounting for 4.5 % of the observed variance in nurses' illness behaviour. The above finding supports hypothesis 1, the hypothesis therefore confirmed.
To determine further relationship between work-life balance and the dimensions of IBQ, correlation matrix analysis was computed. The result is presented in Table 4

Table 4: Pearson Correlation Matrix among Illness behaviour questionnaire and work-life balance

	DC	IR	GH	SP	AD	AI	DP	GI
Work-life balance	.276**	-.027	.146**	.228**	.104*	.106*	-.067	**.155****
Disease conviction	1	.052	.468**	.227**	.424**	.278**	-.182**	.318**
Irritability		1	.065	.005	.143**	.055	.072	.199**
General hypochondriasis			1	.284**	.507**	.275**	-.233**	.520**
Somatic perception				1	.269**	.279**	-.146**	.276**
Affective disturbance					1	.218**	-.243**	.461**
Affective inhibition						1	.004	.263**
Denial of problem							1	-.115*
General illness reaction								1

Note: N=357 for all analyses. (* P≤.05, **=P≤.01)

The results above show that disease conviction, General hypochondriasis,Somatic perception and Affective disturbance, Affective, inhibition and general illness reaction correlated significant and negatively with work-life balance (r = 0.276**, p<.05; r = 0.146**, p<.01; r = 0.228**, p<.01; r = 0.228**, p<.05, r = 0.104**, p<.01; r = 0.106**, p<.01 & r = 0.155**, p<.01) respectively. However, irritability and denial of problem do not correlate with work life balance

Hypothesis 2: Job addiction will significantly and independently predict illness behaviour of the nurses.

Table 5: Summary of Regression analysis showing the contribution of job addiction to the prediction of mental health

Model	**SS**	**Df**	$Mean^2$	**F**	**P**
Regression	576.703	1	576.703	8.883	.003
Residual	123046.58	355	64.920		
Total	23623.28	356			

Predictor	**B**	**SE.B**	**B**	**t**	**P**
Constant	19.645	1.445		13.598	.000
Job addiction	.076	.026	.0156	2.980	.003

[F(1, 357) = 8.883, p<0.05, R^2 =.024]

The result indicates that job addiction significantly predicts the nurses illness behaviour (Beta= 0. .076, t= 2.980 at p<0.05). Independently, the variable yielded R^2 of 0.024 (p<0.05). Hence, job addiction significantly predicts illness behavior of nurses accounted for 2.4 % of the variance in nurses' illness behaviour. The above findings supports hypothesis.

To determine further relationship between the dimensions of IBQ and job addiction, correlation matrix analysis was computed. The result is presented in Table 6.

Table 6: Pearson Correlation Matrix among Illness behaviour questionnaire and job addiction

	DC	IR	GH	SP	AD	AI	DP	GI
Job addiction	.137**	.077	.100**	.106**	.010*	.062*	-.005	**.148****
Disease conviction	1	.052	.468**	.227**	.424**	.278**	-.182**	.318**
Irritability		1	.065	.005	.143**	.055	.072	.199**
General hypochondriasis			1	.284**	.507**	.275**	-.233**	.520**
Somatic perception				1	.269**	.279**	-.146**	.276**
Affective disturbance					1	.218**	-.243**	.461**
Affective inhibition						1	.004	.263**
Denial problem							1	.115*
General illness reaction								1

*Note: N=357 for all analyses. **=P≤.01

The results above revealed that Irritability, Somatic perception, Affective disturbance and Affective inhibition correlated significantly and positively with job addiction (r = 0.052**, p<.05; r = 0.065**, p<.05; r = 0.284**, p<.05 & r =0.269**, p<.05) respectively. However, irritability, general illness reaction and Denial problem did not correlate with job addiction.

5. Discussions

This study examined the effect of work-life balance and job addiction on the illness behaviour of nurses with the aim of examining the predictive influence of job addiction on illness behaviour of nurses. Findings from the current study revealed that nursing is a stressful job that may induce physical and mental disorders in the practitioners. Workplace stress causes serious harm to both the employees and organizations. Stress threatens employees' health as the main elements affecting work (Roberts & Golding, 1999). Thus, considering

the importance of nursing, the nurses' mental and physical health is directly related to the quality of their performance in taking care of patients (Kilfedder et al., 2001). A study by Cole and Nelson (2001) revealed that 93% of nurses are continuously exposed to workplace stressors that can affect their mental and physical health. In Iran, nurses constitute a considerable percent of healthcare employees. Nursing is considered as a difficult job with shift work.

The pattern and prevalence of the variables of the study was examined.It was revealed that the prevalence rate of worklife balance of nurses serving in Osun state was 30% (25.8% were moderate while 4.2% were severe).whilejob addiction wasat a rate of 14.8% with 2.2% severe prevalence of Job addiction. Using the illness behaviour questionnaire scale to measure the mental health status of nurses, illness behaviour of nurses in Osun statewas observed to have a prevalence rate of 45.4% with a severe percentage of 14.6%.Disease conviction, General hypochondriasis, Somatic perception, Affective disturbance and Denial of problems recorded prevalence rates of 30%, 39.5%, 31.9%, 42.6%, 33.6% and 31.7% respectively.Irritability of nurses had a prevalence rate of 50.7% with a severe percentage of 13.7%. All theseare show a considerable number prevalence of vulnerability to mental illness and the results of this study is in congruence with a previous study by Abokheli et al(2014) who examined nurses mental status working in Zare Teaching Hospital. In that study, it was found that 89.6% of nurses enjoyed mental health while 10.4% were vulnerable. Moreover, 18.8%, 20.8%, 43.8%, and 2.1% were vulnerable to mental disorders in terms of somatic symptoms, anxiety and insomnia, social functioning and depression, respectively.

The finding of the first hypothesis revealed that worklife balance significantly predicted nurses' mental health status (illness behaviour). In other words, the mental health statuses of participants in this study were negatively impacted by their work-life situation. Specifically, work life balance has a significant positive relationship with the following dimension of general illness behaviour (mental health status) somatic perception, affective disturbances, general hypochondriasis, affective inhibition and general illness behaviour. This finding implies that the more that the nurses are able to balance their home and work duties, the less somatic perception, affective disturbances, affective inhibition and general illness behaviour they will experience. This is in line with the work of Perry, Lamont, Brunero, Gallagher and Duffield, (2015) who studied mental health of nurses in acute teaching hospital settings, they found that found that Nurses had better mental health if they had better general health, lived with a spouse/ partner rather than alone, had fewer symptoms, sleep problems or disordered eating behaviours, were not an informal career and did not work nights. This finding portrays that work life balance helps the nurses to be healthy, free from somatic perception, affective disturbances, affective inhibition, irritability and general illness behaviour which are all components of illness behaviour questionnaire (mental health). The finding is also related to the finding of Mark and Smith (2017) who investigated the relationships between job characteristics and coping in predicting levels of anxiety and depression in nurses. They found that job demands, extrinsic effort, and over-commitment were associated with higher levels of anxiety and depression. This finding portrays that there need to be a balance between work and family for a healthy living of the nurses.

The second hypothesis reveals that job addiction independently significantly predict illness behaviour r(mental health status) among nurses. Specifically, job addiction correlated significantly positively with disease conviction, irritability, general hypochondriasis, somatic perception, affectivedisturbance and affective inhibition. Addiction to work has its effects on personal and mental health. Job addiction is a state in which a person is mentally, socially and physically attached to his or her job often at the expense of other significant people or life issues. This finding is supported by Smith (2007) who affirmed that job addiction or workaholism is a progressive illness with stages such as volarisation, addiction and control.

6. Conclusions

This study has shown that there exists a great problem in the Nursing section of the health system. Since Nurses are one of the most important persons in the management of health and illnesses, it becomes important that we identify the factors that can hinder their functionality and address them for the benefit of patients. Hence, the study concludes that work-life balance significantly predicts illness behaviour of nurses serving in Osun State and job addiction significantly predicts illness behaviour among nurses serving in Osun State. However, mental health status of Nurses is impacted by stressful marriages and work-life balance.Nurses who are addicted to their work are having mental health challenges rather than job commitment. This is based on the finding between job addiction and mental health status.

7. Recommendations

Considering the findings of this study, it becomes imperative that a healthy work-life balance should be encouraged among employees in order to reduce the impact of work on the mental health of workers. Again the mental health statuses of Nurses should be periodically assessed in order to ensure that they are in the right frame of mind to rendering professional health services to patients. Also the working schedule of Nurses should be flexible, such that it gives them opportunity to address personal issues rather than merely limiting them to a structured working schedule. Finally Nurses who have been observed to be addicted to work should be assessed by Psychologists in order to ensure that their addiction status is not translated or degenerated into psychosocial problems.

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The Influence of Occupational Stress and Mental Health on Nigerian Police Officers' Aggression

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Abstract. The study investigated the influence of occupational stress and mental health on Nigeria Police Officers' aggressivity. Agressivity by the police is widespread, consistent, persistent and multidimensional in Nigeria. The study is a descriptive survey research in which occupational stress and mental health were the independent variables and police aggressivity as the dependent variable. The participants responded to three valid and standardized instruments which were: The Aggression Questionnaire (TAQ), Operational Police Stress Questionnaire (PSQ-OP), and Mental Health Inventory (MHI-18). Multiple regression statistics was used to analyse the data collected. The results obtained indicated that occupational stress and mental health jointly and relatively contributed significantly to the Prediction of Nigerian Police aggressivity ($F = 2.456$, $R^2 = .623$ $P < 0.05$). On the basis of this finding, it is concluded that there is a need to develop intervention to reduce aggressivity among Nigerian police officers. It is recommended that the Police Serve Commission and Police Authority should be more proactive by identifying police officers with potentials for aggressivity through diagnoses by Counseling/Correctional Psychologists who could assist such police officers deal with their aggression problems. The current reactive measures (punitive) meted out by Police Authority to culpable police officers guilty of aggressivity that has not reduced the menace should be revised, and or reviewed, particularly in the current democratic dispensation.

Keywords: Police Officers' Aggressivity, Occupational Stress, Mental Health

1. Introduction

With the return to democracy in Nigeria in 1999, there was high hope that the Police will be more friendly and acceptable in the public eyes. Sadly, twenty years after, this has not turned out to be so. Police officers are still derided because of their increasing fatal and non-fatal aggressivity towards the public which is now more reported almost on daily basis because of the citizens' video accounts on social media, thus making aggressivity by Nigerian Police, a major public health concern of the Federal Government and Police Authority.

Nigeria currently has a centralized police – The Nigeria Police Force whose officers are derided for several reasons but much more for their physical, verbal, psychological and relational aggressivity towards the public. Agressivity by the police in this study refers to aggression beyond the limits permissible by law (Salami, 2011).

In Nigeria, police aggressivity is widespread, consistent, persistent and multi-dimensional. It includes but not limited to: unprovoked offensive and brutalization of the civil populace; inappropriate use of maximum degree of physical force which is not necessary on many occasions; torture and or killing the perceived guilty sometimes; allegations of illegal arrest and custody; creating false evidence; falsifying statements and documents, and use of third degree methods.
Other aggressivity by the Nigerian police are; remaining passive or even collusive spectators in the face of deadly communal violence; accidental discharge of guns leading to death of innocent citizens; unnecessary use of restraints on citizens such as handcuffs and leg chains; extra-judicial execution of suspects; unprovoked verbal threats commands/harsh language at check points/road blocks; extorting money forcefully from motorists and accused, and lying in courts (Alalade, 2011; Aremu, Pakes & Johnston, 2011; Jefferis, Butcher & Hanley, 2011; Salami, 2011).

The report of a national study of the Nigerian Criminal Justice system provided an insight into the endemic pattern of police aggression in the country:
"Nearly half of the accused persons interviewed (48.7%) stated that their arrest involved insult or abuse by the police; 35.9% were roughly handled or slapped; 7.4% were beaten with a baton; and 3% were threatened with a gun. As to why police aggression behaviour towards them, 24.2% said they did nothing to warrant the use of force; 5.2% were assaulted because they questioned police behaviour, and 22.5% were assaulted because they either refused to admit the offence or make a statement (Ajomo and Okagbue, 1991).

In short, aggressivity by the Nigerian police occurs on a daily basis, it is common place and it is one of the major reinforcer of negative public perception of the police. Interestingly, police aggressivity in Nigeria goes against the police Act which requires officer to have courtesy, patience, tolerance and control of his temper in his dealings with members of the public (Section 341, Police Act CAP 359 of the laws of the Federation of Nigeria, 1990).

The question is why should aggressivity still thrives among Nigerian police officers in a democratic political clime? In democratic settings globally, police are required to secure, preserve and fortify citizens' human rights. Police behaviour is expected to be civil and friendly. Some of the reasons adduced for police aggresivity are; alcohol and drug ingestion; poor governmental and Institutional Management (for example, denial of police aggressivity against the public except when such is captured on social media); and indiscriminate possession cum use of weapons beyond official hours by special Task forces (Mobile Police Force; and Special Anti-Robbery Squad) assigned to the patrol of highways and cities to curb armed robbery but who prefers the city and goes about pursuant of perceived internet fraudsters Yahoo Boys or offenders they can extort money from (Alemika Chukwuma, 2000; Chukwuma, 2005).

Other factors in literature used to explain police aggressivity emphasize deficit in officers' education, social relations skills, psychological and moral quality. Consequently, he is prone to react to public demand for politeness rather aggressively. Also, poor screening of police recruits which leads to the recruitment of psychologically and socially unstable persons into the Nigerian Police Force, who are prone to aggressivity in the course of law enforcement; poor conditions of service; and reactive police internal control system (Alemika and Chukwuma, 2000).

The aforementioned factors predisposing the Nigerian Police to aggressivity are by no means exhaustive, therefore, researchers have to continue to explore other relevant factors that could serve as determinants of police aggressivity with a view to address them.

This study is hinged on the Cognitive Neo-association Theory (CNT) propounded by Berkowitz (1993). The theory assumed that aversive events such as frustrations, provocations, loud noises, uncomfortable temperatures, and unpleasant odour produce

negative affect which give rise to rudimentary feelings of anger. In CNT, aggressive thoughts, emotions and behavioural tendencies are linked together in memory.

The first independent variable of this study is occupational stress. It is defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities and resources of the worker (Palmer, 2015). Little dispute exist in literature that exhausted policemen are more prone to aggressive acts than those sufficiently rested (Aremu, 2009; Senjo, 2011). This is perhaps because of their operational duties (Patrol activities, traffic control, criminal investigations and crime prevention), and their organizational tasks such as training of new recruits, public information and bureaucratic procedures (Maran, Zadda & Varetto, 2018; Setti & Argentero, 2013). For example, rotating-shift often lead to inadequate sleep for police officers which lowers physiological resistance to stress (Baughman, et al., 2014).

Law enforcement is seen as one of the most stressful occupation in the world (Anshel, 2000). The Police being the only statutory law enforcement profession with the widest contact with the public, experience so much stress. Aggression is one of the symptoms of stress among the police, and it is more associated with junior cadre police (Aremu, 2009).

The other independent variable in this study is Mental health. This is described as a level of psychological wellbeing or absence of mental illness. It is the psychological state of someone who is functioning at a satisfactory level of emotional behaviour adjustment. Research had found that aggressive policing is significantly associated with occurrence of mood and anxiety disorders, and with greater odds of psychological distress (Devylder, et al., 2017; Geller, Fagan, Tyler, & Hink, 2014).

The Nigerian Police need the public support and acceptance for effective policing and crime control. Therefore, the current cynical perception of the police by the public demands adequate analysis and research such that appropriate measures can be developed to address the issue of police aggression and ultimately improve public-police interactions. This study therefore examined occupational and stress and mental health as correlates of Nigerian Police aggressivity towards the public.

2. Hypotheses

Two hypotheses are proposed and tested at 0.05 level of significance:

- There is no significant combined influence of occupational stress and mental health on Nigerian Police Officers' aggressivity.
- There is no significant relative influence of occupational stress and mental health on Nigerian Police Officers' aggressivity.

3. Method

3.1 Design and Participants

The descriptive survey research design of the ex-post facto type is adopted in this study. Participants of the study were 500 Junior cadre Nigerian Police (Costable to Inspector) personnel purposively sampled from three State Police Commands (Ogun, Oyo and Osun). The Nigeria police has 37 state police commands (including the Federal Capital Police command, Abuja). The participants were recruited through a letter of intent of study to the affected State Commissioners of Police (CP). Approval of the letter of intent lasted an average of five weeks. Participants age range was between 21 & 53 years with mean age of 3.612 and standard deviation of 1.051.

3.2 Instrumentation

The Aggression Questionnaire (TAQ) – Aggressivity was assessed with TAQ by Buss and Perry (1992). The scale consists of twenty-nine (29) items divided into Physical Aggression (PA) (9 items): measuring a tendency towards using direct physical violence; Verbal Aggression (VA) (5 items): measuring a tendency towards direct verbal aggression and

argumentative; Anger (A) 7 items): assessing respondents perceived anger during aggression; Hostility(H) (5 items): assessing the level to which respondents view the world as hostile and threatening. TAQ has been found to have good internal consistency with coefficient alphas of the subscales between 0.72 and 0.85 (Tremblay & Ewart, 2005). Correlational Analysis revealed that anger is the bridge between both physical and verbal aggression and hostility. The scales showed internal consistency and stability over time. Men scored slightly higher on VA and H and Much higher on PA. there was no sex difference for A. the subscales correlated differently with various personality traits. These findings suggest the need to assess not only overall aggression but also its individual components. Operational Police Stress Questionnaire (PSQ-OP) developed by McCreary and Thompson (2006) was used to measure occupational stress. The PSQ-OP contains 20 items measured on a 7 point likert which ranges from "no stress at all" to a lot of stress. It is a psychometrically sound measure of the operational stressors associated with policing. It has a coefficient alpha of 90; corrected item-total correlations between .40 and .60, and positively correlated (r = .50 or less) with the other general stress measures. Example of items on the scale is "Risk of being injured on the job".

Mental Health Inventory (MHI–18)–Mental health was assessed with Mental Health Inventory by Veit and Ware (1983). The abbreviated version of the which has only 5 items was used, and has a reported cronbach alpha of .82. The test is well known and has been field tested in extensive populations. It showed a high correlation rating with multiple sclerosis. The MHI showed good convergent and discriminant validity.

3.3 Data Analysis

The data collected were analyzed using the Multiple Regression analysis based on the research hypotheses raised in the study.

4. Results

Hypothesis One
There is no significant combined influence of occupational stress and mental health on Nigerian Police Officers' aggressivity.

Table 1: Summary of Regression for Combined Influence of Independent Variables to the Prediction of Police Aggressivity
R = .716
R. Square = .623
Adjusted R Square = .616
Std. Error of Estimate = 2.79182

Analysis of Variance

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	16736.61	2	8368.305		
Residual	62173.18	456	136.344	61.376	.000
Total	78909.79	458	172.292		

Table 1 revealed significant combined influence of occupational stress and mental health on police aggressivity. The results yielded F(2,456) = 61.396, P<0.05, R^2 = .616. This result suggests that the independent variables combined accounted for 61.6% of the variance in the prediction of police aggressivity while the other factors accounted for 38.4%

Hypothesis Two
There is no significant relative influence of occupational stress and mental health on Nigerian Police Agrressivity.

Table 2: Relative Influence of Independent Variables on the Dependent Variable (Police Aggressivity).

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std. Error	Beta	Ratio	Sig.
(Constant)	62.273	5.413		11.50	.000
Occupational Stress	.118	.058	.141	2.034	.000
Mental health	.155	.064	.256	2.421	.003

Table 2 reveals significant relative contribution of each of the independent variables to the prediction of Police aggressivity. The most potent of the predictors was Mental health followed by occupational stress.

5. Discussion

The purpose of this study was to examine the influence of occupational stress and mental health as predictors of Nigerian Police aggressivity. The independent variables (occupational stress and mental health) when combined accounted for 61.6% of the total variance in police aggressivity which indicated a significant contribution. This results is in agreement with some authors' finding that occupational stress (Malach-Pines and Kevian, 2007) and Mental Health (Van der Meulen, et al., 2008) contributions to police aggressivity are significant. The finding to determine the relative contributions of the independent variables on Nigerian Police aggressivity showed that the two factors were significant predictors. This results support the findings of Van des Meulen, et al., (2018) who observed that mental health and mental strength of police offices impact negatively on the performances and behaviour of the individual officers. Aremu (2006a) also found that occupational stress affect police personnel in terms of their transfer of aggression on the public.

6. Conclusion

In conclusion, findings from the present research indicate that occupational stress and mental health when combined are good predictors of Nigerian police aggressivity.

7. Implications of the findings

The findings from this study have implications for policing practice and management. Police service commission need to be more proactive than they are currently by identifying police officers that have the potentiality for high aggressivity through conducting quarterly or periodically psychological tests through the help of Counselling/Correctional psychologists. This will help those proned to aggressivity to be promptly identified and properly counselled. If this is done, it could significantly improve Nigerians' perception and approval of the police. Similarly, symposia, lectures, workshops and training on Emotional Intelligence and Interpersonal skills could be organized by Police Authorities for police officers since this study have confirmed the potency of E.I. and Interpersonal skills as strategies for reducing police aggressive behaviour.

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The Millstone of Industrial Disputes in Nigerian Universities: A Synoptic Account

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Abstract. This paper gave a synoptic account of the trends of industrial disputes in Nigerian public universities. It examined the history of the Academic Staff Union of Universities (ASUU) which was formed in 1978. It was observed that since the infamous FG/ASUU Agreement in 1999 (which is a 20-year-period), only five years; 2000, 2004, 20014 2015 and 2016 were spared of the incessant strikes that had led to the downturn in academic activities and students' performances in Nigerian public universities. The paper recommended that the Federal Government and ASUU should map out an enduring strategy to allow the university system to run uninterrupted for a period of ten years so that some degree of sanity and stability in the management and administration of the university system can be achieved.

1. Introduction

The scourge of industrial disputes in Nigerian universities has become a millstone around the neck of Nigeria. It has become a perennial problem - a problem without any end in sight. An article of this nature cannot give a compendious account of the various instances on industrial disputes that have played out in Nigerian universities – hence, this paper is aimed at giving a synoptic account. The paper will therefore examine the historical context of industrial disputes in Nigerian universities and the implications. The discussion, however, will be chiefly centered on the industrial disputes occasioned by the discord between the Academic Staff Union of Universities (ASUU), which many perceive as the predominant trade union in Nigerian Universities, and the Federal Government of Nigeria.

2. A Brief History of ASUU

The Academic Staff Union of Universities (ASUU) in Nigeria came into existence in 1978. Before the birth of ASUU, the Nigerian Association of University Teachers (NAUT) which was formed in 1965 was the umbrella body for academic staff of state and federal universities in Nigeria. Membership was drawn from the Universiy of Ibadan, University of Nigeria (Nsukka), Ahmadu Bello University (Zaria) and Obafemi Awolowo University (Ile-Ife) and University of Lagos. The University of Benin (Benin City, Edo State) later joined. The University of Benin (UNIBEN) which started as an Institute of Technology, was founded in 1970. It was later accorded the status of a full-fledged university by the National Universities

Commission (NUC) on 1 July, 1971. UNIBEN, at the request of the state government, was taken over by the Federal Government of Nigeria in 1975 which further accorded it the status of a Federal and a first generation University in Nigeria (Udom, 2010).

3. Trends of ASUU Strikes

The history of ASUU is a history of never-ending industrial disputes. In fact, ASUU in the minds of many has become synonymous with strike actions (Oshun, 2008). Nigerian university lecturers embarked on their first ever industrial action in 1973. The strike was occasioned by the trade dispute between the Governing Councils of Nigerian universities and the local branches of the National Association of University Teachers. The dispute was engendered by the review of conditions of service.

There was also the 1986 ASUU strike. ASUU embarked on the strike by joining the Nigerian Labour Congress (NLC) and National Association of University Students (NANS) in protest against the murder of Amadu Bello University (ABU) students by Mobile Police.

In 1987, there was an ASUU strike as a result of the dismissal of Iyayi, President of ASUU and Agbonifo, a branch executive member by the Minister of Education on an allegation from which they had been previously absolved. Part of the issues that generated controversy at this time was the alleged imposition of Alele Williams as the Vice-Chancellor of the University of Benin (UNIBEN) and the attempt by Babangida regime to deradicalize ASUU and trim down its weight.

ASUU observed a strike action in 1988. The union embarked on the strike to demand the implementation of the Elongated University Salary Scale (EUSS). The strike led to the proscription of ASUU on August 7, 1988. The Federal Government banned ASUU, seized all its properties and directed all universities to immediately pay the EUSS, backdated to January. The then President of ASUU, Jega and his predecessor, Iyayi, were detained and tortured. Passports of ASUU officials were seized. The then Minister of Education threatened to sack all those who refused to resume work by Monday August 11, 1988. Unrelentingly, ASUU metamorphosed into a new association called University Lecturers' Association (ULA). However, ASUU was later de-proscribed.

In 1992, there was an ASUU strike which paralyzed academic programmes in all Nigerian universities. The strike culminated into negotiations on issues of dispute and the signing of an agreement between ASUU and the Federal Government of Nigeria (FGN). The agreement was to be reviewed every three years to reflect social and economic changes including inflationary trends and costs of living. The agreement unfortunately became the basis for deep-seated industrial conflicts between ASUU and the FGN. It was so bad that up to 2003, there was hardly any session that Nigerian universities did not witness strike actions some of which were unbearably protracted such as those of 1996 and 2002/2003 that stretched for about six months. ASUU was banned for a second time on the 23rd of August, 1992.

ASUU declared an indefinite strike on 3rd May, 1993. The strike was announced as a result of the breach of the 1992 agreement by the Federal Government. Part of ASUU's demand at this time was the University Academic Salary Scale (UASS). At this time, the situation of academic staff of Nigerian universities was miserable. For many, the drive to leave Nigerian universities for foreign countries and the private sector was the solution to the decadence that had permeated the university system. The situation was worsened by the political impasse and the untold hardship meted upon Nigerians as a result of the cancellation of the presidential election results of June 12, 1993.

In 1994, ASUU declared another strike demanding the following from Abacha: (1) Renegotiation of agreement (2) re-instatement of over eighty lecturers whose appointments were terminated at the University of Abuja by the Vice-Chancellor (3) the de-annulment of the June 12, 1993 elections. The strike lingered from 22nd of August, 1994 to January, 1995 (a period

of six months). At this time, the situation of the ailing Nigerian universities had worsened, leaving Nigerian universities in very pitiable conditions. The universities were far from the resemblance of institutions for teaching, learning and research.

The 1996 ASUU strike was declared in protest against the violation of some sections of the 1992 ASUU-FGN Agreement by the Federal Military Government and university authorities. For instance, the government failed to review the agreement when it was due in May, 1995. At a point, ASUU declared another strike that same year to press its demand for the re-negotiation of the agreement and the re-instatement of the lecturers sacked in the University of Abuja. The struggle lasted for over six months amidst threats and prosecutorial actions by the government. Not only were salaries stopped, but also the Sani Abacha led Military Government, through the National Universities Commission (NUC), directed Vice-Chancellors to relief ASUU leaders of their jobs. Without due process, ASUU officials were given the boot.

On May 25, 1999, under Abdusalami's regime, the Federal Government signed an agreement with ASUU. The intension of the government was to provide an interim palliative measure to enhance the income of academics, without prejudice to a comprehensive negotiation at a future date. The agreement only covered allowances – it did not cover basic salaries, funding and autonomy. When Obasanjo's civilian government took over in 1999, it constituted a committee to look into the agreement. The issues of funding and worsening conditions of service were not resolved hence; ASUU proceeded on strike which started on the 13th of September, 1999 and ended on the 6th of November, 1999.

In 2001, ASUU went on strike over an agreement the FGN failed to honour. Still the same year, Obasanjo's government and the Vice-Chancellor of the University of Ilorin, Abdul-Raheem, sacked all the 49 ASUU members who refused to defy ASUU strike and return to work on Tuesday, 22nd May, 2001.

In 2002, there was a nationwide ASUU strike which spanned from December 29th, 2002 to June 18th, 2003. Topical issues that heralded the industrial action were the implementation of UASS, reinstatement of the 49 lecturers sacked in the University of Ilorin, funding of state universities and 26 percent funding of education (Vanguard, Thursday, March 20, 2003, p.35). The devastating impact of ASUU strike in 2003 was accentuated by the nationwide strike declared by the Senior Staff Association of Nigerian Universities (SSANU) from Wednesday, January 29, 2003 – just a month after the commencement of ASUU strike.

In 2006, ASUU declared a warning strike from Monday, April 24 – Wednesday, April 26. Some of the issues of contention were the non-implementation of the 2001 ASUU-FGN Agreement, dismissal of lecturers at the University of Ilorin, third-term elongation agendum of political office holders.

From March 26th to July 2nd, 2007, ASUU declared a nationwide strike. The strike was suspended because of the intervention of late President Yar'Adua who appealed to ASUU to suspend the strike and give him time to look into their demands because he just assumed office as a President. The issues that provoked the strike included poor working conditions characterized by lack of facilities, the drain of Nigeria's best and brightest brains who were on a mass exodus to foreign countries for better conditions of service, government's refusal to reinstate the 49 lecturers sacked in 2001 at the University of Ilorin, and others.

On Monday, 15th February, 2008, ASUU declared a one-week warning strike. Some of the issues that led to the strike were: (i) Reinstatement of sacked forty-nine (49) lecturers at UNILORIN) in 2001 (ii) Budgetary allocation of 26 per cent of national budget on education as recommended by UNESCO (iii) The challenge of obsolete tuition materials (iv) Inadequate research grants to aid scholars in universities to break new grounds of knowledge.

Year 2009 was not spared by ASUU strike. An indefinite strike by ASUU began on the 22nd of

June, 2009 after series of warning strikes. It was an offshoot of previous strikes. The problem as usual was Federal Government's failure to honour its agreement with ASUU. Between 1981 and 2001, the government and ASUU signed four agreements which were either partially or not implemented at all. The 1981 agreement, for instance, established a principle of collective bargaining in line with the provisions of the International Labour Organization (ILO). The agreement provided a platform for resolving issues like salaries and conditions of service of academic staff, funding and role of pro-chancellors and other functionaries within the university system. The 1992 agreement centered on university autonomy, academic freedom, academic allowances and conditions of service. The 2001 agreement addressed the issues of funding, university autonomy, academic freedom and conditions of service. The pact also made provision for a comprehensive review every three years.

In 2010, there were pockets of industrial disputes in some universities such as Ahmadu Bello University (ABU), Zaria, Kaduna State. The authorities of the institution and the ASUU chapter of the university had a serious wrangling over alleged breach of the university statutes by the new management and the Governing Council of the institution (Isanyo, 2010). Similarly, indefinite ASUU strike erupted in state universities in the South East on Thursday, July 22, 2010. The institutions included Abia State University,Uturu; Anambra State University, Uli; Ebony State University, Abakaliki; Enugu State University of Science and Technology, Enugu and Evan Enweren University, Owerri (formerly Imo State University).

On 1 July 2013, ASUU embarked on another strike which lasted 5 months and 15 days was called off on 16 December 2013. Claims made by ASUU with regards to the strike were centered largely on funding and revitalization of Nigerian public universities as well as a certain earned allowance which it claimed to be in arrears of 92 billion naira.

On 13th of August, 2017 ASUU declared a nationwide strike which was later suspended on the 18th of September, 2017. While explaining the reasons for the strike, the Minister of Education, Mallam Adamu Adamu, said ASUU accused the Federal Government of failing to keep its side of their agreement. The union had asked the government to release N23 billion. But the government noted that the condition for releasing the N23 billion was for the union to account for the N30 billion they had received previously. The union did not account for the money so the Minister of Finance then undertook to do the audit from the ministry and promised to make the result known within six months. The Federal Government undertook to be paying ASUU N1.5 billion each month during the time they were waiting for the outcome of the audit. Later on, the Federal Government agreed to pay ASUU the N30 billion and do the forensic audit on the entire N53 billion. The Minister of Education further explained that the government did not agree with ASUU's request to be taken out of Treasury Single Account (TSA). He explained that it was a new policy and government was not going to change it for anyone. Concerning salary shortfall, the Minister attributed it to a lot of wrong practices in universities such as recruitment of staff without normal procedure.

While the nation was still convalescing after the ruinous impacts of the series of ASUU strike actions between 2013 and 2017, like Hiroshima, the news of an indefinite, total and comprehensive strike declared by the Academic Staff Union of Universities broke into the air on Sunday November 4, 2018. The National Executive Council of the union which met at the Federal University of Technology, Akure, Ondo State unanimously expressed collective disappointment at the Federal Government for failing to implement the 2009 FGN/ASUU agreements, 2012 and 2013 memorandum of understanding and the 2017 Memorandum of Action. In other words, the goal of the November 2018 ASUU strike was to compel government to address the funding of public universities based on the FGN-ASUU MoU of 2012, 2013 and the MoA of 2017. The strike which started on November 4, 2018 was

suspended on February 7, 2019. From the account so far, it can be observed that since the infamous FG/ASUU Agreement in 1999 (which is a20-year-period), only five years; 2000, 2004, 20014 2015 and 2016 were spared of the incessant strikes that had led to the downturn in academic activities and students performances in Nigerian public universities. Below is a summary of strike actions embarked upon by ASUU in the last twenty years:

1999……..5 months
2001……..3 months
2002……..2 weeks
2003……..6 months (ended in 2004)
2005……..3 days
2006……..1 week
2007……..3 months
2008……..1 week
2009……..4 months
2010……..5 months & 1 week
2011……..3 months (ended in 2012)
2013……..6 months
2017…….. 5 weeks
2018……..4 months (ended in 2019)

4. Reasons for ASUU Strike: ASUU's Perspective

Many Nigerians have kept asking for the umpteenth time, "Why does ASUU like embarking on strike actions that disrupt research, teaching and learning in Nigerian public universities?" According to the incumbent ASUU President, Abiodun Ogunyemi as reported by Adedigba (2019), ASUU is strongly convinced that if academics fail to fight the cause of university education, the fate that befell public primary and secondary schools would soon become the lot of the public university system in Nigeria. ASUU's advocacy on the need to stem the continued slide into rot and decay in public universities since the 1980s has fallen on deaf ears. Experience, according to ASUU as a trade union, shows that successive governments in Nigeria always entered into negotiated agreements only to placate those pleading the cause – be it education, health, transportation, employment or any other issue of meaningful living. The proclivity and insensitivity of the Nigerian ruling class are the factors that provoke strike actions by ASUU. In order words, the accumulated records of indifference and lackadaisical attitude of Government to negotiated agreements with the Union have the major causes of their strike actions.

5. Conclusion and Recommendations

The history of ASUU is a history of never-ending industrial disputes. In fact, ASUU in the minds of many has become synonymous with strike actions. The findings of the trend of industrial disputes in Nigerian universities so far indicates that Nigeria's rate of industrial disputes in the university system appears to be one of the worst in the world. Some Nigerians have observed that the attitudes of both ASUU and the Federal Government during strike do not portray conscience, dignity and interest in nation-building. They have reduced Nigerian students to the proverbial grass that suffers terribly for nothing when two elephants are fighting. They allow the strike to linger because the two parties seemingly have nothing to lose after the strike: ASUU will be paid for the periods it went on strike thus not losing anything and Federal Government, after much dilly dally, will pay ASUU with tax payers. It is the students who bear the brunt.

It is therefore recommended that the Federal Government and ASUU should map out an enduring strategy to allow the university system to run uninterrupted for a period of ten years so that some degree of sanity and stability in the management and administration of the university system can be achieved. This recommendation is in agreement with the suggestion of Udom (2010) that there should be a moratorium on industrial disputes in Nigerian universities for a continuous period of ten years to enable the universities recover from some of the negative effects of previous strikes. The strategies of resolving industrial disputes in countries that hardly experience strikes should be understudied and adopted.

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Part Four
Literary and Gender Studies

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Women in the Realization of the Ideals in Yoruba Written Protest Plays

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Abstract. Patriarchy; that slanted aspect of culture, which accords the males superiority over the females, virtually since creation, continues to rear its ugly head in literary creativity despite the on-going global socio-cultural re-orientation concerning gender imbalance. Employing the Marxist and Womanist theories, this paper attempts to critically examine how women are involved and recognized in achieving the ideals sought for in Yorùbá written protest plays.

Keywords: Oppression, Friction, Females, Self-Other, Team-Work

1. Introduction

In many societies of the world, there are two basic classes of people if their status is viewed by their economic achievements. There is the rich and wealthy, whose class include the royals, the nobles and business moguls; the Bourgeois. They are the employers of labour, who determine the means and standard of living of their employees. There is also the class of the poor masses, who are the labourers, artisans or petty traders; the Proletariat. In-between these two basic classes, is yet another class. The people in this group are neither outright paupers nor very wealthy citizens. Their lot is however better than that of the down- trodden masses in the second class aforementioned. They can (easily) dare to struggle without much rejection, to the first class. More often than not, the union leaders and spokesmen among the poor masses are from this middle-class citizenry.

The employers of labour, in attempt to maximize profit and also limit the number of people in their class, tend to under-pay their employees and often make them work under very demeaning conditions. The employees on the other hand, knowing that their employers determine their social status, usually demand for improved working conditions and remuneration. Their aspiration is to move upward on the ladder of wealth and social recognition. These desires (from both sides), usually bring about friction between the two classes. This is more pronounced in developing countries of Asia and Africa, where advanced technology, economic equilibrium and political stability are yet to be (totally) achieved.

In the pursuit of improved working conditions, workers usually form trade unions and other pressure groups, as means of solidarity, to 'fight for their right' with their employers. Earlier than now, in Africa, it was only the males who seek employment for white collar jobs because the girl-child was not initially encouraged to get Western form of education. However, as the years rolled by, with the efforts of Christian missionaries, few parents began to allow their daughters to attend schools, colleges and universities. Today, the situation has greatly improved, for there abound many female lawyers, medical doctors, astute politicians, engineers, ministerial appointees, teachers and architects, to mention a few jobs, in private, governmental and non-profit organizations, in many African and Asian countries.

Consciously or otherwise, a creative literary artist reflects his/her society in any literary piece produced at any particular time. Such a work is either a propaganda to convince the people in a society about an ideology or certain issues, or it is a protest against certain things going on in the society, to which the artist wants to call the attention of his people and put across to them, the ideals which must be strived for. In Yoruba literary ventures, written protest plays (which women are yet to venture into) are very limited. In fact, since 1973 when the first one was written, no other one was published until thirty-six years after. Basically, the major reason for this is the socio-cultural belief of the Yoruba that one's economic status is pre-destined by the creator. Other reasons are the recency in the commitment of Yoruba language to written form and the low percentage of (literate) people in government and corporate organizations, until recently.

Despite the fact that in the immediate past and recent times, many African women have excelled in various fields, their portraits in most Yoruba written literary genres are still that of the 'weaker vessels', 'weaker sex', 'beings who are of lesser intelligence', who can not meaningfully contribute to the overall progress and stability of their society, but who are only useful in bed, in the kitchen, laundry and farms. The thrust of this paper therefore, is to critically examine how women are portrayed by Yoruba (male) protest playwrights, in the light of the struggles by workers and other citizens for better working and living conditions. The theoretical framework on which this study hinges is the Karl Marx theory as viewed by Eagleton (1996) to the effect that the ideas, values and feelings by which men experience their societies at various times can be found in their literary creativity, and the theory of Womanism as viewed by Clenora-Hudson-Weems (1993), Ogundipe-Leslie (1994) and Mary Kolawole (1997). Their ideology is that the family unit, which is the central core of the Yoruba sociology be protected, but that women's self-actualization be appreciated and that women should be given the right to contribute meaningfully to their society.

2. Synopses

2.1 Réré Rún (Havoc is wrecked)

Láwúwo (Wealth is burdensome), is the semi-literate leader of the workers union in Mògún town. At the on-set of the play, he is remanded in police custody as ordered by Onímògún, the king of Mògún, for daring to lead workers to revolt against the government. The workers are demanding for better working conditions, free health services, reduction in taxes and levies and having representation in the king's cabinet. To put an end to the workers' agitation, Onímògún and his chiefs blackmail Láwúwo, so as to make his fellow workers loose confidence in him. When the ploy appears not to be fast enough, they bribe Ìdòwú, one of the workers, to find a way by which Láwúwo's attention can be destracted. Ìdòwú the traitor, sends fraudsters to dupe Moréniké (Láwúwo's wife) of the money kept in her care by Láwúwo, intended to be returned to the union members. The money was raised by members of the worker’s union to employ a seasoned lawyer who can fight their course in the courts. Moréniké, in devastation, takes an overdose of analgesic and dies. Her death dements Láwúwo and he turns mad, thus becoming incapacitated to continue to lead the workers. Ìdòwú is thus imposed as the new leader over the devastated workers by Onímògún and his men.

2.2 Ayé Ye Wón Tán (Having become elevated)

Simisólá Osinyago is rigged among the other eligible princes of Ìpo town, by Basòrun, to become the king. This is in spite of the objection of the other kingmakers and the warnings of the official town-diviner. Prior to his ascension to the throne, Simisólá is known to be kind, open handed and concerned towards people. In his campaign manifesto, he promises to make living easier for the poor masses of the town. Immediately be becomes the king, Simisólá's behaviour changes. Aided and abetted by Queen Oyinade his wife, he reneges on his earlier promises to the people, especially the co-operative union and the association of market women. Simisólá joins hands with Basòrun and

some other chiefs to make the burdens of the people heavier. The king neither rejects nor attempt to put an end to Oyinadé's excesses of murder, blackmail and power usurp. To protest the various forms of oppression, the people of Ìpo revolt by recoursing to the use of traditional oath swearing and taking up arms against greedy Simisólá, Oyinadé and their cohorts, who are all subdued at the end of the play.

2.3 Iná Ràn (Ablaze)

Obodà, Ológèdè, Olóode, Olórógbó, Látúndé, Olóya, Orílé, Ojútáyé, Abà-Ode, Àkùfò, Ìkèrèkú and Gbémuyóná, are all villages in the same local government council. These villages are denied social amenities like good roads, maternity and health centre. The absence of these infrastructures and amenities is causing daily lose of lives of the people in the community. Rather than find solutions to the problems, the District Officer increases the taxes and rates usually paid by the citizens, not minding the appeal made by the people's representatives, led by Aníséré. The people form a coalition of forces to protest their oppression and denigration in the hands of the government, by the use of guns, matchets, clubs and native charms. Many lives and properties are lost in the fight that ensues. Apart from the fact that Aníséré and his men use charms to open prison doors and release the in-mates, Aníséré's charms also protect him from being caught by policemen at the war front. The criminal investigation department of the Police Force sets Mopé, a female police officer, against Aníséré. Mope becomes Aníséré's latest 'wife' and she is able to cunningly dis-arm him, thereby hands him over to the police authority. Aníséré and his men's confrontation with the government however yields positive result, because their demands are met. After mounting series of pressure on the government, Aníséré is freed.

3. Female Portraits

Drama is that branch of literature which implies the imitation of an action or persons. Its ultimate objective is to "entertain or edify" (Ola Rotimi in Adágbádá (2005). It can also be used apart from the aforementioned purposes, to protest against certain issues going on in a society, so that the governing arm of the citizenry and/or concerned persons can look in the direction of the raised issue(s), and take necessary actions.

In the history of visual drama during the earliest times, men were known to dominate the cast of characters when acting. Feminine roles in the Shakespearean and Eégún Apidán (Yoruba itinerant masked dramatists) periods for instance, were acted by males costumed and made-up as females (Adagbada 2005: 3). That of Shakespearean era being sheer (secular) male chauvinism, while it was made so among the Eégún Apidán because the masquerade cult (used to propitiate the ancestors) under the aegis of which the masked dramatist had its source (Adedeji 1969 in Adagbada 2005) and continued to pay allegiance to, is religious and women are ordinarily never initiates.

Under patriarchy; a culture so slanted in such a way that males are given more recognition in almost all spheres of life, a woman has not much self-worth. She is only recognized as a man's daughter or wife, no matter her self-actualization. Her primary assignment among Africans, include producing babies, carrying out domestic chores, farming and warming her husband's bed. These she often has to do in competition with her co-wives. She is more often than not a retroactive participant, rather than a proactive actress, in matters going on generally in her community, worse still, in matters that affect her directly. Her ordeal in the hands of the male gender has been theorized along different rationale and through various perspectives. To the religious biased, God 'Himself' (a supposed male) ordained men's superiority over women, because 'He' made Eve out of Adam's ribs (Genesis 2: 23), pretending not to be aware that Genesis 1: 27 states that "male and female He created them".

Citing Simeon de Beavoir, Ruthven (1989:41) opines "alterity" as the fundamental reason for men seeing women as lesser beings and as such the subordinates, to themselves (the males), who are the superiors. The subordinate is viewed as, or made to feel apart from the whole, rather than part of it and as such oppressed and subjugated.

Referring to Engels, Adagbada (2005: 19) opines that the physiology of the woman is the primary cause of her oppression. To Engels, the inability of the woman to 'work' is the cause of her inferior status and that only public productivity, can liberate her. Today, the African woman has 'arrived'. She is an engineer, an academic, a lawyer, a medical practitioner, an architect, an industrialist, an astitute politician, a commissioner and a minister of state, yet there abound evidences of her marginalization, oppression and subjugation in many spheres of life. Some of these are politics, economy, religions, creative artistry and sociology (Adagbada, 2006).

Women, all over the world and especially in Africa, have never been totally passive creatures in their societies. In Yorubaland, despite male dominance and oppression, there had been some women who dared to be extra-ordinary where the traditional socio-acculturation of being contended with being in the shadows of the males had held sway. Some of such according to Awé (2001) were Efúnsetán Aníwúrà, the women leader of Ìbàdàn, Madam Tinubu of Lagos, Olúfunmíláyò Ransome-Kútì of Abéòkúta and Olániwún Àdùnní Olúwolé of Lagos. It is worthy to note however that those women who had not been publicly acclaimed as being daring and outspoken, had not all together kept mute about their situation, for the Yoruba believe that 'Àìlesòrò' ni ìpilèsè orí burúkú' (Taciturnity is the precursor of abject wretchedness). Ogundipe-Leslie (1994: 10) is of the opinion that African women had never been silent about their ordeals, if one cares to search for their voices "in women's spaces and modes such as in ceremonies and work songs..."

The last thirty-four years have witnessed all over the world, great interest in the contributory roles of women to their societies. According to Awe (2001: x), the United Nations World Conferences on Women (1975 - 1985), as well as other international women's movements generally, have provided a great stimulus towards the recognition of women, including women from Africa and Asia. Many conferences, seminars and workshops on the role of women in Nigeria were organized. Apart from this, many women have published female-centred write-ups. Among such women are Bólánlé Awé (2001) Nina Mba (1983) Laray Denzer (1998) and Tómi Adékanyè (in Awé 2001). Adagbada (2009) has also pointed out that the interest of various military administrations in Nigeria, for the promotion of female participation in governance, is significant. The military started the appointment of women to various policy-making bodies from 1976. In 1987, it started the Better Life Programme for Rural Women. This later developed to the present Ministry of Women Affairs.

Despite these developments, many Yoruba authors, auteurs[2], poets and playwrights continue to portray women in subordinate pictures. It is obvious that recognition of the female's self-actualization, which has being on the increase in Nigeria since the Beijing Conference, is yet to have substantial reflection in the creativity of Yorùbá literary artists. They continue to give women cliché roles in their works. In the plays under study, the percentage of female characters is very low if compared with that of the men, in texts written both before and after the remarkable universal awakened interest in issues that concern women. In Réré Rún, only 22.2% of the characters are females. It is 22.9% in Ayé Ye Wón Tán and a mere 8.3% in Iná Ràn. In reality, this is a great mis-representation of what obtains in real life. Women bear the greater burden of societal ills. They are the ones who bear the brunt of the ill-treatment meted out to their husband-workers by the employers of labour, wicked rulers and administrators. In Réré Rún, Láwúwo's wife Moréniké, is yet to be blessed with the fruit of the womb. She needs her husband's presence in bed, but she can not have it as regularly as it is necessary, because Láwúwo's paramount interest is the welfare of his fellow workers. The protest against the oppression of the workers which must be seen to a conclusive end, has taken the lead in Láwúwo's order of priority. He forgets that after menopause, a barren woman's hope is dashed. Wuraola, Lawuwo's aunt, is right therefore to have told him that:

...ohun tí àparò rí tó fi nrérin, ni olóko rí tó fi káwo lérí, tó nhu. Bí ìwo bá lè faramó ipò àgàn

tí e wà, ó dá o lójú pé inúu Moréniké yó sii... Bí kò bá bínú ojú re ló ńtì; èrín tó bá ń rín kì í se tokàn tokàn.

...that which the bush fowl finds amusing, is exactly what makes the farmer weep in desolation. If you are contented with your childlessness, are you sure Moréniké is happy about it... If she is not complaining, she is trying not to embarrass you, her laughter is surely a mirthless one.

Apart from this, it is Moréniké that Láwúwo's enemies eliminate, to spite Láwúwo and thereby distract his attention from pursuing his protest against the government in power. Moréniké's death is an irreparable loss, but Láwúwo's mental illness can be healed and thereafter he may re-marry and have children.

In another instance, the result of the deprivation of social amenities experienced by the coalition villages in Iná Ràn, is felt directly by the women in the villages than the men. Àyòká for example has to bear the brunt of Bánkólé's (her husband) death. Bánkólé falls from a kolanut tree in his farm and eventually dies, as there is no hospital in the village. The roads to hospitals in far away towns are so bad that only few lorries dare to ply them on rotational market days. Àyòká thus becomes a widow and single parent. She laments:
... Gbogbo ìmòràn àjogbà wa?...
Erù èèyàn méjì, ó di tèmi nìkan soso.

...All our plans?... I now have to bear the burden meant for two people.

Despite the fact that women too go through sufferings as a result government's neglect of its responsibilities, no single woman is among the representatives sent to the District Officer in the Local Council Office, not even Àyòká the widow. Aníséré and Àjàlá Onígàmbàrí are the two people who go to see the officer. They tell him:
A kò fìgbà kan jáfárá ojúse wa. Àtowó orí, àtowó-ilé pèlú owó ìso ojà pátá; gbogbo e la ń san àti àwon ìyàwó wa pèlú.

We have not for once shirk our responsibilities. Both taxes and levies, including stalls rentage; we pay all, and our wives do too.

This initial visit is embarked upon by the two men, just to register their displeasure with the governmental agencies, they have no weapon upon them. As such, there is no feat they have gone to perform there, that a woman may not be 'physically' capable of accomplishing. Again, there is no female member in Bínúkonú (Unity) Society in the play. The men do not even bother to invite women to be at least bye members of the ad-hoc committee, during the emergency meeting held in Òbodà village.
The same thing obtains in Ayé Ye Wón Tán. In Act V: Scene 1, the members of the co-operative society are having a secret meeting. In the introduction of the scene, the playwright says:
Ní ìpàdé kòrò, àwon egbé Àjùmòse. Yàrá kékeré kan. Fásakin, Òbí, Béélò Sítù, asojú obìnrin méjì àti okùnrin méta mìíràn...

During a secret meeting of the co-operative society. One small room. Fásakin, Òbí, Béélò Sítù, two female representatives and three other men...

In the dialogue that ensues among them, the names of the men are mentioned, but not that of their female counterparts. If a woman is daring enough to join fellow comrades in a secret meeting, (during which there could be attacks from the opposing party), the only reason why her identity is (intentionally) concealed is likely to be that praise and honour may not be given (equally) to all who are due for them, after their ideal has been realized.

Ojú-ojà (the market square)[3] is basically a place set aside for commercial transactions (mainly buying and selling) among the Yoruba. It is the nerve-centre of any Yoruba town. This is where different kinds of goods and wares like food stuff, clothings, farm implements and house-hold utensils are sold. Some markets operate daily in daylight, while some others do so late into the evenings (ojà-alé). There are also periodic markets, usually of five (orún), nine (isán) or seventeen (ìtàdógún) days cycle (see Ogundeji 2006). While the market is an open

place for anyone to buy or sell, (Yorùbá) women are known to be in larger number in a market than men. The basic reason being that while both men and women farm in the Yorùbá agrarian society, it is the wives, sisters, daughters and other female relations of a man, who usually take what is left after subsistence consumption, and those that are intentionally planted as cash crops, to markets far and near for sales (Adagbada 2005: 35 - 36). It is young men who are yet to marry, recent widowers and few men whose primary source of income is trading, that form the bulk of males in a market square, ordinarily.[4] Apart from these, it is usually the women who shop for the home.

The above being as it is, in Act 3; Scene 2 of Iná Ràn, a man, Fóyánmu, rushes into the middle of Ojútáyé market, to alert people that policemen are attacking and arresting innocent citizens in the town. In this scene, no single woman is involved in the dialogues between Fóyánmu, Ògúndélé and Aníséré. The market-women are made mere by-standers, who are not by any means worthy of being mentioned. After Fóyánmu's narration of how the District Officer tricked the representatives from the various villages to a meeting and afterwards called on waiting policemen to descend on them with clubs and guns, Ògúndélé and Aníséré tell the women:

Ogundele: Èyin obìnrin, e palè ojà a yín mó.
Women, gather all your wares together.

Aníséré: E palèmó. E korí sílé. E so fún oko yín
gbogbo kí won múra kíá. . .

Pack your wares. Go home. Tell your husbands that they must all quickly get ready…

The position and chieftaincy title of Ìyálójà (the leader of market women) is that which undebatably belongs to a woman. There is usually one of such in every market in Yorubaland. This playwright decided not to include such character in his play, believing that the theme is on warfare, wherein women may not be useful.

In the war that ensues in 'Iná Ràn, many lives and properties are lost on both sides. This could have been prevented, or at least minimized, if women were allowed to lend their voices while the revolt was being planned. Traditionally, Yorùbá women will only wield gun as a last resort. They have more civil ways of demonstrating their grievances and demanding for justice. These, however, usually have spiritual undertones. For instance, it is a taboo among the Yorùbá for a king to see women who are past childbearing age, go bare-chested (worse still if they tie black wrappers or the wrong side of their wrappers to their waist) and file pass the palace. It spells doom for the monarch. Recently, in Nigeria pregnant women are reported in the news to have demonstrated at the front of the office of Osun State Governor, in protest of unavailability of drugs in the hospital and the lack of good antenatal care. The Governor took an immediate action by ordering the State Health Board to supply the necessary drugs instantly.[7] The spiritual undertone of the female's sex and sexuality is not peculiar to the Yoruba female, but to all African females. For instance, when old women from Erei, in Biase local government area of Cross Rivers went bare-chested, bearing placards to the government house to protest the "disenfranchisement and illegal arrest of their sons", the Governor immediately made amendaments".[8]

In the plays under study, the lead actors are all males; Láwúwo in Réré Rún, Aníséérè in Iná Ràn and Simisólá the monarch in Aye Ye Won Tan. These men are all subdued at the end of the plays. Láwúwo becomes insane. Aníséérè is handed over to the police for trial and he is eventually sent to jail and Simisólá, caught in his own web, is led to the market square, to be judged like a commoner. As wont of a failed ruler or noble person, he will be banished from the throne/town and/or asked to commit suicide.

The three playwrights portray these men as macho men, who are not only strong, but intelligent, forthright and unassailable. They are only unnerved by the weakness and vices of women, who directly or otherwise are to be blamed for the men's actions and experiences. The theme of Ayé Ye Wón Tán for instance is specifically based on the 'negativity of women'

as viewed by most men in patriarchal societies. The playwright says in Àlàyé Díè (The Preface) of the text:

Esè Ifá kan nínú Odù Ògbéwèyìn ni ó gbin èso eré-onítàn yií sí mi lókàn. . .

I got the inspiration for this play from an Ifa Corpus[9] Ògbéwèyìn...

No wonder then that when the diviner is called upon in the play, to preview how the reign of Simisólá the king-elect is likely to be, the Ògbéwèyìn corpus is what is revealed thus:
Odù Ògbéwèyìn!
Báyé bá ye wón tán
Ìwà ìbàjé ni won hù
A díá fún Olúfimò Àkókó
Tí yóò faya rè morò. . .

The Ògbéwèyìn corpus !
When they become elevated
They usually behave badly
A divination was carried out for Olufimo of Akoko town
He that divulged the bull roarers' secret to his wife…

This particular corpus, like the whole two hundred and fifty-six that exist, out of which sixteen are the basic ones, has a story behind it. The story is that king Olufimo of Àkókó town, eons of years ago, who had a wife whom he loved greatly and was always willing to please. The Queen once asked Olufimo to initiate her with what goes on in the masquerade cult,[10] of which no woman must be privy. Initially the king refuses, but later, despite his diviners' warnings, he divulged the secret to the Queen when she continued to pester him. Having become privy to the masquerade cult, the Queen again asked to know what operates in the Orò[11] (bull roarer) cult, which again, no woman must ever know. Olufimo refused bluntly, but when the Queen would not let him be, he ordered that a perforated wooden box be made. He put the curious Queen inside it, and had it carried underneath his throne, to the groove of the cult. There, the cult members had difficulty with the expected response from the Orò. When inquiries were made, the secret came to be known. The king and his queen were killed instantly.

The playwright simply manifest/re-enact the story in the Ifá corpus in his text, blaming Simisólá's greed, unloyality and frivolities on his wife, Queen Adédùn. The home is the central-core of the sociology of the Yorùbá people, like other Africans. The husband is the head of the home, while his wife is his lieutenant; advising, assisting and informing him about family and general matters. She also, help to carry out his plans and wishes. Above all, she is the mother of his children; a role by which his manliness is proved. The following Yoruba maxims are attestations to the husband - wife relationship:
Oko lolórí aya
(The husband is the controller of the wife)
Obè tí baálé ilé kì í je, ìyàálé ilé kò gbodò sè é
(The wife must not prepare a soup which the husband
does not like)

Ohun tí okùnrin bá ní, ni í fi soko ìyàwó re
(No matter how much or little a man's possession is,
he is the head over his wife).

It is therefore not common for a Yorùbá woman to ordinarily take the total control of her husband the way Adédùn controls king Simisólá. Apart from the common husband- wife relationship, a king among the Yoruba is a sacred entity, hence he is referred to as 'Aláseèkejì òrìsà' (The commandant who is next to the gods). He is the source of authority in his domain. On installation, special magical powers are imparted on him as a means of reinforcing the attitude of awe towards him, by all his subjects. On his own part, a king must ensure peace, good health, prosperity and general welfare of his people. Apart from these, he conducts the foreign affairs, with the advice/counsel of his chiefs. He is also the head of council in judicial administration. As a result of all these, he commands the allegiance of his territorial and principal chiefs.

King Simisólá's inability to curb the excesses of his wife shows that he is not capable of his position. Charity, they say, begins from home.

No wonder he can not control Basòrun and Asípa his chiefs, who control him like a robot and play him around like a yoyo. This is a very big shame which brings readily to mind the Yoruba maxim that 'Àìjoyè ràrà, ó sàn ju enu mi kò kálùú' (Not being a king at all, is better-than being one who has no control over his domain). Adédùn is not a civil servant, yet she demands that Simisólá give orders so that she may be paid salary. Rather than order her not to ever make such ridiculous demands again, he jokes about it. No wonder then that Adédùn asks him to order the return of market stalls already allocated to traders in the town, so that she can sub-let them at higher prices. She also advices the king thus:
Gbogbo eni tó bá wa ní ipò olá kan, won a máa tètè yára kó nnkan díè jo. Nítorí pé, bí àyípadà kan bá lo dé... kín ni kí ó wá á máa je?... Olórun má jé kí á kábàámò o.

(Every person in noble positions, always strive to amass wealth. This is because if things turn around and they are no longer in the positions... What will they live on?... May God forbid our regretting (this position...)

The king immediately agrees to her suggestion, saying:

Hun.. .òótó lòrò re... Lóòótó ló ye ká jeun sínú dekú, ó ye ká pàjùbà sílè dòjò.

(Yeah... What you have said is right. It is true that one must feed well before death comes knocking, one must clear the farm before the onset of the raining season.)

This implies that Simisólá already has his own intentions; his wife's advice simply spurs him into actions. Moreover, his wife surely knows the evil genius he is, otherwise she will not suggest to him, things he is not likely to be in support of. The Yoruba people's belief that 'Ìtélè ìdí eni kìí ri ni í tì' (One is not a stranger to one's buttocks) drives home this point. This is evident in his reaction shortly after this dialogue with his wife.

Basòrun, Òní, Ajé and Oyinadé visit the palace to introduce Engineer Ìdòwú Ajé to the king, for the construction of the hotel for the Local Government Council. There, they also try to convince the king that it is more profitable for him to wave aside his earlier promise to the members of the co-operative society, of allocating to them the plot, for agricultural purpose. The king accepts the plan there and then, saying:
Mèkúnnù, mèkúnnù, èmi ni mo so eni kan di olòsì, ni? Àbí mo ní kí eni tó bá fé é là kó má là?

(Poor masses, poor masses, am I the one who has turned them to paupers? Or have I said whoever wants to become prosperous must not do so?)

Another instance in the text is when Adédùn sends hired killers to assassinate Prince Oláwépò. All the king says after what must be a pretentious surprise is:
Bó o bá fé se irú nnkan báyìí lójó mìíràn, máa gbàse lówó mi ná o ...

(Always seek my permission before you do this type of thing...)

When one of the assailants is said to have been apprehended, Adédùn becomes jittery, but king Simisólá; the devil incarnate, tells her:
...Má se bá eni kankan sòrò o. Fi gbogbo è sílè fún mi. N ó yanjú e. Sé o gbó o?

(... Do not discuss anything about this with anyone. Just leave everything for me. I will handle the situation. Do you hear?)

Òbí, a staunch member of the co-operative society opines that Simisólá is being influenced by his associates, but one female member and Fásakin the school principal who is also a member, are right in their own opinions that king Simisólá must have been pretending when soliciting for the people's support prior to his ascension to the throne; he is naturally wicked. Below is the conversation that highlights the opinions:
Obi: Agùtàn tó bá bájá rìn ni...
(A sheep that befriends a dog. . .)
Obinrin II: . . .yóò jègbé. Àmó eni tí a kó níkà tó gbà nkó. . . ?
(... will eat excreta. But whoever is taught wickedness and he behaves as such...?)

Obinrin I and Fasakin: . . .O ti níkà nínú télè ni.
(. . .he already had the intention of being wicked.)

In Réré Rún, all the attempts made by king Onímògún, Olúgbón and Arèsà his chiefs, to suppress the workers' protest led by Láwúwo prove abortive, prior to Morenike's death. Láwúwo is shown to be 'wise', strong and determined to pursue the fight to a conclusive end. Again here, only the "other"; the opposite gender, is used to surmount the 'macho' man. Onímògún and his cohort have earlier blackmailed Láwúwo by taking his photographs when they tricked him into their gathering. In a ruse, they give him wine to drink, point to a council flat for him to occupy and asked him to point to a car of his choice. The workers have already lost confidence in Láwúwo when they saw the pictures of his 'betrayal' pasted all over the town. Adéníyì, one of the workers accuses him thus:
.. .eni a ni k'o kínni léhìn ì bá má f'èGún sówó; eni a ní kó f'énilójú kò seun bó fata sénu. Irú ìgbékèlé wo là bá tún ní nínú nyín tí a ó fi fokàn tán nyín, léhìn tí e ngbéhin wa dálè lódò àwon ìjoba!

(... he whom we asked to scrub our backs has his palms filled with thorns; he whom we asked to blow specks from our eyes, fills his mouth with pepper. What type of confidence can we still have in you, after you have dashed our hopes before the government?)

But for socio-acculturation of most males in patriarchal (Yorùbá) society, this betrayal strand of the storyline is enough to pursue the fall of Láwúwo to a conclusive end. (if the playwright chooses to do so). Rather, he foregrounds Morenike□'s stupidity and naivety ("otherness" traits heaved on females to prove males' superiority) earlier in the play, by highlighting her low intelligence in taking an overdose of analgesic elixir, of which her 'wiser' husband warns her that is poisonous, if taken in excess of the required dosage. Later, her feeble mindedness leads her into committing suicide by taking an overdose of the same drug, when she is duped, 'as a result of her stupidity,' by swindlers set against Láwúwo by his enemies. Her resultant death is shown to be the only dastardly act by which Láwúwo's enemies are able to incapacitate him. He becomes insane and as such can not continue to lead the revolt against government.
In Iná Ràn, Aníséére, the leader of the coalition forces is also the brave warrior who has a lot of charms. As a result of this, policemen can not arrest him at the battlefield, in order to convict him for treason and felony. Again here, it is the 'treachery' of a woman that is used to surmount 'brave' Aníséére. Mopé, the female police detective becomes an addition to Aníséére's harem of wives. She tactically disarms her 'husband' in order to hand him over to her waiting colleagues. Aníséére is caught unawares and when he attempts to escape from the grips of the .officers, having known his gimmicks, Mope foils his plans by telling the police officers:
E mú-un dáadáa, e má jè kí ó fi èyìn ti ògiri. Ìhòhò ni e bó o jù sí. E bo òrùka owó rè. E ye gbogbo àpò è wò.

Hold him tight, do not let him rest his back against the wall. Remove all his clothes. Remove his (charmed) ring from his fingers. Check all his pockets.

Thus, Aníséére is tried and sentenced to imprisonment

4. Conclusion

The socio-acculturation, to which both sexes in patriarchal societies have been exposed from time immemorial, is the reason for the male gender muffling, denigrating and suppressing the female. Though there had been/continues to be resistance in many quarters, a large percentage of females, especially in times past, have been acculturate to believing that their ordeal is natural and ordained by God. As a result, the slanted aspect of male - female relationship in Yorùbá, nay, Africa culture, appears to have been untrammeled for many years. Males on the other hand too, have had it culturally embedded in their psyche, that the female is more or less a 'property' to be owned, trained/nursed, protected and shielded from lending voices in almost all social matters and

moreover, used for self-gratification and identity.

Despite the socio-cultural re-orientation concerning gender issues going on globally, most male Yoruba literary artists are yet to do away with their old “self-other" notion about the opposite gender, when in the spirit of advancement and development, they should see the female as an extension of themselves. We have attempted to critically analyse the portrayal of the female in how the ideals are pursed and realized in Yorùbá written plays themed on protest. Admitting that some issues or tasks are gender-specific, both sexes are usually at the receiving ends directly or otherwise, in the friction that more often than not ensues in the ruler-ruled and employee - employer relationships. Both should team up, using both their general and gender - related means, to realise the ideals. When this is achieved, the playwright, who has no other source of materials for his 'creative' works than the society, is bound to be 'naturally' disposed towards portraying the female gender in her real picture - a sex that inevitably contributes purposefully to the progress and development of the society as a whole, not only to her home.

Notes:

1. Yorùbá language did not appear in print until the nineteenth century.
2. 'Auteurs' are re-creative artists who adapt existing texts, especially for their popularity; for filmic purposes. (See Adagbada 2008)
3. Can also be referred to ordinarily as 'ojà' (market), but we have chosen ojú-ojà because ojà is also used to refer to wares meant for sale. The prefix 'ojù' here means 'open'. In essence, ojú-ojà means open space where buying and selling are done.
4. Except on festival days, war periods or when general rituals or sacrifices are to be performed by / for all the people.
5. The Dahomey (now Republic of Benin) Amazons of the colonial period are a good example to prove that if need be, women had carried guns and they can still do so.
6. See Fálétí (1970) Ogunniran (1977) and Isola (1970)
7. As reported in the Sunday Tribune Newspaper of 12th September, 2010 p. 41.
8. Aired on 2nd of September 2010 during the 7 o'clock news on Channels
Television, Nigeria.
9. Ifá corpus (odù) are coded spiritual signs, picked (spiritually) at random for divinatory purposes by the Yoruba diviner, when a client needs to take a major decision, or when the reason(s) for certain occurrence(s) are sought. It is the most consulted form of divination (among the Yorùbá) as a result of its reliability, (see Abimbola 1975; 1976) See Abimbola (1975).
10. Masquerade cult (Awo Egúngún) is the cult devoted to the worship of ancestral spirits.
11. The Orò cult; a taboo for female and un-initiated males to be privy of, is a mystical structure put in place several years ago by the Ògbóni society - a political which assists and directs the king on judicial matters. It used to serve as the instrument of execution of the decisions of the Ògbóni, as such, its use was more political than religious; that for which it is generally known today.

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Effect of Gender and Science Anxiety on Nigerian Junior Secondary Students' Academic Achievement in Basic Science

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Abstract. This study examined the effect of gender and science anxiety on students' academic achievement in basic science at the Junior Secondary School level. The study was a quasi-experimental study. The population for this study comprised the Junior Secondary III (JSIII) students in Ogun State Junior Secondary Schools. The sample was One hundred and twenty (120) intact class of students (mean age 13.4years, SD=1.57) drawn from three co-educational Junior Secondary Schools in three Local Government Areas of Ogun state. Achievement Test (Φ=0.81) for Basic Science Students, and Science Anxiety Scale (□= 0.96) were the main instruments used to collect data. Descriptive statistics, and Univariate Analysis of Variance (ANOVA), were used to analyze the data collected. There was significant main effect of science anxiety on the students' academic achievement in basic science at o.o5 level of significance. There was no significant effect of gender on students'academic achievement in basic science. There was no significant interaction effect of gender and science anxiety on the academic achievement of students in Basic Science. Based on the findings, the authors proffered useful recommendations.

Keywords: science anxiety, basic science, gender, science anxiety, students' achievement.

1. Introduction

Science education plays a vital role in the lives of individuals and the development of a nation scientifically and technologically Alebiosu, & Ifamuyiwa, (2008). It is widely and generally acknowledged that the gateway to the survival of a nation scientifically and technologically is scientific literacy which can only be achieved through science education. Towards revolutionizing Nigerian educational system, the 1969 Conference gave birth to the National Policy on Education which brought about significant changes to the Nigerian educational system Alebiosu, & Ifamuyiwa, (2008). For instance, in Nigeria, the Federal Government of Nigeria National Policy on Education (2004) provided educational expenditure in science and technology. The Nigerian government, in a bid to enhance science and technological education, came up with 6-3-3-4 policy on education which stipulates that a child spends six years at the primary school level, three years at the Junior Secondary School level, three years at the Senior Secondary School level, and four years in Higher Institutions (Olanrewaju, 1994). All the

afore-mentioned systems of education in Nigeria are designed with special provisions for science and technology learning in schools. Moreso, Nigerian government also came up with a policy that 60 percent of the students seeking admission into the nation's Universities, Polytechnics, and Colleges of Education should be admitted for science oriented courses, while 40 percent of the students should be considered for Arts and social science courses (Ajibola, 2008).

Basic science, formerly known as Integrated Science, is the first form of science a child comes across at the junior secondary school level; hence basic science prepares students at the Junior Secondary School level for the study of core science subjects at the Senior Secondary School level (Olanrewaju, 1994). This implies that for a student to be able to study single science subjects at the Senior Secondary School level successfully, such student had to be well grounded in basic science at the Junior Secondary School level. In view of this, basic science is given great emphasis in the Junior Secondary School curriculum. In an attempt to improve the standard of science teaching and learning, a lot of research studies had been carried out. Studies in Basic science education have reported that many students at the Junior Secondary School level have developed negative attitudes towards the subject (Akpan, 1996). Many of the students at this level, because of their dismal performance in the subject, are not benefiting much from the basic science curriculum { Balogun, (1992); Olagunju, (1995); Olanrewaju, (1999); Odetoyinbo, (2004); Afuwape, and Olatoye. (2004)}. This, according to Afuwape and Olatoye. (2004)), has prevented many of them from offering core science subjects or performing better in the core science subjects at the Senior Secondary School level. Many research studies had been carried out on the effective teaching and learning of basic science. Many of those studies found, among other things, that lack of qualified basic science teachers; poor methods of teaching; lack of instructional materials; inadequate exposure to practical work, etc. are the logics behind students' dismal academic achievement in Basic Science. Many of the aforementioned studies did not include in their findings the possible effect of both science anxiety and gender on students' academic achievement in basic Science. Some studies have considered its predictive value in some science subjects but there's a dearth of evidence on its predictability on basic science achievement. Anxiety, according to Oludipe, (2014) can be inimical to Schools' achievement in Science and her study confirmed this. However, studies in this area haven't learnt themselves to simple summary. Conducting this present study would, therefore, not only be appropriate but indeed worthwhile. It is against this background that the present research work examined the effect of science anxiety and gender on students' academic achievement in Basic Science.

2. Hypotheses

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

Ho_1: There is no significant influence of science anxiety on academic achievement of students in basic science.
Ho_2: There is no significant influence of gender on academic achievement of students in basic science.
Ho_3: There is no significant interaction effect of gender and science anxiety on students' academic achievement in basic science.

3. Methodology

3.1 Sample

This study is a quasi experimental study. The target population for this study was the Junior Secondary III (J.S.III) students in Ijebu-Ode, Ijebu North – East, and Odogbolu Local Government areas of Ogun State, South-West Nigeria. The sample was made up of One hundred and twenty (120) intact class of students drawn from three co-educational Junior Secondary Schools in three Local Government Areas of Ogun state. Stratified random sampling was used to select three co-educational Junior Secondary Schools from the total number of co-educational Junior Secondary Schools in the aforementioned local government areas.

3.2 Instruments

Achievement Test for Basic Science Students (ATBSS) and Science Anxiety Scale (SAS) were the main instruments used for data gathering. The ATBSS was a test of students' achievement in basic science. The concepts examined were based on the five topics in basic science scheme of works for third term. The test items of forty multiple choice questions were adopted from the past questions of Junior Secondary School Certificate Examination (JSSCE) in basic science in Ogun state. The JSSCE questions are standardized in nature because it has been field-validated by the experienced test and measurement experts in the state ministry of education. Copies of the Achievement Test for Basic Science Students (ATBSS) were given to specialists in the field of science education to establish the content and face validity. Spearman - Brown co-efficient was used to determine the reliability co-efficient of ATBSS, which was found to be 0.81.

The SAS instrument was the adapted 20-item science Anxiety Rating Scale by Murat BURSAL (2008). Two of the 20 items that were not relevant to basic science were discarded; hence the science rating scale contained 18 items. The instrument was to find students' level of science anxiety for learning science at the Junior Secondary School level in order to categorize them into low and high science anxiety levels respectively. There were two sections in the questionnaire; section A sought for demographic data of students, while section B consisted of 18 items which students responded to by expressing their level of agreement or otherwise on a 5-point Likert scale of 1 = No anxiety, 2 = slightly low anxiety, 3 = moderate anxiety, 4 = slightly high anxiety, and 5 = High anxiety. The reliability of the instrument was determined by using Cronbach coefficient alpha which was found to be 0.96.

3.3 Data Collection Procedure

There were three phases of data collection. These were the pretest – first one week, treatment – six weeks, and the posttest – one week–last one week of the eight weeks. Three periods of 40 minutes each were spent each week for the six weeks. There was no alteration on the time-table allocated for basic science by the school, i.e. the periods were in line with the schools' time-tables. Before exposing the selected students for the study to teaching, the students were given the questionnaire on science anxiety for their responses in other to categorize them into low and high anxiety levels respectively. The students were taught using the normal conventional lecture method. At the post-test level, the ATBSS was administered to the students one week after the completion of teaching. The data collected from the administration of the instruments were analyzed using the following statistical techniques: descriptive statistics, which involved the computation of the post-test mean scores; and standard deviation for the dependent variables. Univariate Analysis of Variance (ANOVA) computed for the dependent variable in order to test for possible post experimental differences in the dependent variables with respect to science anxiety, and gender. Computations for the afore-mentioned methods of data analysis were done using SPSS 15.00 Statistical Package.

4. Theoretical Framework

Identifying factors that influence student achievement and motivation to learn in the classroom continues to be a goal of education researchers Hancock. (2001). Classroom climate is sometimes referred to as the learning environment in which the students interact with one another Adelman, and Taylor (2002), and the classroom climate can affect a student's motivation, interest, and achievement. A lot of learning takes place in a stimulating environment when social relations are considered before any other factors. Everyone sometimes experiences anxiety in one form or another and in varying degrees. It involves a pattern of physiological and psychological reactions like feeling of stress and emotions. As such, anxiety can seriously inhibit the ability of concentration and dealing with things in a more positive way. It is considered as an unpleasant state evoking avoided behaviours and defenses. It can also be defined as a specific emotion necessary for an individual to prepare for potential and threatening situations. Many

researchers found that anxiety is still unclear and not easy to define in simple sentences Brown, (2007). Science anxiety is described as involving feelings of tension and stress that interfere with construction of science knowledge, the development of science skills and abilities, and the use of science knowledge, skills, and abilities in a wide variety of ordinary life and academic situations Schonwetter (1995) and Udo, Ramsey and Mallow. (2004), and can negatively impact cognitive processing (Britner, 2010).

Different sources contributing to science anxiety such as gender stereotyping, misconceptions about the scientific method, and associating science with technology have been identified Udo, Ramsey and Mallow (2004). Science anxiety in students can be strongly influenced by science anxiety in teacher. Disappointingly, this may be contributing to intergenerational cycle of fear surrounding learning about science. Science anxiety in high school students is inversely correlated with self-efficacy, science enjoyment, and achievement Britner, (2008), Napier and Riley. (1985), Wynstra and Cummings (1993).Science anxiety can also be described as a state of discomfort which occurs in response to situations involving scientific tasks which are perceived as threatening to self-esteem. Such feelings are shown to lead to panic, tension, helplessness, fear, distress, shame, inability to cope, sweaty palms, nervous stomach, difficulty in breathing, and loss of ability to concentrate which hamper science achievement Walkman, Walker and Rossenhan (2001). If a student feels that he/she will be penalized for failure, frightened or rejected, such student will find it difficult to concentrate on learning. For optimal learning to take place, classroom climate should be positive and supportive and the behaviour of the teacher, more than any other individual, sets the climate of the class. Teachers can most readily influence climate by focusing on two complementary aspects of classroom interaction – the rapport between teacher and students and the rapport among the students.

4.1 Anxiety and Achievement

Research findings have revealed anxiety as one of the variables that affect science achievement {Julkunen (1992), Schonwetter.(1995), Zanakis, and Valenzi. (1997), Oludipe, (2010)}. Some of these studies have associated high anxiety with low achievement Teresa, (2004) investigated the effects of mathematics anxiety levels on students' achievement in mathematics. The researcher used Pearson product moment correlation statistical analysis to analyze data collected to determine if there were any relationships between anxiety levels of the students and their achievement scores. The analysis indicated that as mathematics anxiety scores increased, achievement scores decreased. Albero, Brown, Eliason, and Wind (1997) found that children with high anxiety had significantly lower scores. Similarly, Schonwetter (1995) found that anxiety yielded differences in students' learning outcomes.

4.2 Gender and Achievement

What has remained the main focus of great concern in the field of science education are the biases and misconceptions about women and science, i.e. Science is a male enterprise Erinosho (2005). Many researches had been carried out on gender issues in science education [Erinosho. (1997a), Erinosho (1997b), Erinosho, (1997c), Kennedy, (2000), Bilesanmi-Awoderu, (2002) and Erinosho. (2005). Many researchers have provided reports that there are no longer distinguishing differences in the cognitive, affective and psychomotor skill achievements of students in respect of gender [David, Kumar and Stanley, Helgeson, (2000), Freedman, (2002), Abayomi, Arigbabu, and Mji, (2004), Bilesanmi-Awoderu, (2006). However, Hyde and McKinley, (1997), Billings, (2000) and Kolawole. (2007) in their studies found that male students performed better than female students in the cognitive, affective and psychomotor skill achievements.

5. Results

Gender	Anxiety level	Mean	Std. Deviation	N
Male	low	27.97	4.706	36
	high	18.65	8.484	31
	Total	23.66	8.149	67
Female	low	26.97	5.591	32
	high	21.71	8.326	21
	Total	24.89	7.213	53
Total	low	27.50	5.127	68
	high	19.88	8.475	52
	Total	24.20	7.742	120

Table 1. Descriptive statistics of students' posttest academic achievement mean scores according to anxiety and gender

In table 1, it is revealed that low anxiety students had the higher posttest (27.50) mean score than their colleagues in the high anxiety group whose posttest mean score was 19.88 (high anxiety implies low mean scores, while low anxiety implies high mean scores). It is also revealed in table 1 that there was slight difference in the post-test mean scores of male (23.66) and female (24.89) students, but the difference was not significant.

Table 2. Summary of Univariate Analysis of Variance of Students' Post-test Academic Achievement Scores According to Science Anxiety and Gender

Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1843.877(a)	3	614.626	13.479	.000	.258
Intercept	65384.091	1	65384.091	1433.937	.000	.925
Gender	30.718	1	30.718	.674	.413	.006
Anxiety level	1530.694	1	1530.694	33.570	.000	.224
gender * anxiety level	119.406	1	119.406	2.619	.108	.022
Error	5289.323	116	45.598			
Total	77410.000	120				
Corrected Total	7133.200	119				

a R Squared = .258 (Adjusted R Squared = .239)

Ho_1: There is no significant main effect of science anxiety on academic achievement of students in basic science.
It is revealed in table 2 that there was significant difference in the posttest mean scores of low and high science anxiety students ($F_{(1,119)} = .000$, statistically significant). Hence hypothesis 1 is not accepted.
.
Ho_2: There is no significant main effect of gender on academic achievement of students in basic science.
It is also revealed in table 2 that there was no significant difference in the posttest mean scores of male and female students ($F_{(1,119)} = .413$, statistically not significant). Hence hypothesis 2 is accepted.

Ho_3: There is no significant interaction effect of gender and science anxiety level on students' academic achievement in basic science
.
Talking about the interaction effects of anxiety and gender, it is revealed in table 2 that there was no significant interaction effect of gender and anxiety on students' academic achievement ($F(1,119) = 108$, statistically not significant.

6. Discussion

This study was conducted to examine the extent to which gender and science anxiety affects students' academic achievement in basic science at the Junior Secondary school level. Results in tables 1 & 2 indicated that there were differences in the academic achievement mean scores of low science anxiety students and high science anxiety students. This implied that anxiety did affect students' academic achievement in basic science. As level of science anxiety decreased; achievement scores increased; high science anxiety led to decrease in academic achievement scores. This result is in line with the findings of Albero, Brown, Eliason and Wind, (1997); Erinosho (1997a); Diaz, Glass, Arnkoof and Tanosfky-Kraff (2001); Erinosho. (2005). Tables 1 & 2 also revealed that students' academic achievement in basic science was gender invariant. Though there was slight difference in the post-test mean scores of female (24.89) and male (23.66) students, the difference was not significant. This result is also in line [David, Kumar and Stanley, Helgeson (2000), Walkman, Walker and Rossenhan (2001), Freedman (2002), Abayomi, Arigbabu and Mji (2004), Bilesanmi-Awoderu, (2006)] who provided reports that there are no longer distinguishing differences in the cognitive, affective and psychomotor skill achievements of students in respect of gender. The low science anxiety male students had higher post-test mean scores (27.97) than their high science anxiety male colleagues (18.65). Similarly, the low science anxiety female students had higher post-test mean scores (26.97) than their high science anxiety female colleagues (21.71). This implies that students with low science anxiety generally understood and improved in their academic achievement in basic science, while reverse was the case with their colleagues with high science anxiety. With respect to the interaction effects of gender and science anxiety, tables 1 & 2 revealed that there was no significant interaction effect of gender and science anxiety on students' academic achievement. This implies that the effect of anxiety on the students' academic achievement in basic science was insensitive to their gender. The mean scores of the male – low science anxiety and male – high science anxiety were not significantly different from one another; similarly, the mean scores of the female – low science anxiety and female – high science anxiety students were not significantly different from one another.

7. Implications and Recommendations

This study has very important contributions and high implication for the educational practices in Nigeria. This study revealed that low science anxiety students had higher academic achievement mean scores than the high science anxiety students. Therefore, basic science teachers should strive to understand science anxiety and implement appropriate teaching and learning strategies which can help the students overcome their science anxiety. This implies that if many of the basic science / science teachers do not make their lessons friendly with the students or are fond of using teaching methods that do not actively involve students in the teaching and learning basic science/science subjects, such sets

of students would be afraid to attend such classes; and when they do, they would not concentrate on what their teachers are teaching them. This study also found that gender- related factors do not influence anxiety and academic achievement in Basic science.

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

- Basic science/science teachers should stop going to the class with cane in hand and establish good rapport with their students. This would enhance students' interest in the subject and lead to students having positive attitude towards basic science/science subject.
- When friendliness is established, students are motivated to learn and are more confident to ask questions from one another for better understanding of the tasks being learnt. Hence basic science/science teachers should adopt teaching method(s) that would actively involve students in the teaching and learning process (e.g. cooperative learning strategy, etc).
- Science/Basic science teachers should demonstrate their own interest in science/basic science in order to raise students' motivation in science/basic science as a means of helping students reduce their science anxiety.
- Science/basic science teachers should take into account the science anxiety levels of their students before determining effective and appropriate teaching strategies.

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Gender Dynamics for Advancement: Annexing Women's Potentials for Sustainable Development through (Yoruba) Nollywood

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Abstract. In the past, women, in virtually all the nations of the world, were severely oppressed and marginalized. The extent and forms of the oppression however differ along cultural lines. Over the years, there have been agitating moves to repel the oppression, albeit in different ways and under divergent nomenclatures. In present times globally, women are witnessing very less oppression and denigration by enjoying (near) equal rights with their male counterparts. What this study is set to examine is that if the female before now was denied asserting her rights and capabilities to the development of her society, now that she is not suffering oppression, in what ways can her sexuality be annexed, such that she can contribute her quota to the sustainable development of her society and the world at large. We have exemplified the roles of women in the metamorphic development of Yoruba drama, especially the contemporary film era, to drive home the point that with her 'sacred' mien and composition, the female gender can purposefully write, produce, act and direct films that can aid Nigeria in solving the present socio-political challenges that are threatening her very existence. Our theoretical framework is a combination of Womanism in the view of Hudson-Weems (1994) and Kolawole (1997) with Development and Media theory as opined by McQuail (2000). Our suggestions are that government and non-profit organizations in Nigeria should encourage female film producers by commissioning film projects to them and assisting them financially with self-productions. Female producers on the hand are called upon to be patriotic by writing scripts producing and acting films that can assist in effecting positive change towards a unified, peaceful and virile nation, in their viewers.

Keywords: Women, Paradigm Shift, Film, Specialization, Development.

1. Introduction

'Development' as a phenomenal issue, is very complex. As a concept, it cuts across several disciplines, but it is easily located in virtually all human enterprises. To develop means to come to, or improve gradually, to a larger, better, more complete or more advanced stage. It implies growing or increasing, such that it brings forth full potentialities. In general, development is linked to the idea of progress; materially or otherwise. At the level of individuals, development implies increased skills and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being (Rodney, in Adaja 2008). In national development discourse, development must manifest in a progressive manner, with evident improvement in the living standard of the people of a nation. This is why Soola (2003:13), while reviewing Oladipo's opinion about development, quotes him to have said:

Development in general is a process of economic and social advancement which enables people to realize their potentials, build self-confidence… a process aimed at freeing people from…want, ignorance social injustice and economic exploitation.

In order to achieve and make effectively durable, developmental programmes must not just be made into administrative policies, they must continuously and realizably be sustainable. Such programmes must not only generate economic growth, they must distribute their benefits equitably and empower the people rather than marginalize them. It must give priority to the poor, enlarging their choices and opportunities and provide for their participation in decisions affecting them. It is pro-poor, pro-nature, pro-jobs, pro-women and pro-children (Soola 2003:13).

For the development initiatives (in long or short terms) of a nation to become realised, the (entire) population must be carried along. Public communication programmes must be put in place to disseminate information that will let the citizens of the nation be intimated with such programme(s), its/their benefits and the roles that individuals and groups need to play for the success of the initiatives. This is what Salawu (2008:17) refers to as Development Communication (DEVCOM)-"the application of the process of communication to development process".

Apart from being an alternative or addition to crude oil and gas as means of generating income, the film, in contemporary times, has become a veritable means through which governmental policies can be communicated to the Nigerian populace. This potentiality is yet to be fully annexed in Nigeria. In a global cinema survey conducted by UNESCO Institute of Statistics in 2009, Nollywood - The Nigerian film industry, has been adjudged to be the second largest producer of films in the world. Thus, Nigeria has edged out United States of America (Hollywood) which was before now second to India – Bollywood. Apart from this rating, UNESCO has identified film and video productions as vehicles of identity, value and meanings, which can open the door to dialogue and understanding among peoples and foster economic growth and development (Alamu 2010:3-4).

Adagbada (2004) has pointed out the important role that the Nigeria film industry (Nollywood) play in alleviating to a very large extent, the problem of unemployment of graduates and school leavers in the country. Alamu (2010:6) too, has pointed out film and video as being good avenue for transmitting, expressing and preserving indigenous languages and cultural values. The studies of these scholars and others like them, still left a vacuum which this study intends to fill; a gynocentric inquiry into potentials of annexing the endeavours of the females as script writers, actresses, producers, directors, costumiers or make-over personnel in Nollywood, as an avenue by which Nigeria can communicate, realize her development initiatives and continuously sustain the realization.

The theoretical frame work on which this study is hinged, is a combination of Womanism as opined by scholars like Kolawole (1997) and Clenora Hudson-Weems', (1996) opinion about the struggle of the African woman from male oppression, with Development and Media theory in the view of McQuail (2000), on the premise that the media is inevitable in accomplishing positive development through the communication of the developmental ambition of the governors, to the governed in a nation, such that they become aware of their roles in the bid to realize the goals.

2. Women, Biology and Society

The general view on the difference between men and women is that there are distinct significant and consistent biological differences between them. In Warton's (2005:18) view, this is sexual dimorphism; a biological factor by which a large majority of the world population categorize gender as male or female, according to how each appear physically. The common physical characteristic features are external and internal "genitalia, gonads that produce sex cells and secondary sexual characteristics" (Stoller in

Haralambos et al 2008:93). Stoller however cautioned against the wide assumption that biological differences are responsible for the differences in the behavior of male and female thus:

Gender as a term that has psychological and cultural connotations; if the proper terms for sex are 'male' and 'female', the corresponding terms for gender are 'masculine' and 'feminine', these later might be quite independent of (biological) sex.
This is to say that the fact that a woman will definitely be 'feminine' or that a man must be 'masculine' is wrong. Girls are not necessarily 'caring' or boys definitely 'aggressive and competitive' (Haralambos et al 2008:93).

While Fausto-Sterling (2000:116) is highly critical of why only two sexes are recognized and opines that trans-sexual surgeries are unnecessary as a 'third' sex should be accepted, in most African societies, only male and female sexes are recognized. Any other specie of human form (or animal for that mater) will sound anomalous. This is unlike what obtains among some North American Indians who recognize berdache as a third category of gender. They are "men who are treated in some way and acted like women. They are treated as a distinct gender" (Kessler and Mc Kenna in Harralambos etal 2008:99)

In most societies of the world, the male is generally accepted as being superior to the female and as such he (the male) dominates the world. Patriarchy[1], literarily meaning 'rule by the father, is the concept which most encompassingly explain gender inequalities. This concept, in the view of Harralambos et al (2008:91), has been in operation from the earliest times', for:
...some sociologists and Anthropolists believe that there does not exist and never has existed, a society in which women do not have inferior status to that of men

Other in Harrmalmbos et al (2008:105) and Oakley (2002) agree that women are universally oppressed and devalued. In their opinion, it is not biology (as opined by socio-biologists like Wilson and Barash (Harralambos et al 2008:95), that ascribes women to their status in the society, but rather, the way in which every culture defines and evaluates female biology.

The raison detrê and justification for the oppression and denigration of the female by the male has been theorized by many scholars. In Harralambos et al (2008:) 104-105 Firestone opines that it is as a result of biological differences, Otner believes that culture regulation is the reason, while Walby preferred paid work, relationship within the house, culture, sexuality, violence and the state as the reasons why women are oppressed. Adagbada (2005:14-32) too has discussed religious mythology about creation stories, inferior physiology and psychological impression of 'Alterity' (self and other), as the primary reasons behind the subjugation of the female.

Ogundipe-Leslie (1994), Kolawole (1997) Adagbada (2005) and a host of other African women have examined various ways by which men oppress women and they advocate complementarity as the means by which both sexes can bring advancement to the society. On the other hand, scholars like Sofola (1994), Bateye (2002) and Mba (in Adagbada 2005:16) have argued that the African female has never been totally oppressed or marginalized by the male. In her own view, Oyewunmi (1997) has pointed out that the "Yoruba do not do gender", that socio-politically, both male and female have always had equal rights and recognition. Oyewunmi's (1997) view is similar to an earlier expression in Sofola's (1994:13) opinion that the Yoruba social order promotes a dual gender system of socio-political organization which permits a check and balance gender representation in governance. Sofola depicts the political structures of High Chief positions of (male) Lísà, Jọmu, Ọ̀dunwò, Ọ̀dọ̀fin and Ṣàṣẹ́ẹ́rẹ́ in Ile-Oluji (in present Ondo State, Nigeria), before the advent of colonialism, as having equal female representations of Lísà-Lọ́bùn, Jọmu-Lọ́bùn, Ọ̀dunwò-Lọ́bùn, Sama- Lọ́bùn and Ṣàṣẹ́ẹ́rẹ́ - Lọ́bùn [2]. Ooni Luwo (the monarch) of Ile-Ife (in present Osun State, Nigeria), was another female ruler pointed out by Sofola

(1994). Falola (1991:76) has also pointed out that the 13th Deji of Akure was a female.

It should be noted that the leadership of these females was to a very large extent limited to their own gender. The female Ondo leaders exemplified by Sofola (1994) could only flex their muscles strictly in the market spheres, not generally within the town as a whole. Historical records show that Ọ̀ọ̀ni Lúwò in Ilẹ́-Ifẹ̀ was not allowed to wear the traditional crown of a monarch like the male kings (Falola 1991:76). It will be wrong also, to use the experiences of princesses and privileged women to evaluated the position of all women in the society or to deny the collective subordination of women (Bakare-Yusuf 2004).

3. Religion and Androcentric Colonial Heritage

The political and economic gender imbalance mentioned above, is pointing at male dominance and superiority, coupled with the cultural and discriminatory practices inherent in traditional sex roles, division of labour and customary laws like bride-price, forced and girl-child marriage, polygamy, infibulations, excision and genital mutilation. All these made it possible for African men to exploit the super-imposition of the laws of the colonial masters to their advantage, by monopolizing power for themselves. This is because the colonial administrative set-up for instance, "allowed for the establishment of a male house of traditional African rulers, but not for their female counter parts. (Bateye 2002). The European value system that accompanied the colonial experience had no positive role for women.

Foreign religions that came alongside colonialism too, have in no small measure caused havoc to the socio-political structure in many African countries generally and Nigeria in particular. The male dominated orientation of Islam for instance has dislodged the female component of the social order prevalent before colonialism. According to Bateye (2002), prior to Islamization of the Hausa as a result of the 1804-1810 Jiahd for instance, women had a measure of economic independence, whereby they owned farms and were self-employed. Intensive Islamization brought about rapid negative changes in the status of an average Hausa woman. She became voiceless and for a long time banned from holding political or economic offices "in adherence to Islamic injunctions". She has been relegated to servitude in the home where as a wife, she is not to be heard or seen by outsiders of the opposite sex. Her Christian sister too fares no better; she too can be seen but not heard (1 Corinthians 14:34-35).

4. Resistant Against Subjugation and Oppression

The global oppression and denigration of women by the opposite sex has never been untrammeled by the victims. Women from Europe and North America are known to have resisted male oppression since a very long time, with the 1915 congress of women convened in The Hague being the most celebrated. The African women too, as pointed out by Kolawole, Sisga James and Ogundipe-Leslie (in Adagbada 2005) have never been silent over their oppression. Their voices can be heard clearly if one bothers to search through their literacy creativities for instance. There have always been brave women who refused to accept the status quo and have challenged the position imposed upon them by cultural ethos. Some of such women were Efunsetan Aniwura of Ibadan, Adunni Oluwole and Madam Efunroye Tinubu of Lagos, Inkpi of Igala and Queen Amina of Zaria (Awe 2000).

Adagbada (2006) is right to have pointed out that though the struggle against female denigration, oppression and marginalization is global, cultural differences, forms and manner of oppression, have necessitated the difference in the pursuit of rejection and as such the varieties of nomenclatures given the resistance across the globe. From the early 1970s, African women have felt the need to come together to fight their 'curse' by doing away with resistance premised on Western culture, framed from male perspectives and largely conducted by men. One of such bodies is the Association of African Women of Research and Development

(AAWORD), located in Dakar, Senegal, the Harrere-based Trust Gender Project of South African Political Economy Series (SAPES), Women in Nigeria (WIN) and others like them.

Rupp (2002), in her examination of the first wave of international organizing of women's rejection across borders, rightly observe that:
The emergence of a bipolar world out of the ashes of war, the spread of national liberation movement throughout the formerly colonized countries and the emergence and resurgence of national women's movement around the globe in 1960s and 1970, profoundly transformed the context for international women's movement… Adding to the … Pre-existing and emergent organizations, the United Nations-sponsored Decade for non-governmental gatherings, met in Mexico City in 1975, Copenhagen in 1980…. Nairobi in 1985….. Beijing Conference in 1995…

The United Nations conferences on Women and particularly the Platform for Action, issued at the Beijing conference, had been very important Consequent upon it, 'gender' has become a global issue on nations' policy agenda and gender study units and centres have sprang up.

Though scholars like Faludi (1992:1) and Greer (2000) are skeptic about women's victory from men's oppression, by and large, patriarchy has begin to loose its grip on cultural ethos globally, though it still rears its ugly head somewhat slightly in few (developing) societies. However, some changes have transformed the lot of the female generally. Hakim (2004) believes that until recently, women did not have full equal opportunities with men, because a number of barriers made it difficult for all but a small minority to be able to pursue a career. She enumerates the contraceptive revolution of the pill, which allows for birth control, women's equal access to positions, occupations, and careers in the labour market, the expansion of white-collar occupations which has created a large reservoir of jobs, jobs for secondary earners in terms of period flexibility and personal preferences about work, as the five changes that have transformed the situation of the female for better.

Oakely (2002) is of the view that globally, the very old form of female oppression and patriarchy have to a reasonable extent disappeared; husbands and fathers cannot by and large any longer tell women what to do. The wages paid to employed women in Nigeria for instance, cannot be set according to the whims of (benevolent) sexist bosses in government establishments. Women in Africa more now than before, are bolder to seek redress at appropriate quarters if oppressed in any form. Furthermore, job opportunities have begun to open up for well-educated women as a result of the girl-child who now have equal educational opportunities with her male counterpart. All these have allowed the female to play more active roles in political, economic and social movement. This is why Ogundipe (2007:8) quotes Ibrahim to have said:

Nigeria has moved forward now over the issues of women or has it not? We have since the eighties, genuine government efforts and regulations, even laws, to advance the position of women; women are more visible in positions of power and at institutions despite the appropriation of women's issues by military government and the proliferation of first lady movements.

The question now is that after her near-total (?) liberation from the oppression of the male, how best can the African female's sex and its associated potentials be fully annexed for sustainable development in a developing nation like Nigeria? This is because if the vacuum created by clipping the big, wide and oppressive wings of patriarchy is not filled with enduring and active participation of female-centred indispensible (potential) roles, which have been before now shielded with chauvinism, Oakley's (2002:27) warning that patriarchy is the "default mode: what's always there and will always happen unless its actively contended", may come to pass.

5. Projects and Initiatives Concerning Women

Mohammed (2004) has pointed out that genuine development can only take place if there is

conducive environment to peace and good governance. He enumerated ethnicity, religion, gender and allocation of resources in a way that leads to revolts and strifes as the bane of sustainable development in Nigeria. Gender, out of all these, Ogundipe (2007:7), in her reiteration of Mohammed's view, is very basic. She opines that women's political and economic empowerment is strategic to developmental issues in Africa. To her, African women are very empowered in many ways. The critical need today "is to include them and use their talents and resources". She says further:

Through the exclusion of women in decision-making roles in our national lives, we lose and waste a vast human resource that, if well-garnered, could help situate Nigeria and Africa properly and beneficially in world global systems.

One of the projects and initiatives that have been put in place for the recognition and intergration of women's potentialities is the Global Gender and Economic Policy Management Initiative (GEMPI). It is a comprehensive capacity development and policy advisory services programme that aims to accelerate achievement of the Millennium Developmental Goals (MDGs), by making economic policies and poverty reduction strategies deliver results equitably to men and women, boys and girls. This project was designed by United Nations Development Programmes (UNDP) through regional partnerships, in order to respond to the national development frame works. In collaboration with leading international and regional scholars, feminists, economists and policy makers, this global programme was designed with three major interconnected components; tailored country level advisory and capacity development workshop, immediate and specific capacity development and policy support to meet a country's particular need.

The Calvert Women's Principles (CWP) is another women's project. It is the first global code of corporate conduct focused exclusively on empowering, advancing and investing in women worldwide. The project was originally developed in partnership with UNIFEM (now United Nations Women) and was launched in 2004. According to its principles, pursing and supporting gender equity is not just about doing the right thing, it makes good business sense. The evidence for this position is in the 2010 study of a firm; McKinsey and Company. It was found out that companies with the highest share of women on executive committees out performed those with all-male executive committees by 41% (as measured by return on equity) and 50% (as measured by operating results).

6. Gendering Nollywood Productions and the Implications

Ogundipe (2007) and Ilesanmi (2013) have pointed out the cultural empowerment of the (Yoruba) female as being 'sacred'; considering her body, nudity, breasts, vagina and discharge of menstruation and breast milk. The highest notion of her sacredness is considered to be the ability to give life; a power which only God the Supreme Being, has. All these, the scholars claim, make women worthy of recognition as (potential) contributors to societal development. Ilesanmi (2013:169) submits that:

The elders know that women are gifted differently… As a matter of fact they are honoured for accomplishment in such fields as financing, marketing, midwifery, fashion designing, planning…

Beside cultural beliefs, essentially, there should be sexing of work in labour market, because some jobs have gendered nature whereby there are jobs for men and jobs for women, such that the jobs cannot be filled by either sex. While Gilmore (1990) suggests the three typical features of masculinity to be the impregnator, provider, and protector, Oakley (2002:38) discussing the impact for patriarchy on the social world as a whole from a radical feminists view, opines that masculinity is a threat (to the whole world). She believes that feminine values are in some ways superior and better. To her, masculine values lack "caring, empathy, compassion, altruism, and forgiveness", thus emphasizing the damage usually done by male violence in political, economic, social or religious administrations.

The African woman in the view of Womanists, does not intend to work separately from her male counterpart in her bid to contribute to and sustain her society's development. This is because the home is the nucleus of her society's socio-cultural set up. All she is asking for is self-actualization and self-recognition for her contribution (Adagbada 2006). Essentially, she wants to use her natural endowment, her innate ability to 'create' and nurture life, her empathetic, compassionate, sincere nature and ability to forgive more easily, to contribute her quota to the development of her society and the world as a whole. It must be noted that there is no divergence in this line of thought and action as regards her rejection of males' oppression, hence her struggles (Womanism) have no brands, unlike what obtains with Feminism in Oakley's (2002:37-38) view.

Adagbada (2004; 2005) have brought to the fore, the position of the female in the metamorphic development of the Yoruba visual drama from religious festival drama era; through the itinerant masked dramaturgy of the Eégún Apidán; the stage performance of the Ogunde travelling theatre tradition; the celluloid and reversal stock film era; to the contemporary video-format film period. They have excelled as priestesses, chorus, welfare officers, actresses in cliché roles and as travelling theatre proprietress. In present times, they play full roles in characterization as they observe in the realities of life, as actresses. They are also script writers, prolific producers, directors, and executive producers of films. Idowu Philips, Bukky Wright, Taiwo Akinwande, Joke Muyiwa, Laide Bakare, Iyabo Oko, Modupe Johnson, Liz Anjorin, Remi Oshodi, Bisi Komolafe, Bisi Ibidapo-Obe, Sola Asedeko, Peju Ogunmola, Ronke Ojo, Sola Sobowale, Lola Alao and Dupe Jayesinmi are just very few of the several women who are household names in the (Yoruba) Nigerian film industry.

Nigeria is presently experiencing myriad of socio-political and economic challenges. Some of these are corruption, religious intolerance, threatening secession from the eastern part, boundary clashes, cultism in academic institutions and vandalization of public properties. Several attempts by internal and international corporate bodies to combat these challenges have not been much of a success. It appears as if these ills have eaten deep into the very fabric of the nation, such that the psyche of individual Nigerians need to be touched, to effect the desired changes that can bring about development. It will be unrealistic to have a one-on-one discussion with individual Nigerian citizens for a meaningful re-orientation. This is where the use of "popular theatre" comes in (Lawal 2015: 185-189).

Presently, the film (in the video format), which can be watched conveniently in individual homes and even on the cheapest mobile phone, apart from doing so in theatres and cinema houses, is the 'popular theatre' in Nigeria (Adagbada 2015;2010; Alamu 2010:4-11). Essentially therefore, gendered film production becomes indispensible if effective appeals to the masses for positive change of attitude towards building a unified, progressive and virile nation is to be achieved by collective actions. Thus, government policies and strategies can be made known to the public through encouraged, assisted/or directly commissioned films produced by female film professionals. An examination of the themes and sub-themes of some of the few films that females in Nollywood have dared to produce through self-efforts, to influence collective steps towards re-orientation, will make it evident that gendering productions in Nollywood, especially towards general sustainable development, is a worthy course. With what Bukky Wright and Akowonjo Bintu have done in Dùgbé Dùgbé tó n bò (Impending doom) and Ọmọ Oríta (Gansterism) respectively, much will be achieved in diverting the attention of Nigerian youths away from robbery, cultism, political thuggery and rape, if films with related themes or sub-themes are commissioned to them for production. Opeyemi Ayeola Olowomonse's production of Jayéọba (Enjoying the bliss of royalty) qualifies her for assistance or sponsorship of films whose themes can be used to point out those aspects of monarchy that have continually being the bane of successful democratic governance in Nigeria. Jógunómí (Let peace reign) by Anike Obot, is also a pointer to the fact that films produced by

females will awaken Nigerians to the possibility of living in a peaceful, united, terrorism-free and progressive nation, ruled by non-corrupt and selfless leaders.

Other films that are similar to the ones exemplified above include Sola Sobowale's Ayọ mi dà? (Whence my joy?) and Fathia Balogun's lead role in Simisola Otelemuye (Simisola the detective police) which are convincingly pointing to the fact that (Yoruba) female film practitioners have what it takes, given an enabling environment to produce films that can appeal to the conscience of kidnappers. The case of almost three hundred kidnapped girls from Chibok for instance, comes readily to the mind here[4]. Laide Bakare's Ewe Oju Omi (Drifting leaf on the surface of water), is a lesson against electioneering vices like stealing ballot boxes and mishandling ballot paper during political transitions. This producer can be given or commissioned to produce films that can sensitize the citizenry to government's policies in carrying out successful elections.

7. Conclusion

In this study, we have examined scholars' views on gender, apart from examining the place of the female in socio-political situations, especially among the Yoruba, as being a second fiddle if compared with the male. We have also theorized the raison detrê for her marginalization alongside her struggles for emancipation. We pointed out the fact that in present times, the female is free from (severe) oppression by males. We analyzed the issue of relativity by saying that now that she has equal rights with her counterpart, her sexuality should be annexed for the sustainable development of the society. Our point of reference is the female practitioner in the Nigerian film industry (Nollywood), whose 'sacred' mien and untapped potentials should be used in finding solutions to the socio-political challenges facing Nigeria. Our suggestions are that government and non-profit organizations should endeavour to commission films whose themes can ginger viewers individually and collectively, to have change of attitudes toward issues which have been heretofore causing seclusion, renunciation, rifts, insurgencies through exhibition of volatile anger and the likes. Female film producers too must be patriotic by giving priority to contributing to the enhancement of sustainable development of Nigeria through writing film scripts and playing roles in films that can bring about the desired changes, so that government and non-profit organization can invest in/or assist them. They need to come together under an association to make their needs felt and be able to speak in one voice. They also need to put projects and initiatives concerning film productions for national development, in place.

Notes:

The term 'patriarchy' was first used by Kate Millet (1970) in Sexual Politics. (See Haralambos et al 2008:108-109).

The appellation "Lọ́bùn" is morphologically derived from ní+òbùn (in+market). Among the (Yoruba) Africans, the number of females in a normal (open) market setting is usually higher than that of men. This is because buying and selling are socio-culturally accepted as a sphere for the female. It is however not out of place to find few men as traders or shoppers in a Yorùbá market.

Adagbada (2005:76) has pointed out late Olufunmilayo Balogun a.k.a Funmilayo Ranko as one female who was the proprietress of Funmilayo Ranko Travelling Theatre.

On the night of 14^{th} – 15^{th} April, 2014, 276 Female students were kidnapped from the Government Secondary School, Chibok, in Borno State, Nigeria. Boko Haram, an extremist and terrorist organization, claimed responsibility for the incidence.

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Part Five

Educational Management

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Content Analysis and Readability of Prescribed Secondary School Mathematics Textbook in Ogun State, Nigeria

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Abstract. The periodically reviewed syllabuses are reflected in the school textbooks and textbooks are viewed as mediators between general intentions stated in the syllabus and classroom instruction as they provide the links between aims and reality. They also pointed out the crucial role of the textbook and teachers' manual in helping teachers to teach the concept with relational understanding. This implies that learning and understanding of some mathematics topics have not only been frustrated by the nature of the topics but also by the clumsy methods and instructional materials used by the teachers. The good understanding that the students need in mathematics could be acquired in mathematics textbooks and this informs the need for mathematics textbooks to be readable. Thus, this study focused on content analysis and readability of prescribed secondary school mathematics textbook in Ogun State, Nigeria. The descriptive research design of survey type was used while the Multi-stage sampling technique was used in selecting the sample. Four research questions and two hypotheses were raised and tested using mean scores and Pearson Product Moment Correlation respectively. Data collection was carried out using two research instruments – Teachers' Perception on the Content of Prescribed Mathematics Textbook Questionnaire (TPCPMTQ, r = 0.85) and Assessment of Students' Readability of Content of Prescribed Mathematics Textbook Questionnaire (ASRCPMTQ, r = 0.82). The results showed that teachers perceived that the prescribed mathematics textbook lacked some content quality as the average mean $\bar{X}$ = 2.49 while the organization and presentation features' qualities were also lacking as the average mean $\bar{X}$ = 2.30. This revealed that the prescribed mathematics textbook lacked technical language and information related to reality. The findings also revealed that majority of the students found the textbook content sometimes confusing and difficult to read as the average mean $\bar{X}$ = 2.20. It was therefore recommended that policy makers and educational planners in the state should see to how the prescribed mathematics textbook could be improved to make it more students' friendly.

Keywords: Content Analysis, Gender, Mathematics textbook, Readability.

1. Introduction

In Nigeria, Mathematics occupies a high profile in the primary and secondary school curriculum not because students are expected to become mathematicians but because of its application in everyday life. The needs for mathematics in the society are many, amongst them are for commercial activities, business transactions,

domestic activities, and so on. Again, mathematics is the only subject that forms a strong binding force among various branches of science and without it knowledge of science often remains superficial. In spite of its importance, mathematics is associated with anxiety and failure because of the public opinion that it is difficult, abstract and inaccessible (Valbona, 2013)

The use of mathematics textbook in teaching and learning of mathematics is of paramount importance as it plays a key role in effective teaching and learning. The textbook provides a framework for what is taught and how it is taught. It also imparts a sequence that is followed in a particular subject. Given the sequential nature of mathematics, the mathematics textbook becomes a vital component for mathematics achievement. According to Afolabi (2014), textbook serves as a basic source of knowledge and formal learning, as well as the learning aid closet to the students and the teaching aid closet to the teachers. He therefore concluded that textbook is one of the factors responsible for low or dwindling achievement of students in Mathematics. Omiko (2011) also said mathematics textbook is one of the source materials for both the teachers and the learners. To him, the good understanding that students need will be acquired in Mathematics textbooks and this informs the need for Mathematics textbooks to be readable. He therefore concluded that textbooks are valuable and useful tools to the teachers if the content coverage and readability level are of high quality. Nwafor (2015), opined that the readability level of book implies the extent to which the students use, read and understand the textbook at optimum speed and find it interesting. Adams, Pegg and Mellissa (2015), stated that Mathematics textbooks are generally helpful to both teachers and students because readers can gain new knowledge and understanding from reading varieties of mathematics-focused texts.

Mathematics being a compulsory subject to pass in order to gain admission into higher institution requires learning materials that combines durability with portability, and that can be used where there is no electricity or any other source of power (Nweze, 2003). Thus, the reading of appropriate mathematics textbook will enhance the knowledge of the subject matter and application of such knowledge to problem solving. This implies that mathematics text must be explicit in instruction, interpretive in nature, structure and language conventions (Shanahan and Shanahan, 2012). This was widely acknowledged by various researchers (Ziriki, 2012; Frank, 2006; Fatoba, 2014 & 2015; Nwafor, 2015; Tobrise, 2005). According to Okafor (2009), there are primarily four main characteristics that are relevant to be considered in selecting a textbook. These include the content, the complexity of the text, how the text is built using different forms of connective markers and genre patterns, and the degree of involvement and active reader's participation that the text invites to. A fifth characteristic was suggested by Kress (2003) as the use of other forms of communication, pictures, tables and diagrams. Akani and Abonyi (2011), argue that many mathematics textbooks available to the students are those that contain uncommon examples or cite experience that only small percentage of students may gained from. They said further that in as much as the textbook is the main source of information an individual needs for knowledge update and skill acquisition, it is necessary to improve the quality of the instructional textbooks. In addition, they viewed textbooks as basis of knowledge particularly in the third world countries where there is chronic shortage of qualified teachers and online educational services.

Based on the aforementioned characteristics, only the content index of mathematics textbook is to be considered in this study as there is officially approved Mathematics textbook by the Ministry of Education in Ogun State, Nigeria. Content indices are lists of words or phrase ('headings') and associated pointers ('locators') to where useful material relating to that heading can be found in mathematics textbook. The content indices of Mathematics textbook enhance students learning ideas of the contents in the textbook and also serve as a catalyst to instigate the reading interest of the students showing the organogram of the contents in the

textbook (Akani & Abonyi, 2011). Thus, content indices readability attempts to quantify the reading grade level at which a typical student can read a text. Indices are designed to help the reader find information quickly and easily. Aggarwal (2001) suggested guidelines upon which the relevance and adequacy of textbook features could be evaluated. These include - physical features, author, content, organization and presentations, language, exercise and illustration, and general.

(i) Physical features

- **Paper:** the paper used in the textbook should be of superior quality
- **Binding:** it should have quality strong and durable binding
- **Printing:** it should have quality printing, bold font and easily readable font.
- **Size:** bulky and thick. It should be handy
- **Cover:** it should have an appealing and attractive cover page.

(ii) Author

- Qualified author should write it
- Experienced teacher should write it
- Competent teachers should write it
- It should be written by committee of experts constituted by the state government
- For the authors**,** certain minimum academic and professional qualifications may be prescribed.

(iii) Content

- It should be child centered
- The subject matter should be arranged from simple to complex and concrete to abstracts.
- The subject matter should create interest in the student.
- It should be objective oriented
- It should be written according to prescribed syllabus
- It should satisfy the demands of examination
- The answers given at the end of each section should be correct
- It should include the recent developments in Mathematics relating to the content dealt with.
- Oral mathematics should fine its due place in the textbook.

(iv) Organization and presentation

- It should provide for individual differences.
- There should be sufficient provision for revision, practice and review.
- It should stimulate the initiative and originality of the students
- It should offer suggestion to improve study habits.
- It should facilitate the use of analytic, synthetic, inductive, deductive, problem solving and heuristic approaches to teaching.
- Content should be organize with a psychological consideration
- Content should be organize in a logical way
- It should suggest project work, fieldwork and laboratory work.

(v) Language

- The language used in the textbook should be simple and easily understandable and within the grasp of the student.
- The style and vocabulary used should be suitable to the age group of students for whom the book is written.
- The term and symbols used must be those, which are popular and internationally accepted
- It should be written in lucid, simple, precise and scientific language.

(vi) Exercise and Illustrations:

- The illustrations should be accurate
- The illustrations should be clear and appropriate
- It should contain some difficult problems
- It should contain exercises to challenge the mathematically gifted students.
- There should be well-graded exercises given at the end of every topic.

- The exercise should develop thinking and reasoning power of the pupils.

(vii) General:

- At the end of book, there should be tables and appendices.
- The textbook should be of latest edition with necessary modifications
- The book should be of moderate price and readily available in the market.
- He therefore concluded that a good Mathematics textbook must have a table of contents, illustrations, charts or other references that can facilitate both students and teachers to do wonders in the subject.

2. Statement of the Problem

Achievement in Mathematics over ten years revealed that a high percentage of secondary school students performed poorly in the subject. Stakeholders in Ogun State, Nigeria ascribed mathematics failure to poor teacher's performance, teachers' competence, experience, age, students' attitude towards mathematics, socio-economic background and other home variables not because they have made analysis or critical evaluation of textbooks used in senior secondary schools in the state. Based on this aforementioned statement, this study sought to investigate the content analysis and readability of prescribed secondary school Mathematics textbook in Ogun State, Nigeria so as to establish a basis for a true critique to enhance improvement.

3. Research Questions

The following research questions were raised:

- What is the perception of teachers on the quality of features of prescribed secondary school Mathematics textbook in public secondary school in Ikenne local government area?
- What is the perception of teachers on the structure and content of the prescribed Mathematics textbook in public secondary school in Ikenne local government area?
- What is the students' level of readability of content of prescribed secondary school Mathematics textbooks in public secondary school in Ikenne local government area?
- What is the perception of students towards the readability of prescribed Mathematics textbook in public secondary school in Ikenne local government area?

4. Hypotheses

H_{01}: There is no significant correlation between teachers' years of experience and analysis of content of prescribed secondary school Mathematics textbooks in public secondary school in Ikenne local government area**.**

H_{02}: There is no significant correlation between gender of student and level of readability content of prescribed secondary school Mathematics textbooks in public secondary school in Ikenne local government area.

5. Methodology

Research Design - The study adopted a descriptive research design and a survey type was employed as the manipulation of variables was not possible.

Population - The population for this study consists of all the SS II Mathematics teachers and students in Ikenne local government area of Ogun State, Nigeria.

Sample and Sampling Techniques - Multi-stage sampling technique was used for this study. First, simple random sampling technique was used to select Ogun East Senatorial District from the three senatorial districts in Ogun State. Second, simple random sampling technique was used to select Ikenne local government area from the nine local government areas in Ogun-East Senatorial district. In the local government area selected, there are 11 public senior secondary schools out of which seven schools were selected using convenience sampling technique. In each of the participating school,

simple random sampling technique was adopted to select 30 SS II students while all the Mathematics teachers of the selected schools were used. Altogether, a total of one local government area, seven public senior secondary schools, 210 students and 30 Mathematics teachers were used for the study.

Instrumentation – Two research instruments were developed and employed by the researchers to collect data for the study. The first instrument was for the teachers and was titled 'Teachers' Perception of the Content of Prescribed Secondary School Mathematics Textbook Questionnaire' (TPCPMTQ) while the second instrument was for the students and was titled 'Assessment of Students' Level of Readability of Content of Prescribed Mathematics Textbook Questionnaire' (ASRCPMTQ). The teachers' questionnaire consists of three sections; section A deals with the demographic data of the teachers, section B consists of items on Mathematics textbook assessment rating scale while section C contained items on structure and content of the Prescribed Mathematics textbook. The students' questionnaire also consists of three sections. Section A contained the demographic data of the students, section B contained information on the ideal sub-topics for each chapter of the prescribed Mathematics textbook and students were asked to circle those sub-topics that were not in the recommended Mathematics textbook in Ogun State, Nigeria while section C was to elicit information on perception of students towards the readability of the prescribed Mathematics textbook.

Reliability of the Instrument

The reliability of the Teachers' perception on the Content of Prescribed Mathematics Textbook Questionnaire (TPCPMTQ, r = 0.85) and Assessment of students' Readability of Content of Prescribed Mathematics Textbook Questionnaire (ASRCPMTQ, r = 0.82) were established using Cronbach alpha.

Procedure for Data Collection

Data were collected from teachers and students of the selected schools in Ikenne local government area by the researchers. The researchers administered the questionnaire to the respondents and collected them on completion. Copies of the instruments fully responded to, were utilized and data collection lasted for 14 working days.

Method of Data Analysis - The data collected were analyzed using frequency counts, percentages and mean while the hypotheses were tested using inferential analysis of Pearson Product Moment Correlation to measure the relationship between teacher's years of experience and analysis of content of prescribed mathematics textbook, also relationship between students' gender and level of readability of the prescribed mathematics textbook.

6. Results and Findings

Research Question one: What is the perception of teachers on the quality of features of prescribed secondary school mathematics textbooks in public secondary schools in Ikenne local government area?

Table 1: Teacher Analysis of the Content of Mathematics Textbook

Physical features	**SA**	**A**	**D**	**SD**	$\bar{X}$	**STD**
The paper used in the textbook is of superior quality	7(23.3%)	23(76.7%)	0	0	3.23	0.11
It has durable binding	7(23.3%)	23(76.7%)	0	0	3.23	0.11
It has readable font.	20(66.7%)	10(33.3%)	0	0	3.67	0.13
It is bulky and thick	7(23.3%)	15(50.0%)	8(26.7%)	0	2.97	0.10
It has an appealing cover page.	6(20.0%)	13(43.3%	11(36.7%)	0	2.83	0.10
It has adequate inner margin that allow for curvature of binding	3(10.0%)	16(53.3%)	11(36.7%)	0	2.73	0.09
Average Mean					**3.11**	**0.11**
Content features						
The content of the textbook encourages personal growth in	9(30.0%)	13(43.3%	2(6.7%)	6(20.0%)	2.83	0.10

mathematics						
The topics/sub topics are arranged from simple to complex and concrete to abstracts.	9(30.0%)	12(40.0%)	4(13.3%)	5(16.7%)	2.83	0.10
The topics/sub-topics creates interest for mathematics in me.	12(40.0%)	15(50.0%)	3(10.0%)	0	3.30	0.11
It is written according to prescribed syllabus	5(16.7%)	11(36.7%)	4(13.3%)	10(33.3%)	2.37	0.08
It satisfies the demands of examination	4(13.3%)	6(20.0%)	9(30.0%)	11(36.7%)	2.10	0.07
The answers given at the end of each section are correct	5(16.7%)	5(16.7%)	7(23.3%)	13(43.3%	2.13	0.07
It includes recent developments in mathematics	3(10.0%)	7(23.3%)	9(30.0%)	11(36.7%)	2.13	0.07
There are lists of suggested readings that interest me in the textbook	3(10.0%)	9(30.0%)	7(23.3%)	11(36.7%)	2.20	0.07
Average Mean					**2.49**	**0.08**
Organization and Presentation features						
It provides for individual differences.	1(3.3%)	6(20.0%)	11(36.7%)	12(40.0%)	1.87	0.06
It has sufficient provision for revision, practice and review.	9(30.0%)	12(40.0%)	4(13.3%)	5(16.7%)	2.83	0.10
It stimulates initiatives and originality	7(23.3%)	12(40.0%)	3(10.0%)	8(26.7%)	2.60	0.09
It improves study habits.	2(6.7%)	13(43.3%	5(16.7%)	10(33.3%)	2.23	0.08
It facilitates the use of analytic, synthetic, inductive, deductive, problem solving and heuristic approaches to teaching.	4(13.3%)	7(23.3%)	6(20.0%)	13(43.3%	2.07	0.07
It suggests project work	3(10.0%)	11(36.7%)	5(16.7%)	11(36.7%)	2.20	0.08
Grand Mean					**2.30**	**0.08**
Language						
The language used in the textbook is simple and easily understandable and within the grasp of the students	4(13.3%)	10(33.3%)	5(16.7%)	11(36.7%)	2.23	0.08
The style and vocabulary used is suitable to the age group of students for whom the book is written.	7(23.3%)	8(26.7%)	5(16.7%)	10(33.3%)	2.40	0.08
It is written in lucid, simple, precise language.	7(23.3%)	9(30.0%)	3(10.0%)	11(36.7%)	2.40	0.08
Average Mean					**2.34**	**0.08**
Exercise and Illustrations						
The illustrations are accurate	6(20.0%)	11(36.7%)	11(36.7%)	2(6.7%)	2.70	0.09
The illustrations are clear and appropriate	7(23.3%)	12(40.0%)	11(36.7%)	0	1.77	0.06
It contains some difficult problems	6(20.0%)	24(80.0%)	0	0	3.20	0.11
It contains exercises to challenge the mathematically gifted students.	19(63.3%	11(36.7%)	0	0	3.63	0.13
There are well-graded exercises at the end of every topic.	10(33.3%)	20(66.7%)	0	0	3.33	0.11
The exercises develop thinking and reasoning power of students.	10(33.3%)	20(66.7%)	0	0	3.33	0.11
Average Mean					**2.99**	**0.10**

Source: Field 2018

Grand Rule: A mean score of 2.5 and above was taken to indicate high level of perception of teachers on the quality feature of prescribed secondary school Mathematics textbooks while a mean score less than 2.5 implies low level of perception of teachers on the quality feature of prescribed secondary school Mathematics textbook in public secondary schools in Ikenne local government area.

The Table 1 revealed the perception of teachers on the quality of features of prescribed secondary school Mathematics textbooks in public secondary schools in Ikenne local government area. The average responses of the teachers has high level of perception on the physical quality feature of prescribed secondary school Mathematics textbook and (average mean $\bar{X}$= 3.11 and Std = 0.11). Specifically paper used for the textbook is of superior quality with $\bar{X}$ = 3.23.The textbook has strong quality and durable binding with $\bar{X}$ = 3.23, and quality printing, bold and easily readable font with $\bar{X}$ = 3.67.

Research Question two: What is the perception of teachers on the structure and content of the prescribed mathematics textbook in public secondary school in Ikenne local government area?

Table 2: Perception of teachers of the prescribed Structure and Content of the Mathematics Textbook

The textbook;	SA	A	D	SD	$\bar{X}$	STD
Is good for studying mathematics	12(40.0%)	18(60.0%)	0	0	3.40	0.12
Is primarily made for students for studying	12(40.0%)	7(23.3%)	11(36.7%)	0	3.03	0.10
is supplemented by a collection of exercises	4(13.3%)	15(50.0%)	11(36.7%)	0	2.77	0.10
is supplemented by chapter test sheets	4(13.3%)	6(20.0%)	8(26.7%)	12(40.0%)	1.73	0.06
is in series, solutions, test sheets, collection of exercises	7(23.3%)	12(40.0%)	11(36.7%)	0	1.87	0.06
introduces new information with sample solutions of exercises	7(23.3%)	12(40.0%)	11(36.7%)	0	1.87	0.06
does not have mathematical technical language that are interpretable for students	3(10.0%)	14(46.7%)	4(13.3%)	9(30.0%)	2.63	0.09
has the problems ordered according to the degree of difficulty	4(13.3%)	18(60.0%)	3(10.0%)	5(16.7%)	2.70	0.09
has no complex sentences at all	18(60.0%)	5(16.7%)	5(16.7%)	2(6.7%)	1.70	0.06
is written in a readable style that is the most important with respect to wording	3(10.0%)	7(23.3%)	8(26.7%)	12(40.0%)	2.03	0.07
has the results of the problems in the textbook included.	9(30.0%)	8(26.7%)	13(43.3%)	0	2.87	0.10
has additional information clearly separated from compulsory information	3(10.0%)	12(40.0%)	5(16.7%)	10(33.3%)	2.27	0.08
does not only include the requirements of the Frame curriculum.	10(33.3%)	11(36.7%)	9(30.0%)	0	1.97	0.07
does not only convey technical information	3(10.0%)	20(66.7%)	7(23.3%)	0	2.13	0.07
does not have information related to reality	2(6.7%)	25(83.3%)	3(10.0%)	0	2.03	0.07
has summary at the end of every chapter	7(23.3%)	12(40.0%)	11(36.7%)	0	2.87	0.10
makes students practice problem solving methods with ease	0	25(83.3%)	5(16.7%)	0	2.83	0.10
has essential information emphasized in colours.	2(6.7%)	12(40.0%)	5(16.7%)	11(36.7%)	2.17	0.07
has a lot of illustration	5(16.7%)	14(46.7%)	11(36.7%)	0	2.60	0.09
has the theorems proved	10(33.3%)	20(66.7%)	0	0	3.33	0.11
does not have problems that improve the calculation skills of students	0	0	16(53.3%)	14(46.7%)	3.47	0.12
The mathematics textbook is error free	0	5(16.7%)	4(13.3%)	21(70.0%)	1.47	0.05
Average mean					**2.44**	**0.08**

Grand Rule: A mean score of 2.5 and above indicates high level of perception of teachers on the structure and content of the mathematics textbook students' used for learning of mathematics while a mean score less than 2.5 implies low level of perception of teachers on the structure and content of the mathematics textbook students' used for learning of mathematics in public secondary schools in Ikenne local government area.

The Table 2 revealed low level of perception of teachers on the structure and content of the Mathematics textbook students use for learning of Mathematics in public secondary schools in Ikenne local government area with average mean responses (average mean $\bar{X}$ = 2.44 and Std = 0.08).

Research Question three: What is the students' level of readability of content of prescribed secondary school mathematics textbook in public secondary school Ikenne local government area?

Table 3: Readability level of content of prescribed secondary school mathematics textbooks

Readability scores Interpretation	Frequency n=210	Percent
Very Confusing [20-29]	73	34.8
Difficult [30-49]	65	31.0
Standard [60-69]	23	10.9
Fairly easy [70-79]	18	8.6
Easy [80-89]	16	7.6
Very Easy [90-100]	15	7.1
Means	**2.45**	
Standard deviation	**0.01**	

Source: Field 2018

Table 3 above revealed low level of readability of content of prescribed Mathematics textbook with $\bar{X}$ = 2.45 and Std = 0.01, majority 34.8% of the respondents are very confused with the content of prescribed Mathematics textbook, 31.0% of the respondents falls in the level difficult readability of content of prescribed Mathematics textbook, 10.9% of the respondents falls in the standard readability level of content of prescribed Mathematics textbook, 8.6% respondents falls in the fairly easy readability level of content of prescribed Mathematics textbook, 7.6% also falls in the easy readability level of prescribed mathematics textbook while the least 7.1% of the respondents falls in the very easy readability level of content of prescribed Mathematics textbook.

Research Question four: What is the perception of students towards the readability of prescribed mathematics textbook in public secondary school in Ikenne local government area?

Table 4: Perception of Students towards the Readability of prescribed Mathematics Textbooks

	SA	**A**	**D**	**SD**	$\bar{X}$	**STD**
I like to study with my mathematics textbook because it is good and easy to understand	36(17.1%)	37(17.6%)	31(14.8%)	106(50.5%)	2.01	0.01
The textbook's language is easy and exercises are ordered according to the degree of difficulty that is easy for me to solve	23(11.0%)	54(25.7%)	58(27.6%)	75(35.7%)	2.12	0.01
My mathematics textbook does not only convey technical information but contain information related to reality	44(21.0%)	24(11.4%)	68(32.4%)	74(35.2%)	2.18	0.01
I hope that the textbook could have more pictures, so that I can understand better	100(47.6%)	54(25.7%)	18(8.6%)	38(18.1%)	3.03	0.01
Usually I will not study the textbook but for the explanations in it	39(18.6%)	38(18.1%)	63(30.0%)	70(33.3%)	2.22	0.01
I do not usually understand all exercises in my textbook e.g word problems and others thus I need additional explanation from my teacher	109(51.9%)	65(31.0%)	13(6.2%)	23(11.0%)	1.62	0.01
My mathematics textbook has a lot of colourful illustrations that make me to quickly understand many of the topics and sub-topics in it	36(17.1%)	33(15.7%)	52(24.8%)	89(42.4%)	2.08	0.01
My mathematics textbook has the theorems proved and memory improving exercises that also improves my calculation skills as a student	67(31.9%)	23(11.0%)	73(34.8%)	47(22.4%)	2.52	0.01
The mathematics textbook is error free	21(10.0%)	32(15.2%)	79(37.6%)	78(37.1%)	1.98	0.01
I do not understand the content in my mathematics textbook	68(32.4%)	83(39.5%)	28(13.3%)	31(14.8%)	2.10	0.01
I am familiar with my textbook more than my mathematics teacher's note because it elaborates more of what I have been taught	33(15.7%)	22(10.5%)	58(27.6%)	97(46.2%)	1.96	0.01
My mathematics textbook always disgusts me to study because anytime I solve exercises I don't get answers to know if I am correct	65(31.0%)	52(24.8%)	31(14.8%)	62(29.5%)	2.57	0.01
Average mean					**2.20**	**0.01**

Grand Rule: A mean score of 2.5 and above indicates high level of perception of students towards the readability of prescribed mathematics textbook while a mean score less than 2.5 implies low level of perception of students towards the readability of prescribed mathematics textbook in public secondary schools in Ikenne local government area.

The Table 4 revealed low level of perception of students towards the readability of prescribed mathematics textbook in public secondary school in Ikenne local government area with average mean responses (average mean $\bar{X}$ = 2.20 and Std = 0.01). specific items are; I do not usually understand all exercises in my mathematics textbook (e.g word problems and others), thus, I need additional explanation from my teacher with $\bar{X}$ = 1.62, I am familiar with my textbook more than my Mathematics teacher's note

because it elaborates more of what I have been taught with $\bar{X}$ = 1.96, the Mathematics textbook is error free with $\bar{X}$ = 1.98, I like to study with my Mathematics textbook because it is good and easy to understand with $\bar{X}$ = 2.01, my Mathematics textbook has a lot of colourful illustrations that make me to quickly understand many of the topics and sub-topics in it with $\bar{X}$ = 2.08, and I do not understand the content in my Mathematics textbook with $\bar{X}$ = 2.10.

Hypotheses Testing

Hypothesis One

H_{01}: There is no significant correlation between teachers' years of experience and analysis of content of prescribed secondary school mathematics textbooks in public secondary school Ikenne local government area**.**

Table 5: Person Product Moment Correlation between teachers' years of experience and analysis of content of prescribed mathematics textbooks

		Content Analysis
Years of experience	Pearson Correlation	.502**
	Sig. (2-tailed)	.005
	N	30

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

Table 5 above revealed and significant relationship between teachers' years of experience and analysis of content of prescribed Mathematics textbook, (r = 0.502 and P < .05). This mean that the higher their years of experience the higher their perception toward analyzing of content of the prescribed mathematics textbook. Thus, the null hypothesis was rejected and the alternative hypothesis which states that there is significant relationship between teachers' years of experience and analysis of content of prescribed Mathematics textbook in public secondary school was accepted.

Hypothesis Two

H_{02}: There is no significant correlation between gender of student and level of readability content of prescribed secondary school mathematics textbooks in public secondary school Ikenne local government area.

Table 6: Person Product Moment Correlation between gender of student and level of readability content of prescribed mathematics textbooks

		level of readability content of mathematics textbooks
Gender	Pearson Correlation	-.242**
	Sig. (2-tailed)	.000
	N	210

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

Table 6 above revealed a negative but weak significant relationship between gender of student and level of readability content of prescribed Mathematics textbooks, (r = -0.242 and P < .05). This means that the females have higher readability level than their male counterpart. Thus, the null hypothesis which stated that "there is no significant relationship between gender of student and level of readability content of prescribed Mathematics textbook in public secondary school was rejected and alternative hypothesis was accepted.

7. Discussion of Findings

The findings of teachers' perception on the quality of features of the prescribed secondary school Mathematics textbook in public secondary schools in Ikenne local government area revealed that physical features quality has high level of teachers perception with an average mean of $\bar{X}$ = 3.10 and standard deviation of 0.11. Specifically, paper used for the textbook is of superior quality with $\bar{X}$ = 3.20. The textbook has strong quality and durable binding with $\bar{X}$ = 3.20 and quality printing, bold and easily readable font with $\bar{X}$ = 3.67. The content features' quality of the prescribed Mathematics textbook in public secondary schools in Ikenne local government area has low level with average mean $\bar{X}$ = 2.98 and Std = 0.10. Specific items are; textbook is written according to prescribed syllabus with $\bar{X}$ = 2.83, it satisfies the demand of examination with $\bar{X}$ = 2.60, the answers given at the end of each section are correct with $\bar{X}$ = 2.93, it include recent developments in mathematics with $\bar{X}$ = 2.67 and there are lists of suggested readings interest in the textbook with $\bar{X}$ = 2.50.

Organization and presentation features quality of the prescribed secondary school Mathematics textbook have low level and average mean responses of the perception of the teachers (average mean $\bar{X}$ = 2.95 and Std = 0.10). Specific items are; It facilitates the use of analytic, synthetic, inductive, deductive, problem solving and heuristic approaches to teaching with $\bar{X}$ = 2.70 and it suggests project work with $\bar{X}$ = 2.40. Language features quality of the prescribed secondary school Mathematics textbook have low level with average mean responses of the perception of the teachers (average mean $\bar{X}$ = 2.94 and Std = 0.10). Specifical items are; the style and vocabulary used is suitable to the age group of students for whom the book is written with $\bar{X}$ = 2.90 and it is written in lucid, simple, precise language with $\bar{X}$ = 2.90. The exercise and illustrations features quality has high level with average mean responses of the perception of the teachers (average mean $\bar{X}$ = 3.21 and Std. = 0.10). Specific items are; it contained some difficult problems with $\bar{X}$ = 3.20, it contained exercises to challenge the mathematically gifted students with $\bar{X}$ = 3.63, there are well-graded exercises at the end of every topic with $\bar{X}$ = 3.33 and exercises develop thinking and reasoning power of students with $\bar{X}$ = 3.33. This finding is consistent with the findings of Afolabi (2013), Nwafor (2015), Fatoba, 2014 & 2015. The finding above also corroborated with the findings of Femema; Sowder & Carpenter (1991) Johansson (2003), Frang (2006) and Valverde, Bianchi, Wolfe, Schmidt and Houang, (2002). Frang (2006) opined that the structure and content of mathematics textbook is likely to have an impact on actual classroom instruction as well as students' academic achievement in mathematics. Also, Smith (2005) observed that an average child does not benefit from textbooks as a result of lack of understanding of the language writing of the textbooks. This was supported by Kalejaiye (2005) who reported that the results of most researchers on language of presentation showed that there are more English words to be learnt in Mathematics textbooks than in English textbooks. He noted that Mathematics terms, notations and symbols are also some new things to be learnt which are introduced in Mathematics textbooks. Thus, Shanahan and Shanahan, (2012) revealed that to comprehend mathematics text, most students require explicit instruction in the specialized structure, language conventions and interpretive use in these texts.

The hypothesis 1 which states that there is no significant correlation between teachers' years of experience and analysis of content of prescribed mathematics textbook in public secondary school Ikenne local government area revealed a significant relationship between teachers' years of experience and analysis of content of prescribed Mathematics textbook, (r = 0.502 and $P < .05$). This mean that the higher their years of experience the higher their perception toward analyzing of content of the prescribed mathematics textbook. Thus, the null hypothesis was rejected and the alternative hypothesis which states that there is significant relationship between teachers' years of experience and analysis of content of prescribed Mathematics textbook in public secondary

school was accepted. This is in relation with the result finding of Thiyagu (2010) who agreed that teachers with higher education teaching experience ranging from 5 to 25 years have better understanding of the content of prescribed mathematics textbook than the new entrants.

The second hypothesis revealed that there is significant relationship between gender of student and level of readability content of prescribed Mathematics textbook in public secondary school Ikenne local government area. This means that the females have higher readability level than their male counterpart; this is contrary to Cheng & Sari-Muthia (2017) who observed that there is a general belief that boys are superior to girls in terms of cognition and logical reasoning and even in academic performance. It was also supported by Valbona (2013) who asserted that factors that affect students' academic achievement in science subjects include sex role stereotype, masculine image, female socialization process and inability to withstand stress.

8. Recommendations

Based on the findings of this study, the following recommendations are proffered:

- Mathematics textbook should not be prescribed by Ministry of Education in Ogun State for public secondary schools; rather, it should be for individual differences to personal growth in mathematics.
- Researchers, authors and mathematics teachers should get the perception of best, average and poor students in mathematics before/to upgrade/implement the prescribed mathematics textbooks.
- Students as the end user of the textbook, counselors and parents are advice to help students towards readability level of mathematics textbook prescribed.
- Policy makers, educational planners, teachers, educators and government are to review the prescribed mathematics textbook for better understanding of the content by the students. This can be achieved when the age and level of the students are put into consideration.
- Teachers with more than 10 years of experience in teaching Mathematics should also be given the opportunity to be part in reviewing of prescribed Mathematics Textbook.
- Authors and publishers should make sure that the textbooks are error free.

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Study Habit, Use of Library Resources and Students' Achievement in English Language in Katsina State, Nigeria

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Abstract. This study investigated how study habit and use of library resources influence students' achievement in English language in Katsina State. Three hundred and thirty three randomly selected students participated in the study. Three instruments were used to collect data for this study. They are: Study Habit Questionnaire, Use of Library Resources Questionnaire and English Language Achievement Test. The two independent variables (use of library resources and study habit) account for 0.7% of the total variance in students' achievement in English Language (R^2 = 0.007, P> 0.05). The influence of the two variables put together is not significant. However, there is a significant positive relationship between study habit and use of library resources (r = + 0.632, P< 0.05). This implies that, the higher the level of study habit, the higher the use of library resources. Likewise, the lower the level of study habit, the lower the use of library resources. There is no significant difference between male and female students' in use of library resources, study habit and English Achievement (t = - 1.431, -.370 and 1.146 respectively, P> 0.05). The following recommendations were made: The school counsellors should ensure that students are trained in the art of study habit skills. Also, resources that are relevant to the academic needs of the students should be provided to attract students to use library.

Keywords: English language achievement, gender, library resources, students, study habit

1. Introduction

Over the last few years, the use of Information and Communication Technologies has increased exponentially. Hardly is there any area of human endeavours that the use of ICT cannot be employed for efficiency. Many students now search for information online. Many modern libraries have the e-library section. In the recent time, the news of students' failure in English Language as a subject is no more a breaking news (Olatoye, 2005; Gojeh, 2004). Going by the findings of some recent studies, one of the possible reasons for this failure is the fact that school Library and Media Centres are not well-staffed and also not well-funded. Lance, Rodney and Hamilton-Pennell (2000) reviewed literature on the impact of School Library Programme and Information Literacy on students' achievement. They found among other things that students in schools with good library resources and full-time librarians performed at higher levels than students in schools with minimal or no library resources.

Lonsdale (2003) reported that a good library that is adequately staffed, resourced and funded could lead to higher students' achievement regardless of the socio-economic or educational

levels of the parents. A strong computer network connecting the library resources to the classrooms and Laboratory has impact on students' achievement and test scores are higher when there is higher usage of library in the school. Looking at the problems confronting the students in the area of availability of good library and library services in the school, Olatoye and Ogunkola (2009) reported a close link between study habit and students' use of library resources. It is one thing for library resources to be available; it is another thing for students to make use of them through good study habit skills. There is no short cut to success, especially that of academic achievement. Is either a student studies very well and as a result passes or he or she neglects to study and fails. Poor performance of students in schools has been traced to poor study habit (Bradon, 1996, Olatoye, 2009, Olatoye & Ogunkola, 2008). Several empirical studies have been done on factors affecting students' achievement in English Language. Some of the factors identified are lack of comprehensive ability by students and lack of good study habit by the students among others (Olatoye, 2005; Gojeh, 2004).

Many scholars have lamented the poor attitude of Nigerians to recreational reading as well as the declining reading culture among teachers and students (Obah, 1980; Daramani, 2000, Ojielo, 2001, Gojeh, 2004). Reasons often canvassed for these phenomena include the notion that the Nigerian people have an elaborate oral tradition which does not support reading. Orjielo (2001) asserted that Nigerians would prefer listening to a story instead of reading it; a practice which accounts for the popularity of home video among the people.

In any educational process, communication is essential; communication requires a medium without which it cannot take place. This is why language becomes essential in education because it is an essential medium through which norms, values and skills are transmitted from generation to generation. Language is also a means of preserving the people's culture (Federal Government of Nigeria, 2004). In Nigeria we have three main local languages (Yoruba, Hausa, and Igbo). However, English language is chosen as the official language that is being used as the official language. This implies that all the ethnic groups will be using as English Language as a medium to communicate. Therefore, English language is made compulsory all through students' educational career from primary to tertiary institution. The place and objectives of English language cannot be substituted in Nigerian school's curriculum. This is because all the subjects apart from local languages are taught using English language in our schools.

Adegbile (1999) observed that a child/learner can learn most of the facts and ideas when he understands the language in which these ideas are expressed. English language is irreplaceable in Nigerian educational curriculum and system. However English language achievement of Nigerian schools students has been on a steady drop over the years. This is evident in the results released by National Examination Bodies (West African Examination Council (WAEC), National Examination Council (NECO), and National Business and Technical Examination Board (NABTEB)). Studies conducted by many researchers and reports in national dailies have always shown that students' achievement in English Language is poor (Adeosun, 2004; Olatoye, 2005).

Various studies were set out in order to identify the main causes of such poor performance in Englisg Language. Most of the researchers came up with various factors that are responsible for the problem. Atanda and Jaiyeoba, (2011) emphasized that ineffective use of good instructional materials and lack of proper supervision to be the main factors contributing to such poor performance. Fakeye (2010) pointed out that home background has a tremendous effect on students' academic performance He further explained that children from favourable home background perform better than those from less favourable home background. Darling-Hammond (2000) revealed that teacher's teaching experience and teacher's classroom management to be the root cause of students' poor performance in English language. Fakeye (2012) and Dorma (2007) both agreed

that lack of experienced teachers is a strong factor causing poor academic achievement in English Language.

Anwar (2013) stated that the concept of habit comprises the concept of study attitude, study method and study skills. Attitude towards study has great influence on academic achievement and good study pattern. He added that successful students adopt positive attitude towards study and do not waste time or energy on irrelevant activities. Mace (2002) defined study as a systematic acquisition of knowledge and an understanding of facts and principles that enable learners for retain and apply knowledge. Okorodudu (1995) pointed out that study involves the sum of all behavioural patterns, determined purpose and enforced practices that the individual adapts in order to learn and achieve competency. Hornby (2010) defined habit as something that you do often and almost without thinking, especially something that is hard to stop doing. Therefore study habit is the technique or way which individual learner adopts in the process of acquiring knowledge or reading for examinations which includes the study techniques, environment they choose to study, time they spend and pattern of reading. A habit is a tendency or a practice that is hard to give up. Alex (2011) described habit as something that is done on scheduled, regular and planned basis. It is done without reservation or excuses. Study habit comprises of actions such as reading, note-taking, holding of study groups which the students perform regularly and habitually (Jato, Ogunniyi & Olubiyo, 2014; Olatoye, 2009).

Tschumper (2006) asserted that the study skills of secondary school students are very poor and that poor academic performance is traced to poor study habit. Study habit has a great effect on students' academic achievement (Olatoye, 2009). Teachers and other stakeholders should therefore endeavour to help students to develop good study habit and self-concept through career talk, counselling and motivation which will in turn help to improve their academic achievement. Osa-Edoh and Alutu, (2012) reported a high relationship between students' study habits and students' academic performance. They added that lack of proper study habit is one of the root causes of declining of educational standard in the nation. Anwar (2013) agreed with this opinion and he further explained that factors like family background, socio-economic status and environment also contribute to study habit. Thus these factors determine each individual's study habit. He suggested that students should be guided on necessary study skills and techniques that will help them improve on their academic performance. Psychologists have realized that most students perform poorly in their studies, not because they do not have mental ability to do well but, because they do not know or do not use the most effective methods of studying. Udeani (2012) observed that students with good study habit have a reduced level of test anxiety and have subsequently increased their achievement.

The fact cannot be denied that students acquire knowledge only through classroom lectures and textbooks. Students also refer to other books where the library offers great help in the fulfilment of their needs, wishes and ambitions. Library provides liberal chances for acquiring knowledge. Library is a building in which collection of learning materials like books, CDs, newspapers, magazines, and journals are kept for people to read, study and borrow (Hornby, 2010). According to Fayose (1995), a school library is that part of school where collection of books, periodicals, magazines and newspapers, films and filmstrips, videotapes, recordings of all types, slides, computers, study kits and other information resources are housed for use by teachers and students for learning, recreational activities, personal interest and inter-personal relationships of children in school.

The role played by library in ensuring effective teaching and learning processes cannot be over emphasized. However, researchers such as Horava (2005) pointed out that some libraries are poorly equipped, which make the students not to make use of them. Jubb and Green, (2007) emphasized that academic libraries have played animated roles in supporting research in all subject areas. Libraries make access to information fast and easy. Guskin (1996) observed that the use of library improves active

learning. Thus it also helps the students to develop the ability to think critically and work well independently or in groups. According to him a school without library is just like a person without a brain. Yusuf and Iwu (2010) in their research concluded that 88% of students visit the library for examination reading while 92.8% of students go to the library for photocopying materials. This indicated that apart from examination time and the issue of photocopy, many students do not visit library for studying sake or research if there is no urgent need to do so.

Shahid (2000) pointed out that students that visited library regularly for studying would be able to have contact with different materials. When such students read, they understand more and thus encouraged to read more. This will develop their attitude to learning and consequently improve their academic achievement. Okeason and Okpeota (1993) stated that ability to read is the most important mental skill that a person can acquire. People read for ideas and information, to release tensions of lives and for opportunities to tap varieties of experience. Reading ability and mental capacity that go with it are essential for passing examinations and solving office problems when engaged after leaving school. Against this backdrop, this study sought to investigate how use of library resources and study habit influence students' achievement in English language.

2. Research Questions

The following research questions are answered in this study:

- What is the combined influence of study habit and use of library on students' achievement in English Language?
- What is the relative contribution of study habit to students' achievement in English Language?
- What is the relative contribution of use of library resources to students' achievement in English Language?
- Is there any significant relationship between each of the independent variables (study habit and use of library resources) and the dependent variable (students' achievement in English Language)?
- Is there any significant difference between male and female students' (i) Study habit (ii) Use of Library resources and (iii) English Language Achievement?

3. Methodology

3.1 Research Design

The descriptive survey research design was employed to carry out this study. The aim of the researchers was to record, analyse and interpret the existing conditions or variables. The research is non-experimental and therefore variables were not manipulated. This makes descriptive survey research design suitable for this study. This design also accommodates generalisation of findings of the study upon the target population from which only a representative or sample was actually studied.

3.2 Target Population

Target population for the study comprised all the students in Senior Secondary School II in Katsina State, Nigeria. Katsina State is one of the 36 states in Nigeria. It has cultural and educational similarities with the six other states in the North-Western region of Nigeria. For the purpose of this study, Katsina State was divided into 3 zones namely: Daura, Funtua, and Katsina senatorial districts. This is the existing political divisions in the state. A random sample of two public and two private schools were selected from each of the three zones. Thus six (6) public and six (6) private schools were selected from the entire state. Thus the number of schools selected is twelve (12). From each school, twenty eight (28) Senior Secondary School II students offering English Language were randomly selected to participate in the study (28 students X 12 schools = 336 students). Though the purpose was to get a total of 336 respondents but at the end three questionnaires were not submitted bringing the total to 333 students that fully participated in the study. The average age of the students is 15 years.

3.3 Instrumentation

Three instruments were used to collect data for this study. They are:
Study Habit Questionnaire (SHQ)
Use of Library Resources Questionnaire (ULRQ)
English Language Achievement Test (ELAT)
SHQ and ULRQ were designed by the researchers. Each of these questionnaires has 12 items with a four-point Likert-type scale; Strongly Agree, Agree, Disagree and Strongly Disagree. The respondents were asked to indicate their feelings to each statement/item by ticking any of the four possible responses on the scale. The items on the instruments cover different aspects of the variables being considered. Respondents were asked to indicate their gender and type of school on the questionnaire.
ELAT is a 40-item achievement test that covers the four core aspects in English Language namely: Comprehension, Lexis and Structure, Vocabulary development and Test of Oral English. Ten items were drawn from each of these core areas.
Examples of items on SHQ:
‘ I always do my assignments on time’
‘ I read my books everyday’
‘ I have a personal time-table which I try to follow’
Examples on ULRQ:
‘ I always like to study in the Library’
‘ I like electronic Library’
‘ I find all Sections of the Library useful’

The content validity of the two questionnaires and the achievement tests was ensured through experts’ suggestions and guidance. Experts in questionnaire construction helped in critiquing the items. All the achievement tests items were similar to those produced by the West African Examination Council. The items selected were only on the topics covered in all schools selected for the study.

3.4 Method of Data Analysis

The data collected were analysed using Statistical Package for Social Sciences (SPSS) version 17.0. Research question 1 was answered using multiple regression, research questions 2 and 3 were answered using linear regression, research 4 was answered using Pearson Product-Moment correlation while research question 5 was answered using t-test. All the research questions were answered at 0.05 level of significance.

4. Results

4.1 Research Question 1: What is the combined influence of study habit and use of library resources on students’ achievement in English Language?

Table 1: Use of Library resources and study habit as predictors of students’ achievement in English Language.

R=0.086			Adjusted R Square = 0.001			
R^2 = 0.007			Standard Error = 5.371			
	Sum of squares	DF	Mean Square	F	Sig	Remark
Regression	70.443	2	35.221	1.221	0.296	NS
Residual	9522.050	330	28.855			
Total	9592.492	332				

NS = Not Significant (P>0.05)

Table 4.1 above reveals that two independent variables (use of library resources and study habit) account for 0.7% of the total variance in students’ achievement in English Language (R^2 = 0.007, P> 0.05). The influence of the two variables put together is not significant. This implies that other factors which account for more than 99% of the remaining variance were not considered in this study. Thus, study habit and use of library resources are not predictors of students’ achievement in English Language in Katsina State.

4.2 Research Question 2: What is the relative contribution of study habit to students' achievement in English Language?

Table 2: Study habit as a predictor of students' achievement in English Language

R = 0.031			Adjusted R Square = 0.002			
R^2 = 0.001			Standard Error = 5.380			
	Sum of Squares	Df	Mean Square	F	Sig	Remark
Regression	9.064	1	9.064	0.313	0.576	NS
Residual	9583.429	331	28.953			
Total	9592.492	332				

NS = Not Significant (P>0.05)

Table 2 shows that study habit accounts for 0.1% of the total variance on students' achievement in English Language (R Square = 0.001, P> 0.05). This percentage is not significant. This implies that study habit has low influence on students' achievement in English Language. Researchers need to look outwards for variables that account for the remaining 99.9% variance on English Language achievement.

4.3 Research Question 3: What is the relative contribution of use of library resources to students' achievement in English Language?

Table 3: Use of library resources as a predictor for English Language Achievement

R = 0.081 Adjusted		R Square = 0.004				
R^2 = 0.007		Standard Error = 5.365				
	Sum of Squares	DF	Mean Square	F	Sig	Remark
Regression	63.597	1	63.597	2.209	0.138	NS
Residual	9528.896	331	28.788			
Total	9592.492	332				

NS = Not Significant (P> 0.05)

Table 3 above reveals that use of library resources accounts for 0.07% of total variance in English Language achievement (R^2 = 0.007, P>0.05). This shows that use of library resources does not have significant impact on students' achievement in English Language. This implies that researchers still need to look for those variables that contribute to students' achievement in English Language in Katsina State.
Research Question 4: Is there any significant relationship between each of the independent variables (use of library resources and study habit) and dependent variable (students' achievement in English Language)?

Table 4: Relationship between each of the independent variables (Use of library resources, study habit and English Language achievement)

Variables	Study habit	Use of library	English Language achievement
Study Habit	.1.00		
Use of library resources	0.632*	1.00	.
English Language achievement	0.081	0.031	1.00

*Correlation is significant at the 0.05 level, p<0.05 (2-tailed), N=333

Table 4 shows that there is a significant positive relationship between study habit and use of library resources (r = + 0.632, P< 0.05). This implies that, the higher the level of study habit, the higher the use of library resources. Likewise, the lower the level of study habit, the lower the use of library resources.

Research Question 5: Is there any significant difference between male and female students' (i) Use of library resources (ii) Study habit and (iii) Achievement in English Language?

Table 5: Comparison by gender on each of the variables in the study (Use of library resources, study habit and achievement in English Language)

Variables	Gender	N	Mean	Std. Dev	Std Error	Df	t	P	Remark
Study Habit	Male Female	167 165	38.8862 39.1091	5.48428 5.49836	.42439 .42805	330	-.370	.370	NS
Use of Lib. Resources	Male Female	167 165	36.7844 37.8182	7.13393 5.97482	.55204 .46514	330	-1.431	.073	NS
Acht. in Engl. Language	Male Female	167 165	15.1976 14.5212	5.21726 5.53326	.40372 .43076	330	1.146	.366	NS

NS = Not Significant (P> 0.05)

Table 5 shows there is no significant difference between male and female students' in use of library resources, study habit and English Achievement (t = - 1.431, -.370 and 1.146 respectively, p> 0.05). With the mean score of 39.11, female students have better study habit than their male counterparts that had 38.89 mean score. This same applies in use of library resources where mean score for females is 37.82 and that of males is 36.78 which shows that female students use library more frequently. Unlike study habit and use of library resources, male students have the higher mean score in Achievement in English Language which is 15.19 (37.98%) while that of female is 14.52 (36.3%) which shows that male students performed better when it comes to achievement in English Language than their female counterparts. However, all these differences are not statistically significant. Generally, the performance of students in English Language is very poor. The maximum obtainable score in the English Language Achievement test is 40. The mean scores of 15.2 and 14.5 for male and female students respectively are very low. However, it is important to note that there is no significant difference between male and female students in each of these three variables namely: Study habit, use of Library resources and Achievement in English Language.

5. Discussion

In this study, it is surprising that study habit does not significantly influence students' academic achievement in English Language. Good study habits are study techniques that enhance the students to realize their full potentials. The highlights of such tehniques are given by different researchers. For example De Escobar (2011) listed good study habit as including, ability of students to do home-work, give priority to important tasks and prepare for test ahead of time. It is therefore surprising that a positive variable like this does not significantly influence academic achievement. This is contrary to expectation. The authors observe that the case of achievement in English Language in Katsina State is a peculiar one. There is gross shortage of qualified teachers of English Language. Most senior secondary schools do not offer Literature-in-English. Many students are yet to even see the importance of learning English Language. This study has made us to understand that in addressing the problem of poor performance in English Language especially in Katsina State, study habit is not one of the foremost issues.

Also, use of library resources does not significantly influence students' academic achievement in English Language. Busayo (2011) asserted that school library is an integral part of educational system that cannot be ignored without hurting the quality of education in schools. The school library should normally contain resource materials that can assist students to excel in their academic endeavours. The school library should have past question papers, past students' projects, journals, encyclopaedia, newspapers, reports that can add to the quality and quantity of information received in the classroom. Two things may be responsible to the finding that use of library resources does not significantly influence students' academic achievement in English Language. It is either the Libraries are not well-equipped to attract students to them or students have alternatives such as reading rooms, some quiet places or smart phones where they study or

get information. Afolabi and Olatoye (2006) emphasised the need for teacher education programme to include e-learning so as to be able to assist the students in accessing materials for learning.

Use of library resources and study habit are closely related. It was expected that each of these two variables would have positive significant relationship with students' academic achievement in English Language. This is because school library is very important in shaping students' study habit as regarding reading for pleasure, to pass examinations and to obtain information on different aspects of life (George, 2011). It is inexhaustible store-house of unrestricted information resources in diverse formats systematically organised for users. Adefarati (2002) highlighted the following as the aims of a school library: (i) To encourage the development of skill of reading. (2) To promote the readers to some literacy appreciation (3) To be a source of subject information centre and support the school curriculum and (4) To be the clinic for intellectual development. Lance (2000) showed that middle level class that used library regularly had 18 percent higher achievement scores than their counterparts who did not used the library.

6. Conclusion

There has been a concern by educational stakeholders on how use of library resources and study habit can influence student achievement in English Language. Many have also expressed concern on how to improve reading culture which is closely associated with use of library resources and study habit among secondary school students. Though findings from this study reveal that good study habit and use of library resources will not result in raising students' achievement in English Language, however, students that have good study habit are also likely to use library more than those who do not. As earlier mentioned, two things may be responsible to the finding that use of library resources does not significantly influence students' academic achievement in English Language. Its either the Libraries are not well equipped to attract students to them or students have alternatives such as reading rooms, some quiet places or smart phones where they study or get information. Thus, this study has provided a reason for low patronage of library by students especially when examination is not near. This study has made us to understand that in addressing the problem of poor performance in English Language especially in Katsina State, study habit is not one of the foremost issues.

7. Recommendations

Based on the conclusion above, the following recommendations are made:

- The school counsellors should ensure that students are trained in the art of study habit skills. Study habit has positive significant relationship with use of library resources.
- Resources that are relevant to the academic needs of the students should be provided to attract students to use library.

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Teachers' Classroom Management Abilities and Students' Academic Performance in Public Secondary Schools in South-East, Nigeria

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Abstract. This study investigated the classroom management abilities of teachers and students' academic performance in public secondary schools of the South-East, Nigeria. The study sought to determine the impact of classroom management abilities of teachers on students' academic performance in English Language, Mathematics and Basic Science in public junior secondary schools. The design of the study was a survey, carried out using ex-post-facto. The population of the study comprised of 1,093 Principals and 25,976 teachers from the 21 education zones of the South-East States. Stratified random sampling technique was used to select 2,674 (10%) principals and teachers from the educational zones. Four research questions were posed and answered while three hypotheses were tested at 0.05 level of significance. A sixty [60] item questionnaire were validated and the reliability coefficient of 0.83 was obtained. The research questions were analyzed using mean and standard deviation, while Chi-Square statistic was used to test the hypotheses. Findings revealed that teachers' classroom management abilities have improved students' academic performance to a moderate extent. However, there was significant impact of teachers' classroom management abilities on students' academic performance in English Language, Mathematics and Basic Science for the periods 2011 to 2013 in the South-East, Nigeria. It was recommended that, teachers who are well qualified should be employed to teach their subject areas to allow for optimal performance.

Keywords: Classroom Management, Teachers, Students, Academic Performance

1. Introduction

The issue of poor academic performance of students in Nigeria has been of much concern to all and sundry. The problem is so much that it has led to the widely acclaimed falling standard of education in South-East and Nigeria in general. The quality of education depends on among other things the teachers as reflected in the performance of their students. Over the years students' academic performance in both internal and external examinations had been used as a measure to determine excellence in teachers and teaching (Aja, 2001). Teachers have been shown to have an important influence on students' academic performance and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy unto action and principles based on practice during interaction with the students (Afe, 2001). No education system can rise above the quality of its teachers [NPE, 2013]. In the words of Uchefuna (2001) teaching and learning depends on teachers, no wonder an effective teacher has been conceptualized as one who produces desired result in the course of his duty as a teacher.

Poor academic performance of students in South-East and Nigeria in general has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work, poor classroom management, poor teaching habits which have been attributed to poor motivation (Ofoegbu, 2004). It has also been observed that conditions that would make for effective teaching and classroom management such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools in Nigeria are poor (Oredien,2000). These prevailing conditions would definitely show a negative influence on the instructional quality of teachers in public schools, which may translate to poor academic performance , attitude and values of secondary school students . Classroom is a venue for teaching and learning and a platform for realizing the objectives and expectations of formal education. It holds the teachers, students and learning resources together for productive interaction and group socialization. Effective teaching-learning process cannot be accomplished without good classroom management, classroom management is the term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. Ajayi (2004).

Many researches have been carried out on related areas of classroom management and students' academic performance at all levels. Owoeye (2001) equally conducted a study on class-size and academic achievement of secondary school in Ekiti State. To guide the investigation, one hypothesis was formulated. The study revealed that there is no significant difference in the academic performance of students in rural and urban secondary schools in terms of whether they are small or large classes. The population of the study was final year students in both rural and urban schools in Ekiti State. A total of 50 secondary schools formed the target population. The schools were those that sat for the West African Schools Certificate Examination [WASCE] between1990 and 1997. The result showed that all urban small classes had mean achievement score of 14,000 while the urban large classes had mean achievement score of 17,765 with the t-Value of 1.49. The result further showed that, there is no significant difference in their achievement scores. The result of the T-Test statistic employed showed that the rural large and small classes were not significantly different with their respective mean score of 1,4737 and 1,5300 at t-value of 0.58. Therefore, the hypothesis was accepted at alpha level of 0.05.

Olayemi (2012) carried out a study on class-size and teachers' productivity in terms of classroom management in schools in Ekiti State . A sample of two hundred teachers was drawn from twenty [20] schools in the Local Government Area through the simple random sampling technique. To guide the study, two hypotheses were formulated. The result revealed that teachers would prefer to teach small classes where they can easily manage their students and impact knowledge to them with little or no stress. The study further showed that there is a significant relationship between class-size and teachers productivity. Although all the cited empirical studies and many more have shown that many researchers have done some works on related areas of classroom management at all levels. It appears that little or no studies has been done on classroom management ability of Teachers and students' academic performance in south-East, Nigeria. Hence this study is undertaken to fill the gap in knowledge thereof.

However, Effective classroom management means implementing strategies that create a safe, fair and rule based learning environment for students to flourish in. Teachers that are effective classroom managers have; planned rules and procedures carefully, systematically taught these to students, organized instruction to maximize student task engagement and success, communicated directions and expectations to students. Effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. The ability of teachers to organize classroom and manage the behavior of their students is critical in achieving positive educational outcomes. This study will consider six management abilities that enhance the

academic performance of students thus, classroom disciple, classroom communication, teacher/student ratio, classroom management skills or techniques, instructional materials and infrastructure/facilities.

2. Statement of the Problem

In Nigerian Secondary Schools, the most common problems reported by teachers are those that related to behavior management in the classroom. The evidence is irrefutable, surveys of public secondary schools, and colleges indicated that sometimes in an attempt to maintain order in classroom, teachers can actually make the problem worse which leads to lackadaisical attitude towards learning, loss of interest in the subject and in general a poor academic performance of such a child (Igbo, 2005).

Over the years there has been a record of poor performance of students as a result of extra large class and large class academic challenges which is evidenced in the failure rates recorded by students in external exams like W.A.E.C in core subjects like English Language, Mathematics and Sciences between 2004 and 2006 (Osim 2011). It has also been observed that students no longer have interest in learning Sciences, English language and Mathematics. If the school authorities and teachers in the subjects mentioned above emphasize more on how to implement classroom management abilities, perhaps these problems stated above could be minimized. It is therefore the desire of the researcher to determine teachers' classroom management abilities and students' academic performance in public junior secondary schools in South-east, Nigeria.

3. Research Questions

The following research questions are posed to guide the study

- To what extent has the students' academic performance been measured through classroom management abilities of teachers?
- To what extent has the classroom management ability of teachers affected students' academic performance in JSSCE English result for the period 2011-2013 academic sessions?
- To what extent has the classroom management ability of teachers affected students' academic performance in JSSCE mathematics result for the period 2011-2013 academic sessions?
- To what extent has the classroom management ability of teachers affected students' academic performance in JSSCE Basic Science result for the period 2011-2013 academic sessions?

4. Hypotheses

Ho_1: There is no significant difference between teachers' classroom management abilities and students' academic performance in JSSCE English Language.

Ho_2: There is no significant difference between teachers' classroom management abilities and students' academic performance in JSSCE Mathematics.

Ho_3: There is no significant difference between classroom management abilities of teachers and students' academic performance in JSSCE Basic Science.

5. Methodology

This is an ex-post-facto design, using the survey correlation research method. The population of this study is made up of 1,093 principals and 25,976 teachers from the 21 education zones of South-East States, as given by Secondary Education Management Boards of South-East States [2014]. The systematic, stratified sampling technique was used to sample 2,674 principals and teachers using 10% according to educational zones of South-East States. The research instrument was a self-constructed questionnaire titled "Assessment scale for classroom management abilities of teachers' questionnaire [ASFCMAQ] which was categorized in sections A and B for the principals and teachers as respondents. The questionnaire used likert four points of rating High Extent [HE]-4 points, Moderate Extent

[ME]-3 points, Low Extent [LE]-2 points, and NO Extent [NE]-1 point respectively.

5.1 Validity of the Instrument

The validity of the instrument was established by the two researcher's supervisors and other experts in the Department of Educational Administration and Planning, Abia State University Uturu. Their useful comments, corrections and suggestions were considered in preparing the final instrument.

5.2 Reliability of the Instrument

The reliability index of the instrument was obtained through the use of split half. The Pearson Product Moment Correlation Coefficient was used to establish the correlation of the two halves/scores to obtain a coefficient value of 0.83. The instruments were administered with the aid of some research assistants. The questionnaire was distributed and collected on the spot thus, ensuring 100% return rate.

5.2 Data Analysis

Data was analyzed using frequency distribution, percentages, mean scores, and pooled mean to answer the research questions. A mean score of 2.50 and above in a four-point likert type scale was accepted while below 2.50 was not accepted. Chi-square statistics was used to test the hypotheses at 0.05 level of significance.

6. Results

Research Question 1: To what extent has the students' academic performance been measured through classroom management abilities of teachers?

Table 1: **Summary of Mean and Standard Deviation of principals and teachers on classroom management ability of teachers.**

S\N	Management abilities of teachers	Mean	SD	Pooled Mean	Decision
Skills/Techniques		3.20	0.40	2.89	Positive
Teacher-Student Ratio		2.74	0.35		Positive
Classroom Communication		3.32	0.28		Positive
Classroom discipline			2.20	0.59	Negative
Instructional Materials		2.82	0.35		Positive
Infrastructural/facilities		3.03	0.32		Positive

The table reveals that apart from classroom discipline which has a mean of 2.20 and standard deviation 0.59, whose mean is less than the decisions mean of 2.50, other classroom abilities of the teachers have means which are greater than the decision mean of 2.50. These classroom abilities with their respective means and standard deviations are teacher-student ratio, X=2.74, SD 0.35, Skills/Techniques X=3.20, SD = 0.40, Classroom communication X= 3.32 and SD 0.28, Instructional materials, X= 2.82, SD=0.35, Infrastructural facilities, X 3.03, SD= 0.32. Note, these other abilities of the teachers can improve students' academic performance.

Research Question 2: To what extent have classroom management abilities of teachers affected students academic performance in JSSCE English Language result for the period 2011-2013 academic sessions?

Table 2: Summary of Mean and Standard Deviation of classroom management abilities of teachers and percentage pass of students in English Languages.

S\N	Variables	Mean	SD	Pooled Mean	No of. Cand Regd.in Eng	No of Passes	% Pass
1.	Skills/Techni.	3.20	0.40	2.89	16,508	7,452	45.14
2.	Teacher-Student Ratio	2.74	0.35				
3.	Classroom Comm.	3.32	0.28				
4.	Classroom Discipline	2.20	0.59				
5.	Instructional Materials	2.82	0.35				
6.	Infrastructural Facilities	3.03	0.32				

Table 2 presents summary analysis of data generated with respect to teachers' classroom management abilities and students 'academic performance in English Language. Analysis of data reveals that teachers in the South-East zone employ those classroom management abilities. The pooled mean [X =2.89] is greater than the criterion mean of 2.50. The table further reveals that the percentage pass in English Language [45.14%] was not encouraging. The table reveals that out of 16,508 that registered for English examination only 7,452 or 45.14% passed at credit and above from the sampled schools in the period 2011-2013. This result reveals that the classroom management techniques of the teachers contributed to a moderate extent to students' academic performance in JSSCE English result for 2011 to 2013 academic session in South-East States.

Research Question 3: To what extent have the classroom management abilities of teachers improved students' academic performance in JSSCE Mathematics result for period 2011-2013 academic sessions?

Table 3: Summary of rating of classroom management abilities of teachers and percentage pass of students in JSSCE mathematics

S\N	Variables	Mean	SD	Pooled Mean	No of. Cand Regd.in Math	No of Passes	% Pass
	Skills/Technical.	3.20	0.40	2.89	16,508	8,056	48.82
	Teacher/Student Ratio	2.74	0.35				
	Classroom Communication	3.32	0.28				
	Classroom Discipline	2.20	0.59				
	Instructional Materials	2.82	0.35				
	Infrastructural Facilities	3.03	0.32				

The table 3 presents summary analysis of data generated in respect of impact of classroom management abilities of teachers on students' academic performance in JSSCE mathematics. Analysis of data shows that the pooled mean is 2.89 an indication that the teachers in the South-East Zone employ these classroom management abilities. It further reveals that out of 16,508 candidates that registered for JSSCE Mathematics, only 8,056 or 48.82% of them passed at credit level and above. The above results shows that the classroom management abilities of teachers has improved students' academic performance in JSSCE Mathematics result to a moderate extent, in the period of this study thus 2011-2013.

Research Question 4: To what extent does a classroom management ability of teacher's impact on students' academic performance in JSSCE Basic Science in junior secondary schools results in the period2011-2013 in South-East Zone?

Table 4 presents summary of rating mean of classroom management abilities of teachers and percentage passes of students in JSSCE Basic Science.

S\N	Variables	Mean	SD	Pooled Mean	No of. Cand Regd.in B.Sci	No of Passes	% Pass
Skills/ Technique	3.20	0.40	2.89	16,50	8,254	50.00	
Teacher-Stu.Ratio	2.74	0.35					
Classroom Comm.	3.32	0.28					
Classroom Discipline	2.20	0.59					
Instructional Mat.	2.82	0.35					
Infrastructural Fac.	3.03	0.32					

Table 4 in analyzing the data generated in respect of the classroom management abilities of teachers on student's academic performance in JSSCE Basic Sciences shows the pooled mean to be 2.89. The table further shows that, out of 16,508 candidates that registered for Basic Science examinations, only 8,254 or 50% of them passed at credit level and above. The result revealed that classroom management abilities of teachers improved students' academic performance in JSSCE Basic Science to a high extent in 2011-2013 in South-East States.

Hypothesis One: There is no significant difference between teachers' classroom management abilities and students' academic performance in JSSCE English Language.

Table 5: Summary x^2 analysis of the impact of classroom management abilities on students' academic performance in JSSCE English Language.

Sources of Variation	df	X^2cal	X^2tab	∝	Decision
Classroom Management Performance in Eng Lang.	3	275.69	7.82	0.05	Reject Ho

Table 5 shows the x^2 calculated value to be 275.69 while the tabulated value of x^2 is 7.82 at 0.05 level of significance and 3 degrees of freedom. The analysis of data reveals that the x^2 calculated [x^2cal=275.69] is greater than the x^2 tabulated [x^2tab=7.82]. Thus, there is no reason to retain the null hypothesis, it is accepted that there is a significant impact of classroom management abilities of teachers on students academic performance in English Language.

Hypothesis 2: There is no significant difference between classroom management abilities of teachers and students' academic performance in JSSCE Mathematics.

Table 6: Chi-Square Summary Analysis of Data in Respect of Classroom Management Ability and Performance in Mathematics.

Sources of Variation	df	X^2Cal	X^2tab	∝	Decision
Classroom management Mental ability Vs Performance in Mathematics	3	112.20	7.82	0.05	Reject Ho

Table 6 presents summary Chi-square analysis of data collected with respect to teachers' classroom management abilities and their impact on academic performance. The table shows the X^2 calculated value to be 112.20 while the tabulated value of X^2 is 7.82 at 0.05 level of significance and 3 degrees of freedom. The analysis reveals that the X^2 calculated [X^2 =112.20] is greater than the tabulated value of X^2 [X^2

=7.82]. Thus, there is no reason to retain the null hypothesis, the alternative hypothesis is therefore accepted, so there is significant impact of classroom management abilities of teachers on academic performance in mathematics.

Hypothesis 3: There is no significant difference between classroom management abilities of teachers and students' academic performance in JSSCE Basic Science.

Table 7: Chi-Square Summary Analysis of data on difference between classroom ability on academic performance in Basic Science.

Sources of Variation	df	X^2cal	X^2tab	∝	Decision
Classroom Management Ability Vs Performance In Basic Science	3	1528.2	7.82	0.05	Reject Ho

Table 7 shows the X^2 calculated to be 1528.2 [X^2=1528.2] while X^2 tabulated is 7.82 at 0.05 level of significance and 3 degrees of freedom. Thus, the calculated value of X^2=1528.2 is greater than the tabulated value of X^2=7.82. Thus, we reject the null hypothesis and accept that, there is a significant impact of classroom management of teachers on students' academic performance in JSSCE Basic Science.

7. Discussion of the Results

Result of data analysis presented on table 1 revealed that teachers in the South-East Zone possess and apply, employ and utilize these abilities in their teaching/learning process in the schools. This findings is in line with that of Chike-Okoli and Dark (2005) who found out that schools that possess physical infrastructural facilities perform better in examinations. It also agrees with the findings of Ehindro and Ajibade [2000] who found out that skills, techniques and other strategies are needed to convey concepts, ideas, principles are means to facilitate effective learning without which failure rate may increase and students may be forced to drop-out of schools.

Result obtained from analysis of data (table 2.1) indicated that schools in the South-East zone are fairly managed in skills/techniques as regards JSSCE and evidenced by X =3.20 and SD 0.40, Teacher-Student Ratio, X=2.74, SD 0.35, Classroom Communication mean=3.32 and SD 0.28, Instructional Materials 2.82 and SD 0.35, and Infrastructural facilities X = 3.03 and SD 0.32 which are above 2.50 while classroom discipline is X 2.20 and SD 0.59 below decision X of 2.50 and was poorly managed. The pooled mean of all these management abilities is 2.89 as shown in (table 2.1) during 2011-2013 academic years.

As shown by the findings, teachers did not highly apply their classroom management abilities for excellent academic performance of students in the English Language, Mathematics and Basic Science in 2011-2013 academic years. As shown by the findings, schools are not effectively managed by teachers which led to low performance of students in exams especially JSSCE external exam 2011-2013. This agree with Osim (2011) that failure rates recorded by students in external exams in core subject like English Language was high, as a result of poor classroom management by teachers.

8. Conclusion

Based on the research findings and discussion of the study, the following conclusions are made:

Though classroom teachers possess classroom management abilities, yet these were inadequately employed. The result therefore showed that the classroom management abilities of teachers were poor and did not highly improve the academic performance of students in JSSCE English Language, Mathematics and

Basic Science during 2011-2013 academic years.

The classroom management abilities of teachers have little improvement in academic performance in the three [3] core subjects under study during 2011-2013 academic years. The impact was found to be significant in the secondary schools in South-East States of Nigeria.

Classroom management abilities of teachers had significant impact on the academic performance of students in English Language, Mathematics and Basic Science in South-East States of Nigeria.

9. Recommendations

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

- Secondary school teachers in South-East zone of Nigeria should be motivated financially and otherwise for them to put in their best in order to achieve sound academic performance. Parents and well to do, in society should assist government to achieve this.
- Internal supervision should be carried out regularly with a view to knowing these teachers' status, and their performance level and how they can be advised to improve in their performance in the classroom management abilities, qualifications and experiences.
- Students should use their study times judiciously in order to enhance their academic performance.
- Teachers who specialized in English Language, Mathematics and Basic Science should be employed to teach these subjects and perform optimally in these subjects. The Nation can produce good scientists, and professionals and join with committee of Nations in developmental pace

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School Administrators Knowledge of Insecurity and Management Skills against Insurgency in Public Secondary Schools in Edo State

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Abstract. Educational institutions in Nigeria today are vulnerable to security threats and attacks. This ugly phenomenon is affecting educational growth and development in the country. Poor school attendance, low enrolment and increasing school dropout is now trending at the primary and secondary school systems especially. The study therefore investigated the knowledge and security management skills possessed by public secondary school administrators in Edo State. Deliberate sampling technique was used to select sixty (60) school administrators from Edo State public secondary schools for the study based on the variables of type of school, location and gender. A self-developed instrument by the researchers: school Administrators security knowledge and management skills Questionnaire (SASKMSQ) was used to collect relevant data for the study. Percentage, mean, standard deviation and t-test statistics were used to analyse the relevant data collected for the study. The finding revealed that Edo State public secondary school administrators have knowledge of security issues in the school system but they possess little security management skills that could be used to manage effectively the school system against physical threat and attacks on lives and properties in the school system. The study however established that there is a significant difference in the security management skills possessed by school administrators from modern and general public secondary schools; between male and female school administrators. A no significant difference was found to exist between the security management skills of urban and rural school administrators in Edo State. Consequently the study recommended among others that school administrators in Edo State public secondary institutions should be more proactive and effective in the areas of security management. Internal school discipline should be maintained while regular checks on school facilities for possible repairs should be regularly carried out for the purpose of school security that will guarantee the attainment of school goals.

Keywords: School, administrators, knowledge, security, management, skill

1. Introduction

A major purpose of the United Nations Organization as contained in the UN Charter is to guarantee world peace and security amongst others. Hitherto to this period, 1945, especially in the medieval and palliolitic age, the entire planet earth was plagued with political, socio-economic and personal or physical insecurity. Physical aggression, war fare, and struggle for

political and religious supremacy was the order of the day.

Ironically, the series of international treaties and regional cooperation by different countries in the world coupled with the high level of civilization by man across the globe, has rather exercerbated the level and sophistication of insurgency and security challenges in the world. This scenario made Dare, Chidozie, Onyekere, Chizarem, Michael, Albert and Chibuike, (2017) to conclude that no society is strictly immune against insecurity but with different nature and complexity. They further asserted that leadership is one of the fundamental problems of world insecurity and insurgency. Thus, the leadership disposition to how conflicts are managed, resources are shared, how interpersonal relationship are built and sustained coupled with how proactive measure are put in place to mitigate insurgency or security challenge are largely dependent on the leadership skills of any leader in an organizations including political or religious organizations.

In the present day, the United States of America, Turkey, Afghanistan, Sudan, Libya, Israel, Pakistan, Syria and most countries in the middle east are still grabbling with the issues of internal and external security threats. The Global Terorrism Data Base (2017) also observed that after Iraq, Afghanistan, Pakistan and Syria, Nigeria is one of the most terrorized countries on earth. In Nigeria, the issue of insecurity was first noticed after the civil war. It however came to a worrisome dimension in the 90s during the civilian administration. Today, the media is awash with cases of insecurity in Nigeria. This range from kidnapping, ritual killings, cultism, militancy, ethnic militia, incessant cases of armed robbery, herdsmen and farmers clashes, youth unrest, gangsterism and host of other antisocial upheavals. Isah and Ishiola (2016) remarked that several companies and educational institutions in Nigeria have been affected by cases of insecurity. This implies that the socio-economic and educational lives of Nigeria citizens is being affected by cases of security challenges in Nigeria. Millions of school going children have been affected by security threats and insurgency especially in the North East. This could largely be as a result of the failure of authority at various levels to take preventive and proactive step towards averting some of these attacks on schools and other institutions.

1.1 Insecurity Defined

Insecurity in tacit form is absence or lack of security for lives and properties in a given place. It is a state of being prone to threat or danger. Achumba et al (2013) regards insecurity as the absence of protection or safety. Beland (2005) rather views insecurity as a state of fear or anxiety, due to absence of protection. Insecurity could therefore mean a situation whereby individual or group of people are vulnerable to attacks or danger which could lead to lost of lives or resulting to emotional, psychological, social and physical trauma. Nwaboso (2012) and Omede (2011) simply remark that security is about people and without reference to security makes no sense. A society without security implies that no meaningful developmental activities including education can be meaningful.

Insecurity and insurgency are inextricably linked. When a state is constantly attacked by insurgents it leads to insecurity. Allied to this is terrorism and armed struggle by a seemingly anonymous group against a government, institutions or a country. Insurgency leads to insecurity. The Niger Delta militancy and the Boko Haram insurgency in Nigeria together with the terrorist activities of Fulani herdsmen has created a state of acute insecurity in Nigeria including the educational systems in the country. It is against this backdrop that the United Nations Development Programme (UNDP), (2014) ranked Nigeria as number nine (9) as one of the least nations in the cost of low Human Development countries. The failure of the leadership of different institutions including educational establishment to recognize that insecurity is a threat to meaningful development activities including education and taking proactive steps to mitigate such threats is of greater consequence.

1.2 Insecurity in Nigerian Educational System

The Nigeria school setting has unfortunately in the recent time not excluded from insurgency and security threats. There have been reported cases of violent and high profile attacks on Nigeria educational system where both students and teachers were not spared. This cut across all levels of the educational system. According to Fayeye (2018) physical threats of kidnapping and hostage taking of students have impacted on school attendance, school dropout, personal safety of staff, students and other members of the school community.

The Boko-Haram insurgency which literary means `education is evil' can be said to be the main antagonist of Nigeria educational system especially in the North Eastern Nigeria. Fayeye (2018) reported that there have been 3.400 attacks between 1990 and 2013 targeting educational institutions. The abduction of 276 female students from Chibok in 2014; and the 2,105 abducted Dapchi female students in Yobe State, 2018 besides other several violent attacks in Nigerian tertiary institutions are part of the state of insecurity in Nigeria educational system. It is on this note that Lado (2013) posited that radical religious terrorism poses a real threat to durable development.

The weak social structure resulting from poor moral competency of families, schools, parties, government agencies and associations are largely responsible for the crime in the society. (Karp and Brist, 2001). Isah (2013), Odumakin (2013) and Nwanegbo (2013) however posited that unemployment, poverty, corruption and poor leadership are potent factors responsible for the high rate of insecurity in the society in which the school is not isolated. It therefore suggests that the ugly cases of kidnapping and attacks on schools and colleges are manifestation of breakdown of law and order arising from poor political will and weak legal and social security nets that could be used to tackle this menace by relevant authorities.

On the vulnerability of educational system to security threats and challenges; Fayeye (2018), and Isah (2013) identified the following as factors responsible; school location, ownership of school, population, externality of school procedures, school facilities, school type, previous experiences, knowledge of security tips by school management, poor communication system amongst others. The role of the administrative school heads in the management of the modern school in a society that is characterized by insecurity and other challenges is very vital to accomplishment of school goals. The school head should not only evolve preventive measures but be proactive, innovative and dynamic in his leadership skills to guarantee safety of staff and students in a school system.

2. Statement of the Problem

Insecurity and insurgency in Nigeria has assumed a frightening dimension in which schools and colleges especially public schools are worst hit. High profile shootings, hostage taking and kidnapping of both staff and students have been reported. Violent armed robbery, cultism, shooting, rape, gangsterism and other manner of attacks which are psychologically disturbing have been witnessed in schools in the recent past.

Edo State which appears to be relatively safe and secure has also witnessed some sorts of school insecurity. Armed robbery attacks on schools have been reported in Edo State. Kidnapping of teachers for ransome while violent attacks in schools by cultists; assault on students in form of demonstration, gangsterism and hooliganism have equally been observed and witnessed in some schools in Edo State.

This ugly phenomenon has great consequence on the educational development of the state. School attendance and enrolment is depleting despite government efforts in improving the state of infrastructures in schools. Parents are always apprehensive whenever their children are in school due to insecurity. Some parents now select days when to allow their children to schools while loss of concentration on teaching and learning is affected due to insecurity by both teachers and students. The goals of education especially at the secondary schools as contained in the National Policy on Education (NPE) are

being threatened due to insecurity in Edo State and Nigeria in general.

On this premise, the study seeks to establish the school administrators' level of knowledge of school insecurity and proactive skills possessed by them in the management of security issues in public secondary schools in Edo State.

3. Research Questions

- Do public secondary school administrators in Edo State possess knowledge of school security?
- Do public secondary school administrators in Edo State possess management skills against insecurity?
- Is there a difference in the management skills against school insecurity possessed by school administrators in modern and general secondary schools in Edo State?
- Does a variation exists in school security management skills possessed by male and female school administrators in Edo State?
- Is there any significant difference in the security management skills possessed by rural and urban school administrators in Edo State public secondary schools?

4. Hypotheses

While research questions 1 and 2 were answered, that of 3-5 were hypothesized as follows:

Ho_1: There is no significant difference in the security management skills possessed by modern and general public secondary school administrators in Edo State.

Ho_2: There is no significant variation in the security management skills possessed by male and female school administrators in Edo State public secondary schools.

Ho_3: There is no significant difference in the security management skills possessed by rural and urban school administrators in Edo State public secondary schools.

5. Methodology

The study was a descriptive survey. The population of the study consisted of all the six hundred and ten (610) junior and senior school principals in Edo State secondary schools n the 2016/2017 academic session. Deliberate sampling procedure was used to select sixty (60) school principals on the variables of gender, location and school type.

Questionnaire was the sole instrument used to collect relevant data for the study. It was titled: School Administrators Security Knowledge and Management Skills Questionnaire (SASKMSQ). The instrument was self developed by the researchers but adopted the Likert 4 point rating scale of Strongly Agree (SA), Agree (A); Disagree (D) and Strongly Disagree (SD). The instrument had two sections. Section A was based on the demographic information of the respondents while section B contained items on security management skills. The instrument was validated by senior colleagues in the university. A draft of the instrument was also shown to a security personnel of the University of Benin, Security service unit. The instrument was thereafter pilot tested on twenty (20) private secondary school heads twice within an interval of two weeks to determine the reliability of the instrument. The Pearson Product Moment Correlation Co-efficient result of its reliability test indicated 0.73.

The researchers together with two research assistants were used to administer the instrument to the sampled respondents. Data collected were analysed using percentages, mean, standard deviation and t-test statistics.

6. Results

The results of the study are presented below.

Question 1: Do public secondary school administrators in Edo State possess knowledge of school security?

Table 1: Percentage Analysis of Public Secondary School Administrators' Knowledge of School Security

S/N	Knowledge of School Security ITEMS	Strongly Agree		Agree		Disagree		Strongly Disagree	
1	Different students association is a security threat		%		%		%		%
		12	20	16	27	20	33	12	20
2	School – community relationship promotes school security	20	33	22	37	10	17	8	13
3	High school population is a security risk	30	50	18	30	9	15	3	5
4	Transfer certificate is usually emphasized during admission of a student from another school	16	27	18	30	19	32	7	12
5	I maintain communication with security bodies in the community	21	35	8	13	26	43	13	22
6	Students are made to wear school uniform with badges all the time	25	42	26	43	7	12	2	3
7	Talks about security tips have been held in the school for both staff and students	14	23	5	8	20	33	25	43
8	It is a rule that daily students attendance register are marked twice	33	55	12	20	9	15	6	10
	Average Percentage		36%		26%		25%		13%

Table 1 reflects the percentage responses of school administrators' knowledge of school security. On the average 36% of the respondents strongly agreed to the items that assess the security knowledge possessed by the school administrators while 26% agreed to the items. This implies that 62% of the respondents possess knowledge of school security. On the other hand, 25% of the respondents disagreed with the items that measure their knowledge of school security while 13% of them disagreed. It implies that 38% of the sampled school administrators in Edo State public secondary school have little or no knowledge of school security.

Question 2: Do public secondary school administrators in Edo State possess security management skills?

Table 2: Mean Analysis of School Administrators' Possession of Security Management Skills

S/N	Items	$\bar{X}$	SD	Decision
1	There is a cordial relationship between the school and the Parents Teacher Association in my school	3.17	0.46	Agree
2	School and students discipline is very high in my school	2.26	0.85	Disagree
3	There is a security post in my school	2.08	0.74	Disagree
4	I have a cordial working relationship with different security outfits in the community	2.53	0.59	Agree
5	Only parents or registered guardians are allowed to pick their children from school	2.38	1.98	Disagree
6	School visitor's book is effectively used in my school	2.65	1.25	Agree
7	There is regular power supply in my school	1.16	0.90	Disagree
8	My school has a perimeter fence	2.34	0.86	Disagree
9	The school security guard is young and energetic	2.03	0.77	Disagree
10.	Regular checks of school facilities and infrastructures are carried out in my school	2.74	0.66	Agree
	Average mean	2.33		

In Table 2 the analysis of security management skills of school administrators in Edo State was presented. The average mean analysis of the respondents was 2.33. This indicates that public secondary school administrators in Edo State do not possess effective security management skills against school threats and attacks. However, the table reveals that some of the school administrators possess skills of effective communication and corporate organizational relationship with external environment and relevant stakeholders. A few of them also possess the skill of record management and proactive skill of regular checks and maintenance of school facilities that could pose security challenge to the school.

Hypothesis 1: There is no significant difference in the security management skills possessed by modern and general public secondary school administrators in Edo State.

Table 3: t-test Analysis of the Security Management Skills between Modern and General Public Secondary School Administrators in Edo State

Variable	N	$\overline{X}$	SD	Df	T	Sig	Rmk
Modern school Administrators	10	2.74	1.61				
General public school Administrators	50	1.36	.86	58	31.04	0.000*	Sig

Table 3 suggests that there is a significant difference between the security management skills possessed by school administrators in modern and general public secondary schools. The mean analysis of modern school administrators was 2.74 with a corresponding SD 1.61. The mean score of school administrators in the general public secondary schools that is school administrators from other public schools was 1.36 and SD .86. The T value was 31.04. Since the P value was less than 0.05, the hypothesis was therefore rejected.

Hypothesis 2: There is no significant variation in the security management skills possessed between male and female school administrators in the Edo State public secondary schools.

Table 4: t-test Analysis of the Security Management skills possessed by Male and Female School Administrators in Edo State public secondary schools.

Variable	N	$\overline{X}$	SD	Df	T	Sig	Rmk
Male school Administrators	45	24.6	2.49				
Female school Administrators	15	18.33	2.61	58	-6.45	0.000*	Sig

Table 4 shows the difference in the male and female mean analysis of school security management skills possessed by school administrators in Edo Sate. $t = -6.45$; $df = 58$; ($P<0.05$). The hypothesis is consequently rejected. It implies that male and female school administrators in Edo State possessed significantly different security management skills.

Hypothesis 3: There is no significant difference in the security management skills possessed by rural and urban school administrators in Edo State public secondary schools.

Table 5: t-test Analysis of the Difference in the Security Management Skills of Rural and Urban School Administrators

Variable	N	$\overline{X}$	SD	Df	T	Sig	Rmk
Rural school Administrators	25	10.43	4.07				
Urban school Administrators	35	13.06	3.14	58	1.07	0.24	Not Sig

From Table 5, it is observed that the mean score of rural school administrators was 10.43 with regard to the security management skills possessed by them. While the mean score of the urban school administrators was slightly higher (13.06). nevertheless, the difference between rural and urban school administrators on the security management skills possesses by them was not statistically significant at 0.05 level ($t = 1.07$, $P>0.05$). The null hypothesis is therefore accepted. It suggests that there is no significant difference between rural and urban school administrators on the security management skills possessed by them.

7. Discussion

Insecurity has become one of the major banes to educational development in Nigeria. The study therefore examined the level of knowledge and security management skills possessed by school administrators in Edo State public secondary schools.

The study found that 62% of the Edo State public secondary school administrators are aware that the society today is plagued with the challenge of insecurity of which the educational

system is not left out. This finding confined the position of Chidozie et al (2017) that no society is strictly immuned against insecurity. The knowledge of school security in Edo State which is relatively peaceful could be as a result of the incessant attacks on educational institutions in the North as remarked by Isah and Ishiola (2017). This has brought about the public knowledge of school insecurity in Nigeria.

However, the study found that an insignificant (2.23) number of public secondary school administrators in Edo State possess some of the required security management skills needed to tackle the problem of insecurity on the contemporary educational system. It suggest that the public school administrators lack the effective leadership skills required of a school administrators on a complex and dynamic school system of the present day. This finding justify the assertion made by Isah (2013) Odumakin (2012) and Nwanegbo (2013) that poor leadership and other factors responsible for the high rate of insecurity in the society today. The implication is that leadership that is proactive, not reactive, decisive not diversionary and autocratic with regard to security decisions is essential in any organization like the school system. A school administrator therefore needs high intellectual capacity to be able to gather security intelligent report, possess a good human relation in order to be accessible to those who could give out useful information with regard to security issues. He should possess good communication skills, both formal and informal.

The study established that there is a significant difference in the security management skills of modern and general public school administrators in Edo State. As reported by Fayeye (2018) high profile schools are most vulnerable to security threats where kidnappings for ransome usually take place. Probably because of this knowledge the school administrators in Edo State modern schools (a kind of high profile schools) devise more security measures to safeguard the lives of the students and staff who are mainly boarders. Unlike the general public schools which are day schools. As a result the security management skills of the administrators in these kind of schools may not be as effective as the former (Modern schools).

In the same vein, the study revealed that there is a significant difference in the security management skills between male and female school administrators. Since female are more apprehensive than their male counterparts on security related matters the female administrators would deploy extra energies and ability to secure lives and properties in a school system. Their administrative skills with regard to safety of lives, peace and harmony could be very effective and innovative.

Lastly, the study found that there is no significant difference in the security management skills of urban and rural schools administrators in Edo State public secondary schools. It therefore implies that the successful attacks on schools by insurgents and assailants in government secondary school Chibok, Government Girls Technical College, Dapachi; Majory Stoneman Douglas High School, Florida: all in urban areas and in suburb community like Babington junior school, Ikorodu were all not proactive in their security management skills to be able to mitigate the attacks. Location therefore is not a factor of security management ingenuity but leadership effectiveness, intellectual capacity and situation analytical skills together with application of technology.

8. Conclusion

The study concludes that secondary education is very critical to human capital development and the growth of any society in all ramifications, yet it is plagued by insecurity in this modern times. It further concludes that the consciousness of school insecurity and effective security if not the entire society. Therefore, proactive leadership skills, management skills by school administrators will help to combat the menace of school insecurity is not the effective communication, synergy with relevance stakeholders through good organizational or interpersonal relationship are required of a school administrators.

9. Recommendations

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

- School administrators should step up their disciplinary measure against any unruly or antisocial behaviour exhibited by students. Gansterism, hooliganism, cultism and any conduct that poses security threat to both staff and students should be eradicated immediately.
- Perimeter fence should be erected in all schools in the state especially those in rural areas or in the outskirt of the community.
- Young and energetic men should be engaged as school security guards. School administrators should synergize with other relevant security outfits like local neighbourhood watch to guarantee students security both within and outside the school.
- There should be regular supply of electricity in school especially at night. A well illuminated school environment at night will ward off any form of crime.
- Movement in and out of school by both the students and visitors should be monitored and documented.
- School population should be checked especially in modern schools and colleges. Admission should be restricted to a manageable number of students.
- School administrators should always carry out regular checks on school facilities like classrooms, perimeter fence, hostel exit gate for possible repairs and renovations.
- Close circuit boards could be installed in strategic places in the school premises as watch dog.

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Effects of Conference Method on the Performance of Senior Secondary School Students in Organisation of Ideas in Jos North Local Government Area of Plateau State, Nigeria

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Abstract. Writing is a major skill students require to function efficiently in school and out of school. This study investigated the effects of the conference method on the performance of senior secondary school students in organisation of ideas in Jos North Local Government Area of Plateau State. The research was motivated by the poor performance of senior students in written composition. The research design employed was a quasi-experimental design that utilised the non-equivalent control group design. The sample of the population for the study comprised eighty students randomly drawn from two public schools out of the 3,433 senior secondary one students in 20 Government public secondary schools in the Local Government Area. The sample was randomly assigned to experimental and control groups. Two test items, Expository Composition Writing Test (ECWT) and Narrative Composition Writing Test (NCWT) were developed and validated by the researcher and used to collect data for the research. The data collected were analysed using mean, standard deviation and t-test statistics. The results indicated that there was a significant difference between the mean score achievement of the experimental and control groups in organisation of ideas. It was recommended, based on the findings of the research that the conference method should be adopted by teachers of English Language to teach written composition and English teachers should focus on specific writing skills.

1. Introduction

Written composition which is synonymous with writing is traceable to the evolution of writing. It is writing that entails the logical planning and ordering of different ideas under a unifying idea in order to communicate effectively. Written composition plays vital roles in the educational system. It contributes to intellectual development of students as it requires the analysis and synthesis of information. It also develops initiative by requiring that the student supplies everything him/herself. Also, it increases students' personal knowledge and self-esteem and encourages learning in all subject areas by employing auditory, visual and kinethetic systems at once. It contributes significantly to improvement of students' reading skills, vocabulary application, and therefore, their speaking skills. It develops in students the ability to brainstorm on ideas, generate ideas, organise and develop them meaningfully.

As important as written composition is, it is poorly taught in schools in Nigeria. Emphasis is not placed on equipping students with the necessary writing skills that will make them proficient writers, rather attention is given to the

end product, that is, students' written compositions. Written composition is a vital skill that requires careful teaching and learning. A written composition is made up of a number of paragraphs that develop and support a central idea, impression, or point (Anderson, 2005). A properly written composition is carefully structured and contains particular parts that work together to communicate the writer's main ideas. It begins with a central idea (topic) on which minor ideas are generated for its development. The ideas are organised appropriately and stated in effective and well punctuated sentences which are grouped to form coherent and unified paragraphs that communicate the writer's thoughts.

Due to poor teaching of writing in secondary schools, senior secondary school students write poorly. Structurally, senior students' writings are a far cry from the requirements of good writing. To communicate effectively in writing, the writing must be carefully structured, with the different ideas supporting and developing the unifying ideas expressed in the topic sentences. The topic sentences are contained in paragraphs and they are cohesively developed and coherently linked, leading to the wholeness of the writing. However, senior secondary students lack paragraphing skills. Their paragraphs lack topic sentences, proper development of main ideas, and use of cohesive and coherent ties, leading to their inability to communicate ideas meaningfully.

The effective development of these skills is hinged upon an appropriate writing approach that is student centered and integrative. The conference method being highlighted in this study is an off-shoot of the process approach. Murray (1981) pointed out that the conference method involves the teacher and the writer (student) in a continuing process of evaluating the student's writing through student self-examination with the teacher as a reader. Conferencing does not necessarily mean the teacher is the only person the writer writes for. Rather, student-teacher conference evolves into student-to-student conferences. Through writing conferences such as group, peer and individual, student writers are exposed to the practical method of writing. The conference method is student-centered, interactive and integrative. It provides a non-threatening atmosphere for students as it creates confidence in them. It helps students to take charge of their writing, evaluate their own writing and the writing of their peers and exposes them realistically to the stages of writing. It is against this background that this study aims at investigating the effects of the conference method on senior secondary students' performance in organisation of ideas in Jos North Local Government Area of Plateau State.

2. Aim and Objectives of the Study

The aim of this study was to determine the effects of conference method on the performance of senior secondary school students in organisation of ideas in Jos North Local Government Area of Plateau State, Nigeria. The specific objective of the study was to:

- Ascertain the effect of conference method on SS1 students' organisation of ideas in written composition.

3. Research Question

One research question was raised to guide the study:

- What is the pre-test and post-test mean score performance of the experimental and control groups in organisation of ideas?

4. Hypothesis

One hypothesis was formulated and tested at 0.05 level of significance:

- There is no significant difference in the pre-test and post-test mean scores achievement between the experimental and the control groups in organisation of ideas.

5. Methodology

5.1 Research Design

The study made use of quasi experimental research design. There were two groups in the design which were not composed on the basis of randomization but on the bias of using intact groups. These intact groups were not composed by the researcher but by the schools and the researcher was not permitted to randomise and assign them in order not to disorganise the schools' activities.

5.2 Participants

The target population for this study comprised all the 3,433 senior secondary one students in Government Secondary Schools in Jos North Local Government Area of Plateau State. The study sample comprised eighty (80) SS1 students purposively drawn from two government secondary schools, that is, forty (40) from each school. The forty students were further divided into twenty (20) each for experimental and control groups, respectively. The decision to choose SS1 students for this study was guided by two reasons. They were a fresh senior class that was matured enough to undergo the study. More so, SS1 students were in the fourth year in senior secondary school so would have some useful previous knowledge of writing skills that would enable them participate effectively in the study. It was hoped that the training programme prepared for the experimental group would be of immense benefit to their learning of English Language. Whatever deficiencies that would be noticed in their performance would be remedied before their senior school certificate examinations.

5.3 Instruments for Data Collection

Two instruments were used in this study. They were Narrative Composition Writing Test (NCWT) and Expository Composition Writing Test (ECWT). The researcher developed these two test items based on the two instruments: one narrative item and one expository item. The items consisted of the same two pre-test questions and two post-test questions. All the two test items were within writing ability of the students and their knowledge. They were developed based on the types of questions in Senior English Project for Secondary Schools, Book 1.

5.4 Procedure

After visiting the two purposively selected schools and granted permission, the researcher sought the assistance of four English Language teachers, two in each of the schools to serve as research assistants. They underwent a training for three days. They assisted the researcher in teaching the experimental and control groups, test administration and scoring. All the lessons during the intervention were held according to the schools' scheduled time table. Both experimental and control groups received a total of twelve lessons lasting forty (40) per single period and eighty (80) minutes per double periods accordingly. The intervention lesson lasted for six weeks, two weeks were for pre-test and post-test and four weeks for the treatment. The pre-test aimed at ascertaining the entry ability of the participants while the post-test examined the efficacy of the treatment. The test items comprised two written composition questions: one was a narrative and the second was an expository one. The items test the participants' knowledge of organisation of ideas.

5.5 Method of Data Analysis

The mean and standard deviation were used to answer all the research questions posed for the study. Similarly, t-test statistics were used to test the hypotheses that were formulated to guide the study. This was carried out at 0.05 alpha level of significance.

6. Results

Research Question

What is the pre-test and post-test mean score achievement of the experimental group and control group in organisation of ideas?

Table 1: **Mean Scores and Standard Deviation of Respondents for the Test in Organisation of Ideas.**

Group		N	Mean	Standard Deviation
Experimental				
	Pre-test	40	7.01	1.98
	Post-test	40	12.40	1.36
Control				
	Pre-test	40	8.16	1.35
	Post-test	40	7.45	1.51
Total		**80**		

Table 1 shows the mean and standard deviation of the experimental and control groups in the test on organisation of ideas. In the pre-test, the experimental group had a mean score of 7.01 and standard deviation of 1.98, while the control group had a mean score of 8.16 and a standard deviation of 1.35. At the post-test, 12.40 and 1.36 were the mean scores and standard deviation of the experimental group respectively, while the control group had a mean score of 7.45 and standard deviation of 1.51. The results showed that both experimental and control groups performed below average in the pre-test, meaning that the students' organisation of idea was poor. However, in the post-test, the experimental group improved significantly but the control group still performed poorly. The result implied that the treatment had a useful effect on the experimental group.

Hypothesis

There is no significant difference in the pre-test and post-test mean score achievement between the experimental and the control groups in organisation of ideas.

Table 2: T-test Analysis of Pre-test Mean Scores Performance of Experimental and Control Groups in Organisation of Ideas.

Group	N	Mean	Std	t-cal	Df	P	Decision
Experimental	40	7.01	1.98				
				-0.955	78	0.342	Accepted
Control	40	8.16	1.35				

Table 2 presents the analysis of the experimental group and control groups' pre-test mean score performances in organisation of ideas. The result shows that the experimental group has a mean score of 7.01 and the control group has 8.16. The standard deviation for the experimental group is 1.98 and 1.35 for the control group respectively, and the t-calculated stands at -0.955 with the degree of freedom of 78. The p.value is 0.342, indicating that the null hypothesis is accepted; meaning there is no significant difference.

Table 3: T-test Analysis of Post-test Mean Score Performances of Experimental and Control Groups in Organisation of Ideas.

Group	N	Mean	Std	t-cal	Df	P	Decision
Experimental	40	12.40	1.34				
				15.505	78	0.000	Rejected
Control	40	7.45	1.51				

Table 3 shows the post-test mean scores performance of the experimental and control groups in organisation of ideas. The mean score of the experimental group is 12.40, while that of the control group is 7.45. The standard deviation scores are 1.34 and 1.51 for the experimental and control groups respectively. The t-calculated is 15.505 with the degree of freedom of 78, while p.value is 0.000, indicating that the null hypothesis is rejected. The p-value is less than the level of significance (0.05).

7. Discussion

The study employed the pre-test-post-test quasi design to test the participants' written composition prowess before and after the treatment. Eighty (80) students drawn from two Plateau State Government Secondary Schools participated in the study. They were randomly grouped into forty (40) for experimental and forty (40) for control groups respectively in each of the two schools. The two groups were pre-tested and post-tested and the results provided the data that were used to answer the five research questions and five hypotheses respectively.

The participants' responses to research question 1 which tested their pre-test and post-test mean scores on organisation of ideas were analysed. The result indicated that both experimental and control groups had mean scores of 7.01 and 8.16 respectively. This implied that the two groups performed poorly in organisation of ideas before the intervention. However, in the post-test which was conducted after the treatment, the experimental group obtained a mean score of 12.40, while the control group scored 7.45. The result indicated that the experimental group improved significantly due to their exposition to the treatment. On the other hand, the control group that was not exposed to the treatment still performed poorly. This means that the experimental group's improvement justifies the usefulness of the conference method in teaching the skills organisation of ideas.

Furthermore, the hypothesis formulated to guide the study was tested, using t-test statistical tools and the responses of the participants were carried out at 0.05 alpha level. The participants sat for pre-test before the commencement of the treatment. The analysed performances of the experimental and control groups to answer the hypotheses were discussed under N (number of participants), Standard deviation (Sd), T-calculated (t-cal), Degree of Freedom (Df), p-value (P) and Decision (whether to accept or reject the hypotheses). The pre-test results are contained in table 2. The result showed that all the null hypotheses were accepted since the p.value of all the results were greater than the stated level of significance of 0.05. The implication is that the participants could not demonstrate any appreciable knowledge of the composition writing skill of generation ideas.

The poor performance of the two groups in the pre-test was enough justification for the conduct of the study through the exposure of the experimental group to the treatment. At the end of the treatment, the post-test was administered on both the experimental and control groups. The analysed results of the participants in the writing skill tested are contained in table 3. The result of the experimental group indicated that the null hypothesis tested at 0.05 level of significance was rejected as the p.value was less than 0.05. This showed that there was a significant difference between the mean score performances of the experimental and control groups in the post-test. Even in the post-test, the control group still performed poorly since the members were not exposed to the treatment. It is necessary to infer from the results that the conference method would be useful to teach written composition skills to students in order to make them become proficient writers. As a result of the exposure of the experimental group to the treatment, the approach of the members to written composition differed greatly from their previous approach at the pre-test. They could organised ideas sufficiently through individual, peer and group brainstorming. The organised points were in line with the scoring criteria. The significant improvement of the experimental group in organization of ideas is in line with the findings of Jacob and Talishir (1998), Mahon and Yau (1992), Tyson (1999) and Keh (1989).

8. Conclusion

The results of the study have proved that the conference method of teaching written

composition makes more significant improvement on students in writing skills and competencies. The conference method which is learner centered enables students to take charge of their written composition pieces at the pre-writing, writing and post-writing stages of composition writing. The method discourages teacher centered method of teaching written composition which does not allow students' active participation in written composition. It is necessary to observe that in conference writing, the teacher does not communicate knowledge but prod students' memory, stimulates the knowledge already acquired and creates the enabling learning environment for the utilisation of the knowledge. The conference method, therefore, is intellectually productive and capable of improving the teaching and learning of written composition.

9. Recommendations

The following recommendations were made based on the findings of the study:

- Teachers of English Language should be exposed to seminars and workshops where modern methods of teaching writing are taught.
- English Language teachers should teach specific writing skills at a time to enable students learn such skills effectively.

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Predicting Students' Performance in Physics using Academic Self Concept and Locus of Control Scale Scores

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Abstract. Predicting students' performance in secondary school Physics using their Academic Self Concept and Locus of Control Scale Scores was the main thrust of this study. Three hypotheses were tested. The sample was made of two hundred senior secondary school II Physics students (100 Boys and 100 girls, with mean age of 16.5years) randomly drawn from six public co-educational secondary schools in Irepodun Local government area of Kwara state. Data were collected by means of a Physics Performance test (PPT); Academic self-concept scale (ASCS) and Locus of Control scale (LOCS). The PAT was developed by the researcher and it was made of 40 multiple choice items with four options (r = 0.71); ASCS (α=0.85) and LOCS (α=0.77) were each made of 15-items on a 4 – point likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to which respondents were to indicate their degree of Agreement or otherwise to the 15-items on the scale. Findings revealed that Academic self-concept and Locus of control, when taken together, significantly predicted students' performance in Physics (R^2 = 0.154, p< 0.05); academic self-concept alone also significantly predicted students' performance in Physics (R^2 = 0.144, p< 0.05) however Locus of control did not significantly predict students' performance in Physics (R^2 = 0.017, p> 0.05). These findings suggest that as against students' Locus of control, academic self-concept is a potent factor to be taken into consideration when explaining physics students' performance.

Keywords: Predicting, achievement, physics, Academic self-concept, Locus of Control

1. Introduction

The importance of Physics as one of the basic Sciences in human and societal development cannot be over-emphasized. Physics is the basis of modern technology. Physics based technology is a ground of manufacturing industries. It helps us to study the universe, connect to things and to understand how our environment works. Its laws, facts, theories and principles make us interact better with our surrounding. Inventions of cars, air conditioners, mobile phones, lights, laptops, fans, air buses, micro waves are all made possible through the application of its principles. Based on these benefits, governments of nations, Nigeria inclusive, have laid more emphasis on the study of Physics and other Science subjects in our schools. However, students' dwindling performance in Physics in public examinations is so worrisome and this has led many researchers into investigating the factors that could be responsible for this. Among the variables identified are: Students' poor study habit, low self-esteem, teacher factors like poor teaching methods, shortage of qualified teachers, Inadequate teaching facilities in Schools, home and school environmental factors, and so on (Oludipe, 2002; 2008; Aluko,2010; Ifesanwo, 2012; Lawal, 2012; Omotayo, 2012). Educational psychologists have at various times analyzed the different types of relationships, both associative and predictive that exist

between academic self-concept and achievement, and locus of control and achievement but there's a dearth of literature on the composite and relative contributions of these variables to secondary school Physics performance. This therefore is the main thrust of this research study.

Self-concept itself is the set of perceptions or reference points that someone has about himself: the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that a person knows to be descriptive of himself and which he perceives as information concerning his identity. It is understood to be fundamentally a descriptive assessment and has a cognitive meaning. It is formed from experiences and relationships with the environment, where significant people play an important role. Educational psychologists (Byrne, 1996; Rotter, 1996) have analyzed different types of relationships, both associative and predictive that exist between self-concept and academic performance. Academic experiences of success or failure have been reported to affect pupils' self-concept and self-image and vice versa. In a school setting, the most significant others that could influence a person's self-concept are probably the teacher and classmates whose support or non-support for an individual student's academic pursuit is likely to have a significant impact on the person's self-concept and interest in school. The facets or dimensions of self-concept could be social, physical and academic.

Academic self-concept is an individual's perception of self-efficacy in academic subjects. It is the student's attitude and feelings with regards to their abilities and academic potential. The most important component of general self – concept for a teacher is academic self – concept, the part that deals with people's beliefs of their ability as students. The way learners feel about their abilities may impact their academic performance. Consequently, academic achievement may not primarily be an expression of learners' abilities but also of their self-concept of ability which when positive, helps them feel confident and able but, when negative, cause them to feel hesitant and uncertain. According to Hamachek (1995), learners at various levels do experience successes and failures. Those experiencing success tend to project more positive academic self-concept than those with more failure experiences.

Academic self-concept is an effective variable for predicting students' learning behaviours. According to Dambudzo (2005), academic self-concept deals with perceptions of causes of academic performance which figure prominently in theories of achievement motivation and have important implications for the behavior of individuals in academic situation. In other words, academic self-concept has to do with beliefs about one's ability, effort, performance, intelligence and behavior in general, and in specific situations such as subject matter or specific tasks. Craven, Marsh and Print, (2000) emphasize that a positive academic self-concept is linked to academic effort and consistency, course work selection, educational ambition, completion of high school and following University attendance. Byer, (2000) was of the opinion that academic self-concept not only promotes students' interest in learning but also their motivation for further learning. Ifesanwo, (2012) in her study found that academic self-concept alone accounted for 15% of the total variation in students' achievement in financial accounting. Similarly, Omotayo, (2012) reported that academic self-concept predicted 14.9% of the total variation in students' achievement in Economics.

The foregoing literature have revealed same trend but this researcher wishes to find out whether the status-quo is the same for Physics students.

Apart from students' academic self-concept, another variable of concern is their locus of control. LOC is a multi-dimensional construct that is aimed at capturing the causality of behavior. The construct relates to the expected outcomes of actions and the not the actions themselves. The construct of Internal versus External control of reinforcement is a part of Rotter's (1966) social learning theory. Rotter's (1966) argues that people could be placed along a continuum in respect of the extent to which they typically see what happens to them as

dependent on their own control or the control of the external forces. At the one end of the continuum are the internals, who generally maintain that the outcomes in their lives depend largely on their own actions and choices. They believed that outcomes are a consequence of own striving, ability, personal effort, and initiative. They feel responsible for the consequences of their actions.

At the other end are externals, who believe that there is little one can do to influence outcomes; they believe that their outcomes are independent of their own behavior and attribute them to chance, fate, luck, social structures or powerful other people. According to Leone and Burns, (2000), internals are more inclined than externals to perceive their behavior as instrumental in obtaining desired outcomes and avoiding undesirable outcomes. Dollinger, (2000) found that internals surpass externals on incidentally acquired and seemingly trivial knowledge which nevertheless has relevance for learners' academic success. Also, Lan and Shaffer (2009) concluded that individuals with high internal control were more successful in their careers than those who scored high in external control. In same vein, Lawal, (2012) found that locus of control significantly predicted students' academic achievement in Accounting (R^2 = 0.131, p< 0.05). However, Omotayo, (2012) revealed that locus of control did not significantly predict (R^2 = 0.017p > 0.05) students' Achievement in Economics. Since research findings on how locus of control predicts students' achievement does not lend itself to simple summary, there is therefore need for further research especially in physics which is the area of concern of this researcher.

2. Research Hypotheses

- Academic self-concept and locus of control when taken together, will not significantly predict students' achievement in Physics.
- Academic self-concept alone will not significantly predict students' achievement in Physics.
- Locus of control alone will not significantly predict students' achievement in Physics.

3. Methods

3.1 Research design

This study is a descriptive survey type of research. The variables under consideration have already occurred and are therefore not manipulated in any way.

Target Population

All public senior secondary school students of Irepodun Local government area of Kwara state, Nigeria constitute the target population for this study.

3.2 Sample and Sampling Procedure

The sample was made of two hundred senior secondary school II Physics students (100 Boys and 100 girls, with mean age of 16.7years) randomly drawn from six public co-educational secondary schools in Irepodun Local government area of Kwara state.

3.3 Instruments

Three instruments were used for data collection in this study. These are:

- Physics Performance test (PPT)
- Academic self concept scale (ASCS) and
- Locus of Control scale (LOCS)

3.3.1 Physics Performance test (PAT)

The Physics Performance Test, (PPT) was developed by the researcher and it was made of 40 multiple choice items with options A-D. It was trial –tested on a pilot sample size of 30 senior secondary school II students in Egbeda Local government area using test-retest procedure of three weeks interval. The reliability index was found to be 0.71 (r = 0.71) using Kuder-Richardson formula 20.

3.3.2 Academic self-concept scale (ASCS)

The Academic self-concept scale (ASCS) was developed by Omotayo, (2012) but adapted for

use by this researcher. It was made of 15-items on a 4 – point likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to which respondents were to indicate their degree of Agreement or otherwise to the 15-items on the scale. The face validity of the instrument was ensured by Educational psychologists who scrutinized the instrument and made useful criticisms where necessary. Necessary corrections were effected on the instrument and then it was trial-tested on a pilot sample size of 40 senior secondary school II students in Egbeda Local government and the internal consistency reliability(α) was found to be 0.85.

3.3.3 Locus of Control scale (LOCS)

The Locus of Control Scale (LOCS) was also made of 15 items on a 4 – point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to which respondents were to indicate their degree of Agreement or otherwise to the 15-items on the scale. It was originally developed by Rotter, (1966) but adapted to fit Nigeria setting by Onabanjo, (2000) and further adapted for use by this researcher. The instrument was trial-tested on a pilot sample size of 40 senior secondary school II students also in Egbeda Local government and the internal consistency reliability (α) was found to be 0.77.

3.4 Data Collection

The PPT, ASCS, and LOCS were administered on the students by the respective Physics teachers in the sampled schools after the permission of the school principals in the six selected schools were sought. The instruments were administered within three days with two schools visited per day. Students' responses were coded and scored thereafter. For the Pat, correction was made for guessing.

3.5 Data Analysis Procedure

The data collected in this study were analyzed using both descriptive and inferential statistics. The students' scores on PPT, ASCS and LOCS were analyzed using descriptive statistics tools of mean and Standard deviation while inferential tool of Multiple Regression Analysis and Analysis of Variance (ANOVA) were employed to test the hypotheses at the 0.05 level of significance.

4. Results

Ho 1. Academic self-concept and locus of control when taken together, will not significantly predict students' achievement in Physics.

Table 1: Regression of Academic self-concept and Locus of control on students' achievement in Physics

Predictor variables	**Multiple R**	**R^2**	**Adjusted R^2**	**Error of Estimate**
Academic self concept and locus of control	0.392	0.154	0.145	5.959

Analysis of Variance (ANOVA)

Source	**Sum of Squares**	**DF**	**Mean Square**	**F**	**Sig of F**	**Remark**
Regression	1271.603	2	636.302	17.919	0.000	Significant
Residual	6995.392	197	35.510			
Total	8267.995	199				

From Table 1, the two predictor variables, Academic self-concept and Locus of control, when taken together, accounted for 15.4% of the total variation in students' Performance in Physics ($R^2 = 0.154$, $p < 0.05$). This result is significant at $p<0.05$. Therefore, the null hypothesis Ho 1 was rejected.

Ho 2. Academic self-concept alone will not significantly predict students' performance in Physics.

Table 2: Regression of Academic self concept on students' achievement in Physics

Predictor variables	**Multiple R**	**R^2**	**Adjusted R^2**	**Error of Estimate**
Academic self concept	0.380	0.144	0.140	5.978

Analysis of Variance (ANOVA)

Source	**Sum of Squares**	**DF**	**Mean Square**	**F**	**Sig of F**	**Remark**
Regression	1191.368	1	1191.368	33.334	0.000	Significant
Residual	7076.627	198	35.741			
Total	8267.995	199				

From Table 2, Academic self-concept alone accounted for 14.4% of the total variation in students' performance in Physics ($R^2 = 0.144$, $p<0.05$). This result is significant at $p<0.05$. Therefore, the null hypothesis Ho 2 was rejected.

Ho 3. Locus of control alone will not significantly predict students' performance in Physics

Table 3: Regression of Locus of control on students' performance in Physics

Predictor variables	**Multiple R**	**R^2**	**Adjusted R^2**	**Error of Estimate**
Locus of control	0.129	0.017	0.012	6.408

Analysis of Variance (ANOVA)

Source	**Sum of Squares**	**DF**	**Mean Square**	**F**	**Sig of F**	**Remark**
Regression	138.418	1	138.418	3-371	0.068	Not significant
Residual	8129.577	198	41.058			
Total	8267.995	199				

From Table 3, Locus of control accounted for 1.7% of the total variation in students' performance in Physics ($R^2 = 0.017$, $p> 0.05$). This result is not significant at $p>0.05$. Therefore, the null hypothesis Ho 3 was not rejected.

5. Discussion

The first finding which revealed that academic self-concept and locus of control when taken together significantly predicts students' performance in Physics suggests that in order to raise students' performance in Physics, the two predictor variables- academic self-concept and Locus of control when taken together are important students' characteristics to be considered. This agrees with the findings of Omotayo, (2012) who reported a similar finding. These two psycho-social factors in the students which have to do with their self-beliefs about their academic ability and the source of control over reinforcement are germane and studies (Lawal, 2012; Omotayo, 2012) have established that when students have a positive academic self-concept and are internals with respect to their locus of control, they are likely to put more efforts into their academic work and it's more probable they will perform well academically. This further suggests that significant others and forces beyond students cannot dictate the extent they can go academically rather their self-beliefs will spur them to working hard. Buttressing this finding, earlier study of Eberhart & Keith, (1989) revealed a causal relation between students' academic self-concept and locus of control. Similarly, in the study of Arogundade, (2010), the result of the multiple regressions reveal that based on the R squared value of 0.991 obtained, locus of control and self-esteem accounted for about 99.1% of the variance in teachers' frustration irrespective of the mode of self-esteem and locus of control an individual teacher is operating on.

The second finding that academic self-concept alone accounted for 14.4% of the total variation in students' achievement in Physics ($R^2 = 0.144$, $p<0.05$) and this result is significant at $p<0.05$ shows that in order to raise students' performance in Physics, academic self concept is

an important students' characteristic to be considered. Supporting this view are Lyon & MacDonald, (1990) who reported that academic self-concept correlated significantly higher with teachers' grades and standardized measures of performance than either general self-concept or locus of control. A multiple regression analysis also confirmed the potential usefulness of academic self-concept for predicting students' achievement. Infact, they concluded that academic self-concept may be a more useful construct in helping understand students' performance than frequently administered measures of general self-concept. To this end, teachers and parents alike need to boost students' morale and help instill confidence in them.

The third finding that Locus of control accounted for just 1.7% of the total variation in students' performance in Physics ($R^2 = 0.017$, $p > 0.05$) and did not significantly predict achievement in physics suggests that in order to raise students' achievement in Physics, Locus of control is not an important students' characteristic to be considered. This also agrees with the findings of Omotayo, (2012) but contradicts the findings of Ifesanwo, (2012) and Lawal, (2012).

6. Conclusion

The focus of this study was predicting students' performance in Secondary School Physics using their academic Self Concept and Locus of Control Scale Scores. Findings revealed that academic self-concept and Locus of control, when taken together, significantly predicted students' performance in Physics; academic self-concept alone also significantly predicted students' performance in Physics however Locus of control did not significantly predict students' performance in Physics. These findings suggest that as against students' Locus of control, academic self-concept is a potent factor to be taken into consideration when explaining physics students' performance in Physics.

7. Recommendations

Since this study reveals that academic self-concept alone and when taken together with locus of control predicts students' performance in Physics, it is pertinent that teachers aid students to maintain a positive self-belief about their academic ability and their belief about the source of control over reinforcement.

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Effects of Pretend Play on Pre-Primary Pupils' Emotional Skills in Bassa, Plateau State

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Abstract. The study examined effects of pretend play on pre-primary pupils' emotional skills in Bassa, Plateau State. The purpose of the study was to determine the improvement that preschoolers' emotional skills will have when exposed to pretend play opportunities. The research design that was used was the quasi experimental non equivalent pre-test post-test research design. The population of the study consisted of 4,052 pre-primary pupils of 76 public pre-primary schools. The study sample comprised of 40 pupils in two intact classes which were the experimental and control groups respectively. The instrument for data collection was the Emotional Skill Rating Scale (ESRS) and data were analyzed using the One-Way Analysis of Covariance (ANCOVA) of two independent samples. The findings of the study revealed that the emotional skills mean scores of the experimental group were higher than the emotional skills mean scores of the control group. It was recommended that pre-primary teachers should deliberately create pretend play opportunities for children to engage in spontaneous play activities with their peers, in order that the requisite emotional skills for lifelong success will be acquired.

Keywords: Pretend Play, Pre-primary Pupils, Emotional Skills

1. Introduction

Emotional skills form the basis upon which humans build the competence to handle difficult emotions. Emotional skill refers to the acquisition of competence that enables effective regulation of personal feelings in order to accomplish life goals and aspirations. It is also the awareness of feelings and the ability to handle difficult emotions such as frustrations and depression.

It is important to build emotional skills from the early years because when these skills are well developed in childhood, children learn to recognize their feelings, label their feelings, understand that others have feelings as well, and begin to empathize with others. Also, children's development of emotional skills helps to improve their health, mental wellbeing, and general development. Thus children are better prepared for advanced interpersonal relationships at the end of pre-primary school.

According to Ukoha & Ukwuoma (2006), pre-primary pupils are found to be emotionally unskilled. They exhibit aggressive behaviours like pushing, hitting, biting, and snatching toys from each other during activities in their classrooms and play grounds, and they do not show affection. This situation negatively affects children's general developmental functioning and preparedness for formal education. At age six, when children are transiting to formal schooling, they demonstrate difficulties in relating with peers, and express feelings in inappropriate ways (Cooper, Masi & Vick, 2009). These difficulties are found to increase

mental health risk, underachievement in academic performance and disruptive behaviours in classrooms.

Care-givers development of young children's developmental skills have focused more on cognitive skills (Selzing-Musa, 2014), while conscious and deliberate training of emotional skills is not given the desired attention. Caregivers have tried to develop emotional skills through guidance in on-going interactions with peers, modeling, explicit intervention, but not so much have been achieved.
The emotional skills pre-primary pupils are expected to begin to develop include: empathy, resilience, self-regulation, and self-esteem (Barblett & Maloney, 2010). For the present study, the components of emotional skills that will be focused on are empathy and self-regulation. Empathy is the ability to show understanding and compassion toward the feelings of others and the willingness to affect others positively; it is psychological motivator for helping individuals in need. Self-regulation is how feelings are managed and expressed and the extent to which individuals overcome impulsive conditions in order to aim at higher goals. Children are daily exposed to new experiences that upset them, but when sensitive and intentional provisions are made, self-regulation skills may be learnt.

Play in the context of young children is a child-chosen, child-directed, and spontaneous activity that is intrinsically motivated and is being engaged in for its own sake without fear of failure (Haggai & Selzing-Musa, 2013; Lobman & Clark, 2015). Children can be involved in various types of play; like free play, guided play, structured play, role play and pretend play which this study focuses on. Pretend play is a subset of play activities characterized by an 'as if stance' (Lillard, Lerner, Hopkins, Dore, Smith, & Palmquist, 2013). In pretend play, children act like different people in different times and places. Pretend play reaches its peak in the pre-primary ages; three to five years of age. This study seeks to investigate the effects of pretend play on pre-primary pupils' emotional skills in Bassa Local Government Area of Plateau State.

2. Objectives of the study

The objectives of the study are to:

- Find out the effects of pretend play on pre-primary pupils' empathy skills.
- Investigate the effects of pretend play on pre-primary pupils' self-regulation skills

3. Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

- There will be no significant difference between pre-primary pupils' empathy skills mean score in the experimental and control groups after exposure to pretend play.
- There will be no significant difference between pre-primary pupils' self-regulation skills mean score in the experimental and control groups after exposure to pretend play.

4. Methodology

4.1 Design

The study used the quasi-experimental non equivalent pre-test post-test design because the study is concerned with young humans, whose behaviours are likely to change or be influenced at any time within the study period.

4.2 Population and Sample

The population of the study consists of 4,052 pre-primary pupils of 76 public pre-primary schools in Bassa Local Government Area. Public pre-primary schools are public linkages situated in public primary schools which are established to cater for the learning, development, care, nurturance, and protection of all young children before their entry into primary school. The study population comprises of boys and girls of the same socio-economic and cultural backgrounds.
The study sample consists of pre-primary pupils of one selected pre-primary school. Class 'A' has 20 pre-primary pupils while class 'B' has 20 pre-primary pupils from the same socio-

economic backgrounds. The study sample is obtained through purposive sampling method by taking the available pre-primary schools in the locality which have pre-primary classes with two arms to serve as intact groups that will constitute the experimental and control groups who will be 40 pupils in all.

Table 1: Sampled Groups

S/N	Group	TOTAL
1.	Experimental group	20
2.	Control group	20
	Total	40

4.3 Instrument

The 'Emotional Skill Rating Scale' (ESRS) was used by the researcher to observe pre-primary school children's emotional skills before and after the treatment. The instrument was made two of sections. Section A of the instrument consists of preliminary information of pupils (respondents); name of school, identification number of child, sex of child, age of pupil, and name of observer. Section B of the instrument consists of eight sub skills; four skills each for the empathy and self-regulation sub skills of the emotional developmental domain. Some of the items under the sub section of Empathy are child consoles peers when crying/sad, child cries along with peers, child is warm to peers and child offers help to peers in need.

4.4 Validity and Reliability

The content validity of the Emotional Skill Rating Scale was subjected to experts' scrutiny. Four experts; two each from Test and Measurement and Educational Psychology evaluated the instrument and all agreed that the items of the instrument were appropriate and the instrument measures what it intends to measure.

The construct validity of the instrument was measured using factor analysis interpretation. The Kaiser-Meyer-Olkin [KMO] measure of sampling adequacy was .714, indicating suitability of the instrument for factor analysis.
The reliability of the instrument was determined through measure of internal consistency. Using Cronbach Alpha method of estimating reliability, the reliability coefficient for the Emotional Skill Rating Scale, (ESRS) were .970. Data was analyzed with The One-Way Analysis of Covariance (ANCOVA) of two independent samples.

4.5 Procedure for Data Collection

4.5. 1 Administration of pre-test

The administration of the pre-test was done using the Emotional Skill Rating Scale before six weeks of treatment. The pret-test observation was administered by the researchers and research assistants in both experimental and control groups for 45 minutes. The pre-test was administered by the researchers and research assistants using the ESRS to rate pupil's levels of emotional skills for possible comparison with the post-test.

4.5.2 Administration of Treatment

Children were provided pretend play opportunities in the experimental group to engage in spontaneous activities for six weeks. Classrooms were arranged into learning centres and equipped with manufactured and locally sourced play materials (toys) like toy cars, blocks, cooking toys and toy provisions by researchers. Themes of the pretend play included transportation, petty trading, cooking, building and farming. The themes were changed weekly, for three days in a week for six weeks with the sixth week engaging children in eclectic themed pretend play

4.5.3 Administration of Placebo

The control group was an intact group that was made up of one pre-primary class. For three days in a week for six weeks, pupils were engaged in teacher directed reading and storytelling sessions for 45 minutes. At storytelling and reading time, children were told stories by the teacher. This was to ensure that the control group engaged in teacher directed activities that did not resemble the activities of the experimental group.

4.5.4 Administration of Post-test

The administration of the post-test was done using the Emotional Skill Rating Scale after six weeks of treatment. The post-test observation was administered by the researchers and research assistants in both experimental and control groups for 45 minutes for three days in a week. The post-test was administered in the same manner as the pre-test and the researchers and research assistants used the ESRS to rate pupil's levels of emotional skills for possible comparison with the pre-test.

The scoring of the ESRS was done by assigning values to each scale on the extent of engagement of children in each emotional trait under study as children in experimental and control groups engage in their different activities. Social skills traits of pupils were scored as follows: Always-3, Sometimes-2, Seldom- 1, and Never-0.

5. Results

Hypothesis 1 (Ho_1):

There will be no significant difference between pre-primary pupils' empathy skills mean score in the experimental and control groups after exposure to pretend play.

Table 2: Analysis of Covariance (ANCOVA) of Effects of Pretend Play on Nursery Pupils' Empathy Skills

Source	SS	Df	MS	F	P
Adjusted mean	**0.47**	**1**	**0.47**	**4.5**	**0.040657**
Adjusted error	**0.47**	**37**	**0.13**		
Adjusted total	**4.34**	**38**			

Table 4 shows that the critical P value 0.40657 is less than the calculated F value of 4.5. The results on table 4 indicate that the empathy skills of nursery pupils differed significantly as a result of the pretend play intervention. Therefore the null hypothesis is rejected. This indicates that there is a significant difference in the empathy skills of nursery pupils who were exposed to pretend play and those who were not.

Hypothesis 2 (Ho2):
There will be no significant difference between nursery pupils' Self-regulation skills mean score in the experimental and control groups after exposure to pretend play. This hypothesis was tested using one-way ANCOVA. The result is presented in table 5.

Table 3: Analysis of Covariance (ANCOVA) of Effects of Pretend Play on Nursery Pupils' Self-Regulation Skills

Source	SS	Df	MS	F	P
Adjusted mean	**7.34**	**1**	**7.34**	**40.33**	**<.001**
Adjusted error	**6.73**	**37**	**0.18**		
Adjusted Total	**14.07**	**38**			

Table 5 shows that the critical P value of <.001 is less than the calculated F value of 40.33. The results on table 5 indicate that the self-regulation skills of nursery pupils differed significantly as a result of the pretend play intervention. Therefore the null hypothesis is rejected. This shows that there is a significant difference in the self-regulation skills of nursery pupils who were exposed to pretend play and those who were not.

6. Discussion of Findings

The first major finding of the study indicated that the empathy skill mean score of pre-primary pupils in the experimental group was higher than the empathy skill mean score of pre-primary pupils in the control group. In other words, after exposing preschoolers to pretend play intervention, children were observed to console peers when crying, cry along with peers, were warm to peers and were also found to offer help to peers in need.

The second finding of the study indicated that the self-regulation skill mean score of pre-primary pupils in the experimental group was higher than the self-regulation skill mean score of pre-primary pupils in the control group. In other words, after exposing preschoolers to pretend play intervention, children were observed to hit other children less, seldom bit other children, seldom destroyed peers' properties and reduced screaming uncontrollably

7. Conclusion

The findings of the study have shown that pretend play is effective in the development of empathy and self-regulation components of emotional skills which are essential for success in the education and lifelong relationships of preschoolers.

8. Recommendations

In the light of the findings of the study, the researchers recommend the following:

- Emotional skills development should be accorded the same importance as cognitive skill development by caregivers, so that children will be equipped with the necessary emotional skills to cope with daily challenges of life.
- Pretend play opportunities should be provided by caregivers in all pre-primary classes in order to have children freely engage in their chosen activities so as to learn the necessary emotional skills required for future academic and lifelong success.
- Pretend play materials such as costumes, objects, toys, etc should be provided for preschoolers' use in schools in order to strengthen their emotional development.
- Care givers should encourage children's engagement in pretend play activities by providing play materials, preparing play environments, and developing positive attitude towards play so that children will develop the requisite emotional skills.

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Effects of Demonstration Method on Senior Secondary School Students' Achievement in Geographic Information System (GIS) in Abaji Area Council, FCT-Abuja

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Abstract. The study investigated the effects of demonstration method on senior secondary school students' achievement in Geographic Information System (GIS). Six research questions and six null hypotheses were generated. The quasi experimental design which employed the non-randomized pretest-post test control group design was adopted. The study was conducted in Abaji Area Council of the Federal Capital Territory, Abuja, with a study sample consisting of 310 SS2 students were drawn using purposive sampling technique and four intact classes emerged. This comprised of two experimental group and two control groups. The experimental group was taught using demonstration method while the control group was taught using the conventional lecture method for a consecutive period of five weeks. Geographic Information System Achievement Test (GISAT) was developed to collect data on students' achievement in GIS. The instrument was validated by experts and GISAT reliability was tested at .802 using the Pearson Correlations at .01 level of significance. Research questions were answered using mean and standard deviation while t-test and Analysis of Covariance (ANCOVA) were adopted for data analysis. Results from the study revealed that demonstration method of teaching was effective in improving students' achievement in learning of GIS compared to conventional lecture method. It also showed that male students have higher achievement scores in GIS compared to their female counterparts.

Keywords: GIS, Achievement, Demonstration Method, Lecture Method School location and Gender.

1. Introduction

Geographic Information System (GIS) can be described as the general purpose computer based technology for handling geographical data in digital form in order to capture, store, manipulate, analyse and display diverse set of Geo-referenced data. GIS have been used in a variety of applications as a 'scientific tool' in natural resource management, health, mining, earth science, hazard management and petroleum research. Although GIS was specifically designed for professional spatial analysis, it is today being incorporated into many other disciplines including education. It is in connection to this that GIS has started finding a place in secondary school geography curriculum in many countries as it has been identified as one of the 21st century tools for communication, information processing and research which supports the development of

students' abilities in investigating, evaluating, integrating, creating and analysing information around them (Singh, Balan, Sabariah, Rosy & Oliver 2016).

The rapid development in the last two decades in computer and internet technology have resulted in many changes and reforms in education as well as other sectors of the society. Sahin (2010) observed that positive outcomes of using technology in education such as GIS has led many governments to initiate programs for the integration of GIS in schools as efforts are being intensified to equip schools with more computers and internet facilities. Consequently, Oppong and Amoah (2012) posited that GIS use has become so persuasive that it is emerging in secondary school education as its being integrated into geography classes in a number of countries. Today in Nigeria, following the Federal Government reform in education and developments in Geography curriculum, the curriculum incorporates GIS in order to equip and build students skills in spatial analysis. Artvinli (2010) observed that using GIS develops high level of analytical and synthetic thinking. Its application is a process that enhances students' thinking and evaluative skills such as processing the information obtained their justification and making appropriate reasons. However, the teachers' role in the effective teaching and learning of GIS largely depends on the skills or technique he/she possesses and the ability to adopt the most appropriate method. Achievement of students in GIS could only be attained when geography teachers adopt the appropriate teaching method in the class room.

There is no single method of teaching that can be suitably used to teach all aspects of any discipline but a combination of two or more produce better results. However, the method adopted at any time depends on a number of factors such as the nature of the topic, the age of the learner and the learning environment among others (Ugwu, 2014). A good teacher should be able to use variety of methods considered suitable for any given instruction. Among the various teaching methods, Ugwu (2014); Eya (2012) and Omoro & Nato (2014) identified demonstration method as one of the methods of teaching that can be used for science-related concepts. Demonstration method of teaching is a practical display or exhibition of the process which points out clearly the fundamental principles or actions involved (Kizlik, 2010). Literatures showed that demonstration instructional technique as an innovative instructional practice can only be effectively implemented if the teachers possess the right knowledge, skills and abilities related to its use in the classroom situation. Different studies show that it has positive effect on the academic achievement of students (Aladag 2010; Ugwu 2010 and Daluba 2013). However, the present concern for Nigerian Geography teachers with regards to acquisition of these qualities is born out of the fear that most of these teachers have been used to lecture teaching method (Mohammad, Bala & Ladu, 2016). This makes it difficult for them to adopt new trends of teaching. According to Gitau as cited in Omoro and Nato (2014), it was observed that although lecture method is teacher-centred, it is mainly used by geography teachers when presenting factual information or teaching in a large class. It is observed that despite lecture method is seen by modern educators as a traditional or out-dated method, it is still one of the most widely used methods of teaching and it is rather unfortunate that the lecture method does not yield much in terms of students expected outcome in the class. This has led researchers into searching for better and most appropriate methods of teaching geographical concepts such as GIS in secondary schools. Demonstration instructional technique has the benefit of stimulating thinking, promoting understanding, formulation of concepts and generalization (Anbessa 2010). It enables students to acquire knowledge in the firsthand form which connects theory with practice and fosters creative thinking.

The need to improve academic achievement of students in science subject at all levels of educational system in Nigeria has been of great concern to stakeholders in the sector. The situation of mass failure of students in science subject including geography has been attributed to several factors including inappropriate method of teaching, gender and school location

among others. For example, documented evidence by the National Examination Council (NECO) revealed that there is poor achievement in majority of the topics covered in the examination. Particularly, in geography, among the areas affected is GIS where most candidates have poor achievement and this is becoming worrisome to all.

Studies revealed that gender is a factor that can determine students' achievement. There has been evidence of a growing gender gap in the academic achievement of students. According to Ahmad et al (2011), gender gap refers to the under-achievement of male students in comparison to female students. Viehrig (2014) holds that it appears male students in many countries generally have higher achievement in geography or earth science and systematic thinking. Other studies studies reveal there is significant gender difference in the academic achievement of students in favour of males (Ballah 2015; Ugwu 2014). According to Nzewi (2010) he attributed the reason for gender gap achievement to a common belief that many view science related disciplines as a male dominated area as male students usually outperform their female counterparts. However, there are studies that show a higher overall achievement of females in a GIS course (Clark, Monk, & Yool cited in Viehrig 2014).

2. Statement of the Problem

The failure of students in GIS has become an issue of concern to geography teachers and different reports confirmed that this has resulted to students' low achievement. Although several factors could be responsible however, it is being viewed that the method of instruction adopted by most geography teachers for teaching and learning GIS may be faulty. According to Umar (2013), it was observed that if demonstration method is presented effectively by the teacher, it can positively affect students' achievement. However, studies show that the method is seldom practiced by most geography teachers and it is worrisome today that they still use the traditional lecture method other than methods that will help learners develop the right skills in geographical concepts such as GIS (Andrew 2014).

Students' failure as confirmed in the Chief Examiner's Report (NECO 2017) also attracted the researcher's attention. The document reported low students' achievement in GIS and it was blamed on the inability of Geography teachers to adopt the right method and also a rush over the topics to cover them. Shaibu (2017) observed that most science teachers use lecture and other conventional methods in teaching to enable them cover the syllables within the stipulated time. This necessitates the need for more effective and result oriented approach in GIS teaching that is capable of inducing students' critical thinking and reflective reasoning. Although similar studies have been conducted on the effectiveness of demonstration method in other disciplines, literature search reveals that no such studies had been linked to GIS achievement especially in the Federal Capital Territory (FCT).

3. Purpose of the study

The main purpose of the study is to determine the effect of demonstration method on senior secondary school students' achievement in Geographic Information System (GIS). The study is designed to also to:

- Determine the pre-test achievement mean score of experimental and control groups in GIS.
- Determine the post-test achievement mean score of experimental and control groups in GIS.
- Find out the pre-test achievement mean score of experimental and control groups in GIS based on gender.
- Find out the post-test achievement mean score of experimental and control groups in GIS based on gender.

4. Research Questions

The following research questions were formulated:

- What is the mean achievement score of experimental and control groups in GIS before experiment?
- What is the mean achievement score of experimental and control groups in GIS after experiment?
- What is the pre-test achievement mean score of experimental and control groups in GIS based on gender?
- What is the post-test achievement mean score of experimental and control groups in GIS based on gender?

5. Hypotheses

The study has the following null hypotheses:
There is no significant difference between the mean post-test achievement scores of control and experimental groups in GIS.
There is no significant difference between the mean post-test achievement scores of male and female students in GIS.

6. Methodology

The study adopted the quasi-experimental research design, particularly the non-randomized pre-test post-test control group design. The quasi-experimental design was considered appropriate because intact classes were used so as to avoid the disruption of normal class setting of schools. The design made use of already existing class settings in four secondary schools; two schools urban area and the other two from rural area.

7. Population and sample

Population of the study is made up of all Senior Secondary Two (SS2) students in Governments owned secondary schools within the study area excluding private schools. The study covers only secondary schools run co-educational system. There are seven governments owned senior secondary schools, out of which four (4) are located within Abaji town which are considered as urban schools while the remaining three (3) are located outside Abaji town which are considered as rural schools. The total population of geography students in senior SSII in the study area is 901 students. This consists of 477 male and 421 female students.

The sample for the study comprised of 310 students offering Geography as a subject from four co-educational Senior Secondary Schools selected from both rural and urban areas of the study area. This comprised of 187 boys and 123 girls. Two intact classes, one each from the town (urban) and outside the town (rural) was selected to make up the experimental group. Students in another two intact classes, one each from the town (urban) and outside the town (rural) was selected to make up the control group. All these made up a total of four (4) intact classes for the study.

7.1 Sampling Technique

The sampling technique adopted in the study is the purposive sampling technique. Participants were categorized and sampled by the researcher based on similar characteristics they possess in their original intact class settings. This was to adequately represent secondary schools located in both urban and rural areas as well as to ensure that only senior secondary schools that have co-education were selected. The sampling method was basically to ensure equivalence of the two groups, as well as the variables reflected in the study.

7.2 Instrument for Data Collection

Geographic Information System Achievement Test (GISAT) was developed by the researcher and was used to collect data on geography students' achievement in GIS. The instrument had sections 'A' and 'B'. Section 'A' was made up of 30 items and each item contained options ranging from A to D for respondents to choose the correct option. Each correct option was scored 2marks, giving a total score of 60marks. Section 'B' contains essay questions with a total of 40marks giving a total of 100marks in all. The achievement items were taken from GIS main topics in SSII based on the new geography curriculum. The main GIS topics are: basic concepts of GIS, components of GIS and GIS data. The questions were subjected to measure six cognitive domains of students which include;

Knowledge, Comprehension, Application, Evaluation, Analysis and Synthesis. The GISAT was administered in both Pre-test and post-test so as to measure any significant mean difference between the scores of Experimental and Control groups.

In order to ensure content validity, the researcher examined the GIS topics based on the time spent in teaching and behavioural objectives stated. This was followed by the development of test items in accordance to the table of specification. The developed items were given to three experts, accompanied with the research questions and objectives for judgement to ensure appropriateness. Two experts from Geography education units and another from test and measurement in University of Jos were presented the instrument for expert judgements. The experts vetted the constructed test items in terms of clarity of language use, appropriateness and relevance of what they are meant to measure. The expert's validation included both face and content validity.

The reliability of the instrument for students' achievement was established by testing the internal consistency of the items. The reliability was obtained from the response of 30 SSII students who are not part of the sample in this study. Since reliability of instrument has to do with the degree of accuracy or precision in measurement of research instruments, result of the trial test was recorded in terms of overall performance on the test and re-test administered. The reliability coefficient of 0.802 was obtained after the test and re-test scores were computed using the Pearson Product Moment Correlation statistics.

7.3 Method of Data Collection and Analysis

Prior to treatment of the groups, a pre-test was administered to test students' achievement in GIS by distributing the GISAT items to both experimental and control groups. After the test, the scripts were collected and marked. This was followed with a presentation of a double lesson of 80 minutes taught to both groups for a period of five weeks. The two Experimental groups were taught using demonstration method while the other two control groups were taught using conventional lecture method for a period of five weeks. At the end of the fifth week, the Achievement scale (GISAT) was once more administered to both control and experimental groups after the experiment was completed. Students' scripts were collected; marked and analyzed.

The data collected through the administration GISAT was analysed using descriptive statistical tools including mean and standard deviation to answer all the research questions. Similarly, inferential statistics of Analyses of Covariance (ANCOVA) and t-test were adopted to test hypotheses one and two at .05% level of significance respectively. This is because the data were collected on interval scale.

8. Results

The data were analyzed and results are presented as follows:

Research Question One: What is the level of achievement of secondary school students in GIS before treatment?

Table 1: Descriptive Statistics of the Level of Achievement of Senior Secondary School Students in GIS Before Exposing them to Treatment.

Groups		**Pretest**		
	N	$\overline{X}$	**SD**	**Level**
Experimental	190	25.61	6.74	Low
Control	120	24.92	2.03	Low

Note: Decision is based on the $\overline{X} \leq 49.0$ = low, $\overline{X} > 49.0$ = High based on scores obtained from GISAT.

Table 1 analysis shows that the pretest academic achievement mean scores of both the experimental and control groups before the treatment are very low (M = 25.61, SD = 6.74 and M=24.92, SD=2.03 respectively).

Research Question Two: What is the level of achievement of secondary school students in GIS after treatment?

Table 2: Descriptive Statistics of the Level of Achievement of Senior Secondary School Students in GIS after Exposing them to Treatment.

Groups		**Posttest**		
	N	$\overline{X}$	**SD**	**Level**
Experimental	190	59.00	6.87	High
Control	120	24.92	2.85	Low

Note: Decision is based on the $\overline{X} \leq 49.0$ = low, $\overline{X} > 49.0$ = High based on scores obtained from GISAT.
Table 2 shows that the posttest mean scores of the experimental group (M = 59.00, SD = 6.87) after the treatment is higher than the mean bench mark ($\overline{X}$ >49.0) and that of the control group (M = 24.96, SD = 2.85). This suggests that before the intervention, secondary school students had low academic achievement in GIS, but exposure to demonstration method of teaching later increase their academic score.

Research Question Three: What is the pretest achievement mean score of experimental and control groups in GIS base on gender?

Table 3: Descriptive Statistics of GIS achievement test score of Senior Secondary School Students Base on Gender.

Gender		**Pretest**		
	N	$\overline{X}$	**SD**	**Remark**
Male	187	27.91	7.32	Low
Female	123	21.43	3.56	Low

Note: $\overline{X} \leq 49.0$ = Low, $\overline{X} > 49.0$ = High as obtained from GISAT (Overall mean score = 100)
Table 3 results indicates that the academic achievement mean scores of male students before the treatment: (M = 27.91, SD = 7.32) and female students (M=21.43, SD=3.56) are both low.

Research question four
What is the post-test achievement mean score of experimental and control groups in GIS base on gender?

Table 4: Descriptive Statistics of GIS achievement test score of Senior Secondary School Students Base on Gender.

Gender		**Posttest**		
	N	$\overline{X}$	**SD**	**Remark**
Male	187	56.36	7.50	High
Female	123	44.39	6.60	Low

Note: $\overline{X} \leq 49.0$ = Low, $\overline{X} > 49.0$ = High as obtained from GISAT (Overall mean score = 100)
Table 4 results indicates that the academic achievement mean score of male students after the treatment is (M=56.36, SD=7.50), higher than that of female students (M = 44.39, SD = 6.60). After the treatment, the

achievement scores of the male students was higher ($\overline{X}$ >49.0), while that of female students was lower ($\overline{X}$ <49). This represents that senior secondary school students differ in GIS academic achievement on gender basis with male students higher than the female students.

Hypothesis 1: There is no significant difference between the mean pre-test and post-test achievement scores of control and experimental groups in GIS.

Table 4: Summary of ANCOVA Test Difference between the Mean Pre-Test and Post-Test Achievement Scores of Control and Experimental Groups in GIS.

Source	Type III Sum of Squares	Df	Mean Square	F	p
Corrected Model	23817.22[a]	2	11908.61	51.93	0.000
Intercept	107819.08	1	107819.08	470.19	0.000
Pre-test Scores	23737.42	1	23737.42	0.15	0.703
Experimental Vs Control Group	33.41	1	33.41	103.52	0.000
Error	70397.38	307	229.31		
Total	826325.00	310			
Corrected Total	94214.60	309			

Dependent Variable: Posttest Attitudes Scores. R Squared = .622 (Adjusted R Squared = .566)

Table 4 computation indicates that both corrected model and the intercept of the variables are significant (P< 0.05). Also, the p-value =0.703 for pretest is greater than the significance level (95% confidence interval) which indicates no significance difference between the experimental and control group GIS pretest achievement scores, F(1,307) = 0.15, p>0.05. After controlling for pretest, the p-value = 0.000 for GIS achievement posttest scores between the experimental and control groups was less than the significance level (α<0.05/95% confidence interval). It posits that there is significant difference between the experimental and control groups academic achievement posttest scores in GIS, F(1,307) = 103, p< 0.05. Consequently, demonstration method of teaching explained 62.2% variance in GIS achievement posttest scores. From the statistics, it means that exposure to demonstration method has effect on the academic achievement test of senior secondary school students in GIS.

Hypothesis 2: There is no significant difference between the mean post-test achievement scores of male and female students in GIS.

Table 5: t-test Analysis of Difference between the Mean Post-Test Achievement Scores of Male and Female Students in GIS

Group	N	$\overline{X}$	SD	Df	T	p
Male	187	56.36	7.50			
				308	3.50	0.000
Female	123	44.39	3.60			

P < 0.05

Table 15 analysis indicates that the p-value = 0.000 is lower than the level of significance (α<.05 / 95% confidence interval) at 308 degree of freedom. Thus, the null hypothesis is rejected and signifies that there is significant difference between male and female students' achievement scores in GIS, t (308) = 3.50, p < 0.05. Male students had higher posttest mean scores (M=56.36, SD=7.50) compared to their female counterparts (M=44.39, SD=3.60) which shows that gender has effects on the academic achievement scores of senior secondary school students in GIS after exposing to demonstration method of teaching.

9. Discussion of Result

Result reveals that students had low academic achievement in GIS but after exposure to demonstration method of teaching by the teacher, students' achievement in GIS was significantly high. In other words, students' achievement was high in GIS when taught using demonstration method. This result is in congruence with the findings of Aladag (2010); Ugwu (2014); Daluba (2013) and Mohammed, Bala & Ladu (2016) on the academic achievement of students in their studies. The result shows that demonstration method gives the students opportunity to repeat what the teacher had done in the class and students who were actively committed to the learning process achieve success.

The result also reveals that male students had higher scores in GIS compared to their female counterparts. This is consistent with the finding of Viehrig (2010), Ballah (2015) and Ugwu (2014) that male students performed better than female students in their studies. This still affirms to a claim that some African societies still perceive science and technology courses as male domain (Nzewi 2010). It also agrees with the finding of a similar study conducted by Mohammad, Bala & Ladu (2016) on the effectiveness of demonstration and lecture methods in learning concepts in economics among secondary school students. The study reported that demonstration method was effective in the learning of economic concepts among secondary school students. Following the outcome of the study therefore, demonstration method of teaching as found to have significant effect on the achievement of senior secondary school students in GIS.

10. Conclusion

It is obvious that demonstration method of teaching allows students' participation and significantly improves students' achievement in Geographic Information System based on this study. The achievement observed in the experimental groups was possible as a result of the opportunity teacher gave students to carry out or repeat activities demonstrated in the course of learning. This outcome is therefore the confirmation that demonstration method focus is to achieve both psychomotor and cognitive objectives that generates great deal of interest and enthusiasm for practice as well as providing skills required for it (Umar 2013). The study therefore serves as empirical evidence that demonstration instructional strategy is one of the best strategies that improves students achievement in the teaching and learning of GIS

The outcome on gender take ones attention to the claim by Nzewi (2010) that the common practice of assignment roles to males and females within most African societies has given rise to perceiving science and technology (including GIS), as a male domain while females tend to stay away which has resulted to differences in their achievement. Male students were observed to have better skills with the accuracy of handling and manipulating the GIS tools used in teaching and this significantly contributed to their high achievement compared to their female counterparts.

11. Recommendations

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

- Following the fact that demonstration method of teaching was effective in the teaching of GIS, Curriculum planners should ensure that demonstration method is recommended as teaching method for GIS topics and conduct training of geography teachers on the need for the rapid change from using lecture method in teaching of concepts in geography.
- The government, school management bodies, teachers, parents and other stakeholders in education should initiate programmes that are capable of increasing female students' interest, participation and enrolment in science subjects in the secondary schools. This will gradually eliminate a common societal impression that science is a male domain thereby improving female interest in the sciences including GIS.

- Ministry of education and other relevant bodies in the education sector should ensure the supply of science or GIS learning facilities to schools such as textbooks, GPS, Computer systems, power sources, digitizers, scanner and internet facility among many others. This will provide an enabling environment to maximise the full potentials of students in science related subjects and concepts like GIS by improving their interest in such discipline. This will gradually solve the problem of gender-gap among students by developing self confidence in them especially, the female students. When this is done, female students can favourably compete with their male counterparts in GIS.

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Part Six

Education and Rural Development

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Community Education Variables and Rural Development Activities of Community-Based Organisations in Rural Areas of Ogun State, Nigeria.

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Abstract. This study investigated the variables facilitating community education and their relationship with rural development activities of community-based organisations. Ex post facto design was adopted and 100 participants were selected using simple random sampling technique. Analysis of data generated from the instrument with 0.73 reliability showed effectiveness of community education variables used. PPMC matrix showed there was a positive significant relationship between community education variables and rural development activities of community-based organisations. It is recommended that community education programs designed for rural transformation must focus more on all its variables and not only on literacy.

Keywords: Community education; development; community-based organisations; rural areas**.**

1. Introduction

Rural areas in Nigeria are still largely undeveloped despite the implementation of several development projects to raise the standard of living of the rural populace. The non-inclusion of project beneficiaries, non-participation of the people in project conception and delivery and inactivity of community-based organisations are barriers to the attainment of positive outcomes of rural development projects that should improve infrastructure, social services, productive assets and quality of life and livelihood of the rural people (Oyekale, Adeoti and Ogunnupe, 2004; Ozor and Nwankwo, 2008, Adeniyi, 2016). In spite of the crucial roles community-based organisations (CBO) are expected to play in project ownership, control, resource and people mobilization for participation in project planning and implementation, they are inactive because they lack required knowledge, skills, understanding, foresight and dexterity (Ezumah, 2004).

Poor conception of project and lack of community participation may have contributed to project failure in the past, however the current problem linked to project failure is the poor or lack of capacity of community-based organisations to effectively contribute, participate and control development projects in their communities. This is due to their dependence on the old conception of knowledge transfer for project delivery. The current multiple stakeholders' processes of cooperative knowledge based on indigenous platform for rural development provided through community education are lacking in CBOs. Although, previous studies that have been carried out on community education and community-based organization include empirical evidences of the impact of community education and social development projects in rural Bayelsa, Nigeria by Oghenekohwo (2014) and the roles of community based organisations in rural

development activities in Osun state; Nigeria by Bamiwuye and Adisa (2015), this study is on effects of community education on rural development activities of community-based organisations in rural areas of Ogun state. The objectives for this paper were (1) to determine the community education variables adopted for community-based organisations in the communities, (2) to identify the effects of community education variables adopted by community-based organisations and (3) to determine whether there is any significant relationship between the community education variables and rural development activities of community-based organisations under study.

Three research questions were stated to be answered by this study. (1) What were the community education variables adopted by community-based organisations in the communities? (2) What were the perceived effects of community education variables adopted by the community-based organisations? (3) Is there any significant relationship between the community education variables and rural development activities of community-based organisations? The null hypothesis tested was: there is no significant relationship between the community education variables and rural development activities of community-based organisations?

2. Concept of Community Education

There are different perspectives scholars used to define community education. It has been defined as a process, activity, movement, needs effort, knowledge etc. However, the Canadian Association for Community Education (1987) defines it as "learning used for individual, community, and global betterment that is characterized by the integrated involvement of people of all ages, use of community learning resources and research to bring about community change and recognition that people can learn through, with, and from each other to create a better world". Jarvis and Notley (1997), state that community education is the term used to describe the work of individuals within differently funded and constituted organisations, with differing missions and rationales. They expatiate that it encompasses sections of further education, local authority adult education provision, youth and community work, charitable enterprises and sections of university adult education. Ani (2003), aver that community education is an educational process beyond former school system that occurs outside the educational institution for community development; or for community action. He notes that it is the education that takes place in a community for the improvement of the community. From the perspective of Findsen (2006), community education is an "organized learning activity that groups or individuals undertake for the personal, community, cultural or economic development." According to Akande (2007), it is a pre-requisite for community development and progress, and an educational process whereby people, individually and collectively, learn to help themselves and improve their lives. In this regard, educational profiles reveal that most developed and developing nations of the world accord great importance to adult and community education as the springboard of their national development. Fletcher in Ewelum (2014) defines it from the process point of view as a commitment to the education and leisure of all ages through local participation in setting priorities, sharing resources, and the study of circumstances.

Placing it within the context of community, Ojuola (2015) states that community education" is the education that promotes the integrated involvement of community members in the efforts to bring about desirable social change. He further states that it is an educational process whereby people, collectively learn to improve their lives. It is the need for improving the quality of life in the community that brought about the activities of community education." Considering community education as public education and total community enterprise, Decker (2018), defines it as a comprehensive and coordinated plan for providing educational, recreational, social, and cultural services for all people in the community.

Arising from the different perspectives of the definition of community education is the fact that community education goes beyond the

cognitive capacity of instruction in the "three R's." Rather, it is to improve the learner's ability to gain understanding, use knowledge, solve problems, while developing a sense of self. To this end, it equips the learners with skills that can facilitate their engagement in activities that will bring improvement and advancement to their communities. Therefore, community education concerns itself with everything that affects the well-being of all citizens within a given community by emphasizing the need for people to realize that they can and must play a part in the determination of the direction of their lives. Furthermore, it offers lifelong education, with community involvement that focuses on community development (Ani, 2003). In effect, it is a new trend in knowledge acquisition and capacity building for the people to take charge of their lives and help to improve their level of responsiveness and the quality of life in their community.

3. Concept of Community Education Needs

For every community to acquire appropriate knowledge, ability and support for its improvement, it must satisfy its community education needs. These needs are the types of education required by every community to close the gap between reality and their desires. Such needs include basic education needs, social education needs, political education needs, economic education needs, cultural education needs, environmental education needs etc. Basic education needs are the whole range of formal, non-formal and informal educational activities taking place to meet basic learning needs for the improvement of the community. These include the formal and informal fundamental training or knowledge, skills, and experiences that people acquire or attain to enable them function effectively in their communities like literacy, family planning, nutritional values and vocational skills. Social education needs are the educational activities required for the conscious acquisition of knowledge, feelings, and skills necessary to meet individual and community developmental needs (Ewelum, 2014). These are necessary for proper socialization, active social inclusion, sense of freedom and participation in the affairs of the community.

In the case of political education needs, Abegunde (2009) states that it is achieved through the collective efforts of community-based organisations by creating conditions which broading the base of self governance and diffusion of power through a wider circle of the population. Other scholars also state that it has to do with politicizing, i.e. creation of political awareness, involvement, civic responsibility and consciousness for the interpretation of economic, social and political phenomena (Abasi, 2011, Ewelum, 2014). There is the need for this to speed up the overall struggle by the masses against injustice and humiliation at the hands of the ruling class and African petty bourgeoisie. Abasi (2011) states that " without such education, the masses will continue to engage oppressive conditions but not have all the tools they need to plot a conclusion that liberates us from oppression."

Cultural education provides a foundation for learning and growth, and support individuals, organisations and communities to promote, preserve and enhance their culture. Cultural education is the learning and practicing the arts, as well as learning through the arts, value, norms, and traditions that affect how individuals of a particular group perceive, think, interact, behave, and make judgments about their world using transversal pedagogical means. Cultural education nurtures people's self-determination or relative autonomy and the need to have increased control over their life and cultural well-being: Therefore, the need include incorporating culturally preferred pedagogy, the teaching and learning settings and practices for effectively connecting with the life experiences and cultural backgrounds communities. Darren (2012) posits that cultural education is an attempt to ensure that every child experience a wide variety of high-quality cultural experiences to help him/her function effectively in the society.

Santomero (2003), states that economic education is vital to the future health of nation's economy. It gives learners the building blocks for a successful financial future, empowers the

people by giving them the knowledge, and tools to improve their economic well-being. Economic education is the education by somebody (a teacher or any other educated person) on different economic issues and problems. It is the education provided to assist a rational man in organizing his different thoughts whenever he is faced with day-today economic issues and problems (Ibukunolu, 2010).

United Nations Education Scientific and Cultural Organization report (1977) sees environmental education as a comprehensive lifelong education which should prepare individual for life through an understanding of the major problems of the productive role towards improving life and protecting the environment with due regard given to ethical values. United States Environmental Protection Agency (2017) defines environmental education as a process that allows individuals to explore environmental issues, engage in problem solving, and act to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions. The agency states that components of environmental education are awareness and sensitivity to the environment and environmental challenges, knowledge and understanding of the environment and environmental challenges and attitudes of concern for the environment and motivation to improve or maintain environmental quality. It also includes skills to identify and help resolve environmental challenges and participation in activities that lead to the resolution of environmental challenges. From the several definitions of community education needs, it can be deduced that community education is the type of education needed to ensure the self-confidence, self-respect and personal independence as well as to safeguard human rights and achieve social equality (Akande, 2007). Invariably, it is essential in stimulating community members to actively participate in social activities, find or generate employment, increase their incomes and improve their quality of life.

4. Community Education Variables

Every community has problems to cope with and in other to bring change and surmount their challenges; community education provides the latent force required for these purposes (Warden (1979). Several authors like Horyna and Decker (1992), Anderson and Jeffrey (1992) and Decker (2018) identify that as a process community education variable bring about coordinated solutions for every community organisations contending with problems of disrepair and development challenges. Some of these variables have been identified by authors. Self-determination according to Decker (1990) and Horyna and Decker (1992) recognizes that local people are to be equipped with basic knowledge principle of responsibility and involvement in the identification of their community needs, wants, resources and how to use those needs. In the case of self-help, the authors state that it focuses on the premise that people are best served when their capacity to help themselves is encouraged, enhanced and developed. Thus, bringing conscientisation to them to assume ever-increasing responsibility for their own well-being, become part of the solution and build independence rather than dependence. Horyna and Decker (1992) and Anderson and Jeffrey (1992) identify that leadership development is a key variable of community education because it is deliberately used to address the training needs of local leaders to develop skills in problem solving, decision making, and group process which are required for indigenous self-help solutions for community improvement.

Because resources both material and human are key to any productive or development activity of man, local resource management is an important factor in indigenous approach to solving community problems. Decker (1990) identifies that community members require adequate knowledge for the interconnectivity and fullest use of the physical, financial, and human resources to be able to satisfy the diverse needs and interests of the community. Horyna and Decker (1992) posit that this effort is to augment the basic educational programme as it enriches and expand traditional educational programmes with the focus of providing solutions to community problems. Furthermore, localization focuses on ability to bring services, programs, events, and other community involvement opportunities closest to the people. It is believed

that exposing local people to knowledge of decentralization is to promote higher public participation and to enhance access to services and infrastructure of community people (Decker, 1990, Anderson and Jeffrey, 1992). As regards sustainable lifelong learning, authors agree that it is the joyous tenet of community education in that people never stop learning. They continue to learn, in both formal and informal ways, long after their school days are over. The community educator's task is to explore formal and informal learning opportunities to meet learning needs and change over lifetime that promote new skills, knowledge required for meeting individual and community needs (Anderson and Jeffrey,1992).

Another important variable is community participation in decision making: This establishes a process for involving the community in project planning and decision making. Warden (1979) A cooperative Community involvement process, including but not limited to the identification, development and utilization of all applicable human, financial, and physical resources to meet people identified academic, recreational, cultural, and social needs. Anderson and Jeffrey (1992) identify that the community education concept holds that optimum community development is more likely when a wide variety of persons and personalities participate together in programs, services, and activities. The community educator would facilitate the involvement of many community residents. Decker (2018) has stated that it provides a responsive, community-based system for collective action by all educational and community agencies to address community issues. Many community problems are so complex that resolving them requires cooperative use of a broad range of resources. According to Decker (2018) indigenous communication system is also an important variable of community education. It develops a system that facilitates home-school-community communication. Research shows that schools that involve all their publics and keep them well informed have community support, and that those that fail to reach beyond the parents of current students do not.

5. Theoretical Framework

5.1 Human Capital Development Theory

This study is based on human capital theory propounded by Schultz in 1961. The theory postulates that education or training imparts useful knowledge and skills, empowers people for higher productivity advance their interests and resist exploitation. Educated people are more aware of how to avoid health risks and to live longer, have smaller families, exhibit better consumption/savings habits and more comfortable lives. This theory predicts that increases in the overall level of education can benefit society in areas of better living conditions, both material and non-material. This theory is related to the present study since it shows that for community needs to be provided and better development to occur communities and their leaders need education and training to improve their roles as change agents. They constitute human capital which stands out as the major factor among all factors in economic development which determines the way all other resources are allocated for development purposes. It is an essential means for sustained economic growth, poverty alleviation and improves quality of life and that of community.

6. Methodology

This study is a descriptive survey expos facto design because the variables had already occurred, and the researchers did not manipulate any of them. The population of the study is the inhabitants of ten rural communities with functional community-based organisations in Yewa North local government area. Simple random sampling technique was used to select 100 respondents that participated in this study. An adapted and modified questionnaire of Community Education and Community Based Organization subjected to face and content validity and reliability using Cronbach Alpha test of internal consistency, which yielded 0.73 was administered to generate data. Descriptive statistics including frequency counts, percentage and inferential statistics Pearson Product Moment Correlation Coefficient Matrix were used to analyze the data collected at 0.05 level of significance.

7. Results and Discussions

Table 1: Demographic Information

Gender	Age Group		Academic Qualification
Male 85 (85%)	**Below 30**	**18 (18%)**	**Primary 59 (59%)**
Female 15 (15%)	**31-40**	**30 (30%)**	**Secondary 30 (30%)**
	41-50	**27 (27%)**	**Tertiary 11 (11%)**
	51-60	**25 (25%)**	

Field Survey 2018

Table 1 above shows the demographic data generated from the respondents in the study area. It shows that eighty-five (85) male and fifteen (15) female constituting 85 % and 15 % of the total respondents respectively participated in the study. It also reveals that eighteen (18) 18 % of the respondents were under 30 years, thirty (30) 30 % were between 31-40 years, twenty seven (27) 27 % were between 41-50 years old and twenty five (25) 25 % within the range of 51-60 years old. Furthermore, it shows that among the respondents fifty nine (59) 59% has primary school education, thirty (30) 30% has secondary education and eleven (11) 11% has tertiary education.

Table 2: Respondents Perception of the Effects of Community Education Variables on Rural Development Activities of Community-Based Organisations

Community Education Variables	Effectiveness		
	Yes	**No**	**Total**
Self-determination	59(59%)	41(41%)	100
Leadership Development	58(58%)	42(42%)	100
Local resource management	64(64%)	36(36%)	100
Localization	67(67%)	33(33%)	100
Sustainable lifelong learning	61(61%)	39(39%)	100
Community participation in decision making	56(56%)	44(44%)	100
Indigenous communication system	63(63%)	37(37%)	100

Field Survey 2018

Table 2 above shows that the respondents identified and rated seven different community education variables that are relevant to the rural development activities of community-based organisations in their respective communities. From all the variables, 67% of the respondents rated localization as the most effective, local resource management was rated by 64%, as the second while indigenous communication systems was rated by 63%,.as third, Sustainable lifelong learning 61%, of the respondent rated it as the fourth, self-determination 59%,rated it as the fifth, leadership development 58% rated it sixth and community participation in decision making was rated seventh by 56% of the respondents. This indicates that all the identified variables were noted to have been effectively used and had impacts on the rural development activities of community-based organisations.

Hypothesis Tested

H01: Relationship between community education variables and rural development activities of community-based organisations.

Table 3.0: Correlation Matrix of the relationship between community education variables and rural development activities of community-based organisations

	Rural Development Activities of CBOs	Self Determination	Leadership Development	Local Resource Management	Localisation	Sustainable Lifelong Learning	Community Participation i Decision Making	Indigenous communication system
Rural Development Activities of CBOs.	1							
Self Determination Leadership Development	.069** .056**	1 .558**	1					
Local Resource Management	.123**	.661**	.759**	1				
Localisation	.165**	.624**	.793**	.853**	1			
Sustainable Lifelong Learning	.152**	.341**	.400**	.448**	.567**	1		
Community Participation in Decision Making	.393**	. 382**	.759**	.421**	.410**	.305**	1	
Indigenous communication system	.292**	.558**	.530**	.302**	.651**	.411**	.210**	1

Source: Field Survey 2018

Table 3.0 above shows that there is a positive significant relationship between rural development activities of community-based organisations and self-determination .069, leadership development (.056), local resource management .123, localization .165, sustainable lifelong learning .152, community participation in decision making .393 and indigenous communication system .292. The positive correlations of the independent variable, which is rural development activities of community-based organisations, with each of the dependent variables, indicate that the dependent variables would increase as the independent variable increases. The result implies that all the community education variables had significant effects on rural development activities of community-based organisations. Based on this, the null hypothesis is rejected.

This finding is similar to the finding of Kimenyi, Deressa, Pugliese, Onwuemele and Mendie (2014) that leadership development and sustainable lifelong learning had positive impacts community-based organization development projects. Also, it is corroborated by the finding of Neville, O'dwyer and Power (2014) that community participation in decision making skills, problem solving skills, leadership and indigenous communication systems had impacts on community-based organization development activities. The findings of Oghenekohwo (2014) also show that community education variables had positive impacts on community-based capacity building, empowerment of youth and women, leadership development, decision-making process, poverty reduction and creation of wealth.

8. Conclusion and Recommendations

Communities and community-based organisations still struggle to overcome series of development challenges. The expected roles

community-based organisations are poorly carried out because of lack of required knowledge and skills. This study has shown that acquisition of community education variables is critical to the functions of community-based organisations in providing the desired change and solutions to the community problems.

Using simple random sampling technique, the respondents identified and rated community education such as self-determination, leadership development, local resource management, localization, sustainable lifelong learning, community participation in decision making and indigenous communication system differently. The multiple correlation matrix showed positive correlations of the independent variable with each of the dependent variables therefore, the null hypothesis was rejected.

Based on this, it is recommended that: Community education programmes designed for rural transformation must be more all-encompassing not focusing on literacy only. The Federal and state governments should give strong political leadership to community education and provide adequate funding for the project. There is the need for partnerships with communities, NGOs/CBOs and with enterprises in planning, implementation and evaluation using community driven development approach.

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Race, Ethnic Relations and the Development of Education in Rivers State, Nigeria

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Abstract. Race and ethnicity are ingredients of social composition that help to foster rapid transformation in some developed climes. However, the case is adverse in Nigeria where race and ethnic relations have become hydra-headed problems that has fuelled misunderstanding and distrust. It is worst experienced in the educational sector and has been the bane for its under-development. The issues of race, ethnic relation and educational development is very visible in certain educational policies like nomadic education, migrant fishermen schools, approval of private universities, federal character, quota system, rotation/ zoning etc. A descriptive approach was adopted for this study while data was gathered from secondary sources like text books, journal materials and other records. The findings conclude that race and ethnic relations have done more harm to Nigeria's educational development. The paper recommends that, Nigeria should embrace issues and elements that engender national cohesion and boast educational development and de-emphasizes ethnicity, quota system, rotation etc in our systems.

Keywords: Race, Ethnicity, Ethnic, Relations, Education and Development.

1. Introduction

Many countries of the world are simply parchment of ethnic groups and variant races. The United States of America is termed the most culturally diverse society in the world, "society of immigrants" (Lewis, 1967). The original population of America, was the American indigenes with only one percent, yet the Europeans, Asians, Africans etc. now dominate the ever-rising population of America. In Africa, race and ethnic relations have not been harnessed to a beneficial position. Here, ethnic and racial struggles cause wars and one of the multiplier effects is on how it impedes educational development. Ethnicity has resulted to amongst other problems, wobbling democracy, high level of illiteracy, high moral decadence, high rate of unemployment, increasing rate of population growth etc. (Makinwa, 1981). As a result of suspicion, distrust and corruption among the multifarious ethnic groups in Nigeria, educational development like other sectors of the economy has taken a back seat. It seems to be making a retrogressive progress, that is, it does not assume the rapidity it should attain in its developmental strides.

Concepts and policies like quota system, educationally disadvantaged states, zoning, rotation etc have affected the admission of students to schools, leadership in schools, quality of graduates, overall development of the schools etc. while the nomadic education was introduced in the northern part of Nigeria, dominated by the pastural Hausa / Fulani tribes; ethnicity, race and tribalism induced the Southern (Ijaws) ethnic groups to solicit for the

establishment of Migrant fishermen schools to replicate what has been done in the Northern Nigeria. The Willink's Commission of 1958 took ethnicity into consideration to appease the Southern Minority tribes. Thus, their recommendations for the establishment of Niger Delta Basin Development Authority (NDBDA) was ethnocentric in nature. Ethnicity is a key sociological concept that has been applied in various ways and reared up its monstrous head through racism, nationalism, statism, indigeneship etc. It has therefore become cancerous that it cascades through the length and breadth of Rivers State, especially in educational development.

In this study therefore, we shall explore the influence of race and ethnic relations on educational development of Rivers state.

The specific objectives are:

- To examine the impact of race and ethnicity in educational development of Rivers state.
- To review the factors which exacerbate race and ethnicity in educational development of Rivers State.
- To outline the influence of race and ethnic relations on educational development of Rivers State.
- To proffer solutions to the problems of race and ethnicity in educational development of Rivers State.

2. Conceptual Framework

2.1 Race and Ethnic Relations

Ethnicity is a derivative of Greek word "ethnikos" which means "a people or nation" and race means the descendants of a common ancestor especially those who inherited a common set of characteristics. Simply put, a race is a breed. Encarta (2009) refers to race as one of the groups into which the world's population can be divided on the basis of physical characteristics such as skin or hair colour. Race is usually employed descriptively. Abizadeh (2001) defines race as humans who share common ancestors from whom they have inherited some immense traits, such as phenotype. On ethnicity, Banks (1996) views it as a collection of rather simplistic and obvious statements about boundaries, otherness, goals and achievements, being and identity, descent and classification that has been constructed as much by the anthropologist as by the subject.

Some scholars see ethnic relation as strife between ethnic groups in the course of which people stress their identity and exclusiveness. Yelvington (1991) says ethnicity is a social identity characterized by fictive kinship. Ethnicity is a term that half-heartedly aspires to describe phenomena that involve everybody, and that nevertheless has settled in the vocabulary as a marker of strangeness and unfamiliarity, (Mustapha, 2000). In all these definitions of race and ethnicity, it will be observed that they refer mainly to segmented human groups who engage in a particular type of social relationship. In addition, they view the employment or mobilization of ethnic identity and difference as a means to gain advantage in situations of competition, conflict or cooperation which is in alignment with the idea of ethnic relations.

Ethnic relations involve a type of social relations in which members of different ethnic groups seek advantage by appealing to their various groups, ethnic identities or shared groups' characteristics. There ethnic identities or characteristics include points of personal reference such as perceptions of common descent history, fate, and culture, which usually indicate, some mix of language, physical appearance, and the ritual regulation of life, especially religion (Webers, 1978, Hale 2004)
The concept of ethnicity dwells more on the corpus or relationship among people from different ethnic groups who decided to base their relationship on these differences (Osaghae 1994; Vaaseh, 2014). Ethnicity also denotes a contextual discrimination by members of one group against others on the basis of differentiated systems of socio-cultural symbols (Otiti, 2000). Hence ethnic relations is the interactions among members of different ethnic groups. To distinguish the ethnic relations therefore, one has to dissect the four major attributes of ethnicity according to Nnoli (2001), into (1) polity, (2) exclusiveness (3) conflict and

(4) harnessing the benefits of inhabiting together.

2.2 Educational Development

Education is paramount to national development. Diverse researches support this assertion that it has transcended from being a theory to law, that it is a major catalyst for development (Ojiombo, 2009; Addo, 2010; Dienye, 2011). Nations of the world have hinged their developmental struggles on education, hence, they copiously invest in it, to explore the knowledge that assist in the diverse sectors of common endeavours like science, technology industrialization, self-sufficiency in food, standard of living and well-being, the environment, and others, hoping that the knowledge discovered, will bring about corresponding human advancement and societal development (Thomson, 2008, Dienye, 2011). Amaele (2011) says through education the society trains, forms and moulds the individual to achieve the social needs and aspirations. The humanists argue that the function of education is to develop the natural potentialities in the child to enable him function in the society according to his abilities, interest and needs. While the sociologist believed that education is to help the child imbibe the norms and values of the society to help for conformity and engender peace, progress and stability of society.

Education is what each generation gives to its younger ones which make them develop attitudes, abilities, skills and other behaviours which are the positive values to the society in which they live, (Fafunwa, 1974). At the initial stage, education in Nigeria had only taken the form of informality where people tutor their children (wards) about conducts, behaviours and discipline.

The environment and society generally also contributed immensely in shaping the child. It is mostly the societal influence that sticks permanently the badge of ethnicity on the child. Formal education was however introduced by the European Missionaries. This has served as their most cogent contributions to their long imperialism and occupation of Nigeria. The colonial administration established both primary and secondary schools mainly through Christianity and their churches. At some point, conscious efforts were made to establish the University College Ibadan1948 and the Yaba College of Technology 1932. Other tertiary institutions sprang up with time.

However, when some elements ethnocentrically realized that there was serious imbalance in educational development between the north and southern parts of Nigeria, some policies and concepts were introduced to initiate the negative consequences of this ethnic resolve. As a result of race and ethnicity in the educational development of Nigeria, came quota system, federal character principle, indigeneship, zoning, rotation among others. All these were introduced to help accommodate all ethnic nationalities and to arrest the negative consequences of poor ethnic relations in Nigeria. All these impede educational development in Nigeria. Rivers State is one out of the thirty six states of Nigeria and has diverse ethnic nationalities inhabiting the state. Has this race and ethnic relations also affected its educational development?

3. Theoretical Framework

It should be noted from the definitional approach that two critical issues were identified. The first is that ethnicity is neither natural nor accidental, but is the product of conscious effort by social actors. The second is that ethnicity is not only manifest in conflictive or competitive relations but also in the contexts of cooperation. This means that ethnic conflict manifests itself in various forms like politics, community services, violence etc, and even in education. In trying to proffer solutions to the question of race and ethnic relations to educational development, so many schools of thought have cropped up. Vashney (2002) distinguishes four schools in essentialism. This is to enable us identify different tendencies that are dumped under construction.

Essentialism restates the thesis of primordalism, that is, that ethnic identities are static and given. It notes that ethnic identities date back to the

distant past and are rooted in cultural differences among kinship-based groups.

Instrumentalism posits that ambitions classes manipulate dormant ethnic identities to pursue their interest, thereby politicizing ethnicity and ethnicizing the polity. Constrictiveness interrogates the origins of ethnic groups, tracing identities to the activities of colonial authorities, missionaries, and emergent nationalists and emphasizing the historicity and facility of ethnic identities.
Institutionalists emphasize the critical role of politics, constitutions and pragmatic polices in the framing of ethnic relations. Ake (2000) and Mustapha (2000) have correctly argued that these distinctions have been overemphasized as the use of one does not necessarily preclude the other.

3.1 Modernization Theory of Ethnicity

This theory assumes that conflicts in developing societies were borne out of the fact that the people who constructed these societies originated from varied cultures that engaged themselves in bloody duels before the advent of the 'civilizers'. This can be accommodated in the essential assumption of irrationality in ethnicity (Vaaseh, 2010). This characterization was based on the earlier work of many colonial anthropologists who were credited for inspiring earlier policies of ethnic and race relations in several African Societies like Nigeria. These include the promotion of separate settlement schemes for natives and "non-indigenes" in urban areas e.g Sabon Gari, (Kano), Gariki (Enugu), etc, indirect rule, and regionalism aimed at ensuring that there was a minimum social distance between the groups.

Modernization theory advanced charismatic national cohesion and integration like in America and Europe, has yielded distrusts and backwardness in Africa. Even with the modernization, there is persistence of ethnicity in Nigeria.

Nelson and Wolpe (1997) made a critique of modernization theory that inter-group conflict is seldom a product of simple cultural diversity, and in the Nigerian case, there is little that is traditional about the contemporary pattern of political divisions. That is, rather than disintegrate ethnicity, modernization reinforces it, entrenches it, broadens it and roots it deeper in Nigeria to our overall disadvantage, the education is no exception. Coleman, (1986) shows how the desire of the Igbo-speaking people for education was threatening the status quo, where the Yoruba-speaking people who had earlier contacts with western civilization dominated the colonial service. Thus, both education and charismatic leadership, which modernization theory expected to reduce, exacerbated it. Apart from modernization theory, there are other theories on ethnicity like the Theory of State Dynamics developed by Geert, (1972), Collective Action Theory of Fredrik Barth (1978).

4. Educational Development in Nigeria: An Overview.

The introduction and development of education started earlier in Southern Nigeria because of the warm reception of the missionaries. According to Fafunwa (1974), the Southern protectorates had positive impact on the development of education because it provided protection to Christian evangelism, as a result, the colonial government extended its developmental dragnet and interest to the South-Eastern Nigeria, of which Rivers state then was part. By 1906, the southern protectorate and colony of Lagos has 40 schools as noted by Okorosaye-Orubite (1995). By 1842, the first primary school was established in Badagry by the Wesley Methodist Church. CMS Grammar School was the first secondary school, while Yaba College of Technology was the first higher institution in Nigeria, and was founded in 1932.

The establishment of schools in Nigeria kindled a spirit of competition amongst the various Christian missionaries (Okachikwu-Agbaraeke, 2014); Uriah and Okachikwu-Agbaraeke, (2017).

In Rivers State, the CMS, Roman Catholic Mission, Methodist Church, Baptist Church etc. founded many primary schools in furtherance of

their developmental effort in the secondary education sector, the Anglican Church (CMS) established the Archdeacon Crowder Memorial Girls' School, Elelenwo in 1943, Nyemoni Grammar School, Abonnema, OGS Okirka etc.

The Baptist Mission founded the Baptist High School, Borokiri Port Harcourt. And the Roman Catholic Mission established Holy Rosary Secondary School, Port Harcourt, Stella Maris College, Port Harcourt; Sancta Maria High School, Omoku; Ascension High School, Eleme, St. Scholastic Girls School, Bakana; St. Pius X College, Bodo; St Joseph's Secondary School, Umuaturu; Akpor Grammar School, Ozuoba; Mariam High School, Bane etc.

Government took the first bold step in establishing secondary schools with the opening of king's College, Lagos in 1909. From the first republic, more schools were established due to Nigeria's gaining of independence in 1960. Also, the second republic saw the creation of more states which consequently generated more schools (Njoku, 1996). The Federal Government in the 1970s established unity schools (Federal Government Colleges). Now, there are 104 of such schools owned and managed by the Federal Government (Njoku, 1996).

In Rivers State, the Post-Primary Schools' Board statistics, (2014) showed a total number of secondary school education of 238 public secondary schools. While the education sector has been liberalized, with a keener participation of the private sector. In the higher education sector, the Yaba Higher College came on board in 1932. The vehement criticism that characterized administration of the school led to the inauguration of the Asquith and the Elliiot Commissions on Higher education in 1943. Their recommendations saw to the establishment of the University College, Ibadan in 1948. The UCI served as a campus of University of London. The Ashby commission was set up in 1959 to review the educational needs of Nigerian and to make projections into the next two decades. The report of this commission became a basis for the establishment of many first generation universities after independence like the UNN, OAU, University of Lagos, ABU Zaria, University of Benin amongst others in the early 60s.

Furthermore, the military administration established many more in the 70s and when finally, education fell on the concurrent legislative list between 1979 – 1983, many states keyed in, to achieve the much needed technological development, with 18 universalities established. In Rivers State, the University of Port Harcourt came on board in 1977 by the Federal Government of Nigeria, the state government had earlier established the College of Science and Technology, Port Harcourt. This was converted to the Rivers State University of Science and Technology in 1981. There was also the Advanced Teachers Training College (ATTC) Port Harcourt (1971), and College of Agriculture, Onne.

Presently, in Rivers State education has radically been transformed, that the state can boost of several universities, Polytechnics, Monotechnics and Colleges. For instance, University of Port Harcourt; Rivers State University; Ignatius Ajuru, University of Education, Ken Saro Wiwa Polytechnic, Elechi Amadi or Port Harcourt Polytechnic, College of Health Science and Technology, School of Nursing, Pamos University of Medical Sciences (Private), Federal College of Education (Technical) Omoku; Federal Polytechnic of Oil and Gas, Bonny etc.

Education is a tool per excellence for national development. This upholds the fact that education is not only useful but cardinal in any society that prepares itself for growth and development. However, education depends to a large extent upon the particular culture and character of the people and society or what they aim to achieve. Nigeria had experimented many educational polices such as Universal Primary Education (UPE), the 6:3:3:4 system, the Universal Basic Education (UBE) etc. Most policies in Nigeria were simply adopted to sooth the ethnic groups or race of the nationalities that make up Nigeria. Rivers State being a microcosm of the country, (Nigeria) with diverse ethnic groups has favoured ethnic relations in the establishment of secondary schools during

the 2nd Republic, and also the sitting of the higher institutions. To foster foster educational development in Rivers State, consideration of the race and ethnic relations becomes a sine qua non in Education sector.

5. Influence of Race and Ethnic Relations on Educational Development in Rivers State.

The federal character principle is a policy introduced into the legal domain of Nigeria to assuage the fears, suspicious, misunderstanding and worries of some backward ethnic groups in Nigeria. It is thus introduced as an harbinger of peace and cohesion and to foster good relationship amongst the various ethnic groups that make up Nigeria. The reason behind the federal character principles is very plausible especially to engender unity in diversity. But the underlying politics that gave rise to it brings about mediocrity even in the educational sector. Federal character means representation of all the sectors, shades, classes, states, etc. of the federation, but in truth, it is the representation in all sectors by the diverse ethnic groups. For instance, the Nigeria Delta Development Commission (NDDC) Board must have a Hausa/Fulani, Yoruba and Ibo members to give it a national character and coloration instead of the oil-producing states of the South-South and South East.

The Federal character dictates how lecturers are employed, vice chancellors are appointed, catchment areas, community and state quota, educationally less developed states, conditions in admissions, unity schools etc. This rather that bond the peoples, enshrines divisive tendencies that have bedeviled the rapid development of education and affected its quality in Nigeria. In Rivers State for instance, it is becoming a custom that the Vice Chancellor / Rector / Provost of an institution and the Registrar cannot come from one ethnic group. It has reached the feverish peak where senior prefects in secondary schools must be an indigene (some-of-the-soil).

Quota system is another policy that has been adopted in Rivers like in Nigeria that pulls the strings of rapid educational underdevelopment. Ethnic groups are assigned their own quota in admission, unity schools, establish over board. As a result of this, people in Rivers State feel that any institution located within the ethnic area is theirs for the asking. There is immediate community quota, local government quota in term of scholarship, appointments, promotions etc. Zoning is that, establishment of educational institution are zoned in different senatorial zones or ethnic groups for the development to be decongested. Thus there is the Federal College of Education Technical at Omoku, Federal College of Arts and Science, Ahoada, RIART Onne, Federal Polytechnic of Oil and Gas Bonny, University of Port Harcourt, Choba, IAUE Rumuolumeni Port Harcourt, Ken Saro Wiwa Polytechnic Bori etc. This zoning spreads the higher institutions all over Rives State However secondary schools are scattered all over the communities that make up the different ethnic groups for a greater friendly ethnic relation and cohesion

In some ways, race and ethnic relations had fostered a better rapid educational development in Rivers State. This can be observed from the perspective of competition amongst the diverse ethnic groups like the Ikwerres, Etches, Engennis, Ekpeyes, Abua, Odual, Ogba/ Egbema/ Ndonis, Kalabaris, Igbanis, Wakirikes, Ndokis, Elemes, Ogoni, Andonis, Opobo etc. Such competitive nature of the ethnic groups can be visualized in schools built by the communities, ethnic cooperation (e.g Country Grammar School, Ikwerre-Etche), increasing number of enrolment in schools, orientation that education is the key to development etc. In Nigeria generally race and ethnic relation can be said to be 'badluck' to educational development because of the imbalance (North and South), the polarization which influences the polices (Almajiri schools and migrant Fishermen/Farmers schools), hijab wearing schools (North) and non-hijab wearing schools (Christians) etc. Race and ethnic relation affects the socio-economic fabrics of Nigeria, and waves destructive ornaments that the peoples are ready to acquire. The difference has prompted by negative ethnic relations as it affects the education sector. The ethnic nationalities can only be at war over land, politics, economies and

socio-cultural issues but such do not succinctly affect the educational development.

6. Empirical Review

Many authors and schools have conducted indebt researches in the areas of ethnicity, race and educational development. Though, there exists that knowledge gap or lacuna in the area of ethnic relations and educational development of Rivers state Nigeria. Abizadeh, (2001) reviewed that ethnicization of university education and national development; the Nigerian experience. Adopting a descriptive-analytical approach, explored the destructive effects of ethnicity and how it has bedeviled the education sector. They found out among other things, the deprivation of university education to qualified applicants, displacement of frustrated students and the eventual lose of those that could participate in total development. They summarized that merit is scarified at the altar of ethnicity.

Otiti (2000) worked on the ethnic question and the challenge of development in Nigeria: a study of Port Harcourt, Rivers State. He suggests however to promote meaningful dialogue among schools towards theological and policy consensus to meet the immediate challenges of enthroning peace, unity in diversity and development generally.

Ake (2000) took a critical look at the emergence of ethnicity in our polity, and took a swipe of colonialism that it crystallized and perpetuated ethnic cleavages by instituting divide and rule strategy as they decided the consequences of a united opposition to colonialism.

Mustapha, (2000) dwelt on the ethnic politics and social conflicts; Factors in Nigeria's under development. They agreed through the context analysis of literature that ethnicity has slowed down development and recommends that Nigeria should do all in his power to outgrow ethnic rancor and rivalry

7. Summary / Conclusion

Race and ethnicity are cancerous and monstrous issues that have bedeviled social economic development in Nigeria. In Rivers State, this has adversely affected the educational development. Thus, this ranges from government polices to the implementation. Quota system has watered down the quality of graduates from our schools due to ethnic relationship consideration. So also is rotation, zoning, community and ethnic allocation, as can be seen in admission, appointments of staff, leadership, location of schools etc. for instance, how will the migrant fishermen school function in Rives state? The Almajiri school in Ubima was established on ethnic consideration, yet is non-functional.

The Riverine areas of Rivers state are making a strong case that the higher institutions in the state, are located at Ikwerre land, they want one in Kalabari area, whether viable or not. Sometimes, in Rivers State we experience ethnic rivalries and dashes e.g Ogonis vs Okrika; Andoni vs. Ogoni, Abua vs. Odual, Ogbakiri vs Kalabari etc within such period, schools located in such places are closed down. Educational activities are usually at a standstill point. This negatively affects the students and lives an everlasting effect in their psyche.

Ethnic relation has frustrated many intellectuals in the education sector that they joined the brain-drain for a better life and equitable promotion of their course. Some scholars who are qualified for promotion in their various schools are not granted, promotion due to ethnicity. Such does not augur well with the developmental strides expected in the state.

8. Recommendations

- The government and leadership of the state must ensure peaceful co-existence, harmonies living, good–neighbourliness, co-operation and ethnic cohesion among the multifarious ethnic nationalities of Rivers State.
- There should be the substance of peace, equity and justice to all irrespective of the ethnic nationality.
- The policies of quota system, community allocation, zoning, rotation etc are adverse to the growth and development of education in Rivers

States and should be jettisoned for merit to take its pride of place.

- In order to quell the effect of poor ethnic relation, the legal instruments should be strengthened to abolish indigeneship, ethnic nationalities etc in Rivers State. This in effect will curb the ethnic experience in recruitment, admission, promotion etc. of the staff and students in the education sector.
- Education should be geared towards the promotion of social / group relations, national cohesion, development of culture of productivity, development of values of good citizennship, rather than as weapon for division and disintegration of the state and Nigeria in general.
- Establishment of more higher institutions and other related study organizations should be spread beyond Ikwerre land to Ogoni, Andoni, Okrika and kalabari lands, to cover their interest.

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Climate Change and Livelihoods in Selected Rural Coastal Communities in Waterside Local Government Area in Ogun State

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Abstract. This study was on climate change and rural livelihoods in Makun-Omi, Ode-Omi and Iwopin communities in Waterside Local Government Area in Ogun State, Nigeria. Ex post facto design was adopted and three hundred and forty nine respondents randomly selected participated in the study. Analysis of data generated from an adapted Climate Change and Livelihoods' Questionnaire showed that participants' livelihoods activities were crop production, fishing and fishing related activities and non-farm activities. Eight types of manifestation of climate change ranked were flooding mean score 3.7, temperature mean score 3.64, rainfall mean score 3.6, water salinity mean score 3.54. Sea level mean score 1.51, heat waves mean score 1.48, drought with mean score 1.45 and storm activity mean score 1.36. The correlation matrix showed that temperature (r = -0.4221), rainfall (r = -0.0788), flooding (r = -0.7469) and water salinity (r = -0.1949) have negative relationship with livelihoods. It also showed that temperature (r= -0.6480), rainfall (r = -0.5754), flooding (r = -0.5813) and water salinity (r = -0.0547) all had negative relationship with livelihoods income at 0.05 alpha level. Therefore, the two null hypotheses were rejected. It is concluded that climate change increased poor livelihoods through reduction in agricultural production, poor outcomes of fishing and fishing related activities, low non-farm activities outcomes, loss of livelihoods income. It is recommended that inhabitants of these communities should be trained on new strategies for sustainable livelihoods strategies.

Keywords: climate change, rural, livelihoods, coastal, communities.

1. Introduction

Living in rural coastal areas of Nigeria is becoming unbearable as the trends over time show that people have been contending with hardships caused by poor access to health services leading to high mortality rate, low income levels and poor ways of making a living. This situation occurs because the natural resources many coastal communities depend on for making a living have been declining due to exposures to disasters induced by climate change. As a result of the high level of human dependence on natural resources in these rural coastal communities, the rate and intensity of adverse effects of any long-term significant change in the "average weather" and shocks arising from climate change and perturbations directly lead to poor income and low productivity (Olawuyi & Rahji, 2012; Dube & Phiri, 2013).

Climate is the "average weather" that a given region experiences. Climate change occurs when there is variation in the mean state and other statistics of climate on all temporal and spatial scales beyond that of individual weather events. These events are in forms of high or low, cool or

hot or warm temperature, changes in rainfall pattern and melting of glaciers. All these changes affect water resources, agriculture and food security, human health, terrestrial ecosystems and biodiversity and coastal zones (United Nations Framework Convention on Climate Change, 2007). This is important because climate plays a dominant role in having a direct impact on productivity and physical production factors. With this, any change in climate equally generates high level of concerns (Aderogba, 2014).

Food and Agriculture Organisation (2016) notes that climate change has diverse effects on environment, human health, food security, economic activities, natural resources, physical infrastructure and agriculture. It also degrades environmental conditions of coastal communities thereby causing impoverishment of the population and making them the most vulnerable. The issue of climate change has become critical because of its likely negative effects on mankind, in areas of agricultural production, human health, fisheries, forest and forestry activities, impoverished soils, water scarcity, floods, droughts, poverty and hunger etc (Pongiglione, 2012; Amare & Waibel, 2014; Food and Agriculture Organisation, 2016).

Worldwide, climate change are observed in several forms like prolonged flooding, heat waves, drought, rise in sea level, water salinity, temperature and rainfall variations etc, all have become evident. People are directly exposed to changing weather patterns (temperature, precipitation, sea-level rises and more frequent extreme events) and indirectly through changes in the quality of water, air and food in addition to changes in ecosystems, agriculture, industry, human settlements and the economy. This has also led to the frequent incidences of increasing temperature, floods and storms as well as the transmission of infectious diseases which have persisted and frequently occurring in coastal areas (Intergovernmental Panel on Climate Change, 2001; Kennedy, Twilley, Kleypas, Cowan, Jr & Hare, 2002; World Health Organisation, 2009).

The extent of the effects of climate change on the vulnerable poor is directly associated with their livelihoods activities and level of survival. To this end, livelihoods have become an important determinant of the survival rate of vulnerable poor especially in communities where making a living is threatened by effects of climate change. In understanding this phenomenon, Chambers and Conway (1992) and Jayaweera (2010) state that livelihoods include “adequate stocks and flows of food and cash” to meet basic needs. It is broken down to include “capabilities, assets, (stores, resources, claim and access) and activities required” for a means of living. In the context of rural coastal communities, they stated that livelihoods may be a complex and changing process based on the peculiarity of the environment but it is widely accepted as the indicator of how people make their living. It also involves a person's ability and capacity to perform certain works of sustaining a basic lifestyle.

The severity of climate change globally has deprived people of their means of livelihoods, possessions eroded and their possible survival threatened. As a result of this, the level to which individuals understand the causes and effects of climate change, and the extent, to which they regard it as harmful to their ways of making a living and well-being correspond to their personal lifestyle decisions, survival instincts and the quality and quantity of natural resources available (Kangalawe & Lyimo, 2013). Apata (2016), Manyatsi, Mhazo and Masarirambi (2010) and Oruonye (2014) all reported that climate change is felt in Nigeria like other sub-Saharan Africa countries, and the vulnerability level caused by climate change on the environment is community-wide particularly in rural coastal communities covering sources of livelihoods like agriculture, food security, land use, energy consumption, biodiversity, health and water resources. Aderogba (2014) added that abnormal changes in temperature and rainfall and the increasing frequency and intensity of drought and floods occur in most parts of the states in Nigeria such as Benue, Cross River, Imo, Anambra, Kogi, Sokoto, Kaduna, Rivers, Bayelsa and others.

These abnormal changes have brought long-term implications for the viability and productivity of the world agro-systems especially among rural coastal communities. Arising from these, rural coastal livelihoods are no longer restricted to the traditional means of making a living due to changes brought about by several factors. Manyatsi, Mhazo and Masarirambi (2010), Kangalawe and Lyimo (2013), Aderogba (2014), Oruonye (2014) and Apata (2016) further note that in the context of climate change, households' decision to participate in different livelihoods activities is a common sign underscoring how the victims of these changes are striving to cope and stay alive. Olawuyi and Rahji (2012) observed that livelihoods in rural coastal communities are made up of numerous activities and strategies. They noted that because of the level of impacts of climate change, livelihoods diversification has been increasing, and strategies pursued by households and individuals are shaped by several factors like access to natural resources, which is getting restricted due to its rapid depletion.

The colossal effects of climate change on rural coastal communities cannot be taken for granted. In the opinion of Hassan, Khanam, Ibrahim and Zaman (2018) climate related changes are in form of potential additional stress on systems and the ecology in coastal areas degraded. These make inhabitants of coastal communities contend with conditions like floods, salinity intrusion, river bank erosion, cold waves, cyclone, tornado, arsenic contamination in ground water and water logging. In extreme weather conditions, coastal people are faced with risks and hazards that affect their livelihoods in many sectors including extreme poverty, malnutrition, and damage in crop cultivation, poultry, vegetables garden and fisheries. Other consequences like unemployment, food scarcity, health problems, and water crisis have been identified as major challenges in coastal communities. As a result, the affected people are losing their means of livelihoods and forced to take several alternative ways to survive with the adverse impact of climate change associated disasters (Intergovernmental Panel on Climate Change, 2001; WHO, 2009). In countries experiencing highest effects of climate change induced disasters, the poorest with the least resources and capacity to adapt, are the most vulnerable. With these projected changes, the incidence, frequency, intensity, and duration of climate extremes (for example, heat waves, heavy precipitation, and drought), as well as more gradual changes in the average climate, will notably threaten their livelihoods, further increasing inequities between the developing and developed worlds (IPCC 2001).

The importance of climate change and its influence on people's means of making a living is of great importance and has attracted attention from researchers which has led to several studies. Some of the previous studies conducted include households' perception of climate change and human health risks using community perspective by Haque, Yamamoto, Malik and Sauerborn (2012), impacts of climate change on rural livelihoods in Madagascar and the potential for adaptation by United States Agency for International Development (2008) and an assessment of the trends of climatic variables in Taraba state Nigeria by Oruonye (2014).

However, literature shows that there is the need for more studies to focus on relationship between effect of climate change and livelihoods in rural coastal communities (Jayaweera, 2010; Egbe, Yaro, Okon & Bisong, 2014). Furthermore, the enormous effects climate change has on inhabitants of rural coastal communities because they largely depend on natural resources for their livelihoods should generate special attention from researchers and policy makers. Therefore, this study focused on climate change and livelihoods in rural coastal communities of Makun-Omi, Ode-Omi and Iwopin in Waterside Local Government area in Ogun State. The main objectives of this study were to determine the relationship between climate change and livelihoods in the rural coastal communities. It was also to determine whether there is any relationship between climate change and livelihoods income in the rural coastal communities. To achieve these, answers were provided to the research questions: what are the demographic characteristic and livelihoods in the study area? Is there any difference in ranking of climate change

manifestation in the rural coastal communities? Is there any relationship between climate change and livelihoods in the rural coastal communities under study, and what is the relationship between climate change, livelihoods and income in the rural coastal communities under study? The two null hypotheses tested were: there is no relationship between climate change (i.e change in temperature, rainfall, flooding and water salinity) and livelihoods in the rural coastal communities and there is no relationship between climate change and livelihoods income in the rural coastal communities.

2. Methodology

This study is ex post facto design because the researchers did not manipulate the independent variables. The population of the study is the inhabitants of selected rural coastal communities of Makun-Omi, Ode-Omi and Iwopin in Waterside local government area of Ogun State. The communities were purposively selected because they are rural in nature and are located on the coastal portion of Ogun State between Omu Creek to the North and the Atlantic Ocean/Coast to the South. The western boundary extends approximately 3 km into Lagos State and the eastern boundary also extends about 3 km into Ondo State (Olawuyi & Rahji, 2012). Because of their location they have also been experiencing climate change. Data and information collected about the population were of good representation of the population.

The population of the communities was about 103,200 as reported by 2006 population census (National Bureau of Statistics). However, pre-data survey to the three communities revealed that about 2,600 people in these communities were located close the coastal line. Consequently, simple random sampling technique was used to select a total of 349 participants from this population for the study. For the instrumentation, a 36 - item Climate Change and Livelihoods Questionnaire adapted and modified from Rural Livelihoods Changes by World Bank (2010) and Household Questionnaire on Climate Change and Livelihoods by Dube and Phiri (2013) designed to generate demographic data from the participants residing in the three rural coastal communities. It also generated data on household profile and the independent variables, which included the livelihoods activities and climate change manifestations.

The instrument had six sections: Section A was the demographic part designed to generate personal data, such as age, gender, marital status and name of community. Section B was to generate data on the livelihoods activities. Section C was designed to elicit responses on climate change manifestations. Section D of the instrument was designed to generate data on the relationship between climate change and livelihoods, while section E was on income generated from livelihoods activities. All the items in the Section B, C, D and E of the instrument were close-ended, with modified four-point Likert scale that guided the responses weighted as follows: Strongly Agree (S.A) – weighted 4, Agree (A) – weighted 3, Disagree (D) – weighted 2 and Strongly Disagree (S.D) – weighted 1. The instrument was subjected to face and content validity and reliability using Cronbach Alpha test of internal consistency, which yielded 0.93 was administered to generate data on demographic information, ranking of climate change manifestations and livelihoods activities and the relationship between climate change and livelihoods activities and income. The procedure for data collection involved the researchers and two research assistants in the administering and collection of the questionnaire from the respondents in all the communities. Data were analyzed using descriptive statistics including frequency counts, percentage, mean and inferential statistics i.e. multiple correlation matrix at 0.05 alpha level.

3. Results and Discussion

Research Question 1: What are the demographic characteristic and livelihoods activities of participants?

Table 1: Distribution of participants by Gender, age and livelihoods activities

S/N	Demographic Variables	Frequency	Percentage
	Gender		
1	Male	187	58
2	Female	162	42
	Total	**349**	**100**
	Age		
1	Below 30	63	18
2	31-40	105	30
3	41-50	94	27
4	51-60	70	20
5	61-70	17	5
	Total	**349**	**100**
	Main Livelihoods Activities		
1	Crop Production	71	20
2	Fishing and Fishing Related Activities	213	61
3	Non-Farm Activities	65	19
	Total	**349**	**100**

Source: *Field Survey by Researchers 2019*

Table 1 above shows that a total of three hundred and forty nine (349) respondents participated in the study. Data generated reveals that they were made up of one hundred and eighty seven (58%) male and one hundred and sixty two (42%) female. The age distribution shows that sixty three (18%) of the respondents were below (30) years, one hundred and five (30%) were between (31-40) years, ninety four (27%) were between (41 -50) years old, seventy (20%) were within the range of (51-60) years while seventeen, five per cent were between (61-70) years old. This shows that bulk of the respondents two hundred and sixty nine (77%) were within the age range of (31-60) years which indicates that majority of the respondents were in their active years. The table shows that three main livelihoods activities were listed by the respondents. Further, three major livelihoods activities were reported by the respondents out which agricultural production accounted for seventy one (20%), fishing and fishing related activities accounted for two hundred and thirteen (61%) and non-farm activities accounted for sixty five (19%). This shows that the predominant livelihoods activities depend mostly on available natural resources and conform to the coastal nature of the study area.

Research question 2: Is there any difference in ranking of climate change manifestation in the rural coastal communities?

Table 2: Ranking by mean score of manifestations of climate change

S/N	Observed Changes	Mean	Rank
1	Rainfall	3.6	3rd
2	Flooding	3.7	1st
3	Water Salinity	3.54	4th
4	Temperature	3.64	2nd
5	Sea Level	1.51	5th
6	Heat Waves	1.48	6th
7	Drought	1.45	7th
8	Storm Activity	1.36	8th

Source: *Field Survey by Researchers 2019*

Table 2 above shows the mean score of the manifestation of climate change as the independent variables identified and ranked by the respondents. The ranking shows that flooding has the highest mean score 3.7,

second is temperature with mean score 3.64, third is rainfall with mean score 3.6 and fourth is water salinity with mean score 3.54. It also shows that sea level has the fifth highest mean score 1.51, sixth is heat waves with mean score 1.48, and seventh is drought with mean score 1.45 and storm activity recorded the eight mean score 1.36. This ranking shows that the intensity and occurrence of these manifestations vary and may be having different level of relationship with livelihoods in the rural coastal communities.

Research Question 3 and H_{01}: There is no relationship between climate change (i.e temperature, rainfall, flooding and water salinity) and livelihoods in the rural coastal communities

Table 3: Correlation Matrix of the Relationship between Climate Change (i.e temperature, rainfall, flooding and water salinity) and Livelihoods

	Livelihoods	Temperature	Rainfall	Flooding	Water Salinity
Livelihoods	1				
Temperature	-0.4221	1			
Rainfall	- 0.0788	0.1414	1		
Flooding	-0.7469	0.2957	0.78803	1	
Water Salinity	-0.1949	0.0030	0.1160	0.0266	1

0.05 Level of Significance

From the correlation matrix result presented in Table 3 above, it shows the relationship exist between dependent variable i.e. livelihoods and all the independent variables. The correlation matrix shows temperature (r = -0.4221), rainfall (r = -0.0788), flooding (r = -0.7469) and water salinity (r = -0.1949) have negative relationship with livelihoods. Thus, as these independent variables increase, the dependent variable declines. Therefore, the null hypothesis was rejected. This finding confirms the earlier work of Dube and Phiri (2013) that increasing climate change in form of temperature, rainfall, flooding and other changes brought on the natural environment have negative relationship on rural livelihoods. It is also similar to the earlier findings Haque, Yamamoto, Malik and Sauerborn (2012) that local participants in their study reported changes in climate variability in temperature, rainfall and floods have negative relationship with means of living, human health, agriculture and overall livelihoods.

Research Question 4 and H_{02}: There is no relationship between climate change and livelihoods income in the rural coastal communities.

Table 4: Correlation Matrix of the Relationship between Climate Change (i.e temperature, rainfall, flooding and water salinity) and Livelihoods Income

Livelihoods Income	Temperature	Rainfall	Flooding	Water Salinity	
Livelihoods Income	1				
Temperature	-0.6480	1			
Rainfall	-0.5754	0.0200	1		
Flooding	-0.5813	0.0710	0.0390	1	
Water Salinity	-0.0547	0.0648	0.0470	0.0297	1

0.05 Level of Significance

Table 4 above shows the relationship between livelihoods income and all the independent variables. Temperature (r = -0.6480), rainfall (r = -0.5754), flooding (r= -0.5813) and water salinity (r = -0.0547). The results indicate that temperature, rainfall, flooding and water salinity all have negative relationship with livelihoods income. This means that as these independent

variables increase the dependent variable i.e. livelihoods income declines. Based on this, hypothesis two is rejected. This result is similar to the earlier finding of Amare and Waibel (2014) that higher rainfall variability negatively affects non-farm activities by displacing, reducing demand for labour thereby causing reduction in household income. FAO (2016) also corroborates this finding that climate change induced changing temperature, rainfall and flooding cause economic consequences that negatively affect livelihoods income and limit household expenditures on critical needs like health and education. In this regard, it means that where the changes of these three variables occur, livelihoods income of the inhabitants without additional income sources decline.

4. Conclusion

This study revealed that majority of the respondents depended on natural resources for sourcing their livelihoods using the ocean and arable land for crop production, fishing and fishing related activities. The respondents identified flooding, temperature, rainfall and water salinity as the most importantly felt effects of climate change and the independent variables that affect their livelihoods activities. The results of multiple correlation matrix at 0.05 alpha level showed that temperature, rainfall, flooding and water salinity have negative relationship with livelihoods. It also showed that that temperature, rainfall, flooding and water salinity all have negative relationship with livelihoods income. This means that as these independent variables increase the two dependent variables i.e. livelihoods and livelihoods income decline. Therefore, the two null hypotheses were rejected. The result correlates with the fears of the inhabitants that climate change affects negatively their livelihoods activities, income and environment as a whole. As a result of this, it is likely the people of these communities will be compelled to evolve new livelihoods strategies as the effects of climate change are becoming more devastating and unbearable.

5. Recommendations

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

- Awareness campaigns and training should be embarked upon by government and other stakeholders to emphasize the causes and effects of climate change and adoption of sustainable use of natural resources. People highly vulnerable to climate change should be trained to develop new livelihoods strategies to cope with the current challenge.
- Government at all levels in Nigeria should invest more on rural infrastructure and provision of livelihoods assets in rural coastal communities in order to strengthen the livelihoods capabilities of the people.
- It is necessary for relevant government agencies to assess the level of resilience and vulnerability of rural coastal communities using broad indicators and provide alternative activities based on needs for the people.

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A Multimodal Study of the Online Versions of Three Nigerian Dailies

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Abstract. This paper carries out a multimodal analysis of the homepages of the online versions of *The Nation*, *The Guardian* and *Nigerian Tribune*. Each of the newspapers is published in Nigeria, dominating the Nigerian news scene. The texts are representative of the current wave of online newspaper publishing, which is gradually edging out the print medium. Most researchers have concentrated on the print versions of newspapers with many researchers paying little attention to the online versions. This paper notes that the online versions are different in many important respects from the hard copies. The online medium incorporates many modes which interact to construe meaning. With the foregoing, the multimodal nature of texts observed in the data calls for further inquiry into the way writers and newspaper publishers have deployed various resources to communicate and interact with their audience. The data collected are sourced online and printed in hard copies to facilitate analysis. Observations are interpreted using Halliday's model for semiotic studies. Attention is given to the ideational, interpersonal and textual meanings constructed by the newspaper publishers. The study concludes that publishers deploy a combination of verbal resources and images to construe meaning. Furthermore, newspaper publishers use the texts to achieve social functions by creating a platform for social interaction, a purpose achieved through the interactive design of the homepages. Moreover, thumbnail images are deployed to relate the stories with the social actors identified in them. With the new art of newspaper publishing through a multimodal approach, the linguist is faced with a new challenge of developing more adequate tools for studying this *new* text.

1. Introduction

Technological innovations have brought about revolutions in all spheres of human endeavours that would have been unimaginable about a century ago, thus enhancing and hastening the globalization process. The global interaction and tremendous expansion being witnessed in the areas of business, education, medicine, culture and journalism are traceable largely to the influence of the internet. One area in which the internet has occasioned remarkable changes is the media and communication. Certainly, the contemporary news media, having benefited immensely from radical technological innovations, have inexorably undergone changes that have had telling effects on their form and content. It is observed that the internet does not just expand the medium of communication; it alters its modes as well.

This paper highlights and scrutinizes the distinctive features of the home pages of three Nigerian dailies (*The Nation, Nigerian Tribune*

and *The Guardian)* subjecting them to a critical multimodal analysis. It is an effort in exploring how multiple modes are exploited to construct and mediate meaning. The novelty and creativity involved in the choices of the online medium command attention. Beyond the conventional texts and images noticeable in newspapers, the internet affords the publishers a combinatory possibility of multiple modes while creating their texts. The ever dynamic influence of this communicative reality makes a multimodal approach an attractive one.

2. Literature Review

2.1 Multimodal Analysis

Jewitt (2009) refers to multimodality as a field of application which studies how people communicate and interact with each other, not just through writing but also through speaking, gesture, gaze and visual forms. Constituted of only one mode, written communication may be accompanied and complemented by other signs, symbols, and images. As the name suggests, *multimodality* involves multiplicity of modes in the creation of texts, with the modes complementing, enriching and clarifying each other. The increasing availability of and access to multimedia composing software have almost made the employment of a variety of modes for the purpose of communication a routine exercise..

Leading theorists in multimodality, Kress (2001), Van Leeuwen (2001) and Jewitt (2009) have drawn attention to the necessity for and expediency of a multi-layered model of communication, suggesting that communication and understanding will be enhanced when many modes are allowed to interact and complement each other. Enunciating what may be considered the basic principles of multimodal communication, Kress and Van Leeuwen (2001) are of the opinion that similar semiotic principles function within and across different modes. For them, therefore, it is quite possible for music to encode action, or images to encode emotion. They further noted that these features used to be constructed with the cooperative efforts of specialized professionals. Today, digitization allows a writer to combine these modes in the development of a text.

Multimodal analysis is cognizant of all communicative signals in a text, noting among others, images and the way they are positioned, colour or lack of it as well as the organization of the content in the creation of meaning. Kress (2010:79) emphasizes this while asserting that a mode 'is a socially and culturally shaped resource for making meaning,' arguing that every mode has a different modal resource, as well as historical and cultural explanations. Modes are capable of being subjected to further subdivisions as, for instance, writing can be further analysed into syntactic, lexical and graphic resources.

Digitization of texts has initiated a novel relationship between the writer/speaker and the audience, causing a shift from the mono-modal composition of texts to a more popularized multimodal creation of meaning. Multimodal composition of communication has become pervasive, seen in such textual forms as literature, social media, journalism and advertising. Following logically the emergence of multimodality, multiliteracy accounts for the ability to read sounds, images (motion and still) alongside a given text.

2.2 Image- Verbiage Relations in Newspapers

In noting the multiplicity of modes in a text, Lemke (2002:302) suggests: "the fact that all signifiers are material phenomena means that their signifying potential cannot be exhausted by any one system of contrasting features for making and analyzing meaning." The emphasis here is on the importance of the complementary roles played by different modes in making meaning. Two of such key modes usually combined are language and image. To produce meaning, both language and image interact within the text. For instance, in newspapers, none of the modes generates meanings independently.

Previous studies in image-verbiage relations in newspapers have shown that images are combined with texts to establish the ideas conveyed through the texts. Images connect the reader to the text through a bonding that allows the reader to believe what he reads. Macken-Horanik (2003) observed that images were used to found a false story as the writer manipulates a homogenous image by selective framing of the image, negative portrayal and accentuating the publisher's voice above reality. This agrees with the view that, press photographs aid evaluative opinions (Economon, 2006).

Furthermore, Knox (2007) observes a gross reduction in the length of news texts. He states that a typical homepage is clustered with many stories. The design and style of each homepage is created according to the publisher's taste. With the style of a single webpage-cum-homepage, each news headline is followed by a few lines, thus giving less information about the story. Meanwhile, the reader is simultaneously engrossed in each story on the homepage. Each short story is often ended with a link to longer version of the stories on pages *deeper* in the hierarchy of the website. Thumbnail images also featured on the homepages. The miniature images, which are usually decontextualised convey no more information than can be found in the text. They are often devoid of the human experience conveyed through the text.

2.3 Online Newspapers: Moving From Front Page to Homepage

The need for compliance with 21st century business practices has driven newspaper publishers to the online market. Interestingly, online newspapers are not simply an electronic reproduction of their hardcopy counterparts. Though they manifest similar lexical and grammatical properties, there are obviously clear differences in their presentations as texts. Bateman et al (2006) and Knox (2007) have observed that online newspapers differ both syntagmatically and paradigmatically from stories in the hardcopy edition, even when they have identical wording.

Being the online point of entry into the online newspaper, the homepage subsequently connects the reader to the news stories which also carry hyperlinks to other stories. This is in contradistinction to the conventional page-by-page flipping of the hardcopy. The online text necessarily enters into syntagmatic inter-textual relations which are different from the syntagmatic relations for the reader of the hardcopy edition, and which therefore positions the reader differently in relation to the text.

Paradigmatically, the online news story is a set of network of visual, verbal and visual-verbal relations which give each text a worth beyond mere words. Since the online and hardcopy newspapers are different, the worth in the same story but different texts would be different. The texts are not the same and as such cannot be received the same way. The semantic of the texts differ since the mode of presentation has been changed.

Online newspapers have evolved two new genres, namely news bites and news bits. Newsbites consist of the one-paragraph headline + lead + hyperlinks. News bits consist of the headline+ hyperlink. Both appear on the home pages. As a social practice, the act of reading newspapers means different things to different readers of either the online version or the hardcopies. The consumers have different places and timing for their reading. Their purposes and activities are different. All these differences account for the difference in the design of online newspapers as texts in their own right.

2.4 Thumbnail Images in Online Newspapers

A thumbnail is a miniature representation of a large image. Studying online homepages, Knox (2007) concludes that the use of thumbnails has become a more predominant feature. This assertion is attributed to the varied practices of online news reporting which computer-mediated communication affords. The evolving practices of online news discourse are combining with evolving features of written language to organise information on the homepage.

In creating a text, the writer can afford to personalize the text. This can be achieved through the combination of images, symbols, sounds and verbal text. Homepages are expected to sustain the readership. Thumbnails are well-suited for the task of sustaining the interpersonal exchange between the newspaper publishers and its readership. To this end, they play a textual role in the visual organisation of information, while punctuating the page interpersonally.

Individual news stories are texts just as homepages. Simultaneously, they play a role in the entire newspaper. Martin and Rose (2003) identify another linguistic function of thumbnail image in individual news stories. They call this interpersonal Hyper-Theme. According to them, a Hyper-Theme has relevance at the level of discourse, through a prediction of the text that follows an antecedent. At the level of the paragraph, the topic sentence functions as the Hyper-Theme, thus giving an insight into the reader's expectation. Thumbnails work together with the headlines as a visually important hyper-theme, foregrounding the interpersonal aspect of the story in particular. Knox (2007) concludes that thumbnails represent an expansion of graphology. While agreeing that this view cannot be generalised for all websites, he suggests that their roles would continue to vary according to the communicative demands of the persons enacting the multimodal genres in which they are found.

2.5 Theoretical Framework

Halliday's social semiotic theory of 1978 is the groundwork for the study of semiotic resources beyond language. Other resources that collaborate with linguistic symbols include images, architecture, and music. The combination of these different modes has opened up the field of discourse analysis to what is referred to as multimodal analysis. Frontiers of this field include Jewith (2009), Machin (2007) and O'Halloran (2011). According to Halliday and Hasan (1985: 4), culture is 'a set of inter-related semiotic systems.' Multimodal studies have evolved from the assertion above.

With Halliday's theory, linguistic analysis can be based on empirical evidence. The theory addresses itself to the design of meaning-making resources and choices available to the writer. It further examines the combinatory possibilities of the multi-varied choices. In essence, the theory stands on the following three points:

- To construe our experience of the world (experiential meaning)
- To create social relations (interpersonal meaning)
- To organize meanings into coherent messages in a text (textual meaning)

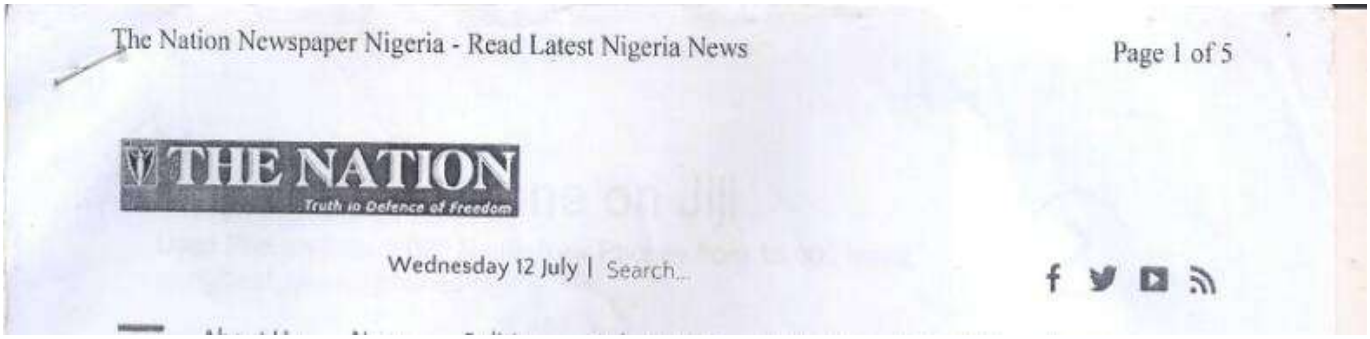
Following this model, the linguist can draw a multi-level conclusion with semiotic resources and their modeling systems as the tools for creating meaning.

Apart from this, the framework allows researchers to observe meanings within a single semiotic resource as well as across different semiotic resources. More so, the investigator can observe semantic shifts and metaphorical elaborations of meaning which take place as multimodal resources combine to make meaning.

3. Data Presentation and Analysis

Following Halliday's theory which identifies ideational function of texts, we analyse the features of the texts under examination. The purpose is to unravel the underlying design of the semiotic resources found in the texts. We thereafter discuss the interrelatedness of the systems which in turn help to shape the ideational, interpersonal and textual meanings of the texts.

3.1 Headings and Symbols

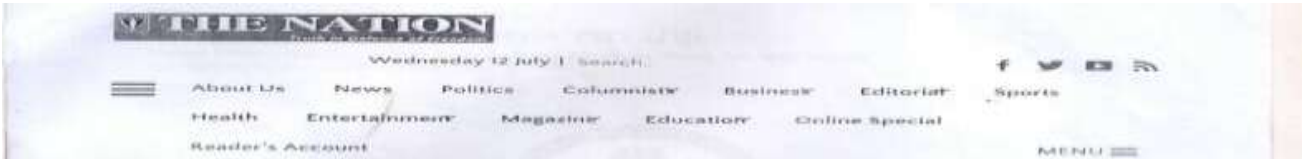


In *The Nation*, the top header on the left hand side is the name of the newspaper, having the caption *truth in defense of freedom*, written below it. Though this is similar to what is found on the hard copy, the text serves an ideational function in that clicking on it redirects the reader to the homepage. Hence syntagmatically, the text shows us the name of the page, while paradigmatically, the reader is redirected to the page through a click. It is observed that the *Nigerian Tribune* shares the same features as discussed above. In addition, *Nigerian Tribune* features the maxim *Nigeria's most informative newspaper*. The headings of each homepage are strategically placed such that they catch the readers' attention first. The bold characters assert the prominence of the texts as the pivot of the homepage.

Each of the three home pages fields a search bar. In *The Nation*, this comes immediately to the right of the date of publication; *The Guardian* has it to the left of the home button, while *Nigerian Tribune* has it below a list of menus outlined horizontally below the logo. The search bar affords the reader the opportunity to browse the websites for news stories by keying in the words. It is represented generally by a lens as seen in the three texts. Apart from the search bar, *The Nigerian Tribune* also spots a button named *Ask Now*. The idea underlying the use of these texts is that readers can literally interact with the page and get real time feedbacks. At the interpersonal level, readers have a shared relationship with the text as clicking on them means communicating with the newspaper publisher. The lens which depicts the search bar has been accorded the function of browsing the webpage for further inquest. This social function corresponds with the laboratory use of the magnifying lens as a tool for increasing the view of miniature object.

The homepage also features the symbols of the major social media networks. These are strategically placed to the right of the home page. Paradigmatically, clicking on each redirects the reader to the social media pages of the selected networks. Here the readers are given live updates of news directly in their own pages on the selected social media networks. Two recurrent symbols are found among the three texts. These are 'f' representing facebook and a flying bird, which represents twitter. The triangle leaning towards the right side as seen in *The Nation* and *The Guardian* represent YouTube. Others are feed burner, (the last symbol on *The Nation*), Instagram (the last symbol on *Nigerian Tribune*).

Iconic Beats



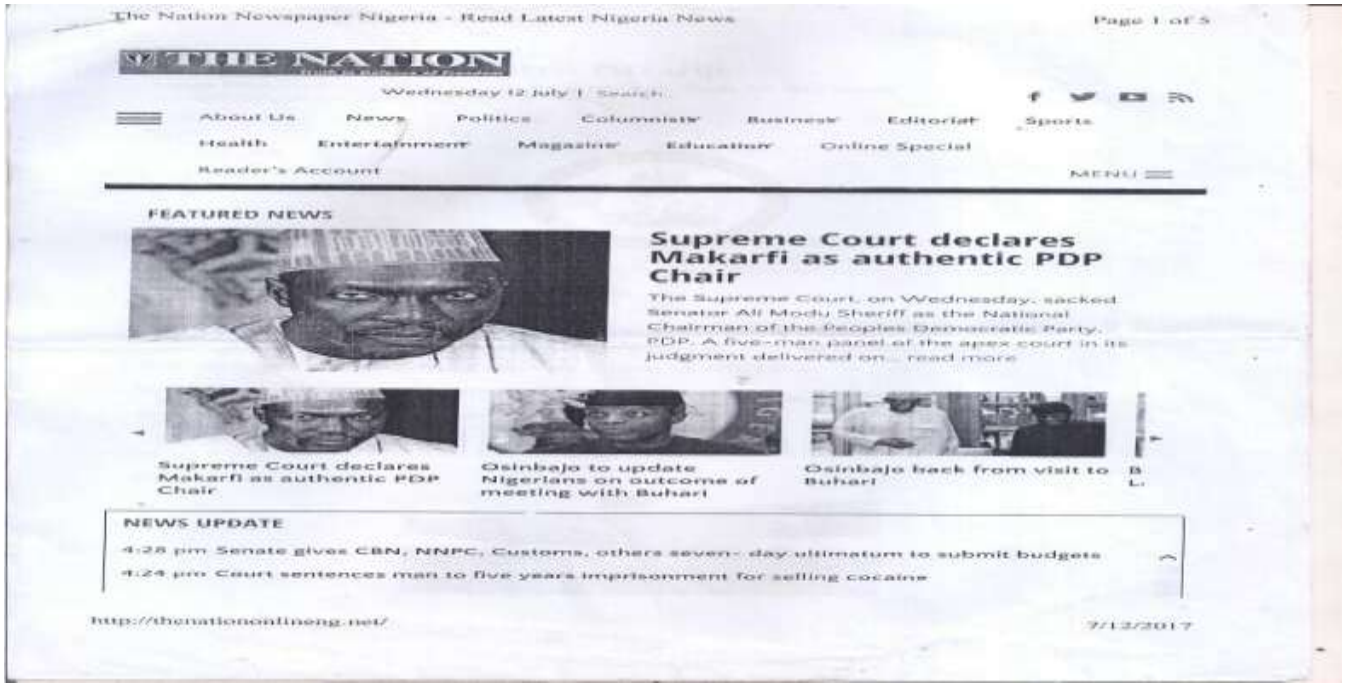
Newspaper publishers often organise the news stories in beats. A beat is a news territory, a term used by journalists to describe news reports that discuss stories of similar interest. In other words, there are beats for politics, world news, sports etc. While this is delineated by page and sections in the hard copy, the online versions of news present the opposite. As seen in the texts, the beats are listed across the homepage horizontally. Each homepage begins its list with the home/ *about us* icon which naturally redirects the reader to the homepage when clicked. The beats are listed based on the newspaper publisher's news value. However each begins with the local news. Politics, sports and business are also featured in each. Ideationally, each *icon-beat* links the reader to the news stories under each beat.

One point of special focus is the TV beat observed in *The Guardian* and *Nigerian Tribune*. Newspaper publishers have hitherto been content with still pictures. However the affordability of a multi-varied mode in newspaper reporting accommodates video clips. Therefore the inclusion of the texts *Tribune TV* and *Guardian TV* is of analytic interest. News reportage, in both television and radio often includes sound bites. These texts suggest the idea of watching the news rather than reaching it. At the paradigmatic level, the texts, once clicked, link the reader to the online videos which convey the news. Essentially, the reader moves from reading the texts to viewing the action as described in its verbiage

News bites/ News bits

Hard copies of newspapers often feature large one-page front pages with the headlines and leads spread over them. Though this is largely imitated by the online versions there is a strategically different approach to this. It is observed that the lead stories of each newspaper consistently change with time. Their headlines, leads and images are strategically designed in a square shape. Readers are attracted to the moving headlines as five of them are accessed within a short period. The ideational function of this mode is to present an overview of the main news items to online readers, who usually cannot afford the time to flip through the pages. At the level of interpersonal meaning, the mode is interactive such that the reader clicks on the square box to access the full content of the story. The structure adopted imitates the shape of the computer screen. From this observation, wit may be suggested that the form usually dictates the content. Furthermore, readers can view real time news updates. They do not have to wait till the following day to get updates.

In *The Guardian* and *The Nation* two headline stories stand out on the home pages they are headlined
Supreme Court declares Markati as authentic PDP chairman (*The Nation)*



Osinbajo holds secret meeting with Buhari in London (*The Guardian)*

Each headline above is followed by a lead and a hyperlink which directs the reader to the full story. The texts have functional, structural and intertextual functions. Taken collectively, the newsbites function to highlight the stories valued by the institution of the newspaper as most important. Socially they present the focal point of the news story with immediacy and impact. The publishers are able to visually evaluate the stories in terms of their comparative importance. The design is aimed at catching the readers' interest. Each click on the newsbite leads to the full story which often has other newsbites at the end of each page. This creates an intertextual relationship with other texts on the webpage

3.4 Thumbnail Images

Studying thumbnails in the homepage of online newspapers, Knox (2009) observe that the thumbnail images in websites typically depict a social actor identified in the verbiage as the story. Usually human actors, thumbnails could also depict social groups, companies, elements in the urban environment element in the natural environment, and social institutions. Functionally, thumbnails are part of the meaning-making devices developed by the journalists. They function as an expanded graphology, by extending the potential of language rather than interacting with it as a separate mode. There is a relationship of componential cohesion which according to Royce (2002) relates participants, processes, and circumstances, or components in images and texts or between leads and images.

As an illustration, the thumbnail images in the following headlines are related to their grammatical participants:

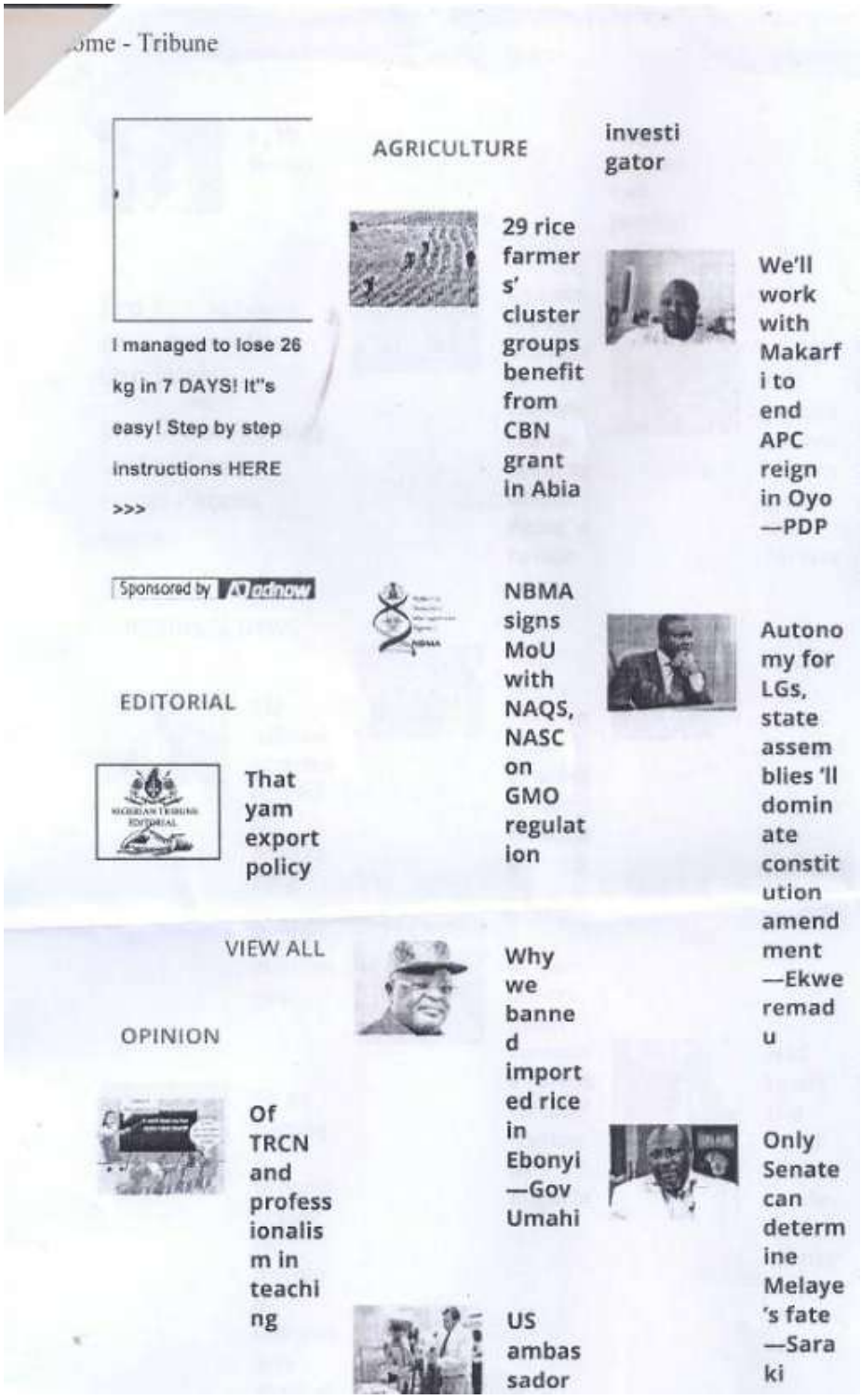
Dangote invests $4.6b in farming (*The Guardian)*

Trumps defends son as innocent bashes media (*The Guardian)*

Supreme Court declares Markarfi an anthendic PDP chair *(The Nation)*

Etisalat Nigeria says change of name won't affect operations (*The Nigerian Tribune)*

Only Senate can determine Malaye's fate – Saraki (*The Nigerian Tribune)*



Aliko Dangote, *Trump* and *Markarfi*, *Etisalat* and *Dino Melaye* whose images accompany the news stories are the social actors of the headlines above. Grammatically, Dangote, Trump and Etisalat are the subjects of the sentences in the headlines above. Dino Melaye and Makarfi are the

objects of the verbs in the examples cited above. We observe further that the human images are significantly more frequently used than non-human images. The institutional symbol of Etisalat Nigeria represents it in the story. The images serve a social function by intimating the readers with the knowledge of the persona of their stories.

Apparently, thumbnails represent visually a central element in the verbal story. This semiotic device is deployed to bring the subject of the story to the front. The underlying objective is to orient the readers to the news bite. Though thumbnails complement the verbal mode in news reporting, Knox (2007) argues that they limit the choices available to photo editors and page designers. As observed, most images are decontextualised. The choice of visually situating actors in relation to different contexts is not available. All contexts are provided by the verbiage. However, two thumbnail images that are different from the observation stated above are those of Aliko Dangote and Donald Trump in the headlines:
Dangote invests $4.6b in farming
Trumps defends son as innocent bashes media (*The Guardian)*

The business tycoon is posed in corporate attire, speaking and making gestures. That picture depicts him in a formal discourse, probably addressing a gathering. Dangote is depicted to be in a discussion, supposedly on the subject matter. The report is said to have been made five minutes before the time it was published. Donald Ttrump's image depicting him angry and combat ready with his clenched fist collocates with the words "defends" and "bashes" as used in the text. The report was supposedly posted fifteen minutes before its publicaton.

3.5 Thumbnails as Graphological Devices

It is observed that thumbnails are a radical departure from the practice and conventions of photo journalism and much more from the historical development of typography and punctuation. They nevertheless expand the graphology of the text compositionally. In *The Nation* and *The Guardian* thumbnails are placed above the headlines. *The Nigerian Tribune* has them placed by the headlines. Technically, the images have been given more prominence and focus than the text. Furthermore, this suggests that thumbnails are related to their verbal texts in a way similar to the enlarged initials in printed newspapers.

4. Conclusion

Online publishing presents the reader with a new task in newspaper reading.

Apparently different from the hard copy, the online newspaper has the homepage as its only entry point. It is designed and so called as it sensitizes the potential reader on the content of the newspaper. Homepages are so organized that the necessary navigational information and links are provided. Interpersonally, home pages establish the authority of the voice of the newspaper, value the context presented visually and verbally and establish a community among the authors and readers. Basically, homepages serve a social function by building familiarity through the design of the texts. This happens as the readers and the newspaper publishers are connected through the social media. Instant news updates can reach the reader while the reader in turn can make instant comments, thus using real time feedback to the newspaper publisher.

Home pages of online newspapers offer the readers links to story pages. This is presented in textual forms on the classification of news on sports, business e.t.c. The text of a story page may be verbal-visual or oral-visual. The homepages observed have a multi-modal feature. Each has a complex design combining a range of visual and visual-verbal signs. All these combine to form coherent structural elements. The publishers deploy the other resources like colour, sound, image, animation, video, and verbal texts. As highlighted, these are the elements of hypertexts which interact with other comparable units on the page, thus performing the act of communication and meaning making.

Thumbnails are also deployed in the homepages of the three national dailies studied. Publishers use them to create a graphical representation of the social actors mentioned in the news stories. Furthermore, thumbnails extended the graphology of the texts. This is enacted through highlighting the focus of the texts before the reader. In addition, they perform a function similar to the large initial letters found in the print versions of the newspapers.

From the foregoing observations we conclude that newspaper publishing in Nigeria has experienced a paradigm shift over the last decade. Meaning making in newspaper reporting has been expanded beyond the use of texts and still images. Newspaper readers do not have to wait till the following day to have the current news. We observe here that there is an ever rapid and radical evolution of semiotics in the new media. This new meaning-making process has constantly questioned the stability of the understanding of language and specifically, the multi-modal approach to meaning making. Consequently the dynamic changes observable in the texts studied call for an extensive work, especially in the field of multimodal studies. Also, linguistic studies should tend towards developing computer modulated tools for the study of computer-mediated linguistic data. When these areas are explored, linguistic analysts would retain their relevance, while expanded existing theories remain basic to the study of the nascent corpus of linguistic data available over the internet.

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Greek and Indigenous African Festivals: A Comparative Study

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Abstract. The association of indigenous Africans with nature is not a peculiarity. In the Greek world, the Dionysus festival was a compendium of various festivals and were celebrated at the dawn of civilization in Athens and the Anthesteria was considered the oldest of such festivals. Many days of the year were dedicated to the celebration of the festivals. Using aesthetics as a springboard, the study examines the psychological and philosophical undercurrents of festivals in the two cultural environments and concludes that entertainment and religious reasons were the underlying imports of the performances of festivals the world over.

Keywords: Aesthetics, Eje, Masquerades, Festivals, Performance, Costumes

1. Introduction

For the sake of clarity, it is imperative that we attempt a detailed study of the segments that were associated with Greek festivals. No doubt, the festivals were celebrated in obvious worship of Dionysus at Athens. According to Pickard-Cambridge (1973), the oldest of the performances is known as Anthesteria and had a peculiarity in its celebration as it was associated with the wearing of a crown of flowers by boys and girls who were maturing from infancy. An obvious parallel may be found in the various maiden dances in the African world and the motives behind them may not be different even when there was hardly any visible diplomatic and trade links between the two races during the period under review. Thus, the question of diffusion may not be applicable. What cannot be denied is the fact human beings, the world over, evolved with time and were, naturally inclined towards maintaining cultural and artistic yearning of the people especially when the focus was on the younger generation.

Like the African parallels, the performances were associated with the desire to nurture their younger ones through the path of morality, honesty and perseverance. That was the drive in the African world. Christopher Janaway (2006) finds the same motivation in the writings of Plato. According to him, Plato's opinion about the art was geared towards motivating the young ones who would graduate to be the guardians of the cities to pursue among other things, creativity, harmony and "…what is fine and graceful in their work, so that our young people will live in a healthy place and be benefited on all sides, and so that something of those fine works will strike their eyes and ears…" (3). The motive in the western world was geared towards blessing the children. Whichever way one approaches the two backgrounds, the aesthetic goal may not be too different from each other. The celebration was also popular in other Indo-European cultures. The children were dressed and garlanded during the festival. It was the case that various chapters in the lives of the people were attended by celebrations in order to prepare the people for a hitch-free undertaking. Indigenous African parallels exemplified by the

Yoruba world specifically referring to Omidan (maiden dance) at Ondo, Ero at Ipele (both in Ondo State), Ovia Osese in Ogori Magongo in Kogi State, Nigeria, and others. During Omidan and Ero, prayers were said as a form of rite against the hitches that might confront them on life's bumpy highways.

The Dionysus festival was held amid unrestrained consumption of wine usually retrieved from the last autumn's grapes which they drank after pouring libations to Dionysus. The reason for the libation was to seek the blessing of Dionysus before drinking it and to make the wine amenable to the people by removing any impurity from it through the rite. Homer's Odyssey and Iliad, are books that greatly reflect the adaptation of oral scripts into the written literature of the people. The unrestrained consumption of wine was a remembrance of the primordial example where Orestes was entertained prelude to his cleansing. A desire for mutual relationship with the numinous reality and other sundry elements is believed to have, primarily, informed the rites, and festivals. The inherent entertainment is secondary as it provides the leeway for the contextual harmony that is instrumental in the propagation of the cultural dynamics. For the sake of clarity, it is necessary that background information is provided about Orestes especially for the benefit of readers that are not familiar with Greek literature.

Peleus and Thetis (the couple later gave birth to Achilles who later fought in the Trojan War) were performing their wedding. How old was he then during the Trojan War? However, a goddess named Eris was excluded from the list of the invited guests. She came anyway and she threw a golden apple into the wedding. Inscribed on the apple was a message: To the fairest. Three goddesses contested for the apple. The fabulous nature of the Trojan War confronts a reader as the conflict of chronology becomes apparent when it is understood that the wedding between Peleus and Thetis to which Eris was not invited led to the birth of Achilles who incidentally played active role in the Trojan War. Except some lengthy years seemed to be the case after the wedding which gave Achilles enough time to take part in the Trojan campaign, the question of credibility becomes a glaring one.

Hera, Athena and Aphrodite immediately claimed the apple. They all asked Zeus to be the judge. Zeus knew how much trouble he would face should he decide in favour of one of them because the other two would pitch their tents against him. So, Zeus descended on Mount Ida and met Paris, the son of Priam who was farming there and mandated him to be the judge. Paris was the youngest son of Priam, king of Troy and Hecuba his consort. When he was born, it was foretold he would be responsible for the downfall of Troy, as relayed through a dream of Hecuba. He was sent out of Troy in what looks like the case of King Oedipus. He was in Mount Ida where he remained a shepherd prior to the visit of Zeus. Paris could not decide who would be the winner because of the fact that he was a mortal.

A similarity between King Oedipus and why he was banished from the land at birth and the case of Paris who was equally taken to the mountain to be killed but later became a farmer explains the nature of oral tales such that a single tale may become another story as it crosses geographical boundaries where structural changes are likely to be introduced to the tale in order to suit the environment that is borrowing the item. The goddesses decided to make it easier for him. They would offer him gifts. Hera offered Paris power; all of Asia. Athena offered him great wisdom, and great luck in battle. He would be the best strategist in the world. He loved this idea, but he waited to hear Aphrodite's offer. Aphrodite offered him two things. She first offered her body and later promised him the hand of the most beautiful lady in the world, Helen. Paris fell for Aphrodite's gifts. Hera and Aphrodite vowed vengeance. Paris soon went home to Troy thereafter and with the help of Aphrodite, he sent a fleet of ships, broke into Menelaus' palace in Greece and Helen was kidnapped. He also took a lot of valuable materials with him.

The Trojan War began from there. The Trojan War was imminent and the last hurdle was the

need for a fair sail to Troy. The gods were angry and would only be pacified with the sacrifice of Agamemnon's daughter named Iphigenia. This he did without the approval of Clytemnestra. While he was away in Troy for nine years that the war lasted, a pact was sealed between Clytemnestra and Aegisthus as they began to sleep with each other. The infidelity culminated in the murder of Agamemnon by the duo when he returned from Troy

The drinking spree was meant to entertain Orestes and all were required to drink in silence and without sharing of cups. Orestes was the son of Agamemnon and Clytemnestra. He killed his mother in other to avenge the death of his father who was killed by Clytemnestra and her concubine named Aegisthus. The elopement of Paris with Helen the wife of Menelaus, Agamemnon's brother necessitated a reprisal attack because it constituted an infringement on the ethics of the Greece who considered it a great crime for a guest to seduce the wife of his host. And that was exactly what Paris the son of Priam did. It is debatable if the gods and goddesses were not responsible for the Trojan War in view of the parts played by them prelude to the war.

2. Theoretical Framework

The tool of analysis shall be aesthetics. It is the case that the evolvement of artistic and cultural performances may be tied to what Beardsley Monroe (1958) considers "psychological aesthetics" and "philosophical aesthetics". "Psychological aesthetics" is relevant to the search for correspondence between the Greek world and indigenous Africans in the evolvement of similar performances at a time when there could not have been any link with each other and thus corroborating the holarchic model and "the view that behaviour is motivated by the arousal of desires in conjunction with beliefs regarding the capacity and opportunity to satisfy them" (Wonderly, 1991: 314). The goal is the examination of "the causes and effects of works of art" and these may be enough in the comparative analysis of the two environments. "Philosophical aesthetics" may not be given much emphasis in the study as minimal attention may be paid to the "meanings and truths" of the artistic devices (3-4). The holarchic model's claim which holds "that behaviour is motivated by the arousal of desires in conjunction with beliefs regarding the capacity and opportunity to satisfy them" may be sufficient to meet the need of the study for definition (Wonderly, 1991: 314).

3. Application / Analysis

Indigenous Africans, like all peoples of the world prior to the advent of western civilization, exhibited a conceived environmental influence on their activities. They conferred potency on natural forces and accorded positive and negative influence in human virtues and foibles on the cosmic essence in the belief that both physical and metaphysical phenomena are one continuum. Indigenous African philosophy and practices therefore emphasize the need for all mortals to conform to the unwritten spiritual constitution for the purpose of promoting orderliness and societal quietude in justification of the claim that phenomenal gods and goddesses are watchful of the activities of all mortals. Fear compelled decorum as a result of the knowledge of the impending sanctions from the gods.

These practices amount to the collective ethos of the people and the wisdom informing them represents the prevailing psychological and intellectual thrust of the people. This explains why it has survived in spite of the threat posed by civilization because within these practices lie religious, moral and artistic dexterity which inform their significance. Consequently, their propagation is fundamental to the growth, cohesion and continuity of tradition. These festivals are attended by libations and physical demonstrations and they receive societal approbation. The need to shed blood, for instance, lends religious solemnity to them and their efficacy cannot be denied. Among such surviving relics is the sacrificial role of the carrier, who symbolises the burden of the community. The annual cleansing rite is fundamental to the progress of the society. Ademola O. Dasylva (1995) considers rituals to be a means of communication with the

supernatural forces.

In pre-literate African society, ritualism was simply the articulated, complex and highly institutionalized structured activities involving objects and events employed under circumstances specified for communication with the supernatural forces. These forces were believed to be sources of all effects (89-90).

Thus, rituals, sacrifices and annual festivals epitomize religious fervency to the phenomenal gods whose influence is total and devastating. And hardly could there be any endeavour unless their support is first ensured and necessary sacrifice offered. Research too has shown that the quest for the cosmic essence is not limited to any particular race. Consequently, festivals are the miniaturized sensibilities of pastoral people (Ibitokun, B. M. 1993: 70).

The roots of festivals are in the pre-literate era. Primeval man was not without an organized concept of God. The prevailing religion was pantheism and nature was considered to be the sum- total of God. Some of these paradoxical developments had yielded to the currents of civilization, while quite a substantial remnant becomes visible; subsisting in the collective psyche of the people. Today, festivals in Yoruba-land constitute the soul and energy of societies which negation amounts to the scuttle of societal fabrics.

Festivals of atonement are performed in many Yoruba towns and many western countries of the world. The quest involves the redemption of societal ills and the ultimate is the paradoxical slaughter of human victims in the past. However, the human victims have now been replaced by animals and in the case of Oluwen in Ode Irele, his performance is limited to the symbolic enactment of the primordial example. Although the human scapegoats exhibit no mental and physical prowess characteristic of Homeric heroes, they display an uncanny selflessness and submission tending towards the divine. The atonement ritual is a product of a number of factors; first among which is the recognition of human excesses and negation of natural order especially through the commission of mortal sins such as murder, incest and suicide. Fundamental to the appeasement ritual too is the indisputable helplessness of human beings before the supreme will of phenomenal gods. The choice of carrier depends largely on accident of birth especially where such victims descend from a noble or lowly birth.

In Yoruba-land, a non-native is favoured in compliance with the axiom a ki n f'omo ore b'ore that no one may appease the god of Ore with the god's own offspring. Like Achilles, Odysseus and Hector, the carriers among the Yoruba especially Oluwen and Tele in Ode Irele and Ile- Ife respectively undertake a battle at the metaphysical realm. They confront aggrieved gods in a battle in which the villain is determined and the vanquished known. At the end of the encounter, Oluwen and Tele are devoid and robbed of their humanity. They are literally dead in order to redeem the larger society from its afflictions. What is more, they exude innocence tending towards the divine amid unparalleled indifference to personal desires.

The indigenous communities and towns in Yoruba-land celebrate many festivals and it is difficult to trace their origins. Any attempt at providing archetypal parallels becomes cumbersome as claims and counter-claims are made which show that the historical explanation that informs their origins is lost, forgotten or shrouded in ritualized obscurity. However, festivals are offshoots of a primal cause with diffusion and infiltration responsible for their emergence from one culture to another. Where originality may be found, especially when artistic excellence can be imputed to them, diffusion seems to have taken place in a mutual sequence of give and take. The masquerades that are spectacular in their costumes, gaits, masks and nuances betray a common origin and their functional thrusts differ from one culture to another.

The difference in nomenclature, notwithstanding, the Egungun masquerade is a religious cult in Ode Irele whereas, it is entertainment bound at Osogbo during Agbegijo. Trade and inter-marriage are

responsible for the trans-currency of different practices across geographical boundaries with each society introducing modifications in the masks, costumes and functions. Such large-scale similarities lend credence to the dispersal theory. Among the Yoruba, the claim to descent from Oduduwa constitutes a veritable factor in the diffusion of ideas, proverbs, myths and beliefs but the existence of such cultural inclination in contiguous areas could only be explained through the dispersal theory. The masquerades are known as Eregun in Ode Irele, eegun among the people of Oyo/ Osun and Egungun among the Ijebus. Among the Igbos of Eastern Nigeria, they are referred to as Egwugwu. These striking similarities are pointers to a common origin while the myth surrounding their personalities, as well as the religious aura buttresses the mythico-cultural essence of these cults across societies.

Diffusionist theory cannot constitute a monolithic instrument for the explication of performance as most of the practices did have definite origins and equally salient is the dispersal from one geographical area to another. Agbo festival in Agbowa, Ogun State could be traced to Iwopin with Madam Efunpotun serving as the agent of diffusion to her native town at Agbowa (Okesola, 1967:293). The beauty, entertainment and the cohesive instrument of Agbo festival fascinated Madam Efunpotun. The same may not be easily claimed about the correspondence between festivals in Greece and indigenous African communities.

Trade link was a potent factor in the diffusion of the cult across geographical frontiers and the performance combines both artistic and religious functions. Arguably, masquerades perform religious functions strictly, especially in their original cultural state. Among the Yoruba, performance is preceded by the pouring of libations and prayers; and practitioners of Obaluaye are the noted exponents. Members usually sprinkle balm on the land as an antidote against small- pox. Within the Yoruba milieu, where borrowing too may be inferred, creativity seems to have been injected subsisting in prophecy and resolution of domestic conflicts. The rural Dionysia too began primarily as a means of stirring nature and thereby compelling the land to yield its best "when it seemed to be slumbering ".

Entertainment eventually obliterated the religious undertone and unhindered aesthetic values relegated it to a secondary importance. Pickard –Cambridge A. (1973) captures the orgies associated with the festival which initially was a performance in honour of Dionysus:

…….but there need be no doubt that in the merry-making which accompanied the festivals, plenty of wine was drunk, and in historical times, these rural festivals were regarded as being held in honour of Dionysus. Nor is it known at what date dramatic performances first came to be associated with some or all of them (43).

In Yoruba-land, as in Greece, festivals fulfil religious imperatives and are accompanied by entertainment and it thus becomes difficult to separate them from their artistic preoccupation as this has successfully displaced the religious colouration in them. Iweh festival in Igbotu, Ondo State, is a purification measure during which cultural mores are relaxed and sexual excesses do not attract any sanction no matter their magnitude. Such immorality represents the quest for religious fulfilment. It is significant that ladies could be sexed on the bare ground in the open during Iweh**.** Married women are not spared and relations too may mate as incest is ruled out. Sex is hawked and denounced too during Boabo at Igbobini. The land is believed to be cleansed thereby. Such sexual bouts are discontinued and its exhibition after the festival attracts sanctions from the unwritten moral code of the land.

Geographical contiguity is a major factor in the diffusion of festivals. In Ode Irele, Eje festival which provides ample opportunity for the convergence of members, had, recently become a common feature of the people of Ode- Omi and Ajagba. Ere in Ode Irele, Boabo at Igbobini and Iweh at Igbotu exhibit the same traits in their performances .Igbobini is located within a distance of four kilometers from Ode Irele and Ju, a ritual of transition associated with high –ranking people is indistinguishable from Ijengen

in the latter town. In the light of their proximity from each other a possible mutual influence could be deduced from these common rites of passage.

Ritual occurs on a daily basis among the Yoruba. Apart from days set aside for the celebration of festivals, libations and offerings are made as occasions call for them. Here, much importance is attached to the worship of deities along with other ceremonies that tend towards birth, marriage and eternal transition (Durosimi-Jones, 1983: 7). The Yoruba are pantheistic and they celebrate objects, natural phenomena and personalities considered to be responsible for enhancing creation, development and survival of the people over the years.

(1) **Ijengen** festival in Ode Irele

Classification: Transition
Motif: (Eternal journey) morality, joy, devotion
Other festivals exhibiting the same tendencies are:
Odun omo Iya Meta at Isanlu Isin, Ju at Igbobini, Igogo at Owo**,** Odun Iwemo at Ado Ekiti, Oke 'badan in Ibadan etc.

(2) Obiton at Ondo, **Ero** at Ipele, Ovia Osese at Ogori etc.

(a) Classification: Evolvement
(b) Motif:

(Regeneration/Transformation) growth, stage development etc

(i) Birth conforms to the will of nature as a means of rejuvenating her.
(ii) Through time, age comes and man develops from one cycle to another.
(iii) Each age has its own challenges, especially adulthood.
(iv) As a result of the transitoriness of life, man metamorphoses into a different realm.
(v) Ijengen provides a leeway for the peaceful transition for the achiever. In the case of Obiton at Ondo, Ero at Ipele, and Ovia Osese at Ogori members are initiated into a new age grade.

All the motifs in Yoruba indigenous festivals can be reconciled under three all embracing motifs. They are joy, morality and devotional motifs. The explication of festivals may be marred by the whims and caprices of researchers which development could lead to the identification of multiple and conflicting motifs. The three compartments identified in this present study under which different festivals could be herded remove whatever ambiguity may beset the intellectual analyses of all indigenous performances.

Decorum is fundamental to the development of societies. However the unwritten moral codes of indigenous societies are unconsciously trampled upon thus disrupting the fabrics of nature. Purification rituals are, therefore, geared towards a resolution of such conflicts through recourse to a widespread negation of mores sequel to the cleansing bid. The underlying principle is that lawlessness must be unleashed at a magnitude that necessitates purification. The associated demonstration emphasizes the necessity for moral rectitude as its negation could mar both the physical and spiritual essence of the community. Ore, Iweh, Boabo and Edi festivals are potent examples of such ceremonies.

Festivals in Yoruba-land depict the attitude of the people towards entertainment and ritual propitiation. Today entertainment plays a central role in them. However, this might not have been the case originally. The originators were indisputably pursuing a religious motif. Regrettably, the demise of the custodians of such values who did not hand down all the needed spiritual essence for which efficacy could be enhanced was, perhaps, largely responsible for the reduction of the religious motif to the level of insignificance.

Ijengen, a funeral rite for highly placed indigenous chiefs was performed by nine birds in the medieval era and were invited through the chanting of all the enabling incantations. The inability to conjure these birds leaves modern men gaping with pathetic nostalgia at the loss of a vibrant culture of transition. This development is equally applicable to many festivals in Yoruba-land generally and what remains today is a re-enactment of a religious value and in its place is crave of modern men for entertainment especially in mime, imitation, music, drums, dance and possession.

4. Conclusion

Festivals are important to the Yoruba and a year without them will lead to decadence. Life would literally ground to a halt and except during war, every native looks forward to such celebrations. People from neighbouring towns converge while commercial activities are suspended Boabo, Ere and Ogun festivals in Ondo State draw a large crowd during which freshness is injected into the body framework of the communities through entertainment, rejuvenation and convergence (Mbiti, 1981:137). The rituals cleanse the communities of their accumulated crimes, abuses and ills. More so, crucial filial resolutions are made just as the rituals uphold the ethics of the societies. Favours are solicited especially success in business, blessing against barrenness and above all, peace (Mbiti, 1981:137). Festivals are entertainment and religious celebrations that emanated from the desire of the people to put all impediments in their agrarian, social and cultural sophistication at bay. They add colour and impetus to both personal and communal rituals (Mbiti, 1981:136). The religious motif in festivals combines worship with pleasure. They are significantly synonymous with merry-making and musical performances that are tied to the history and foundation of the towns (Famuyiwa, 1992:82-3). The yardstick for apprehending festivals is the subjection to a specific timing and the cyclic movement of time confers legitimacy on what ordinarily is unusual (Soyinka, 1982:241). An orchestrated change occurs in the activities of the people. Every member is involved but the degree of involvement may be tacit or total. Where abstinence could be perceived, psychological conditioning compels decorum in view of the inescapable consequences of a negation. The two cultures finding expression in Greek and African environments may have brought about the festivals as a way of entertaining one another. If there was any borrowing, especially as humanity has been claimed to have evolved from the same source cum origin, it will take more than a critical analysis to authenticate.

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The Role of Slaves in Ibadan Wars and Diplomacy in the Pre-Colonial South Western Nigeria, 1835-1893.

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Abstract. The paper examines in the main the role of slaves in the prosecution of wars and the diplomacy that went with such wars of conquest in the pre-colonial Ibadan. It underscores the skill, the agility and the speed with which these human military machines conquered territories to consolidate the hold of Ibadan on the adjoining towns and villages. It also argues that but for the slaves, Ibadan wars of conquest and consolidation would have been a pretty difficult venture. The work adopts strictly a historical methodology in which both primary and secondary source materials are used. In this regard, this paper submits that the people of Ibadan in our period developed a military means and exalted military virtues and ideals above all other means to build a society that served the needs of their time. Such was the importance of the Ibadan slaves in war and diplomacy till the end of the nineteenth century Yoruba civil wars.

Keywords: Slaves, Wars, Ibadan, Pre-Colonial, Diplomacy, Militarism

1. Introduction

Ibadan is a Yoruba town in the South-western part of Nigeria. The city emerged as a by-product of the early nineteenth century political crisis in Yorubaland. The political upheavals in Yorubaland during that period were fraught with serious consequences which are still militating against the unity of the Yoruba race. Ibadan held sway as a force to be reckoned with in Yorubaland since its foundation in 1829 to the period when colonial rule was established in Yorubaland about 1893. It fought several wars to establish itself and maintain the independence of the Yoruba race from the Fulani jihadist that ravaged northern part of Yorubaland in the nineteenth century. The focus of this paper is the role of slaves in the execution of war in Yorubaland in the nineteenth century with particular emphasis on Ibadan.

Copious studies on the history of the Yoruba people and Ibadan most especially has enriched our understanding of the history of the town. Nevertheless, the role of slaves in the socio-economic and political life of Ibadan has received scanty attention from scholars and historians in particular. To start with, Reverend Samuel Johnson did an elaborate study on the Yoruba people (Johnson, 1921; 354). Johnson categorised by O. Omosini as an amateur, non-professional historiographer in the ilk of Reverend C.C Reindorf of Ghana gave useful insight into the foundation and growth of Ibadan as a Yoruba city state in the nineteenth century (Omosini, 1991). In his general discussion of the various wars that Ibadan fought during this period however, Johnson paid no attention to the roles that slaves played in the socio-economic and political life of Ibadan.

Similarly, Bolanle Awe, Toyin Falola and a number of modern academic historians have also contributed meaningfully to the study of the history of Ibadan. Awe in her Ph.D Thesis for instance, discussed the development of Ibadan from a war camp into a formidable empire in Yorubaland in the nineteenth century (Awe.

1964; 119). Not far from this, S. A. Akintoye examined the imperial activities of Ibadan in eastern Yorubaland (Akintoye, 1971). Akintoye examines the success and failure of Ibadan more importantly during this period. Nevertheless, the role of slaves in Ibadan received very scanty attention. Toyin Falola however, did a study on the political economy of Ibadan between 1830 and 1900 (Falola, 1984; 129). Falola examines various aspects of Ibadan history but fail to examine in detail the slave factor in the military activities of Ibadan as an imperial city state in Yorubaland during the period under review.

From a different perspective however, Ruth Watson examines the historical relationship between the political institution of chieftaincy and civic pride in Ibadan. Watson's work explores how a `civic Ibadan' was made through practices of settlement, civil disorder and external warfare during the pre-colonial period. This obvious lack of interest by Yoruba historiographers gave rise to this study.

2. The Early History of Ibadan

The ancient Ibadan settlements were peopled by a section of *Egba Aguras*, who were known as *Ibadan Soge* (Akintoye, 1971). The settlement lay between the Ijebu and Egba towns in the forest belt and Oyo in the Savannah belt. Ibadan was created in 1829 as a war camp for warriors coming from Oyo, Ife and Ijebu. The city is a forest site made up of several ranges of hills, varying in elevation from 160 to 275 meters (Fourchard, 2008). The location of the town offered strategic defense opportunities. Moreover, its location at the fringe of the forest promoted its emergence as a marketing centre for traders and goods from both the forest and grassland areas. Ibadan thus began as a military state and remained so until the last decade of the nineteenth century. The city-state also succeeded in building a large empire from the 1860s to the 1890s and extended over much of northern and eastern Yorubaland. Ibadan was appropriately nicknamed *idi Ibon*, "butt of a gun", because of its unique military character. The warriors constituted the rulers of the city and the most important economic group (Falola, 1984). However, the economy of Ibadan primarily rested on agriculture, manufacture and trade mainly in slaves, palm oil, yam, kola for export, shea butter, salt, horses, and weapons imported to the town from outside (Fourchard, 2008).

The settlements were principally occupied by fugitives, outlaws, rascals and criminals from the neighbouring towns and villages. They lived by plundering surrounding farms, villages and towns and were so daring that the inhabitants of the neighbouring villages regarded their settlements as a place of the lunatics. After some years, the wave of migrations sweeping through the northern part of Yorubaland, partly due to the dynastic struggles and the dislocation caused by the Fulani Jihadists who had made incursions into the north of Yoruba country, forced a lot of Yoruba groups and warriors to move to more relatively safe areas down south. Ibadan was one of those 'safe' areas that accommodated the migrants. Before long, the warrior migrants reorganised the settlement and developed it into a war camp. This gave it a unique opportunity among other Yoruba towns for developing a definite military propensity. The settlers, apart from taking up Yoruba traditional occupation of agriculture, were all potential soldiers. This became necessary because of the need to be in a state of military preparedness against the Fulani who had driven them out of their original homes. Quite a considerable number of able bodied freeborn, migrants and slaves were trained as soldiers by the *Ologun.* Each warrior chief had his own army consisting of quite a number of slaves and some members of his household. It was the responsibility of the military chief to train his soldiers in the art of military warfare, especially on 'tactics and strategy and the use of 'modern' weapons' (Falola, 1984; 32).

The soldier-slaves were got mainly from the captives of war and partly from the slaves sent to Ibadan as tributes and gifts from the conquered towns. They were enrolled to serve in the armies of various *Ologun* since Ibadan as a state, had no standing army of its own. Thus the onus fell on the warrior chiefs along with their retainers to defend the territorial interest of the state. To that extent, each of the war-lords built his own private army and since the soldier-slaves were more important in a military state like Ibadan,

their training was taken with all seriousness it deserved. They were deliberately trained in the methods of warfare, with emphasis on marksmanship, leadership, other military strategies and valour. They were ready to serve in as much as they were guaranteed shelter, food, clothing and weapons of war. Their impact was felt in foreign policy and diplomacy, in government and most importantly, at the battle field. They were part of the law enforcement agents, administrators, tax collectors and were creatures to be exchanged for weapons of war.

3. The Military Means, the Wars and the captives

The military prowess of Ibadan and the valour of its generals positioned the city-state as a force to be reckoned with in Yorubaland in the period under review. Bolanle Awe in her thesis submitted that Ibadan was a "Republic of Warriors" (Awe, 1964; 119). In fact, the city owed its foundation and rise as an imperial power in Yorubaland during the early nineteenth century to its unrivalled military tradition among other Yoruba states. Oba Akinyele was apt to say that "in Ibadan, the leading enterprise was warfare; very few people were farmers, and the few were despised". And to buttress this, Ruth Watson drew our attention to `Ibadan City Anthem' as recited in Ibadan mementoes:

Ibadan, ilu jagunjagun
Awon to so o d'ilu nla
Awa omo re ko ni je
K'ola ti ogo won run
Ibadan, city of warriors
They who made it into a great city
We its children will not allow
That their honour and glory perish (Watson, 1999)

Apparently, an important aspect of Ibadan military tradition during our own time is the role of slaves in the execution of several activities in the city and more importantly war. The military leaders in Ibadan relied very much on the soldier-slaves for their wealth and power. The slaves apart from other functions they perform in the state, also featured prominently in all the wars fought by the Ibadan in an attempt to bring about balance of power in Yorubaland after the demise of the Old Oyo Empire. Each of the war-chiefs could put as much as one thousand soldier-slaves or more on the battle field at a time. For instance, during the *Ijaiye* war (1860-1862), *Ogunmola*, a notable Ibadan *Ologun*, put so many of his soldier-slaves on the battle field that between April 10, 1860, when the war commenced and March 17, 1862, when it ended, he had lost about one thousand and eight hundred of them. Women chiefs also had their own war-captains and war-boys who were slaves. Madam *Efunsetan Aniwura* had over two thousand slaves of which some were captains of war and war-boys excluding her domestic servants. In fact, when the Ijebu took the opportunity of Ibadan soldiers' exit from home to *Ekiti* country, to attack Ibadan, it was a woman, Madam *Omosa*, the only female child of *Ogunmola*, who organised her soldier-slaves to repel the attack and drove the *Ijebu* back as far as *Mamu* stream in *Ijebuland* (Morgan, nd; 94).

Booties of movable goods like slaves, cloths, household utensils and live-stock were the by-products of wars. These constituted a form of capital accumulation which the professional soldiers needed to maintain and strengthen their military and political positions. The greater percentage of these booties belonged to the *Ologun* while the soldier-slaves had little. The *Ologun* on the other hand must give a quota of their booties to the *Baale*' and the *Balogun.* Every *Ologun* also received from his subordinates (Falola, 1984; 32). The soldier-slave, who was successful in war and caught several slaves, released them to his master. In most cases, some of their masters would return one or two fifths to the soldier-slaves. There were few cases of unkind masters who would keep all the booties, claiming that the service which the soldier-slave had rendered was his duty (Johnson, 1921; 393).

Furthermore, any of these soldier-slaves could buy his own freedom by giving his own share of the booties of war to his master in the presence of a witness. He was thus free to move around as a freeman and henceforth, he would serve as a free-soldier under his former master. Like the freeborn soldiers, he was expected to give to his

warrior-chief one or two captives, depending on the number of captives he got from a particular expedition. But if he became idle and depended largely on his master for everything including his weapons of war and his debts, he was expected to give up more than a half or nearly all his booties of war (Johnson, 1921; 325).

There were highly placed soldier-slaves in Ibadan. Their masters put them in positions of trust and responsibility especially the courageous ones who must have proved themselves worthy of trust. These highly placed soldier-slaves kept horses of their own, farms and farm-houses. They were responsible for the training of the young soldier-slaves and freeborn recruits. By all standards, the highly placed slaves were always richly dressed and were often seen on the streets than their masters. It is said that, whatever the misfortunes of the household, they were not to be sold. They were to remain guardians of the house and their masters' sons. Their children were regarded as home-born slaves and could not easily be distinguished from the freeborn children (Johnson, 1921; 393). The more of these highly placed soldier-slaves a chief had, the greater his military and political power.

Soldier-slaves generally proved effective in the execution of various wars which were largely provoked by the desire of the nascent and imperial states of *Ilorin, Ibadan, Ijaiye* and Abeokuta to fill the vacuum provided by the demise of Old Oyo (Afolayan, 1986). Ibadan therefore became the metropolis of an empire. The territorial extent of this empire kept expanding as Ibadan continued its military drive to add new areas of influence to her former possessions. Each of these wars of expansion produced a number of captives which were brought to Ibadan. The soldier-slaves, with the exception of the disastrous *Kiriji* war, always returned home victorious from all wars. They fought at *Owiwi* in 1831, (Biobaku, 1964; 19), at *Jabara* in 1835), at *Iperu* in 1836, *Osogbo* (1840), *Ijaiye* (1860-1862), *Igbajo* (1866-1867), and the sixteen years' war (1877-1893), which ended all wars in the Yoruba country (Ajayi & Smith, 1964).

The wars, produced as many captives as possible. At the *Ipetumodu* and *Osogbo* wars, large numbers of Ilorin soldiers were taken as captives by the Ibadan soldiers. At the Ekiti and Ijesa countries, many people were taken as captives between 1854 and 1859. After these campaigns, it was reported that some 10,000 captives were brought into Ibadan (Campbell to Clarendon, FO. 84/976; Oroge, 1971; 176)). By 1870s, acquisition of slaves had reached its peak in Ibadan. Thus, slave-holding in Ibadan received its greatest boost from the highly successful wars fought by its army. Out of an estimated population of about 100,000 in 1877, the number of slaves far out-ran that of the freeborn and freedmen. The *Ijesa* and the *Ekiti* were predominant among such slaves. Salutations in the dialect of the *Ijesa* were common among the *Oyo Yoruba* who formed the majority group of the inhabitants of Ibadan (Oroge, 1971; 176). One of the kings of the *Ijesa* in the 1880s, *Owa Agunloye-bi-Oyinbo*, was once a captive of the Ibadan, though he later escaped. It has however, been revealed that there was scarcely any man or woman in about the one thousand, four hundred and sixty *Ijesa* towns, that was not three or four times taken as a slave by the Ibadan (C. O. 147/48: Oroge, 1971; 172).

It is not surprising to see the Ibadan acquiring slaves in large numbers because the structure of the Yoruba society gave political, social and economic advantages to those large households that possessed numerous slaves. The more slaves an individual possessed, the greater the respect that was given to him. In military promotion, political appointments and fief-holding, the number of slaves and other *omo-ogun* possessed by an *Ologun* were considered. Slaves were used to measure the wealth of individuals in the society (Morgan, nd; 94). Most of the Ibadan war chiefs between 1856 and 1893, were at one time or the other private soldiers under the great Ibadan *Ologun* like *Oluyedun, Oluyole, Elepo, Lajubu, Akinluyi* and others. Among those private soldiers who rose to prominence due to their warring activities and acquisition of property in form of slaves, were *Ibikunle, Ogunmola, Akere, Latosa, Abayomi, Ajayi, Jegede* and a host of others. They all had

large compounds where their numerous slaves and followers lived. Therefore, in this setting, slave-holding became the principal source of investment in which wealth and power reside. It was the chiefs' guarantor of social and political importance. Anna Hinderer, observing this socio-political structure concluded that 'slaves make a man great in this country(Hinderer, 1873; 245).

Having realised that possession of slaves was the shortest route to socio-political recognition, many of the *Ologun* were bent on acquiring as many as they could in the shortest period possible. They plundered many towns and cities, particularly the *Ekiti* and *Ijesa* territories, where they got a lot of slaves. According to Johnson,

…slave-raiding now became a trade to many who would get rich speedily, and hence those… who quickly spent their ill-gotten gains in debauchery and all excesses would band together for a raiding expedition..., (Johnson, 1921, 321).

This insatiable appetite for acquisition of slaves coupled with the influx of other migrants and refugees into Ibadan led to a remarkable increase in the population of the city. It must be stated that it has been very difficult to really state the population of Ibadan in absolute terms. This becomes even more difficult when one considers the fact that one is talking of an age when all the indigenous inhabitants of Ibadan were non-literates. However, the population had been variously estimated by various travellers and writers, with some degree of accuracy, judging from the fact that there were not much differences in their accounts. Talbot (1926) and Hinderer (1873) in 1851, put the population at 60,000 and 100,000 respectively. In 1856, it was estimated at 70,000 and between 1860 and 1890, it was put at 150,000. Another account also put the population at 150,000 in 1899 (NAI; Lagos Annual Report 1899).

These various accounts showed that in the period between 1830 and 1840s, there were few slaves in Ibadan. But from the 1850s, slaves were brought into the city in thousands. They were in every nook and cranny of the city and were as well engaged in one trade or the other in all sections of the economy by their masters and mistresses. In fact, the economy of Ibadan was dominated at the close of the nineteenth century by about one hundred ruling chieftaincy houses, which between them employed a large number of slaves in agricultural and trading activities (Hopkins, nd; 140). Indeed, the influx of slaves like in the nineteenth century Sultanate of Zanzibar (Akinola, nd; 222-224), created so much fear of the possibility of a slave insurrection in the minds of the Ibadan authorities, that it was decreed in the 'name of *Oke-badan*' in 1859, that the Ibadan should desist from going to war for sometimes. It was said that there were too many strange people in the town and to continue to swell the population through the acquisition of new captives might bring destruction on the town (Smith, 1976; 162).

In the attempt to enforce this decree, *Balogun Ibikunle* had to divert the minds of Ibadan *Ologun* and their soldier-slaves from war in 1859, by making them build the third town wall. The wall, called *Odi Ibikunle*, was named after the *Balogun* because he suggested, planned and supervised its erection (Johnson, 1921; 335). Meanwhile, the decree was not to last for more than a few months before the Ibadan went back to war in 1860 with the *Ijaiye* and until 1893, Ibadan in particular and the Yoruba country in general knew no peace. This third wall also was partly built to protect the ever increasing population of Ibadan. However, the dreaded population growth turned out to provide the stimuli for the expanding economy of Ibadan in our period. Among the migrants who further greased the engine of growth in Ibadan by contributing their own little quota, were craftsmen, farmers, diviners, musicians, blacksmiths and ambitious soldiers who could no longer cope with the inhibiting and stifling traditional set up of the older Yoruba cities. Therefore, with the abundance of opportunities and security which Ibadan provided as a city located in a strategic place; where most of the trading opportunities in the Yoruba country could be tapped; and as a city that could boast of many distinguished warriors who could successfully defend the town, these people were

able to settle down and establish their various occupations (Falola, 1984, 32).

The numerous slaves that were brought into Ibadan and who had swollen the population of the city were used for various economic pursuits. They were important in the exchange for arms and ammunition for the prosecution of wars. That is, they were used to finance the wars by being sold in exchange for weapons. This has been the reason why some writers and media organisations (Elgee, 1914: *The Lagos Times*, 1892, 1893, 1891) particularly in Europe, concluded that the wars of the nineteenth century Yorubaland were fought principally to acquire slaves for the maintenance of social status and exchange for weapons and other finished goods from European traders at the coast. But with the development of African historiography, this erroneous impression has always been debunked by modern African historiographers.

The African historians submit that the issues involved in the nineteenth century Yoruba wars were both economic and political. It was economic because those involved wanted more captives and as long as the Whiteman's weapons were able to enter the interior of Yoruba country, the wars would continue; and as long as the wars continued, there would always be captives of war to maintain social status of the *Ologun* and other civil chiefs. It was also political as far as the question of balance of power in the Yoruba country was concerned particularly after the collapse of the Old Oyo Empire. Indeed, it should not be forgotten that in the early kingdoms of the Yoruba including the Old Oyo, slavery and slave trade had existed and there had been wars of diverse motives. Therefore, wars, though destructive, irrespective of where they were fought, had always been and will always be fought for political and economic reasons.

Furthermore, the notion that the Yoruba wars were fought without serious thoughts is baseless because there were always internal and international attempts to resolve issues of war. It was only after the failure of diplomatic attempts at peaceful settlement, that wars were declared. According to P. A. Talbot,

…warfare was undertaken by the Yoruba with deliberations. Only after lengthy discussion in the councils of the kingdom that the army moved out to the vicinity of the enemy (Talbot, 1926).

For instance, both the *Alaafin* of Oyo and the authorities of Ibadan tried to avoid the *Ijaiye* war (1860-1862), but the obstinacy of the strongman of Ijaiye, *Kurunmi*, made peace difficult. Johnson commenting on this writes:

all hopes of a pacific settlement were now given up, for private messages, advices and remonstrance were without number to the Are (Kurunmi), but for all this (he) remained unyielding to the king (Alafin) and defiant to Ibadan (Johnson, 1921; 335).

Equally, diplomatic attempts were made by both the Egba and the Ibadan to avert the wars of the trade routes. And precisely, by July 12, 1877 (Johnson, 1921: 335), representatives of both parties had been on the conference table at Ibadan to amicably discuss their annoyance. The uncompromising attitudes of the two parties involved destroyed this attempt at peaceful settlement. The point is that had the wars been conceived purely for economic reasons, there would have been little need for such attempt at peaceful settlement. Therefore, what can be said in this connection is that there was always the appetite for taking captives who could be profitably disposed of and this probably prolonged particular campaign and may also have prolonged the general state of warfare among the Yoruba states in the nineteenth century. In other words, captives were just by-products of the various wars and once they were got and sold profitably, the urge to continue with the war to produce more captives was to be expected.

Moreover, there were instances when captives of wars were sent back to their various towns. Also captives who had been kept as political prisoners were sometimes exchanged. In addition, there were times when captives were not taken at all even when there were opportunities to acquire them. There were examples to support these claims and one that readily comes to mind was

the release of the *Ijebu* taken as captives by the Ibadan after the war of the trade routes. *Are Latosa* returned all the *Ijebu* taken as prisoners of war unsolicited and protested his unwillingness to fight with the *Ijebu* (*The Lagos Times*, 1893). Another instance could be drawn from the *Ikirun* or *Jalumi* war of 1878. In this battle, *Balogun Ajayi Ogboriefon* defeated the *Ijesa* at *Ikirun* and instead of taking them as captives, he commanded Ibadan soldiers with a charge that 'let no one stay for booty or captives, all prisoners must be slain at once' (Ajayi & Smith, 1964; Morgan, nd; 94: Johnson, 1921). Although this act may be barbaric and savagery, it has vindicated the point that wars were not fought primarily to capture slaves.

4. The importance of the slaves in Wars and Diplomacy

The importance of the slaves in the foregoing analysis is the fact that they were extensively used to finance the wars. Some of them were sold overseas in exchange for weapons of war and like it has been pointed out, some were drafted into the various private armies. Generally, slaves became viable articles of trade, presents, tributes and diplomatic concessions, that several hundred changed hands in the course of the century. Slaves were bartered for short and long parallel muskets, American Snider (breach loading rifles) and Danish firearms. The powder was mainly got from Boston, U.S.A., and was a coarse substance with a high charcoal content (Ajayi & Smith, 1964; 47). The ammunition consisted of bullets and bar-iron of varying sizes, cast and cut by local blacksmiths, who were also sword-makers. The use of firearms not only influenced decisions on the battle field, but also, and perhaps to a greater extent, alters the political course of events at home. Therefore, since the weapons and powder were all imported, slaves were sold to the coast in increasing numbers to ensure supplies.

The people of Lagos, Badagry, the *Ijebu* and the *Egba* served as the middlemen in the business of human trade. They would buy the slaves from the interior markets including Ibadan and marshalled them, men, women and children in caravans for the march to the European traders at the coast. From the coast, the arms would travel inland through the middlemen. Prices of the slaves varied from time to time, depending largely on the volume of demand relative to supply. In our period, the average price by an African slave-dealer for a male slave varied between 40,000 and 60,000 cowries, which, according to the average rate of exchange was equivalent to between £3 and £8 respectively.

Generally, the sick and injured slaves were lumped with the helpless women and children; and sold off cheaply as 'refuse'. However, between July 1862 and the end of 1864, arms and powder which the slaves were bartered for were estimated at £23,000 and most of these were transmitted to Ibadan through the *Ijebu* middlemen at Ikorodu. The acquisition of large quantities of arms and ammunition from the coast placed Ibadan in an advantageous position over many other Yoruba states and consequently, it virtually became impossible for the Yoruba to return to a more peaceful way of life.

Furthermore, it should be pointed out that the slaves were not indiscriminately exchanged for weapons. Screening of all captives was done in order to determine how each should be treated. The able bodied and the blacksmiths among the slaves were highly valued by the *Ologun*, for their skill both at the battlefield, and in the production of agricultural and war implements. In the nineteenth century Ibadan, most of the important households had their own smithies and therefore, it is not surprising that today, there are more blacksmiths in the older parts of the town, where the more important *Ologun* had their compounds. Besides the blacksmiths, there were the soldier-slaves, whose services as earlier stated were important and were not to be disposed either for ammunitions or other European manufactured goods, as long as they were still in active service of their masters. The slaves were very important in the prosecution of wars and could determine the course of any war whenever they wished to, depending on their treatment. For example, their importance was felt at *Osiele*, during the war of the trade routes with the *Egba*. The Ibadan soldier-slaves realising that a great number of them were being

killed, an act they attributed to the negligence on the part of the war-chiefs, withdrew from the battle, leaving *Are Latosa* (Head-Chief, 1871-1885), and his war-chiefs. The '*Are'* had to retreat when the remnants of his army could not contain the *Egba* onslaught. In fact, the '*Are'* could have been captured by the *Egba* troops, but for *Sanusi*, his son and *Idagana*, one of his principal slaves, who suddenly charged at the attacking army.

Another example was during the *Jalumi* war in which the *Osi Balogun, Ilori,* the great *Ogunmola's* son, had offended his principal soldier-slaves by inflicting facial marks on them as punishment, despite the representation from other soldier-slaves to make him see reason and temper justice with mercy. Thus when the battle was at its peak, the soldier-slaves deserted him, though the usual practice was for the soldier-slaves to surround the *Ologun* who led them to battle. Consequently, he was captured by the Ilorin forces and eventually put to death. Such was the importance of the soldiers-slaves in the determination of the course of wars and the strength of the *Ologun*.

Slaves were also important in international relations and diplomacy. Whenever there was the need to be at peace with its neighbours, particularly the Ijebu, slaves were used as diplomatic gifts. In some cases, this was done to avert wars and to keep some important trade routes opened. There were also cases when slaves were given as diplomatic gifts to secure allies in the event of war. During the war of the trade routes in 1877-78, the Ibadan sent presents of twelve slaves to the *Ijebu* war camp and at the same time, sent seventy slaves with valuable beads to the *Awujale*. This was done partly by *Are Latosa* to assure the *Ijebu* that he was unwilling to fight them and to plead with them to open the trade route to the coast. It was also to bring the *Ijebu* to fight on the side of the Ibadan at the *Kiriji* war which had just commenced. Though the *Awujale* refused to accept the 'Kola of Peace', the diplomacy paid off, as the King was expelled by the *Ijebu* chiefs and the trade route was opened to the coast.

Similarly, before the *Ijaiye* war, *Alafin Adelu*, realising he could not risk going to war with the powerful Are, resorted to diplomacy to muster the support of Ibadan. He therefore, sent to Ibadan chiefs forty slaves, beads and other valuables to show he had declared war against the *Ijaiye*. Such were the importance of slaves in all campaigns the Ibadan were involved in during the period of study.

5. Conclusion

This has been the story of the military state of pre-colonial Ibadan. Ibadan rose as a war camp from the ruins of the Egba villages to become an important town where the inhabitants developed the propensity for militarism. The military means was developed in such a way that military campaigns became the order of the day in Ibadan. Through the acquisition of slaves that were easily drafted into the Ibadan army, the city became the defender of Yorubaland, particularly against the Fulani who were almost overrunning Yoruba country from the north. A fearful military state that developed from the sweats of its soldier-slaves. Ibadan was the home of great pre-colonial military leaders like, Oluyedun, Oluyole, Lajubu, Akintuyi, Ibikunle, qOgunmola, Akere, Latosa, Abayomi, Ajayi, Jegede and a host of others who except from the disastrous Kiriji war were always returning home victorious from all wars. Some of such wars were the Owiwi War(1832), Jabara War (1835), Iperu War (1836), Oshogbo War (1840), Ijaiye War (1860-62), Igbajo War (!866-67), and the Sixteen years War (1877-1893) which ended all wars in Yorubaland and coincided with the establishment of British Colonial Rule in the hinterland of Yoruba country.

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