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College of Humanities and Social Sciences

Kampala International University, Uganda.

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Editorial

This issue of KIU *Journal of Humanities* touches on Development Administration, Civic and Political Education, Educational Administration, Judicial Administration, Social Psychology, Educational Psychology, Educational Administration, Educational Technology and Media Studies.

The first part of the Journal addresses issues in Development Administration such as Sustainable Development, Fund Management, Political Economy and Foreign Direct Investments' Framework. It is argued in one of the papers that if the quality of Almajirai and Nomadic Education Programmes is to be enhanced, then there is need for a serious commitment on the part of the government to coordinate all aspects of this education. Formal and informal stakeholders need to be involved at every stage to ensure successful value education. Government alone must not be left to the running of these model schools, all the stakeholders must be involved so as to see the end of violence in our society and equal quality education for all for sustainable all – round development in Nigeria.

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In part two, the importance of Civil and Political Education is emphasized. It is suggested that Civic education should be-a prime concern. There is no more important task than the development of an informed, effective, and responsible citizenry. This is because it is widely believed that democracies are sustained by citizens who have the requisite knowledge, skills, and dispositions. Absent a reasoned commitment on the part of its citizens to the fundamental values and principles of democracy, a free and open society cannot succeed. It is imperative therefore, that educators, policymakers, and members of civil society make the case and ask for the support of civic education from all segments of society and from the widest range of institutions and governments.

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It has been observed that the administration of justice, in all countries and at all times is a subject broad and difficult, both in its operation and its influence. It is perhaps more indicative, a truer test, of the real temper and spirit, both of the government and the people of the state or country, than any other thing. This is why the papers in part three of this edition examine the role of the judiciary as the guardian or protector and the fundamental human rights of the citizens.

It has been discovered that Educational Psychology studies various factors which have impacts upon students, which may include home environment, social groupings, peer groups, his / her emotional sentiments, and mental hygiene etc. Various methods are used in order to get the desired data about the learner in order to know about him or her mentality and behavior and its manifestations. Teacher is like a philosopher who guides his student. He is responsible to be aware about growth and development of the students. It is educational psychology which enables

the teacher to use various techniques. This is the argument of one the papers in the sections that focus on social psychology, educational psychology and educational administration.

A few papers in this issue highlight ideas on how students can acquire teaching and learning skills through the use of modern technologies. Based on the their findings, the papers in this section recommend among others that teachers should teach using video based instruction so as to encourage individualized learning. Also, the construction of 'Integrated Classrooms' that can house almost all teaching activities under one big roof is recommended.

On the whole, this edition of *KIU Journal of Humanities* features many thought provoking articles. Some of these articles are empirical in nature while others have theoretical base. Each of them focuses on one specific social and management problem or the other; trying to proffer solutions to them. Readers are therefore advised to make proper use of the ideas presented by the various authors.

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Part One
Development Administration

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Towards Effective 'Almajiri' and Nomadic Education for Sustainable Development in Nigeria

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Abstract. Education, as a continuous process of refinement, requires the combined efforts of all the stakeholders in the society to provide the platform that will bring about so much desired value education to minimize the current high spate of tension and violence all over the world. The current 'Boko Haram' insurgency and constant attack of the Fulani herdsmen in Nigeria which has made the entire country especially the north to be in a terror siege stemmed from the high level of poverty suffered by such groups as 'Almajiri' and nomadic children. They constitute 70% street children in Nigeria. For the country to achieve the Millennium Development Goals (MDGS) and Education for All (EFA), the Federal Government set up the ministerial committee to find out how these out- of- school children can be properly integrated into the UBE Scheme. Based on their findings, Government has embarked on some laudable efforts. The focus of this paper therefore is to suggest ways to improve on government efforts especially in the areas of teacher preparation, adaptation of curriculum and teaching materials that can enhance the desired effective education needed for sustainable development.

Keywords: Almajiri and Nomadic education, materials adaptation, curriculum adaptation and teacher preparation

1. Introduction

Education as a social process is indispensable in capacity building and maintenance of society. It is a vital weapon for surviving in the changing world. For the millions of children worldwide who live in the street, education is the most effective method of reintegration into society. UNESCO's work in this field has the two-fold objective of developing basic education for street children and of preventing children in difficulties from ending up on the streets. Activities are centred on: (i) raising awareness of the general public about street children and the non-enforcement of the right to education for all; In Nigeria however, the integration of the street children which are mainly the Almajiris and the nomads is through the Universal Basic Education (UBE). The UBE act 2004, part 1Section 2 (1) states that "every government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age. Universal Basic Education means the type of education in quality and content, that is given in the first level of education. The construct changes from country to country. In Nigeria, basic education was equated with the first six years of primary schooling in the past. Currently basic education extended to include the three years of junior secondary school.

Universal Basic Education (UBE) is now conceived to embrace formal education up to age 15, as well as adult and non-formal education including education of the marginalized group within Nigerian society. It is a policy reforms measure of the Federal Government of Nigeria, that is in line with the state objectives at the 1999 constitution which

state in section 18 that……Government should eradicate illiteracy; to this end, government shall as when practicable provide a free and compulsory Universal Primary Education, free secondary education, and free adult literacy programme.

Universal Basic Education (UBE) is a nine year basic programme which was launched and executed by the government and the people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration.

UBE programme of nine years can be sub-divided into three stages and each stage consisting of 3years each:

- Lower basic (3years) - primary 1-3
- Middle basic (3years) - primary 4-6
- Upper basic (3years) – junior secondary school 1-3

UBE fundamental in Nigeria is that everybody must have access to equivalent education comprehensively and co-educationally. The concept of the Universal Primary Education (UPE) introduced in 1976, (6years education) was to change into Basic Education (9years) twenty three years later. The policy provisions of these documents surpass what was on ground then. Three demographic studies on the existing national situation in the primary education sector revealed that, 12% of primary school pupils sit on the floor, 38% classrooms have no ceilings, 87% classrooms are overcrowded, while 77% pupils lack textbooks. Almost all sampled teachers are poorly motivated coupled with lack of community interest and participation in the management of the schools that was the prelude to the launching of the UBE introduced in line with Millennium Development Goals (MDGS). (Yoloye, 2004). The Federal Government of Nigeria through the Universal Basic Education Commission has made several laudable efforts at tackling majority of the challenges identified above. Consequently, this paper examine the extent to which the educational programme for the nomadic and Almajiris has been integrated into the UBE existing programme, through the adaptation of materials and introduction of some subjects based on value education that could drastically change the value system of the street children.

2. The History of Nomadic Education in Nigeria

The nomads are a special group of people with significant different way of life which requires special attention on education. They are also referred to as the Fulani with the sole occupation of cattle rearing. They are found in some part of northern state in Nigeria. Such as; Kwara, Kogi, Kano, Sokoto etc. since their only occupation is cattle rearing they move from one place to another in search of suitable weather and greener pasture for the cattle's well-being. Due to the nature of their occupation, they are "always on the move". Therefore, the nature of nomadic education involves taking education to the nomads wherever they may be. This is also in consonant with the national policy on education (1981), which states that education will be provided for those who may not have easy access to regular school. Moreover, the policy went further by recognizing the fact that whenever possible arrangement will be made for such children to assist their parents in the morning and go to school in the evening, special and adequate inducement will be provided to teachers in rural areas to make them stay on the job.

The idea of providing equal educational opportunities for all the Nigerian children was embodied in the Nigeria Constitution of 1979 which stated that "Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities for all". Thus, in consonance with the provision of 1979 constitution and National Policy on Education (NPE 1976,1981, 2004) which strongly urge government to provide equal educational opportunity to all Nigerians and in order to ensure that nomads have an unfettered access to basic education, the federal government established the national commission for Nomadic Education (NCNE) by Decree number 41 of December, 1989.

Contributing to the peculiar nature of Nomadic Education, Lar (1989) clearly established that

because of their distinctive culture which makes access to the education provided for sedentary people difficult and unacceptable to them, other approaches should be employed in educating them. He then proposed the provision of permanent class-room for the children of nomadic families who are permanently or semi-permanently settled. In essence, the nature of nomadic education ensures that for continuity in their education, teaching and learning must be organized according to the rhythm of the nomads.

Since education is the foundation for a good today and a better tomorrow, nomads too need to be educated despite their consistent mobility. Therefore, nomadic education should be considered as viable, valuable and relevant to the needs and development of this country and should be pursued vigorously. There is no alternative to education. A people that is denied education is denied a significant aspect of life. As laudable as this nomadic education is, many factors are inhibiting its success. Such factors include teacher preparation, text books and other teaching materials preparation and adaptation, curriculum adaptation and quality control strategies that would ensure effective implementation of policies relating to nomadic education in Nigeria.

3. The History of Almajiri

The concept of Almajiri could be traced to 'Al – Muhajirum' in Islam – meaning the adherents of Prophet Muhammed (SAW) who followed him from Mecca to medina to evade persecution during 'Hijirah'. However, in Hausaland (Areas in the Northern part of Nigeria), Almajiri (singular tense) or Almajirai (Plural tense) refers to any person, irrespective of gender that begs for alms assistance on the street or from house – to – house (Adetoro 2010).

The issue of Almajirai has remained worrisome in the minds of northern elites. This is because the practice has been a source of embarrassment to the region In Hausa land the term Almajiri could take any of the following forms; any person irrespective of gender, who begs for assistance on the street or from house to house as a result of some deformity or disability; children between the age of seven and fifteen who attend informal religious school who equally roam about with the purpose of getting assistance or alms; or even a child who engages in some form of labour to earn a living. **(**Yusha'u, Tsafe . Babangida, . Lawal (2012)

According to Muhammed (2010) the concept of Almajiri in Nigeria started in the olden days when the quest to acquire knowledge was prevalent, especially the Koranic knowledge by the Muslims. There were no laid down procedures or channels to adopt in obtaining such, except the unconventional way of handing over wards to a supposed teacher, known as Mallam. It was this Mallam that enlist the child and the teaching of religious scriptures and way of life are indoctrinated into the young pupils. It was so perfect and rewarding that it produced highly educated Sheikhs and Mullas who became successful in life by holding positions of judges and teachers that were molding the minds of the young on how to become righteous and exemplary in their future lives. However, when the civilized life styles of the west started encroaching into the big cities of the north, some of these Mallams became allured to the greed for money and started migrating to the cities and towns with their pupils and subjected them to the vagaries of the streets. (Muhammed 2010)

He further explains that one teacher can register up to a hundred and more pupils who he singularly keeps, guides and controll. To keep them fed and accommodated are also part of the teacher's responsibilities. But nowadays even to keep and feed one hundred mouths are not easy, and perhaps impossible. But life must go on, and the pupils have to, as a must, acquire the knowledge their parents sent them to do. The little stipends the parents are able to give their wards for them and the teachers hardly sustain them for a month, so an alternative means of getting more income has to be employed. During the day time, when there are no classes the pupils are allowed to stretch into the town and wander around until when classes were to begin. It is this going about around the town that affords the pupils to engage in menial jobs that fetch them some little amounts. This also was

kind of stopped by the people because they have other means of doing such jobs and so the pupils venture into house to house begging for remnants of food to eat. It is also said that the pupils take back part of this food to the teacher. It is clear from the above, that the teacher himself is gaining from the engagements of the pupils in the town, and can do anything to sustain it.

4. The Almajiri Children Lured into Crime

The system that was hitherto organized and well charted has now been bastardized and abused to the extent of letting the children roam the streets and picking remnants of food leftover from dustbins. One other aspect of the system that has been abused nowadays is the degenerated value of trust and togetherness that the Northern forefathers have lived and died with (Yusha'u et al.2012) This issue of lack of trust is as a result of the changing world in terms of orientation and our rush for acquiring the status of a civilized lot. Couple with this is also the government's nonchalant attitude of fending for the citizenry that result in thousands of our youths daily roaming the streets looking for what to eat (Muhammed, 2010). These youths thus become easy tools for the religious fundamentalist and social miscreants to use to vent their anger on the society for reasons best known to them. They are offered very meager amount to commit so horrendous acts that are being witnessed today in Nigeria. In order to meet the goals of Education For All (EFA) and to eradicate Almajiri method of involving teenage children in street begging, hard labour, unhygienic condition, social vices and also to provide adequate and qualitative instructional materials in both Islamic and secular subjects, there is need for integration. The concept of integration as clearly understood is the introduction of the elements of basic education i.e. the literacy, numeracy and life skills of the western type of education into the traditional Qur'anic school system. In other words, it connotes injecting the essential components of public schools into Qur'anic schools (Mahuta, 2009). This integration thus resulted into the adaptation of curriculum to suit the needs of the street children

5. Curriculum Development for Universal Basic Education and Curriculum Adaptation for Special Needs Education

The curriculum, as defined by Onwuka (1981), is a structural series of intended learning experiences. It is the means by which educational institutions endeavor to realize the hopes of the society. The curriculum is employed by the schools to determine the set objectives or goals of the society in which the schools are and serve. Thus, the curriculum embraces purposeful experiences provided and directed by educational institutions to achieve pre-determined goals.

Curriculum development is the planning of learning opportunities intended to bring about certain changes in learners and the assessment of the extent to which this changes has taken place. In Nigeria, Educational Research and Development council (NERDC) has the mandate to develop school curricular for all levels of the educational system in Nigeria. In line with the government adaptation of the 9-years Universal Basic Education (UBE) programme, NERDC in 2006 developed a 9-year Basic Education Curriculum (BEC) to meet the ideals of the UBE programme. The curriculum accommodates the fundamentals of both the National Economic Empowerment and Development Strategies (NEEDS) and the Millennium Development Goals (MDG); the implementation of the curriculum commenced nationwide in primary 1 and jss1 classes in September 2008 respectively the first batch of learners graduated in 2011 after siting for the Basic Education Certificate Examination (BECE).

The school curriculum is a dynamic and open document that is consistently changing with the needs, challenges and aspiration of the society. Therefore, the feedback receives on the implementation of BEC called for urgent reviewed of the curriculum which involves consultations with stakeholders to prepare a conceptual framework. The framework identifies

and groups related disciplines thereby achieving a reduction in subject overloads. For instance related UBE subjects curricular like Islamic studies, Christian religious studies, social studies, civic education etc. that focus primarily on the inculcation of values (society moral, interpersonal) now form a new UBE subject called Religious and value education. Thus, the conceptual framework for the review of BEC comprises of a ten (10) subjects namely; English language, Mathematics, Basic Sciences , and technology, Religion and National values, Cultural and Creative arts, Business Studies, Nigerian Languages, Pre-Vocational Studies, French and Arabic.(Obioma 2013).

The revised nine-year BEC addresses among other things, the issues of value re-orientation, poverty eradication, family life/HIV and AIDS Education, critical thinking, entrepreneurship and life skills as well as encourage innovative teaching and learning approaches and techniques. In addition, the curriculum is organized to ensure continuity and flow of themes, topics and experiences from primary school to junior secondary school levels. The contents, performances objectives, activities for both teachers and learners, teaching and learning materials and evaluation guide are provided. Teaching is supposed to enrich the contents with relevant materials and information from their immediate environment, but adapting the curriculum to their needs and aspiration. Thus, as reiterated by Obioma (2013), the curriculum can be adapted for such special needs as Nomadic education or Alma Jiri education. Etc. This paper therefore attempts to adapt the English studies curriculum for lower basic (primary 1-3) to reflect the curriculum content of Religious and Value Education also for primary 1-3. This would enhance their communicative competence and at the same time introduce and inculcate the right moral value into them

6. English Language Curriculum in Nigeria Education System

The English language which as a subject is currently referred to as English Studies, has a unique and elaborate document that contains the topics/skills, objectives, contents, activities (both for teachers and students), teaching/learning resources and evaluation guide for the subject.
The English Studies curriculum for the lower basic is slightly different in terms of terminology and approach. There is the introduction of phonological awareness and phonemic awareness (phonics instruction) which are closely related to Listening and speaking (aural discrimination between consonant and vowel sounds) in Upper basic and speech work in post basic levels. Olatoye (2012) highlighted the objectives of English Language for post basic as clearly stated in the curriculum to include:

- to tackle the language deficiencies brought in form the lower basic;
- to develop language proficiency for both upper and post basic level of education;
- to develop the language proficiency needed for performing well in other school subjects;
- to build confidence on students' use of the English language as a means of communication with others in the larger society.

The English language curriculum is broken down or filtered down to syllabus (by examination bodies), scheme of work (by school authorities). The curriculum also specified resources to be used. Woko (2013) and Olatoye (2012) affirmed the compulsory status on English language at all levels of education in Nigeria.The English curriculum for all the basic classes runs for 9 years, this is in accordance with the 9 years Basic Education Curriculum which is divided into the following sections:

- Lower Basic Education curriculum for primary 1 – 3
- Middle Basic Education curriculum for primary 4 - 6; and
- Upper Basic Education curriculum for Junior Secondary 1 - 3

It is expected that every student who had gone through the years of basic education is expected to have acquired adequate level of literacy, numeracy, manipulative, communicative and life skills as well as ethical, moral and civic values needed for a solid foundation for life-long learning (Olatoye 2012). Such a child will be required to sit for a government regulated

examination. The child will receive a Basic School Certificate (BSC) if he/she is successful. With this new structure, a child in primary 6 automatically transits to Junior Secondary School (JSS) without sitting for the common entrance examination as was the practice the child is assessed and promoted to JSS by his/her performance as documented in his/her continuous Assessment Report right form primary 1 to primary 6 (Olatoye 2012).

7. Recommendations

In order to ensure the full implementation of the above special need education curriculum for desired quality education for these set of deprived Nigerian citizens, the following suggestions are proffered:

- The federal government should intensify more efforts to build better schools with adequate facilities for the Almajiris and the nomads.
- The Almajiri and the nomadic teachers should be well-trained in modern teaching methodologies and technology.
- Value – education subject which should be made a compulsory core programme in the Almajiri and the nomadic schools should be taught through the medium of English language
- Free feeding and uniform should be incorporated into the Almajiri and the nomadic children system of education.
- There should be government law banning street-begging and making Basic Education compulsory for the Almajiri and the nomadic children
- Counseling sessions should be in-built into the value re-orientation sessions for the Almajiri and the nomadic children in the school system.
- English studies should be systematically taught through the adaptation of existing materials in a simple way
-There should be national campaigns and information dissemination to encourage governments and civil society in the provision of educational opportunities for all.
-Adoption of a multisectoral approach to promoting the right to education and strengthening partnerships between Government, UN agencies, civil society, NGOs and the private sector.
-Basic service provision (e.g. literacy courses, medical and psycho-social support, food and clothing) provided at street level to aid children in making informed and positive decisions about their lives, about leaving the streets and becoming integrated in residential centres or reintegrated with their families.
-Organization of street rounds to identify new street children, establish a dialogue based on respect to enable them to decide to leave the streets.
-Inclusion of street children in the mainstream school system from early on and rehabilitation value – based programmes for drop-outs.
-After-school educational activities, personalized educational workshops and functional literacy courses and vocational training to bridge formal and non-formal education and to facilitate street children's enrolment in the public school system.
-Organization of advocacy campaigns and preventive education programmes for street children on HIV and AIDS and development of life skills training programmes about communication and interpersonal skills, decision-making and critical thinking skills, coping and self-management skills.
-Improving pre-service and in-service training where teachers acquire experience in inclusive methods and practices, meeting pupils with different abilities, experiences, social and cultural backgrounds.

8. Concluding Remarks

In conclusion, there is no doubt that for a proper integration to take place, there is need for curriculum and material adaptation. English language curriculum contents should be adapted to reflect the contents of all the subjects as reflected in the proposed integrated curriculum. The proposed integrated/inclusive education curriculum being suggested to reform the Almajiri and nomadic system of education is like nurturing a good plant to get a better fruit (Adetoro 2012). Indeed, it is necessary to have this type of educational programme so as to save the future generation from a more devastating genocide. Also, if the quality of Almajirai and nomadic education programmes is to be enhanced, then there is need for a serious

commitment on the part of the government to coordinate all aspects of this education. Formal and informal stakeholders need to be involved at every stage to ensure successful value education. Government alone must not be left to the running of these model schools, all the stakeholders must be involved so as to see the end of violence in our society and equal quality education for all for sustainable all – round development in Nigeria.

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The Effects of Poultry Farming on the Socio-Economic Development of Women in Rural Areas: A Case of Bichi Local Government Area of Kano State, Nigeria

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Abstract The paper is all about the impact of smallholder farmer's production of local chicken on economic development of Nigeria basing on the case study of Bichi Local Government of Kano State in Nigeria. The specific objectives of the study which are to identify the challenges faced by farmers in conducting the activity of chicken production and to provide a solution to the challenges faced by poultry farming on socio-economic development in Bichi Local Government of Kano State in Nigeria. The paper applied a descriptive research design in the study to ensure effective collection of data from the respondents. During sample procedures, the researcher selected 120 people who were considered as respondents and these were categorized as follows; 60 Farmers, 40 Business people and 20 were Agricultural officials who are conducting their businesses and stay in the area of Bichi Local Government of Kano State in Nigeria. Both Purposive sampling and simple random sampling techniques were applied during data collection in acquiring data from the participants, Data instruments used includes Questionnaires, Observations and Interview guide, in doing so, the researcher drafted questions which were distributed to the respondents to fill in their opinions and consents about the study. Data analysis was done using statistical package for social sciences and Microsoft excel as data packages in processing and analysis of data collected from the respondents. Findings from responses shows that several challenges affecting local chicken production where identified such as inadequate resources, diseases, lack of expertise, poor markets among others were identified during data collection.

Keywords: Poultry farming, Local chicken, Chicken Production.

1. Introduction/Background

Poultry farming may be refer to as an economic opportunity of which farmers can learn easily the entrepreneurial skills required for improving and making local chicken keeping in supporting reliable source for income generation and household food security.

Poultry is a business that women are engaged in, especially in Bichi local government of Kano state Nigeria. Many have found in the business to be profitable and wished to expand their flock size but are constrained by lack of capital, diseases and lack of training. There has been a provision of accessible capital to those women either through loans from banks or other cooperative societies from the poverty alleviation program as well as through agriculture funding agencies Ahmed et al (2010).

As poultry production provides an affordable dietary item of a good quality for consumers and profit for producers. Additionally it generates up and downstream investment opportunities and it contributes to the development of the local economy. Therefore, one can say that it clearly meets first two dimensions (economic and socio) of sustainability.

Adeola, (2008), posts: that "poultry industry will not threaten the environment only if both economically and environmentally acceptable management practices are applied". However, this has not been completely achieved due inadequate resources such as capital which could support this activity to the best level, some farmers in Bichi Local Government of Kano State in Nigeria are faced with inadequate capital in running the activity of keeping chicken since it involves a number of activities such as vaccination, feeding, shelter among others and all these requires a lot of money to support all these activities, thus antagonizing their job to be done effectively.

2. Specific objectives

- to identify the challenges faced by farmers in conducting the activity of chicken production and
- to provide a solution to the challenges faced by poultry farming on socio-economic development in Bichi Local Government of Kano State in Nigeria.

3. Research Questions

- What are the challenges faced by farmers in conducting the activity of chicken production?
- What are the solutions to the challenges faced by poultry farming on socio-economic development in Bichi Local Government of Kano State, Nigeria?

4. **Literature Review**

Rural life in Bichi is a Local Government Area in Kano State Nigeria is similar to that in many other developing countries. The rural poor survive by various forms of subsistence farming. The only livestock enterprise available to all farming families, even the poorest, is poultry production (Msami, 2010). Throughout the developing world, local chickens, scavenge for survival, their diets sometimes supplemented by household scraps. Under most forms of management these chickens are not very productive, but every egg and every chicken that becomes available for consumption or sale is a benefit to the owner and produced at minimal cost. Many international organizations and veterinarians are now becoming interested in potential productivity of village chickens. The causes of low productivity are being defined and suitable interventions are being designed (Gueye, 2011).

Local chicken may simply means a small-scale poultry keeping by households using family labor and wherever possible, locally available feed resources. The poultry may range freely in the household compound and find much of own food, getting supplementary amounts from the householder.

Fao,(2013) opined that "Local poultry was additionally clarified as small flocks managed by individual farm families in order to obtain food security, income and gainful employment for women and children".

Local chicken keeping is quite distinct from medium to large-scale commercial poultry farming. Local poultry is rarely the sole means of livelihood for the household family. It is integrated and complementary farming activities contributing to the overall well-being of the household. Poultry provide a major income-generating activity from the sale of birds and eggs. Occasional consumption provides a valuable source of protein in the diet (Wuni, 2014). Poultry has also played role socio-cultural effects in many societies. Poultry keeping uses family labor, and women (who often own as well as look after the family flock) are major beneficiaries. Women often have effects in the development of local poultry production as extension works and in vaccination programs.

5. **Challenges faced by poultry farmers in chicken production**

Chicken loss is one of the major problems facing the farmers in conducting the activities of local chicken production in Bichi local government area of Kano state. In this vein, Minga *et al*. (2009), opined that "it was reported that the main cause of chicken loss during chick hood and averaging 50% are due to chicken diseases, predators and theft". Chicken loss during adulthood is also mainly due to diseases, especially Newcastle disease. Various important poultry diseases can be vaccinated against, including Newcastle Disease, Infectious Bronchitis, Marek's Disease and Fowl Pox. Other diseases such as Coccidiosis can be protected against using suitable drugs. However, in many cases farmers have failed to control these due to inability to use vaccination and poor housing.

Previous studies (D.A.N.I.D.A, 2012) have indicated that properly designed and built housing for village chickens protects them from bad weather and predators, and if houses are easy to clean, diseases are less likely to occur. Housing for village hens contains some good points about design, in areas where farmers had better knowledge on chicken housing proved to have increasing numbers of chickens.

Moreover, Abu, G. A, I. U. *et al* (2011) Lamented that: "Disease, you can look for mites (which cause scaly leg) by checking the roosting bars at night when they climb up your hens' legs. Other culprits are infectious diseases and parasites. Keeping the coop relatively clean and using diatomaceous earth (DE) in the nesting boxes and corners of the coop will keep pests under control. Picking up manure daily from the run will help manage contamination and re-exposure to environmental contaminants".

More so, the industry is faced with many obstacles, to mention but few: Water, Electricity and Disease Control Problems, High Production Cost and Low Return, Limited Access to the Core Markets, Constraints to poultry consumption, Heat stress, agricultural credit, Omission of Feed Ingredients, Management Mistakes, High environmental temperatures and Diseases. Hall, T. (2006), Opined that: "Water, Electricity and Disease Control Problems". These are the problems faced by the poultry industry in his perception. The sector faces a number of issues and difficulties including water, food, electricity and other major problems.

In addition to the challenges posed by the various pathogenic diseases, the farmers also face the problem for low capital. Help from the side of the government and other investment institutions, is all that is needed by them for ensuring health growth and development conditions for the domesticated animals. And most of the farmers of the third world countries are forced to sale their products at low costs to the suppliers, which in turn earn some large profits from them.

But, Dolberg, F. (2013) Lamented that: "Limited Access to the Core Markets" is the major problem of the industry. It is all because of the limited access to the worldwide markets which is barrier in the way of these farmers. As they get little return on what they sale, so they never try to improve the quality of the poultry products and farms. Various significant improvements can be made in these production systems through the use and implementation of the most advanced and scientific practices.

A productive resource such as agricultural credit is very vital for efficient and sustainable production activities especially in developing countries (Nweke, 2001). Farm credit is among the essential factors needed for agricultural production, and with it, farmers can secure farm inputs such as; farm equipment and hired labor (Odoh, et al., 2009). Farm credit is widely recognized as one of the intermediating factors between adoptions of farm technologies and increased farm income among rural farmers in Nigeria (Omonona et al., 2008, Akpan et al., 2013). Agricultural credit is seen as an undertaking by individual farmers or farm operators to borrow capital from intermediaries for farm operations (Odoh, et al. 2009). According to Olayemi (2008), credit involves all advances released for farmers' use, to satisfy farm needs at the appropriate time with a view to refunding it later. Thus, credit can be in the form of cash or kind, obtained either from formal, semi-formal or informal sources. Lack of this

credit to the farmers in Bichi local government hindered them from making a huge economic production of the local chicken. Adebayo O. O, (2008). Omission of Feed Ingredients; Sodium is an essential nutrient, playing a major effects in maintaining body fluid volume, blood pH, and proper osmotic relationships. A continuously low intake of salt can cause a loss of appetite. Sodium deficiencies adversely affect utilization of dietary protein and energy, and interfere with reproductive performance. Chlorine is also an essential nutrient. Hydrogen chloride (HCl) released from the true stomach (proventriculus) is important in digestion. Chlorine also plays role in maintaining osmotic balance in body fluids. Birds deficient in chlorine are more nervous, showing increased sensitivity to sudden noise. Be sure that all the birds have access to an adequate supply of a complete feed which meets all their nutritional requirements. Feed stored on the farm longer than two weeks may become moldy. If feed becomes wet it should be discarded. In addition, vitamin potency decreases with prolonged storage.

Again in the motive, Ocholi. (2011) is of the view that high environmental temperatures pose severe problems for all types of poultry. Feed consumption, egg production, egg size, and hatchability are all adversely affected under conditions of severe heat stress. Shade, ventilation, and a plentiful supply of cool water help reduce the adverse effects of heat stress.

6. Solutions to the challenges faced by poultry farmers on socio-economic development

However, with all the above afore mentioned obstacles there are ways of coming out of the menace of poultry farming, especially in Kano state Nigeria. The strategies are as follow: - Technical training and assistance for the farmers, provision of agricultural credit, going organic and free range, understanding chicken nutrition.

In order to solve the issues, specialized poultry networks and training programs should be introduced in order to provide awareness to the famers about the various diseases, health conditions, strategies and techniques which are necessary to ensure the quality of poultry products and for the better health of the chickens, ducks and other domesticated animals. The poultry producers in Bichi local government area of Kano state, are the ones faced with most number of challenges in comparison to the ones in other parts of Nigeria.

Furthermore, the poultry sectors in Nigeria especially Bichi local government should be given due attention by the agricultural policy makers and scientists. Unfortunately, small scale poultry farms are not given due regards by the researchers. It is all because of the fact that these researchers find no sort of political significance in working in some of the underdeveloped and backward areas of Ngeria. In order to ensure the betterment for all, policy makers and poultry tycoons should take some measures for changing the lives of the poultry farmers in the developing countries. The poultry producers should also change their attitudes and efforts in managing the quality of the products and the welfare of all the animals on their farms.

Adding table scraps and other treats, such as scratch, does change the overall composition of the chicken's diet, altering the proportion of protein and other nutrients, and potentially causing hens to become overweight. It probably makes sense for the new chicken keeper to buy a commercially prepared bulk feed and take the guess-work out of it. (Kouakou K. D., 1997). Both regular and organic layer feeds have 15%-18% protein, and an all-purpose feed will have 16% protein (suitable for birds at least 20 weeks of age). The amino acid methionine is essential (meaning the chicken must get it from feed because it can't be synthesized by the bird) and is the most commonly deficient nutrient. Brown egg layers need more methionine than white egg layers, and the minimum supply in the feed should be about 0.3%. Plant proteins (such as soybeans) do provide methionine, but those who want to avoid soy-based feed due to GMO concerns will need to rely on synthetic methionine. Natural sources of methionine include fishmeal, earthworms, and insects, which free-range hens may find (but which can also contain parasites). Because it is so hard to supply enough organic sources of methionine without oversupplying protein, the USDA's National Organic Program approved the use of

synthetic methionine for organic farmers in 2010.

7. Conclusions

In order to solve the issues, specialized poultry networks and training programs should be introduced in order to provide awareness to the famers about the various diseases, health conditions, strategies and techniques which are necessary to ensure the quality of poultry products and for the better health of the chickens, ducks and other domesticated animals. The government should provide credit facilities in-terms of loans at low interest rate to the farmers so as to foster them conduct effective local chicken production within the country especially Bichi Local Government of Kano State in Nigeria State, this helps famers in purchasing the required inputs such as food, water, paying workers, chicks among others, thus boosting the work of chicken production in the country. The government should put much effort in training and sensitizing farmers about the proper and effective ways of conducting the activity of chicken production within the area of Bichi Local Government of Kano State of Nigeria. The government should inject funds in extending infrastructure such as roads for easy movement and transportation firms' input and output to the market centers, electric extension, and water supply extension among others so as to facilitate to work of farmers in conducting chicken production in Bichi Local Government of Kano State of Nigeria.

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Determinants and Growth Impact of Foreign Direct Investment Based on Simultaneous Equation Approach: Evidence in Nigeria

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Abstract. Empirical evidences targeted at determining the relationship between FDI and economic growth in Nigeria has drawn inconclusive results. Most studies used the VAR methodology. For robustness of the interrelationships among determining variables, a more comprehensive and dynamic framework, in the form of a simultaneous equations system of Generalized Method of moments (GMM) technique was adopted. This study attempt to empirically analyze two courses of action: (1) the growth impact of FDI in Nigeria; and (2) FDI determinants in Nigeria. This study treats economic growth and FDI as endogenous variables for the period, 1970 to 2010. The results indicate that there is an endogenous relationship between FDI and economic growth. The GMM test confirms the presence of bi-directional relationship. Therefore, the study suggests that for FDI to be a noteworthy provider to economic growth, Nigeria would do better by focusing on improving infrastructure, human resources, developing local entrepreneurship, creating a stable macroeconomic framework and conditions favourable for productive investments to augment the process of growth.

Keywords: Economic growth, FDI, 3SLS and GMM estimates.

1. Introduction

In the late 1970s and early 1980s, most developing countries of Africa (including Nigeria) experienced unprecedented and severe economic crisis. Noorbakhsh et al (2001) attribute the problem to savings-investment, foreign-exchange and tax-revenue deficits. Attracting foreign direct investment is therefore crucial to the filling of these gaps. In particular, FDI theories reveals that FDI has strong effects on the economy of a host country, as it affects positively production, employment, income, exports economic growth, balance of payments and general welfare of the recipient country. In addition, some recent studies concluded that FDI has been one of the most effective means of transferring technology and knowledge accordingly. According to Althukorala (2003), FDI provides the much needed resources to developing countries such as capital, technology, managerial skills, entrepreneurial ability, and integration into the global market which are essential for developing countries to industrialize, develop, create jobs and attack the poverty situation in their countries.

Nigeria given her natural resource (mainly oil and gas, mineral deposits etc) and large market size qualifies to be a major recipient of FDI in Africa and indeed is one of the top three leading

African countries that consistently received FDI in past decades. During 1970-2010, the Nigerian Government adopts several policies (such as liberalization, privatization, structural adjustment, export processing zone decree and investment promotion etc.) to foster economic development. Particularly, the government implemented IMF monitored liberalization of its economy, welcomes foreign investors in the manufacturing sector, offers incentives for ownership of equity in all industries except key industries like military equipment. Other measures include: repeal of laws that are inimical to foreign investment growth, promulgation of investment laws; initiated policies that create conducive investment environment like ease of registration of businesses; quick exports and imports processing procedures; intensification of wars against advanced fee frauds; instituting economic and financial crimes commission; engaged in various overseas trips for image laundry by government functionaries among others. A Ministry of Trade and Investment, which is primarily concerned with facilitating trade, foreign and domestic investments in the economy was set up in 2011 to complement these efforts.

Nigeria, like many developing countries, is in dire need of foreign investment to complement the domestic investment/resources. In addition, the supply side of the Nigerian economy requires a massive injection of foreign resources to generate the necessary increase in output which is required to reduce the rate of inflation, promote growth in the industrial sector and stimulate the acquisition of foreign technology which would further enhance economic growth. However, the level of FDI attracted by Nigeria is mediocre (Asiedu, 2003) when compared with the resource base and potential need of the country.

This study examines the role of FDI on economic growth in Nigeria for the period 1970-2010. The period under study is important for a variety of reasons. Firstly, it was in the 1970s that Nigeria joined the Organization of Petroleum Exporting Countries (OPEC), which opened its doors to private sector participation. And secondly, the experience of small number of fast-growing East Asian newly industrialized economies (NIEs), especially Malaysia, a contemporary of Nigeria in the recent past with similar stage of development has strengthened the belief that attracting FDI is needed to bridge the resource gap in Nigeria and avoid further build-up of debt.

In the area of methodology, this study is also important for a number of reasons. Firstly, this study is significant from the view point of the macroeconomic variables included as no other study has included some of the explanatory variables which are included in this study. Secondly, the study is also significant because it differs from all other studies in scope (1970-2010). This gives the study an edge because it examines the FDI-growth relation in the near contemporary context. Thirdly, the study adds to the literature by specifically examining the interactions between FDI and other control variables with a view to examining whether FDI affects growth by itself or through other control variables. Finally, this study is quantitative and uses time series data. The data is analyzed using robust statistical methodology as used by writers in the case of other countries; simultaneous equation model based on endogenous production function, which is unknown in the case of Nigeria prior this study but appropriate for analyzing the impact of FDI in a developing country like Nigeria. Thus, previous results may be regarded as suggestive rather than empirically derived or conclusive. Therefore, this study is advancement on previous studies in the areas of model specification, analytical methodology and reliability of results.

The road map of this study is as follows. Section one introduced and established the need for the study. Section two reviews the empirical studies on the impact of FDI on economic growth and the core determinants of FDI in Nigeria. Section three describes the data and methodological framework used in conducting the research test and analysis. Section four contains analysis of results from the estimations and discussions of findings from the study while Section five, centre recommendations and concluding remarks.

2. Empirical studies on FDI and Economic Growth

The role of Foreign Direct Investment (FDI) in economic development has been discussed several times and debate is still ongoing. Many empirical studies have tried to explain the relationship between FDI and growth. As it can be seen in most of these studies, FDI has positive effect on growth. However, despite the positive links of FDI on host country economic growth, the empirical literature has not succeeded in establishing a definitive position (Blomström and Kokko, 1998; Campos and Kinoshita, 2002). Wang (2009) reported that the main conclusion to be drawn from several studies is that results are ambiguous. Among recent studies that have concluded that FDI does not cause economic growth are those of Alfaro et al. (2002), Durham (2004), and Herzer et al. (2008).

Others share the widespread view that FDI generates economic growth, especially Obwona (2001), Zhang and Ram(2002), Bengoa and Sanchez–Robles (2003), Basu et al. (2003), Saha (2005), Li and Liu (2005), Hansen and Rand (2006), Basu and Guariglia (2007) among others.

Several explanations have been advanced for the presentation of mixed results. According to UNCTAD (1999), empirical studies showing positive or negative effects depend on the variables use. Carkovic and Levine (2005) argue that the positive results found in the empirical literature are due to biased estimation methodology. When they employed a different estimation technique i.e. Arellano-Bond generalized moment of methods (GMM), they found no robust relationship between FDI inflows and domestic growth.

Bengoa and Sancher-Robles (2003) pointed out that the impact of FDI on economic growth was positive only when host countries had adequate human capital, economic stability, and liberalized markets. Similarly, using a sample of 84 countries, Wang and Wong (2004) indicated that FDI promotes economic growth only when host countries have an adequate level of human capital. By using data from 12 Asian economies over the period 1987-1997, Wang (2003) found that FDI in the manufacturing sector had a significant and positive effect on economic growth in the host economies. But FDI inflows in non-manufacturing sectors did not play a significant role in promoting economic growth.

There are several but recent Nigeria-specific studies on the relationship between FDI and economic growth. Anyanwu (1998) paid particular emphasis on the determinants of FDI inflows to Nigeria. He identified change in domestic investment, change in domestic output or market size, indigenization policy and change in openness of the economy as major determinants of FDI inflows into Nigeria and that effort must be made to raise the nation's economic growth so as to be able to attract more FDI.

Adelegan (2000) explored the seemingly unrelated regression model (SUR) to examine the impact of FDI on economic growth in Nigeria and found that FDI is pro-consumption, pro-import and negatively related to gross domestic investment. Otepola (2002) examines the importance of direct foreign investment in Nigeria. The study empirically examined the impact of FDI on growth. He concluded that FDI contributes significantly to growth especially through exports. This study recommends a mixture of practical government policies to attract Foreign Direct Investment (FDI) to the priority sectors of the economy. In a study on the impact of FDI on economic growth in Nigeria, for the periods 1970 – 2001, Akinlo (2004) through his Error Correction Model (ECM) results shows that both private capital and lagged foreign capital have little and no statistically significant effect on the economic growth. The results seem to support the argument that extractive FDI might not be growth enhancing as much as manufacturing FDI.

Ayanwale (2007) investigated the empirical relationship between non-extractive FDI and economic growth in Nigeria and also examined the determinants of FDI inflows into the Nigeria economy. He used both single-equation and simultaneous equation models to examine the relationship. His results suggest that the determinants of FDI in Nigeria are market size, infrastructure development and stable macroeconomic policy. Openness to trade and

human capital were found not to be FDI inducing. Also, he found a positive link between FDI and growth in Nigeria.

Ayadi (2009) investigates the relationship between FDI and economic growth in Nigeria (1980 – 2007) and finds a very weak correlation and causality between the variables and recommends that infrastructural development, human capital building and strategic policies towards attracting FDI should be intensified. Osinubi and Amaghionyediwe (2010) investigates the relationship between foreign private investment (FPI) and economic growth in Nigeria for the periods 1970 – 2005 and find that FPI, domestic investment growth, net export growth and the lagged error term were statistically significant in explaining variations in Nigeria economic growth.

This unclear empirical linkage between FDI and economic growth in the case of Nigeria may be partly due to econometric problems. Recent evidence affirms that the relationship between FDI and growth may be country and period specific. Asiedu (2001) submits that the determinants of FDI in one region may not be the same for other regions. In the same vein, the determinants of FDI in countries within a region may be different from one another and from one period to another (Kolawole and Henry, 2009).

The review above shows that the debate on the impact of FDI on economic growth is far from being conclusive. The role of FDI seems to be country specific, and can be positive, negative or insignificant, depending on the economic, institutional and technological conditions in the recipient countries. Most studies on FDI and growth are cross-country evidences, while the role of FDI in economic growth should be country specific. Furthermore, only a few of the country specific studies actually took conscious note of the simultaneity nature of the relationship between FDI and growth in their analyses, thereby raising some questions on the robustness of their findings. Also, the relationship between FDI and growth is conditional on the macroeconomic dispensation the country in question is passing through. In fact, Zhang (2001) asserts that "the extent to which FDI contributes to growth depends on the economic and social condition or in short, the quality of the environment of the recipient country". This discovery from the literature is what provides the motivation for this study on the impact of FDI on economic growth in Nigeria.

Research works include Bende-Nabende and Ford (1998) and Bende-Nabende et al. (2002, 2003) who employed a system of equations in which FDI and growth are treated as the endogenous variables for their respective studies of Taiwan, East Asia and APEC. Borensztein et al. (1998) apply instrumental variable techniques to test the effect of FDI on economic growth using data on FDI flows from industrial countries to developing countries over two decades and show that the IV estimation yields qualitatively similar results to those obtained by SUR regression. Durham (2004) tries the IV estimation which entails a five –equation two stage least square (2SLS) system with growth, the investment ratio, lagged flows, absorptive capability variables and interaction terms as the endogenous variables. However, the 2SLS model obtained is largely unidentified. Tsai (1994) employed a simultaneous system of equations to test two-way linkages between FDI and economic growth for 62 countries in the period 1975-1978, and for 51 countries in the period 1983-1986. He found that two-way linkages existed between FDI and growth in the 1980s.

By using an annual panel dataset for 20 countries in Latin America and the Caribbean for the period 1990-2001, Saha (2005) estimated a simultaneous system of two equations to test the relationship between FDI and economic growth, and found that FDI and economic growth were important determinants of each other in these countries. Li and Liu (2005) investigated the relationship between FDI and economic growth based on a panel of 84 countries, using both single equation and simultaneous equation systems. They found that FDI affects growth indirectly through its impact on human capital. In line with this notion, Ruxanda and Muraru (2010) investigated the relationship between FDI and economic growth in the Romanian economy, using simultaneous equation models. They obtained evidence of the bi-directional connection between FDI and economic growth, meaning that incoming FDI

stimulates economic growth and in its turn, a higher GDP attracts FDI.

The present study is similar to that of Saha (2005), Li and Liu (2005), Ayanwale (2007) and Ruxanda and Muraru (2010), in that it seeks to examine the determinants and impact of FDI on growth in the Nigerian economy. However, this work is improved because it considers a longer time frame (1970-2010) and use aggregated data, whereas that of Ayanwale was 1970-2002 and the data is disaggregated. This study also use a more robust system of equation i.e. generalized methods of moment (GMM) while previous studies used either two or three stages least squares estimation techniques.

3. Analytical Framework and Research Methodology

In this study, Generalized Methods of Moment (GMM) is adopted with two framed and fitted equations. The growth model examines the impact of FDI inflows on economic growth while the FDI model shows the factors influencing the foreign direct investment in Nigeria. Other control variables were incorporated to these two models for robustness and better results. Furthermore, this method is more appropriate in that estimated results are consistent, unbiased and in line with theoretical expositions

3.1. Model Specifications

3.12.1. Economic growth equation model

For the economic growth equation, GDP is here specified as a function of (FDI) and other control variables. The functional form of the model constructed is specified below as follows:

GR(Y) = f (K, F, HC, INFRAS, DOP INF, FD)

(+/-) (+) (+) (+) (+) (+/-) (+)

The econometric form of the growth model is:

$Gr(y) = ß_0 + ß_1k + ß_2f + ß_3hc + ß_4infras + ß_5dop + ß_6inf + ß_7fd + u_1t$. …….. (1)

A priori expectations: $ß_0 > 0$, $ß_1 >< 0$, $ß_2 > 0$, $ß_3 > 0$, $ß_4 > 0$, $ß_5 > 0$, $ß_6 >< 0$, $ß_7 > 0$,

Where = β_1, β_2, β_3 ... β_8 are interpreted as the various elasticities.

3.2.2. FDI determinants equation model:

There are many variables that are essential in explaining FDI inflows in developing countries. However, the identified variables for the model were chosen because of their importance in attracting FDI to Nigeria and availability of data. For the determinants of (FDI), it is specified as a function of market demand factors, captured here by the GR(Y), and other control variables. Thus, the functional form of the model is specified below as follows:

F = f (GR(Y), K, INF, INFRAS, DOP, FD, HC)

(+) (+/-) (+/-) (+) (+) (+) (+)

The econometric form of the FDI model is:

$f = \alpha_0 + \alpha_1 gr(y) + \alpha_2 k + \alpha_3 inf + \alpha_{4i} infras + \alpha_5 dop + \alpha_6 fd + \alpha_7 hc + u_2 t$ ……..…….. (2)

A priori expectations: $\alpha_0 > 0$, $\alpha_1 > 0$, $\alpha_2 >< 0$, $\alpha_3 >< 0$, $\alpha_4 > 0$, $\alpha_5 > 0$, $\alpha_6 > 0$, $\alpha_7 > 0$,

Where = α_1, α_2, α_3 ... α_7 are interpreted as the various elasticities.

3.2. Estimation Techniques and Data Sources

The study uses annual data from 1970 to 2010 for Nigeria. Most of the data for this study are secondary data and were obtained from World Bank (African Development Indicators), As in any regressions analysis, there is of course always the possibility of omitted variable bias.

This study also improved on previous works by taking larger sample size, longer time frame, accounting for factors that were not included on those previous works and by introducing a better measure of variables whenever data is available. The model specification is consistent with the existing theories of international production where the demand for inward FDI depends on a variety of characteristics of the recipient country.

To ensure that the conclusions arrive at are robust and useful for policy making, this study compare two alternative estimation techniques. To this end, the simultaneous equations were compared under Three Stage Least Squares (TSLS) and GMM estimation techniques.

4. Analysis of Simultaneous Equation Model: Generalized Methods of Moment (GMM) Estimates

Table 4: Estimation Results of the Simultaneous Equation System

Growth Equation		
	TSLS	**GMM**
Variables	**Coefficient(t-stat)**	**Coefficient(t-stat)**
C(1)	17.18183(0.787080)	-21.92820(2.065435)**
C(2)	6.138136(1.174765)	7.647176(2.803063)***
C(3)	-2.044460(-0.340785)	-6.965059(-1.376494)*
C(4)	-29.04744(-0.523325)	-33.27277(-1.556346)*
C(5)	-14.58132(-0.536247)	-29.14713(-1.904357)*
C(6)	-11.86498(-1.040402)	-15.96008(-2.783454)***
C(7)	-13.92426(-0.636315)	-10.12681(-1.482735)*
C(8)	3.726992(0.144960)	-22.48758(-1.225814)
R^2-squared	= -3.284431	= -5.788126
Adjusted R- squared	= -4.251884	= -7.320931
Durbin-Watson stat	= 1.371909	= 1.871610
FDI Equation		
C(10)	-3.905550(-1.101329)	-3.633649(-2.589720)**
C(11)	0.155479(2.886347)***	0.139289(5.529420)***
C(12)	-0.185570(-0.178575)	0.870862(0.814932)
C(13)	5.780524(0.814573)	4.567453(1.356574)*
C(14)	3.455887(0.764316)	4.096603(1.721711)*
C(15)	2.322627(1.929712)*	2.394988(5.167607)***
C(16)	3.111011(0.457838)	2.838399(1.501418)*
C(17)	-0.176080(-0.036366)	3.359870(1.459544)*
R^2-squared	= -0.737506	=-0.793334
Adjusted R- squared	= -1.129846	= -1.198280
Durbin-Watson stat	= 1.375831	= 1..761600

Note: * significant at 1 percent level; ** at 5 percent level; and *** at 10 percent level; The t-statistics figure is shown beside the coefficient values.
Source: Output software E-Views (7)

5. Discussion of Findings

The method of GMM estimation though popular in applied work has often been used for cross sectional data, whereas it can also be applied for time series data and specific country analysis. The GMM estimator selects parameter estimates so that the correlations between the instruments and disturbances are as close to zero. The table above presents the results of the two estimation techniques for the model as specified in equation 1 and 2.

In the second column, Three Stage Least Squares Method (TSLS) was used to estimate the system. The results indicate that the coefficient of FDI in the growth equation have the right sign but is statistically not significant. Likewise, for all other variables in the growth equation. This implies that though some of the parameters are having the right signs they are not growth enhancing. For the FDI determinant equation, GRY is FDI enhancing since a close look at the coefficient show that it is positive and statistically significant at 1% level. The other variable of significant is inflation which is having a positive sign and is statistically significant

In the third column, which was estimated by GMM technique, virtually all variables are having the correct signs significant at 1%, 5% or 10% level of significance and these signs meet the a- priori expectations both in the first and second equations. The coefficients C(1) to C(8) represents the parameter estimates obtained from the growth equation while C(10) to C(17) are the coefficients obtained for the FDI determinants equation. From the growth equation, it can be observed that seven out of eight of the coefficients are statistically significant, i.e. C(1) - C(7). C(2) represent the parameter estimate for FDI on growth. The positive sign it assumes implies that there is a direct relationship between FDI inflows to Nigeria and economic growth. The relationship is such that a one unit increase in the inflow of FDI to Nigeria will approximately lead to a 7.64 units increase in the

level of growth. Also, the coefficient C(3) shows that there is a negative relationship between the level of human capital development in the economy and economic growth in Nigeria. The relationship is such that a one unit increase in human capital will on the average lead to 6.96 units decrease in the growth rate. This result is contrary to theoretical expectations, especially following the internalization theory of FDI. The parameter estimate for human capital development is statistically significant at 10%. Also, the coefficient C(4) shows that there is a negative relationship between the infrastructure development index proxy by electricity consumption (kwh per capita) and economic growth in Nigeria. The relationship is such that a one unit increase in electricity will on average lead to 33.27 units of decrease in the growth rate. The coefficient is significant at 10% level. C(5) represents the degree of openness which shows that it is statistically significant at 10% level. The coefficient of the variable is negative, which is contrary to most research findings. Anyanwu (1998) gave the reason for this type of observation as the antithetical SAP policy measures in Nigeria that led to the capital flight experience. Odozi (1995), however, blamed the observed capital flight in Nigeria on the unfavourable trade policy that was in place before the SAP. A 1 percent increase in DOP is estimated to lead to a 29.147 percent drop in growth. Hence we could deduce from the results that the trade policy in Nigeria was not growth friendly. Nigeria economy only depends on oil whose contribution is negligible. C(6) reflects the impact of inflation on economic growth which shows the right sign signifying that there is macroeconomic instability represented by inflation. The negative relationship of the inflation coefficient suggests that the development within the macro economy is such that it discourages growth. This indicates that the various policy initiatives aimed at encouraging growth is not yielding the expected results in Nigeria. However, it was not so in the case of FDI where the coefficient of inflation is positive showing that there is stability in the macro economy.

C(7) is money supply as a percentage of GDP, proxy for financial sector development. It has a negative sign though statistically significant at 10%. This is also the parameter estimate for financial deepening which shows that there is a negative relationship between financial deepening and economic growth. This result is contrary to theoretical expectations. The explanation for this relationship can be attributed partly to underdevelopment of the capital and money markets and also to data measurement and reliability problems. Akinlo (2004) attributed the significant negative impact to capital flight.

Looking at the FDI equation, it is observed that the parameter estimates for C(11), C(13) - C(17) are statistically significant. C(11) reveals that there is a positive relationship between FDI and growth rate of output in Nigeria. This kind of relationship follows the speculations of the market-seeking theory of FDI. Unlike the relationship obtained in the growth model, it is also observe that the degree of trade openness has a positive relationship with the inflows of FDI into Nigeria and is statistically significant. C(12) suggest a positive relation between FDI and the quality of labor, as proxied by the secondary and tertiary institutions enrolment rate . A 1 percent increase in HC is estimated to lead to a 0.870862 percent increase in FDI. Though the variable is statistically insignificant, it however suggests that labor quality is important to FDI consideration. This implies that Nigeria's investment in education is still relatively low and low quality of labor in Nigeria may discourage some FDI in capital-intensive projects where skilled work force is a prerequisite for success. C(14) indicates that a 1 percent increase in DOP is estimated to lead to a 4.096 percent increase in FDI This is a clear indication that the government's privatisation and commercialization drive is on course. Government disinvesting in ownership of business enterprises is resulting in greater FDI. The positive and significant coefficient of DOP at 10% level indicates that foreign investors respond positively to economic reform. The result also gives evidence that adopting an open economy is crucial factor in attracting FDI to Nigeria. C(15), C(16), and C(17), represents macroeconomic stability proxy by inflation, financial sector development proxy by money supply as a percentage of GDP and domestic

capital (K). They all have the right signs and are statistically significant. Inflation and financial sector development are FDI enhancing. The relationship between domestic capital and FDI revealed that they are complementary, meaning that FDI did not crowd out domestic capital. A quick examination of the econometric criterion of the model reveals that there is absence of serial auto correlation in the residuals of the estimate. This is because the D.W statistic for the two equations under GMM is 1.87 and 1.76 for growth and FDI equations respectively. It can be seen that the overall performance of the GMM technique is more satisfactory when compared with 3SLS. Most of the coefficients are correctly signed and all explanatory variables statistically significant. The result in the table is largely consistent with some of the a priori expectations though not all.

The conclusion arrived at from the results above are suggestive that there is truly some form of simultaneity between economic growth and foreign direct investments inflows in Nigeria. This conclusion further supports the work of Ayanwale (2007).

6. Policy Implications and Recommendations

By this result no doubt, FDI has played a crucial role in enhancing the economic growth and development of the country going by the fact that the extractive industry in Nigeria has witnessed massive FDI inflows and the economy is reaping from the revenue accruable from the sector which is close to 90 percent of government revenue.

Thus, the following policies are recommended to policy makers and government, if it is desired that foreign investment should contribute to the growth and development of Nigeria. The government should intensify the policy to acquire, adopt, generate and use the acquired technology to develop its industrial sectors. The Nigerian government needs to come up with more friendly economic policies and business environment, which will attract diverse types of FDI into virtually all the sectors of the economy and to generate spillovers effects in the overall economy

On a final note, the government should provide more financial support for education to enhance the labor quality and to improve the skill level of laborers. Also government should open doors to foreign companies in the export – oriented services which could increase the demand of unskilled workers and low skilled services and also increases the wage level in these services.

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The Desirability of the Pioneer Status Incentives as a Driver of the Nigerian Economy

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Abstract. The quest to improve the economy by any Nation is by no means a walk in the park. Nations, their leaders and leaders of their economic teams are faced with the uphill task of attracting investors and investments to boost the economy and consequently tap from the enormous multiplier effect is augurs, portends and promises. Faced with the dilemma of increasing revenue by way of meticulous taxation and the need to attract investments into the Country by assuaging and relieving the companies of their tax burden concerns, the Nigerian Government like some other economies has introduced tax waivers and holidays as investment incentives to this effect. The thrust of this paper examines one of such investment incentives – the pioneer status incentive for what it is, what is has been since its inception in 1970 and what it ought to be.

1. Introduction

Private sector participation is an integral part of every well-meaning and growth propelled economy; economic analysts have described it as that vehicle that drives any economy. This private sector participation has over time been hampered by variant factors ranging from economic and political instability, unfavorable economic policies and excessive taxation amongst other beleaguering factors.

The Government of the Nigeria having identified Foreign Direct Investment and Local Direct Investment as a panacea to economic development of Countries and having come to terms with the fact that there subsists increased competition among countries in attracting FDI from Foreign Investors; has put in place certain schemes, machineries, regimes, waivers and exemptions to serve as policy based incentives to assuage intending investors from all "start-up challenges", drawbacks and impediments that they are likely to face on the onset thereby encouraging investments from both local and foreign investors into the Country's vast economic potential and consequently improving the economy, boosting production, opening the much needed recent and broader frontiers to the Nigerian economy in its wake.

Nigeria as an emerging economy with its sight set on being a global destination and hub for diverse economic activities and investments has taken the initiative to put in place several incentive instruments to attract, support and encourage further investment into the Nation's economy. However very few of these incentives are properly and adequately implemented as intended, this is largely due to lack of policy clarity, and for want of a properly defined legal, administrative and institutional framework.

Faced with a thorny situation of unimplemented incentive policies in the past and the pressing need to attract investors into the Nation's Economy, in 1970 the Nigerian Government introduced a Pioneer Status Incentive for deserving companies who have met it's laid down criteria and yardstick as one of such policy based incentives and exemptions targeted at certain areas, products and services considered to be nascent, priority sectors , and growth-drivers of the economy that exude the potential of burgeoning in commercial scales in the

Nigerian economic sphere with the view of growing those areas, products and services beyond what was hitherto the status quo. The Pioneer Status Incentive was rolled out under an Act of the National Assembly to ensure it is armed with statutory backing and to ensure it is immune from arbitrariness and to obliterate any likelihood of abuse in the process of application, grant and extension of the Pioneer Status Incentive.

While the introduction of the Pioneer Status Incentive tax holiday regime was received with much optimism, 40 years down the line after its inception and introduction, questions today abound as to the efficacy of the scheme over the years and whether it has yielded the desired results and outcome for which it was initiated four decades ago, the desirability of its continuous existence and the propriety or otherwise of the modus operandi employed in the application for, grant of and extension of the scheme.

This paper takes an in depth view at what the pioneer status incentive is, the justification and desirability of the Pioneer Status Incentive scheme in its entirety. The paper will then do a critical appraisal of the institutional and legal framework for the application, grant and extension of the Pioneer Status Incentive scheme, appraise the scope and extent of application and coverage of Pioneer Status Incentive, scrutinize the Pioneer Status Incentive from inception till its suspension in 2015 with a view to uncovering incidences and instances of abuses and improprieties bedeviling the process of the application, grant and extension of the Pioneer Status Incentive scheme and finally proffer solutions to the issues raised and accordingly make recommendations towards achieving a better positioned, more transparent, more consistent and more effective pioneer status incentive scheme in Nigeria

2. Definition of Pioneer Status Incentive (PSI)

The Industrial Development (Income Tax Relief) Act 1970 which is the Principal Legislation on Pioneer Status defines it as: *"industries, sectors, products or services not being carried on in Nigeria on a scale suitable to the economic requirements of Nigeria or there are favorable prospects of further development in Nigeria of any industry and if it is expedient in the public interest to encourage the development or establishment of any industry in Nigeria"*

The Nigerian Investment Promotion Commission which is the body in charge of the administering the Pioneer Status incentive by virtue of its being saddled with the responsibility of encouraging and promoting investment in the Nigerian economy and for matters thereto defines the Pioneer Status Incentive as: *"fiscal concessions designed by government and backed by law to encourage and promote certain targeted industries, activities, products and services identified by government as priority areas and growth drivers of the economy"*

According Ashabi Vincent, a Tax consultant and senior content partner with an online economic analyst called 'Nairametrics', Pioneer Status Incentive means 'A Tax holiday given to companies for a period of time to encourage the growth and development of the Nigerian economy'.

Flowing from the foregoing definitions and to put it simply, the pioneer status incentive is a tax holiday given to companies for a period of time to encourage the growth and development of the Nigerian Economy in sectors considered as nascent or requiring incentivization. The effect of the following impetus is a tax waiver granted the beneficiary company for the payment of Company Income Tax covering the period of the said grant. It apposite to point out at this juncture that the said tax exemption excludes payment of other associate taxes like Value Added Tax, Withholding Tax, Pay As You Earn Tax, Education tax et al.

3. Why Pioneer Status Incentive is Granted?

Other than the apparent reasons of boosting the economy by encouraging private sector participation by way of Local and Foreign Direct Investment, the Federal Government of

Nigeria's objectives and policy thrust for the grant of Pioneer Status incentive are as follows:

- To encourage the inflow of local and foreign direct investments (FDI) into the economy;
- To encourage the establishment and sustenance of investments that have favorable prospects for further development and diversification;
- To promote import-substitution industrialization by promoting local production, diversification and export of goods for the purpose of reducing capital flight;
- To encourage investment in growth sectors that are considered strategic and of high priority as well as those with high employment potentials;
- To assist new companies, survive the initial challenges associated with business start–up; sustain growth of their operations and to remain profitable against any unfavorable business climate;
- To rescue ailing industries from total collapse to prosperity;
- To encourage technology transfer and value addition in all productive activities.

4. Benefits of Pioneer Status Incentive to the Economy

Over the past 40 years of the existence of the Pioneer Status Incentive in Nigeria, the scheme has no doubt been beneficial to the Nigerian Economy and to the beneficiary companies; the following are some of the benefits of the grant of the incentive to the economy:

- It enhances survival and consolidation of business entities that would enable them contribute significantly to future revenue for Nigeria
- It is used as catalyst for the development of identified strategic and priority sectors of the economy and growth divers of the economy
- It increases the global competitiveness of Nigeria in the attraction and retention of local and foreign investments
- It helps in mitigating challenges associated with business start-ups and sustainability of businesses
- It encourages the development of new products/services, business expansions and diversifications;
- It supports investment negotiation and can be used as a bargaining chip to entice reluctant investors in investment location decisions in favor of Nigeria
- It sends the right signal to investors that government is interested and supportive of their businesses; and
- It provides critical inputs to the policy advocacy role of the commission and government.

5. The requirements for the Grant of PSI

The entire gamut of the application for Pioneer Status Incentive is governed by statutory and regulatory provisions. The requirements for the application for the PSI are as follows:

- A covering letter for the application addressed to the Executive Secretary
- A copy of NIPC registration certificate
- Completed NIPC application form for Pioneer Status
- A copy of the Company's CAC incorporation
- A copy of the Company's CO2 & CO7
- A copy of the company's Memorandum and Article of Association
- Tax clearance certificate
- Relevant regulatory licenses to operate in the sector or business activity where required
- A copy of the business plan of the proposed or actual project, which the pioneer status is being sought.
- Sector specific licenses/approvals by relevant regulatory bodies where applicable.

In addition to the aforementioned documents, applicants are required to make a non-refundable payment of N200,000.00 and the evidence of such payment is to be exhibited along with the application.

6. Guidelines for the grant of PSI

Based on the need to create a system that is devoid of discretional practices in line with the Commission's legal framework and policy objectives of the Government in fostering investment climate, the following are the principles and parameters that guide the implementation of the incentive:

- Employment generation
- Technology transfer
- Value addition
- Local content (raw material utilization)
- Corporate social responsibility
- Value of the investments
- Host community relationship management
- Compliance with labor laws
- Compliance with environmental laws
- Export potentials
- Value chain development (linkages with SMEs)
- Compliance with Cabotage and local Content Act Provisions
- Survival of Industries.

The commission has the statutory responsibility of interpreting administering the incentive to products/industries listed in the Pioneer Status Industries/Products Schedules of the enabling Act and in doing this, it shall be guided by the dynamics of the competition for FDI, the extant legal framework and Government policy thrust. Where there is no sufficient clarity in both the legal framework and the schedule of the pioneer activities, the commission shall be guided by the spirit and letter of the Industrial Development (Income Tax Relief) Act, the economics of the projects and cost benefit analysis.

7. The Legal Framework for the Grant of Pioneer Status Incentive in Nigeria

The application, grant, monitoring, extension and withdrawal of the pioneer status incentive are all provided for and governed by statutes to wit, Acts of the National Assembly and administrative regulations. These are analyzed below:

7.1 Industrial Development (Income Tax Relief) Act Cap 179, LFN 1990

The Industrial Development (Income Tax Relief) Act is the principal legislation on pioneer status incentives. This is the case because the statute was enacted chiefly to establish and provide statutory backing for the pioneer status regime. The relevance of this piece of legislation to the issuance of pioneer status incentives can neither be overemphasized nor overstated as it embodies the following:

- A definition of what the pioneer status entails;
- provides the mode of application for the pioneer status and fees payable;
- provides the terms of the pioneer certificate
- the grounds for the cancellation of the pioneer status incentive certificate
- defines the commencement date and termination date of the pioneer status;
- defines the tax relief period and the grounds for an extension of the grant for a further term and most importantly
- Declares what products, industries and services are pioneer products, pioneer industries and pioneer services.

A Safe to say that the Industrial Development (Income Tax Relief) Act is the principal legislation on the issue of pioneer status incentives application, grant, extension and cancellation of the regime.

7.2 Nigerian Investment Promotion Commission Act

The Nigerian Investment Promotion Commission Act establishes the Nigerian Investment Promotion Commission, an agency of the Federal Government saddled with the responsibility to encourage, promote and co-ordinate investment in the Nigerian economy, initiate and support measures which shall enhance the investment climate in Nigeria for both Nigerian and non-Nigerian investors, advise the Federal government on policy matters, including fiscal measures designed to promote the industrialization of Nigeria or the general development of the economy and

perform such other functions that are supplementary or incidental to the attainment of the objectives of the Act. The Commission is equally so empowered to do all such things as are expedient for the functions required of it under the Act.

7.3 Nigerian Investment Promotion Commission Pioneer Status Incentive Regulation, 2014

This regulation was made by the Nigerian Investment Promotion Commission in pursuance of powers conferred on it by Section 30 of the Nigerian Investment Promotion Act Cap N177. In the main the regulation is to provide policy clarification, consistency and transparency in applying for Pioneer Status Incentive. The regulation was put in place to give administrative directive to the applicant companies and the officers of the commission. Even though it is a subsidiary legislation and an administrative regulation, its importance and role in this work cannot be waived aside.

7.4 Federal Inland Revenue Service (Establishment) Act, 2007

The Federal Inland Revenue Service (Establishment) Act 2007 establishes the Federal Inland Revenue Service, an agency of government saddled with the responsibility of assessing, collecting and accounting for revenues accruable to the government of the federation and for related matters. Basically, the Federal Inland Revenue Service as created by this Act is the implementing agency of the PSI regime.

A community reading of the following laws reveals a compendium put together for the guidance and implementation of the Pioneer Status Incentives with a view to propel the Nigerian economy and trigger the so much awaited industrial revolution in the country. A critical evaluation of the said legislations however reveals certain existential gaps that have inhibited the optimal realization of the dreams of the legislature and curtailed the expected outputs. Some of the potent gaps observed are as follows;

Section 10 of the IDA provides that grants of the PSI should be for a period of three (3) years extendable by two (3) Years to make of total of five years. Contrary to the above and in contradiction of the above provision of the IDA, which is the Principal Legislation, Section 22 of the NIPC Act provides for 'negotiation' of the same tax relief period. Relying on the latter, Government has given PSI to companies for period extending to between p7 and 10 years against the intents of Section 10 of the IDA.

It is also observed that Section 1 (4) (a) and (b) of the IDA provides for a qualifying threshold of N 50,000.00 Share Capital for indigenous companies and ₦150,000.00 Share Capital for non-indigenous Companies, in contradiction of this provision, the Pioneer Status Regulation 2014 provides for a qualifying threshold of 10,000,000.00 Share Capital for the PSI applicants generally.

Section 10 (1) of the IDA provides that the PSI should be granted to companies who are commencing business, also section 3(4) of the Pioneer Status Incentive Regulation 2014 provides that production should be commenced within one year of its grant. Contrary to the above provisions and in contravention of same, PSI has been and is being granted to companies already in existence and in business for a long period of time.

Section 10 (3) of the IDA provides for periodic impact assessment of companies and industries benefitting from the PSI, but the beneficiary companies have remained stagnant and unchanged.
This paper also found that some Companies were rejected for not being covered under the 71 products/industries list while some others carrying out businesses of the same nature and industry were granted.

The extant principal legislation is forty six years old, it is due for a review in order to meet current requirements and the realities of these times. Applications are not handled with transparency and there is a likelihood that grants are not done by the book. Applications for grants and extensions ought to but are not considered in

consonance with other stake holders i.e NOTAP, Manufacturers Association of Nigeria etc should be accommodated among the agencies to consider the desirability or otherwise of granting PSI to an applicant. This would engender compliance with the need to have the applying company meet with the contemporary dynamics of technology and skills transfer, the relevance and desirability of the said industry or product to the growth the Nigerian economy and more.

8. Institutional Framework for the Grant of Pioneer Status Incentives in Nigeria

For a judicious administration of the Pioneer Status Incentive in Nigeria, several institutions play certain roles from the point of Company registration, application for the incentive, issuance of production day certificate, approval and grant of the pioneer status incentive and subsequent impact assessment.
In summary, the institutional framework of the Pioneer Status Incentive Regime involves an interplay of various governmental agencies, each playing its own distinct yet interdependent roles; the Federal Executive Council headed by the President, draws up a list of priority sectors, products, industries and services which it considers eligible for the incentive. The Corporate Affairs Commission sanctions the registration of the Companies which is the first entry point on the part of the intending applicant and without which a company will not even be qualified to apply.

The Nigerian Investment Promotion Commission receives applications, scrutinizes them and if found eligible, the Industrial Inspectorate Office issues certificate of production day to the applying company and then the NIPC grants the PSI to start running from the date specified on the production day certificate issued by the Industrial Inspectorate Office. The Federal Inland Revenue Service being the body saddled with the responsibility of tax assessment and collection; implements the tax waiver for the stipulated period of time for which the applicant company was granted the said incentive after which the Nigerian Investment Promotion Commission will conduct impact assessment on the beneficiary company.

9. Desirability of the Pioneer Status Incentive Regime in Nigeria

The desirability of the Pioneer Status Incentive Regime in Nigeria is one that has raised a lot of debate amongst policy makers, scholars and the spectrum of the wider society. Most of them arguing that the scheme does more evil than good to the Nigerian Economy and others positing that it has outlived its relevance and importance, taking cognizance of the huge sums of revenue that are lost to companies by way of tax holidays under the scheme. As at the 25th day of October 2014, the Nigerian Government had lost significant revenue to the tune of $1,172,800,956.38 (One Billion, One Hundred and Seventy Two Million, Eight hundred thousand, nine hundred and fifty six dollars, thirty eight cents an equivalent of ₦233,800,000000.00 (Two Hundred and Thirty-Three Billion, Eight hundred million naira) only through the grant of tax holiday to 12 of the 22 Oil Companies alone.

While opponents of the scheme hold that the scheme be set aside to enable the Nigerian Economy benefit from the massive revenue loss that would have accrue to it by way of taxation. This is against the backdrop of continuing dwindling revenue occasioned by the drastic fall in oil prices in the last few years. The proponents of the PSI regime however maintain that the scheme benefits the Nigerian Economy in many ways such as employment generation, contribution to the Gross Domestic Product (GDP) of the Country, Technology and Skills Transfer, payment of other taxes such as; Value Added Tax (VAT), Education Tax, Withholding Tax (WHT) and National Information Technology Development Agency (NITDA) Levy.

These concerns and the scrutiny that the PSI has been subjected to necessitated the Nigerian Investment Promotion Commission (NIPC) to quantify, analyze and calculate the value of benefits that have accrued to the Nigerian

Economy as a result of the grant of Pioneer Status Incentive.

A Cost Benefit Analysis conducted by the NIPC for the period covering 2011 to 2015 on the following parameters:

- Level of Investment by year;
- Capital Imported though FDI by way of cash or equipment;
- Employment Generation (direct and indirect)
- Import Substitution Industries and Technology Transfer;
- Corporate Social Responsibility Projects; and
- Local Content (sourcing of production and operational inputs

9.1 Value of Investment

On the value of investment brought into the Country, the records and statistics gathered by the NIPC on their Cost Benefit Analysis for the period covering 2011 to 2015 indicates that the level of investment is put at ₦2, 660,53Billion (Two Trillion, six hundred and sixty billion, five hundred and thirty million naira) only and equivalent of $13,57Billion (thirteen Billion, Five Hundred and seventy Million Dollars) only at the rate of ₦196 to $1. These investments cover 195 projects that were beneficiaries of the Pioneer Status Incentive with breakdown as follows:

YEAR	NUMBER OF PROJECTS	VALUE OF INVESTMENT ₦
2011	51	438.0 Billion
2012	29	126.63 Billion
2013	51	732.04 Billion
2014	46	1.098 Billion
2015	18	265.86 Billion
Total	**195**	**2,660.53 Billion**

9.2 Capital Importation (FDI)

On the issue of Capital Importation by way of Foreign Direct Investment, the period under assessment shows that the sum of $4.93 Billion was imported into Nigeria in the following ways:

YEAR	NUMBER OF PROJECTS	CAPITAL IMPORTED $
2011	51	357.81 million
2012	29	184.22 million
2013	51	2,365.80 million
2014	46	1,372 million
2015	18	657.75 million
Total	**195**	**4,937.62 million**

9.3 Employment Generation

On Employment Generation, in the period covering 2011to 2015, direct employment is put at 153,297 from the 195 companies granted Pioneer Status, while indirect employment is put at 3,867,672 the breakdown is as follows:

YEAR	NUMBER OF PROJECTS	EMPLOYMENT GENERATION	
		Direct	Indirect
2011	51	29,499	983,596
2012	29	23,262	709,491
2013	51	39,289	1,001,869
2014	46	45,472	932,176
2015	18	15,825	240,540
Total	**195**	**153,297**	**3,867,672**

9.4 Import Substitution and Transfer of Technology

During the period under review, statistics from the NIPC Cost Benefit Analysis shows that import substitution developed with particular reference to the Car Manufacturing, Beverage Can Manufacturing, Cement production, fruit juice production, Rice Milling, Iron and Steel, Fibre Boards, Metering equipment, food and fruit concentrates, processed vegetable oil, amongst others thereby leading to massive transfer of technology which have consequently boosted local production in these areas.
A brief review of some of the pioneer sectors shows robust developments. Some of such sectors are, Rice Cultivation, Processing and Milling, Cement, Iron and Steel, Telecommunications, Noodles and Pasta production, fruit juice production, shopping malls and recreational facilities, ports development and sugar production and Marginal Oil Field Production for indigenous companies.
In the aspect of Rice Production and Milling

Currently, Nigeria is producing an average of 1.1million metric tonnes of rice per annum. Nigeria's four biggest Rice Processing and Milling companies including Pardee Foods, Mikap Nigeria Limited, Golden Penny Rice, Popular Farms and Mills Ltd, Ashi Foods Limited, Olam Limited, Stallion Group Industries Limited and Ebony Agro Farms limited that are beneficiaries of the Pioneer Status were as at 2016 contributing 472,064 metric tonnes per annum to Nigeria's production output. The direct employment from these companies granted Pioneer Status in Rice Processing and Milling stands at 5,771 people and the value of investments by these pioneer companies is put at ₦7.31 Billion, while the FDI generated by way of Capital Importation is put at $31.51million.

Another sector of the Nigerian economy that has blossomed as a result of the Pioneer Status Incentive granted to it is Cement Production. Nigeria is currently a net exporter of cement having met and exceeded the National output demand. Messrs Dangote Industries Limited, BUA Cement Limited, Lafarge Cement Industries Limited, UNICEM, Ashaka Cement and Cement Company of Northern Nigeria add 58.5million metric tonnes per annum. They are all beneficiaries of the Pioneer Status Incentive. Dangote Industries Limited alone invested a total of ₦150.0 billion or $765.31 million on its Obajana factory alone as at 2015, ₦43.0 billion on the Benue Cement Company is acquired in 1998 and its investment as at the time of NIPC's assessment is put at ₦241.0 billion or $1.22billion)

Vehicle Manufacturing is another industry that has benefit significantly from the PSI. Finding by the NIPC while conducting the Cost Benefits Analysis, shows that five of the bigger companies granted PSI have made investments totaling ₦11.43 billion Naira (Eleven billion, four hundred and thirty million), with value FDI put at $58.24 million, direct employment created as a result of these investments recorded as 1,675 and a total production capacity put at 125,675 units of various types of vehicles per annum. These statistics are tabulated below as follows:

NAME OF COMPANY	SIZE OF INVESTMENT ₦	CAPITAL IMPORTATION (FDI) $	EMPLOYMENT GENERATION	CAPACITY UTILIZATION
Peugeot Automobile Nig Ltd	3.79 billion	19.32 million	950	70,000 units of Vehicles per annum
Innoson Vehicle Manufacturing Co. Ltd	3.53 billion	17.92 million	400	10,000 units of vehicles per annum
Zahav Automobile Nigeria Ltd.	3.20 billion	16.33 million	120	20,000 Units of vehicles per annum
Stallion NMN Ltd	0.60billion	3.06 million	119	15,675 units of vehicles per annum
Hyundai Motors Limited	0.32 billion	1.61 million	86	10,000 units of vehicles per annum
Total	11.43 billion	58.24 million	1675	125,675 Units of vehicles per annum

These three industries amongst a dozen others have shown to a significant extent how the PSI has benefitted the Nigeria economy and why it's continuous existence is desirable.

10. Incidence of Abuses in the Application for, Grant of and Extension of the Pioneer Status Incentive in Nigeria

Recently, the Nigerian House of Representatives observed the myriad of abuses smearing the regime of Pioneer Status Incentive, the level of high handedness and arbitrariness that characterized the consideration of applications and subsequent grants or refusals, the failure of government agencies to adequately scrutinize the pioneer companies by way of regular impact assessment amongst other anomalies. In response to these concerns, the House of Representatives inaugurated an Ad-Hoc committee on the Abuse of Pioneer Status Incentives with the mandate of investigating all applications received and granted by the Nigerian Investment Promotion Commission, all Certificates granted to the beneficiary companies and their level of compliance with the terms of the grant between 1999 to 2015 when the pioneer status regime was suspended.

The statistics shows that an avalanche of Applications were received and processed during this time and of the applications received, 439 were granted the pioneer status incentive.

The Industrial Inspectorate Department's role as it relates to the grant of PSI is limited to pre-grant of the incentive, this is to the extent that they stipulate the date of commencement of the PSI and what product or service the beneficiary company was given PSI for. However, it has been observed that some companies' production days predates their dates of incorporation at the Corporate Affairs Commission. This anomaly is seen not only an abuse of the process of grant of the PSI but also an illegality as it contravenes the provisions of sections 6 and 25 of the Industrial Development (Income Tax Relief) Act.

Section 10 (1) and (2) of the Industrial Development (Income Tax Relief) Act which is the principal legislation on Pioneer Status provides as follows:

- The tax relief period of a pioneer company shall commence on the date of the production day of the company, subject to sections 3(6) and of 7(2) of this Act, the tax relief period shall continue for three years
- The tax relief period of the pioneer company may at end of the three years be extended by the President
- For a period of one year and thereafter for another period of one year commencing from the end of the first period of extension; or For one period of two years

It has been observed that more than a hundred companies were found to have been granted five years PSI is clear and obvious contravention of the express provisions of the Principal legislation. Further to the above, companies were found to have been granted extensions as a matter of normalcy, whereas the provisions of Section 10 (3) expressly stated as follows:

- The President shall not extend the tax relief period of a pioneer company in exercise of the power conferred under subsection (2) of this Section unless the President satisfied as to
- The rate of expansion, standard of efficiency and level of development of the company;
- The implementation of any scheme-
- For the utilization of local raw materials in the processes of the company; and
- For the training and development of Nigerian personnel in the relevant industry;
- The relative importance of the industry in the economy of the Country;
- The need for the extension, having regard to the location of the industry; and
- Such other relevant matters as may be required.

Empirical evidence also shows that all the companies that enjoyed the grant of the PSI conducted no impact assessment on their

companies throughout the period of tax holiday and neither was any conducted at the point of their application for extension. This clearly is in contravention of the express provision of the provisions of Section 10(3) of the Industrial Development (Income Tax Relief) Act. The failure of the NIPC to carry out such impact assessment on the companies is in also seen to be in contravention of Section 11 of the Nigerian Investment Promotion Commission Pioneer Status Incentive Regulation 2014 that provides as follows:

- The commission shall carry our periodic impact assessment and evaluate the utilization of the savings accruing from the incentive to
- Measure the effectiveness of the incentives; and
- Ensure that the savings accruing from the incentives are utilized for the intended purpose.

Without an impact assessment duly conducted, it is impossible to ascertain that companies have met the requirements in subsection (3) of Section 10 of the Principal Legislation.

Furthermore, Section 3(4) of the NIPC Pioneer Status Regulation provides that application for the incentive must be submitted within one year of the commencement of commercial production. In contravention of this provision, companies that have long commenced production for as long as 20 years appear to have been beneficiaries of the Pioneer Status Incentive.

The list of products and industries eligible for the grant of the PSI are provided for in the Industrial Development (List of Pioneer Industries) Notice, however, it has been shown that companies whose activities and products do not fall within the eligible list of products and industries may have been granted the PSI, in clear contravention of the list. It is also observed that concurrent multiple PSIs were granted to Companies for the same sector, industry and product. This is clearly in contravention of the provisions of section of the IDA

While is apposite and desirable that NIPC provided regulations to give guidelines for the application, processing of application, grant and revocation of the PSI regime which its administers, regulations are meant to fill up administrative and legal gaps in the procedures and can never alter, amend, override or rank above an Act of the National Assembly. The NIPC regulation on PSI is at cross-purposes with the Principal Legislation – the IDA and the NIPC neglected the content and intent of the IDA and relied chiefly in the provisions of the Regulation, thereby abusing the PSI regime by changing the procedure and requirement for application, and deciding to give extended PSI tax holidays for periods that extend up to ten years in some cases.

The Federal Inland Revenue Service is the chief tax body of the country and the implementing agency for all matters relating to taxation and to tax exemptions thereto. While the grant and extension of the PSI has little or nothing to with the FIRS because their role comes to fore after the grant of the PSI, and at the point of implementation, their abuse of the Incentive comes by way of an oversight and inaction, as observations have revealed that while it is common knowledge that the PSI applies only to Company Income Tax – to the exclusion of Withholding Tax, Education Tax, Personal Income Tax and Value Added Tax, the Service had not been sanctioning the collection and ensuring the remittance of the other taxes leading to the loss of considerable sums of revenue to the Federal Government.

Ignorance of the law they say, is no excuse, it has been observed that the beneficiary companies have potentially either deliberately or inadvertently contravened the laws relating to PSI in the following ways;
Applying for the tax holidays for a duration beyond that which the Act provides for;
Some companies refuse, fail or neglect to pay the 2% service charge required of them to pay as provided for in Section 5 of the NIPC Pioneer Status Incentive Regulation;

Some companies applied for and were granted two concurrent tax holidays, that is to say before

the expiration of the previously granted term, some companies were granted PSI for another term of 3 years

The companies are only exempted from Company Income Tax, they are expected and ought to discharge all their other tax obligations. The investigation reveals that majority of the beneficiary companies defaulted in the Value added Tax (VAT) and Withholding Tax (WHT)

11. Conclusion

The mechanism of promoting indigenous and direct foreign investment in Nigeria through the vehicle of a Pioneer Status Incentive has been phenomenal. This is because it is common in many countries around the world to grant this form of tax waiver to companies willing to revolutionize the economy. It is noteworthy that indeed there are different forms of tax waivers that could be obtained by different companies in different countries. Nigeria embraced the PSI as a way of its economic impasse and as a fast track option to attract industries into its economy. The net effect of this noble objective has been the undesirable and unfortunate manipulation of the system by most of the key players to the injurious detriment of the country. Companies have been found to have connived with officials to circumvent the extant provisions of the PSI thereby robbing the nation not only of the expected industrial trigger, but of course of the net revenue that would have accrued to the country from the companies had the PSI regime not been in place. Just like most things in the nation, self over rides community.

Along with the urgent need to review the principal and supplementary legislations, to bring it in tune with contemporary realities and international best practice, there is also the desire for the government to improve capacity and reinforce the institution responsible for the regulation and implementation of the PSI. The said reinforcement requires the legislative instrument to ride on the back of the rule of law by establishing stringent punitive measure to serve a deterrence and retributive measure against those that decimate our drive towards economic self-sustenance particularly in the face of the clear and present danger of the diminishing supremacy of oil and gas as a sustainable and dependable source revenue. It is to tax we must turn.

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Annex G (Executive summary of the Inter-Agency Meeting to assess the implementation of the report of the review committee on the grant of pioneer status to upstream oil companies and the administration of pioneer status in Nigeria)

Annex C (Cost Benefit Analysis of Pioneer Status to the Nigerian Economy)

Annexure (List of Companies granted PSI approval January-December 2010)

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Assessing the Manufacturing Characteristics (Technological and Financial) as Determinants of Productivity of the Manufacturing Industry in Nigeria: Cross Sectional Survey Approach.

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Abstract. The paper assesses the Manufacturing Characteristics (Technological and Financial) as Determinants of Productivity of the Manufacturing Industry in Nigeria. The study adopted a cross sectional data obtained from four (4) manufacturing industries which were in operation by the year 2016 production season. Data was analyzed using STATA Version 13 (Nonparametric and Parametric Statistics). The result indicated that technology, equipment accessibility, finance as well as capital base were good determinants of Productivity in manufacturing industry in Nigeria. It is recommended that new technology should be put in place, avenue for capital investment should be provided and efficient management should take charge.

1. Introduction

Globally, it is reported that middle income countries such as: Hong Kong, South Korea, Singapore, the Philippines, India, Mexico as well as Brazil which took similar steps and embraced boosting of productivity among manufacturing industries as an integrals part of their national planning scheme have made a very significant roads into the world manufacturer's market (Graig, C. & Harris, R., 1973). Also, Japan from the end of the World War II and the United States of America from the 1970's have made high productivity the center point of their economic development plans and results have been resounding (Anyanwu, 2004).

Explaining the productivity variation among smallholder maize farmers in Tanzania East Africa using SFPF, discovered that the major determinants of productivity are low level of education of farmers, lack of extension services, limited capital and fragmentation and unavailability of inputs among others (Martin A.J., 2004).

In Nigeria, Nto and Mbansor,(2011) observed that enhanced productivity will equally contribute to the competitiveness of manufacturing industry in both domestic and foreign market which is what is required to put Nigeria back on the path of economic recovery and growth. This is imperative following the prolonged economic recession occasioned by the collapse of the world oil market from the early 1980's as well as global financial crisis that rocked all the manufacturing industries since 2007, (Oyeranti, 2012). However, many economic measures have been introduced by the Nigerian government to address problems associated with productivity decline but evidence about that they have not yielded the desired results. For example, contribution of manufacturing industries to the Nigeria's Gross

Domestic Product (GDP) have been on the declining trend, ranging from 9.2% in 1981 – 1985 to 6.3% in 1996-1998 (Anyawu, 2004).

A report by manufacturers Association of Nigeria, confirmed that the general trend in productivity among manufacturing industries was negative in 1989. (MAN, 2010). According to National Bureau of Statistics (NBS), the situation has not improved, though growth rate of manufacturing industry may have increased imaginary from 7.31% in 2010 to 7.32% in 2011 but an ugly scenario could be drawn when compared with 2008 and 2009, when growth rate was 8.39 and 8.13 percent respectively. With this statistical review of contribution of manufacturing industry to GDP, it is obvious that productivity among the manufacturing industries has not improved, hence the need for an urgent and critical step that will help to identify major drivers of productivity among manufacturing industries in Nigeria (NBS, 2012).
Therefore Nigeria scholar as well as social and economic researchers must borrow a leaf by bringing productivity to lamp light, if and only if the country is to join the league of economically vibrant states (NBS, 2012).

2. Methodology

The study was conducted in Northern Nigeria which consists of North West North East and North Central parts of Nigeria. The cross sectional data used for the study were collected from four (4) manufacturing industries which included the following; automobile, food and beverage, textile and mining. The procedures adopted in the study were as follows;

In order not to select a subject more than once, the researcher used proportionate stratified sampling method. In doing so, the following strategies were followed; each element came from the population and each element was selected independently (Anderson, *et al*, 2006). An individual employed by the industry at the time of the study survey satisfied the first requirement. The second requirement was satisfied selected procedure was devised to select the item independently and thereby avoided a selected bias that gives higher probability to certain industries. To obtain the respondents, the researcher identified a contact person in each industry who then identified the respondents to answer the questionnaire. This procedure was deemed to have eliminated the researcher's bias but could introduce the biases of the contact person. Nevertheless, for most of the cases, the contact person was the Human Resource Manager of the individual industry who was usually directed to grant permission to researchers to solicit information from the respective respondents.

Sloven's Formulae was used for the computation of a sample size as presented in the table below:

Name of Industries	**Targeted Population**	**Computed Sample Size**
Food and Beverages	100	50
Mining	42	32
Automobile	58	40
Textile	100	49
Total	**300**	**171**

Source: Researcher's computation

To achieve the objectives of the study, specific characteristics of the sample industries were realised with simple descriptive statistics which determinants of the level of productivity in Nigeria with manufacturing industry characteristics (Technological and financial) were analysed with ordered logistic regression model and cross tabulation.

Productivity by technology and financial characteristics was assessed using cross tabular analysis and associations investigated using the Pearson's chi-square test.

$$\chi^2 = \sum_{i=1}^{2}\sum_{j=1}^{2}\frac{(O_{ij}-E_{ij})^2}{E_{ij}}$$

Where O_{ij} is the number of individuals observed in the ith row and jth column cell,E_{ij} is the number of individuals expected in the ith row and the column cell.
Since the dependent variable, productivity was an ordinal outcome, to assess the net impact of technological and financial characteristics on productivity; the plausible model was an ordered logistic regression model.

$$log\left(\frac{(\Pr(y_i=j)}{(\Pr(y_i=1)}\right) = \alpha_j + \beta_1 x_{1i} + \beta_2 x_{2i} + \cdots + \beta_k x_{ki} + \mu_j$$

Where $\alpha_1 < \alpha_2 < \cdots < \alpha_{k-1}$

Where β_0 is the intercept, $\beta_1 \ldots \beta_k$ are slope coefficients for independent variables, , $x_1 \ldots x_k$ are the independent variables, k is the number of possible outcomes, $\alpha_1, \alpha_2, \ldots, \alpha_{k-1}$ are cut points, μ_j the error term is assumed to be logistically distributed, y_i is the dependent variable. PARAMETRIC STATISTICS (Correlation and Regression).

3. Result and Discussion

3.1 Association between level of Productivity and Technology characteristics

Technology quality, equipment accessibility, and equipment relevance were significant across at least one of the industries. Technology quality was significant in industries; automobile (χ^2 =18.8742, p= 0.026), food & beverage (χ^2 = 44.5499, p= 0.000) and mining (χ^2 =17.9694, p= 0.001) with respondents rating the technology as satisfying in the automobile industry (21.43%) and those rating technology as high in both the food & beverage (62.5%) and mining (84.62%) being the majority rating productivity as high. Equipment accessibility was significant in both the food & beverage (χ^2 =36.8494, p=0.000) and mining (χ^2 =14.1319, p=0.007) industries with the majority of respondents regarding material and equipment highly accessible rating productivity levels as high both in the food & beverage (62.5%) and mining (90%) industries. Regarding equipment relevance, it was only significant in the food & beverage industry (χ^2 =44.6565, p=0.000) with respondents who regarded equipment highly relevant having the majority rating productivity as high (66.67%).

Table1: Association between level of Productivity and Technology characteristics

	Food & beverage			
Variable	**Very low**	**Low**	**Satisfying**	**High**
Technology quality				
Very low	0	40	60	0
Low	0	85.71	14.29	0
Satisfying	0	7.32	85.37	7.32
High	0	12.5	25	62.5
	Chi2(6) = 44.5499 Pr = 0.000			
Equipment accessibility				
Very low	0	75	25	0
Low	0	38.1	57.14	4.76
Satisfying	0	3.57	89.29	7.14
High	0	0	37.5	62.5
	Chi2(6) =36.8494 Pr =0.000			
Equipment relevance				
Very low	0	50	25	25
Low	0	77.78	22.22	0
Satisfying	0	7.14	85.71	7.14
High	0	0	33.33	66.67
	Chi2(6) =44.6565 Pr =0.000			
	Mining			
Variable	**Very low**	**Low**	**Satisfying**	**High**
Technology quality				
Very low	0	0	0	0
Low	0	50	50	0
Satisfying	0	33.33	50	16.67
High	0	7.69	7.69	84.62
	Chi2(4) =17.9694 Pr = 0.001			
Equipment Accessibility				
Very low	0	0	0	0
Low	0	28.57	28.57	42.86

Satisfying	0	33.33	44.44	22.22
High	0	5	5	90
	Chi2(4) =14.1319 Pr =0.007			
	Automobile			
Variable	Very low	Low	Satisfying	High
Technology quality				
Very low	100	0	0	0
Low	0	0	100	0
Satisfying	7.14	35.71	35.71	21.43
High	3.13	34.38	46.88	15.63
	Chi2(9) =18.8742 Pr = 0.026			

Source: Result of Data Analysis (2016)

3.2 Association between level of Productivity and Financial characteristics

Capital base, profitability and financial management were significantly associated with productivity levels at least across one of the industries. The organization capital base was significant for industries of; automobile (χ^2 =22.8630, p=0.007), food & beverage (χ^2 =35.0537, p=0.000) and textile (χ^2 =15.7071, p= 0.015) with the majority of respondents who rated the capital base as satisfying in the automobile industry (30%) as well as those who rated the capital base as high in both food & beverage (22.73%) and textile (41.67%) rating productivity as high. Regarding profitability, it was significant in all the industries that is, automobile (χ^2 =17.1624, p=0.046), food & beverage (χ^2 =36.8198, p= 0.000), textile (χ^2 =24.9242, p= 0.000) and mining (χ^2 =26.2595, p= 0.000). Majority of respondents who rated organisational profitability as high rated productivity as high in the industries automobile (33.3%), textile (40%) and mining (94.12%) though for food & beverage (26.67%) it was mostly respondents who rated profitability as satisfying. Financial management was significant across all industries with; automobile (χ^2 =19.4314, p= 0.022), food & beverage (χ^2 = 25.1315, p= 0.000), textile (χ^2 = 13.6063, p= 0.034) and mining (χ^2 = 39.1005, p= 0.000). Majority of respondents who reported high financial management rated productivity as high across industries food & beverage (23.53%), textile (50%) and mining (94.74%) except automobile (50%) where these rated financial management low.

Table 2: Association between level of Productivity and Financial characteristics

	Food & beverage			
Variable	Very low	Low	Satisfying	High
Capital base				
Very low	0	50	50	0
Low	0	80	20	0
Satisfying	0	0	88	12
High	0	9.09	68.18	22.73
	Chi2(6) =35.0537 Pr =0.000			
Profitability				
Very low	0	100	0	0
Low	0	61.54	38.46	0
Satisfying	0	0	73.33	26.67
High	0	12.5	87.5	0
	Chi2(6) =36.8198 Pr = 0.000			
Financial Management				
Very low	0	100	0	0
Low	0	42.86	57.14	0
Satisfying	0	4.76	76.19	19.05
High	0	0	76.47	23.53
	Chi2(6) =25.1315 Pr =0.000			
	Mining			
Variable	Very low	Low	Satisfying	High
Profitability				
Very low	0	33.33	33.33	33.33
Low	0	62.5	37.5	0
Satisfying	0	0	25	75

High	0	0	5.88	94.12
	Chi2(6) =26.2595 Pr = 0.000			
Financial Management				
Very low	0	83.33	0	16.67
Low	0	0	100	0
Satisfying	0	11.11	44.44	44.44
High	0	0	5.26	94.74
	Chi2(6) =39.1005 Pr =0.000			
	Automobile			
Variable	Very low	Low	Satisfying	High
Capital base				
Very low	25	37.5	25	12.5
Low	7.14	64.29	28.57	0
Satisfying	0	20	50	30
High	0	0	85.71	14.29
	Chi2(9) =22.8630 Pr =0.007			
Profitability				
Very low	16.67	22.22	50	11.11
Low	0	61.11	27.78	11.11
Satisfying	0	10	60	30
High	0	0	66.67	33.33
	Chi2(9) =17.1624 Pr =0.046			
Financial Management				
Very low	0	0	50	50
Low	14.29	71.43	0	14.29
Satisfying	9.09	9.09	68.18	13.64
High	0	50	33.33	16.67
	Chi2(9) =19.4314 Pr =0.022			
	Textile			
Variable				
Capital base				
Very low	0	100	0	0
Low	0	25	75	0
Satisfying	0	21.43	71.43	7.14
High	0	0	58.33	41.67
	Chi2(6) =15.7071 Pr = 0.015			
Profitability				
Very low	0	100	0	0
Low	0	33.33	66.67	0
Satisfying	0	8.33	79.17	12.5
High	0	0	60	40
	Chi2(6) =24.9242 Pr = 0.000			
Financial Management				
Very low	0	33.33	66.67	0
Low	0	50	50	0
Satisfying	0	17.65	73.53	8.82
High	0	0	50	50
	Chi2(6) =13.6063 Pr =0.034			
	Mining			
Variables				
Profitability				
Very low	0	33.33	33.33	33.33
Low	0	62.5	37.5	0
Satisfying	0	0	25	75
High	0	0	5.88	94.12
	Chi2(6) =26.2595 Pr = 0.000			
Financial Management				
Very low	0	83.33	0	16.67
Low	0	0	100	0
Satisfying	0	11.11	44.44	44.44
High	0	0	5.26	94.74
	Chi2(6) =39.1005 Pr =0.000			

Source: Result of Data Analysis (2016)

4. Discussion

4.1 Manufacturing industry characteristics (technology and financial)

The study required assessing the manufacturing industry characteristics as determinants of level of productivity in Nigeria, this focused on the effect of both technological and financial characteristics on productivity. Regarding technological characteristics, only equipment relevance ($p<0.05$) significantly affected level of productivity in the manufacturing industry whereas for financial characteristics, only profitability ($p<0.05$) had a significant effect on the level of productivity. The insignificance of equipment accessibility is inconsistent with studies by Brill (1992) who estimated that improvements in the physical design of the workplace may result in a 5-10 percent increase in employee productivity as (Stallworth and Kleiner, 1996) argued that increasingly an organization's physical layout is designed around employee needs in order to maximize productivity and satisfaction

5. Conclusion

The study focused on the manufacturing industry characteristics (Technological and Financial) as determinants of the level of productivity in Nigeria. It employed ordered logistic regression model (cross tabulation) and parametric statistics in the analysis of data. The study revealed manufacturing industries characteristics (Technological and Financial) as determinants of level of productivity in Nigeria, the study concludes that, for technology characteristics, only equipment relevance ($p<0.05$) had significant effect on the level of productivity, whereas for financial characteristics, only profitability ($p<0.05$) had a significant effect on level of productivity. The study rejects the null hypothesis ($H0_2$) which states that; manufacturing industry characteristics in Nigeria do not assess the level of productivity and concludes that manufacturing industry characteristics in Nigeria assesses the level of productivity. The study further recommended that in manufacturing industries, new technology should be put in place, avenue for capital investment should be provided and efficient management should take charge.

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Technical Efficiency of Rice-Based Farming Systems Under Selected Soil Conservation Practices in Ogun State, Nigeria

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Abstract. Technical efficiency in rice–based farming systems was estimated and compared for high- and low-level adopters of selected soil conservation practices in Ogun State, Nigeria. Primary data collected from 260 rice farmers in three (3) prominent rice-producing LGAs in Ogun State were analysed and results presented. Multistage sampling techniques were used to select the communities where the data were collected. Four methods of soil conservation technology were commonly practiced in combination in the study area, namely: use of inorganic fertilizers, mulching, shifting cultivation and ploughing back of plant residues into the soil. High- and low-level technology adopters operate at technical efficiency of 70-74% and 40-44%, respectively. For low-level adopters of the selected soil-conservation practices, size of land cultivated (1%); amount of hired labour engaged in production (1%); and the worth of capital invested (5%) will statistically determine the level of rice output. For high-level adopters, worth of capital invested (1%) will influence rice output in addition to land size and amount of hired labour engaged. Quantity of herbicide used (5%) will also statistically determine level of rice output but with a negative influence. Planting local variety of rice cultivar (1%) will statistically increase inefficiency in rice production for high-level adopters as they also tend to use more of inorganic fertilizers to enhance production efficiency (at 5%).

Keywords: Technical efficiency, soil conservation, technology adopters, rice cultivars

1. Introduction

Nigeria has a population of over 140 million people (NPC, 2006) with her domestic economy dominated by agriculture which accounts for about 40% of the Gross Domestic Product (GDP) and two thirds of the labour force. Of all the staple food crops, rice has risen to a position of pre-eminence. Rice is the food for both man and animal; it is a very good source of carbohydrate. Rice is the preferred food of the world appreciated for its taste and also easy to prepare compared to other traditional foods. Its paddy is used in feed mills for poultry and pig feed. Rice is processed into different forms including jollof rice, fried rice, pilaf rice and white rice. Rice is also milled into flour which is then cooked in boiling water and turned into a thick paste called *Tuwo* in Northern parts of Nigeria. Since the mid-1970s, rice consumption in Nigeria has risen tremendously, at about 10% per annum due to changing consumer preference. Domestic product has never been able to meet the demand, leading to considerable imports which, on the average, currently stand at about 1,000,000 metric tones yearly. The

imports are procured on the world market with Nigeria spending annually over US $300 million on import alone (Alimi, 2000).

Rice cultivation is well suited to countries and regions with low labour costs and high rainfall, as it is very labor intensive and requires plenty of water for cultivation (Opeke, 2006). Rice is cultivated in virtually all the agro-ecological zones in Nigeria. Despite this, the area cultivated to rice still appears small. In 2000, out of about 254 million hectares of land cultivated to various food crops, only about 6.37 million was cultivated to rice. During this period, the average national yield was 1.47 tonnes per hectare. Throughout the 1980s, rice output and yield increased tremendously, but in the 1990s while rice output increased, the yield of rice declined (Alimi, 2000). There was great disparity among the states of the Federation in rice production in terms of both output and yield. In 2000, Kaduna State was the largest producer of rice accounting for about 22% of the country's rice output, followed by Niger State 16%, Benue state 10% and Taraba State 7% (FMARD, 2001). The seemingly increased production over the last two decades could be attributed to the ban imposed on rice imports in 1985. In spite of the presence of suitable environments, however, Nigeria is yet among leading world rice producers (Moses and Adebayo, 2007).

Only 1.7 million or 35% of Nigeria's total land mass was cropped to rice in the 1990s (Imolehin and Wada, 2000). Most rice farmers in Nigeria belonged to the small to medium scale production categories with extensive dependence on crude implements; while the average farm size among the traditional rice farmers was 2.5 hectares that of technology-based farms was 6.52 hectares. Shortage of land to increase crop productivity as a result of poor land conditions, low land fertility, land degradation, erosion and poor land maintenance have also contributed to the low yield in rice production in Nigeria (Olaf *et al*, 2002). Zinnah *et al* (1993) noticed an increasing gap between the levels of supply and demand for rice in Nigeria, arising from the subsistence system of production, high production costs and the need for appropriate soil conservation technique. A remarkable effort to develop suitable rice varieties for the Nigerian farmers was made in the 1990s with the release of FARO 51, a variety widely known for its resistance to the African Rice Gall Midge (ARGM) *Orseolia oryzivora* (World Bank, 1997). Recently, the West African Rice Development Agency (WARDA) has developed an improved variety mainly for upland cultivation, known as the New Rice for African Countries (NERICA) and it was observed that the yield could be as high as 3.0tons per hectare or more with strict compliance with recommendation (Olorunfemi, 2006). However, the performance of these varieties would still be dependent on the adoption of the appropriate cultural and management practices.

Aromolaran (1992) analyzed the preference intensity of small-scale farmers in Ogun State for all the conservation practices they were aware of. The result showed that the sampled farmers preferred the use of inorganic fertilizer, manuring and plant residue management to other soil conservation practices; the preference which was traceable to the farmers' perception of their major soil conservation problems as that of nutrient deficiency rather than soil degradation and loss. Bamire and Amujoyegbe (2001) observed that only few rice farmers in Southwestern zone of Nigeria practice sole cropping which they claimed was suitable for rice production to meet household consumption and local market needs in the area. However, the risk associated with sole cropping had compelled most rice farmers to embark on crop diversification on their farm plots rather than investing on soil conservation practices that may increase rice yields to enable them cope with such risk-induced economic losses. This study had measured and compared the technical efficiency of rice-based production systems under different adoption levels of selected soil conservation practices in Ogun State, Nigeria.

2. Theoretical Framework

Efficiency is the maximization of output input ratio. There are three components of efficiency namely; technical, allocative and economic efficiencies. Technical efficiency is a measure of

effectiveness in which maximum output is obtained from a given combination of inputs i.e. the ability to operate on the production frontier. Technical Efficiency assumes the essential nature of output of goods and services to remain unchanged and focus on reducing the cost of input for production. Allocative efficiency refers to the situation where resources are given in profit maximizing sense so that the marginal value products of resources are equal to their unit prices. Economic efficiency combines Technical and Allocative Efficiencies. Perfect technical and allocative efficiencies imply that the firm is maximizing profit and minimizing cost for a given level of output; in other words, the firm is operating on the expansion path (Ojo, 2003). Stochastic elements are incorporated into the stochastic production frontier as a measure of the farm's technical efficiency to capture the farmer's specific random shocks. The farm technology is represented by a stochastic production frontier as follows:

$$Y_i = f(\beta_i X_i) + \varepsilon_i \quad (1)$$

where Y_I denotes output of the ith firm; X_i is a vector of actual input quantities used by the *i*th rice farm, β is a vector of parameters to be estimated and ε_i is the composite residual term comprising of a random error term V_i and an inefficiency component U_i (Aigner *et al*., 1977) defined as:

$$\varepsilon_i = V_i - U_i \quad (2)$$

$V_i's$ are assumed to be independently and identically distributed random errors $\left[V_i \approx N(0, \sigma v_v^2)\right]$, and the $U_i's$ are non-negative random variables associated with technical inefficiency in production, which are assumed to be independently and identically distributed and truncated (at zero) of the normal distribution with mean μ and variance, σ^2, that is, $\left[U_i \approx N(0, \sigma_u^2\right]$. The maximum likelihood estimation of equation (1) provides estimators for β and variance parameters, thus:

$$\sigma^2 = \sigma_u^2 + \sigma_v^2 \text{ and } \gamma = \frac{\sigma_u^2}{\sigma^2} \quad (3)$$

Subtracting V_i from both sides of Equation (1) and adjusting for the stochastic noise captured by v_i yields:

$$Y_i - v_i = y_i = f(X_i; \beta) - \mu_i \quad (4)$$

where y_i is the observed output of the *ith* farm adjusted for the noise disturbance. Hence, equation (3) provides the basis for deriving the technically efficient input vector, and for analytically deriving dual cost function of the production function.

For a given level of output Y_i,the technically efficient input vector for the ith firm, X_i^t is derived by simultaneously solving Eq (3) and the input ratios $X_1/Xi = K_i (i>1)$, where K_i is the ratio of observed inputs X_1 and $X_{i..}$ Assuming that the production function in Eq. (1) is self-dual (e.g Cobb-Douglas), the dual cost frontier can be derived algebraically and written in a general form as follows

$$C_i = h(r_i, Q_i, \alpha) \quad (5)$$

where C_i is the minimum cost of producing output Q_i by the *ith* farm; r_i is a vector of input prices associated with the *ith* farm; and α is a vector of parameters. The economically efficient input vector for the ith firm X_i^e is derived by applying Shepherd Lemma and substituting the firm's input prices and output level into the resulting system of input demand equations:

$$\frac{\partial C}{\partial r_i} = X_i^e(r_k, Q, \psi)$$

$k = 1,2,...m$ inputs (6)

where ψ is a vector of parameters. The observed technically efficient $\left(X^t\right)$ and economically efficient X^e costs of production of the *ith* firm are equal to $r_i X_i, r_i X_i^t$ and $r_i X_i^e$, respectively. The relation above can then

be used to compute the various efficiency measures for the *ith* firm as follows:

Technical Efficiency,

$$TE_i = \frac{r_i X_i^t}{r_i X_i} \quad (7)$$

Economic Efficiency,

$$EE_i = \frac{r_i X_i^e}{r_i X_t} \quad (8), \text{ and}$$

Allocative Efficiency,

$$AE_i = \frac{EE_i}{TE} = \frac{r_i X_i^e}{r_i X_i} \quad (9)$$

3. Methodology

3.1 The Study Area

Ogun State is bounded in the West by Republic of Benin; on the South by Lagos State and the Atlantic Ocean; on the North by Oyo and Osun States; and shares boundaries on the East with Ondo State. It lies within Latitude 6^0N and 8^0N and Longitude 3^0E and 5^0E, with a temperature range of 27^0C and 32^0C. Ogun State, with 20 LGAs, is divided into 4 socio-political zones, namely: Egba, Yewa, Ijebu and Remo zones, under the three existing Senatorial zones (Ogun West, Ogun Central and Ogun East) in the state. Ogun State has large expanse of arable land cultivated largely to such food crops as rice, cassava, yam, cocoyam and maize among crops. It has a tropical climate with a rainy season from March to November and dry season from December to February; average temperature of about 31^0C; humidity of about 95% and an average annual rainfall of 192mm. Obafemi-Owode ranks highest among the three major rice-producing Local Government Areas (LGAs) in Ogun State with high tonnage of cultivated rice, specializing in a special variety popularly known as Ofada rice, which is largely consumed among many households in the State and its environs. The two other rice-producing LGAs are Ogun Waterside and Yewa North in that order of production capacity and produce turnout.

3.2 Data Source and Sampling Technique

Multi-stage sampling was used to collect data from 275 respondents in a focused interview. Information obtained from the rice farmers were filled into structured questionnaires for ease of extraction and processing. In the first stage, Obafemi-Owode, Ogun Waterside and Yewa North LGAs were purposively selected among other LGAs on the basis of their highest concentration of rice farmers in Ogun State. In the second stage, seven, five and four villages were systematically selected from the list of rice-growing communities/villages in each of the three LGAs. From the list of rice farmers as obtained from the local government data base, 15-20 farming households were randomly selected and included in the sampling frame, proportionate to the number of rice farmers in each community. Fifteen (15) of the questionnaires were discarded to minimize heterogeneity, resulting to 260 respondents whose data were eventually analyzed and presented in this study. Information was sought from the household head only except on few occasions where the spouse or other adult member of the household stood in for the household head.

4. Estimation Procedure and Analytical Techniques

Measurement of technical efficiency estimates of rice–based production systems under different levels of soil conservation practices.

A one-stage switching regression model was used in measuring technical efficiency estimates for two different levels of the selected soil conservation technology adopted. This model corrects for self- selection bias by introducing self- selectivity variables into the production model. Self-selection could arise from the arbitrary classification of rice farmers into two groups, namely (i) *high-level adopters*, and (ii) *low-level adopters* of soil conservation practices. Based on pilot survey and prior evidence (Aromolaran, 1992), data were obtained on four major soil conservation practices (referred to in this study as technology) observed to be prevalent among sampled farmers in the study area, namely: use of inorganic fertilizer, mulching, shifting cultivation, and ploughing

back of plant residues into the soil (Table 4, Appendix I). These four selected soil improvement technologies were also observed to be more commonly adopted in combinations. Level of soil conservation adoption of any technology was adjudged 'high' if at least 50% of the farmer's cultivated land area is placed under the selected technology, and 'low' if otherwise. A production function was specified for each of the two-level adopters of selected soil conservation practices, expressed as:

$$Y_{1i} = \phi_1 X_{1i} + \alpha_1 W_{1i} + V_{1i} - U_{1i}$$

(for high level adopters) (11)

$$Y_{2i} = \phi_2 X_{2i} + \alpha_2 W_{2i} + V_{2i} - U_{2i}$$

(for low level adopters) (12)

where Y_1 and Y_2 are rice output (tonnes) for farmers with high and low level of adoption of the selected soil conservation practices, respectively; ϕ_1 and ϕ_2 are random variables reflecting noise and other stochastic shocks entering the frontier; U_i captures the technical inefficiency (TI) relative to the stochastic frontier; W_1 and W_2 are the self-selectivity variables whose coefficients (α_1 and α_2) are vectors of exogenous variables defined as:

X_1 = Size of land cropped to rice (ha)

X_2 = Seed rate (kg/ha.)

X_3 = Number of household labour engaged in rice production (manday).

X_4 = Number of hired labour engaged in rice production (manday).

X_5 = Amount of capital invested (₦)

X_6 = Quantity of herbicides used (liters)

The translog functional form has been found most appropriate in allowing for interaction among variables (Winter *et al*, 2004) and thus considered for this study. The technical inefficiency (TI) of the two levels of technology adopters was jointly estimated in a single-stage maximum-likelihood approach, where TI is modeled as a function of specific socio-economic variables thus:

$$U_i = \lambda_0 + \beta_i \sum_{i=1}^{m} F_{ni} + \varepsilon_i \quad (13)$$

Where U_i = inefficiency effect defined as a normal random variable truncated at zero; λ_i and β_i are unknown parameters and ε_i is random noise, assumed to be independently distributed.

F_{ni} = vectors of household-specific variables, including:

F_1 =Age of farmers (year)

F_2 = Years of formal education

F_3 = Year of experience in rice farming

F_4 = Household size (Number)

F_5 = Sex of farmer (1= male; 0 = female)

F_6 = Type of rice cultivars planted (1= local variety; 0 = improved variety)

F7 = Type of soil conservation practice adopted (1= recommended/inorganic external input; 0 = traditional/organic input).

Test of structural differences in the production functions of the two levels of soil conservation technology adopters.

A chow test of structural difference in the production function of high adopters and low adopters of soil conservation technology was conducted. This entailed (a) estimating the production function separately for high adopters and low adopters of the selected soil conservation practices; (b.) estimating the two equations using the pooled data, and (c) estimating the pooled regression with an intercept shifter dummy variable (D) introduced as shown below:

$$Y = \theta_i X_{1i} + \alpha_1 W_{1i} + V_{1i} - U_{1i} \quad (14)$$

The underlying hypothesis in the test for structural change is stated thus;

H_0: There are no structural differences in the production functions of rice farmers who were high adopters and low adopters of selected soil improvement technologies.

H_1: There are structural differences in the production functions of rice farmers who were high adopters and low adopters of selected soil improvement technologies. The test consists of the following three stages:

Overall test for structural changes

This is an overall test of significant differences in the structural parameters (intercepts and slopes) of the production functions of the two categories of farms. The test statistics is

$F_{1-\%,v_1,v_2}$ while the calculated F-value (F_c) was obtained as:

$$F_c = \frac{[\Sigma e_3^2 - \Sigma e_1^2 - \Sigma e_2^2]/[K_3 - K_1 - K_2]}{[\Sigma e^2_1 + \Sigma e^2_2]/[K_1 + K_2]} \quad (15)$$

where:

Σe_3^2 = error sum of square for the pooled data without a dummy variable ;

Σe_1^2 = error sum of square for high adopters production function;

Σe_2^2 = error sum of square for lo adopters production function;

K_3 = degree of freedom for pooled data;

K_1 = degree of freedom for high adopter farmers' regression

K_2 = degree of freedom for low adopter farmers' regression

The calculated F-statistics was compared against the tabulated F-value, $F_1=F_{0.95,V1,V2}$. The decision required the rejection of the null hypothesis of no structural differences in the production functions of high adopters and low adopter of soil conservation technologies if $F_c>F_t$, or failure to reject the null hypothesis if otherwise.

Test for homogeneity of slopes

Where the first test revealed that some structural differences exist in the production functions of the two categories of farmers, it is necessary to investigate further on the nature of the structural differences .The first test is the homogeneity of slopes. The test statistics is $F_{1-\%,v_1,v_2}$ while the calculated F- value (F_C) is defined as:

$$F_c = \frac{[\Sigma e_4^2 - \Sigma e_1^2 - \Sigma e_2^2]/[K_4 - K_1 - K_2]}{[\Sigma e^2_1 + \Sigma e^2_2]/[K_1 + K_2]}$$

where Σe_2^2, Σe_1^2, K_1,K_2 are as previous defined

Σe_4^2 is the error sum of square for the pooled regression with an intercept dummy variable; K_4 is the degree of freedom for the pooled regression with an intercept dummy variable. This statistics was compared against the tabulated F-value, $F_{0.95,V_1,V_2}$ following the decision rule to reject the null hypothesis of no difference in the slopes of the production functions of the high adopters and low adopters of soil conservation technologies, or fail to reject if otherwise.

Test for homogeneity of intercepts

The final stage of the tests for structural differences in the production functions of the two categories of rice farmers is the test for homogeneity of intercepts of the two production functions. The test statistics is $F_{0.95,V_1,V_2}$ while the calculated F-value (F_C) is given as:

$$F_c = \frac{[\Sigma e_3^2 - \Sigma e_4^2 - \Sigma e_2^2]/[K_3 - K_4}{[\Sigma e^2_4 2]/[K_4]}$$

where Σe_3^2, Σe_4^2, K_3 and K_4 are previously defined. The statistics was compared with the tabulated F-value following the decision rule above to reject the null hypothesis of no difference in the intercepts of the production functions of high adopters and low adopters of soil conservation technologies, or failed to reject if otherwise.

5. Results and Discussion

Determinants of technical efficiency among various soil conservative technology adopters in rice-based production system

Land size (0.602; $p<0.01$) and the amount of invested capital on the rice farm (0.013; $p<0.01$) will increase the quantity of rice output among high-level technology adopters and conversely, increased use of hired labour (-0.015; $p<0.01$) and herbicides (-0.017; $p<0.1$) will decrease the quantity of rice output and therefore should be discouraged among this category of technology adopters. By implication, investment of large capital resources on soil improvement and less of it on hired labour and herbicides will increase rice output in the study area.

Table 1: Stochastic production frontier in rice–based production system

	High-level adopters		**Low-level adopters**	
Variables	***Coefficient***	***t-value***	***Coefficient***	***t-value***
Constant	0.4313	5.018	5.1041	4.198
Land size	0.6015***	2.705	0.6042***	2.645
Quantity of Seeds	0.2991	0.207	0.3231	0.421
Household labour	0.1526	0.180	0.1526	0.180
Hired labour	-0.0154***	-3.300	- 0.0136***	-3.433
Amount of capital invested	0.0126***	4.010	0.1141**	2.117
Quantity of Herbicide	- 0.0170 *	-1.733	-0.0321	-0.915
Diagnosis statistics				
Sigma Square	0.926		0.836	0.836
Gamma		0.00232 (0.001)		0.00194 (0.003)
Log of likelihood Function	-19.87	-18.47	- 31.58	- 29.47
LR test		5.514		7.603
Inefficiency model				
Variables	***Coefficien***	***t-value***	***Coefficient***	***t-value***
Constant	0.0295	0.042	0.0105	0.061
Age	0.03587	0.104	0.06546	0.095
Education	-0.0040	-0.047	-0.0048	-0.038
Years of experience	-0.0053	-0.175	-0.0105	-0.321
Household size	-0.0189	-0.013	-0.0091	-0.031
Sex	0.0133	0.281	0.0234	0.325
Type of rice cultivars	0.0061***	3.219	0.0861	0.229
Type of soil conservation practice	-0.0214**	-2.128	-0.0132	-0.313

Source: computed from survey data, 2010

*** = 1% significant level; ** = 5% significant level; * = 10% significant level

Similar factors (except the quantity of herbicides used) influence rice output in similar direction but different magnitudes among low-level technology adopters. Planting local variety of rice cultivar (0.006; $p<0.01$) will statistically increase inefficiency in rice production for high-level adopters as the yield will not justify the level of investment in soil improvement; but it may not have significant effect on the production efficiency of low-level technology adopters. As it were, high-level adopters of soil conservation practices tend to be using more of inorganic fertilizers to enhance production efficiency (significant at 5%) as evident from their high technical efficiency estimates (Table 2).

Table 2: Technical efficiency estimates of rice farmers

High-level technology adopters			***Low-level technology adopters***		
Class interval	Frequency	Percentage	Class interval	Frequency	Percentage
<60	6	4.1	< 40	2	8.7
60 – 64	8	14.7	40 – 44	9	39.1
65 – 69	15	23.9	45 – 49	5	21.7
70 – 74	17	25	50 – 54	3	13.1
75 and above	19	32	55 – 59	3	13.1
			60 and above	1	4.3
Total	65	100.0	Total	23	100.0
Min = 34%; Ave. = 72%; Max = 96%			Min = 19%; Ave. = 46%; Max = 88%		

Source: Computed from Survey Data, 2010

Majority (25%) of the high-level adopters are efficient at 70–74% approaching the technology frontier, the least being those with efficiency estimates < 60%. For low-level adopters, 39.1% of the farmers operate at efficiency interval of 40 – 44%. Comparatively, low-level adopters of soil conservation technology are farther from the technology frontier in the study area.

Structural differences in the estimated production functions of low- and high-level soil conservation technology adopters

Table 3: Result of test for structural differences in the estimated production functions of low- and high-level soil conservation technology adopters

Test	F_{CAL}	F_{TAB}
Test for structural changes	5.48	4.79
Test for homogeneity of slopes	3.68	1.53
Test for homogeneity of intercepts	0	3.07

Source: Computed from Survey Data, 2010.

Table 3 shows that the F-calculated value is greater than the F-tabulated value for the test for structural changes in the production functions of high- and low-level adopters of soil conservation technologies in rice production hence, the null hypothesis of no significant differences was rejected. Upon further test for homogeneity of slopes, a greater value for the F-calculated was returned therefore rejecting the null hypothesis of no differences in the slopes of the production functions of high- and low adopters of soil conservation practices in rice production. However, the test for homogeneity of intercepts indicated failure to reject the null hypothesis of no differences implying that the estimated variables have varying degree of influence on the technical efficiency of rice production under high- and low-level adoption of soil conservation technologies, but operating at relatively similar production frontiers.

6. Conclusion

The result of this study established that majority of the high-level adopters of soil conservation technology are more technically efficient than their low-level adoption counterparts. Investment of capital resources in soil improvement, especially the use of inorganic fertilizers, is expected to increase rice output in the study area, more than the adoption of traditional/organic methods. This is not unlikely to be connected with the reducing availability to arable land as is being experienced in the major rice-producing communities in the study area as more land is being used for non-agricultural purposes. Supply of improved variety of rice cultivar, access of farmers to adequate quantity of inorganic fertilizers as well as sound financing systems are major interventions needed by the surveyed rice farmers. A sustainable linking of rice farmers to these inputs will encourage good soil improvement practices and boost rice production for domestic consumption and exports, especially the Ofada Rice that is indigenous to the study area.

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Part Two
Civic and Political Education

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Teachers' Perception of Civic Education as a Measure of Curbing Corruption in Nigeria

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Abstract. Attention has been given to corruption by the international community and how to control it. This study examined teachers' perception on civic education as a measure of curbing corruption in Kwara-central, Nigeria. One research question was raised and two hypotheses was generated. 96 civic education teachers in Kwara-central served as the respondents for this study. A researcher-designed questionnaire was used for data gathering. The validated questionnaire was tested for reliability, and a value of 0.74 was obtained. Weighted Mean was used to answer the research question while Analysis of Variance was used in determining the significant differences. The result showed that the perception of civic education teachers to civic education as a measure of curbing corruption was positive. Thus, the study recommended that government should introduce civic education into the curriculum of higher institutions of learning.

Keywords: Corruption, Civic Education, Teachers Perception, Curbing

1. Introduction

Attention has been given to corruption by the international community and how to control it. Institutions and governments both agree that corruption has very high costs for society. In some cases, corruption can keep states in cycles of violence by funding armed groups and criminal networks, but it can also prevent the development of effective institutions of governance. One of the objectives of the Buhari led administration is to tackle corruption to the barest minimum. Not too long ago, Nigeria was ranked the most corrupt country in the world during the new millennium and the subsequent year, and she continues to be a mainstay on the most corrupt countries chart by Transparency International (Uzochukwu, 2017). Around the world, corruption is increasingly condemned and viewed as an immoral practise. A system of corruption is created when people who are wealthy and connected have access to public services and receives favourable treatment (United State Institute for Peace, 2010).

Due to the complexity of the word 'corruption', it cannot be given a precise or concise definition. In the words of Oyinlola (2011) corruption is the abuse or misuse of power or position of trust for personal or group benefit. Additionally, corruption is a multifaceted phenomenon with various causes and effects, as it comes in multiple forms and contexts (Andrig & Fjelstad, 2011). Corruption is difficult to conceptualize because it has the capacity to take on new forms. Agbu (2003) asserted that corruption can be said to have taken place when public/ private office is used to derive personal benefit even if no bribery occurs, through patronage and nepotism, the theft of assets, or the diversion of resources. Therefore, corruption denotes any and or all forms of behavior that deviates from an

established norm with regards to public trust. Theft of public trust whether the individual affected is elected, selected, nominated or appointed and it does not matter whether the person concerned holds office or not since anybody can be corrupt (Usman, 2013).

Corruption in Nigeria is an epidemic with cultural phenomenon. It is said to be systematic in nature because it affects the whole life of our society. It is worrisome because once an individual is appointed, elected or nominated, the Nigerian society is bedeviled with corrupt practices such that expectations from the people will be so high in terms of what the office will offer (Oyinlola, 2011). Therefore, the people he/she represents are prepared to encourage him/her on how to steal. Hence, corruption in Nigeria is not restricted to tribe or cultural affiliations. It is pervasive throughout all institutions in the country. It is found in the award of contracts, promotion of staff, dispensation of justice, misuse of public offices, positions and privileges, embezzlement of public funds (Oyinlola, 2011). Indeed, corruption is writ large in Nigeria's judicial system; police; public services; land administration; tax administration; custom administration; public procurement; natural resources; legislation; as well as civil society (NCR, 2015).

Though, various governments have attempted (so to say) to fight the vice, but, instead of stemming the tide of this disastrous act, it continues to grow in leaps and bounds. In the 70s ten out of the then twelve military governors were found guilty and dismissed from office for gross abuse of office. Also, the Muhammed regime (1975/1976) convicted members of judiciary, police, civil service, parastatals and even principal officers and staff of university which culminated to the purge of over ten thousand officers (David, 2006). The second republic was also characterised by a large scale and high level fraud, diversion, embezzlement and misappropriation of public funds, inflation of state contracts, nepotism, stuffing of pay-roll with ghost workers and unbelievable electoral malpractices which undoubtedly led to the crash-land of the administration. The succeeding regimes of (1985-1999) was also marked by an unprecedented level of corruption and embezzlement as reflected in the Pious Okigbo report which noted that about $12 billion accrued to the nation was siphoned out by those in power and could not be accounted for (David, 2006).

In Nigeria today, some of the most rampant manifestation of corruption include, inflation of contracts, falsification of accounts and official records in the public service, forgery of documents including educational qualifications to attain a position of office particularly among politicians, ghost workers syndrome, examination malpractices, bribery, extortion and pervasive of justice, tax evasion, foreign exchange swaddling hording and smuggling, illegal acquisition of public assets, and frightening degree of electoral fraud and budget paddling among others (David, 2006) It is important to note that corruption engenders the break down in law and orders and political stability which leads to loss of confidence in government with the a corollary of many vices has been witness in the country today like kidnapping, armed robbery, fraud, terrorism, militancy to mention a few (Inegbedion, 2004).

Corruption has been in existence in Nigeria since inception. Various administration have promulgated, passed and enacted laws/decrees to help combat the phenomenon because they believe that the solution to the problem rests with criminal legislations. It is important to note that the phenomenon became institutionalized under General Ibrahim Babangida regime. In light of this, Ogundiya (2009) explained that during the Babangida regime, corruption was raised to a level of state policy and allegation of corrupt practices were handled with utmost levity thereby making sure the efforts of the past administrations were all in vain. In 1999, the Obasanjo led civilian administration tried to rid Nigeria of corruption signed into law by establishing the Independent Corrupt Practices Commission (ICPC) and Economic and Financial Crime Commission (EFCC). Despite the promulgation of different legislation**s** to put an end to the monster, the phenomenon rages like a phoenix.

Inegbedion (2004) concluded that the phenomenon of corruption is more of a social problem that legal attempts to stem it are doubted. However, that it is doubted if any meaningful progress can be made in tackling the problem legally without addressing the more important social aspect of the problem, because laws passed can only be a reflection of the social values of the society. Akanbi (2001). Additionally, no anti-corruption programme can succeed and no society can promote equity, fairness and good governance unless the society demonstrate a strong will to tackle corruption to a standstill. Fight against corruption cannot succeed without removing the socio-political impediment (Inegbedion, 2004). The lack of competent, responsible leaders with integrity, vision, high moral values has been the bane of the country. As such, the fight against corruption has been lost even before the battle begins.

The retrogression and dilemmas into which the country is engulfed seriously demand the need for value re-orientation through a commitment to the ideals rooted in Civic Education (Ezegbe, Oyeoku, Mezeiobi & Okeke, 2012). Civic virtues in all spheres of life in Nigeria have declined. As a result of the enormous problems including corruption facing Nigeria, the Federal Government re-introduced Civic Education as a curricular subject in our educational system. The philosophical and psychological foundation for the introduction of Civic Education reflects the National Goals and objectives is contained in the national policy on education (2004). In this document education is to be used as an instrument per excellence in bringing about socio-economic transformation of the Nigerian society. Civic Education has been identified as one of the school subjects through which these goals could be realized.

Civic Education is saddled with the responsibility of preparing students to become rational, active and responsible citizens in facing challenges arising from their society (Cheng, 2009). Respectively, Dagunduro (2012) defined Civic Education as a concept that deals with the themes, concerns and procedures through which people (children, young, and old) obtain knowledge, abilities and behaviors necessary for individual and nation development. Ajibola and Audu (2014) clearly states that Civic Education is one of the subjects taught in both primary and secondary schools which inculcates sound moral values in the youths. Therefore, Civic Education is designed with the tools to help individuals learn how to become active, informed and responsible citizens. The nature of Civic Education connotes the characteristic of the subject and its major components however, the broadest possible description of Civic Education would be that it is aimed to make good citizens equipped with appropriate knowledge, skills and traits of good characters (Galston 2001). Furthermore, Ajao (2013) asserts that Civic Education is a form of education through which people acquire useful and positive habits, attitude, and beliefs which make them to live as good members of the society. However, Ujunwa (2013) views Civic Education as a subject in the school charged with inculcating youths with skills they need for the actualization of national objectives contained in the national policy on education.

In an educational system, the performance of a teacher is one of the factors in determining school effectiveness and learning outcomes because teachers' interaction with learners is the pathway on which educational quality turns (Volunteer Service Oversees, 2002). There is a shift from the old instructional practice, and the current practice demands new knowledge, new skills and increasing commitment to lifelong learning (Craft, 2000). Teachers have a major role to play if civic education would serve as a measure of curbing corruption, because they are the ones that would implement the content in the curriculum. Ant attempt to change how teachers do things must of importance involve change in the perception of teachers. Teachers perception as a matter of necessity has been regarded as critical to the reform in civic virtues (Cooney & Shealy, 1997).

Stipek, Givvin, Salmon and MacGyvers (2001) state that teachers who believe that students' ability in Mathematics is fixed are more likely to believe in the traditional views of Mathematics teaching. As such, students who have been labelled with this assertion will not perform well in mathematics. Perception was considered in

terms of how the teachers classroom environment could be termed as constructivist. This was cognizant of the fact that constructivism is not prescriptive in relation to teaching (Simon, 2000) and that the teaching strategy applied by the teacher could be part of a constructivist learning environmnet (Pirie & Kieren, 1992). Rather a constructivist classroom environment was viewed to be one in which: students were able to behave autonomously with regards to their own learning; the linking of new knowledge with existing knowledge was advised and facilitated; knowledge was bargained by students in the learning environment; and the classroom was student centred in that students have freedom to explore problems that are of importance to them (Taylor, Fraser & Fisher, 1993).

The guiding concept of the civic education curriculum is to inculcate in the students their duties and obligations to the society. (NEDRC 2009). However, the socio-economic structure of Nigeria is threatened as a result of low national identity amongst the youths, as they are the future of the country (Okam, 2001). The problem of negative citizenship, as a result of corruption, has hindered the country from moving towards operative continued socio-economic and political development. Also, Ujunwa (2013) advanced that Nigeria has experienced different forms and degrees of instability and incivility such as religious riots, social unrest, regional acts of militancy, and notorious acts of corruption and scams. Government now deems it necessary to introduce civic education into secondary school curricular to solve the incivility amongst youth and restore civic virtue into our daily activities. Hence, it was of interest to ascertain teachers' perception on civic education as a measure of curbing corruption in Nigeria, sspecifically, to ascertain teachers' perception on civic education as a measure of curbing corruption in Nigeria on the basis of educational qualification and years of experience. Thus, the following question was raised to guide this study:

- What are teachers' perception on civic education as a measure of curbing corruption?

2. Research Hypotheses

Ho_1: There is no significant difference on teachers' perception on civic education as a measure of curbing corruption on the basis of years of experience.

Ho_2: There is no significant difference on teachers' perception on civic education as a measure of curbing corruption on the basis of educational qualification

3. Methodology

The population of the study was all Senior Secondary School teachers in Kwara Central, Nigeria. The target population consists of Senior Secondary civic education teachers in Kwara Central, Nigeria. There are 320 secondary schools in Kwara state out of which 95 are situated in Kwara Central. There were 402 civic education teachers in Kwara State and 212 of these teachers are in Kwara-central. Stratified sampling technique was used to assign schools in to the local Government in which they were situated making. There are four local governments in Kwara-central out of which ten (12) schools were randomly selected from each local government to make 48 schools. Two (2) civic education teachers from each school were randomly selected making a total of 96 respondents for this study. A researcher-designed questionnaire with a content validity which was ascertained by civic education experts scrutinised the items and made possible alteration and suggestions were used to elicit the needed data for this study. Test-retest reliability method was used with a sample of 45 respondents within two weeks' interval. The scores of the first test were correlated with the second test, using Pearson Product Moment Correlation coefficient and a reliability index of 0.74 was obtained. The questionnaire comprised of two sections. Section A raised gathered information on the demographic characteristics of respondents. Section B elicited information on teachers' perception. Mean rating was used to answer the research questions raised while Analysis of Variance (ANOVA) was used to test the hypotheses formulated at 0.05 significance level. The data were run with a Statistical Package Sciences (SPSS 24.0) windows version.

4. Answering Research Questions

Research Question 1: Do teachers perceive civic education as a measure of curbing corruption?
Responses to the 10 items in section B of the questionnaire were collated, weighted mean was used to analyze and the output was presented in Table 1.

Table 1: Teachers' Perception on Civic Education as a Measure to Curb Corruption

S/N	ITEMS	FREQUENCY	MEAN	DECISION
1.	The overall philosophy of civic education would reduce incivility among youths if implemented properly	96	3.33	**Agree**
2.	The contents in the curriculum would improve civic virtue among youths	96	3.15	**Agree**
3.	Sequential arrangement of concepts in the scheme of work would enable students internalise the objective of civic education	96	3.09	**Agree**
4.	The period assigned to teaching civic education is sufficient in achieving the stated objectives	96	3.06	**Agree**
5.	Clarification of the objectives in the lesson plan helps students to understand their civic duties	96	3.00	**Agree**
6.	Methodologies adopted for teaching civic education would encourage students to be enthusiastic about civic education	96	3.30	**Agree**
7.	Appropriateness of Instructional Materials would help achieve the objectives of civic education	96	3.27	**Agree**
8.	Textbooks available are sufficient for teaching civic education.	96	3.24	**Agree**
9.	Putting civic education contents into practice would make students imbibe civic values and cultures	96	3.22	**Agree**
10.	Good Exemplariness of teachers taking civic education would make students imitate civic values and cultures	96	3.19	**Agree**
Weighted Mean		**31.85**		**Positive**

Evidence from Table 1 reveals that 96 respondents participated in the study. All the 10 items in section B of the questionnaire received positive responses from the respondents. The benchmark weighted mean score stood at 25 and the mean score for the responses on teachers' perception on civic education as a measure to curb corruption is 31.85 which gives a positive indication. This implies that teachers' perception on civic education as a measure to curb corruption is positive.

5. Hypotheses Testing

Hypothesis One: *There is no significant difference in ANOVA Summary of the Difference in Teachers' Perceptions on Civic Education as a Measure of Curbing Corruption based on teachers' qualifications in Kwara State, Nigeria*

Table 2: ANOVA Summary of the Difference in Teachers' Perceptions on Civic Education as a Measure of Curbing Corruption Based on Teachers' Qualifications

Variables	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	661.248	4	165.312			
Within Groups	4709.295	91	51.751	3.194	0.17	NS
Total	5370.543	95				

*Insignificant at $p<0.05$

The results of the ANOVA analysis as depicted in Table 2 indicated that there was no significant difference on teachers' perceptions on Civic Education as a measure of curbing corruption based on teachers' qualifications, $F(4, 93) = 3.194$, $p = 0.17$. On this basis, the hypothesis was not rejected.
Hypothesis Two: *There is no significant difference in ANOVA Summary of the Difference in Teachers' Perceptions on Civic Education as a Measure of Curbing Corruption based on teachers' experience in Kwara State, Nigeria*

Table 3: ANOVA Summary of the Difference in Teachers' Perceptions on Civic Education as a Measure of Curbing Corruption Based on Teachers' Experience

Variables	Sum of Squares	df	Mean Square	F	Sig.	Remark
Between Groups	472.645	2	236.323			
Within Groups	4817.431	93	51.800	4.562	0.14	NS
Total	5290.076	95				

*Insignificant at p<0.05

The results of the ANOVA analysis as depicted in Table 3 indicated that there was no significant difference on teachers' perceptions on Civic Education as a measure of curbing corruption based on teachers' experience, F (2, 95) = 4.562, p = 0.14. On this basis, the hypothesis was not rejected.

Discussion of Findings

This study reveals that teachers' perceptions on Civic Education as a measure of curbing corruption in Kwara-central, Nigeria as positive. This finding concurs with Marquette (2007) who reported that civic education does have a significant, positive impact on certain democratic behaviors and attitudes one of which is corruption. Additionally, civic education can and will only be successful if it lay emphasis on citizenship rather than corruption. This can be asserted that individuals who have been exposed to civic education learn to conclude that giving and taking of bribes contributes negatively to the to the development of the country, but also to identify the services government are entitled to make available for them. Also, to understand why people are corrupt, how corruption itself happens, public role in its prevention and the institutions available to help them when they are about giving up corrupt individuals. It must be noted that civic education is expected to develop expectations for good citizenship and better governance, while citizens should be enabled to think and act in the context of their world and lay foundation for improved and sustainable development.

Also, the study upheld the hypothesis that states there is no difference significant difference on teachers' perceptions on Civic Education as a measure of curbing corruption based on teachers' experience in Kwara-central, Nigeria. Civic education teachers all view civic education as a tool for curbing corruption regardless of their years of experience. Teachers believe that civic education can be both formal and informal, preventive and reactionary. It can be preventive when civic responsibilities and values has been instilled into children at a very early age. Also, civic education can serve as reactionary because it will try to re-orientate individuals and encourage them to uphold their civic responsibilities.

Lastly, the study upheld the hypothesis that states there was no significant difference on teachers' perceptions on Civic Education as a measure of curbing corruption based on teachers' qualification in Kwara-central, Nigeria. Teachers are in agreement that civic education can serve as a measure of curbing corruption irrespective of their educational qualifications. It is hoped that if civic education can instill anti-corruption values in individuals, it will eventually translate into anti-corruption ethic in all sectors of the economy because every individual would have undertaken anti-corruption education.

6. Conclusion and Recommendations

The practice of corruption is different in every country. The fight against corruption is the collective responsibility of all citizens. This can be achieved with commitment, good diagnosis and structure, citizens and parliament working together. However, the fight against corruption has been left to the government and educational institutions alone. The fight against corruption cannot be won in the classroom alone without the support of the family, community and the society at large. Time will tell if civic education is fulfilling the reason for its re-introduction into the secondary school curriculum.

This study recommends the following:

- Government should ensure that civic education as a course/degree programme is introduced at higher institutions and other educational levels.
- Educational authorities should ensure that teachers, who are morally upright, perform and understand their civic responsibilities are saddled with the responsibility of teaching the subject.
- Clubs and societies that promote civic virtue should be established and promoted in schools.
- Training programmes and workshops should be organized for teachers to improve their knowledge of civic responsibility. This would help improve their knowledge and skills of civic responsibility, thereby achieving the objective of civic education.
- Civic education teachers should endeavor to make the class practical where students can relate whatever is being taught to real life scenario. This can be achieved by adopting effective instructional strategy.
- Students should also practice whatever they are being taught outside of the school.

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The Place of Morality in the Nigerian Educational System

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Abstract. This paper analyses the place of morality in the Nigerian educational system. This is necessary because of the declining moral values in the Nigerian society as evident in the frequency of immoral activities like fraud, sexual immorality, forgery, bribery and corruption. Unfortunately, immoral activities have adversely affected the Nigerian educational system. Thus this paper is interested in examining the place of morality in the Nigerian educational system. The method of research employed in the paper is the method of philosophical analysis. This is because the paper is a philosophical research. It therefore uses philosophical analysis which includes logical, linguistic, expository, and critical analyses. All these are to help in the clarification of the ideas in the study for better understanding of the issues and arrival at sound conclusions. It was found that moral education features in the Nigerian educational system. However, it features impressively only at the policy level, in the National Policy on Education. At the practice level, moral education does not feature impressively at the various levels of the educational system. However, the fault is traced to the unimpressive manifestation of moral rectitude in the larger society. This does not provide enabling environment for sound moral education in the schools. It is therefore recommended that, the leaders of thought in the larger society; politicians, parents, religious leaders, and so forth, should give better leadership to the society and the schools through demonstration of sound moral practices – this would provide enabling environment for the teaching of good moral education in the schools.

Keywords: Morality, moral education, National Policy on Education, principles of good moral behaviour, philosophical analysis.

1. Introduction

Traditionally education has had two-fold aims, these are; instruction and training in good conduct. In the learning situation, teachers and learners are usually involved in social activities in the classroom in order that the latter may learn and so become useful members of the society.

The activities that could lead to maximum learning through smooth interaction between teachers and learners are generally characterised by good morals. Thus, good moral conduct allows learners to perform their best in the school and also leads to effective achievement of the goals of the school in the society. However, today, a morally sound society has become utopian as can be observed from the high occurrence of immoral behaviours in the society, including criminality, religious fanaticism, immodest dressing, incessant industrial actions and students' unrest in the educational institutions. Hence, moral standards are now on the decline. In fact, conscious and deliberate efforts are made to do things that are not in consonance with the traditional Nigerian moral

virtues. In other words, there is high moral decadence in Nigeria today because people no longer wish to follow the path of moral rectitude (Buhari, 2015:31-32).

However, the Federal Republic of Nigeria realises the need for moral development through education. Thus, the National Policy on Education (2013: 13-16) has as one of its goals, the "inculcation of moral values" Nigerian education is expected to promote the learning of moral values among Nigerians. Based on the above thinking, this paper intends to analyse the place of morality in the Nigerian educational system.

2. Research Method

This paper is a philosophical study so it employs the research method used in philosophical researches. The method is that of philosophical analysis. In this case, it makes use of the following philosophical analysis: logical analysis, linguistic analysis, expository analysis, and critical analysis. The various analyses feature reflective thinking on the various aspects of the place of morality in Nigerian education such that the concept becomes clearer in terms of what morality is, and how it features in Nigerian education.

3. Concept of Morality

Morality, according to Abimbola (2000) is partly a social, and partly an individual affair. Morality is social on the one hand, because it involves a system of norms governing interaction in the society and on the other hand it is partly an individual affair because it allows for individuals, when they are mature and normal, to use reason to make their own decisions on the concept frequently. Such individuals seek advice or stimulation from other people but the decisions they make ultimately are theirs and they take responsibility for them. Eventually, individuals could reach a stage where they have sufficiently matured in their morality to be able to criticize the norms and values of the society.

Maqsud (1983) states that what is seen as morality in a particular locality might be seen as immorality in another. The whole concept is so multidimensional that various scholars view it differently. Dewey (1959) states that morality involves the ability to observe and comprehend social situations. Okeke (1983) also gives his own impression of morality as acceptance of social norms and ability to behave according to the knowledge of right and wrong. Hudson (1978) views it as a concept which involves acquisition of respect for the norms and institutions of society. It means, according to these scholars that, once a person can behave according to the virtues of his locality, he is morally sound. Hence, the search for the explanation of morality. According to Nielson (1973:82) morality can be located both in the thinking and in the interpretation of people. This point, perhaps, is responsible for the different meanings that morality has in different societies.

4. Morality in the Nigerian Society

Every society in general, but Nigeria in particular, has what it understands life to mean, its purpose and how this can be achieved. Ocho (1988) states that, before the British rule in Nigeria and before Islam and Christianity, majority of the people in Nigeria believed in life after death, that is, the end of the present life was the beginning of life with dead ancestors and relations.

Okoh (1991) argues that, in Nigeria there are four main sources of traditional moral values. The sources are the external sources, the ancestors, the kings/elders and the community conscience. The first source (external sources) refers to the ultimate or absolute source that has God as the main authority. The people believe that God gives and upholds moral laws and as such, He is the source of all values. The second source (the ancestors), are the next in hierarchy after the divinities. They are great heroes with exemplary lives while on earth and are thus, acknowledged as sources of moral values among the living members of their families. Thus, old age is regarded highly and seen as blessing from God. Elders in any community in Nigeria are seen as possessors of wisdom because they inherit powers and wisdom of the ancestors, who are believed to exist in harmony with the divinities, communicate with the elders who, in turn, communicate with the people.

The third and fourth sources (the kings/elders and the leaders of thought in the society) are rated in the hierarchy as the next crucial sources of moral values. This is because they are expected to be the custodians of moral values in the society.

5. Morality in Education

Morality has earlier been examined but for the purpose of its importance in education, one could refer to morality in education as practical consideration of others' interest in the process of education. As an elaboration of the above statement, and in the context of education, Brown (1985:35) indicates that morality implies having interest in others' well-being. Taking interest in what is beneficial to them, like security, mental and physical health and so forth.

In Bamisaiye (1985:16), morality also has connection with education. According to her, education is a process of development; development of intellectual abilities, its skills, and attitudes, all of which help our various outlook and disposition towards the society and towards life generally. Bamisaiye considers education to help the development of a person such as to make him disposed to use his knowledge, according to principle of overriding social welfare. Norman (1983:95) states that in the process of education, no effective learning could be said to be taking place among the students when the character of the learner is still found wanting.

Childs (1967) also sees connection between morality and education. He states that, education should pursue the right of learners to make free choices after exposing the learners to the process of making valid judgements. In this connection, education helps in encouraging the society to make ethical judgements free of indoctrination. This is good after the learner might have been exposed to the process of making right judgements, to the extent that he is considered to be mature in reasoning about various aspects of life that he might be involved in.

It follows that the basics, the principles, can be taught but the individuals should be left to make good decisions on individual ethical issues. That is, it is granted that sound basic moral education (in terms of principles) should translate to sound practical action by individuals. In effect, it is granted in this perspective that, knowledge of the right principles is sufficient condition for doing the right. This position therefore asserts that, education could give sound moral principles for sound moral behaviour of individuals in the society.

6. The Place of Morality in the Nigerian Educational System

The history of education in Nigeria could be said to have two perspectives. Before independence, Western education first came to Nigeria through the Southern part of the country, through the Christian missionaries. The Northern part of the country dominated by Muslims resisted the coming of Western education because it was to be introduced by Christian missionaries, since they had fears that their Islamic faith would be tampered with. This situation gave rise to a wide gap in Western educational attainment between the South and the North (Adewole, 1989).

The government of the Federal Republic of Nigeria took decisive steps after independence to bridge the educational gap. The continuous zeal of the federal government to improve the educational standards of its citizens gave birth to the "National Policy on Education" in 1977 and since then, the policy document has been revised four times and the latest edition was published in 2013. Section 1 of the revised edition of the National Policy on Education dwells on the philosophy and goals of education in Nigeria (FRN, 2013:13-16). The concluding part of the section on philosophy and goals of education in Nigeria concentrates on what concerns us most in this paper:

That "the quality of instruction at all levels of education shall be oriented towards inculcating the following values (FRN, 2013:16)

(a) Respect for the worth and dignity of the individual;
(b) faith in man's ability to make rational decisions;

(c) moral and spiritual principles in inter-personal and human relations:
(d) shared responsibility for the common good of society;
(e) promotion of the physical, emotional and psychological development of all children; and
(f) acquisition of functional skills and competencies necessary for self-reliance" (FRN, 2013:16).

The above stated values have relationship with morality directly. An obvious illustration could be seen in item "**c**" of the above list wherein Nigerian education is expected to stress "moral and spiritual principles in inter-personal and human relations." There is no doubt that these policy statements are intended to develop moral values of the Nigerian citizen in various perspectives of life.

However, the teaching of the principles also needs to be seen at various levels of education in Nigeria through various subjects that could help in pursuing the learning of moral education: subjects like civics, social studies, government, pure science, General Studies, and the Arts (including religious studies – when taught with the intention of teaching good neighbourliness in objective manner). Many educational institutions in Nigeria teach many of these subjects, but the subjects still need to be taught in a manner that will encourage the learning of moral principles for sound moral development in the society. This is not seen to be the case yet, for happenings have shown that, the level of morality in Nigerian educational institutions have not been generally very high (Olugbamila and Nwaneri, 2016:21; and Ahangba, 2016:25). However, this may be as a result of what is happening in the larger society, for example; fraud, bribery and corruption; sexual immorality, drug abuse, kidnapping, cultism, militancy and other terrorism activities feature largely in the socio-political milieu (Buhari, 2015:31-32).

7. Conclusion

The place of morality in the Nigerian educational system is such that morality is valued in the National Policy on Education, but it does not appear to be taught realistically enough in the educational institutions to bring about a good level of moral behaviour of people in the institutions and in the society at large. This is because of the many cases of immoral behaviour in the institutions and in the society at large (see again, Olugbamila and Uwaneri, 2016:21; Ahangba, 2016:25; and Buhari, 2015:31-32). It follows that the teaching of moral education should be improved upon in the educational institutions and happenings in the larger society should also be such that should encourage the teaching of moral education in the educational institutions. In this regard, the larger society, by the behaviours and statements of its leaders, parents, political leaders, and so forth, should be seen to be giving the educational institutions enabling environment for the realistic teaching of the moral principles.

8. Recommendations

Based on the conclusion, the teaching of moral education in the Nigerian educational system should be seen to be the responsibility of teachers in the various schools, and the responsibility of the parents, the politicians, the leaders of thoughts and the religious leaders in the society. This is because the school is only a microcosm of the larger society, thus what happens in the larger society definitely influences happenings in the educational system. A sound moral society is bound to have a morally sound educational system. Similarly a largely immoral society is bound to have a largely immoral educational system.

Incidentally the Nigerian government now has a political leader who has proven record of morally sound disposition (President Muhammad Buhari). He is also bent on ensuring that the Nigerian society demonstrates good moral tendency. It is now left for the machinery of democratic governance which currently features in Nigeria to demonstrate the need to imbibe the culture of sound moral disposition as indicated by the president (Buhari, 2015:31-32; Buhari, 2016: 2,3, and 45). Steps are being taken by the president and some people, and some features of improved moral disposition are manifesting in the society. It is now left for more intensive features of sound moral behaviours to

be found in the society (including the schools) through greater dynamics of advocacy for sound moral disposition in the society, whereby moral education would be taught more easily in the schools.

In effect moral education features largely in the Nigerian educational system only at the policy level; at the practice level moral education does not feature impressively. The fault is traced to the unimpressive manifestations of moral rectitude in the larger society which do not provide enabling environment for moral education in the schools. It is therefore recommended that leaders of thoughts in the larger society and the schools demonstrate sound moral practices to provide enabling environment for the teaching of good moral education in the schools.

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Issues and Ethics facing the Administration of Special Education in Nigeria

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Abstract. This paper looked at issues and ethics facing the administration of special education schools in Nigeria. That ethical issues in special education relate to the ways to educate students with disabilities. Meaning that issues where people struggle to figure out the right thing to do. In their discussion, the authors said that those who teach children with special needs in Nigeria schools today are face with ethical dilemmas each day in their classroom and how to respond to these dilemmas seems to be a very difficult task. They also augured that to be able to address some of these ethical issues, professional in the field of special educators need to be guided by professional ethical principles and practice standards. The author noted that for some times past the administration of special education programme was faced with lack of policy implementation and misplacement of priority. Finally, strategies for the administration of special education programme in Nigeria were detailed.

1. Introduction

The challenges facing the implementation of the Commonwealth Disability Standards for Education 2005, that all education providers are required to ensure that all children with disability are able to access and participate in education on the same basis with children without a disability has been a difficult task. The seemingly insurmountable numbers of challenges facing the administration of special education are quite enormous, issues such like; cultural disproportion, abysmal teacher morale, and paperwork roulette etc and nothing is being said about these.

It has been noted that special education in Nigeria do not have a common board that governs its members' ethical behavior, such as the development of a code of ethics by National Education Association NEA 1975 and Council for Exceptional Children CEC in 2003 for persons with exceptionalities and the guidelines for this ethical issues is to provide educators in this field with the direction for resolving the ethical dilemmas faced each day in the special education classroom. Also in the believing of worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and nurture of the democratic principles. Essentially, ethical goals are the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all.

It is based on this backdrop, that the author discusses the following:

- Ethical Issues for Special Education Programs.
- Special Educators Ethical Dilemmas.
- Special Education Professional Ethical Principle.

- Challenging Policy Influences the administration of Special Education in Nigeria.
- Strategies for the administration of special education programme in Nigeria.
- Conclusion
- Ethical Issues for Special Education Programs

Ethical issues for special education programs relate to the best ways to educate students with disabilities. Ethics are about right and wrong, good and bad. Fundamentally, ethical issues are those issues where people struggle to figure out the right thing to do. In special education, the struggle to determine what is right and wrong is tricky, as special educators often need to balance the needs and wants of many different educational stakeholders from teachers and administrators to parents and, most importantly, students. The first ethical procedures for the selection of individual with disabilities for special education program is assessment problems.

According to Marilyn Friend, author of "Special Education: Contemporary Perspectives for Special Education professionals," He said that assessment is an imperfect science. He enumerated the following as basic factors contributing to assessment difficulties of persons with special needs in Nigeria; pressure from parents or schools, problems related to assessment "trends," or simply the assessment procedures of different personnel. He noted that the imperfection of assessment could create an ethical problem for special education programs. And that for effective assessment of children with special need to be carried out, it must figure out assessment information about these children which will in the determination of best accommodations procedure for them.

Also, another ethical issue central to most special education programs, is the debate about Inclusion. That is to say, whether children with severe disabilities should receive specialized and separate instruction or whether they should receive assistance in the same classroom as their peers. As the Council for Exceptional Children indicates, inclusion's purpose is to provide "meaningful and inclusive participation." Occasionally, a child disability may prevent her inclusion from leading to such meaningful participation, or some may feel the child's inclusion will prevent other children from obtaining a meaningful educational experience. This is an ethical issue because special educators must consider each of these possibilities as they struggle to determine what the right thing to do is fairness. That fairness can mean two drastically different things. “Fairness” either means that each child with special need is treated exactly the same, or it means that each child with special need is treated exactly as they need to be treated which is an ethical issue because special educators must determine what the right thing to do in regard to how they treat children with disabilities and those without.

Furthermore, the 2004 expansion of the Individuals with Disabilities Education Act (IDEA), that children with disabilities were eligible for educational accommodations until they graduated from public high school. Many colleges and universities, as well as work sites, provide similar accommodations under the Americans with Disabilities Act (ADA). But according to Peter and Wright 2000, many special education programs fear that the accommodations under this ACT are less expensive than those under IDEA. Consequently, one major ethical issue facing special education programs Nigeria is the question of whether they might be making these children overly reliant on services they receive in elementary schools than the services they are not guaranteed to receive in high institution or in the workplace.

2. Special Educators Ethical Dilemmas

Teachers teaching children with special needs in Nigeria schools today are face with ethical dilemmas each day in their classroom. How do they know the "right way" to respond to these dilemmas? Professions such as law and medicine have created codes of ethics to communicate the responsibilities of a profession and to improve personal beliefs, values, and morals. These codes help define a professional's responsibilities to the people they work with and for. Also, many other organizations have review boards that which monitor and enforce their codes of professional standards.

Webb (2007) asserted that special education teachers should also abide with their codes of ethics to guide their decision making during day-to-day professional challenges. One of these codes is the Council for Exceptional Children (CEC) Code of Ethics. This code states "Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities" (Council for Exceptional Children, 2003 Additionally, the National Education Association (NEA, 1975) has developed a code of ethics for educators with various roles in the profession.

The NEA developed its code of ethics in 1975. The preamble to the NEA's code of ethics sets a clear and noble standard for educators: The code enforces educators to accepts the responsibility to adhere to the highest ethical standards, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The NEA code is organized into two main principles. The first principle is based on the commitment to helping each child reach his or her potential, while the second principle is based on the commitment to the profession and public trust and responsibility.

What is considered ethical often comes down to determining what is in the best interest of the child. "Behaving ethically is more than a matter of following the rules or not breaking the law-it means acting in a way that promotes the learning and growth of children and helps them realize their potential" (Parkay, 2004). When professionals or children engage in unethical behavior it can damage a good child-teacher relationship. Unethical behavior can ruin trust and respect between teachers and their colleagues. In extreme situations unethical behavior can result in a teacher losing his or her teaching position and/or certification. Resolving ethical dilemmas requires difficult educational decisions that do not always have a clear-cut "right" answer.

Some of the Ethical Dilemmas been face by special educator teachers today in various classes they teach include subjects such as conflict with a co-worker and writing appropriate Individualize Education Programme (IEP) for children with severe disabilities goals. Dilemmas such as these may be experienced by any teacher at any time. Having a framework for handling these situations (or similar ones) in an ethical manner is necessary for professional special educators. Special education teachers should not expect any single "right answer" to the complex situations following this but having a set of guidelines for approaching ethical dilemmas could help make these difficult decisions a little easier to solve.

3. Special Education Professional Ethical Principle

Professional special educators need to be guided by professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- Practicing collegially with others who are providing services to individuals with exceptionalities.
- Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

- Using evidence, instructional data, research, and professional knowledge to inform practice.
- Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.
- Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- Engaging in the improvement of the profession through active participation in professional organizations.
- Participating in the growth and dissemination of professional knowledge and skills.

While special educator professionals should ensure that the following teaching and assessment standard ethics are being adhere to:

- Systematically individualize instructional variables to maximize the learning
- Outcomes of individuals with exceptionalities
- Identify and use evidence-based practices that are appropriate to their professional preparation and are most effective in meeting the individual needs of individuals with exceptionalities.
- Use periodic assessments to accurately measure the learning progress of individuals with exceptionalities, and individualize instruction variables in response to assessment results.
- Create safe, effective, and culturally responsive learning environments which contribute to fulfillment of needs, stimulation of learning, and realization of positive self-concepts.
- Participate in the selection and use of effective and culturally responsive instructional materials, equipment, supplies, and other resources appropriate to their professional roles.
- Use culturally and linguistically appropriate assessment procedures that accurately measure what is intended to be measured, and do not discriminate against individuals with exceptional or culturally diverse learning needs.
- Only use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and basic human rights of individuals with exceptionalities.
- Support the use of positive behavior supports and conform to local policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment.
- Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials.
- Do not engage in the corporal punishment of individuals with exceptionalities.
- Report instances of unprofessional or unethical practice to the appropriate supervisor.
- Recommend special education services necessary for an individual with an exceptional learning need to receive an appropriate education.

Lastly, for Parents and Families, special educators must abide with the following ethics.

- Use culturally appropriate communication with parents and families that is respectful and accurately understood.
- Actively seek and use the knowledge of parents and individuals with exceptionalities when planning, conducting, and evaluating special

education services and empower them as partners in the educational process.
- Maintain communications among parents and professionals with appropriate respect for privacy, confidentiality, and cultural diversity.
- Promote opportunities for parent education using accurate, culturally appropriate information and professional methods.
- Inform parents of relevant educational rights and safeguards.
- Recognize and practice in ways that demonstrate respect for the cultural diversity within the school and community.
- Respect professional relationships with students and parents, neither seeking any personal advantage, nor engaging in inappropriate relationships.

4. Challenging Policy Influences the administration of Special Education in Nigeria

For some times past, the efficacy of Special Education programs has been challenged by policymakers, professionals, and the general public, whether the impetus for reform comes from a perception of falling behind our international counterparts (as asserted in *A Nation at Risk* in 1983), falling short" of providing equitable opportunities to all children. As in *What Work Requires of Schools*, the 1991 report of the Secretary's Commission on Achieving Necessary Skills [SCANS]), the consensus seems to be that there are serious things wrong with special education, that the problems are systemic rather than programmatic, and that nothing short of major structural change will fix these problems (Thurlow & Johnson, 2000). While these concerns initially focused on improving, special education, there are now efforts to closely align special education programs with emerging general education reforms

Special education programs have been influenced by several recent federal education reforms, including the School-to-Work Opportunities Act of 1994 and the No Child Left Behind Act of 2001, all of which have promoted comprehensive strategies for improving public school programs for all students, including those from diverse, multicultural backgrounds and situations of poverty. These reforms stress high academic and occupational standards; promote the use of state and local standards-based accountability systems; point to the need to improve teaching through comprehensive professional development programs; and call for broad-based partnerships between schools, employers, postsecondary institutions, parents, and others.

With the reauthorization of IDEA in 1997, significant new requirements were put into place to ensure students greater access to the general education curriculum and assessment systems. IDEA '97 also expanded previous transition requirements by requiring that each student's individualized education program (IEP) include, at age 14 or earlier, a statement of transition service needs focusing on the student's course of study (such as participation in advanced-placement courses or vocational education programs). The IEP must also include, beginning at age 16 or younger, a statement of needed transition services and interagency responsibilities or needed linkages. The current reauthorization of IDEA will continue to support and strengthen these requirements.

The current challenge facing the management of special education is to integrate and align these transition requirements with other legislated requirements giving children with disabilities greater access to the general education curriculum and assessment systems. Several recent studies indicate that the implementation of transition service requirements has been too slow, with many states failing to achieve minimal levels of compliance (Johnson & Sharpe, 2000 and (National Council on Disability, 2000). Areas of greatest noncompliance include having appropriate participants in IEP meetings, providing adequate notice of meetings, and providing a statement of needed services in students' IEPs. These problems have been complicated further by state and local standards-based assessment systems that either fail to include children with

disabilities or provide inadequate accommodations to support their participation.

Children with disabilities often have trouble meeting graduation requirements, and concern is mounting about the relationship between children' academic experiences and the formulation of transition plans that address how children will access quality education, employment, and community living opportunities (Johnson & Thurlow, 2003 and (Stodden & Dowrick, 2000). They noted that limited levels of service coordination and collaboration among schools and community service agencies create difficulties for children with disabilities as they seek to achieve positive results. They therefore suggested that strategies are desperately needed to help state and local education agencies and community service agencies address transition service requirements. Given the complexity and long-term nature of management, it is evident that families, schools, adult service providers, state agencies, and postsecondary institutions cannot carry the entire burden of fiscal, programmatic, and planning responsibility for the management of special education. Government should enacted a broad range of federal legislation to make available an array of programs and services designed to support people with disabilities in their transition from school to postsecondary education, employment, and community living.

The following should briefly summarize several of these major legislative developments:

Rehabilitation Act of 1973

This law provides comprehensive services to all individuals with a disability, regardless of the severity of the disability, and outlaws discrimination against citizens with disabilities. Section 504 of this law specifically prohibits discrimination of any child on the basis of disability. The act ensures the development and implementation of a comprehensive and coordinated program of vocational assistance for individuals with disabilities, thereby supporting independent living and integration into the community.

Technology-related Assistance for Individuals with Disabilities Act of 1988.

This law assists states in developing comprehensive programs for technology-related assistance and promotes the availability of technology to individuals with disabilities and their families.

Americans with Disabilities Act of 1990

This landmark legislation guarantees equal opportunity and assures civil rights for all individuals with disabilities. The law mandates "reasonable accommodations" for individuals with disabilities in areas, including access to public facilities, transportation, telecommunications, and government services.

Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

This act requires states to ensure that special population children have equal access to vocational education and that localities ensure the full participation of these children in programs that are approved, using Perkins money. States receiving federal vocational education money must fund, develop, and carry out activities and programs to eliminate gender bias, stereotyping, and discrimination in vocational education. The act includes a wide range of programs and services, including vocational education classes and work-study for children with disabilities access to postsecondary technical education programs.

Goals 2000: Education America Act of 1994

This law established a new framework for the federal government to provide assistance to states for the reform of educational programs. It encourages the establishment of high standards for all children, including children with disabilities, and specifies eight national education goals for all children.

Workforce Investment Act of 1998 (WIA)

WIA creates a comprehensive job training system that consolidates a variety of federally funded programs into a streamlined process allowing individuals to easily access job training and employment services. As outlined in Section 106 of WIA, states and localities are required to develop and implement workforce investment systems that fully include and accommodate the needs of individuals with disabilities.

Ticket to Work and Work Incentives Improvement Act of 1999
This act makes it possible for individuals with disabilities to join the workforce without fear of losing their Medicare or Medicaid coverage. The legislation creates two new options for states. First, it creates a new Medicaid buy-in demonstration to help people whose disability is not yet so severe that they cannot work. And, second, it extends Medicare coverage for an additional four and one-half years for people in the disability insurance system who return to work.

No Child Left Behind Act of 2001
This act redefines the federal role in K-12 education with the goal of closing the achievement gap between disadvantaged and minority children and their peers. It is based upon four basic principles: stronger accountability for results, increased flexibility and control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. The law specifically addresses the importance of structuring implementation to include every child.

5. Strategies for the Administration of Special Education Programme in Nigeria.

Self Determination
Self-determination is a concept reflecting the belief that all individuals have the right to direct their own lives. Children with special needs who have self-determination skills are more likely to be successful in making the transition to adulthood, including community independence (Wehmeyer & Schwartz, 1997). They opined that for this to be successful, services provided for this children must be based on children's needs and take into account children interests and preferences. They further state that to accomplish this goal, children with special needs must be prepared to participate in planning for their future.
They recommend that to improve self-determination of children with special needs, educator should ensure that the following provided:

- Provide opportunities for decision-making starting in early childhood, and encourage their children to express their preferences and make informed choices throughout life.
- Begin self-determination instruction early in the elementary grades.
- Intensify teaching of specific self-determination skills during high school.
- Support children' development and use of self-advocacy skills, and teach children to develop an internal locus of control.
- Make work-based learning, self-directed learning, and career exploration opportunities available to all children.
- Incorporate self-determination and career development skills in the general education curriculum.
- Promote and support student-centered and student-run IEP meetings.

Access to curriculum
To prosper and gain the knowledge and skills needed for success in a variety of settings, children with disabilities must have access to school placement and instruction designed to prepare them for life. IDEA '97 stipulating that states must provide children with disabilities access to the special education curriculum, including the identification of performance goals and indicators for these children or definition of how access to the general curriculum is provided; participation in general or alternate assessments; and public reporting of assessment results. According to Nolet and McLaughlin (2000), the 1997 reauthorization is intended to ensure that children with disabilities have access to challenging curriculum and that their educational programs are based on high expectations that acknowledge each child's potential and ultimate contribution to society. To accomplish access to this programme, they recommend that educator in the field of special education should adopt the following:

- Use universal design to make classrooms, curriculum, and assessments usable by the largest number of children possible without the need for additional accommodations or modifications.

- Provide appropriate instructional accommodations for students.
- Provide instructional modifications only when necessary.
- Clearly specify the subject matter domain (facts, concepts, principles, and procedures) and scope of the curriculum.
  Set priorities for outcomes, and allocate instructional time based on these priorities.
  Use instructional approaches that have been shown to promote positive outcomes for students with disabilities.

6. Conclusion

Ethics are about right and wrong, good and bad. Fundamentally, ethical issues are those issues where people struggle to figure out the right thing to do. The guidelines for this ethical issues is to provide educators in this field with the direction for resolving the ethical dilemmas faced each day in the special education classroom. Some of the Ethical Dilemmas been face by special educator teachers today in various classes they teach include subjects such as conflict with a co-worker and writing appropriate Individualize Education Programme (IEP) for children with severe disabilities goals.

Professional special educators need to be guided by professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. Special education programs have been influenced by several recent federal education reforms. These reforms stress high academic and occupational standards; promote the use of state and local standards-based accountability systems; point to the need to improve teaching through comprehensive professional development programs; and call for broad-based partnerships between schools, employers, postsecondary institutions, parents, etc.

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Social Studies Teachers' Assessment of Introduction of Civic Education as Extra burden in Senior Secondary Schools in Ilorin

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Abstract. Effective teaching and learning of and the realization of the objectives of Civic Education in Nigeria Senior Secondary Schools depends on the level of teacher's ability and efforts put in place by them in terms of effectiveness and efficiency. Readiness of teachers to take additional responsibility in their area of calling is part of what is required of a teacher to accomplish the evidence of students' learning experience. Teachers' role remains very important to the successful implementation of senior secondary school civic education as they are saddled with the responsibility to enrich the contents of the subject with relevant information from their immediate environment by adapting the curriculum to their needs and aspirations. This study intends to investigate the teachers' assessment of introduction of civic education on senior secondary schools in Ilorin as extra burden. A descriptive research design was adopted for this study; the target population for this study was purposively drawn and comprised of 144 respondents. Researcher designed questionnaire was used to collect data and were analyzed with Mean, standard deviation, percentages and t-test statistics at 0.05 alpha level. The findings of this study revealed that to some extent civic education teachers adopt the items listed in the questionnaire for their teaching and they do not perceive the teaching of civic education as burden especially in private school. Based on these findings, it was noted in this study that all schools have the potentials of providing the best. It was on the basis of these findings that the researchers recommended that Civic education should be considered as a subject which should be handled with a more holistic approach to better off the achievable objectives of the subject, teachers' morale should be boosted regardless of school type and school location so as to sustain significant teaching-learning achievement.

Keywords: Public schools, Private Schools, Specialist teachers, Non-specialist teachers, concept of civic education.

1. Introduction

Civic Education focuses on cultivation of the right type of values and attitude in the citizens for the growth of the society. The acquisition of these right types of values and attitudes enable individuals to operate as a functional member of the society. This definition revealed that education can be taught, learned through formal and informal education, it is formal when it is taught and learned in the school curriculum, while it is informal when it is through socialization process. The Nigerian of October 16th, 2010 distinguished between social studies and civic education. Social studies encompass the study of human in his environment, his society, his religious beliefs, and the effect of science and technology to human. While civic education on the other hand deals specifically with the study of human his social and political relationships in his/her community, his/her rights and responsibilities to government and his/her interest in governance issues. Ajibade

defined civic education as a school subject which prepares people of a country especially the young to carry out their roles as citizens. The Jordanian Centre of Civic Education (JCCES) (2010), maintained the position that civic education is a subject that is concerned with disseminating the spirit of responsibilities, attentive citizenships so that civic qualities may become part of the behavioral ethos of citizens. Ajibade (2011) defined civic education as a school subject which prepares people of a country especially the young to carry out their roles as citizens. Hence it is important not to underestimates what school can accomplish in the realization of goals and objective of civic education. The best available evidence also suggests that teaching students about current events, the political process and how to get involved can make them more willing and able to practice good citizenship.

The real value of a functional educational principle rest largely on its effective implementation, this follows that who translate theory into practice is expected to have undergone certain training with minimum teaching qualification. The minimum teaching qualification in Nigeria is the Nigerian Certificate in Education (NCE). Other higher teaching qualifications include University bachelors' degree of Art or Science in Education B.A (Ed) and B.Sc. (Ed). The minimum certificate and professional qualification for teaching in senior secondary school to date is Bachelor's degree in Education (B.Ed.). Teaching according to Adetayo (2011) is a continuous human activity by which the teacher connects the learner and the subject matter draw from the school curriculum. This is to say that teachers are individuals who engage in teaching activities having undergone an appreciable degree of training in classroom pedagogy. There is so much belief in the importance of teacher's subject specialization that school authorities crave to have subject specialists to teach in schools. Metzler and Woessman (2010) posited that teachers differ greatly in how much they teach their students, but little is known about which teacher attributes account for this. The assumption appears to be that, teachers who tend to have specialist's knowledge are more competent in bringing about positive students achievement. However, despite strong belief about the importance of teachers' subject matter knowledge for improving students' achievement, studies and reviews have failed to yield consistent findings.

In the Nigerian observer of October 16th, 2010, a clear distinction was made between Social Studies and Civic Education thus; While Social Studies encompasses the study of man in his environment, his society, his religious beliefs, and the effect of science and technology on him; Civic Education on the other hand deals specifically with the study of man, his social and political relationships in his community, his rights and responsibilities to government and his interest in governance issues, Civic Education helps people to deal with the world around them in a more capable and confident way. The subject teaches young people how to get the best out of their world. it teaches them to stand up for their rights and opinions and how to help other people to do so. It also teaches tolerance of opposing viewpoints and that there is no such thing as "the right answer" (Jekayinfa, Mofoluwawo & Oladiran 2011). It is however pathetic to note that many teachers do not adequately explore civic and citizenship in their classroom. Odejobi and Adeyemi (2009) pointed out that civic instruction tends to be formalistic, stressing the structure rather than dynamic of governments. Aquagba, Ozomma and Timothy (2009) cited by Mezeobi (2011) found in their study that social studies teachers display negative attitudes towards the separation of civics from social studies. They also pointed that the teachers may perceive the introduction of civic education as a threat to their subject specialization. Tijani, Musa and Muhammed (2011) stated that teachers are vital elements of teaching and learning, they also lament that insufficient qualified teachers who can handle the contents of civic education constitutes a major problem to effective learning of the subject area, they observed that in some schools, History and Geography teachers who do not have in-depth knowledge about the subject are saddled with the responsibility of teaching it.

From the foregoing, it is glaring that the importance of Civic Education in the senior secondary school curriculum cannot be overemphasized. It is on this note that the then Minister of Education Rukayat Rufai commented that the restructuring of the old curriculum for the senior secondary school was based on global acceptable best practices, and that this has thrown up new content standards within each subject matter and the restructured senior secondary education curriculum demand that serving teachers are re- skilled in subject matter as well as in pedagogy. Therefore, teachers' major role in the curriculum process is to transform theory into practice at the classroom level. In the opinion of Ijaiya (2008) Faculties of Education can be strengthened or re-engineered to produce quality teachers for the present era of high technological challenges. Ipaye (1996) defined teacher education as a process whereby the prospective teachers are provided the opportunity to develop cognitive perspectives, affective dispositions and psychomotor competencies which will imbue him/her with the qualities, capabilities and capacities for teaching. Salami (1999) also viewed teacher education as a set of activities and programme which is deliberately planned and organized in which teacher trainee are exposed, to prepare them for their placement into the teaching profession. It is meant to help the individual teacher trained to acquire the skills disposition, knowledge, habits, attitude, values, norms, ethics that are capable of preparing the trainee for his /her professional practice as a teacher. The professional preparation of the teachers therefore is the central focus of teacher education.

The roles of school location and type in teaching civic education cannot be ignored. It has been said that geographical location of schools could influence students' academic performance as well as teachers input in their services in the senior secondary schools. The Rural-Urban classification is used to distinguish rural and urban areas; the classification defines areas as rural if they fall outside of settlements with more than 10,000 resident population while some urban areas as central towns is with populations of between 10,000 and 30,000, this is to say that the classification are based on populations and settlement patterns, not on how much a rural landscape there is. The classification has been made according to the proportions of the population residing in urban settlements and outside urban settlements. Abdullahi (2000) identified that the students in urban areas usually outstrip those students from the rural areas in academic performance. This is to say that there is likelihood that teachers in urban areas would exceed their counterparts in rural areas in their discharge of their duties owning to certain infrastructural facilities attached to urban schools. Babayomi (1999) discovered that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources in the former.
A distinction is sometimes made between inducting a teacher into a new school and a new teacher into teaching profession. This category of pre-service teachers is to be provided with adequate support and knowledge necessary to help the teacher to develop a professional identity (Lawal & Ojebiyi, 2010). The goal of teaching is to establish a foundation of knowledge that allows the learners to build on as they are exposed to different life experiences ((Ogbonnaya, 2007). Therefore, efforts should be made by government to make it mandatory for new beginners to professionalize within two years of their entry. In other words, teachers need the ability to understand a subject well enough to teach the students effectively. Mezeobi (2011) proclaimed that, at present, there are professional trained academics in social studies education that are imbued with philosophies, orientations objectives and pedagogies for effective social learning. He explained further that, the same experts in social studies have written books, made worthwhile publications and organized workshops, conference and seminars that could uplift civic education. This is to conclude that, the new civic education curriculum has pose additional task to teacher educators in the Nigeria's Colleges of Education and Faculties of Education as there is need for them to evaluate and renew teacher education programme in the context of subject matter knowledge, teaching pedagogies and competencies.

Also Jekayinfa et al (2011) submitted that, Teachers irrespective of what subject they teach are a great asset to any nation. By virtue of their profession and their selfless commitment and dedication to duty since the beginning of time belong to a special class and should therefore be acknowledged and appreciated. They further stated that since the implementation of any educational curriculum cannot be achieved without qualified teachers, the success of the civic education curriculum poses a challenge to the social studies teachers. However, the effective teaching of Civic Education became an additional task on the existing trained social studies teachers. Hence the need to seek social studies teachers' assessment on the introduction of civic education in senior secondary school as extra burden on their teaching load/period

2. Statement of the Problem

There are no Teacher Education programme for civic Education teachers but literature have shown that few existing Social Studies teachers has been undergoing capacity building programmes at all levels for the sustainability of Civic Education in the Nigerian School Curriculum. This is why Egwu (2010) urged teachers to acknowledge that they are crucial to the success of Nigeria Rebrand because they are character molders. Ololube (2005) asserted that professionally qualified teachers tend to motivate students and co-teachers effectively than teachers who are academically qualified. Therefore, the implementation of civic education in Senior Secondary Schools rest largely on the qualified Social Studies Teachers. These social studies teachers are found in Upper Basic Schools and are probably teaching other subjects than social studies especially in private schools. This study therefore perceived teaching of civic education by these set of teachers as additional task. Thus there is the need to find out the social studies teachers assessment of the introduction of civic education in Senior Secondary School in Ilorin.

3. Purpose of the Study

The general purpose of this study was to determine social studies teachers' assessment of introduction of civic education in senior secondary schools in Ilorin as extra burden. Specifically, it was designed to determine:

- The type of instructional practices adopted by Civic Education teachers in Senior Secondary School
- The principles and value displayed by teachers in teaching Civic Education in senior secondary school
- Whether non- social studies specialists teach civic education in senior secondary school
- The influence of School type on social studies teachers' assessment of introduction of civic education in Senior Secondary School as extra burden
- The influence of School location on social studies teachers' assessment of introduction of civic education in senior secondary schools as extra burden

4. Research Questions

Based on these purposes, the following research questions were generated:

- What are the instructional practices adopted by civic education teachers in senior secondary schools in Ilorin?
- What are the principles and values exhibited by teachers while teaching civic education in senior secondary school in Ilorin?
- Are there non-social studies specialists found teaching civic education in senior secondary schools in Ilorin.
- Is the introduction of civic education seen as extra burden by public and private Senior Secondary school teachers in Ilorin?
- Is the introduction of civic education seen as extra burden by rural and urban Senior Secondary school teachers in Ilorin?

5. Research Hypotheses

Two hypotheses were generated and tested for the study:

H01: There is no significant difference in the assessment of introduction of civic education as extra burden in Senior Secondary Schools by public and private schools' teachers

H02: There is no significant difference in the assessment of introduction of civic education as extra burden in Senior Secondary Schools by rural and urban schools' teachers

6. Research Methods

The instrument for data collection involved the use of researcher's self-developed questionnaire which consisted of 2 sections (A and B). Section A contained demographic variables of school type and school location, while section B contained items that were to provide answers to the two hypotheses which measured teachers' assessment of introduction of civic education as extra burden and Instructional practices adopted by civic education teachers. The item was rated using Likert-type scale as each response were assigned a number that was used to compute the scored obtained as indicated thus:

Not at all a heavy load- 3points; Moderate load-2points; Neutral-1point

The validity of the instrument was determined by using content validity where experts in measurement and evaluation in the department of social sciences education assess the items on the questionnaire. The reliability of the instrument was based on test of pilot study conducted using 20 teachers in four schools which did not constitute part of the sampled school for the study which was found reliable at co-efficient of 0.75. The questionnaire was personally administered by the researchers and collected by hand from the respondents where the respondents cannot respond immediately the researcher endeavor to go back until the numbers of administered questionnaire were retrieved and collated. Research questions a and b were answered using Mean and Standard Deviation while research question c was answered using frequency count and percentage.

The two null hypotheses were tested using t-test statistical technique at 0.05 alpha level.

7. Results

Demographic Information of Respondents

Table 1: Distribution of respondents based on School Type

School Type	Frequency	Percentage
Public	103	71.5
Private	41	28.5
Total	144	100.0

Table 1 shows that 103 (71.5%) of the respondents are found teaching civic education in public senior secondary schools in Ilorin while 41 (28.5%) are found in private schools. This implies that more civic education teachers were found in public schools.

Table 2: Distribution of respondents based on Location

Location	Frequency	Percentage
Urban	128	88.9
Rural	16	11.1
Total	144	100.0

Table 2 shows that 128 (88.9%) of the respondents are found teaching civic education in urban senior secondary schools in Ilorin while 16 (11.1%) are found teaching civic education in rural schools. This implies that more civic education teachers were found in urban schools.

Research Question 1: What are the instructional practices adopted by civic education teachers?

Table 3: Instructional Practices Adopted by Civic Education Teachers in Ilorin

S/N	Instructional Practices Adopted By Civic Education Teachers	N	Mean	Std. Deviation
1	Teachers use cooperative instructional strategy in teaching civic education	144	2.3194	.62189
2	Teachers do take out students for excursion	144	1.6111	.58071
3	Teachers and students do come together to produce teaching and learning materials locally for teaching civic education	144	1.9653	.61919
4	As resources in teaching civic education, teachers are ready to invite resource person for teaching it	144	1.9583	.62439
5	Teachers do make use of computer available in the school innovatively for teaching civic education	144	1.6528	.71272
6	Teachers do give orientation to students on how to live with people living with HIV	144	2.7153	.52441
7	Teachers do convince the school management and students to have a copy of civic education textbook	144	2.7639	.44228
8	As a civic education teacher, I make use of a copy of Nigerian constitution to teach	144	2.2708	.66078
9	Teachers are aware that teaching of civic education requires other method of teaching such as; problem solving, dramatization, etc.	144	2.4514	.53975
10	Teachers are ready to access internet to make their teaching more successful	144	2.4306	.66535

As shown on table 3, with the mean bench marked at 3.0 or greater, the mean of items six (6) and seven (7) is 3 this implies that civic education teacher does make use of the instructional practices as itemized while they do not make use of other items always.

Research Question 2: What are the principles and values exhibited by teachers while teaching civic education?

Table 4: Principles and Values Exhibited by Teachers while Teaching Civic Education in Ilorin

S/N	Principles and Values Exhibited by Civic Education Teachers	N	Mean	Std. Deviation
1	Justice	144	2.9167	.30151
2	Selflessness	144	2.6597	.66019
3	Honesty	144	2.9722	.16491
4	Courage	144	2.9514	.21580
5	Respect	144	2.9653	.21849
6	Democracy	144	2.7708	.43803
7	Patience	144	2.9097	.28758
8	Cooperation	144	2.9375	.24291
9	Discipline	144	2.9792	.14332
10	Right attitude to work	144	2.9792	.14332

As shown on table 4, with the mean bench marked at 3.0 or greater, the mean of each principles and values itemized is 3.0. This connotes that civic education teachers exhibited all the principles and values in their teaching as itemized.

Research Question 3: Are non-social studies specialists found teaching civic education in senior secondary schools?

Table 5: Distribution of respondents based on specialists found teaching civic education in senior secondary schools in Ilorin

School Type	Frequency	Percentage
Specialist	61	42.4
Non-specialist	83	57.6
Total	144	100.0

Table 5 shows that 61 (42.4%) specialists that is, trained and existing social studies teachers were found teaching civic education. While 83 (57.6%) non-specialists, that is teachers who are not specialized in social studies were found teaching civic education this signified that more non-specialists are found teaching civic education in senior secondary schools in Ilorin.

8. Hypotheses Testing

Hypothesis 1: There is no significant difference in the assessment of introduction of civic education as extra burden in Senior Secondary Schools in Ilorin by public and private schools' teacher

Table 6: The t-test analysis on the assessment of introduction of civic education as extra burden in senior secondary schools based on school type

School Type	N	Mean	SD	df	Cal. T	Sig(2tailed)	Decision
Public	103	76.37	6.44	142	1.379	0.170	
Private	41	77.95	5.58				NS
Total	144						

The result in table 6 shows that the sig (2-tailed) value of 0.170 is greater than 0.05 significant level, therefore the null hypothesis was not rejected. This implies that no significant difference existed in the assessment of introduction of civic education as extra burden by public and private schools' teachers.

Hypotheses 2: There is no significant difference in the assessment of introduction of civic education as extra burden in Senior Secondary Schools by rural and urban school teachers

Table 7: The t-test analysis on the assessment of introduction civic education as extra burden in senior secondary schools based on location

School Location	N	Mean	SD	df	Cal. t	Sig(2tailed)	Decision
Urban	128	77.11	6.01	142	1.551	0.123	
Rural	16	74.56	7.51				NS
Total	144						

The result in table 7 shows that the significant (2-tailed) value of 0.123 is greater than 0.05 significant level, therefore the null hypothesis was not rejected. This implies that there was no significant difference in urban and rural civic education teachers' assessment of introduction of civic education as extra burden in senior secondary school based on school location.

The findings as summarized below relate to Social Studies teachers' assessment of introduction of Civic Education in Senior Secondary Schools as extra burden.

- The Researchers found that to some extent, civic Education Teachers made use of the numbers six (6) and (7) of the

items in table 4 as instructional practices in teaching Civic Education.
- Civic Education teachers exhibited all the principles and values itemized in table 5 in teaching civic Education.
- The findings of this study revealed that non-social studies specialists are found teaching civic education in senior secondary schools.
- There was no significant difference in the social studies teachers' assessment of introduction of civic education as extra burden on the basis of school type.
- There was no significant difference in the social studies teachers' assessment of introduction of civic education as extra burden on the basis of school location.

9. Discussion

The results of this study revealed that the task of teaching civic education does not rest solely on existing social studies specialists, thus teachers who are not social studies specialist are found teaching civic education in senior secondary schools especially in private schools. The findings agree with the submission of Jekayinfa et al (2011) that teachers irrespective of what subject they teach are a great asset to any nation.

It was discovered that no significant difference existed between public and private school civic education teachers' assessment of introduction of civic education in senior secondary schools as extra burden. This implies that public and private schools' civic education teachers claimed equivalence towards assessment of introduction civic education in senior secondary schools as extra burden?

The findings of this study also revealed that there was no significant difference in the assessment of introduction of civic education as extra burden on the basis of school location. This proved that both rural and urban civic education teachers did not see the teaching of civic education in senior secondary schools as extra burden

But it was revealed in this study that public schools have more qualified teachers than their counterparts.

In addition, it was discovered that some senior secondary schools in the rural area have not commenced the teaching of civic education as at the time of collection of data for this study due to inadequate teachers in the rural area.

10. Conclusion

Based on the findings and discussions made in this study, it was concluded that: None of the predictor variables of school type and school location have any significant difference on Social Studies Teachers' assessment of introduction of Civic Education in senior secondary school in Ilorin as extra burden. The findings of this study has shown that non-social studies teachers found teaching Civic Education in senior secondary schools in Ilorin are more than the specialists and did not see the introduction of Civic Education as extra burden therefore teachers' morale should be boosted regardless of the school type and school location to enhance better performance in teaching and learning of civic Education effectively.

11. Recommendations

Based on the findings of this study, there is need for education sector and education policy makers to put in place the appropriate educational program which could take some few years to produce trained professionals before the introduction of any new curriculum to any level of education as this would not only enhance teachers coping with amazing numbers of learners and effective teaching and classroom management but would also prevent overloading of teachers in task of discharging their duties. Also employment of different type of people in teaching because of pressing need for teachers would also be prevented.

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Part Three
Judicial Administration

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Corporate Criminal Liability as a Catalyst for Effective Anti-corruption War in Nigeria.

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Abstract. One of the focal point of campaign in the build up to the presidential elections in 2015 was the promise of anti-corruption fight. This is because corruption has been one of the challenges of Nigeria's development as the country has been persistently listed as being among corrupt countries in the world. According to former President Olusegun Obasanjo, corruption is a cankerworm that has eaten deep into the fabric of the Nigerian society. Usually, in cases of corruption which has to do with bribery especially when large capital is involved, corporations are usually involved either as offeror of bribe, facilitator of bribe or are used to syphon funds illegally acquired through corrupt activities. A cursory look at the anti-corruption fight of the present administration and of past administrations in Nigeria will show that the focus has been on individuals who are involved in corruption to the exclusion of the corporations involved. Yet, as stated earlier, it is almost impossible where large amount of money is involved for corrupt acts like bribery to be done without involving companies. However, most times the companies are not prosecuted or at best prosecuted for other offences. Thus, the question is whether there are limitations or defects in Nigeria's anti-corruption legislation or whether the lack of or inadequate prosecution of companies for charges of corruption is as a result of some other factors. Therefore, this paper examines the Nigerian legal framework on corruption with a view to identifying limitations if any to an effective anti-corruption fight. The paper argues that there is the need for reforms of the Nigerian anti-corruption legislation in order for the country's anti –corruption war to be effective.

1. Introduction

There have been incidences of bribery and corruption in Nigeria involving corporations. Yet, there is a dearth of cases involving the criminal prosecution of corporations for corruption. For example, international oil and gas company Halliburton admitted to have bribed certain top government officials in Nigeria through its subsidiary KBR in order to secure contract for the construction of the liquefied natural gas plant in Bonny Island, South of Nigeria. Halliburton has since been convicted in the United States after it admitted the bribe. However, Nigerian companies indicted in the Halliburton saga have not been prosecuted. Similarly, the criminal charges against construction company Julius Berger Nigeria P.L.C. which served as a conduit through which the bribe was paid were dropped and it entered into a plea bargain agreement with the government and gave up about twenty six million dollars to the coffers of the government. The resort to plea bargaining is probably because of the limitations inherent in the existing legal framework with respect to prosecuting corporations.

More than seventy five companies were indicted in the House of Representatives Adhoc Committee Report on fuel subsidy fraud in 2012. The report showed high level of

corruption between public officials and corporations mainly limited companies in Nigeria. The Economic and Financial Crimes Commission which is the main anti-corruption regulator in Nigeria commenced the prosecution of companies and individuals indicted in the fuel subsidy fraud and curiously got its first conviction after five years in January, 2017. Thus, *Ontario Oil & Gas* was convicted together with its chairman and managing director in a #1.9 billion oil subsidy fraud case. However, the prosecution and conviction was for offences of *conspiracy, theft e.t.c* which are lower offences compared to corruption; this is likely because of the limitations in the existing anti-corruption legislation for prosecuting corporations.

2. The Limited Liability Company/Corporation

The origin of the idea of a corporation dates back to medieval times in Europe. It started with the Greeks and later extended to the Romans. Under the Roman Empire, trade, religious and charitable entities were allowed to own properties and were recognised as having an identity separate from that of the individual members. It has been suggested that one of the reasons for creating the artificial person is in order to confer legal immortality thereby ensuring perpetual succession. Another reason is to facilitate the holding of property. In medieval England, one purpose was the holding of property for the church and local government boroughs. Thus, the limited liability company was created to take care of the organised group. The medieval English law felt there was a need for certain groups to have a legal existence that could survive the individuals. Boroughs and colleges were the first set to be treated as corporations aggregate and this could only be created with the consent of the monarch expressed through a royal charter. Trading guilds and some commercial groups were then granted the royal charter and this assisted the traders in monopolising their trade or business. This practice laid the foundation of modern corporations and incorporation.

This practise has since evolved and given statutory recognition in Nigeria by virtue of section 37 of the Companies and Allied Matters Act 2004 which provides:

"As from the date of incorporation mentioned in the certificate of incorporation, the subscriber of the memorandum together with such other persons as may from time to time become members of the company, shall be a body corporate by the name contained in the memorandum capable forthwith of exercising all the powers and functions of an incorporated company including the power to hold land and having perpetual succession and a common seal, but with such liability on the part of the members to contribute to the assets of the company in case of its being wound up"

Furthermore, CAMA in section 38 (1), equates the company to the status of a natural person as it provides that a company shall have all the powers of a natural person in furtherance of its authorised objectives. Thus, an incorporated company/corporation is treated as a distinct person in the eyes of the law, separate from its owners. These statutory provisions have been given judicial recognition in a long line of cases.

3. Can a corporation be criminally liable?

The idea of the criminal liability of a corporation determines the extent to which a corporation as a legal person can be liable for acts and omissions constituting violations of the criminal law; but which in reality are the acts and omissions of the natural persons it employs. Although, the very idea of corporate crime and criminality might seem contradictory because of the fact that a corporation can only be formed for lawful purposes; therefore, it might be argued that the idea of a corporate crime will be *ultra vires* the powers of a corporation. However, corporate criminality is not only confined to a corporation incorporated to achieve an illegal purpose. The idea of corporate criminality revolves around a corporation which is incorporated for a valid and legal purpose but which in the course of its legitimate activity commits acts or omissions which are violations of the criminal law. Further, the fact of recognition of the legal personality of a corporation itself is a justification for the recognition of corporate crime. By recognising

the legal personality of a corporation, it means the corporation is a *rights and duties* bearing entity; so its acts and omission to perform some duties might constitute responsibility for a crime.

The idea of corporate crime and criminality has also been questioned when it relates to the traditional notion of crime as mainly street crime; this might also make the idea seem strange. In fact, the word corporate crime was probably influenced by Sutherland's White' Collar Crime, which he described as a crime committed by a person of respectability and high social status in the course of his occupation. However, corporate crime differs from white collar crime because the focus of corporate crime is organisational as opposed to individual liability of white collar crime. Another difference is the use of corporate resources and the beneficiary from the crime. The direct beneficiaries of corporate crimes are not usually the employees or agents who commit the crime; rather it is the shareholders whose investments are affected by corporate decisions. In white collar crimes, the direct beneficiaries are usually the perpetrator of the crime. Yet, a particular crime can satisfy both the definition of white collar crime and that of corporate crime. For example, some criminal acts can both help to achieve organisational goals and at the same time benefit an individual member of the company, nevertheless; as stated earlier the motivation for corporate crime is organizational and not personal. A corporation upon incorporation becomes a part of the society and thus a party to the social contract existing in the society. Therefore, the corporation should behave in ways that conform to the accepted norms and standards of the society. The fact of incorporation means that the corporation assumes the individualistic nature of responsibility and thus should be criminally responsible when they commit acts which are criminal in nature. According to Mr. Justice Turner in the preliminary ruling on the Herald of Free Enterprise case:

"Since the nineteenth century there has been a huge increase in the numbers and activities of corporations whether nationalised, municipal or commercial whose activities enter the private lives of all or most of 'men and subjects' in a diversity of ways. A clear case can be made for imputing to such corporations social duties including the duty not to offend all relevant parts of the criminal law."

4. The Basic Ingredients of a Crime:

Generally, the basic ingredients of crime are the *actus reus* and the *mens rea* and this applies to corporations as well. Therefore, before a corporation can be said to have committed a crime, the twin ingredients of *actus reus* and *mens rea* must be present.

Actus reus simply means the act or omission that constitutes the crime or the forbidden act. It is the external element of a crime. The *actus reus* of every crime is different, that is why, in some crimes, it is the physical act or conduct that will constitute the *actus reus*. While in some others, it is the omission to do an act. With respect to the physical act, the action must be voluntary because without the voluntariness, the act itself is defective. Thus, in order for a corporation to be guilty of a crime, these ingredients must be present. It is relatively easy to accept that a corporation has the *actus reus* of an offence, especially if the offence is one that requires an omission to perform a duty. In fact, the recognition of a corporation as a legal person presupposes that it can do certain acts. After all, legal personality is recognition of an entity as capable of bearing rights and liabilities.

Mens rea simply means the guilty mind or the mental element of an offence. It is the intention that precedes the commission of a crime. Words like recklessness, negligence and intention have been described as constituting *men srea* Blame and responsibility are used to explain the *mens rea.* That is why children and the insane are usually said to lack the *mensrea* to commit an offence. It has however proved to be the main challenge to corporate criminal liability; after all, a corporation actually has no physical body. It seems difficult therefore to attach the mental element necessary for criminal responsibility to it.

5. Corruption

Corruption has been described as conducts violating established norms in order for selfish gain at the expense of the public. It therefore includes acts of embezzlement, conversion of public funds and bribery.

Bribery as an indication of corruption has been of global concern with international initiatives to curb its menace. An example is the Organisation for Economic Cooperation and Development (O.E.C.D) Convention on Combating Bribery of Foreign Public Officials in International Trade Practices which is intended to criminalise bribe in international business dealings. The O.E.C.D Convention was signed in 1997 to enhance the global fight against corruption in international business irrespective of where the offence is committed. It however introduced the principle of "functional equivalence" which urged member states to adopt whatever measures that will be effective in the light of the different criminal justice system. As stated, in cases involving bribery and corruption especially when large amount of capital is involved, corporations are usually involved either as offeror of bribe, the facilitator of bribe or are used to syphon funds illegally acquired through corrupt activities.

Also, there is the joint OECD/AFDB initiative to support African countries in their fight against bribery of public officials in business transaction and to improve corporate integrity and accountability. There is also the African Union Convention on Preventing and Combating Corruption 2003 which seeks to address corruption in both the private and public sectors across the continent.

6. **The Nigerian Anti-Corruption Legal Framework**.

The Corrupt Practices and other Related Offences Act

The main anti- corruption legislation in Nigeria is the Corrupt Practices and Other Related Offences Act (ICPC Act). It establishes the Independent Corrupt Practices and Other Related Offences Commission which is the body charged with the investigation and prosecution of corruption and other related offences stated with the Act.

Although the ICPC Act is the main anti-corruption legislation in Nigeria, it in fact recognises the existence of other legislations on corruption. Thus, Section 61(1) provides that prosecution for an offence under the ICPC Act *or under any other law* prohibiting bribery and corruption will be deemed to be done with the Attorney General's consent. Therefore, the ICPC Act gives prosecutors an alternative and a wider platform to prosecute bribery and corruption. It creates offences involving both the giving and receiving of bribe.

Section 8 creates the offence of official corruption and provides that it is an offence to corruptly ask for, obtain or receive or agree to obtain or receive any form of benefit for oneself or for another person in relation to the discharge of official duty of a public official. Section 9 also makes it an offence of official corruption for a person to give or attempt or promise to give any benefit to a public officer in order for a favour or disfavour to be done by that public officer. It is immaterial whether such benefit was given or promised to be given through an agent or not. In addition, section 10 also provides that, it shall be an offence to ask for or receive or agree to receive any benefit of any kind whether for oneself or for another person in relation to anything to be done or omitted to be done by a public official. This provision of section 10 is different from the provisions of sections 8 and 9 because section 10 creates a strict liability offence while sections 8 and 9 require a mental element.

Apart from official corruption created in sections 8, 9 and 10 above, The ICPC Act also creates a general offence of bribery which also captures both the giving and receiving of bribe. Section 17(1) A provides that any person who corruptly accepts or agrees or attempts to accept any consideration or gift for himself or for another person as a reward or inducement for doing anything is guilty of an offence. Section 17(1)B provides further that any person who corruptly gives or agrees or attempts to give any consideration or gift to an agent as a reward or inducement shall be guilty of an offence. Also, section 23(1),(2) and (3) places a duty on any person from whom bribe or gratification has

been requested, or to whom bribe has been given to report to the commission or a police officer.

Thus, the ICPC Act creates various types of bribery offences which include official corruption and bribe in relation to private business dealings. However, there are no provisions in the ICPC Act on offences by a corporate body. It must be noted however that section 2 defines the word "person" to include natural persons and anybody of persons both corporate and incorporate. It can thus be argued that the ICPC Act is applicable to both natural and corporate persons. Also, some of its provisions are appropriate to corporations. For example, the provision of section 9 which makes it an offence to give or promise or attempt to give benefit to a public official in return for a favour is appropriate for a corporation. This is because section 9(2) a, and b provides further instances of such favour or disfavour that is likely to be given by the public officer in return. It includes when the giver is seeking a contract, license, employment, permit or any business transaction with the government. It is not surprising therefore the admission by international firm *Halliburton* that it gave two million, four hundred thousand dollars in bribe through some companies to some public officials in Nigeria.

In addition, the provisions of section 13 which makes it an offence to receive the proceeds of a felony or misdemeanour outside Nigeria can apply to instances when banks are used as conduit through which bribe is transferred outside the country. However, the challenge is that the provisions of sections 8 and 9 require a mental element for criminal liability. Yet, the Act is silent on how to determine the mental element of a corporate body in respect of a crime. Therefore, it becomes impossible to prosecute a corporation for the offences in sections 8 and 9.

Another limitation of the ICPC Act is in respect of sanctions. The sanctions are inadequate as corporate sanctions. This is because imprisonment and fine are the only sanction recognised under the Act. Clearly, a corporate body cannot be imprisoned. Although, both the Criminal Procedure Code and the Criminal Procedure Act provide that a fine can be imposed in lieu of imprisonment. Nevertheless, there is the need for other sanctions beyond fine and imprisonment.

Criminal Code

The Criminal Code (CC) is the main criminal law legislation applicable in the southern part of Nigeria. It provides for the offence of official corruption in section 98. Section 98 creates the offence of official corruption as when a public official corruptly asks for, receives or attempts to receive a benefit or property for himself or for another person in exchange for a favour. Section 98A provides further that it is an offence for a person to corruptly give or promise to give a public official any benefit or property in exchange for a favour by the public official. Thus, sections 98 and 98A apply only to when a public official asks for or is given bribe.

In addition, section 98B provides that it is an offence for any person to corruptly receive or ask for any benefit for himself or for another person in respect of any favour to be done by a public official. So, section 98B applies to when a person who not being a public official receives or asks for bribe in order to influence the decision of a public official.

Generally, the application of the provisions of sections 98, 98A and 98B to corporations is inadequate because of the following reasons. First, sections 98, 98A and 98B do not create specific offences by a corporation. Although, it can be applicable to a corporation because the definition of a person in section 1 of the Code includes all kind of corporations; nevertheless, there should have been more definite provisions on official corruption by corporation because of its peculiarity as an artificial entity. Also, the word *corruptly* as used in sections 98, 98A and 98B requires a mental element. However, there is no provision in it on how to determine the mental element of a corporation being an artificial body.

In addition, it seems that a corporation was not in contemplation when the Criminal Code was being enacted. This is because the only sanction for violating the provisions of sections 98, 98A,

and 98B is a term of imprisonment without an option of fine. Clearly, a corporation cannot be imprisoned. Although, section 382 of the Criminal Procedure Act provides that a fine can be imposed in lieu of imprisonment. An option of fine would have been included as a sanction in sections 98, 98A and 98B if a corporation was in contemplation of the Criminal Code.

Another limitation is that the offence as provided in sections 98, 98A and 98B is limited to official corruption and does not apply to bribe given or accepted in respect of private transactions. This is inadequate for prosecuting corporations because corporations can engage in corrupt activities in private transactions and not necessarily in official corruption alone.
Finally, the application of the Criminal Code is limited to the southern part of Nigeria. Thus, the Criminal Code is not adequate for prosecuting corporations because corporate activities and criminality can be international in nature.

Penal Code

The Penal Code is the main criminal law legislation applicable in the northern part of Nigeria. It creates different offences of bribery and corruption in sections 115 to 122. Section 115 provides that it is an offence for a public officer to accept or attempt or agree to accept any gratification for himself or for another person as a reward or motive for doing an official act. Also, section 116 provides that it is an offence for any person who is not a public officer to accept or attempt or agree to collect gratification as a motive or reward for inducing a public officer to perform an official act. In addition, section 117 provides that it is an offence for a public officer to aid or abet a person to accept gratification under section 116. Section 118 provides that it is an offence for a person to give gratification in the circumstances mentioned in sections 116 and 117 above.
Apart from the bribery offences stated above, section 119 creates the offence of official corruption. It provides that it is an offence for a public officer to accept any valuable without adequate consideration from any person which he knows is involved in a transaction by a public officer. Similarly, section 120 provides that it is an offence to offer a public officer any valuable without adequate consideration when the giver is involved in a transaction before the public officer. Also, section 122 provides that it is an offence for a public officer to dishonestly receive unauthorised money or any property in his capacity as a public officer.

However, unlike the Criminal Code, the Penal Code also extends liability to a person who is not a public officer and who is not the giver of bribe to a public officer. Section 121 provides that it is an offence for a person who is knowingly a beneficiary of a corrupt transaction notwithstanding that the person did not take active part in the transaction. Thus, the Penal Code creates wider offences than the Criminal Code. It in fact extends liability to a beneficiary of a corrupt transaction who did not take part in the transaction.

Nevertheless, its application to corporations is inadequate. This is because it does not create a specific offence by a corporation/corporate body. Although, it can be applicable to a corporation because the definition of a person in section 5(1) of the Penal Code includes all kind of corporations, nevertheless, there should have been more definite provisions on corporations because of its peculiarity as an artificial entity.

In addition, the offences in sections 115, 116, 118, 119, 120, 121 and 122 require the proof of a mental element. Yet, there is no method of determining the corporate *mens rea* under the Penal Code. Also, it provisions on sanctions are inadequate. Fine and imprisonment are the only sanctions provided in respect of the above offences. Clearly, a corporation cannot be imprisoned. Although a fine can be imposed in lieu of imprisonment, however, a fine can only be effective as a corporate sanction if it is in the nature of equity fine. Thus, although the provisions of the Penal Code on bribery and corruption are wider than that of the Criminal Code, it is inadequate for holding corporations criminally liable for corruption.

The Money Laundering Act

The Money Laundering Act (MLA) is also one of the legislations enacted to tackle the menace of corruption in Nigeria. As earlier noted, the

ICPC Act is mainly focused on the offence of bribery and related offences. Therefore, the Money Laundering Act focuses on the prevention and punishment of laundering funds gotten through illegal trade in narcotics which is also a form of corrupt act. It also has the mandate to empower the National Drug Law Enforcement Agency to place surveillance on bank accounts since most proceeds of money laundering and other corrupt practices pass through banks as financial institutions.

Thus, the main offence created in the Act is the offence of money laundering. Section 14 defines money laundering as when a person transfers or converts, aids or collaborates with another person to transfer or converts resources or property derived from illegal trafficking in psychotropic substance and narcotic drugs with the intent to conceal or disguise the origin. The MLA does not provide for specific offences by corporations. Also, money laundering is defined loosely to apply to both natural and corporate persons. The Act however provides in section 17 that when a corporate body commits an offence under the Act, such corporate body and any of its official who instigated the commission of the offence shall both be liable. However, a challenge in applying the MLA to a corporate body is that the offence created in section 14 requires the proof of a mental element. Yet, there are no provisions on how to determine the mental element of a corporation in respect of crime in the MLA. Thus, like under the ICPC Act, it is practically impossible to prosecute a corporation for violation of the provisions of section 14 of the MLA. However, it is more definite with respect to sanctions as section 17 (2) provides that a corporate body guilty of an offence under the Act shall be wound up and have its assets forfeited to the Federal Government of Nigeria.

Another limitation in the MLA is its ambiguity with respect to its territorial application. The provisions of the Act are unclear in this aspect. There are some inconsistencies in the Act. First, the offence of money laundering is defined loosely in section 14 (1) and does not specify whether the word "person" as used in the Act is limited to a citizen or resident of Nigeria or a corporation incorporated in Nigeria. Secondly, section 14 (2) provides further that a "person" shall be liable under the Act not withstanding that the various acts constituting the offence was committed in different countries.

The implication of the above provisions of section 14 (1) and (2) is that any person including a corporation of whatever nationality that commits the offence anywhere in the world is liable under the MLA. For example, it means that a German citizen or corporation who launders money in America can be liable under the MLA. Clearly, this cannot be the intention of the parliament. In contrast, section 2 places a duty on banks or financial institutions to report transfer of funds or securities more than 10,000 dollars to or from Nigeria to the Central Bank of Nigeria with the particulars of the parties involved in the transaction. Section 6 also places a duty on a bank or other financial institutions to place surveillance on any suspicious transaction of a corporation involving more than 2 million naira or its equivalent especially where there appears to be no lawful justification for it. Therefore, based on the provision of sections 2 and 6, any transfer of funds between any two countries outside Nigeria is not governed by the MLA even if such transfer is done by Nigerian citizen or resident. Thus, the correct interpretation will be that the territorial jurisdiction of the MLA is limited to when any part of the transaction took place in Nigeria. However, there is need to clear the ambiguity created in section 14(1)

Advanced Fee Fraud and Other Fraud Related Offences Act

The Advanced Fee Fraud and Other Fraud Related Act create offences pertaining to advance fee fraud and related offences. It also creates the offence of laundering funds through illegal activity. Section 7 provides that it is unlawful to conduct or attempt to conduct a financial transaction with funds which is a proceed of an illegal activity with intent to conceal the source and ownership of the fund or with intent to avoid a lawful transaction. Thus, the definition is wider than that given by the Money Laundering Act. It covers the transfer of funds gotten through an illegal activity.

Therefore, transaction involving funds which are proceeds of bribery comes under the AFF Act.
There are no specific corporate offences in the AFF Act; however, there are provisions in the AFFA Act which refer to a corporation/ corporate body. For example, section 10 provides that when an offence under the Act is committed by a corporate body and it is proved that the offence was committed with the connivance of an officer of such corporate body, both the corporate body and the officer will be liable. Also, section 7 (3) creates a specific offence by a financial institution who fails to discharge its duties with due diligence. However, a challenge in applying the AFF Act to a corporate body is that the offence of money laundering as defined in section 7 requires the proof of a mental element. Yet, the Nigerian criminal laws have not developed the means of determining the mental element of a corporate body. Therefore, the AFF Act is inadequate for prosecuting corporations.

With respect to sanctions, the AFFA has more sanctions that are suitable for the corporate offender. Fine, winding up and restitution are sanctions recognised under the Act. For example, section 7 (2) A provides that a corporate body which launders funds shall be liable upon conviction to a fine in the sum of 1million naira or forfeiture of its assets worth 1million naira. Also, section 11 provides that in addition to any other sanction imposed, restitution order may be made against a person convicted. Similarly, section 10 states that the court may order that a corporate body convicted under the Act be wound up and its assets forfeited to the Government.

7. Conclusion and Recommendations

Generally, Nigeria has a robust legal framework for corruption. However, the legal framework is inadequate for holding corporations criminally liable because of the following reasons.
Firstly, there are four legislations on bribery and corruption in Nigeria as discussed but none of the legislation is comprehensive and adequate for prosecuting corporations for corruption. The provisions of both the Criminal Code and the Penal Code are inadequate for prosecuting a corporation for corruption because the offences under both the Criminal and Penal Code requires the proof of a mental element. Yet, both legislations are silent on how to determine the mental element of a corporate body. Also, imprisonment without an option of fine is the only sanction provided in the Criminal Code. In addition, the corruption offences created under both legislations are inadequate and applies only to official corruption. It does not apply to bribery and corruption in private business transactions.

However, the ICPC Act which is the main anti-corruption legislation in Nigeria constitutes an improvement on both the Criminal and Penal codes; this is because the bribery offences under the ICPC Act are wider than that of the Criminal and Penal codes. The ICPC Act meant to be a holistic anti-corruption legislation creates various types of bribery offences applicable to both natural and corporate persons. In addition, it is of wider territorial application and applies to international corruption when either party to the act is a citizen or resident of Nigeria.

Yet, the ICPC Act has its limitations and is inadequate for prosecuting corporations. Offences of giving and receiving bribe in sections 9 and 8 require the proof of a mental element and there is no way yet to determine the mental element of a corporation under the Act or any criminal legislation in Nigeria. Although, section 10 creates a strict liability offence without the need for a mental element, however, even if a corporation is convicted under section 10, the corporation may not be adequately sanctioned. This is because the provisions on sanctioning are inadequate as only imprisonment and fine are the sanctions recognised under the ICPC Act.

In the same vein, both the Money Laundering Act and Advanced Fee Fraud Act are inadequate for prosecuting corporations. This is mainly because of the challenge of determining the mental element of a corporation as the offences require the proof of a mental element. In addition, it is submitted that the Money Laundering Act is unnecessary and only represents a duplication of law as the Advanced

Free Fraud and Other Related Offences Act gives a wide definition of money laundering offence to mean transfer of funds gotten through illegal activity. Thus, the offence of money laundering created under the Money Laundering Act as transfer of funds gotten through trade in narcotic drugs is superfluous. Trade in narcotic drugs can be accommodated under the Advanced Fee Fraud and Other Related Offences Act.

As stated, another limitation inherent in all the legislation is that of inadequate corporate sanctions. All the legislations discussed above do not have adequate and suitable corporate sanctions that can achieve the goals of sanction. Fine is the major sanction common to all the legislations but fine can be most effective as a corporate sanction if it is in the nature of equity fine and this is still alien to the Nigerian criminal jurisprudence. Apart from fine, other corporate sanctions like community service, corporate probation and adverse publicity should be introduced. Although section 10 of the Advanced Fee Fraud Act provides for winding up as a sanction, it is however submitted that winding up should be rarely used as a corporate sanction. This is because the ultimate goal is not to stifle corporate growth but rather to ensure that corporations behave in acceptable ways.

Thus, there is a need for the reform of the Nigerian legal framework for anti-corruption for an effective anti-corruption fight. Specifically, the reforms should target developing a model for determining the mental element of a corporation/corporate body and developing suitable corporate sanctions that will achieve the ultimate goals of sanctions. It is also recommended that the Money Laundering Act should be abolished as it is unnecessary and merely constitutes a duplication of the law.

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Revisiting the Effects of Colonialism on the Development of Customary Laws in Nigeria

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Abstract. Since the Common Law of England gained the force of law in Nigeria, customary laws have been described as archaic and barbaric. In order to be validly applied as a law, they have to undergo the repugnancy tests set out by the colonial masters. As a result, it is observed that the worth and application of customary laws seem to have diminished. The Common Law of England became applicable alongside statutory legislations and valid customary laws but the customary laws are only valid subject to passing the repugnancy tests set up by the colonial masters. The questions are: Why are customary laws inferior to English laws? Why customary laws are subjected to repugnancy tests for acceptability? This paper seeks to revisit the concept of colonialism and its sting on the development of customary laws and also examine the effects of the repugnancy tests on the development of these laws.

Keywords- Customary law, Colonialism, Repugnancy tests, Received english law, Common law, Volksgeist, Nigeria, Inferiority

1. Introduction

Customary laws are the organic or living laws of the indigenous people of Nigeria regulating their lives and transactions. Nigeria is made up of different territories each distinct with its cultural identity, administrative rules and governance. In the Pre Colonial era, customary laws were applicable in Nigeria in their undiluted form. Customary laws are mainly personal laws of the people it governs especially in matters related to marriage, divorce, death, inheritance. The advent of the British rule brought about the received English laws which fiddled with the existing customary laws. Owing to this, it is difficult to have a discourse on the development of customary laws in Nigeria without making reference to the transient colonial rule which played a significant role in the development of laws in Nigeria.

The existent laws are adoptions or replicas of British laws which only reflect recognition of Nigerian customary laws. The coexistence of customary law and the English law within the same State makes it difficult or untidy as to whom and when the laws should be applicable. It has been established that any law that does not relate to the society is no law at all and would definitely be inefficient or spell doom in its applicability. The ineffectiveness of most laws is however linked to this principle. The British laws that were imposed are a reflection of their own customs which is a total distinct from the African culture. It is against this background that this paper seeks to revisit the effects of colonialism on the development of Customary laws by examining the structure of customary laws, the advent of colonialism, the positive and negative effects of colonialism on the development of Customary laws in Nigeria and

also proffer solutions to the problematic state of customary laws in Nigeria.

2. Brief History of the Pre-Colonial Customary Rule

Nigeria is a multi cultural state, and has the Yoruba, Igbo and Hausa as its major ethnic groups. The Yorubas majorly occupied the Western part practiced a monarchical system of government which was centralized. The Oba was the King but he was not a dictator, he acted by consulting Chiefs. The Oba served as both administrative and spiritual head who ruled by consulting Chiefs.

The pre-colonial Igbo land consisted of numerous largely autonomous clans without any centralized political authority. Each clan or village was governed by a council of elders often constituted by the adult male members of the community concerned. They jointly exercised judicial control in the society though the adult members could settle minor disputes within the family. They believed strongly in gods and ancestors whose superior commands must be obeyed by the citizens in the society.

Prior to the Jihad or the Holy War of 1804, the Northern States were ruled by the Hausas with a monarch who ruled over a network of feudal Lords most of whom embraced Islam by the 14thcentury. Local Fulani leaders, motivated by both spiritual and local political concerns, received Dan Fodio's blessing to overthrow the Hausa rulers. Therefore the Fulanis' overthrew the Hausa rulers. A panel of jurists was set up for the Northern part of Nigeria especially, to reconcile both the legal and judicial systems in the whole sphere of crime and criminal procedure, recommended suitable rules of general application to solve conflicts between muslims and non-muslims.

In traditional societies, customary laws were largely unchallenged save by compelling innovations that re-channeled aspects of the practices of the people and subsequently altered its traditions. The British officials, following their emergence in the various parts, were not oblivious of these customary laws and institutions.

However, it has been repeatedly mentioned that the British legal system which was introduced to Nigeria by the colonial masters brought about a change in the pattern of the customary laws applicable in Nigeria. They subjected the application of the customary law to the repugnancy tests whilst their own laws were not subjected to any tests to be sure it fits into the culture and way of life of people.

The English laws and customary laws were also in conflict in relation to personal matters for example; child marriage, forced marriage, polygamous unions, particularly where a Nigerian contracts under statute law and, at the same time, under the customary law.

3. The Structure of Customary Law

It is expedient to understand the meaning of customary laws first in order to understand its structure. There are many definitions of customary law; these vary from one scholar to another. Customary law is the organic or living law of the indigenous people in Nigeria which regulates their rights and transactions. In Nigeria, it can be described simply as an amalgam of customs or habitual practices accepted by members of a particular community as having the force of law as a result of long established usage. It derives its assent from the people who accept it as law. One of the major characteristics of customary law is that it must be recognized, widely accepted and adhered to by the community.

The unwritten nature of customary law makes it difficult to ascribe a regular structure with it. It has been described as a mirror of accepted usage. The so called mirror is structured to reflect whatever is before it. Therefore, customary law is flexible and has the capacity to adapt to social and economic changes without losing its character.

Customary laws are usually enforced in customary courts, the courts at the lowest rung of the hierarchy of courts, which in most cases are presided over by non-legally trained personnel, though higher courts are equally permitted to observe and to enforce the observance of rules of customary law by their enabling laws. However, this enforceability of

customary laws in courts is based on conditions. These conditions do not affect the structure of customary laws except they are being fine-tuned and changed into some other laws.

In Nigeria, customary laws may be categorised in terms of nature into two classes, namely, ethnic or non-Moslem customary law and Moslem law. Ethnic customary law in Nigeria is indigenous; each system of such customary law applies to members of a particular ethnic group. Moslem law is religious law based on the Moslem faith and applicable to members of the faith. The other class of customary law; the Islamic law on the other hand is written with clearly defined and articulated principles. This class of law is however not the focus of this paper. This paper focuses more on the ethnic aspect of customary law than the non-ethnic aspect of customary law.

From all the above definitions, one would tritely conclude that customary law is structured to reflect the way of life of people and their attitude towards the laws governing a particular community. It emerges from the traditional usage and practice of people in a given community which by common adoption and acquiescence on their part , and by long and unvarying habit, has acquired over the years by constant, consistent and community usage, it attracts sanctions of different kinds and is enforceable.

Therefore, the various ethnic regions had their customary laws particular to them and which have been in operation from time immemorial. As a matter of fact the British found a well-structured government which accounted for the success of their indirect rule system of government especially in the North; partial success in Western Nigeria because of their imposition of warrant chiefs in place of the institutionalized Obaship system and failed abysmally in the Eastern Nigerian as evidenced by the Aba Riot of 1929' Akassa Raid of 1895 and the Benin Massacre which led to the deposition of Oba Overami Nogbaisi of Benin Kingdom in 1899.

Today, for customary law to be enforceable and applicable, it must have been properly established and must have passed through the repugnancy tests. The tests emerged from the decision in *Eshugbayi Eleko v Government of Nigeria* where Lord Atkin held that:

The court cannot itself transform a barbarous custom into a milder one. If it stands in its barbarous character, it must be rejected as repugnant to natural justice, equity and good conscience.

However, the heavy duty in determining which customary law is repugnant to natural justice, equity and good conscience lies on the judiciary. This, however, is beyond the true structure of customary laws.

4. The Advent of Colonialism

As stated earlier, it is difficult to have a discourse on the development of laws in Nigeria without mentioning the colonial rule because colonialism played a significant role in the development of laws in Nigeria. Colonialism is a system which the Europeans adopted in ruling the colonies of Africa to their own benefits. The word "ruling" in the above definition simply portrays the superiority of the Europeans and their laws over the African customary laws.

The presence of the British was gradual and perceived to be notable in the 1800s in the coastal areas which were the main hub for trade. In the midst of so many events, and with a need to regulate trade activities between the British and the indigenous merchants, consuls were appointed and states established. Thus, in 1861, Lagos became a British colony and the British inaugurated a system of indirect rule as the most effective way to manage their colonies. The consequences of the historical, constitutional and legal fraternization between Great Britain and Nigeria introduced the Received English Law consisting of common law, doctrines of equity, statutes and subsidiary legislation through colonialism.

Hence, the customary laws which were confidently applied in different regions of the country became inferior to the Common law of England introduced by the colonial masters. The real beginning of the British colonial conquest was in 1861 with the annexation of Lagos by the British colonial authorities. It continued with the

Supreme Court Ordinance of 1876 of the Colony of Lagos which reads:

Nothing in this Ordinance shall deprive the Supreme Court of the right to observe and enforce the observance, or shall deprive any person of the benefit, of any law or custom existing in the said Colony and Territories subject to its jurisdiction, such law or custom not being repugnant to natural justice, equity and good conscience, nor incompatible either directly or by necessary implication with any enactment of the Colonial Legislature existing at the commencement of this Ordinance, or which may afterwards come into operation.

This reception of English Laws into Nigeria was in two broad forms:

- those applicable and enforceable in Nigeria directly
- those which were received into the country by various local legislations.

The advent of colonialism also introduced tests to ascertain the validity of customary laws. The repugnancy tests determined the consistency and the applicability of customary laws. However, it is perceived that the application of customary laws diminished as a result of this

The meaning of the word repugnancy is one courts have been with for a long time. The efforts to explain clearly the meaning of repugnancy clause would be supported by a search for its origins or roots and the philosophical bases for the repugnancy tests. The first test is the repugnancy test. Customary law must not be repugnant to natural justice, equity and good conscience. This stipulates that courts should not enforce as law a custom which is repugnant to natural justice, equity and good conscience and also that no customary law should obstruct the rules of natural justice, equity and good conscience.

The second test is the incompatibility test. Customary law must not be incompatible either directly or by implication with any law for the time being in force. This test exposes the inferiority of customary laws to the written British rules. Both statutory enactments and customary laws are sources of law in Nigeria; the "incompatibility test" has undoubtedly ranked statutory enactments above customary law. This simply denotes that no customary law must be incompatible with any written law for the time being in force.

The last test is the public policy test which is to the effect that a custom shall not be enforced if it is contrary to public policy.

However, a declaration was made by the Court in Okonkwo v Okagbue that a customary law repugnant to natural justice, equity and good conscience does not necessarily imply that such customary law is illegal but such a law cannot be enforceable in the Court of law. The illegality or the unenforceability of customary laws buttresses the points in this paper. One of which is that the Colonial masters disrupted the development of customary laws with the introduction of the repugnancy tests which led to judges fine-tuning customary laws.

From the historical theory of law point of view, if law making follows the course of historical development of laws in a society; which also presumes in between, the development of customary laws, why do customary laws have to undergo the repugnancy tests which render some invalid? Although the repugnancy tests have their positive impacts on attaining justice in Nigeria, they render the unconscionable customs of the people invalid. Customary law would have evolved naturally without the influence of the colonial masters; its adaptability nature would have compelled the change.

The nature of customary law itself is what makes it what it is. The most salutary influence of the application of the doctrine of repugnancy has been in the area of procedural law, succession and marriage. In Edet v Essien, a customary law that gives the custody of a child fathered by a husband to another merely because the dowry paid by that other had not been returned was held to be repugnant to natural justice, equity and good conscience. These customary laws eventually reflect the discretion of the judges and not the spirit of the people. The courts fine-tune and modify customary laws.

All these started while Nigeria was still very much a colonial appendage; while most of the decisions of the courts were handed down by Judges who were British citizens. In *Eshugbayi Eleko v Officer Administering the Government of Nigeria,* Lord Atkins rather subtly exposed

the attitude of the British government to the effect that:
The Court cannot itself transform a barbarous custom into a milder one. If it still stands in its barbarous character, it must be rejected as repugnant to natural justice, equity and good conscience.

Courts have applied the repugnancy tests to customary laws as a method of progress and positive change. There is an evident change in the nature of customary law but this change was forced upon customary law by its application other than customary law thriving naturally.
The Nigerian legal system is based on the English common law tradition by virtue of colonization and the attendant incident of reception of English law through the process of legal transplant. It is also trite to mention that English law is a substantial part of Nigerian law thus English law has a tremendous influence on the Nigerian legal system.

5. The Effect of Colonialism on the Development of Customary Laws in Nigeria

Today, customary law is no law except it passes the repugnancy tests set for it by the statutes. The questions are; who wrote the statutes? Do they fall within the bracket of the people? Do these tests retain the true structure and nature of customary law? It is important to note that both the common laws of England and African customary law enjoy the same origin and history; none is superior to the other.
One of the effects of colonialism is that in the realms of government, the traditional authority of the indigenous rulers was whittled down; in the realms of law, the sacrificial lamb was required to enable the rest of the flock which survived the conflict to do so. Colonialism brought about new phases of law and justice and dealt greatly with the development of the customs and practices in Nigeria except in the North where Northerners practiced Islam and had Islamic law with slight modification in the application of its procedures.
The introduction of the repugnancy doctrine by the colonial masters carried out by Judges to ascertain the validity of customary laws before they could be enforced and applicable in Nigeria stunted the development of customary laws in Nigeria hence brought about legal pluralism in Nigeria.
As the "BriNigerian" law developed, legal pluralism developed and made people more confused as to which law to apply to their transactions. The genesis of this present state of our laws began with the adoption of the English laws of marriage which became applicable to Nigeria and thereby importing the English rule of legitimacy. According to the English laws of marriage, monogamy is recognized while customary laws allow a man to marry as many wives as he wishes especially in the Northern region of Nigeria where Islamic law is practiced.
The effect of the adoption of the English laws also extends to the administration of the estate of a deceased person who died intestate. The law to be applied to the distribution of the estate would depend on the type of marriage contracted by the deceased person during his lifetime. English laws have permeated into the Nigerian legal system to the extent that Nigerians have to fight rigorously in law courts for the customary laws to be applied. This has also resulted into confusion of citizens as to which law should be applied to their transactions.
These limitations imposed on the application of customary laws continued after independence; till date, Nigeria operates three different systems of law side by side. This could be couched as legal pluralism; the consequence of legal pluralism however is the complex interplay between Common Law, Statutes and Customary Law, which in some cases results in serious conflict of law especially with regard to legitimacy, legitimation and succession where it is difficult to determine which of the three systems of laws is to be applied in a certain situation.
However, as a result of colonialism also, Nigerians generally cannot boast of a pure growth or development of law. What we have as legislations now is not the true reflection of the spirit of the people but mostly the *volks* of the British.
As laws have become more complex in Nigeria, contact has been lost with customs or the *volksgeist*. The functions of law become more divided and the law becomes more technical.

For instance, in determining the devolution of the estates of a deceased person, it is technical to ascertain which law to be applied to the distribution amongst the heirs.

Colonialism left its sting on the development of customary laws till date. One would presume that a good understanding of the history of the people of a particular society should be well known prior to the introduction of new laws. The reception of English law disrupted the adaptation to the "*volks*" of Nigerians. According to the historical school of thought, "laws must be adapted to the spirit of each nation, for rules applied to one nation are not valid for another".

Therefore, the pre-colonial period in Nigeria may not have had the contemporary democratic theory of law but it had the acceptance and recognition of the generality of the populace for the simple fact that it was a natural ways of government.

The validity tests customary laws are being subject to do not out rightly give an English colouring but an inferiority colouring. This is so because the validity tests were brought up by the colonial masters to make their laws superior and customary laws inferior.

Nonetheless, an attempt to foist the received English legal system on the nation has been problematic given the high level of illiteracy among the general population.

The repugnancy tests are good to eliminate retrogressive, archaic and even primitive or otherwise unconscionable aspects of the law but hanging the fate of customary law on the validity tests alone is unproductive and cannot achieve the desired social progress urgently need in the country's legal system. . It will be nearly impossible to eradicate a system that has sustained the people for hundreds of years.

Another question that comes into play in this discourse is: **Why was the English legal system not uprooted after independence?** It is thus seen from the various laws applicable in Nigeria that the English laws are deeply rooted in them or rather the statute books are a mere duplicate or copy cat of the English laws. These laws have gained so much prominence and attention that they have been watered and despite slow changes, they are been updated and applied contrary to the customary laws. The customary laws on the other hand have been relegated and are still not applied beyond the introduced and established validity tests. Consequently, it is safe to conclude that customary law has always been a source of the Nigerian legal system in addition to the received English law.

6. Conclusion

The existence, development and reference to customary laws are very fundamental and critical for the survival of Nigeria's democracy. The international human rights law guarantees indigenous people the right to enjoy their own cultures; one aspect of this right is the right to use their own law. The disparity between cultural relativism and the Eurocentric belief is one of the notorious international human rights issues. It is interesting to observe that in recent years, countries around the world are interested in customary and indigenous laws by examining issues churning out of the use of customary laws in the international human rights law, intellectual property domain to mention a few.

Customary laws should be given their due recognition and respect in the development of law especially in regards to the indigenous people's right to lands, territories and resources. The value of historical theory of law should be kept by safeguarding the ethics of the best customary laws. Perhaps, customary law would thrive and fit in to the contemporary days in its pure form without the repugnancy tests doctrine.

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Economic and Financial Crimes in Nigeria and the Curbing Effect of Some Precautionary Measures of Islamic Law

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Abstract. Economic and financial crime constitutes one major area of headache for almost all countries of the world today. The totality of havoc the crime unleashes day in day out on the affected states is more than what can be described in a jiffy. Evolvement of legal and institutional frameworks is what the successive governments of various nations are resulting to as an attempt to bring forth a game changer device to the menace of this crime. Despite these efforts at the instance of the affected states, the problem is still unabated thereby constituting one serious area of worry continuously at the global level with untold economic and financial hardship being the implication thereof. Nigeria is no doubt in the entanglement of this problem. Knowing fully well that the Islamic Law compliant states like Iran fare relatively better in terms of this heat of economic and financial crime, effort is dissipated in this paper to look through some impressive measures of Islamic Law whose implementation against the crime in the early pristine period of Islam, and to an extent in some contemporary Islamic law states, has had some curbing effects on the particular crimes.

1. Introduction

The kind of Islamic law measures in mind in this paper against economic and financial crimes concerns those that aim at discouraging involvement in the crime. The pattern of discouragement is by creating a sort of enabling environment of comfort for individual members of a society as a way of dissuading them from delving into criminality. This is what is refered to as precautionary measures of Islamic law in the context of this paper.

The focus of the paper is to discuss some of these measures as they exist under Islamic law. The objective behind this is to expose to the Nigerian government and the entire global village the opportunity of having an idea of some of the effective tips and tools of Islamic law which have so far worked impressively well in Islamic law jurisdcitions to keep the rate of economic and financial crimes at bay from earliest time till now. A benefit which this objective confers, among others, is affordance of useful platform from which cue can be taken, for instance by Nigeria, on how to advance the cause of anti-graft crusade and thereby curb the spread and menace of economic and financial crimes in the country.

2. General Import of Crimes

The concern of the entire gamut of this work revolves round the phrase ‘economic and financial crimes’. The phrase is a generic term for definite intent and purposes. It is employed in the modern day scheme of things to epitomize a variety of non-violent criminal misconducts having direct adverse effects on the economic

viability of many nations of the world. It also maligns the robustness of the international financial settings of the globe as a whole.

However, the fact that the over-riding focus of this paper is on economic and financial crimes does not justify restraint only to the phrase 'economic and financial crimes'. Rather, it is thought worthwhile that a discourse on the general import of crime should be considered in addition. This way, the term 'crime', being a parent word, shall play foundational role of facilitating smooth and easy analysis of the concept of economic and financial crime.

On the meaning of 'crime' generally speaking, it suffices to say that the impression which is likely to run through minds at the mention of the term is that of a perceived wrong doing. The same impression can be conveyed in a number of other phraseologies such as vice, misnomer, deviance and delinquency, to mention a few. To this extent, crime denotes an untoward behaviour of a member of a given society. It also depicts an act or omission by an individual which tends to conflict with any portion of an approved way of living in a given community. Ideas on the meaning of crime are endless and so they shall remain.

The above connotation mirrors a somewhat elastic and free-for-all concept of crime. This idea of the concept is deliberate as the objective is to present at this stage, a seemingly simple conceptual approach that would pass the test of time and appeal to common grasp and comprehension, at least. Before going any further, it should be added that the meaning of crime as herein above conveyed appears to be in tandem, at least by allusion, with an English Dictionary meaning ascribed to the same word. The Dictionary definition runs thus:

... Something deplorable, foolish or disgraceful: it is a crime to waste good food.

Concerning the meeting point of the above definitive quotation and the earlier relayed meaning, it is submitted that an 'untoward behaviour', as used in the first meaning above, would always remain 'deplorable' in any ideal society. The word 'deplorable' features in this perspective in the dictionary meaning already quoted. Hence, the nexus between the two meanings. Paraphrasing the words of Katherine Williams, crime is further defined, in line with the above path, as an unbecoming act or omission of an individual which has effects – whether serious or unserious – on another individual or society.

In adopting a legalistic approach to the concept of crime, it shall be appropriate to draw ideas from some relevant legal materials. One of these is the Black's Law Dictionary wherein crime is defined as:

an act that the law makes punishable; the breach of a legal duty treated as the subject-matter of a criminal proceeding...

Indeed, an appreciable level of improvement and specificity over and above the general approach to the meaning of crime earlier adopted exists in the Black's Law Dictionary definition above. The law dictionary definition makes it clear that for a person to be criminally responsible for an act, the act must not only be deplorable and untoward as against the only requirement in the general meaning of crime earlier considered. Rather, the addition introduced in the legalistic meaning speaks of the imperative of criminalization of the act by legislation. This is the premise upon which the flow of penal punishment is predicated after commission of a particular reprehensible act. Section 36(12) of the 1999 Constitution of the Federal Republic of Nigeria is also explicit on this. Glanville Williams also offers a similar definition to the above. He writes:

"a legal wrong that can be followed by criminal proceedings which may result in punishment".

It should however be noted that the flow of any such particular penal punishment is not a thing of automatic occurrence. It happens only where the accused person has been found guilty as charged upon following a due and acceptable process of criminal proceeding. This would mean that the ingredients of the offence, with which the accused is charged, would have been established by the prosecution beyond all reasonable doubts. Thus, one can conveniently say that the Black's law dictionary attempt at defining crime (or even the legal definition of crime) suggests three alternative discerning methodologies.

The first of the three methodologies sees crime as whatever act or pronouncement the relevant law describes as crime. The second device is the prescription of punishment for an unbecoming act. As for the third device, it looks at the nature of the entire proceeding which follows after the commission of the act or making of the pronouncement. If the subsequent proceeding portrays criminal coloration, then the act, pronouncement or even omission is crime and not civil, nor tort nor any other.

3. Concept of Economic and Financial Crimes

Economic and financial crimes are really not a new dimension of crimes. They are rather a variant of the entire gamut of crimes which have been in the reckoning of people since antiquity. For instance, in the previous Roman-Dutch law, no difference whatsoever was recognized between felonies and misdemeanours. Every unlawful act punishable back then at the instance of the State was crime.

Simon and Hagan have traced the root of economic and financial crimes in the United States to the countless privileges and perks which politicians of all stripes and at all levels of government conveyed upon themselves in the olden days. Those privileges are said to have contributed to an atmosphere of elitism and arrogance in an environment conducive to the idea that holders of political powers can do no wrong. According to the same writers, it was from the wide concept of elitism and arrogance that other larger corrupt offences sprang up all under the theme ‘white collar deviance. The last of these other larger corrupt offences is said to be economic crime, which has been defined to mean any non-violent, illegal activity that principally involves deceit, misrepresentation, concealment, manipulation, breach of trust, subterfuge or illegal circumvention.

Economic and financial crimes are fast becoming a phenomenon throughout the globe. Though, not a new brand of offences unknown at all hitherto, the increasing wave of civilization and progression in technology has been responsible in recent times for broader and unfamiliar manifestations of this brand of crimes. This has made the ill-effects of economic and financial crimes to be more devastating and unbearable. For instance, the integrity of financial markets is compromised, economic distortions are created while erosion of investor confidence sets in. Further, international capital flows and exchange rates become volatile due to unanticipated cross border transfers. Money launderers have no legitimate interest in industries used to facilitate their activities and there is rapid movement of funds through the financial system that makes profits and investments unreliable.

The Economic and Financial Crimes Act, 2004, was enacted to address a wide range of crimes of which corruption is just a fraction. To this extent, the Act is different from an earlier one (ICPC Act) which is primarily aimed and directed at the fight against corruption in public offices. EFCC Act offers a working definition for the crimes covered by it. It defines the economic and financial crimes as:

The non-violent criminal and illicit activity committed with the objective of earning wealth illegally either individually or in a group or organized manner thereby violating existing legislation governing the economic activities of government and its administration and includes any form of fraud, narcotic drug trafficking, money laundering, embezzlement, bribery, looting and any form of corrupt practices, illegal arms deal, smuggling, human trafficking and child labour, illegal oil bunkering and illegal mining, tax evasion, foreign exchange malpractices including counterfeiting of currency, theft of intellectual property and piracy, open market abuse, dumping of toxic waste and prohibited goods, etc.

The definition in the above quotation seems detailed and comprehensive. Nevertheless, we view same as far from being all encompassing. On the first leg, the definition is detailed for its coverage of a manifold of acts which can constitute economic and financial crimes. There is also another direction to the fact of wide coverage of this conception. The provision of the EFCC Act in s.6 (2) (a-f) empowers the

economic and financial crimes' commission to enforce the provisions of some other subsidiary legislations relating to economic and financial crimes outside the EFCC Act. To this extent, Chawki correctly submits that the offences of Advance Fee Fraud and related others may be accommodated as forms of economic and financial crime.

On the other leg however, the definition seems somehow narrow as it appears to shut the violent aspect of economic and financial crimes outside the spheres of this brand of crime. There exists proclivity for economic and financial misconducts to involve some elements of violence at times. Where ever this occurs, the present style of construction of the EFCC definition at hand will offer escape shield to perpetrators of such misconducts as the very acts of misconduct will be seen to be ultra vires the ambit of economic and financial crimes. This is serious disservice to the anticipated success of the war against graft in Nigeria

4. Implications of Economic and Financial Crimes

Nigeria like other jurisdictions has had her high share of the taste of these devastating effects. Democracy and democratic institutions in the country are often times among the direct victims of threats posed by economic and financial crimes. For instance, there is hardly an election in Nigeria that is seen to be free from one form of manipulation or the other. The offshoots of flaws in these elections often give rise to emergence of leaders and policy makers who are at a distance from the yearnings and aspirations of the masses who constitute the bulk of the voting public. There is also loss of revenue investments and trade opportunities among others. Due to illegal bunkering and pipeline vandalizations, billions of naira are being lost almost on daily basis by the Federal Government. The Nigerian Chief of Naval Staff at a time disclosed that the Nation was losing an average of $5million per day to crude oil thieves.

Attempts to come out of the mess of economic and financial crimes in Nigeria have led almost all the previous governments in the country to introduce a number of legislations in order to tame the tide of this crime. For instance, the second military regime under General Yakubu Gowon promulgated the public officer investigation of Assets Decree No. 5 of 1966 (now repealed), which empowered the Head of State to require public officials to declare their assets.

In addition, tribunals were set up with powers to investigate corrupt enrichment by public officers. General Muritala Mohammed also set up an Asset Investigation Panel to investigate assets of State Governors, Federal Commissioners and high ranking officials. The Defunct Corrupt Practices (Decree) Act No. 38 of 1975 was promulgated to extend the scope of the regime's anti-corruption measures to officials of private sector.

There are other national instruments for purposes similar to the above. These include: The Criminal Code Act, The Penal Code Law, Code of Conduct Bureau and Tribunal Act, Banks and Other Financial Institutions Act, Advance Fee Fraud and Other Related Offences Act, Money Laundering (Prohibition) Act, Securities and Exchange Commission's Anti-Money Laundering/Combating Financing of Terrorism (AML/CFT) Compliance Manual for Capital Market Operation, The Independent Corrupt Practices and Other Related Offences (ICPC) Act and most importantly The Economic and Financial Crimes Commission (EFCC) Act among others.

Though one agrees in a way with *Nwagwu* on some positive effects of the above numerous anti-graft legal regimes, the fact is that these effects are too insignificant compared to the widespread menace of economic and financial crimes in the country. This therefore raises the question as to the workability and capability of the Nigerian legislations against economic and financial crimes.

The above has made it imperative to consider the option of Islamic law in the fight against economic and financial crimes. Going for the option of this divine legal paradigm has been necessitated by the low rate of economic and financial crimes being observed in some

countries such as Saudi-Arabia, Iran and Kuwait which are tailored along the path of Islamic legal regime.

This study explores the possibility of positive influence which the Islamic law approach to the anti-graft war can have on the Nigerian laws and policies on economic and financial crimes if the divine law option is factored into our laws in Nigeria. The particular area of interest in this context concerns some precautionary measures of Islamic law which have proved over the years to have some curbing effects on the said crimes.

5. Precautionary Measures of Islamic Law

At the classical periods of Prophet Muhammad (SAW) and his rightly guided caliphs, there was heavy reliance on a number of precautionary measures in the fight against economic and financial crimes. These measures, which tended to guarantee socio-economic rights of people, were implemented to the brim during the said early classical Islamic periods in addition to the consequential measures (punishments) also on ground then. A few of the preventive/precautionary measures of the said Islamic legal regime against economic crimes shall therefore be looked into in order to recommend some guidance therefrom.

By precautionary measures, what is meant specifically is a collection of devices which Islam puts together to forestall man's tendency of perpetrating crime. In other words, they are means by which barrier is created between man and crime, so that man is discouraged early enough from committing crime. Analysis of some of these measures now follows herein under one after the other.

6. Philosophy of Wealth Acquisition in Islamic Law

Islam recognizes the importance and necessity of property acquisition being the central focus behind engagement in economic activities the world over. In Islamic law, search for material wants, needs and satisfaction of man has been encouraged in a number of Qur'anic provisions. In the words of Mushtaq Ahmad, "the vital nature of wealth calls for its availability, at least enough to satisfy the basic needs, to all members of the society". Islam, in its recognition of human need for wealth, enjoins mankind to engage in work which shall fetch them something to keep body and soul together. Dwelling further on the necessity of work (amal) possibly as a means of making lawful money in Islam, the same writer, Ahmad, submits:

Unlike some other religions, Islam attaches utmost importance to every kind of productive work. Christianity, for instance, sees work as a punishment from God meted out to man consequent upon his original sin. Working for a living is discouraged because it is not compatible with trust in God. The ideal state for man, according to Hinduism, is to dissociate himself from all worldly engagements, social activities and enjoyment of any kind-in order to achieve communion with God.

The above so far has been an exposition of the economic philosophy of Islam i.e. Islamic perspective to wealth acquisition. It has been established that the term '*amwal*' is not restricted to money in its parameters. Rather, it goes to encompass all the resources of nature which Allah in the Holy Qur'an has encouraged all to use, avail and take full advantage of, as constituents of good things created by Allah and subjected to man. With the favourable disposition of Islamic law towards lawful acquisition of wealth as explained above, it is clear that the objective of *Shari'ah* in encouraging this acquisition is to enable one have lawful wealth so as to be dissuaded from inclination towards economic and financial crimes.

7. Theory of Ownership in Islamic Law

Islamic law theory of ownership is another form of precaution in Islamic law against economic and financial crimes. The central idea around the theory is that ultimate ownership of money, property and all other things capable of being possessed resides in Almighty Allah who creates man, provides for him and nourishes him. According to the divine words in the Qur'an, Allah alone, and no one else, is the real owner of

all that is in the universe. Among others, the below quoted Qur'anic verse depicts this theory of ultimate ownership in Islam. The verse runs thus:

And to Allah belongs all that is in the heavens and that is in the earth, that He may requite those who do evil with that which they have done (i.e punish them in Hell) and reward those who do good, with what is best (i.e paradise).

There is indeed a point to be derived in referring the ultimate ownership of all things to Allah. The point is to make man submissive to God and follow the divine injunctions on how to acquire the money and how to spend it in Allah's chosen ways. This, resultantly, has the propensity of cutting down man's excessive desire for mass acquisition of wealth. In a way, man's possible tilting towards economic and financial crime for money making becomes discouraged and tamed.

However, in a number of other Quranic verses, one notices affirmation of ownership right of man over the wealth which comes rightfully into his possession. For purposes of lucidity, the verse below, among others, points to this affirmation. It reads:

O you who believe! Let not your properties or children divert you from the remembrance of Allah. And whosoever does that, then they are the losers.

There is what appears as contradiction in the content of the above Qur'anic verse which recognizes man's ownership, and an earlier verse showing that Allah alone is the owner. There is however no ambiguity in the two verses as they can be explained and resolved easily. In both cases, Allah is the true owner but man holds a delegated right of ownership and, hence, wields a restricted authority over the wealth in his possession. This explanation is in tandem with the status of man as Allah's vicegerent on earth, a position for which Allah gives man the control over the resources of nature.

Paraphrasing the words of Wazir Akhtar, "man merely holds property in trust as the real ownership belongs to Allah. Acquisition of property as well as its uses and disposal is subject to the limits and norms set and should be guided by the norms laid down by Allah. Absolute ownership of man is a concept alien to Islam". Allah is the creator-owner for He creates everything. Conversely, man is the recipient of Allah's bounties and he is thus the possessor owner of these bounties. Allah is the Lord sovereign while man holds only a delegated authority called '*Istikhlaf*'.

On the Qur'anic affirmation of man's ownership of wealth, once again, the meaning ascribed to it is that man has the right to benefit from what is given in his possession. The attribution of ownership to him is therefore in the same spirit in which the wealth belonging to *as-Sufaha* (the weak of understanding) is attributed to their '*awliya*' (guardians) in another verse.

On the mutual relationship of Allah and man with respect to wealth ownership, there are, certainly, some implications. One of these is that inequality in terms of wealth should be accepted as a natural fact of life and something in accord with the wisdom of Allah without fostering any envy, grudge or jealousy towards those who happen to have more of it. As a result, the urge in man for tilting towards economic and financial crime becomes tamed and the entire society is the best for it. This exactly is what is meant by economic theory of Islam being a combative tool against economic and financial crime.

The above submission on the ultimate ownership theory of Islam has a far reaching implication on the extent of man's freedom over wealth disposal. In other words, what this means is negation of unrestricted self-handling and control of one's wealth. The people of Prophet Shuaib were condemned for seemingly adopting this concept of unrestricted control. It is also for the same reason that capitalism is not allowed in Islam. What Islam rather allows is wealth circulation which means that Allah stipulates a definite share to be given out from the wealth of the possessor-owner to designated recipients in the society whose right it is to receive such for being destitute or dependents.

The rationale behind this spirit of wealth distribution or circulation is to eliminate poverty which is a known catalyst for indulgence in

economic and financial crime. In the words of Wazir Akhtar, "the economic welfare of the masses depends vitally upon the manner in which the total national income is distributed among the people". Money taken from the few wealthy members of the society constitutes part of what makes up the national income distributable to all. Relating with the wealthy in this form does not in anyway amount to usurping or expropriating their lawfully earned riches. It is rather a form of complementarity and mutual assistance which Allah enjoins in a number of verses in the Qur'an. For instance, Allah says:

Believe in Allah and His messenger (Muhammad S.A.W), and spend of that whereof he has made you trustees. And such of you as believe and spend (in Allah's way), theirs will be a great reward.

It is clear in the above verse that man is only a trustee of the wealth at his disposal and, as such, he is required to spend some portion thereof for the betterment of the less successful members of the society. Man is required to do this by Allah, Who is the ultimate owner of all wealth and riches. Dr. Mohammad Shawqi Fanjary even refers to a portion in the Qur'an where Allah says "men do have their portion of share from what they work to earn…" According to Fanjari, this Qur'anic statement is a declaration that man is not to consume all his earnings the way he may wish as some portions thereof are to be expended in some ways and manners as designed by Allah. With this, it is clear that what is for man from his wealth (earnings) to enjoy is a given share thereof, not all. The particular verse of the Holy-Qur'an from which this interpretation is discerned is herein below quoted:

And wish not for the things in which Allah has made some of you to excel others. For men, there is a portion of share from what they have earned. And likewise for women, there is a portion of share from what they have earned, and ask Allah for his bounty. Surely, Allah is ever all knower of everything.

In Islamic law, voluntary spending is highly recommended and rewardable. The first generation of Muslims were well at home with the divine injunctions in this respect. For Instance, Allah says to them thus:

And (it is also for) those who, before them, had homes (in Al-Madinah) and had adopted the faith, love those who emigrate to them, and have no jealousy in their breasts for that which they have been given (from the booty of Banu An-Nadir), and give them (emigrants) preference over themselves even though they were in need of that. And whoever is saved from his own covetousness, such are they who will be successful.

Apart from Prophet Mohammad (S.A.W) and caliph Abubakr who lived as exemplary figures of generosity, Caliph Umar also stood out in a special class of his own in the aspect of enforcing effective practice of wealth distribution. This attitude of 'get and share with others' was common among the early people of Islam. Their love for one another was second to none. They were always ever ready to help and share bounties. This, to a great extent, was responsible for the low rate of economic crime experienced in the classical periods referred to. It is submitted that this policy, if adopted in the present day Nigeria, would equally work in the reduction of the same vice in our midst.

In its bid to ensure that a general pool of funds is always available to serve the interests of all and forestall economic crime, Islamic law makes provisions for a number of money generating policies such as; *Zakat*, *Khums* (one fifth or 20% of the wealth accruing from war booty) and *Rikaz* (buried treasure discovered) and *Ushr* (one-tenth of harvested agricultural products). Others are; *Kharaj* (tax on conquered land), *Jizyah* (tax on non-Muslims in the protectorate of Muslims), *Sadaqatul-Fitr*, (alms at the close of Ramadan fast), Inheritance, *Hibah* (gift), *Waqf* (endowment) and *Qard Hassan* (granting of interest free loan).

8. Policy of Job Guaranty and Security in Islamic Law

Another important policy regularly adopted in Islamic law in order to discourage indulgence in economic and financial crimes is that of job guaranty and security. In the words of Muhsin Abdul-Hamid, work (*amal*) constitutes one of the major elements of production. It enhances

progression of social development and breeds respect for man as prominence of his personality is hinged on his work. It is for the purpose of achieving all these that Islam compels capable man to engage in work for a living. To make this possible, man, upon creation, was endowed with some in-built natural energies to withstand the rigours of work. This explains why governments in Islamic states see it as an absolute duty to provide for adequate job opportunities for those capable members of the society whose right it is to be so provided for. This right, it should be added, is not even restricted to the Muslims alone. It is rather to be enjoyed also by non Muslims among the people of *dhimma*. The right also goes to both males and females.

Talking in practical terms, agriculture stands out as a major labour engagement of man for regular sustenance. This has been so from the time immemorial. Majority of the people who lived during the classical periods of Prophet Muhammad (S.A.W) and the succeeding caliphs also took agriculture, among others, as a vital vocation for livelihood and survival. This can be understood allegorically from Al-Qurashi's statement while explaining the rationale behind the establishment of the bureau for Muslim army (*Diwan al-Jaysh*) during the caliphate of Umar bn al-khattab in the early Islamic period. On this, Ghalib Abdul-Kafi Al-Qurashi writes:

At a time when almost all the holy war encounters of the early Islamic period were over, Caliph Umar, may Allah be pleased with him, (during whose tenure it was), decided to establish a council for soldiery i.e. Diwan al-jund. This was to serve as an outlet for the continuous training of some Muslim army. Earlier, all the Muslim army officers, upon the end of the holy wars, were returning completely to their usual economic path of agriculture for wealth acquisition and landed property possession.

From the above quotation, one can easily deduce people's reliance on agriculture as a means of sustenance from the earliest period. There are a number of other instances in the Qur'an where indication of agriculture as a lawful and major vocation for livelihood can be arrived at.

Trading (*Tijarah*) is another aspect of human endeavor allowed in Islam to be undertaken as a means of economic survival. A good, successful and flourishing trading enterprise is one of the wise ventures which Muslims in the early classical times engaged in for livelihood. The Holy Qur'an is replete with a manifold of verses on the lawfulness of trading as a permissible venture.

Manufacturing is yet another aspect of job opportunities. It is equally permitted and even encouraged in Islam. Substances of both Agriculture and Trading are usually the basis on which manufacturing work stands. By the time a number of the agricultural and trading items are put together for manufacturing exercise, meaningful products of some economic value emerge. These products can be made subject matters of export or import or even sold at internal market for value. The income from any of the three is surely a matter of enormous wealth.

Manufacturing as a venture is also mentioned in a way in the Qur'an. Certain aspects of it (each of which is tied to some particular prophets) are mentioned. In this sense, each of Prophets Nuh, Hud (his people), Sulaiman and Daud has been mentioned in the Qur'an in relation to carpentry, fine building erection, causing a fount of molten brass to flow and making of metal coats of mail respectively.

Islam attaches much importance to work (amal). This is clear from the positive stand of the religion on working even where the job and the consequential wages do not correspond to the employee's capacities, experience and talents. A saying of the Prophet (S.A.W) narrated by Tabrani on valid transmission has further established that man's engagement in his job is part of his striving towards the cause of Allah. The Hadith goes thus:

A man engaged in his job passed by the prophet (S.A.W) and his Companions. The latter noticed the man's energetic posture and general activism to work and thus commented: O you the Messenger of Allah; how nice it would have been if the passer-by has put his energy in the cause of Allah? The prophet (S.A.W) replied: if

the man's labour is to cater for the sustenance of his young wards, old parents or himself, that is an effort in the cause of Allah. But if he is engaged in a job so as to show off or pride himself, then that is an exercise in the cause of devil.

Without doubt, it can be submitted that reference to work (amal) in the above Hadith, as one of the ways of striving in the cause of Allah is purposely meant to serve as an impetus for people to shun laziness and look for what to lay hands on for economic strength. Islam abhors beggary, in whatever form, for sustenance. Man is enjoined and encouraged in Islam to cater for his economic needs through the proceeds of his hand work instead of going about soliciting support/fund here and there from people.

The obligation of self earning is perhaps what influenced the position of primacy which agriculture, as a vocation, enjoyed particularly during and after the time of Prophet Muhammad (S.A.W). What perhaps is inciting people towards economic crime on account of no job is their over dependence on the search for white collar jobs. This should not always be the case.

9. Conclusion

By and large, this paper has dwelt on the imperative of some precautionary measures of Islamic law put in place to discourage inclination to economic and financial crimes. From the philosophy of wealth acquisition to the theory of ownership and also policy of job guaranty and security-all in Islamic law, the paper has established the necessary link between economic and financial cime-free environment and subsistence of each of these tripartite measures. Islamic law does not share the feeling that mandating engagement in gainful employment in order to make ends meet will disturb enjoying full communion with God. It is rather an absolute duty of capable men to engage in this. That explains the positive position of the same divine law (Shariah) towards the policy of job guaranty and security.

This paper reveals the truism above when it submits that doing something for a living enhances progression of social development and breeds respect for man as prominence of his personality is hinged on his work. In its own case, the ownership theory of Islamic law is there as a platform to enforce the going round of wealth among others who may not be fit and capable to engage in work. It is in order to serve this purpose that ultimate ownership is in Islamic law vested in Allah, the Ultimate Creator. These are some of the precautionary measures of Islam from which a cue may be taken and applied in Nigeria with a view to ameliorating the problem of economic and financial crime in our midst.

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Employment Disputes and Industrial Relations in Nigeria: The Role of Alternative Dispute Resolution

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Abstract. Disputes are stubborn fact of organizational life. Although disputes are familiar part of our experience in organizations, their value and centrality to organizational theory and functioning has waxed and waned as a result of changing winds of managerial ideology and theory. The landscape of employment disputes resolution has been transformed by the development of alternative dispute resolution. This paper is a review of comprehensive survey of the growing role of alternative dispute resolution in employment disputes and industrial relation. It examines the use of alternative dispute resolution as a means of settling individual workplace disputes; the methods of conciliation, mediation and arbitration; the trends in alternative dispute resolution, and concludes with an advocacy of alternative dispute resolution as a more positive, speedy and cost effective alternative to court proceedings.

Keywords: Disputes, Employment, Resolution, Alternatives, Mediation, Conciliation, Arbitration.

1. Introduction:

Disputes in the workplace between employees and employers, or indeed between employees and their colleagues, inevitably happen from time to time. They can arise out of a whole range of circumstances, including but not limited to simple misunderstandings or mistakes, poor communication and decision making, tension or personal difficulties, breaches of terms and conditions of employment/law, infringements of human rights and so on. Whatever the individual causes of disputes, the consequences are often detrimental to both the employers and the employees.

Disputes carry costs in both monetary and psychological terms. They take time to deal with; they disrupt lives and commercial activities; they are bad for all concerned. Disputes, nonetheless are a fact of life, they will always occur, not all can be prevented or avoided. An attempt to settle industrial dispute amicably may be twofold. Firstly, it must achieve reduction in the numbers of disputes, and secondly, it must mitigate the effects of those disputes which do occur once they have arisen.

Disputes for the purpose of this paper refers to trade dispute which has been defined in Section 48 of the Act as:
"any dispute between employers and workers or between workers and workers, which is connected with the employment or non-

employment, or the terms of employment and physical conditions of work of any person"

The current statutory dispute resolution procedures have been in place for decades without yielding the desired result of substantial reduction in industrial disputes/litigation. It is high time to have a fundamental re-think about how to deal with disputes using other approaches like the alternative dispute resolution mechanisms i. e a consultation exercise which has been very helpful in establishing key issues that need to be more fully explored through a public consultation.

Although a definitive view has not been expressed about the alternative disputes resolution procedures, some employers as well as employees organizations have suggested that the statutory procedures are inflexible and create unnecessary administrative burdens; hence the need for a systemic change to meet today's challenges in helping both the employers and the employees in avoiding and escalating disputes to a point which they can be amicably resolved.

A narrow definition of alternative dispute resolution (ADR), is the use of third parties engaging in conciliation, mediation and arbitration prior to court proceedings. The ADR can be judicial or non-judicial. It is judicial where it is linked to the judicial process i. e if it involves the appointment of a publicly funded specialist or a private expert on a application before a court, but before a court hearing is fixed, or before a claim has been made. It is non-judicial where it involves social partners in the workplace or sometimes in the region or the sector in providing an avenue for workers to resolve a dispute at the level of employers/employees through a collective bargaining.

The purpose of any employment dispute resolution systems should therefore aim at restoring good employment relations through an effective, efficient and fair resolution of employment disputes. The arrangement should be designed to provide a system of flexible governance and practice that enjoins the confidence of employers, employees, and trade unions alike. Thus the principles applying to any dispute resolution mechanism should focus on promoting good employment relationship; provision of strong employment rights; effective mechanism to prevent and resolve disputes; resolution of workplace disputes close to the point of origin; enhanced capability of all involved in the prevention and resolution of workplace disputes; statutory bodies that provide effective prevention and dispute resolution services to all those involved in workplace disputes; access to non-adversarial alternatives, and efficient and effective appeal system.

This paper asks these questions and seeks to input on where we go from here. What are the positives and negatives about the present statutory procedures for settling industrial disputes? What can be done to make the procedures better (ADR)? What needs to be changed/ what should be retained to reflect local needs and priorities? And so on and so forth.

2. Statutory Procedures for Settling Employment Disputes

Inevitably, there are times when attempt to resolve disputes formally will fail or simply not be appropriate in the circumstances. In these situations, formal procedures set in place by statutes, employer and the employee regulations should normally be used either to settle grievances or begin a disciplinary action.

The statutory procedures vary from one legislation to the other and from one employer to another. All employers are required to have in place procedures which generally as a minimum allow the matter to be put in writing and considered; a meeting to be held about the issue, and an appeal to be held where the matter has not been resolved.

In addition, there is also the consultation process under statutory dispute resolution. The consultation proposes three options in relation to the statutory dispute resolution procedures: these are retention, modification and repeal. This analysis involves retaining the grievance procedure, retaining the disciplinary and

dismissal procedure and taking steps to simplify the procedures.

Section 3 (1) of the Trade Disputes Act, provides for the procedure for settling disputes. it provides that if there exists an agreed means of settlement of disputes, the parties to the dispute shall first attempt to settle it by that means. If no dispute settlement procedure exists the parties are obliged by Section 3(2) to meet under the presidency of a mediator mutually agreed upon with a view to the amicable settlement of the dispute.

Section 4 of the Act, empowers the Minister of Labour and Productivity to apprehend a trade dispute and appoint a conciliator or refer the dispute to the Industrial Arbitration Panel. If the mediator appointed by the employer and the employees is unable to settle the dispute within fourteen days, the dispute shall be reported to the Minister, who shall refer the matter either to the Industrial Arbitration Panel (IAP) or the National Industrial Court (NIC). If within seven days of the date on which a mediator is appointed, the dispute is not settled, the dispute shall be reported to the Minister by either of the parties within three days of the end of the seven days. The report shall be in writing and shall record the points on which the parties disagree and describes the steps already taken by the parties to reach a settlement.

The Minister may appoint a fit person to act as conciliator for the purpose of effecting settlement, who shall inquire into the causes and circumstances of the dispute and by negotiation with the parties endeavour to bring about a settlement. If a settlement of this dispute is reached within seven days of his appointment, the person appointed as conciliator shall report the fact to the Minister and shall forward to him memorandum of the terms of the settlement signed by the parties. If however, a settlement of the dispute is not reached within seven days, the conciliator shall forthwith report the fact to the Minister too.

Within fourteen days of the receipt by him of the report, the Minister shall refer the dispute for settlement to the Industrial Arbitration Panel, who shall consist of a chairman, a vice-chairman, and not less than ten other members appointed by the Minister including persons representing the interest of the employer and the employees respectively. The award of an Arbitral Tribunal shall be made and issued by the Arbitrator. The award must be made within twenty one days of its constitution or such longer period as the Minister may allow. On making its award shall forthwith send a copy to the Minister. The Minister shall cause a copy of the award to be given to the parties or their representatives.in a notice setting out the awards.

If either of the parties objects to the notice of the award, the party objecting shall within seven days give a notice of objection to the Minister. The Minister on receipt of the notice of objection, if he thinks desirable refers the award back to the Tribunal for reconsideration. Where no notice of objection of the award is given to the Minister within the time and in the manner stipulated, the Minister shall published in the government gazette a notice confirming the award, and the award shall be binding on the parties.

If notice of objection to the award of an arbitral tribunal is given to the Minister, in the time and manner stipulate, the Minister shall forthwith refer the dispute to the National Industrial Court. The award of the National Industrial Court shall be binding on the employers and the workers to whom it relates; except where there is an appeal on question of fundamental human rights contained in chapter four of the Constitution. Any person who fails to comply with an award of a Tribunal as confirmed by the Minister shall be guilty of an offences and liable on conviction in the case of an individual to a fine of ₦ 200; or in the case of a corporate body to a fine of ₦2000.

The Act in its Section 18, however, prohibits lock outs and strikes before issue of award of National Industrial Court. It provides that, an employer shall not declare or take part in a lock out and a worker shall not take part in a strike in connection with any trade dispute where, a conciliator has been appointed; the dispute has

been referred for settlement to the Industrial Arbitration Panel; an award by an arbitration tribunal has become binding; the dispute has been referred to the National Industrial Court; the National Industrial Court has issued an award.

Any person who contravenes this section shall be guilty of an offence and be liable on conviction, in the case of an individual, to a fine of ₦100 or to imprisonment for a term of six months; or in the case of a body corporate, to a fine of ₦1.000. in essence, the Act, introduces a regime of compulsory settlement of trade disputes. Thus in the case of *Eche Vs. Sate Education Commission*, in this case, public primary and post primary school teachers in Anambra State proceeded on strike after efforts at mediation failed. The issue turned on whether the strike was lawful. Araka CJ (as he then was) drew the attention to the fact Section 17(1) (i. e Section 18 of the 2004 Act) uses 'or' rather than 'and' in essence where employees have taken any of the steps in Section 3 or 4 they may proceed on strike to press for their claims. He said:
"it is … not correct that if a strike is not to be considered as illegal, all the provisions of the various subsection of 17 Trade Dispute Act must be complied with by the worker. It is sufficient, in my view, if the provisions of only one of the subsections have been fully complied with. That is the effect of the word "or" that has been used after each subsection. If the legislature had intended to make it obligatory for the worker to comply with all the provisions of section 17, it would not have used the word "or" after each subsection. It would rather have used the word "and" and not "or".

Arbitration, conciliation, and adjudication are necessary because interested men charged with emotions cannot judge the merits of their own case. In most cases, Trade Unions are for most of the part too weak to achieve their demands through the tests of economic strength and, therefore must rely on arbitration and adjudication.

The prevailing view remains that any form of strike is prohibited under the Trade Dispute Act. This has however, forced employees to channel their pressure into other forms of more destructive organised and unorganised conflict. Section 40 and 41 of the Act also provides that if any worker employed in any essential service ceases, whether alone or in combination with others, to perform the work which he is employed to perform without giving his employer at least fifteen days' notice of his intention to do so, he shall be guilty of an offence and liable on conviction to a fine of ₦100 or to imprisonment of six months. The provision also extends to persons who have reasonable cause to believe that the cessation of their service can endanger human life; expose property to destruction or injury or cause bodily injury to any person.

By interpretation, it can be said that Section 41 and 42 of the Act, without prejudice to Section 18 of the same Act, exhibits a ground to believe that it does not relate to strike per se, but abandonment of duties and resignation of appointment with payment of salary in lieu of notice. Even where salary in lieu of notice may be paid, the employee must give at least fifteen days' notice before he vacates office to enable the employer employ a substitute for the purposes of continuity of its activity.
Furthermore, it has been held that Section 18 of the Act on lock outs and strikes before issue of an award, elicited an inundation of comments whether Nigerian employees retain a right to proceed on strike? Almost all the leading Labour Law Writers conceded that workers in Nigeria have lost the right to strike. Nwabueze and Akpan, on the other hand suggested that Section 18 of the Act, is void for being inconsistent with Section 34 (1)(c) of the Constitution which prohibits forced as it means holding unwilling workers to labour.

Employees who find themselves saddled with an uncooperative employer can resign. They may only plead that they are forced to work where their right to resignation is inhibited. The tone of Section 34 (1)(c) appeared to be active; it does not extend to a passive thing that negatively impacts on a person to continue his service. Forced labour is emotive, essentially it is limited to compulsion to commence service, not

restrictions upon the method of terminating it. For example, where an employee is by rules and regulation must give a particular length of notice before resignation, and he decides to give a salary in lieu of notice, should not be treated as a forced labour.

Ukuegbe, concludes that the compulsory process of Section 18 of the Trade Disputes Act, violates Nigeria's obligation under the International Labour Organization Convention which enjoins state parties to promote voluntary negotiation between employer and employers' organization and workers' organizations, with a view to the regulation of terms and conditions of employment by means of collective agreement. More so the decision of the Supreme Court of Nigeria in the case of *Abacha Vs. Gani Fawehinmi* amplified the status of the Nigerian worker to strike when read along with provisions of Article 10 of the African Charter on Human and Peoples' Rights, which provides that every individual shall have a right to free association provided that he abides by the law; and the right to work under equitable and satisfactory conditions.

3. Impact of the Statutory Dispute Resolution Procedure

Generally speaking, the informal methods are more suitable for dealing with some situations than others. For instance, where an employer has noticed a minor problem with the conduct of an employee, it would be inappropriate to allow this to escalate into the formal procedures where a quiet word should suffice. It should be noted however that for more serious offences/allegation, it would be better to adhere to the organization's formal processes to ensure that the rights and dignities of all involved are fully and appropriately protected.

Also, decision making processes around disputes are not always clear cut, and an informal approach that may be perfectly fit for one dispute may not be at all helpful in another, ostensibly very similar situation. The statutory procedures have had the effect of allowing formal processes to overshadow or distort informal approaches to the resolution of industrial disputes. The need to follow statutory procedures a time is the eventuality of a legal battle. Thus statutory procedures have had the effect of formalising disputes that would better have been dealt with informally. This is further necessitated by the strong link between the internal procedures and employment court/tribunal proceedings. As a result parties tend to follow all the statutory procedures, lest they are penalised/jeopardized later at the trial before any employment court/tribunal. In essence, the statutory procedures create expectation of the case going to the court/tribunal rather than informal resolution.

Furthermore, the statutory procedures often times create an elevation of process over substance encouraging some parties to go through motions rather than to seek genuine resolution. Statutory procedures are complex and over legalistic, and a lack of understanding of the processes leads to delays and mounting cost of litigation especially money in obtaining legal advice and services. The emphasis on statutory procedures likewise causes parties to begin thinking in legal terms very early on in the process which adversely affects the ability or willingness of the parties to address problem at workplace amicably.

It is should be noted that not all strike are designed to improve conditions of work. Some strikes are in sympathy with others. For example are the solidarity strikes by employees union of related trade unions. Equally right to strike subsist in Nigeria by virtue of common law. This view was premised on the old English case of *Springhead Spinning Co, Ltd, Vs. Riley* that at common law an employee has the right to proceed on strike after giving due notice.

The emerging question is; is an employer obligated to keep an employee's job open for as long as a strike lasts; is he obliged to pay his salary during strike? No such common law right to retain employment ensures in favour of an employee who proceeds on strike. In the case of *Simmons Vs. Hoover* Phillips J (as he then was) opined that:

"that in most cases men are not dismissed when on strike; that they expect not to be dismissed;

that the employers do not expect to dismiss them, and that both sides hope and expect one day to return to work. Sometimes, however, dismissal does take place, and in our judgment they are lawful"

Section 43 of the Trade Unions Act, legalises peaceful picketing. Employees do not picket while working conscientiously; they do only in furtherance of a strike. In effect, the Act recognises that employees can proceed on strike, but the same Act in its Section 4 that every trade union rules book or constitution must contain a provision that no member shall take part in a strike unless a majority of the members have in a secret ballot voted in favour of the strike.

Regardless of the views that are espoused, it is an incontrovertible fact that even where strikes are prohibited or criminalised, workers continue to go on strike. Workers will go on strike, whatever the law may have to say about it. What is needed is a law that would protect employees during strike. As much as possible strikes should be limited to its goal as a means of pervading management for improved conditions of service; it should not be allowed to serve as a tool for political coercion.

4. Current System of Dispute Resolution

The current features of dispute resolution are a visualization of the various stages of resolution mechanisms. This ranges from maintaining good employment relationship between all employers and employees. It also includes any formal and informal attempts to resolve disputes at work; alternative dispute resolution; legal remedy where other options have failed; and appeal process in cases where decision is disputed.

Maintaining good employment relations involves a sound management practice and good relations between employers and employees, managers and trade union officials in preventing disputes and mitigating their effects if and when they do occur. Of course, good practices will not eliminate disputes, there will always be situations in which grievances or disciplinary matters arise. However, where good employment relationship prevail and sound employment practices are followed, the conditions which gives rise to dispute are less likely to be present, and when difficulties do arise, systems, attitudes and the general culture of the workplace will be better attuned to taking proactive, positive steps to address the issues from the outset.

The health culture of an organization's employment relation, has a significant bearing on disputes frequency and their potential to escalate. An organizational culture built on clearly defined management, a willingness on all sides to be flexible and effective system for addressing problems constructively when they arise can all contribute to good employment to good employment relations and thereby, the prevention of disputes and the resolution of disputes when they arises.

It is also worthy of emphasis that a problem in the workplace does not necessarily equate to a dispute. As part of normal good management practice, a manager may note that an employee is not meeting targets, may then have quiet word with the employee, identify any issue and agree on an approach to deal with it. Likewise, an employee may feel aggrieved about a particular event, talk informally to a manager about it and have the difficulty addressed quickly to his or her satisfaction. Acceptable outcomes can be achieved without significant differences of opinion in many cases.

Given that events are conditioned by the circumstances in which they arise, it is worthy asking whether there are ways in which government can better support the development of environment more favourable to dispute prevention and the informal resolution of disputes. of course the government could assist through the passage of legislation which will encourage minimum standard of good practice by having in place fundamental employment rights and responsibilities, but the encouragement of best practice cannot be achieved alone through legislation.

Most effective relationships between employers and employees are very often founded not upon legislation, but on spirit of accommodation

derived from positive relationships, attitudes and expectations that are established over time by management and employee representatives.

Formal and informal attempts signify a situation where dispute do arise, in most cases it is good practice to attempt to resolve them informally. It may be counter-productive to formalize a complaint where the issue is one that could be worked out in a low key manner and by providing reassurance, clarification, making minor changes to workloads, correcting errors that have been made, and so on. Workplace disputes can of course, arise from a huge range of causes, and it is unrealistic to imagine that a single process can be applied across the board to resolve them. Nonetheless, many issues can be addressed at or near their point of origin through informal engagement between those involved. In the early stages, the problem will often not have had time to aggravate and get out of hand, but a clearing of the air or an adjustment to the way in which an individual or a team works may be sufficient to deal with the problem.

However, where informal approaches fail or inappropriate, formal processes can be used to try to address the problem. Many employers operate a detailed formal system which include verbal and written communication with varying levels of formality, but even employers who do not operate advance procedures are required by law to have in place at least three basic steps form use in most grievances or disciplinary situations; i. e initial communication of the problem in writing; a meeting to discuss the issue; and if necessary, an appeal meeting. Formal procedures remain an important part of the process for resolving disputes and any system that is set in place will have to ensure that they are used in a timely and appropriate way.

5. Alternative Dispute Resolution

It is clear that, from ones perspective, the word *alternative* refers to looking outside the court room setting to resolve some disputes. In other words, parties involved in civil disputes should be encouraged to explore whether their dispute can be resolved by agreement either directly or with the help of a third party mediator/conciliator, rather than by proceeding to a formal winner vs. loser decision by a court.

Alternative dispute resolution on the other hand is the name given to a range of processes that aim to bring the disputing parties together in a neutral environment to develop a solution to the problem at hand. Some employers operate a ADR as an integral part of their systems for dealing with disputes, bringing an independent third party who will hear both sides of the story and make recommendations. An independent umpire attempts to broker settlement between the parties using processes known as mediation, conciliation and arbitration (to be discussed in details later).

In other words, it is a broad spectrum of structured processes, including mediation and conciliation, which does not include litigation though it may be linked to or integrated with litigation, and which involves the assistance of a neutral third party, and which empowers parties to resolve their own disputes.

In brief, legal remedy is obtainable where it has proven impossible to resolve a dispute in another way. This involve a recourse to the full rigour of the law through a judicial process, for instance the National Industrial Court or Employment Tribunal, who provide a legal means for addressing workplace disputes under employment laws. The National Industrial Court consists of a legally qualified judge versed in employment relations. The Court has extensive powers to seek evidence and examine witnesses and will reach a legal determination at the end of the proceedings. Claimants and Respondents can represent themselves or call upon the services of a legal practitioner.

An appeal, generally speaking, it is possible to appeal against a tribunal ruling on the grounds that the court/ tribunal misapplied the law rather on factual grounds. An appeal is to the Court of Appeal.

Alternative dispute resolution involves both parties agreeing to their case being heard and determined by a neutral third party. Hearings are quick and confidential, the remedies available to the parties are the same as at an industrial court/tribunal, and the arbitrator's decision is binding. The process is designed to help both

parties better understand their position and the prospects of their case from the outset.

Current ADR processes are carried out very much on a voluntary basis; it is a process that must be agreed to by both parties in the full knowledge that it is so. Note that parties are not required to use ADR and there are no penalties if they do not, other than the cost expended with a missed opportunity to resolve the disputes.

There is an argument that more needs to be done to encourage parties seriously to engage with ADR processes. Indeed there are those who go as far as to suggest that ADR should be compulsory, that parties should be required to attempt it before any tribunal claim can proceed. This approach does have its advocates, but they are in a minority. As critics have pointed out, it carries the danger of turning ADR from a useful process into a procedural obstacle. ADR is meant to resolve problems, not create them.

Parties who did not object to ADR would attend a meeting chaired by a person with significant employment relations and ADR experienced. The independent individual would attempt to broker a settlement between the parties by drawing upon a range of ADR techniques including conciliation, direct mediation, and early neutral evaluation. A decision on which technique to use, and when, would be determined on a case by case basis. Even where prospect of mutual agreement appeared slim, the meeting could still be useful in providing opportunity for an advisory or early case management discussion with the parties, possibly involving preparation of a schedule of loss where appropriate to quantify the value of the case and establish in the parties minds whether it was worth pursuing before a court/tribunal.

If a settlement was not reached through ADR process the case could be referred for arbitration. Should either party be dissatisfied with the decision, there would remain an absolute right to take the matter to a court/tribunal. In the alternative, the parties could adopt a '*fast track'* means of determination of simple cases. The fast track procedure is usually adopted where the issue at stake is simple monetary claim and the facts are not in dispute, relatively straight forward, i. e unlawful deduction from wages, breach of contract, redundancy pay, holiday pay and the national minimum wage. The procedure requires both parties to give their consent to the determination of the dispute by an employment judge sitting alone and determining the case without hearing, on the basis of the paper before him.

The most common practice for the aggrieved individual worker to access ADR is to apply to the appropriate ADR mechanism in place in his jurisdiction. Where the person is a trade union member, the union will often assist in the application process. Normally, trade unions would not provide this service to non-members, who are required to join to avail of trade union support. The trade unions handle matters in bilateral negotiations or in the works council. In some case, especially those involving mediation, the employer may institute proceedings, but only with the agreement of the employees.

In some jurisdictions, the employee is required to have tried to resolve the matter by suing the internal company grievance and disputes procedures and conciliation first before applying to the court. In others there are no restrictions. Also, it may be highly necessary for internal procedures that meet certain prescribed standards to be used first to encourage early resolution before matter formalised and often rigid. It is often harder to resolve an individual dispute once an application had been made to a court, and it is frequently the case that, by this stage. Individual has resigned or been dismissed from employment in the company that is party to the proceedings. It should be noted that a dispute cannot be considered by the court until the standard rules for handling industrial disputes have been exhausted and failed to resolve the matter.

On the other hand, it is often a fundamental right for an individual to be able to make a claim to a court concerning breach of statute law or what is sometimes called a '*conflict of right'*. In most cases, the aggrieved worker will be accompanied or represented in ADR processes. However this is not a universal practice. In some workplace, the worker may be represented by the trade union. The conciliation will normally have a written submission from the worker, although in some instances the employer may invite the employee to attend. The aim is to get those attending to speak freely and explore their

feelings and emotions in a non-confrontational manner.

Where the services of legal representation are too expensive, the employee may get legal aid. For instance in dismissal cases in organization over criminal allegations like sexual harassment or bullying, the employee has absolute right to legal representation.

At the end of the ADR process, whether prior to or during a hearing, a question will arise over whether the applicant must withdraw the case from court if the ADR is successful? For a claim to be successfully resolved through ADR, and for the employee to continue to take it to court, raises the problem of double jeopardy. For instance, employers may be inhibited from settling the matter at ADR for fear of it being re-opened and thus incurring further expenses. While the employee may believe it to be possible to get a better outcome, especially compensation from the court, the attraction of ADR is that it is generally quicker and cheaper for the parties than a court hearing.

The general practice is that to apply that once an agreement is reached, the case should be withdrawn. Once the agreement is registered, it is likely to be legally enforceable in the event of failure to apply it.

Conciliation: In this type of ADR, the third party acts only as a facilitator by maintaining the two-ways flow of information between the conflicting parties, and encouraging reconciliation between their antagonistic positions. The third party listens to each side, usually in person or by phone, and seeks to find an acceptable solution. Such solutions can include compensation, or alternative measures to be taken at the work place. The conciliator does not make a judgement or suggest a solution, but works with the applicant and the employer to find an acceptable outcome, which is then recorded. In some countries, the law requires before the matter can be heard in a labour court or tribunal, the applicant must use the services of a Conciliator. If an agreement is reached, it would be normal for the case to be withdrawn from the tribunal and registered as being settled.

The Nigeria Arbitration and Conciliation Act, recognises the right of the parties to any agreement which may seek amicable settlement of any dispute in relation to the agreement conciliation. A party who wishes to initiate conciliation shall, send a written request to the other party, containing a brief statement of the subject of the dispute.

Where the request to conciliate has been accepted, the parties shall refer the dispute to a conciliation body, consisting of one or three conciliators to be appointed jointly by the parties. The conciliation body shall, acquaint itself with the details of the case and procure information necessary for the settling the dispute. The parties may, appear in person before the conciliation body and may have legal representation.

After the conciliation body has examined the case and heard the parties, it shall submit its terms of settlement to the parties. If the parties agree to the terms of settlement, the conciliation body shall draw up and sign a record of settlement. Where the parties do not agree to the terms of settlement submitted, they may submit the dispute to arbitration in accordance with any agreement between them; or take any action in court as they may deem fit.

Mediation: in this form of ADR, an impartial third party '*the Mediator*' helps two or more people in dispute to attempt to reach an agreement. There are two types of mediation. One type is similar to conciliation, whereby the mediator meets the parties, or sometimes reviews their written submissions, with a view to finding an acceptable solution, and then issues a non-binding decision or recommendation. This is often done in writing. This process is similar to the well-established principles of mediation in collective labour disputes. The second type of mediation is similar is referred to as a relational mediation. This is based on the principles of collaborative problem solving, with the focus on the future and rebuilding relationships, rather than on apportioning blame. The mediator guides the parties towards finding their own solution by getting them to explore different and new ways of thinking and acting. This approach has its origins in family mediation. Relational mediation is usually conducted without representatives or lawyers being present and no written decision is issued.

The growth of mediation has extended to other areas such as family and commercial issues. This has also led to the development of specialist centres in recent years. Some authorities like the government or the Ministry Justice hold lists of approved mediators in order to ensure minimum standards are complied with to ensure quality, experience and sometime legal knowledge of those on the list is appropriate.

It is generally considered that conciliation and mediation must be taken in private to be successful. The skill of a conciliator and a mediator involves getting the parties to consider alternatives and brokering a settlement. It usually considered that this can only be effectively done in confidence; else the parties involved will be inhibited for fear of public disclosure in court.

Arbitration: in this case, the third party hears the case presented by each person and makes a binding ruling on the outcome. The Arbitration and Conciliation Act, provides every arbitration agreement shall be in writing or other form of communication contained in a document signed by the parties, in an exchange of points of claim and of defence. An arbitration agreement shall be irrevocable except by agreement of the parties or by leave of the court.

The Act provides in it Section 6 that the parties to an arbitration agreement may determine the number of arbitrators to be appointed, not more than three. The Act further provide for the procedure to be followed during an arbitral proceeding. The Arbitral Tribunal shall have jurisdiction in respect of questions pertaining to the validity of an arbitral agreement. The parties shall be accorded equal treatment and opportunity to present his case.

The Arbitral Tribunal shall decide whether the arbitral proceedings shall be conducted by holding oral hearing, or on the basis of documents or materials. The parties shall be given sufficient notice of hearing. The Arbitral Tribunal may appoint one or more experts to report to it on a specific issue to be determined by the Arbitral Tribunal.

The Arbitral Tribunal is expected at the end of the day to make an award by a majority of all its members, but if during the arbitral proceedings, the parties settle the dispute, the arbitral tribunal shall terminate the arbitral proceedings, and shall if requested by the parties, record the settlement in the form of an arbitral award on the agreed terms. However, Section 29 of the Act allow a party who is aggrieved by an arbitral award, to within a period of three months from the date of the award, by way of an application for setting aside, request the court to set aside the award.

An arbitral award shall be recognized as binding upon application in writing to the court, be enforced by the court; and may by leave of the court or a Judge, be enforced in the same manner as a judgement or order to the same effect.

Labour Inspector or Ombudsman: some jurisdictions use specialist experts known as labour inspectors and/or ombudsman to settle labour disputes. For instance, countries like Hungary, Netherlands, Norway, and Romania. Equally, some private companies sometimes appoint ombudsman to deal with individual disputes inside their workplaces. In most cases, the ombudsman is appointed by the state to deal with particular types of disputes based on discrimination on race, tribe or religion. In practice, many labour inspectors provide the usual range of conciliation and mediation services by preventing and resolving individual employment related conflicts. If an issue goes to court, it can take over a year to be heard, but Labour Inspectors are meant to provide ADR through tri-partite conciliation and mediation. Relevance is therefore placed on Labour Inspectors. The Inspectors are authorized to intervene in a conciliatory manner in order to resolve any individual or collective labour disputes that may arise and to enforce administrative sanctions. In practice, once a complaint is made, the Labour Inspector will convene a three party meeting between the Inspector, employer and employee. Where the local Inspectors are unable to resolve the matter, experts from the central staff of each concerned trade union and the employer organization will get involve, taking over the negotiation or assist in the conflict resolution. Only when the matter remains unresolved will it be taken to court.

6. Benefits and Limitations of Alternative Dispute Resolution

As highlighted earlier on, ADR covers both judicial and non-judicial procedures for handling industrial disputes. This broad approach allows government as well as social partners to focus on areas where the resolution of individual worker's disputes can be advanced.

ADR ensures the avoidance of disputes at work place through encouraging the most appropriate procedures for handling grievances and discipline and, by implication improving management practices and behaviours.

Also, it provides a conducive atmosphere where management and trade unions, or other representatives, meet to seek to resolve individual disputes. A conciliator or mediator may be involved at this stage depending on preference.

Furthermore ADR is provided by experts as part of pre-court application or hearing. Although ADR can take place at any stage, the clear intention is to try to resolve the matter as soon as possible. In general, the earlier the matter is dealt with, the easier it is to resolve the issues and the cheaper the process. Some types of individual worker disputes are more amenable to resolution through ADR than others. ADR would appear to be most successful where the matter considered is ambiguous, multi- faceted and complex, with competing sources of evidence. Questions of unfair dismissal, discrimination in its various guises and relational matters such as maltreatment fall into this category. In contrast, factual disputes concerning alleged failure by the employer for instance, regarding the payment of wages, granting of holidays or provision of equipment; are less amenable to resolution through ADR, but by no means irresolvable.

So, the undoubted advantage of mediation and conciliation is the ability to get speedy access to a process that may produce a satisfactory outcome for the parties in a short space of time. Any long delay in the court process involve clear barrier to justice: justice delayed is indeed justice denied. In addition, parties' autonomy and respect for confidentiality is guaranteed.

ADR offer a solution to the triple problems of access to justice faced by citizens i. e: volume of disputes brought before the courts; the increasingly lengthy proceedings; and the cost incurred by such proceedings are increasing too.

In addition to benefits that are not available through the litigation process, is the flexibility offered by ADR, which is an important aspect of civil justice system in its widest sense. For example, ADR processes may lead to a meeting between parties where an apology is offered. They can also facilitate an aggrieved party to participate in the creation of new arrangements or procedures to prevent a recurrence of the incident in dispute.

Mediation and conciliation constitute an integrated part to dispute resolution in the sense that it complements the role of the courts in resolving dispute by allowing the court based dispute resolution process from continuing to play a positive role in resolving disputes by agreement. This can be through the long established practice of intervening at a critical moment in litigation to suggest resolution by agreement.

The benefits of ADR were aptly summed up Winkler C.J:
"If litigants of modest means cannot afford to seek their remedies in the traditional court system, they will be forced to find other means to obtain relief. Some may simply give up out of frustration. Should this come to pass, the civil justice system as we know it will become irrelevant for the majority of the population. Our courts and the legal profession must adapt to the changing needs of the society that we serve"

Conversely, ADR is not a panacea for all disputes; it has its limitations and it not always appropriate. Indeed, opponents of mediation argued that it is a *soft justice;* nothing more than an additional cost layer cost of costs in the litigation stream and a process fundamentally at odds with the role of the court as decision

maker. Furthermore, the potential benefits of mediation and conciliation, including the cost and time effectiveness of the processes, must be balanced against the reality that mediation and conciliation can also be seen as an additional layer on civil litigation especially where it does not lead to a settlement and that every step along the way drives up the costs of litigation.

Apart from these above, there are number of cases which do not lend themselves well to ADR. For instance, for those disputes involving allegations of illegality or impropriety; cases based on allegation of fraudulent conduct or illegal behaviour, are not conducive to mediation because of their criminality. Moreover, they often placed the mediator in an impossible ethical position.

ADR may also not be appropriate in some cases where power imbalances may exist which put the parties on an unequal footing, allowing one party to place undue pressure on the other. The result may be that one party may impose their solution on the other side. Also, there may be uncertainties in the law which need to be clarified. More so, ADR does not admit of the principle of judicial precedent which may be relied upon to establish future cases. Any case in which a party is motivated to engage in an ADR process, but only for improper tactical reasons, is not one appropriate for resolution through ADR.

Conclusively, the view expressed that not all cases are suitable for resolution by ADR also goes for the fact that court based adversarial process is equally not suitable for all cases. The decision to use ADR should be made on the basis of a range of factors including how best to serve the specific interests of the parties and how best to ensure that justice is accessible, efficient and effective for the parties involved.

7. Conclusion

In no country is one method relied on to the exclusion of others. A clear finding of this is the complexity of provision and the use of multiple methods of ADR at the level of workplace, sector or region. A time the distinction between conciliation and tradition forms of mediation is often difficult to draw. This complexity often makes it hard to give a round picture of ADR. The type of ADR arrangements in use is strongly influenced by the wider arrangements for structuring employment relationship within a particular jurisdiction.

Elsewhere, declining levels of trade union membership and the emergence of non-union sector with no tradition of collective bargaining have led to the emergence of new approaches to ADR, i. e the non-judicial forms of ADR, thus linking the emerging patterns to the social, economic and legal historical context of each country. This involves a kind of social partnership engaging in joint efforts to resolve industrial disputes through negotiation and use of grievance and disciplinary procedures.

A meaningful conclusion of trade dispute resolution must include reference to the 1968 Royal Commission on Trade Unions and Employers' Associations in Europe, which produced the *Donovan Report* highlighting the need to make available to employers and employees a procedure which is easily accessible, informal, speedy and inexpensive, and which gives the best possible opportunities of arriving at an amicable settlement of their differences. The general perception is that employers sometimes agree to resolution actions, but subsequently fail to follow them through. Bad experiences have led some employers to assert that current systems discourage entrepreneurship and job creation.
Equally too, it must be appreciated that over the years, employment relations have shifted away from a broadly collectivist and voluntarist model towards a greater individualization of the employment relationship; with an emphasis on legal entitlements and responsibilities. With the decline of collectivism, human resources management has developed and grown as a profession likewise the scope and complexity of employment law.

The reasons for these changes vary and are complex. It may have been occasioned by changing workforce demographics, refocusing of the economic activity away from the old industrial manufacturing base towards a

knowledge based and service economies. This is further strengthened by the increase of more women in the workforce, more ethnic minorities and migrant workers taking up more managerial and skilled positions in the labour market.

Another relevant issue is the enforcement of an award made during ADR. For instance, where a party is required to pay a sum and the party does not do so, the party in whose favour an award has been made may be left with no other option than to pursue the enforcement through the court system. This carries with it associated cost which are high when weighted up against the payments owed to the applicant, with the result that some do not decide to pursue the matter.

Despite its critical Importance, the impact of the changing nature of workplace relations in shaping conflict and dispute resolution has been given little consideration in the contemporary policy discourse. Instead, attention has been focused on reducing what the current government sees as the burden placed on business by employment regulation. The current employment tribunal system encourages weak speculative claims that employers are forced to settle to minimise expenditure on legal advice, representation and management time.

Also, in order to avoid legal action, employers are reluctant to adopt common-sense, informal approaches to resolving disputes within the workplace. The current legislation has done little to radically reform the way in which employment claims are heard and decided. Instead, it has sought to reduce the legal exposure faced by employers when ending the employment relationship through measures including new provisions for settlement agreements; and a cap on compensatory awards.
An increasing proportion of organization are moving beyond the occasional and pragmatic use of ADR mechanisms and adopting more strategic and pro-active approaches to managing conflict. In addition, while mediation and arbitration remained the most widely used, new forms have also emerged, such as early case assessment and peer review (a process by which disputes are adjudicated by a panel of co-workers. Perhaps the biggest incentive for employers to develop new approaches is the extremely high cost of litigation through the civil court system. This suggests a robust relationship between the risks associated with employment litigation and innovation in conflict resolution. Akin to this, is the use of conflict management strategies to resolve disputes at the earliest possible stage and to provide a greater role for front-line managers.

8. Recommendations

It is evident from the foregoing discussions that there are opportunities for a greater number of disputes to be resolved internally through the use of ADR processes. It is recommended that ADR should be introduced into an organization's internal grievance and disciplinary procedures and conflict management system. If done, it would bring about a number of benefits ranging from greater transparency within the workplace, procedural flexibility, efficiency and confidentiality which would in turn provides privacy for the parties and the protection for the organization's reputation.

Further, clauses incorporating the use of ADR (mediation and conciliation) should be included in employment documentation and employment contracts. This is argued would reinforce the commitment to ADR as mandatory attendance prior to the commencement of a legal claim.
In addition to, it is recommended that ADR (mediation and conciliation) with its unique ability should be entrenched in future Trade Union rules and regulations as it is capable of taking both the employer and the employees on a journey of discovery, unpicking misunderstandings, gaining insight into how behaviour is interpreted and providing a safe process to slowly rebuild trust and communication in the organization.

It is also recommended that the ADR should not be interpreted as permitting any mediation or conciliation process to negate or avoid any rights or obligations in respect of which the parties are not free to decide for themselves under the relevant applicable laws. For instance, mandatory constitutional provision (fundamental rights); or the principles or provisions of

international conventions under the International Labour Organization (ILO).

The Writer also recommends that mediation and conciliation communications including statements and proposals that are either made orally through conduct, or in writing or other recorded activity should be subject to a form of privilege, and not made a subject of report or comment by the Minister of Labour as the case may be, or subject of litigation in another legal claim or proceedings in case negotiation fails, as contained in the Trade Disputes Act; for instance evidence of apology or admission. This is argued would create a more peaceful and harmonious atmosphere for a fruitful negotiation.

As part of the attributes of ADR, in order to make it lesser expensive, it is recommended that the financial cost of mediation and conciliation should be borne by the parties, which should be reasonable and proportionate to the importance of the issues at stake and to the amount of work carried out by the mediator and conciliator. Consideration should also be given to extending the cost of prosecuting an ADR to Legal Aid provisions in case of indigent employee/employees by providing legal representation where necessary and applicable.

Also worthy of recommendation is the dear need to make more pragmatic the issue of enforcement of awards made by mediator, conciliator or an arbitral tribunal just as we have in the respective rules of court. More so the mediator, conciliator, or an arbitral tribunal should be vested with the powers to charge and try for contempt/perjury comparable to the courts system. These recommendations are necessary in order to ensure that disputes dealt with by these bodies can be of considerable significance. And also it is important to protect the authority of the mediator, conciliator or the tribunal. After all, the reputations, of individual employers/employees, future attitudes, actions, and performance can all rest on the tribunal's ability to make a decision with as sound an evidential basis as possible.

The Writer also advocate for the inclusion of ADR mechanisms in the Rules of Practice and Procedure of our courts of law as part of the proactive role of the courts in allowing parties the opportunity of an out of court settlement. In this regard, the Writer wishes to commend the bold step of the present Chief Judge of Borno-State, which provides pre-trial conferences and scheduling. This is salutary. Order 1 Rule 2 (c) provides that the court shall promote amicable settlement of a case or the adoption of alternative dispute resolution.

The Order provides further that pre-trial conference or series of pre- trial conferences shall be completed within three months of its commencement, and the parties and the legal practitioner shall cooperate with the judge in working within the time frame. After a pre-trial conference or series of it, the judge shall issue a report. However, Order 6 of the Act provides that any judgement given may be set aside upon an application made within seven days of the judgement or such other period as the pre-trial Judge may allow not exceeding the pre-trial conference period.

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An Examination of the Utility of Shareholder Agremmentin Nigeria: The Imperative to give it a Statutory Leverage

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Abstract. The mode of management of a company and the rights of its shareholders is provided by statute while the internal relationship between the shareholders inter se and between the shareholders and the company as well as its operation, management and corporate governance structure upon, its incorporation, are provided for in its Article of Association. Too often people set up companies with friends and relatives but do not contemplate protecting their interests in the company until it is too late. In practice lawyers, in an attempt to cover myriad interests of shareholders, would populate the Memorandum and Articles of Association with all manner of clauses which in themselves hardly address the core issues requiring shareholder protection. The Articles of Association of the company, most times do not offer a shareholder full protection. The greatest risk an owner of a minority interest in a private company suffers is that he will be shut out of decision making. This clearly discounts the shareholder's statutory and contractual obligation to the company's sustainability. This work examines the nature of shareholders' agreement and its utility having regard to the obvious detached relationship between companies and the greater majority of shareholders in Nigeria. The paper finds a less than formalized approach to shareholder agreement structure in Nigeria and advocates for a legislative action to make it an incorporation document as a component of shareholder protection regime in Nigeria.

1. Introduction

The internal affairs of a company are governed by its Articles of Association. As a practice all Articles are required to be in the form contained in the template set out in the schedule to the Companies and Allied Matters Act. A standard format of Articles, particularly in private companies, in most cases do not provide for future issues which are otherwise unforeseen at the time of incorporation. It is therefore common in practice for the shareholders to complement the constitutional document of a company by entering into a shareholders' agreement.

A shareholders' agreement is an arrangement among a company's shareholders describing, at the outset, how the company should be operated and the shareholders' rights and obligations. Usually it includes specifics on the regulation of the shareholders' relationship, the management of the company, ownership of shares and privileges and protection of shareholders. It defines members' rights and responsibilities; obligations of the company in respect of its existing members and new investors. It outlines clearly the terms of business relationships between members and protects their basic economic interest. Usually it is a key tool to commit shareholders to the shared venture as co-founders and focuses on the business plan for the future.

This paper examines the utility of this specialized device as further a line of shareholder protection and advocates for a legislative affirmative action to incorporate shareholders' agreement, where it exists, as an instrument for company registration.

2. Constraints of Existing Framework

Good corporate governance practice is expressed in a situation where the shareholders in a company are separate from its board of directors; where no single shareholder or groups of shareholders have absolute control of the board. In such cases the directors, having the necessary expertise, are brought in by the shareholders to manage the business of the company on their behalf. Even if the directors have shares in the company, they are expected to be motivated to act in the best interests of the shareholders and the company as a whole and not in the interest of any largest single shareholder. In public quoted companies in Nigeria the separation of the office of the Managing Director and the Chairman of the Board is more prevalent in the banking sector and coming only after the introduction of the Central Bank's Code of Corporate Governance.

The situation in private companies is diametrically different. Generally there are usually few shareholders, and the shareholders are often the directors in the company. Most private companies at incorporation file pre-drafted templates of The Articles and Memorandum of Association of the company which, usually, which do not offer full protection to the shareholder as they hardly provide for, in clear terms, matters relating to consideration, obligations of parties, transfer of shares, pre-emption rights, dividend policy, fair value, third party rights, and so on and shareholders hardly make input to these documents nor familiarize themselves with their content. Eberechi provides a rightful insight to the thrust of this paper:

…many shareholders proceed to incorporate companies with their partners without reducing terms into writing and never a shareholder agreement. On the assumption that the memorandum and articles of association (M & A) sufficiently protects their interest, shareholders proceed to execute more complex documents with third parties, even while the company has no code guiding the shareholders' business relations. Thus, a very common cause of action in various Nigerian courts is the breach of oral pre- incorporation contracts amongst shareholders. Unfortunately for many, with nothing more than the M & A, they are forced to compensate their fellow shareholders who may have contributed nothing beyond their signature at the time of the company registration.

A shareholder agreement is essentially a contract inter se the members of the company. Under the law where there is a provision in the Articles or the Memorandum of the company restricting the powers or capacity of the company to carry on its authorized business or object, such restriction is to be relied on for the purpose. In this regard a shareholder agreement is viewed under the law as inferior to the articles in the event of a conflict.

Companies incorporated in Nigeria are regulated by Nigerian laws thus matters affecting such companies including interpretation of shareholders agreements and the question of jurisdiction over disputes are vested in Nigerian courts. The objective of shareholder equality and fairness is achievable only when the judiciary deploys its powers in a manner consistent with the intendment and the spirit of the law. Current judicial attitude suggests that the courts have elevated "personal and particular interest" above the quest to protect each shareholder's business interest within the company and to regulate the company's dealings with third parties. The courts demand that litigant shareholders show that their particular interests have been injured. By placing emphasis on the need to show personal, individual or particular interest, the courts have unwittingly introduced an extra element to locus as a requirement for shareholder actions even when the suit is at the instance of a bona fide member of the company.

The principle enunciated in the case of MacDougall & Gardiner with regards to rectifiable and non-rectifiable wrongs relating to

the rule in Foss v Harbottle still hounds our body of case law which the shareholder is subject to under our laws. To start with the courts have not developed any discernible principles or consistent rules of court to guide them as to when to apply and when not apply the rule in Foss v Harbottle. Secondly it is equally not discernible what forms of conduct are rectifiable and what forms are not rectifiable. This confusion leaves the shareholder in some quandary. The result, more often than not, is that the courts will apply the doctrine of locus standi and the shareholder, as Professor Sealy puts it, is time and again sent away with no answer, as often as not, with a rebuke for troubling the court.

Cox, J.D, in his work "Equal Treatment for Shareholders: An Essay" found that a true commitment to equal treatment of shareholders require more than a firm commitment to the commands of governing corporate statutes as expressed by the courts. This assertion, it is contended aptly defines the constraints of our existing frame work. The existing constitutional documents of companies, the CAMA as well as judicial intervention have not restrained the board from visiting disparate impact on the minority since it has been so imbued by the commands of the statute.

(a) Utility of a Shareholders' Agreement

A company's articles of association and the provisions of the Companies Act, only provide a broad framework for the operation of a company; they do not deal with the specifics of a company's management or the regulation of the internal affairs of the company. It is these aspects that are usually the subject of shareholders' agreement. A shareholder agreement being the product of the desires of the parties, thereto, is intrinsically more flexible than by-laws and allows more room for the shareholders to provide for a wider range of preferences, alternatives and special circumstances. In entering into shareholders' agreements, the shareholders are able to take into consideration situations that were not contemplated by the Articles. A shareholder agreement is a convenient tool in setting out the following major key issues:

(b) Company Governance Considerations

The CAMA requires that a company maintains an actual board of directors that is properly constituted. Specifically, the board, even if it does not possess any meaningful powers, must continue to meet the statutory residency requirements. Often times the size of the board and the composition of shareholders is such that deadlock in decision making is unavoidable. In such circumstance a shareholders' agreement becomes handy to give direction to how deadlocks can be resolved. Mediation and arbitration are other mechanisms included in some shareholder agreements to resolve disputes. Shareholder agreements may also provide for how directors are to be elected and for the pattern of voting for the nominees of all shareholders, subject to the agreement.

(c) Funding Considerations

A Company will require access to capital. This may require that the shareholders agree to contribute more equity in the future by means of further share subscriptions. Generally the shareholders will wish to have equal rights to subscribe for more shares so that they are not diluted. In addition to such pre-emptive rights, in some cases the shareholders also agree that in circumstances where it is determined as governance matter that the company needs more equity, the shareholders will be obligated to invest more equity. While it is possible that the proceeds of share subscriptions and general operating revenues will fully finance the company, typically a company will also require access to some sort of debt financing. If such debt financing is to come from the shareholders, the relevant terms need to be set out in the shareholder agreement. If debt financing is to come from banks and other third parties, guarantees may be required and, in such circumstances, the shareholders should provide for a sharing of liability in the shareholders agreement. To the extent that the financing needs of the company impose contractual obligations on the shareholders to either advance funds or provide guarantees, the shareholder agreement is needed to deal with the

consequences of a particular shareholder's failure to meet its obligations.

(d) Share Transfers and Liquidity Issues

The CAMA stipulates that there must be a restriction on the transfer of the shares of private companies and that such restriction must be stipulated in Articles of Association of the company. Thus under the Act shares or other interests of a member in a company shall be property transferable only in the manner provided in the Articles of Association of the company. It is typical for there to be a primary rule in the Articles, therefore, that no shares may be transferred without prior approval of the directors. The negative consequence of this primary rule, if not complemented by a shareholders' agreement, is that a shareholder that wishes to exit needs to obtain such prior approval from the board and there will be no certainty that such approval will be forthcoming.

(e) Fair deal

All major executive decisions by the directors are made by a majority, including decisions to change the nature of the business. A single director with majority shares can outvote others. Even if the Articles was made to protect shareholders, it can be amended by a simple majority in which case they could take any protection away from a minority shareholder in the articles, by passing a special resolution. The fragile state of a minority is summed up in the words of Mellish, LJ. in Mac Dougall v. Gardiner

"... if the thing complained of is a thing which in substance the majority of the company are entitled to do... there can be no use having litigation about is the ultimate end of which is only that a meeting has to be called and then ultimately, the majority gets its wishes".

In Adenuga v. Odumeru the Supreme Court reiterated this reasoning when it held thus:

"... when a decision has been irregularly taken on behalf of a company, it will be futile for the minority shareholder to take legal steps to oppose it since if it is a decision the company or corporation can take the majority shareholders can easily ratify it... "

It is submitted that it is quality strategy to have such detailed provisions set out in Shareholders Agreement as an integral part of the constitutional documents of a company at incorporation.

(f). Ease of Corporate Participation

Contractual arrangements are generally cheaper and less formal to administer, revise or terminate. From the shareholders' perspective, the agreement provides a manual for situations where they need to assess what rights they have as a shareholder, or assess under what circumstances they can transfer their shares to a third party. A shareholder agreement provides the shareholders with the opportunity to voice their expectations of the company, for example, requesting a dividend policy be put in place to provide beneficial protection for minority shareholders.

4. Imperative of Making Shareholder Agreement an Incorporation Document

Generally the content of a shareholder agreement would be based on prescriptive or anticipatory risks associated with company operations and would seek to address such issues as maintenance of critical operations with regards to company management, shareholders' rights and obligations, regulation of sales of shares in the company as well as establishment of fair and transparent relationships between shareholders and so on. There is, however, no guarantee that these agreements would be inviolable given the penchant for rascality that has defined Nigeria's corporate landscape in recent times. A case in point is the Econet Wireless limited debacle. At incorporation the 22 shareholders signed a shareholders' agreement wherein it was agreed, amongst other things, that in the event of sale, transfer or disposal of one's shares in the company a member must first offer them to other members who have the right of first refusal and can sell them to an outsider if the other members either decline or fail to pay within 30 days. In contravention of this agreement some members of the company purported to cancel the shares of

others and sold the company out rightly without reference to those whose shares were "cancelled". It took ten (10) years, spanning all cadres of our superior courts, before this capricious act was set aside.

Reference to the above case is to demonstrate that a shareholder agreement, as desirable as its utility has been canvassed in this article, without more, may be Pyrrhic victory in actuality. It is in this regard that we advocate for a legislative action to make it part of the body of documents to be filed for the purpose of incorporation of a company. In the United Kingdom shareholders' agreements do not necessarily have to be filed at Companies House (the public register of companies in England and Wales). However, where the shareholders' agreement is specifically mentioned in the articles of association or if the shareholders' agreement contains terms which would otherwise affect the company's constitution it is required, by law, to be filed along with other documents of incorporation. In the United States of America state laws regard shareholders agreement as an enhancer of company constitution. Specifically section 706(a) of the Delaware Code of the expressly allows agreements to be made to define how shares will be voted, both in respect of election of board members and as to other matters section 418 of this law requires that the applicability of voting provisions be conspicuously noted on the certificates evidencing shares subject to them, or in transaction statements relating to such shares if they are not certificated. Under the South African Companies Act a shareholders' agreement occupies a pre-eminent position in company formation. By the Act, provisions contained in shareholders' agreements prevailed over the provisions of the Articles of Association and Memorandum of Association of a company, to the extent that any such provisions in the shareholders' agreement did not conflict with legislation.

A minority shareholder in a private company is particularly a vulnerable person. This is partly because control of the company vests in one or two persons. There is generally no market for the shares of a private company, and a shareholder who is unhappy at the way the company is being run does not have the option of selling those shares. The concentration of control in one or two shareholders can lead to abuse of power, even where no single shareholder holds a majority. Though there are remedies in the CAMA to prevent such unfair conduct towards a minority shareholder, however, these remedies are most times not certain and can prove to be extremely costly. It is far better to prevent the situation arising in the first place. This is where a minority protection shareholders' agreement becomes paramount. It is in such circumstance that a shareholders' agreement becomes helpful to secure the interest of shareholders in ways which are not covered in the Articles of Association of the company ; to safeguard, to give protection to shareholders and to provide for what happens if 'things go wrong' between the shareholders.

5. Conclusion

The quest for Nigeria to take its rightful place among emerging markets of the world is predicated on a greater ease in doing business and investor confidence in the quality of protection afforded on under our laws. It is contended that Nigeria adopts the trending convention by giving shareholder agreement statutory toga; a place superior to the provisions of the Article of Association. It is advocated that Nigeria adopts the South African approach to make shareholder agreement, where it exits, a document of incorporation under the Act to provide a broad framework for the operation of companies and to deal with fluid and changing aspects such as share ownership structure, corporate governance, asset dealing and appointment of directors which have lately become bastions of oppression of the minority and impunity of the majority. This, it is submitted, will provide a further line of shareholder protection and fortify of the provisions of the Companies Act and the Articles in that regard.

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The Statute of Limitation and its Applicability to Tax Matters

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Abstract. The right to litigate is not usually everlasting and may be restricted by a statute of limitation which stipulates a period of time within which a claim may no longer be filed. If it is filed, it could be liable to be struck out if the defence to that claim is, or includes that, it is statute-barred as having been filed after the limitation period. The intention of these laws is to facilitate resolution of disputes within a reasonable length of time. This is predicated on the fact that legal proceedings are not meant to last in perpetuity. Thus, limitation period generally begins when the plaintiff's cause of action accrues or when they become aware of the legal wrong or injury occasioned to them. Limitation of actions virtually covers almost all areas of litigation, but, for the purpose of this work, particular attention is paid to limitation of actions against tax matters.

1. Introduction

In every country, there are usually limitation laws, which require that a law suit must be commenced within a specific period of time, after the injury or omission, causing the damage or loss, arose or occurred. These are laws that set the deadline for filing of suits. In Nigeria, the general legislation, for the limitation law is that of the various States of the Federation. There is also the Limitation Act of FCT which applies to those States that do not have there own Act. The 36 States of the Federation therefore have their respective limitation laws which apply to civil suit within their territories.

The primary essence of having a limitation law is to ensure that all claims are diligently and promptly presented while the evidence in support of the claim, or the defence to a claim, is still available and the memory of the witness is still fresh. The further essence of limitation law is to guarantee finality to the expectation or fear of litigation.

The effect of not commencing a law suit or judicial proceeding within the period limited for bringing the action is that such a law suit or claim will be extinguished after the time limited for commencing the law suit has elapsed. Thus, the claim or injury, with the resulting damage or loss becomes, ''otiose with the effluxion of time''.

Ignorance of the statutorily provided period for bringing a legal action, after having knowledge of the injury or loss, will not be a defence to a claim that is already statute barred. Among the key elements of the limitation laws are that the following actions cannot be brought after the expiration of six years. They are actions founded on simple contracts, quasi contracts, to enforce recognizance actions and actions to enforce arbitral award. The following actions cannot be brought after 12 years from the date of cause of action. They are, action to recover any principal sum secured by a mortgage or charge, action to recover interest for a sum secured by a mortgage or charge or arrears of an annuity charged as moveable property. Some international contracts for carriage of goods by sea cannot be brought if they are not instituted within 2 years. Also, international Aviation claims must be brought within 2 years. Actions against public officers in

Nigeria cannot be instituted after a period of three months of actions carried out within the authorities of their power.
The statute of limitation has the effect of rubbing parties of the right to sue in an action even when they have a valid cause of action. Where the statute of limitation applies, time will continue to run even while the parties are negotiating.

1.1 Definition of Terms

1.1.1 Statute: This is a law passed by a legislative body. Specifically, it is legislation enacted by any lawmaking body, including the legislature, administrative boards, and municipal courts. It denotes a body of legislation comprising various chapters on different subjects enacted into law by an Act of Parliament.

1.1.2 Limitation: This is defined as the act of limiting or the state of being limited. It is the statutory period after which a law suit or prosecution cannot be brought to court.

1.1.3 Statute of limitation: These are laws passed by a legislative body in common law system to set the maximum time after an event within which legal proceedings may not be initiated. Where there is a statute of limitation setting forth a definite period of time for limitation, no court shall entertain proceedings for enforcement of certain rights filed after the lapse of the period stated.
A case cannot therefore be brought after the period so stated, as the courts will have no jurisdiction over cases filed after the statute of limitations has expired. Once filed, cases do not need to be resolved within the period specified by the statute of limitation.

1.1.4 Tax: This has been defined as a compulsory contribution or charge, usually monetary, imposed by the government on persons, entities, transactions, or property to yield public revenue for support of government. Most broadly, the term embraces all governmental impositions on the persons, property, privileges, occupations, and enjoyment of people, and include duties, imposts, and excises. Although a tax is often thought of as being pecuniary in nature, it is not necessarily payable in money, as payment could be in kind.

1.2 History

Historically, limitation periods were imported into the common law by statute to restrict the bringing of common law actions by persons who seem to have slept over their rights for a long time. Meanwhile, courts of equity developed limitation periods of their own to govern actions in equity's exclusive jurisdiction. For example, the Limitation Act 2005 incorporates all claims (whether legal or equitable) into the limitation regime.

Statutes of limitations, which date back to early Roman law, are a fundamental part of European and U.S. law. These statutes, which apply to both civil and criminal actions, are designed to prevent fraudulent and stale claims from arising after all evidence have been lost or after the facts have become obscure through the passage of time or the defective memory, death, or disappearance of witnesses.

The statute of limitation is a defence that is ordinarily asserted by the defendant to defeat an actionbrought against him after the appropriate time has elapsed. Therefore, the defendant must plead the defence before the court upon answering the plaintiff's complaint. If the defendant does not do so, he is regarded as having waived the defence and will not be permitted to use it in any subsequent proceedings. Once this defence is pleaded the court is bound to determine it one way or the other, without paying consideration to the justification of the plaintiff's claim.

Statutes of limitations are enacted by the legislature, which may extend or reduce the time limits, subject to certain restrictions. A court cannot extend the time period unless the statute provides such authority. With respect to civil lawsuits, a statute must afford a reasonable period in which an action can be brought. A statute of limitations is unconstitutional if it immediately curtails an existing remedy, or provides such a little time that it deprives an individual a reasonable opportunity to start a lawsuit. Depending upon the state statute, the parties themselves may either shorten or extend

the prescribed time period by agreement, such as a provision in a contract.

1.3 Application of Statute of limitation to tax matters

Certainty is one of the hallmarks identified by Adam Smith as a characteristic of a good tax system. In order to be fair to a tax payer, he should know the timeframe within which he can be held responsible for previous noncompliance or sue for a wrong assessment. This is probably one of the reasons that the National Tax Policy (NTP) of Nigeria, canvasses for periodic and timely audit by tax authorities of returns filed by tax payers.

This would ensure that difficulties associated with recovery of relevant information/documents by tax payers due to passage of time, loss or deterioration of information, deliberate destruction of information in line with tax payers' policy, staff movement and liquidation of tax payer etc. is minimized.

By virtue of the provisions of the Companies Income Tax Act (CITA), the Personal Income Tax (PITA) and the Petroleum Profit Tax Act (PPTA), tax payers have an opportunity to recover any over payment of tax within a six year period. The tax laws also impose a six year limitation (from the relevant year of assessment) on the timeframe within which the tax authorities may raise additional tax in connection with the returns filed by the tax payers.

The Federal Inland Revenue Service (Establishment) Act (FIRSEA), 2007 also stipulates that no officer shall make a demand for an under-assessment or erroneous repayment of tax after five years. While the other bodies of tax legislation stipulate a limitation period of 6 years, FIRSEA stipulates 5 years. One may wonder whether to apply the limitation of 6 years or 5 years when there is conflict. By virtue of section 68(2) FIRSEA, the provision of FIRSEA shall prevail where there is conflict with any of the provisions of the Acts mentioned in the First Schedule to the Act.

The provisions of Section 34 of the FIRS ACT 2007 provides:

Without prejudice to any other provision of this Act or any other law listed in the First Schedule to this Act, any amount due by way of tax shall constitute a debt due to the service and may be recovered by a civil action brought by the service.

Where any tax has been under- assessed or erroneously repaid, the person who should have paid the amount under-assessed or to whom the repayment has erroneously been made shall on demand by the proper officer, pay the amount under-assessed or erroneously repaid as the case may be, and any such amount may be recovered as if it were tax to which a person to whom the amount was so under-assessed or erroneously repaid were liable:

Provided that the appropriate officer shall not make any such demand after five years of such under-assessment or erroneous repayment unless such under-assessment or erroneous repayment was caused by the production of a document or the making of a statement which was untrue in any material particular.

In determining whether an action is statute barred, the court will look at the writ of summons and the statement of claim only or the Notice of Appeal and its Particulars as the case may be. In Ibekwe v. Imo State Education Management Board, it was held that, in determining whether or not a cause of action is statute barred, it is only necessary to consider when the cause of action arose.

A cause of action accrues the moment a wrong is done to the plaintiff by the defendant. The Court of Appeal in the case of Oranyeli v. First Bank Plc held that to determine period of limitation, a comparison of the date the cause of action accrued with the date on the writ of summons and the statement of claim alleging the wrong would, without taking evidence, suffice to determine whether or not the cause of action is statute barred. In other words it can be deduced by simple mathematical calculation. It is therefore clear from a mathematical comparison if the accrual of the cause of action as alleged in the Notice of Appeal itself and the date of filing of this suit that the suit includes a cause of

action accruing over five years before the action was filed. This is in contravention of section 34 of the F.I.R.S. Act and as such the suit is time barred.

Furthermore, the authority upon which the FIRS can undertake the assessment of the respondent's account is established in S. 66(1) of the Companies Income Tax 2004 and is reproduced below:

(1) If the board discovers or is of the opinion at any time that any company liable to tax has not been assessed or has been assessed at a less amount than that which ought to have been charged, the board may, within the year of assessment or within 6 years after the expiration thereof and as may be necessary, assess such company at such amount or additional amount, as ought to have been charged, and the provisions of this Act as to notice of assessment, appeal and other proceedings shall apply to such assessment or additional assessment of the tax charged thereunder:

Provided that where any form of fraud, willful default or neglect has been committed by or on behalf of any company in connection with any tax imposed under this Act or under the Companies Income Tax Act 1961 the board may at any time and as often as may be necessary, assess such company at such amount or additional amount as may be necessary for the purpose of making good any loss of tax attributable to the fraud, willful default or neglect.

The case of N.C.C. v. MTN sheds light on the issue of the interpretation of clear and unambiguous words in a statute:

Where the words of a statute are clear, the court should give effect to their literal meaning … This is because the object of interpretation of statutes is to discover the intention of the law maker, which is deducible from the language used …

It is important to note that, by virtue of the proviso, the FIRS is not bound by any limiting law where it is shown that the respondent committed 'any form of fraud, willful default or neglect'. For example, where the documents upon which the first assessment was done, or for which tax clearance certificates were issued were not representative of the true position of the respondent is resources at the time the assessment was done.

1.5 Exclusion of Limitation Period for Fraud and Neglect:

The law gives the FIRS a means of opening the barred period when it discovers fraud willful default or neglect of the tax payer. See for example section 36(4) of Petroleum Profit Tax Act (PPTA), which provides

Notwithstanding the other provisions of this section, where any form of fraud, willful default or neglect has been committed by or on behalf of any company in connection with any tax imposed under this Act, the Board may at any time and as often as may be necessary, assess the company on such amount as may be necessary for the purpose of recovering any loss of tax attributable to the fraud or neglect.

It means therefore, that where the tax authorities have not carried out an audit for a period exceeding 6 years or 5 years in the case of underassessment or erroneous repayments as the case may be; the amount should ordinarily become statute barred. The window for such tax assessment or collection can only be reopened where the proviso applies. This could trigger tax investigation for alleged tax evasion rather than a national or routine tax audit. This could bring about an action for additional tax or invoke the tax payer's right to reclaim a refund of excess payment of tax. An action can be jeopardized if competent period is lumped with an incompetent period in a single action. The incompetent period may contaminate the competent period and render the whole action statute barred.

In the case of Nigerian Deposit Insurance Corporation (N.I.D.C.) v. The Governing Council of the Industrial Training Fund, the Plaintiff/Respondent claimed the sum of three hundred and fifty million naira N350, 000, 000 against the Appellant/Defendant covering the year 1998-2004 without specifying what was due for each year. The Court of Appeal held that the claim was Statute barred. The court, per Baba, J.C.A, held extensively as follows:

It is trite that the period of limitation begins to run at the time that the action accrued, or from the moment the action arose.

In Sosanya v. Onadeko the court had to consider the propriety of lumping competent and incompetent grounds together under an issue. This court held among others following the principle in Nwadike v. Ibekwe that an incompetent ground of Appeal cannot be argued together with the competent ground as the incompetent ground contaminates the valid ground and they are liable to be struck out.
Although the sections may bring succor tax payers who may choose to hide from the relevant tax authority until the time effluxes, such comfort may be short lived if they had carried out any form of fraud or deceit to enhance the failure of the relevant tax authority to collect or assess the sum required.

Where tax payer has probably been fraudulent in the tax returns filed or has willfully defaulted or neglected to file appropriate returns with the tax authorities or otherwise has actively facilitated the circumstances from which he now seeks to benefit, the barred period for recovery of tax can be reopened.
Tax evasion is a criminal offence and therefore, cannot be statute barred to warrant any interpretation of 6 year 5 years. Thus, where at any time and as often as necessary the tax authorities are ‘’of the opinion’’ that fraud, willful default, neglect or misinformation has been committed by the tax payer; it may irrespective of the number of years, commission an investigation to recover any lost tax.
Thus although the tax authorities are enjoined to carry out a tax audit and issue an additional assessment within six years from the relevant tax year, the limitation does not apply in the event of a fraud, willful default, or neglect by the company.

Depending on the direction of interpretation, a review of the provisions around a tax payer’s right to reclaim excess taxes either shows a strict six year window (according to CITA) or a refund after a proper audit by the tax authority’s management board (according to FIRSEA).

When the provisions of any of the tax laws are inconsistent with the provisions of FIRSEA, the FIRSEA prevails.

There is a risk that a tax payer who fails to institute a tax recovery process within the six year window would be exposed to forfeiture of excess taxes paid to the tax authorities. Sometimes, such over payment could be done to an ambiguity in the law which is subsequently clarified in favour of the tax payer by the judiciary. A tax payer does not have the kind of perpetual right to sue like the tax authorities.
According to Justice Chukwuma-Eneh JSC, in the case of Nigeria Social Insurance Trust Fund Management Board (Formerly National Provident Fund Management Board v. Klifco Nigeria Ltd.
WhatI must further state as settled law is that the law of limitation here has not extinguished the right to debt. The instant debt has not been extinguished but it merely bars the right to recover the debt because of lapse of specified period of time in the law of limitation from the accrual of cause of action. However, where there is acknowledgement of debt, which must be in writing signed by the party that is liable, the right to recover the debt by action is revived and what constitutes acknowledgement in such causes is a matter of fact in each case…
Since the Tribunal is revenue oriented, its rules are construed liberally to allow for revenue collection and generation.
In the case of Phoenix Motors Ltd v. National Provident Fund Management Board, the Court of Appeal held;
No court of law should lend its hands to a person or body bent on beating the efforts of Government at collecting revenue by relying on technicalities of the law with a frugal aim to cheat the Government of its legitimate income…If a statute is revenue based or revenue oriented, it will be part of sound public policy for a court to construe the provisions of the statute liberally in favour of revenue or in favour of deriving revenue for Government, unless there is a clear provision to the contrary. This is because it is in the interest of the generality of the public and to the common good and welfare of the citizenry for Government to be in revenue and affluence to cater for the people ….

Furthermore, the provision of paragraph 19 of the 5th Schedule to the Federal Inland Revenue Service (Establishment) Act is however very instructive. The section provides thus:

The provisions of any statute of limitation shall not apply to any appeal brought before the Tribunal.

By virtue of S. 2(b) of the Limitation Act, the Statute of Limitation does not apply to tax matters. It provides that –

This Act shall not apply to –

… A proceeding for the recovery of a fine or penalty incurred in connection with a tax or duty …

S. 1(2) (ii) Limitation Act 1966 provides that the statute shall not apply to any proceedings for the recovery of any sum under the care of the Federal Board of Inland Revenue. However, S. 4 of the same law "appears" to preclude its application to "an action for which a period of limitation is fixed by any other enactment."

1.5 Types of limitation statute:

There two types of statutes of limitation namely, criminal and civil. Most statutes of limitation refer to civil cases. While crimes such as misdemeanors or petty crimes have statutes of limitation, most crimes such as homicide or robbery and to large extant, taxation, do not.

Such statutes can present themselves in different ways:

- A limitation Act nullifying the right of the parties to sue due to passage of time.
- Removing the jurisdiction of the courts abinitio for certain reasons whether or not there is fault on the part of the parties.
- Failure to give pre-action notice within a particular time among others.

Some of such statutes are discussed below

Limitation Act

Where a statute prescribes a period within which an action must be commenced, legal proceedings cannot be properly instituted after the expiration of the prescribed period.

In the Supreme Court case of Ibrahim v. Judicial Service Committee, Kaduna State PerIgu J.S.C (as he then was) held:

The general principle of law is that where a statute provides for the institution of an action within a prescribed period, proceedings shall not be brought after the time prescribed by such statute. Any action that is instituted after the period stipulated is totally barred, as the right of the plaintiff or the injured person to commence the action would have been extinguished by such law

The issue of statute bar may be raised from the stand point of Order 3 Rule 2 of the Tax Appeal Tribunal (Procedure) Rules, 2010, which states that;

An Appeal under the Rule shall be filed within a period of 30 days from the date on which the action, decision, assessment or demand notice being appealed against was made provided that the Tribunal may entertain an Appeal after the expiration of the said period of 30 days if it is satisfied that there is a sufficient cause for the delay.

This proviso is one which gives discretion to the Tribunal to extend the period beyond 30 days if it is satisfied that there is a sufficient cause for the delay. Following the authority of Nwadiaro v. Shell Petroleum Development Community Nig. Ltd it would be unjust to foreclose the opportunity to hear the appellant where the respondent clearly admits liability on the face of the processes but merely says that although it had previously agreed to pay a debt, time has passed.

Without any such enlargement of time for filing by the court for good reason or admission of debt, an action becomes statute barred once the time stipulated by statue has passed.

In the case of Eboigbe v. N.N.P.C. the Supreme Court also held:

Where an action is statute barred, a plaintiff who might have had a cause of action loses the right to enforce the cause of action by judicial process because the period of time laid down by the limitation law for instituting such an action has elapsed. An action commenced after the expiration of the period, within which an action must be brought, as stipulated in a statute of limitation is not maintainable.

In the case of N.E.P.A. v. Olagunju, the Court of Appeal dealt very extensively on the issue as follows:

In order to determine the period of limitation, consideration must be given to the writ of summons and the statement of claim alleging when the wrong was committed and comparing that date with the date on which the writ of summons was filed. This can be done without taking oral evidence from witnesses. If the time on the writ of summons is beyond the period allowed by the limitation law then the action is statute barred.

A defence which is founded on a statute of limitation is a defence that the plaintiff has no cause of action. It is a defence of law which can be raised in limine and without any evidence in support. It is sufficient if, prima facie, the date of taking the cause of action is outside the prescribed period disclosed in the writ of summons and statement of claim… In the instant case, the trial court should have considered the issue of jurisdiction first before going into the merit of the case when it was faced with naked averments that the respondents' action was brought about thirty months after the cause of action arose.

When a court's jurisdiction is challenged in a statement of defence, it is better for the court to settle that issue one way or the other before proceeding to the hearing of the case on the merits. The reason being that jurisdiction is a radical and crucial question of competence such that if the court has no jurisdiction to hear the case, the proceedings are rendered a nullity, however well conducted and brilliantly decided. A defect in competence is not intrinsic but extrinsic to adjudication. The Courts are wary to liberalize the provision of any Limitation Act or law. They must be invoked when the circumstances are right.

The issue as to whether or not an action is statute barred touches on the jurisdiction of the court. This is because once an action is found to be statute barred, the plaintiff's right of action is taken away by statute although he may still have his cause of action. In that circumstance, no court has the jurisdiction to entertain his action. The trial court when faced with such an issue, lacks the jurisdiction to go into the merits of the case. For example when it was disclosed that the respondents' action was brought about thirty months after the cause of action arose.

In the case of N.C.C. v. MTN, Odili JCA held that:

A statute ousting the ordinary jurisdiction of a court must be construed strictly. And if it is capable of two meanings, the meaning that preserves the ordinary jurisdiction of the court should be adopted. Any statute which ousts the jurisdiction of a court is to be construed very strictly in order to ensure that the jurisdiction existing is preserved and not withdrawn without very clear words to that effect.

Public Officer's Protection Act 2004 on Tax Authorities:

Section 2(a) of the Public Officer's Protection Act 2004 provides as follows;

Where any action, prosecution or other proceeding is commenced against any person for any act done in pursuance or execution or intended execution of any Act or law or any public duty or authority, or in respect of any alleged neglect or default in the execution of any such Act, law, duty or authority, the following provisions shall have effect-

The action, prosecution or proceeding shall not lie or be instituted unless it is commenced within three (3) months next after the act, neglect or default complained of, or in case of a continuance of damage or injury, within three (3) months next after the ceasing thereof.

The effect of this law is that once a Public Officer (like the relevant tax authority) is alleged to have committed a wrong or omitted to do an act in the course of carrying out his/her public duties of such public officer, the statute of limitation will bar any action commenced against it after the expiration of three (3) months from the day of the alleged wrong. A tax payer can therefore allege that from the date it is served with a notice of refusal to amend, the tax authority has 3 months within which to act by suing for the sum alleged to be owed or be rendered statute barred.

Section 34 FIRS Act seems to provide an answer to this by making such a tax liability a debt due to the Service. Unlike debts owed to individuals, a debt due to the service does not have a limiting statute. Section 1(i) of the Limitation Act 1966 which has still not been repealed and is therefore still in force today, provides:

- This Decree shall not apply to
- Any proceedings for the recovery of any sum due
- In respect of a tax which is for the time being under the care and management of the Federal Board of Inland Revenue.

Even though this Act was not listed in the Laws of the Federation of Nigeria (LFN) 2004,the ambiguity was cured by Section 2 of the Revised Edition of LFN, 2007 which provides that any existing statute shall not affect the validity and applicability of the statute which has not been repealed or over taken by another law.

Since the limitation law of 1966 has not been overtaken by any law in force or been repealed, it is assumed that it is still in force and therefore applicable.

Section 77(2) CITA states that:

The Board shall serve a demand note upon the company or person in whose name the company is chargeable and if there is no objection payment is made within two months from the date of service of such demand note after deduction of any set off, otherwise, the Board may proceed to enforce payment as herein after provided.To understand the above provision, notice must also be taken of section 77 (2) (c) which states that,

'The board in its discretion may, extend the time within which payment is to be made'.

This section purports to give unlimited powers without any limitation to time as to when the Board can commence proceedings against a defaulting tax payer. While the Board is mandated to enforce payment of tax due, it is silent on when the action should be commenced.

Other Limiting Enactments in Tax Law

In S. 85 (1) (c) of the Companies Income Tax Act (CITA) provides that, if taxes are not paid within the times stipulated in section 77 CITA, the FIRS shall serve a demand note requiring payment to be made within 30 days of the service of the notice and a sum equal to ten percentum of the tax payable shall be added thereto.

S. 69(1) and (2)(a) CITA state:

(1) If a company disputes the assessment it may apply to the Board by notice of objection in writing, to review and to revise the assessment made upon it.

(2) An application under subsection (1) of this section shall –

(a) be made within thirty days from the date of service of the notice of assessment.

The case of Oando Supply and Trading PLC v. FIRS can be used here as a guide. It was held therein that

Where no timetable is stipulated for the taking of a step required by law, the law does not lie prostrate but has always imposed a reasonable time. What is a reasonable time in each particular case depends on the circumstances of the case.

Also S. 20(1) of the Value Added Tax Act (VATA) allows the FIRS to recover any tax penalty or interest due to it through proceedings in the Value Added Tax Tribunal now replaced by the Tax Appeal Tribunal. However, neither the VATA Act nor CITA states the time of commencement of any such proceedings. It provides that,

Any tax penalty or interest which remains unpaid after the period specified for payment may be recovered by the Board through proceedings in the Value Added tax Tribunal.

Again, this Act is silent on the issue of time within which payment of tax is to be enforced.

Furthermore, the Board's power to enforce recovery in respect of education tax is governed by section 2(1) of Tetfund Act which is also silent as to time. The Act states that,

The provisions of the Act relating to the collection of companies income tax or petroleum profit tax shall subject to the education Act, apply to the tax due under this Act.

Thus, the manner of collection of petroleum profits and companies income tax will be applied to the collection of education tax, subject to the provision that the time limited for payment of tax is sixty days after service of notice of assessment.

All the Acts referred to are silent as to the time within which enforcement procedures must begin. Depending on the merits of the case, a reasonable time must therefore be determined.

The Tax Appeal Tribunal Rules 2010 seem to provide a clear guide in this respect in Order 3 Rule 2 which states that,

An appeal under these rules shall be filed within 30 days from the date on which the action, decision, assessment or demand notice which is being appealed against was made by the Service. Provided that the Tribunal may entertain an appeal after the expiration of the said period of 30 days if it is satisfied that there was sufficient cause for the delay.

If the claim is caught up by any statute of limitation, paragraph 19 of the 5th schedule to FIRSEA which is quite insightful provides that, the provision of any statute of limitation shall not apply to any appeal brought before the tribunal.

On the strength of the FIRS Act, section 32 (1) (d) provides that the Service shall serve a demand notice upon the company or person in whose name a tax is chargeable, and when payment is not made within one month from the date of the service of such demand notice, the Service may proceed to enforce payment under this Act. The Act is also silent on the period of time for enforcement. It only states the period that payment should be made. While some laws stipulate 60 days, others stipulate 30 days. Section 68 FIRS Act is quite relevant in areas of such conflict as the provisions of the FIRS Act shall prevail.

1.5 1 Pre action notice:

As a prelude to having access to courts, many laws provide that the prospective plaintiff must serve a pre-action notice on the relevant officer. A suit commenced in default of pre-action notice where notice is required by law is incompetent irrespective of the actual fact of the case or guilt of the person being sued. Such requirement is found in many establishments or government organs such as, the Nigerian Railway Corporation, Universities, Nigerian National Petroleum Corporation (NNPC), Local Government Councils, Nigerian Port Authority etc. The purpose of this notice is to make the defendant aware of the intention to sue and make arrangements to resist it or settle as the case may be. The court cannot refuse to give effect to such unambiguous intentions of the legislature which is the law making organ of the government. Such clauses are in the form reflected by section 110 (2) of the Ports Authority Act which states:

No suit shall be commenced against the authority until one month at least after written notice of intention to commence the same shall have been served upon the authority by the intending plaintiff or his agent. Such notice shall state the cause of action, the name and place of abode of the intending plaintiff and the reliefs which he claims

Such terms have been held in a plethora of cases not to infringe the right to sue under section 6(6) (b) of the 1999 Constitution of the Federal Republic of Nigeria, and are therefore valid and not unconstitutional. When courts are confronted with the issue of pre-action notice, the issues to be considered include; condition precedent, pleadings, jurisdiction of the court and waiver. Once it is established that a pre-action notice is a condition precedent, the court will have no competence to deal with suchan issue unless the notice has been given. Such a suit will be liable to be struck out. Since parties are bound by their pleadings, a party wishing to raise this as a defence must plead the condition precedent in clear terms. Failure to do this would raise a presumption of waiver of the rights he possesses on the subject matter. Where he raises it on appeal, his notice of appeal, grounds or affidavit as the case may be, is looked upon as an after thought. The burden of proof of pre-action notice does not arise until the fact of non compliance is alleged in a proper way and put as issue by an opponent. The issue of pre-action notice may be raised by a nation or in the pleadings.

1.6 Need for Compliance With Timeframe:

Jurisdiction is the authority a court has to decide a matter placed before it, and any defect incompetence renders the proceedings a nullity. In the case of Okolo v. Union Bank of Nigeria Plc it was held that:

Lack of jurisdiction will nullify proceedings. Jurisdiction is the pillar upon which the entire case stands. Once the defendant shows that the court has no jurisdiction the entire foundation of the case crumbles. Then parties cannot be heard on the merits of the case and that puts an end to the litigation.

Once a written law stipulates a time frame within which an action can be validly instituted, any action of that class brought outside that period is statute barred and as such the honourable court will lack the jurisdiction to hear the matter on its merits. The principle of statutes of limitation of action is that no one should remain under the threat of being sued indefinitely.

In the case of P.N Udoh Trading Company Ltd. v. Sunday Abere& Anor the Supreme court held that when an action is statute barred a plaintiff who might have had a cause of action losses the right to enforce the cause of action by judicial process because the period of limitation laid down by the limitation law for instituting such an action has elapsed. A complaint of statute bar is one against competence of the suit as a result of which the court will not have jurisdiction to hear it, rather than the merit or substance of the claim.

A further essence of a specific time frame is to guarantee finality in litigation. In line with this, section 66 CITA, section 55 Personal Income Tax Act (PITA), S. 36, Petroleum Profits Tax Act (PPTA), all impose a six year limitation (from the relevant year of assessment) on the time frame within which the tax authority may raise additional assessment in connection with the returns filed by the tax payer.

1.7 When to Raise Issue of Limitation:

The issue of limitation of action being an issue touching on the jurisdiction of the court can be raised and determined at any stage of the proceedings. It is most prudent to raise it at the earliest stage of the proceedings in order not to allow the court or tribunal to embark on an exercise in futility. In the case of Ajayi v. Adebiyi the Supreme Court held as follows:

Where the issue of limitation is raised in defence of an action, it is only proper that the issue should be addressed first as it makes no sense to decide the merits of a matter that is statute barred. In the event of a successful plea of limitation law against the plaintiff's right of action, the action becomes extinguished and unmaintainable in law. In the instant case the trial court erred by not determining the issue of limitation of action raised by the defendant first.

It is also settled law that where fraudulent concealment is occasioned, it will take a case out of law of limitation. The Supreme Court in the case of U.B.A PLC v. BTL Industry Limited per Onu JSC held thus:

Accordingly the respondent's case falls squarely outside the contention of the appellant and thus falls within the exception created under the authority of Akibu v. Azeez where this honourable court held as follows:

Apart from fraudulent concealment of right of action which itself furnishes a cause of action, knowledge cannot be said to be relevant. In order to constitute such fraudulent concealment as would, in equity, take a case out of the law of limitation, it is not enough that these should be merely tortuous acts unknown to the injured party or the enjoyment of property…there has to be some abuse of a confidential position, some intention as imposition, or even some deliberate concealment of facts... Thus it must be emphasized, that the plaintiff would not reasonably file any suit against the defendant bank as long as it was assuring the plaintiff that its bills were beings processed by the central bank. Indeed, there will be no cause of action as at that time.

2. Conclusion

It is essential that in order to prevent a claimant from permanently forfeiting the right to seek a legal relief or remedy to an injury or loss, he or she must bring a legal action for judicial intervention within the statutorily required period of time. Timely collation of evidence and the filing of a law suit before a competent court with jurisdiction to hear the matter, is strongly required. The immunity of tax matters from the statute of limitation is not unconnected with the need to keep debts to the government alife so as to support government's legitimate income. This should obviously not be used as a ground for undue laxity.

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Part Four

Social Psychology

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Self- Efficacy and Self- Knowledge as Predictors of Workers' Job Performance in Food and Beverage Industries in the South-West, Nigeria

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Abstract. This study investigated self- efficacy and self- knowledge as predictors of workers' job performance in food and beverage industries in South-West, Nigeria. Poor job performance in Nigerian Industries has been partially attributed to low workers' self-efficacy and poor self-knowledge. The descriptive survey design was adopted. Four factories were purposively selected from three states in South-West, Nigeria (Lagos, Ogun and Oyo States). Proportionate random sampling techniques were used in selecting 1,820 junior and supervisory cadre workers in Nestle Plc. (369), Coca-Cola Plc. (392), Cadbury Plc. (443) and Nigeria Breweries Plc. (616). The three research instruments used were: Workers' self-efficacy (r=0.81), Workers self-knowledge (r=0.78) and Workers' performance rating (r=0.72) scales. Quantitative data were analyzed using Pearson Product Moment Correlation, Multiple Regression at 0.05 level of significance. Findings show that there were significant relationships between workers' job performance and self-efficacy (r=.56) and self-knowledge (r=.54) respectively. Self-efficacy and self-knowledge, jointly predict workers' job performance ($F_{(4, 1815)}$ = 491.05) accounting for 52.0% of its variance. Self-efficacy (B=.10), self-knowledge (B=.11) had relative predictive weights on workers' job performance. Inadequate knowledge and training of the supervisors led to a mismatch between workers' self-efficacy and self-knowledge thereby reducing workers' job performance. High self-efficacy and good self-knowledge have influence on workers job performance. Based on the findings, employers of labour should provide work environment that would enhance and promote the development of these factors among the workers.

Keywords: Self-efficacy, Self-knowledge, Workers' Job Performance, Food and Beverage Industries, South-West, Nigeria.

1. Introduction

The issue of workers' job performance has been a great concern to many stakeholders in Nigeria. Most studies (Obasan, 2001; Ogundele, 2005; Akinlade, 2009; Adeloye, 2010; Oba, 2012; Adikwu, 2010; Ayodele, 2010; Oloyede, 2009) have submitted that evidences have shown that

there is a myth about workers job performance in Nigeria. The performance in both the public and private sectors have been up and down. Ever since the 2008 global economic recession, most industries inability to meet with the yearnings and demands of their teaming consumers, remain an issue to contend with (Adeloye, 2010). This has serious negative implications on the nation's economy as well as the workers themselves (Oba, 2012; Ayodele, 2010; Oloyede, 2009). A situation in which the food and beverage industries are not exempted.

The Nigerian food and beverage industry along with the agricultural sector bear the responsibility of feeding the nation's population, but specifically the industry alone contributes the largest portion of 42% of the economic and trading activities (Adeyemi & Salami, 2010). Regardless of the acclaimed growth of food and beverage industry, the industry's inability to still meet with the yearnings and demand of its teaming consumers, and contributes substantially to the economic and trading activities in Nigeria remains an issue to contend with.

Hassan (2005) defines performance as goal accomplishment. Performance concerns with the qualitative and quantitative measure of activities, duties and operations which a worker achieved efficiently and effectively within a defined time limit. Therefore, if affected by employee's complacency and lackadaisical attitude to work, attaining expected performance becomes an issue (Adeleke, 2010). Previous studies (Akinlade, 2009); Ogundele, 2005; Hassan, 2005; Obasan, 2001) have found that the main objective and purpose of workers 'job performance is achievement of target goals set by an organisation which is fully dependent on the performance of its workers, and that workers' job performance plays a significant role in the overall development of the organization.

Otokiti (2003) in his own submission argued that, workers' inability to hold promise in terms of their ability to create self-awareness, self-management, social awareness and relationship management and promote appropriate altruism in the workplace, consequently affects, and reduce workers' level of job performance in food and beverage industry (Ogundele, 2005). Similarly, Steven (2007) sees workers low job performance in the industry emanating from their carelessness as a result of high rates of factory accidents, absent from work, increased cost, increased damages done to machines and tools used, increased loss recorded, and poor team spirit.

Poor performance is not a status that cannot be changed as noted by Steven (2007). Even though, changing a system is not an easy process but then evidences (Davenport, 2005; Spencer, & Spencer, 2009) have clearly shown that it is possible, given enough time, dedication, strong commitments with clarity of vision, and strong degree of cooperation and involvement of everyone in the industry. It is therefore a trite knowledge that the general performance of workers in the food and beverage industry can be positively turned around, so that the industry can maintain its rightful position in the Nigeria economy.

This therefore raises the question of whether a better understanding of workers' self-efficacy, in terms of its perceived capabilities in achieving the goals and aspirations of an organisation may assist in solving the problem of low job performance among workers in the food and beverage industry. Self-knowledge which is another important behavioural construct, in terms of its intra-psychic intelligence capabilities that leads individual workers' to employ their own inner resources and discover self that need to be better studied

Regardless of their reference and importance to improved workers job performance, the study of workers' job performance in relation to self-oriented concepts such as self-efficacy, self-knowledge has received little or no attention. Even in literature, most of the constructs combined in this study are addressed separately and not jointly to determine their weight on workers job performance. Hence, the needs for a study like this.

2. **Research Hypotheses**

The following null hypotheses are formulated for the study:

Ho_1: There is no significant relationship between self-efficacy and workers level of job performance.

Ho_2: There is no significant relationship between self-knowledge and workers level of job performance.

3. Methodology

3.1 Research Design

This study adopted the descriptive survey research design of the ex-post facto type. This research design was adopted because it enabled the researcher to collect and report every data collected factually without the manipulation of any of the variable.

3.2 Population of the Study

The population for the study covered the entire junior and the supervisory level workers in Nestle Plc, Agbara, Coca-Cola Plc., Nigeria Brewery Plc., Ibadan and Cadbury Plc., Ikeja (located in Lagos Oyo and Ogun States) with approximate population of 4,730 workers in the Industry

3.3 Sample and Sampling Techniques

The multi stage sampling procedure was adopted.

Stage one involved the use of the stratified sampling to group the industries according to the product they produced. (Confectionaries and drinks, alcohol and non-alcohol)

Stage two involved the industries selected and they are Nestle Plc., Agbara, (Confectionaries), Coca-Cola Plc., Cadbury Plc. Ikeja (non-alcohol drink) and Nigerian Brewery, Ibadan (alcohol drink).

Stage three involved the use of stratified techniques to divide the population in each of the selected organisation along the basis of supervisors and the junior workers in the selected organisations.

Stage four involved the use of proportionate random techniques to pick 40% of the population in each category of the total population within the (4) selected work organizations were chosen as sample size. In all, a total of 1,906 respondents were used for the study.

3.4 Research Instruments

The instruments that were used for data collection for this study were quantitative and qualitative instruments. Three quantitative instruments were used for data collection each measuring the trait of the two independent variables and one dependable variable. The instruments are described below.

3.4.1 Workers Self-efficacy Questionnaire (WSEQ) this is a structured questionnaire that measures "perceived confidence in a worker to successfully complete several tasks, activities in such a way that his performance can be enhanced. The response format were in 4-point Likert scale format of strongly agree (4), agree (3), strongly disagree (2) and disagree (1)

The results obtained from the test re-tests was subjected to Cronbach alpha, which yielded a coefficient of 0.81.

3.4.2 Employees' Self-knowledge Questionnaire (ESKQ) is a structured questionnaire that measures employees' self-knowledge in his or her ability to employ the intra psychic intelligence that leads a worker to employ his or her own inner resources to enhance performance. The response format was designed on 4- point Likert scale format of Strongly Agree (4), Agree (3), Strongly Disagree (2) and Disagree (1). The results obtained from the test re-tests was subjected to Cronbach alpha, which yielded a coefficient of 0.78.

3.4.3 Work performance Rating Scale' Questionnaire (WPSQ) is a structured questionnaire that measures the efficiency and effectiveness of workers performance in the workplace. It is designed on the 4-Likert scale format of Strongly Agree (4), Agree (3), Strongly Disagree (2), and Disagree (1). The results obtained from the test re-tests was subjected to Cronbach alpha, which yielded a coefficient of 0.72.

3.5 Procedure for Administration of Instruments

The instruments were administered by the researcher with the help of 4 trained research assistants in the respective industry covered by the study. A total of 1820 respondents completed and returned the questionnaires.

4.0 Data Analysis

For the purpose of data analysis, information collected through the questionnaire was analyzed using correlational matrix, t-test and multiple regression.

Ho 1: There is no significant relationship between self-efficacy and workers' performance in food and beverage industries in South-West, Nigeria.

Table 1: Relationship between self-efficacy and workers' performance in food and beverage industries in South-West, Nigeria.

Variable	Mean	Std. Dev.	N	R	P	Remark
Workers performance	26.3082	5.1403				
			1820	.560**	.000	Sig.
Self-efficacy	39.0379	6.7974				

** Sig. at .01 level

It is shown in the table (i) above that, there was a significant relationship between self-efficacy and workers' performance in food and beverage industries ($r = .560^{**}$, N= 1820, $P < .01$). Hence, self-efficacy had influence on workers' performance in food and beverage industries in South-West, Nigeria. Null hypothesis is therefore rejected.

Ho 2: There is no significant relationship between self-knowledge and workers' performance in food and beverage industries in South-West, Nigeria.

Table 2: Relationship between self-knowledge and workers' performance in food and beverage industries in South-West, Nigeria.

Variable	Mean	Std. Dev.	N	R	P	Remark
Workers performance	26.3082	5.1403				
			1820	.544**	.000	Sig.
Self-knowledge	28.1934	4.8188				

** Sig. at .01 level

It is shown in the above table 2 that, there was a significant relationship between Self-knowledge and Workers' performance in food and beverage industries ($r = .544^{**}$, N= 1820, $P < .01$). Hence, Self-knowledge had influence on workers' performance in food and beverage industries in South-West, Nigeria. Null hypothesis is also rejected.

Table: 3a Multiple Regression analysis showing the joint contribution of self-efficacy and self-knowledge on workers' performance in food and beverage industries in South-West, Nigeria.

R	R Square			Adjusted R Square	Std. Error of the Estimate	
.721	.520			.519	3.5662	
A N O V A						
Model	**Sum of Squares**	**DF**	**Mean Square**	**F**	**Sig.**	**Remark**
Regression	24979.740	2	6244.935	491.049	.000	Sig.
Residual	23082.337	1815	12.718			
Total	48062.076	1819				

Table 3a above shows the joint contribution of the two independent variables to the prediction of the dependent variable i.e. Workers' performance. The table also shows a coefficient of multiple correlation ($R = .721$ and a multiple R^2 of .520. This means that 52.0% of the variance was accounted for by two predictor variables when taken together. The significance of the composite contribution was tested at $P < .05$. The table also shows that the analysis of variance for the regression yielded F-ratio of 491.049 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the

dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Table: 3b Relative contribution of self-efficacy and self-knowledge on workers' performance in food and beverage industries in South-West, Nigeria.

Model	**Unstandardized Coefficient**		**Stand. Coefficient**	**T**	**Sig.**
	B	Std. Error	Beta Contribution		
(Constant)	2.898	.557		5.205	.000
Self-efficacy	9.638E-02	.021	.127	4.577	.000
Self-knowledge	.108	.029	.101	3.712	.000

Table 3b reveals the relative contribution of the two independent variables to the dependent variable, expressed as beta weights, viz: self-efficacy ($\beta = .127$, $P < .05$), self-knowledge ($\beta = .101$, $P < .05$) respectively. Hence, self-efficacy and self-knowledge can independently and significantly predicts workers' performance in food and beverage industries in South-West, Nigeria. The table also shows that self-efficacy is ranked first, followed by self-knowledge.

5. Discussion

The first hypothesis states that, there is no significant relationship between self-efficacy and workers' job performance. It was observed that self-efficacy which refers to a person's judgment about his or her ability to organize and execute courses of action required to accomplish a task has been found to be related to workers job performance. Self-efficacy has been found to be associated with adaptive and psychological functioning and performance. This position was supported by Locke & Latham (2002) findings which concluded that optimistic cognitive sets (self-efficacy) correlates with motivation, action, perseverance, and enhanced possibilities of goal acquisition, as well as behavioural engagement, lowered depressive symptomology and improved and sustains performance. Bandura, et al (2006) posit that rather than being task-specific, self-efficacy beliefs are related to an individual's potential to handle complex, varied situations. Self-esteem moderates the influence of performance accomplishment on self-efficacy. The predictive power of self-efficacy illustrates that it could serve a useful function in identifying workers at risk of failure in the early stages of a given task. Bandura & Jourden (1991) finding also shows that workers with high efficacy gain favorable outcomes through good performance, whereas those who expect poor performances of themselves conjure up negative outcomes. The simple implication of this is that, the perceived self-efficacy to fulfill occupational demands affects level of stress and physical health of employees. Such that those of low efficacy are stressed both emotionally and physiologically by perceived overload in which task demands exceed their perceived coping capabilities, whereas those who hold a high belief in their efficacy and that of their co-workers are unfazed by heavy workloads.

Second hypothesis states that, there is no significant relationship between self-knowledge and workers' job performance. Finding from the study has been able to establish that self-knowledge positively predict workers' job performance. Self-efficacy and self-knowledge has been found to be highly correlated. Davenport (2005) on self-knowledge, underscores why workers performance is so important. Davenport stresses further that if our industries are going to be more profitable, if our strategies are going to be successful, if our society is going to become more advanced it will be because of the realization of one's self capability to perform his or her work in a more productive and effective manner. The task of improving workers performance is immense, and so are the consequences of failing to do so. Lampert (2011), findings show that self-knowledge is a domain with many pathways. Historically, self-knowledge has been found to influence the understanding of workers past

experiences and influence that led to his/her current level of development which is a key to his or her performance. Simeon (2009) finding in a study conducted shows that a reasonable degree of self-understanding of task gives is required for workers to perform. This shows that having the adequate knowledge and experience required to complete a task, makes self-knowledge correlates significantly with performance.

The joint effect of how self-efficacy and self-knowledge predict workers job performance in food and beverage industries in South-West, Nigeria is provided in Table 3a above which shows the joint contribution of the two independent variables to the prediction of the dependent variable i.e. workers' job performance. The table also shows a coefficient of multiple correlation (R = .721 and a multiple R^2 of .520. This means that 52.0% of the variance was accounted for by two predictor variables when taken together. The significance of the composite contribution was tested at P < .05. The table further shows that the analysis of variance for the regression yielded F-ratio of 491.049 significant at 0.05 level. This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

The above supports Jackson (2002) finding which concluded that organisation that provides their workers with guided mastery experiences, conducive work environment, effective co-workers as models, and enabling performance feedback, enhance employees' emotional well-being and satisfaction, enhances their workers job performance. Thus, also is the finding of Bandura, (1997) that an individual who feels adept and proficient in his or her occupation is likely to have confidence in several of the specific tasks that are to be performed as well as feeling able to handle and use judgment in dealing with unanticipated circumstances.

The basic idea behind the positive correlation between the joint contributions of the two independent variables (self-efficacy and self-knowledge) to the dependent variable (workers job performance in food and beverage industries) is that, either individually or collectively, workers job performance are in part determined by how effective people believe they can succeed in any given task in the workplace. This result was further corroborated with the finding of Hassan, (2005) when she emphasized on the relationship between workers' job performance and self-oriented variables as self-knowledge, empathy and psychological well-being. Despite this, it would not be out of order to conceive a logical relationship between these variables which have been found to be related to psychological behaviour.

Contrary to the finding of Hassan (2005), Anshel, (2000) finding shows that workers that are low in self-efficacy, tend not to believe they can cope effectively, they tend to dwell on deficiencies, and exaggerate difficulties. Such individual's worker tends to demonstrate more maladaptive coping strategies. While in a separate study by Gervine (2008) established that individual worker with high self-efficacy, with high expectations and a greater degree of perceived performance competence always complete assigned task without monitoring. Such individual worker also shows willingness to challenge difficulties and persist in the face of perceived obstacles.

6. Conclusion

This study has been able to show that the dwindling workers' job performance in the Nigeria food and beverage industry can be easily corrected and improved upon with a better understanding of the level of the existing self-efficacy and self-knowledge. The higher the employees' self-efficacy, and self-knowledge, the better will be the workers level of job performance, and the better the overall goal accomplishment of the organisations and the industry at large.

Above all is the level of job performance rate between the junior and supervisory level workers across the organisation. Besides the fact that the strength of any organisation comes from its employees' at all levels of work, yet, those at the operational (junior) and supervisory levels importance can hardly be overemphasized in view of the fact that they are directly responsible for production and supervisory work in the

organisation. Hence their efforts need be examined in terms of how their self-efficacy and self-knowledge predict their job performance.

7. Recommendations

Based on the above findings, the following recommendations are made:

- That employer of labour provide work environment that would enhance the development of high self-efficacy and good self-knowledge, of workers in their work organisation.
- Workers should be exposed to situations that could engender appropriate self-knowledge in line with this, workers should be sponsored to seminars and conferences that would improve and update their skill and knowledge as this would enhance their job performance.
- Opportunity should be provided for the workers to achieve at the level not significantly above their capabilities.
- Job posting should be commensurate with the qualifications and aptitude of workers.
- That irrespective of the category of worker in any organisation, job description and job allocation should be clearly spelt out to avoid structural performance problem.

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Perceived causes of infertility among Women of child bearing age in Ilorin West Local Government Area, Kwara State

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Abstract. This study investigated the Perceived causes of infertility among women of child bearing age in Ilorin West Local Government, Kwara State. Infertility is a disease of the reproductive system defined by the failure to achieve a clinical pregnancy after 12 months or more of regular unprotected regular sexual intercourse. This study investigated (i) Smoking and (ii) STI as a cause of Infertility among Women of Child bearing age. A descriptive research design of survey method was employed for this study. The population consists of all women of child bearing age in Ilorin West Local Government. A multistage sampling technique was used to select 241 respondents. Researcher's structured questionnaire which was validated by three experts from the Department of Health Promotion and Environmental Health Education, Faculty of Education, University of Ilorin was used for data collection. A correlation co-efficient of .78 'r' was obtained through test re-test method using Pearson Product Moment Correlation. Data collection was conducted by the research and three trained research assistants. The postulated null hypotheses were tested using inferential statistics of chi-square at 0.05 alpha level.

The findings from this study showed that:

- Smoking will significantly be perceived as a cause of infertility among women of child bearing age with the calculated chi-square (χ^2) value of 172.66 is greater than the table chi-square (χ^2) value of 16.92 at the degree freedom (df) 9
- Sexually Transmitted infections will significantly be perceived as a cause of infertility among women of child bearing age with the calculated chi-square (χ^2) value of 192.49 is greater than the table chi-square (χ^2) value of 16.92 at the degree freedom (df) 9

Based on the findings of the study, it was concluded that smoking and sexually transmitted infections were significantly perceived as causes of infertility among women of child bearing age in Ilorin West Local Government, Kwara State. Therefore, it was recommended that Health workshops should be organized to enlighten women in Ilorin West Local Government about the dangers involve in smoking and its effect on fertility and the knowledge of causes and prevention of STIs should be spread among women in order to curb the problem of infertility.

1. Introduction

According to World Health Organization (2013), infertility can be described as the inability to become pregnant, maintaining a pregnancy, or carrying pregnancy to live birth. A clinical definition of infertility by the WHO and International Council of Medical Acupuncture and Related Techniques (2009) is a disease of the reproductive system defined by the failure to

achieve clinical pregnancy after 12months or more regular unprotected sexual intercourse (Zergers-Hochschild, Adamson, de Mouson, Ishihara, Nygren, Sullivan, & Van der Poel, 2009). Infertility can further be broken down into primary and secondary infertility. According to WHO (2013), primary infertility refers to inability to give birth either because of not been able to become pregnant, or carry a child to live birth, which may include miscarriage or still born child. Secondary infertility refers to the inability to conceive or give birth when there was a previous pregnancy or live birth.

Infertility is a disease of reproductive system which affects both men and women with almost equal frequency (Callahan & Caughey, 2008). While there is no universal definition of infertility, a couple is generally considered clinically infertile when pregnancy has not occurred after at least 12months of regular unprotected sexual activities (Sohrabvand & Jafarabadi, 2005). In 90% of the cases, the causes are identifiable and in 50% of the cases appropriate therapy will result in pregnancy (Callahan & Caughey, 2008).

According to Evers and Gnoth (2005), most widely used definition, a couple is considered infertile when the pregnancy has not begun after a year of unprotected sexual intercourse. For each couple the monthly fecundity rate varies. However, it has been estimated that 80% of couples conceived within six months and 20% of the remaining couples within the following six months. Even among couples regarded as infertile by definition, the spontaneous rate with the following twelve months is up to 50%. Europe is the continent with the lowest fertility rate. The total fertility rate (TFR) which is calculated as a sum age specific fertility rate of current year, is the lowest (less than 1.54) in the eastern European countries such as Belarus, Ukraine, and Russia and in Southern European countries like Greece, Italy and Spain. The highest TFRs exceeding 2.0 needed to approach the population replacement levels are in the northern European countries; Norway, Island and Denmark and in Ireland, France and Turkey (the ESHRE Capri Workshop Group, 2010).

According to Alemnji and Thomas (2007) reports from various part of Nigeria have reached different conclusions. World Health Organization (2007) reported that some reports showed an equal contribution of male and female partners to infertility, others showed a disproportionate contribution of male and female partners. However, it is difficult to accurately determine the contribution of male and female to infertility, as fertility is relative and may manifest differently in different couples. Sule (2008), studied prevalence of infertility among women in a South Western Nigerian Community. The sample was women between the age of 15 and 55 years from four hospitals in Nigeria. The outcome of the study has shown that there is high incidence of infertility with 51.5% of gynecological admissions within the years 2001 to 2003 in four hospitals.

Cigarette smoking contains several toxic chemical compounds known to be mutagens and carcinogens such as cotinine and benzo(a)pyrene (Fowles & Dybing, 2003). Inhale cigarette smoke can decrease fertility and may affect reproductive outcomes such as causing delayed conception in active female smoking. Active and passive smoking also causes increased risk of miscarriage during pregnancy, which is potentiated by the amount cigarettes smoked per day (Pineles, Park, & Samet, 2014). While it is well documented that cigarette smoke contains 4,000 chemicals and is associated with a number of potential health complications such as cardiovascular disease, more research is needed to establish a link to infertility.

According to Practice Committee of American Society for Reproduction Medicine (2008), among women who are of reproductive age, 30% are smokers. Augood, Duckitt, and Templeton (2008) determined that women who smoked had a significantly higher odds ratio of infertility compared to non-smokers. The reduction in fertility among female smokers may be due to decreases in ovarian function and reduced ovarian reserve. Sahara, Beatse, Leonardi, and Navot (2004) found that the incidence of reduced ovarian reserve was significantly higher in women who smoked than in age matched non-smokers (12.32% and

4.83% respectively), and that these women had similar fertilization and pregnancy rates. This suggests that ovarian reserve may be the primary mechanism by which smoking affects fertility in women. Disruption of hormone levels may also be a possible mechanism. Women who smoked 10 or more cigarettes per day were found to have 30-35% increase in urinary FSH level at the time of cycle transition; and women who smoke 20 or more cigarettes per day had lower luteal-phase levels of progesterone. These disruptions in the endocrine function could contribute to the menstrual dysfunction and infertility observed in female smokers. The uterine tube and uterus may also be targets of cigarette smoke.

The high prevalence of smoking among women in their reproductive years continues to be a matter of concern. Whilst in the UK smoking in adult females is in gradual decline, there is a worrying increase in the smoking prevalence among 11 to 15-year-old girls. Latest figure indicates that at the age of 15, 33% of girls are regular smokers. The negative effects of cigarette smoking on general health are well known, but smoking can also affect fertility (Jowell, 1997).

Research has established beyond doubt that smoking can have a negative impact on female fertility. Women who smoke take longer to conceive than women who do not smoke (Shiverick, 2011). One study found that tobacco consumption affects uterine receptivity, with heavy smokers more likely to be affected. However, even comparatively low levels of smoking can have significant impact on female fertility. There is a higher rate of ectopic pregnancies in smokers (Soares, 2007).

Sexually-Transmitted Infections (STIs) are one of the commonest reasons worldwide for seeing a doctor.

A recent estimate is that 1.5% of people under the age of 25 years are treated for chlamydia infection each year. Overall, it is estimated that over 15 million new cases of STIs are diagnosed each year in the US, resulting in a huge potential burden to any type of health care system. Particular problem stemming from lesser STIs includes facilitation of HIV infection, later development of some anal and cervical cancers, complication during and after pregnancy and male and female infertility. Despite this high incidence of detected infection, many STIs can be carried without symptoms for month or years and some viral infections may persist for life. This underlines the important of easy access to test for STIs (particularly in settings where there are many young people for example university clinics) as well as effective treatment of the affected individual and his or her partners. Although routine STIs screening – unlike cervical cancer screening is not considered cost effective at present, it will be prudent to have a low threshold to offer this for young men and women. Thankfully, the stigma attached to STIs is finally disappearing, albeit some 40 years after the sexual revolution of the 1960s. STIs are not related to ethnic background, social class, education, income or personal hygiene. The most common STIs today are genital wart, genital herpes, gonorrhea and chlamydia. Less frequently seen STIs include pubic lice, syphilis, hepatitis, HIV and ulcerative diseases. This review will outline the symptoms, treatment and any effect these STIs have on fertility and pregnancy outcome (Richardson, Franco, Pintos, Bergeron, Arella & Tellier 2000).

Statement of the problem

It was observed that some married people in Ilorin West Local Government do not have any children after a long period of their marriage despite that they did not use any contraceptive to prevent pregnancy. Infertility among married couple has led to broken homes, divorce, physical violence, stigmatization, and discrimination especially to women of Ilorin West Local Government Area, Kwara state. They are sometimes pushed out of their husband's house without granting them access to their husband's properties, most of the women are sent back to their father's house where they are cajoled and mocked by their sisters-in-laws and given them sort of names just to destabilize them.

Inhale cigarette smoke can decrease fertility and may affect reproductive outcomes such as causing delayed conception in active female smoking. Active and passive smoking also causes increased risk of miscarriage during

pregnancy, which is potentiated by the amount cigarettes smoked per day. While it is well documented that cigarette smoke contains 4,000 chemicals and is associated with a number of potential health complications such as cardiovascular disease, more research is needed to establish a link to infertility (Pineles, Park, & Samet, 2014). Particular problem stemming from lesser STIs includes facilitation of HIV infection, later development of some anal and cervical cancers, complication during and after pregnancy and male and female infertility (Richardson, Franco, Pintos, Bergeron, Arella & Tellier 2000).

Many of them have visited various health care centers to seek for medical intervention for their childlessness, some of the health care centers visited include both orthodox and traditional home. Some of the modern health care centers visited include government and private hospitals. Some of them have spent huge amount of money during this process that made some of them to become wretched.

2. Research Questions

- Will smoking be perceived as a cause of infertility among women of child bearing age in Ilorin West Local Government Area, Kwara State?
- Will Sexually Transmitted Infections (STIs) be perceived as a cause of infertility among women of child bearing age in Ilorin west Local Government Area, Kwara State?

3. Research Hypotheses

- Smoking will not significantly be perceived as a cause of infertility among women of child bearing age in Ilorin West Local Government Area, Kwara State
- Sexually Transmitted Infections (STIs) will not significantly be perceived as a cause of infertility among women of child bearing age in Ilorin West Local Government Area, Kwara State

4. Methodology

Descriptive research design of survey method was used for the study. The population of the study comprised all the women in Ilorin West Local Government Area of Kwara State. However, all women of Italamu area of Ilorin West Local Government Area of Kwara State were used as the target population. The total population of women of child bearing age in Italamu was estimated to be 2406 (National Population Commission (NPC), 2006). 10% of the total population was used for the study. Simple random sampling technique was used to select 241 respondents from the target population which was from Italamu, Ilorin West Local Government. A researchers' developed four likert rating scale questionnaire was used in data collection for the study. The questionnaire consists of two sections namely: section A and B. Section A elicits information on the demographic variables of the respondents, while Section B elicits information on the variables under study. To ascertain the validity of this instrument, the researcher gave three copies to three experts in the Department of Health Promotion and Environmental Health Education, Faculty of Education, University of Ilorin. Their comments and suggestions in line with recommendations of the supervisor were carefully studied and used to improve the quality of the instrument. To determine the reliability of this instrument, the researcher adopt a test re-test method, questionnaire was administered to twenty (20) respondents from another Local Government namely Ilorin south in Kwara State outside the study area. Two weeks were allowed between the first and second administration. Both results were compared using Pearson Product Moment Correlation statistical analysis. A reliability coefficient 'r' of .78 was obtained and this was considered high enough for the study. In order for the researcher to gain the recognition from the respondents, a letter of introduction that was duly signed by the Head of Department of Health Promotion and Environmental Health Education, University of Ilorin. This letter was used for the purpose of instrument administration. The researcher made every effort with other three trained research assistants in administering the instruments and protected the confidentiality of the research participants. The data for this study was collected, sorted, coded and subjected to appropriate statistical analysis. Section A

contains the demographic data of the respondents, was analyzed using descriptive statistics of frequency counts and simple percentage and non-parametric of inferential statistics of chi-square was used to analyze the stated hypotheses at 0.05 alpha level using Statistical Package for Social Science (SPSS) version 20.0.

5. Test of Hypotheses

Hypothesis 1: Smoking will not significantly be a perceived as a cause of infertility among women of child bearing age in Ilorin West Local Government Area, Kwara State

Table 1: Chi-square analysis of Smoking and Infertility.

S/N	ITEMS	SA	A	D	SD	Row Total	df	Cal. χ^2	Tab. χ^2	Decision
1	Cigarette smoking can result in menstrual dysfunction	139 (57.7%)	79 (32.8%)	21 (8.7%)	2 (0.8%)	241				
2	Tobacco smoking will result in the damage of the uterus	116 (48.1%)	98 (40.7%)	23 (9.5%)	4 (1.7%)	241				
3	Smoke in cigarette contains caffeine which inhibits fertility	139 (57.7%)	69 (28.6%)	25 (10.4%)	8 (3.3%)	241	9	172.66	16.92	H_0 Rejected
4	Smoking cause pelvic inflammatory disease which affect fertility	100 (41.5%)	93 (38.6%)	40 (16.6%)	8 (3.3%)	241				
	Column Total	**494**	**339**	**109**	**22**	**964**				

@0.05 alpha level

Table 2 reveals that the calculated chi-square (χ^2) value of 172.66 is greater than the table chi-square (χ^2) value of 16.92 at the degree freedom (df) 9 at 0.05 level of significance. Therefore, the null hypothesis was rejected. This implies that smoking is perceived as a cause of infertility among women of child bearing age in Ilorin West Local Government Area, Kwara State.

Hypothesis 2: Sexually Transmitted infections will not significantly be perceived as a cause of infertility among women of child bearing age in Ilorin West Local Government Area, Kwara State

Table 2: Chi-square analysis of STI and Infertility

S/N	ITEMS	SA	A	D	SD	Row Total	df	Cal. χ^2	Tab. χ^2	Decision
5	Sexually transmitted infections can cause damage to the matured eggs	151 (62.7%)	67 (27.8%)	16 (6.6%)	7 (2.9%)	241				
6	Sexually transmitted infections such as genital herpes can cause infertility	138 (57.3%)	76 (31.5%)	20 (8.3%)	7 (2.9%)	241				
7	Sexually transmitted infections can cause premature release of eggs	152 (63.1%)	68 (28.2%)	15 (6.2%)	6 (2.5%)	241	9	192.49	16.92	H_0 Rejected
8	Sexually transmitted infections may result in reproductive problem such as menstrual dysfunction	147 (61.0%)	71 (29.5%)	16 (6.6%)	7 (2.9%)	241				
	Column Total	**588**	**282**	**67**	**27**	**964**				

@0.05 alpha level

Table 4 reveals that the calculated chi-square (χ^2) value of 192.49 is greater than the table chi-square (χ^2) value of 16.92 at the degree freedom (df) 9 at 0.05 level of significance. Therefore,

the null hypothesis was rejected. This means that sexually transmitted infections is perceived as a cause of infertility among women of child bearing age in Ilorin West Local Government Area, Kwara State.

6. Discussion of findings

The study investigated the Perceived causes of Infertility among women of child bearing age in Ilorin West Local Government in Kwara State in which two (2) hypotheses were tested using chi square statistical tool at 0.05 alpha levels.

Hypothesis 1:

The result of the tested hypothesis one stated that the calculated chi-square (χ^2) value of 172.66 is greater than the table chi-square (χ^2) value of 16.92at the degree freedom (df) 9 at 0.05 level of significance. Therefore, the null hypothesis was rejected. This means smoking is a perceived cause of infertility among women of child bearing age in Ilorin West Local Government Area, Kwara State. However in accordance to Pineles, Park, & Samet, (2014) Inhale cigarette smoke can decrease fertility and may affect reproductive outcomes such as causing delayed conception in active female smoking. Active and passive smoking also causes increased risk of miscarriage during pregnancy, which is potentiated by the amount cigarettes smoked per day.

Hypothesis 2:

The result of the tested hypothesis three reveals that the calculated chi-square (χ^2) value of 192.49 is greater than the table chi-square (χ^2) value of 16.92 at the degree freedom (df) 9 at 0.05 level of significance. Therefore, the null hypothesis was rejected. This means that sexually transmitted infections is a perceived cause of infertility among women of child bearing age in Ilorin West Local Government Area, Kwara State. According to Richardson, Franco, Pintos, Bergeron, Arella & Tellier (2000) Sexually-Transmitted Infections (STIs) are one of the commonest reasons worldwide for seeing a doctor. A resent estimate is that 1.5% of people under the age of 25 years are treated for chlamydia infection each year.

Conclusion

Based on the findings from the study, the following conclusions were drawn:

The findings showed that smoking is a perceived cause of infertility among women of child bearing in Ilorin West Local Government Area, Kwara State.

Sexually transmitted infection is a perceived cause of infertility among women of child bearing in Ilorin West Local Government Area, Kwara State.

Recommendations

Base on the conclusion of the study, the following recommendations were made:

- Health workshops should be organized to enlighten women in Ilorin West Local Government about the dangers involve in smoking and its effect on fertility.
- The knowledge of causes and prevention of STIs should be spread among women in order to curb the problem of infertility.

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Part Five

Educational Psychology

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Effects of Boko Haram Violence on Western Schools System in Yobe State of Nigeria

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Abstract. The study is aimed at assessing the effects of Boko Haram Violence on Western schoolsSystem in Yobe State, Nigeria. One objective was formulated to guide the study, specifically to establish how Boko Haram violence has affected western schools system in Yobe State. A descriptive research design was adopted in which the instruments for data collection was a 10 items questionnaire based on 4-point Likert's scale of staff ofYobe State universal Basic education Board, teachers, head of schools and PTA/Community members were conducted as a means of generating primary data. The data collected was analyzed using the descriptive statistics of mean and standard deviation analysis through a statistical package for social sciences (SPSS 16.0 Version) using frequency tables and percentage. The study findings among other revelations discovered that Boko Haram has attacked schools resulting in the indiscriminate destruction of schools infrastructure and the teaching and learning materials, loss of teachers, killing and kidnapping of school children as well as recruiting children of school going age as suicide bombers and spies. This therefore, has negatively affected the quality and standards of western schools system in Yobe State. The study recommended that the federal government should ensure educational facilities are adequately secured, especially in the northern States to forestall attacks on the school which claim the lives of pupils and their teachers alike, while also leading to wanton destruction of schools infrastructure. Equally, the schools being destroyed by the Boko Haram should be rebuilt and children should be encourage to go back to schools. Teachers, particularly in Yobe State and northern part of the country should be motivated by special allowances to amelioratethem from untold hardship they suffer as a result of Boko Haram violence. This ensure a high rate of retention of teachers in the school system.On schools internal security system daily school attendance record books should be adopted by the all schools in Yobe State, likewise students' movement record book should be introduced and kept by teachers with a daily report to the school head.This will make the school authorities to understand and have controls of the school internal security system during the school hours for the betterments of the students, teachers/personnel within the school environment and society at large.

Keywords: Boko Haram, Violence, and Western Schools System.

1. Introduction

Boko Haram cod- named as the Jama'atuAhlisSunnahLidda'awatiwal-Jihad, which means People Committed to the Propagation of the prophet's Teachings and

Jihad was formed in 2000, at the onset, to propagate the teachings of the Holy Quran. Its leader, Mohammed Yusuf was a popular Islamic scholar and leader of the youth wing of Ahl-Sunnah, a salafi group. The sa1afi's dwell on the teaching of the founding fathers of Islam, which include the prophet Mohammed and the first four caliphs of the ancient Arabian Community. The group clamored for total Islamization of Nigeria and adoption of Sharia law (Adetoro, 2012; Eme & Ibietan, 2012, and International Crisis Group, 2014). Since 2009, faithful to its name, Boko Haram has targeted the Nigerian education system assaulting schools, students, and teachers in Borno, Adamawa, and Yobe States in Northern Nigeria. The insurgents' dislikes children attending schools, and also committed criminal offences ranging from kidnapping of school pupils and attacking teachers in schools (Adeyemi, 2014). By implication, Boko Haram translates to war against western schools especially in Yobe State, Nigeria.

Nigeria has historically been a violent-prone country due to its heterogeneous population along ethnic, religious, and cultural lines. From the colonial proclamation of 1900 to independence in1960, the British controlled Nigeria through indirect rule,4 fueling the ongoing uneven development between the North and the South of the country. Nigeria underwent a successful, although not peaceful, transition from military to civilian rule in 1999, and it has held four elections since then (Eleonora, et al, 2017).

Violence in Nigeria is highly regionalized and has progressively taken various forms, spanning from the high levels of religious and ethno religious violence in the North, to the local insurgencies that mutated into criminality and maritime piracy in the Niger Delta region and the clashes between farmers and pastoralists in the Middle Belt region (Marc, Verjee and Mogaka, 2015). In the West African region as a whole, the nature of violence changed over the last decade from large-scale conflicts and civil wars to a new generation of threats such as rising election-related violence, extremism, and terror attacks, drug trafficking, maritime piracy, and criminality. In addition, wars are increasingly being fought on the periphery of the state by armed insurgents who are both factionalized and in some cases militarily weak such as the Tuareg and Arab uprisings in Mali and Boko Haram in Nigeria.

Nearly fifteen million people have been affected by the violent radicalization of the Boko Haram members and the resulting military operations in the North-East of Nigeria since 2009. An analysis of the aggregated ACLED data for the North East zone conducted by Clionadh et al, (2010) over the 2003-2016 period reveals that the year 2009 was a turning point for the violence in the region. The Boko Haram violence has triggered an acute humanitarian and forced displacement crisis, with devastating social and economic impacts on the population, further deepening underdevelopment and regional inequalities. The fighting became particularly intense after 2013, and has led to the loss of atleast 20,000 lives and the displacement of an estimated 2.1million people internally and across international borders (World Bank, 2016). The most affected states are the north eastern states of Borno, Adamawa and Yobe, and the most affected groups are women, youth and the children's of schools going age which account for nearly 80 percent of the affected populations (International Organization of Migration, 2015). Sexual and gender-based violence during the insurgency was widespread, girls and women who experience sexual violence from Boko Haram members are stigmatized by their communities and girls are often used by the terrorist group as suicide bombers (World Bank, 2015). At the same time, men and boys especially schools going age also confront a range of threats, including violence, abduction, forced recruitment by Boko Haram and vigilante groups, and detention on suspicion of militancy sympathies (Ibid).

The violence has had particularly high consequences on the primary and post primary education systems, disrupting access to education and social services, especially for young people. Schools were damaged and destroyed, teachers were threatened and in some cases killed, and schools were transformed into shelters for IDPs. Schools that are in operation across the three States of Borno, Adamawa and Yobe are overcrowded and are largely unable to

meet the needs of the host population and IDPs (Eleonora, et al, 2017). The estimated total effect of the terror on the schools and education sector of the North is around US$273million, 53 percent of which is accounted for by the affected States (World Bank, 2016). And fear of violence impedes attendance at schools, especially for girls (Nigeria Political Violence Research Network, 2013).

2. Statement of the Problem

Education in the Northern part of Nigeria Yobe State has been under disruption since 2012 by a group called Boko Haram. This group of insurgents has become a threat to many homes and specifically on school going age children and has eaten deep into the western schools. The immediate effect of violent attacks includes the loss of, injury to, or abduction of students, teachers, personnel and burning of schools and properties by Boko Haram. The officials of education system close 85 schools in Yobe State affecting nearly 120,000 students, after a spate of attacks by Islamic militants in an area that has the country's worst literacy rate (The Guardian, 2014).

More than 270 school girls kidnapped on the night of 14th April, 2014 from a school dormitory in Chibok, a town also in the Nigeria's troubled North East remain missing with only 163 having been either released, escaped or rescued so far at the time of this work and currently have been forced into marriage with members of Boko Haram (BBC, 2017). This therefore, has created a palpable fear and apprehension in the minds of educational practitioners, parents and students especially in Yobe State, making many of them to abandon schools and if left unchecked will lead to more undesirable consequences on western education in particular and the civilians in general. More so, the gap in knowledge which my study intends to fill is that despite of all the efforts of government to curb Boko Haram with huge budget to security, there is hardly any significance reduction on the insurgents in Northern Nigeria. Hence, the need for this study is to assess the effects of Boko Haram violence on western schools in Nigeria with particular reference to Yobe State.

3. Methodology

This study was a descriptive study of the survey type. The population of the study comprises of Basic school heads and teachers, staff of Yobe State universal Basic education Board, and PTA/community members in Yobe State, Nigeria. Purposive sampling procedure was used to select 12 basic schools and their school heads in most affected areas of the State who are believed to be much vulnerable of Boko Haram violence. While simple random sampling method was adopted to choose teachers, staff of Yobe State universal Basic education Boardas well as PTA/community members that gave a sample of 312 respondents. The instrument for data collection was a ten (10) items questionnaire based on a four (4) point modified Likert's scales of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) was designed for the study. The instrument was validated by 3 experts from school of education, department of General studies education, Umar Suleiman College of Education Gashua, Yobe State- Nigeria. It was administered personally; all copies of the instrument administered were returned and found valid for analysis.

4. Literature Review

4.1 Time lines of Boko Haram Violence on Schools: Instances and Cases in Yobe State, North-Eastern Nigeria

Since 2012, Boko Haram has been waging almost daily war on Nigeria's northern territory especially against the police, military and educational institutions as their prime targets. Aside from using stolen and self – made explosives, imported guns and ammunitions, Boko Haram was reported to snatch vehicles at gunpoint and used the less exotic ones for suicide bombings (Okpaga et al, 2012). Sometimes also, they ride on bicycles with riffles to attack schools and school age children's. Their volatilities had so far claimed more than 1,000 live with properties worth millions of naira destroyed as can be seen in table below:

Table 4. 1: Boko Haram's Timeline of Tragic Activities

Date	Place of attack	Casualties	Nature of Attack
April 11,2012	Damaturu		Boko Haram attack and bomb Fika primary school
Aug 19, 2012	Yobe		Boko Haram attacked and blew up the primary school in Damagum
Sep 6, 2012	Yobe	15 killed	In a series of 6 coordinated attacks, the capital of Yobe state Boko Haram militant attack 2 primary schools killing approximately 15 students
Oct 18, 2012	Yobe	23 killed	Boko Haram attacked an Islamic seminary school and 2 primary schools in Potiskum town killing approximately 23 students
Oct 25, 2012	Yobe	4 klled	Boko Haram attacks Potiskum town and sporadically shooting into Chadi Primary school and killed 4 students.
Nov 16, 2012	Yobe		Gasamu Science Boarding Primary School was attacked by Boko Haram and they burnt 15 classrooms.
June 18,2013	Yobe	11 dead	Boko Haram attacks GSS Damaturu, shooting sporadically, killing 7 students, 2 teachers and 2 gunmen. Headed to the staff quarters killing 2 another teachers, 6 students sustained various degrees of injuries
July 6, 2013	Yobe	42 dead	Boko Haram attack GSS Mamudo in Postiskum LGA. killing 41 students and a teacher
July 6, 2013	Yobe		Boko haram set fire to the GSS Potiskum. Killing 46 school childrens and staffs and wounded 4 others.
Sep 29,2013	Yobe	41 died	Boko Haram stormed a dormitory of college of agriculture in Gujiba. Killing 40 students and a teacher
Feb 25, 2014	Yobe	29 died	Boko Haram invaded a co-educational, FGC boarding school in Buniyadi killing 29 male students, injured 59, abducted some female students, some girls ordered to quit school and get married or be killed in next attack
Nov 10, 2014	Yobe	49 died	Boko Haram attacks Potiskum town killing 49 student and injuring 75 in GSS Potiskum.

Source: *Okpaga et al (2012: 88-89). Activities of Boko Haram and insecurity question in Nigeria. Arabian Journal of Business and Management Review. 1 (9): 77-98*

4.2 Boko Haram Violence on schools

Several studies (Coursen-Neff & Sheppard, 2010; Amnesty International, 2013, and Jones & Naylor, 2014) have started many reasons for the attacks suffered by western education by insurgent and these include:

Insurgents often see schools and teachers as symbols of the state.

Since their grievances are against the governments and their policies, the insurgents see attacking schools as attacking one of the institutions that form parts of what gives the governments strength and relevance to the peoples they govern. The insurgents also are aware that western education is what touches all the citizens, so attacking it makes all citizens to feel impact of their campaigns.

Hatred for content of education offered

Sometimes schools are attacked because insurgents see the content of the education being delivered as against their religion or their ideology. For instance, they see education of girls (making women to be free and equal to men) as a violation of their religious tenets. Coursen-Neff & Sheppard (2010) noted that in some countries, schools have been targeted because their curriculum is perceived to be secular or 'western', as in the case of Nigeria's 'Boko Haram' which means 'western education is forbidden' because it is evil!

Recruitment of School Children for child Soldiers/Suicide Bombers

As Boko Haram attacks in Nigeria escalates, the group is building an insurgency that increasingly includes children, a practice finding increasing favor among the latest round of uprising in Africa (Ugwumba, and Udom, 2014). Thousands of children are serving as soldiers in armed conflicts around the world. Often they are abducted at school, on the street or at home. Others enlist "voluntarily", usually because they see few alternatives. They may fight on frontlines, participate in suicide missions and act as spies, messengers or look outs. Girls may be forced into sexual slavery; Nigeria abducted Chibok girls as typical example. The northern region of Nigeria, where the attacks are concentrated, is a home to the majority of Nigeria's 11 million out-of-school children. There, Boko Haram found young, uneducated fighters, easy to recruit from the ranks of vulnerable street kids and Almajiris, poor boys

who are sent to beg by Muslim religious leaders (Ugwumba, and Udom, 2014). In Maiduguri, human right watch researchers saw a video recording of the interrogation by security forces of a 14 year old boy, who described the role he played in Boko Haram operations. Such children are robbed of their childhood and exposed to terrible dangers and to psychological and physical suffering. They also face the risk of being uprooted from their homes and communities, internally displaced or refugees are Children in Nigeria being recruited as child soldiers by Boko Haram are denied access to education and killed or injured in indiscriminate attacks carried out in most affected areas in North Eastern Nigeria.

Large numbers of teachers and pupils are killed or traumatized

Coursen-Neff & Sheppard (2010) lamented that students, teachers, and schools have all been caught in the conflict in Yobe State, North-Eastern Nigeria. Insurgents have killed and threatened teachers; bombed and burned government schools and teachers' housing facilities; and recruited children into their ranks from schools. Government military and paramilitary forces have occupied school grounds to establish bases. Such violations by both sides to the conflict impede the access to a quality education sought by hundreds of thousands of children (p. 6).

5. Results

5.1 Demographic data of the Respondents

This section determines the demographic characteristics of the respondents. To achieve this, questionnaires were administered to capture the respondents' responses. Frequencies and percentage tables were employed to summarize the demographic characteristics of the respondents in terms of their gender, age bracket, marital status, qualification and work experience, as compiled in the tables below:

Table 5.1: Respondents Gender

Items	Frequency	Percentage
Male	288	73.1
Female	84	26.9
Total	**312**	**100**

Source; Field Survey (2018)

The results of the study from the table 5.1 above revealed that the respondents who participated in the study 288(73.1%) were male and only 84(26.9) were female. This implies that majority of the respondents were male within the study area.

Table 5.2:Age Bracket of the Respondents

Items	Frequency	Percentage
19-25	70	22.4
26-35	89	28.5
36-45	121	38.8
46 and above	32	10.3
Total	**312**	**100**

Source: Field Survey (2018)

The results of the study presented in table 5.2 revealed that most of the respondents, 121(38.8%) were in the age bracket of 36-45; followed by those who were in the age bracket of 26-35 years, 89(28.5%); 70(22.4%) of the respondents were in the age bracket 19-25 and only32(10.3%) were 46 years and above. This shows that majority of the respondents in the study were within the age groups of 36-41, 26-35 and 19-25 years respectively.

Table 5.3: Marital Status of the Respondents

Items	Frequency	Percentage
Married	210	67.3
Single	81	26.0
Divorced	21	6.7
Total	**312**	**100**

Source; Field Survey (2018)

The findings from the above table 5.3 revealed that most of the respondents on the study were married accounted for 210 (67.3%), followed by 81 (26.0%) were single with very few were divorcee which deposited at 21(6.7%). This implies that married among the respondents constitute the highest population.

Table 5.4: Qualification of the Respondents

Items	Frequency	Percentage
Grade II	74	23.7
SSCE	41	13.1
ND	49	15.7
NCE	92	29.4
HND	30	9.6
Degree	21	6.7
Master/PhDs	5	1.6
Total	**312**	**100**

Source; Field Survey (2018)

Table 5.4 above shows that 74(23.7) of the respondents possesses Grade II teaching

certificates, while 41 (13.1%) of the respondents own Secondary School Certificates in Education (SSCE). Also 49(15.7%) of the respondents were for holders of diploma's (ND), while 92(29.4%) of the respondents were having National Certificates in Education (NCE),hence30 (9.6%) of the respondents were occupants of Higher National Diploma's (HND), while 21 (6.7%) of the respondents obtained a Bachelor's Degree and only 5(1.6%) of the respondents were for either Masters and or PhDs. This implies that majority of the respondents that participated in the studypossesses AdvancedLevel Certificates which makes them reliable informants for the investigations.

Table 5.5: Work Experience of the Respondents

Items	Frequency	Percentage
1-10 years	64	20.5
11-20 years	149	47.8
Above 21 years	99	31.7
Total	**312**	**100**

Source; Field Survey (2018)

The results of the table 5.5 above indicates that 64(20.5%) of the respondents were in 1-10 years, while 149 (47.8%) of the respondents were 11-20 years of cognizant work experience and 99(31.7%) of the respondents were for 21 and above years having the working experience in different level of governments. This shows that majority of the study participants were respondents that have been in the teaching experience and/or serving with governments for not less than 1 year and between 1 to 21 years and above respectively.

Research Question: How Have Boko Haram's Violence Affected Western Schools in Yobe State, Nigeria?

Table 5.6: Descriptive Survey Showing the Perception of the Respondents on Boko Haram's Violence on Western Schools.

Boko Haram violence on western schools	Mean	Std.dev	Decision
Boko Haram insurgents attack schools resulting in the loss of teachers, personnel, killing and kidnapping of schools children	3.12	0.838	High
Boko Haram attacks on schools also lead to the destruction of school infrastructure such as class rooms and instruction materials	3.32	0.818	High
Boko Haram have proved their anti–western education stand by expanding their attacks from state and security forces to schools and other educational institutions as their prime target	2.71	1.003	High
Boko Haram have recruited children of school age as wives and suicide bombers/spies	2.68	1.067	High
Boko Haram attacks on schools have psychologically traumatized students, teachers and other personnel, making them afraid of going to schools for fear of being attacked	3.21	0.901	High
Average Mean	3.008	0.9254	High

Source: Field Survey, (2018)

The objective of this study was to establish how Boko Haram violence has affected western schools in Yobe State, Nigeria. This was answered by the respondents as being high. This is because the overall average of means was 3.008 and ranked 3rd with the corresponding standard deviation of 0.9254.

The findings in the above table 5.6 implies that most of the respondents strongly agreed that Boko Haram insurgents' attacks on schools, and kidnapping of schools children lead to loss of teachers and other personnel, as well as the destruction of infrastructure, teaching and learning materials. Moreover, the results strongly agreed that Boko Haram have proved their anti –western schools stand by expanding their attacks from State and security forces to schools and other educational institutions as their prime targets. Also, the respondents were strongly of the view that teachers, students and other personnel have experienced psychological trauma which has led to their keeping at home.

It is also evident from the above findings that the respondents strongly agreed to all items as stated in the table and this demonstrates how Boko Haram's violence has affected schools and as such, have paralyzed almost all western educational development in Yobe State.

Discussion of the Findings

The objective of this study was to establish how Boko Haram Violence has Affected Western Schools in Yobe State, Nigeria.The study found that Boko Haram's has attacked schools resulting in the loss of teachers, killing and

kidnapping of school children. Also most of the respondents highly agreed that group radicalism such as Boko Haram has led to indiscriminate destruction of schools infrastructures and the teaching and learning materials, however, it has transcend to the extent of recruiting children of school going age as suicide bombers, girls marriages and spies.

The above findings are similar to the findings of Coursen-Neff & Sheppard (2010) that student, teachers, and schools have been caught in the conflict in Thailand's southern border province. The insurgents have killed and threatened teachers; bombed and burned government schools and teachers housing facilities; and recruited children into their ranks from schools (Adebisi, 2016).

Majority of the respondents found Boko Haram insurgents as anti-western schools education thereby declaring schools and other educational institutions as their prime target. This finding agrees with that of O'Malley (2010) cited in Adebisi (2016) that majority of the respondents were strongly agreed that the perpetrators of insurgencies culminate in attack on schools students, teachers, other education personnel and western schools phenomenon as exemplified in Libya, Syria, Palestine, Mali, Afghanistan, Yemen, Cameroon, Chad, Niger, Sierra-Leone Liberia and Nigeria among other nations, the debilitating effects of insurgency on schools in these nations cannot be accurately estimated for the degree of its enormousness.

The study also found that the insurgents have recruited children of school age as wives and suicide bombers/spies. That thousands of children are serving as foot soldiers in armed conflicts around the world. Often they are abducted at school, on the street or at home. Others enlist "voluntarily", usually because they see few alternatives. They may fight on frontlines, participate in suicide missions and act as spies, messengers or look outs. Girls may be forced into sexual slavery; Nigeria abducted Chibok girls as typical example. The northern region of Nigeria, where the attacks are concentrated, is a home to the majority of Nigeria's 11 million out-of-school children. There, Boko Haram found young, uneducated fighters, easy to recruit from the ranks of vulnerable street kids and Almajiris, poor boys who are sent to beg by Muslim religious leaders.

The above findings was confirmed in Maiduguri by the human right watch researchers saw a video recording of the interrogation by security forces of a 14 year old boy, who described the role he played in Boko Haram operations. Such children are robbed of their childhood and exposed to terrible dangers to psychological and physical suffering. They also face the risk of being uprooted from their homes and communities, internally displaced or refugees are Children in Nigeria being recruited as child soldiers by Boko Haram are denied access to schools system and killed or injured in indiscriminate attacks carried out in most affected areas in Northern Nigeria Ugwumba, and Udom, (2014).

6. Conclusion

The Boko Haram is a national and global threat to peace and education development. Since the rise of Boko Haram insurgency, Nigeria has not experienced peace especially in Yobe State, Nigeria. These attacks have destroyed basic schools infrastructure and the many lives of students, teachers and head of schools that can only be compared to the Nigerian civil war. The Boko Haram insurgency is a major challenge to Nigeria and has slowed down the nation's ability to achieve the Millennium Development Goals (MDGs), Education For All (EFA), and as well as the non-attainment of Nigeria's vision 2020 (Fatima and Olowoselu, 2015).

The study concluded thatBoko Haram violence on schools were characterized by killing, assassination, abduction, kidnapping, suicide bombings and the use of both light/small arms resulted in the loss of teachers, students and personnel. The study has also identified the wanton destruction of schools infrastructure and teaching and learning materials as well as the recruitment of children of school going age into forced marriage/rape (girls) and were also use a suicide bombers/spies have proved their (Boko Haram) anti-westerneducation stand on schools

and other educational institutions as their prime target of attacks.

7. Recommendations

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

The study recommended that the federal government should ensure educational facilities are adequately secured, especially in the northern States to forestall attacks on the school which claim the lives of pupils and their teachers alike, while also leading to wanton destruction of schools infrastructure.

Equally, the schools being destroyed by the Boko Haram should be rebuilt and children should be encouraged to go back to schools. Teachers, particularly in Yobe State and northern part of the country should be motivated by special allowances to ameliorate them from untold hardship they suffer as a result of Boko Haram violence. This ensures a high rate of retention of teachers in the school system.

Federal Government should adopt policies which lead to creation of jobs to assuage the feelings of disaffected youths who get easily tempted to fight against institutions as a result of their frustrations.

Religious education should be taught in primary, secondary and higher institutions of learning in Nigeria. This can be achieved by educating the youths on issues of peace, violence through adopting Security studies into Nigeria's school curriculum.

On schools internal security system daily school attendance record books should be adopted by the all schools in Yobe State, likewise students' movement record book should be introduced and kept by teachers with a daily report to the school head. This will make the school authorities to understand and have controls of the school internal security system during the school hours for the betterments of the students, teachers/personnel within the school environment and society at large.

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Study Habits and Academic Performance among Students of Umar Suleiman College of Education, Gashua, Yobe State, Nigeria.

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Abstract. The purpose of this study was to examine the relationship between study habits and academic performance among students of Umar Suleiman College of Education Gashua, Yobe State, Nigeria. The study was guided by one stated objectives; To examine whether there is significant relationship between study habits and academic performance among students. The study used descriptive correlational designs with quantitative approach. The population of the study was NCE three students. Kragcie and morgan table for selection of the sample size was used to select sample size. The drawn sample size was 263. While purposive and simple random sampling techniques were employed to select respondents. Data was collected using close ended adapted - questionnaire with 32 items based on five likert scale which was distributed to the respondents. The data was analyzed in SPSS version 22.0 using frequency tables and percentage to analyses the profile of the respondents and Pearson's linear correlation coefficient was used to analyses the data collected from the field according to the study objective. The study found that there is a significant relationship between study habits and academic performance among students of Umar Suleiman college of education Gashua Yobe State Nigeria. Based on the study findings, the following recommendation was made. The study recommended that school counselors, teachers and authorities should motivate, encourage otherwise enforce reading culture or "prep time" into the curricular and equip the school with reading desk, efficient power supply and facilities that will motivate students to form good study habits in order to improve and achieve good academic performance.

Keywords: Study Habits Academic Performance Students

1. Introduction

Study habits is defined as the way and manner a student's plans his or her private reading outside lectures hours in order to master a particular subject or topic (Azikiwe 1998). Study habits are constituting those behaviors' and/or activities associated with planning and organizations of time for reading as well as motives and habits, learning and remembering strategies, notes taking, planning and preparation of assignments and projects and use of library (Carew 2004).While Academic performance according to the Cambridge University's is frequently defined in terms of examination performance. Academic performance is also characterized by the overall performance in each year which culminates in a Grade Point Average (GPA). The GPA score would take into account students' performance in tests, course work and examinations (Borg and Gall 2007). According to Ali et al (2013) Academic performance refers to the extent to which student achieve learning

outcome. Students' academic performance can be determine at the end of a test, terminal or semester exams or at the end school program (Lashway 2003). According to Goldfinch and Hughes (2013) Academic performance is explained in terms of success or failure of course units, number of courses failed or passed.

Good study habits include many different skills: learning style, time management, self-discipline, concentration, memorization, organization and effort among others. For the purpose of this research learning style was considered. Good study habits help the student in critical reflection in skills out comes such as selecting, analyzing, critiquing, and Synthesizing. Kelli (2009) posits that for students to succeed in their studies, they must be able to appropriately assimilate course content, digest it, reflect on it and be able to articulate the information in written and/or oral form. What is fundamental is the ability of a student to acquire effective study habits. Many students feel that the hours of study are the most important. However, students can study for hours and retain very little. The more appropriate question is how students should study more effectively. Developing goodtime management skills is very important. Students must realize that there is a time to be in class, a time for study, time for family, time to socialize and time to just be alone. The critical issue is recognition that there must be an appropriate balance. Students should also have vision. A clearly articulated picture of the future they intend to create for themselves is very important and contributes to Students 'success in school. This will promote a passion for what they wish to do. Passion is critical and leads to an intense interest, dedication and commitment to achieving career goals and objectives.

Marc (2011) explains that students with learning problems, however, may still have generally inefficient and ineffective study habits and skills. Becoming aware of your learning habits or styles will help students to understand why they sometimes get frustrated with common study methods. He observes that good study habits are essential to educational success; as they contribute to a successful academic future. Good study habits lead to good grades while good grades lead to admissions to better colleges and universities, possibly with a scholarship thrown in. This in turn, will lead to a great career. Developing good study habits to Marc is very crucial for every student irrespective of his level of education. It boosts students' ability to be self-disciplined, self-directed and ultimately successful in their programs.

Ashish (2013) opines that if students must ensure academic success throughout the entire year, it is important to ditch bad study habits and establish good ones. He further maintains that no matter what age or academic level, employing effective study strategies can make all the difference between acing a class, barely passing or worse and failing miserably. She admits that many of today's most common study methods or habits can lead to utter disappointment despite best efforts and intentions. Adeninyi (2011) maintains that good study habits allow students to study independently at home and aspire for higher educational career. The formation of Good study habits in secondary school level further serves as the basis for students' performance in external examinations such as West African Examinations Council (WAEC), National Examinations Council (NECO) and Joint Admissions and Matriculation Board (JAMB).Nneji (2002) added that study habits are learning tendencies that enable students work independently. On the other hand learning styles differ from student to student. Their study habits seem to show differences in how they become competent and of how serious they are in learning.

2. Learning Style

Learning style is defined as "a person's preferred mode of learning" (Smith 1982 in merrill 2002). Learning style refers to an individual mode of gaining knowledge, especially a preferred or best method. This further includes attending class, preparation for exams, concentration and diligent studies etc. Learning style also mean an individual unique approach to learning based on strengths, weaknesses, and preferences. According to Wikipedia; learning styles are different ways that a person can learn. It's commonly believed

that most people favor some particular method of interacting with, taking in, and processing stimuli or information. Learning styles also means adopting a habitual and distinct mode of acquiring knowledge. Therefore one learning styles will determine his or her study habits. According to Grasha Reichmann (1996) in Halil et at (2016) says the definition of "learning styles" varies considerably in educational literature. Grasha based his definition on personal qualities, interaction with peers and the teacher and learning. Grasha further defines six different learning styles depending on the active participation of the student. These are independents students. These students study what they think important and prefer independent study. They prefer to work alone, especially in topics they are highly interested in, irrespective of the learning subjects. Dependent, these students usually do not have any intellectual curiosity and depend on guidance and authority. Competitive the main aim of the competitive learners is to receive recognition among others to perform better than their peers and to be rewarded. Avoidant, this group of students is not willing to cooperate with teachers and other students and is uninterested in the class content, with an overwhelmed feature. Participant, this category of students is in contrast to the avoidant style, participant learners attend to class activities, are interested in learning and try to be a "good" student. And finally collaborative students, these students tend to share knowledge and are cooperative with peers and teachers. James and Blank(1993) explain that a learning style is the "complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store and recall what they are attempting to learn" cited in (Merrill 2002). Schmeck (1983) and Swanson quotes Reichmann's reference to learning style as "a particular set of behaviors and attitudes related to the learning context" and Keefe's definition of learning style as "the cognitive, affective, and physiological factors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" Dunn (1995) states that identifying one's learning style is much easier than explaining its existence. Students are affected by their own emotionality, sociological, environmental and physical preferences. According to Dunn, and Price (1979) each individual learns through complex set of reactions to varied stimuli, feelings and previously established thought patterns that tend to be present when an individual learns cited in Vermunt (1992).

According to khadija (2010) study habits is an important aspect in the educational process of particular students "therefore to enhance their educational pursuit it becomes necessary to improves study habit of students. Globally researchers revealed that a relationship exists between study habit and academic performance. Basher and Matto (2012). Kurshid, Tanveer and Nas Quasmi, (2012) study habit are students ways of studying whether systematic efficient or inefficient cited in .Orodho Ayodele (2013). Adebiyi (2013). Study habit is the habitual practice one adopts to help him/her in studies or learning.

Kagu and Pindar (1999) conducted a study on "The effects of group-study-habits counseling on academic performance and discover that, those students that were not involve in group-study habits counseling their academic performance and achievement is poor. Khadija (2014) conducted a study on "The Assessment of study habits and academic performance among students." the studies revealed that 75% of those perform better are those who received guidance and counseling service. Therefore, in short those who did not receive guidance and counseling in comparison perform lower in terms of academic performance and achievements. Similarly, Fajonyomi (2012) in a study on anxiety and academic performance observed that study kills or good study habits are effective in improving academic performance in anxiety ridden students.

Verma (1996) stressed that good study habits promotes academic performance of the students and high and low achievers as well as over and under achievers differ significantly with regard to quality and strength of their study habit. This study was also supported by Azikiwe (1998) describe study habit as "the adopted way and manner a student plans his private studies or

reading, after classroom learning so as to attain mastery of the subject. Azikiwe further stated that "good study habit are good asset to learners because the habit assists students to attain mastery in areas of specialization and consequent excellent performance, while the opposite bad study habits, constitute constraints to learning and achievement leading to failure.
In the studies of Hanish and Guerra (2004) on "Children who get victimized at school", it was revealed that that good study habits has significant impact on student academic performance. Muithya (2006) has the same opinion that, studies was conducted in Kenya and it was discover that study habits is greatly influence academic performance and achievement. Bulus (2001) studied the "factors affecting academic performance in some selected secondary in Lagos, the findings shows that both good and bad study habits affect academic performance positively and negatively. Likewise Makinde (2004) explain that good study habits improve academic achievement in all respect. Mujittafa (2008) discover that good study habits are the backbone of every academic excellence. Modu (2003) explain that interest and motivation constitute study habits, and study habits yield good academic performance.

Study habit plays an important role in the academic achievement of agricultural science students. Good study habits lead to good academic record and bad study habit lead to poor academic record as there is direct relationship between study habits and academic achievement. (Verma, 1996; Verma and Kumar 1999, Satapathy and Singhal, 2000; Vyas 2002). Ramamurti (1993) rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence study habits of students play important role in learning and fundamental to school success. Good study habit skills like note taking, having regular time to study, and organizing for a test, while removing the distraction that comes from television or phone call at home can lead to good academic performance (Tschumper, 2006). Effective study habits help students to achieve good results (Sadia, 2005). A proper study habit enables an individual to reap a good harvest in future.
Loneza Gas-ib Carbonel(2013) in his study learning styles, study habits, and academic performance of college students at kalinga-apayao state college, Philippines found that the study habits of the students in College Algebra have great impact to their performance.

3. Statement of the Problem

Various studies around the world emphasized that Poor study habits is a matter of great concerns in the mind of teachers and stakeholders in education. Likewise Low academic performance among students also is a global phenomenon (Brunner, 1991 cited in Nsini and Emeya, 2015). As it was lamented by academic records USCOEGA (2016) and currently observed, there are still persistent poor study habits among students at different levels. If left unchecked, the consequences of this phenomenon can leads to examination mal practice, worsen the poor academic achievement, discouragement, low esteem among the students and above all school dropout, which subsequently deteriorates the academic standard and productivity of this institution.

4. Scope of the Study

This study was conducted in Umar Suleiman College of education Gashua Yobe State Nigeria, and it involved NCE three (3) students of Umar Suleiman College of Education Gashua Yobe State Nigeria. The study covered one (1) years' time period from 2016 to 2017. The period was considered enough to enable the researchers to acquire enough information about the study. In addition this time frame is selected because the program was in its peak operation of delivering services to the students in the college

5. Objective of the Study

To examine whether there is a significant relationship between study habits and academic performance among students of Umar Suleiman College of education Gashua Yobe State Nigeria.

6. Research question

What is the relationship between study habits and academic performance among students of Umar Suleiman College of education Gashua Yobe State Nigeria?

7. Hypothesis

There is no significant relationship between study habits and academic performance among students of Umar Suleiman College of education Gashua Yobe State Nigeria.

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8. Methodology

The study adopted descriptive correlational study design. The study preferred descriptive design because, it is best suited for explaining or exploring the existence of two or more variables at a given point in time. The descriptive design is divided into correlation and survey design. The study used correlation design because the study is interested in examining the significant relationship between two or more variable, (study habits and academic performance).The target population of this study was the students of Umar Suleiman College of education Gashua Yobe state Nigeria. Comprising three hundred and ninety nine (399) populations (Records and statistics 2016).The sample size of this study was determined using Krajcie and Morgan (1970) table for determining sample size from a given population.

N= is population size which is 399 and S = is sample size which is 263.The data collection instrument for this study is closed ended adapted questionnaires. Face validity of the instrument was performed by an expert from the college of humanities and social sciences. Content validity index was also used to test the validity of the instrument. Test–retest method was used to measure the reliability of the instrument, where the instruments were administered to some group of students twice with a two weeks interval, and the results obtained in the first and the second survey respectively were correlated using Pearson Linear Correlation coefficient (PLCC). The results found in the first and the second survey implying that there was a consistency, hence reliable.

9. Findings

9.1 Response Rate.

The researchers distributed 263 questionnaires to the respondents but 256 were retrieved, giving a response rate of 97%. Amin (2005) believes that if the response rate is more than 70%, it signifies that the turn up of participants was good hence the data can be used in the final data analysis.

9.2. Demographic Characteristics of Respondents

This section determines the demographic characteristics of respondents; questionnaires were distributed to capture these responses. Frequencies and percentage distribution were employed to summarize data on the demographic characteristics of respondents in terms of gender, age, and discipline. The results are presented in tables as follows:

Table 1: Gender of Respondents

Gender	Frequency count	Percent
Male	**144**	**56.3**
Female	**112**	**43.8**
Total	256	100.0

Source: Field data, (2017)

The findings presented in Table1, revealed that majority (144) of the respondents (56.3%) were male while 112 were females (41.8%). The results show that more than half of the respondents were males and it clearly shows that males were the dominant respondents in this study, though the females were also involved in the study. This also implies that more men were enrolled in the higher institutions than their female counterparts which may be due to the socio-cultural nature of the environment, which favors male than females in education pursuit.

Table.2: Age of Respondents

Age	**Frequency count**	**Percent**
20-25	125	48.8
26-30	76	29.7
31-35	39	15.2
36-40	10	3.9
Others (above 40 yrs)	6	2.3
Total	**256**	**100.0**

Source: Field data, (2017)

The results in Table2 show that majority 125(48.8%) of the respondents fall within the

age bracket of 20-25 years. This followed by those in the age bracket of 25-30 years with 76(29.7%). The age bracket of 30-35 had 39 respondents representing (15.2%) while age bracket of 35-40 got only 10 respondents with (3.9%). This indicated that majority of NCE three (3) students of Umar Suleiman College of Education Gashua, Yobe State Nigeria are between the ages of 20 - 30.

Table 3: Academic Discipline of Respondents

Discipline	Frequency count	Percent
Arts	104	40.6
Sciences	48	18.8
Languages	44	17.2
Vocational	60	23.4
Total	256	100.0

Source: Primary Data (2017)

Tables 3 revealed that majority (104) of the respondents were arts students represented by (40.6%). Other 60 respondents were vocational students represented by (23.4%). Another 48 respondents were sciences students with (18.8%). The last group of 44 respondents was the languages students represented by (17.2 %) respectively.

Relationship between study habits and academic performance among students

The objective of this study was to examine whether there is a significant relationship between study habits and academic performance among students of Umar Suleiman College of Education Gashua Yobe State Nigeria.

Table 4: Pearson correlation coefficient showing the relationship between study habits and academic performance among students.

Correlations

		STUDYHABITS	ACADEMIC PERFORMANCE
STUDYHABITS	Pearson Correlation	1	.988**
	Sig. (2-tailed)		.000
	N	256	256
ACADEMIC PERFORMANCE	Pearson Correlation	.988**	1
	Sig. (2-tailed)	.000	
	N	256	256

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

The Pearson correlation coefficient results in Table 4 revealed that study habits has a significant relationship with academic performance among students of Umar Suleiman College of Education Gashua, Yobe State Nigeria. Since the P value is (.000) was far less than 0.05 (p.000<0.05) which is the maximum level of significance required to declared a significant relationship. Therefore this implies that there is a significant relationship between study habits and academic performance. This means when students have good study habits is likely to increase their academic performance. Basing on this result the stated null hypotheses which say there is no significant relationship between study habits and academic performance among students was rejected.

10. Discussions of the Relationship between Study Habits and Academic Performance among Students.

The objective of this study was to examine whether there is a significant relationship between study habits and academic performance. The results found revealed that there is a significant correlation between study habits and academic performance. This means that, having a good study habits is likely to improve student's academic performance and achievements. In view of this the study agrees with Mujittafa (2008) who expressed that good study habits are the backbone of academic excellence. The finding of this study also corresponds with the notions of Verma (1996) who stressed that good study habits promote academic performance of the students. The findings of this study also agrees with Azikiwe (1998) who stated that "good study habit are good asset to learners because it assists students to attain mastery in areas of specialization and consequently excellent academic performance, while in opposite bad study habits, constitute constraints to learning and achievement leading to failure.

Similarly, Fajonyomi (2012) observed that study kills or good study habits are effective in

improving academic performance in anxiety ridden students. The findings of this study also agree with Khadija (2014) who conducted studies on "The Assessment of study habits and academic performance among students." Her studies revealed that 75% of those perform better are those who received Guidance and Counseling services. Therefore, those who did not receive Guidance and Counseling services in comparison perform lower in terms of academic performance and achievements.

Furthermore, the findings of this study correspond with findings of many other studies like in the studies of Hanish and Guerra (2004) "Children who get victimized at school" in their findings shows that good study habits has significant impact on student academic performance. Muithya (2006) has the same opinion, studies were conducted in Kenya and it was discovered that study habits is greatly influence academic performance and achievement. Bolus (2008) studied the "factors affecting academic performance in some selected secondary in Lagos, the findings shows that both good and bad study habits affect academic performance positively and negatively. Likewise Makinde (2004) explain that good study habits improve academic achievement in all respect. Mode (2003) explains that interest and motivation constitute good study habits, and study habits yield good academic performance. Study habit plays an important role in the academic achievement of agricultural science students. Good study habits lead to good academic record and bad study habit lead to poor academic record as there is direct relationship between study habits and academic achievement (Verma, 1996; Verma and Kumar 1999, Satapathy and Singhal, 2000; Vyas 2002).

Ramamurti (1993) rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence study habits of students play important role in learning and fundamental to school success. Good study habit skills like note taking, having regular time to study, and organizing for a test, while removing the distraction that comes from television or phone call at home can lead to good academic performance (Tschumper, 2006). Effective study habits help students to achieve good results (Sadia, 2005). A proper study habit enables an individual to reap a good harvest in future.

The study agrees with Loneza Gas-ib Carbonel(2013) in his study learning styles, study habits, and academic performance of college students at kalinga-apayao state college, Philippines found study habits of students in the College Algebra have great impact to their academic performance.

11. Conclusion

The study found that there is a significance relationship between study habits and academic performance among students. This means those students who possess good study habits are likely to improve their academic performance.

12. Recommendation

Basing on the study findings it was recommended that school counselors, teachers and authorities should motivate, encourage otherwise enforce reading culture or "prep time" into the curricular and equip the school with reading desk, efficient power supply and facilities that will motivate students to form good study habits in order to improve and achieve good academic performance.

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Effectiveness of Discourse Markers Usage in Improving High School Students' Essay Writing performance

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Abstract. The present study sought to examine the effectiveness of discourse markers usage in improving high school students' essay writing performance with respect to two dimensions of appropriateness of usage and usage frequency. The study employed two group quasi-experimental research design. All 160 students participants were randomly divided into either experimental or control group. A pre-test was administered to gain the necessary background of student participants' knowledge of the subject-matter in essay writing before treatment. To measure the two groups' performances on their written output, after sessions of explicit instruction for experimental group on the established areas, a post-test was also conducted. Using a range of measures, the obtained findings revealed a low positive relationship in the pretest essay writing performances between students in control and experimental. There was no significant difference in the pre-test scores between students in the two groups as they all lack skill of appropriate usage of discourse markers. Statistically significant differences were thereafter recorded between pre-test and post-test scores in the writing performance of the students in Experimental group as a result of the treatment. The conclusion suggests that students' writing abilities are improved not only on contribution of length and lexico-grammatical intricacy, but also through consideration of appropriateness in the usage of the discourse markers and how much and how frequently they make use of these transition elements can significantly predict effective essays' writing quality.

Keywords: Discourse markers, Appropriate usage, Frequency, Essay writing.

1. Introduction

Writing according to Richard, (2002) is undoubtedly a complicated skill to master for L2 learners. The difficulty stems from the fact that generating and organizing ideas and then translating them into readable text are time–consuming and long-sought skill even for native speaker. The complex skills which are used in writing require L2 learners to not only focus on planning and organizing skills in higher level but also on spelling, punctuation, word choice skills in a lower level.

In today's society, the act of writing is ingrained in every aspect of our lives and continue to shape human interaction as we head full force into the 21st century. Writing and the explicit teaching of writing has played a central role in education in many historical periods, from the ancient Greeks through much of the twentieth century. The Greeks valued writing for its rhetorical and persuasive powers; the Romans prized eloquence in writing; and the British of the eighteenth and nineteenth centuries saw it as a tool for instilling moral values (Graham, S., and Hebert, M. A. (2010). Fifty years ago, writing was taught via technical aspects of proper grammar, spelling, punctuation and other

conventions. Grammar instruction, or essentially, "how the English language works," was thought to be essential to learning how to write and therefore, a principal focus in teaching (Hillocks, 1987).

As scholars began to study writing systematically, it became clear that the written word is an indispensable tool for communication and achievement. In today's electronic world, writing provides an almost instantaneous means for communicating with family, friends, and colleagues (Graham, 2006). People use writing to explore who they are, to combat loneliness, and to chronicle their experiences. Writing is beneficial both psychologically and physiologically (Smyth, 1998). Writing is also a valuable tool for learning (Bangert-Drowns, Hurley, and Wilkenson, 2004; Graham and Perin, 2007a), enabling us to gather, preserve, and transmit information with great detail and accuracy.

Theoretically, written texts, based on the analysis of schema theory typology by the theorists, as cited in (Sanusi 2017), are identified under "Forma Schemata" which is seen as organizational forms and rhetorical structures. Formal schemata are described as abstract, encoded, internalized, coherent patterns of meta-linguistic, discourse and textual organization that guide expectation in our attempts to understand a meaning piece of language. Formal schemata are learner's indispensable knowledge of the macro-structure of framework of a text. If a student is familiar with different genres and formats of different writings, it would be very easy for him to activate certain formal schemata stored in his brain according to given information. Thus, students need to activate their previous schemata stored in their long-term memory during the writing process, and they also have to obtain new knowledge which helps them create good essays. Schemata supply the necessary knowledge of phrases, content and organization forms, which have much influence on writing planning, revising and editing process.

The ability to write articulately gives one the power and opportunity to share and influence thoughts, ideas and opinions with others, not only in day-to-day situations, but across time and space. Admittedly, as May Heller writes, "The value that is placed on reading and writing arises out of share need to literate people, this is a function of our society and of our culture" (1996, p13). As writers, it is important to produce quality works, and as educators, we have to learn a great deal about what it means to teach others to do the same. According to Graham and Herbert (2010) Writing plays two distinct roles in school. First, it is a skill that draws on sub skills and processes such as handwriting and spelling; a rich knowledge of vocabulary; mastery of the conventions of punctuation, capitalization, word usage, and grammar; and the use of strategies (such as planning, evaluating, and revising text). All are necessary for the production of coherently organized essays containing well developed and pertinent ideas, supporting examples, and appropriate detail (Needels & Knapp, 1994).

This is why it is very important to choose the appropriate discourse marker that makes the logical connection which ensures that the reader understands the text in the way the author had intended. As this will help to create a sense of coherence and provide signposting for the reader to follow the writer's thread of thought throughout the text. According to Tanskanen (2006), discourse unity can only be established via the use of cohesive devices that contribute to text cohesion. Hence, researchers describe discourse markers as linking words that perform important functions in writing, signal to the reader the direction the writer is taking by connecting or linking ideas within a paragraph and providing a bridge between paragraphs.

2. Literature Review

Most pieces of formal writing are organized in a similar way: introduction; development of main ideas or arguments; conclusion. An organized piece of writing is expected to exhibit effective and coherent use of discourse markers which in other words called linking words or phrases. The linking words or phrases are used to effect a smooth transition from one sentence to another, and more importantly, one paragraph to another.

These linking devices are employed in writing to serve different purposes. These include, sequencing ideas, expressing conditions, expressing contrast, adding further support, stating results, expressing similarities, providing reasons, giving examples or concluding statements.

Kolawole (1998) says the technical nature of writing and the need to use writing to express a writer's thought in a logical and coherent manner call for it to be taught well. All other macro-skills of language are taught without facing serious challenges on how to coordinate ideas, thoughts and the application of mechanics as is required in writing skills. Therefore, appropriate use of discourse markers is a germane issue for an effective written discourse.

Correspondingly, according to Sanusi K.K., (2017) Transition words which in other words called discourse markers play an important role in the development of an academic essay. They help to create a sense of coherence and provide signposting for the reader to follow the writer's thread of thought. Choosing the appropriate discourse markers or any transition words that make the logical connection will ensure that the reader understands the text in the way the author had intended.

According to Sanford (2012) as cited in (Yunus and Haris 2014) "appropriate use of discourse markers depicts accurate meaning of the sentences as well as communicative competence expressions and realistic message efficiency". Discourse markers are crucial in helping both reader and writer to understand better and also stand as a support for comprehension of a text (Eslami & Eslami, 2007). Dergisi' (2010) corroborates this idea, where he stated that a good writing is not only about grammar, but it is as well about cohesion and coherence.

Similarly, according to (Schleppegrell, 2004; Snow & Uccelli, 2009) joining forces with other researchers currently working in this area, with what is identified as "explicit discourse organization" (e.g. using markers to signal text transitions). They argue that in academic writing, organizational discourse markers contribute to the cohesion of a text, functioning as explicit guidelines for interpreting relations across sentences and discourse fragments. They maintain that extensive research on textual analysis has identified a repertoire of organizational markers characteristic of academic discourse.

Basing on this, Crew (1990:321) outlines three pedagogical approaches which represent what he describes as "three stages of awareness that connectives (Discourse Markers) have as textual meaning and not just surface-level fillers" these approaches may help to explore the ways of enhancing students' ability to use linking devices. He refers to these three approaches as 'Reductionist', 'Expansionist' and 'Deductionist'.

The Reductionist approach suggests that students should be presented with a small subset of a long list of linkers, and over time, students should become more aware of their semantic and discourse value. A shorter list would have the advantage of "allowing the contrasts between the connectives to be more easily stressed" (Crew 1990; 322); where he describes the three problematic areas of conceptual categories: 'Additives',' Adversative', and 'Causal'.

The Expansionist approach encourages "explicit markers" (Crew 1990; 322) which are expressions which explicitly state the connection with either the preceding or following textual matter. Most of expression would contain the reference word 'this'. Some examples that Crew list are: 'because of this', 'for this purpose', 'as a result of this'.

The criticism of the above two approaches is that they work from backward to discourse. Rather than concentrating on discourse first, they only consider method of controlling output. As they focus at the level of lexis, the logical development of the argument or discussion is taken for granted.

To try to remedy this effect, Crew presents a third approach: the 'deductionist' approach, which begins by obliging the students before the writing process (within the essay plan), for example, to state the connection between the stages in the argument (Crew 1990:323). If we

do this first , we can use lexical selections from a more complex list, rather than having terms like 'additive' and 'adversative' as the category titles, the sections could be labeled with discourse questions. Crew (1990:323) suggests some of the following:

Does your next section add another similar point to the argument? If so, is it of same importance or of greater importance? Same? Use 'also', 'in addition', or 'besides'. Greater? Use 'moreover', or 'furthermore'.

Does your next section add an opposing point to the argument? If so, are points valid or does the second one cancel out the first? Both valid use 'but', 'however', 'nevertheless' or 'on the other hand'. The second cancel the first? Use 'on the contrary'.

Crew says that the schema above will ultimately need to contain a full range of discourse moves (1990:323), for example, *listing, comparing, exemplifying, showing consequence, rephrasing* and *concluding.*

Furthermore, drawing from information gathered from concerted efforts of researchers, a piece of writing or text may also include a complete list of transition words and conjunctions which are called cohesive devices or discourse markers. These markers are identified with a lot of functions, some can be used to link paragraph and other can be used to link ideas within a paragraph. All these call for students to plan and organize their imagination clearly and in sequential order to fulfill the essence of writing. Below are lists of some which are commonly used:

To indicate time order

In the past, before, earlier, previously, formerly, yesterday, recently, not long ago, at present, presently, currently, now, by now, until, today, immediately, simultaneously, at the same time, during, all the while, in the future, tomorrow, henceforth, after, after a short time, after a while, soon, later, later on, following

To indicate how or when something occurs in time

Suddenly, all at once, instantly, immediately, quickly, directly, soon, as soon as, just then, when, sometimes, some of the time, in the meantime, occasionally, rarely, seldom, infrequently, temporarily, periodically, gradually, eventually, little by little, slowly, while, meanwhile, always, all of the time, without exception, at the same time, repeatedly, often, frequently, generally, usually, as long as, never, not at all

To indicate sequence

First, in the first place, at first, once, once upon time, to begin with, at the beginning, starting with, initially, from this point, earlier, second, secondly, in the second place, next, the next time, the following week, then, after that, following that, subsequently, on the next occasion, so far, later on, third, in the third place, last, last of all, at last, at the end, in the end, final finally, to finish, to conclude, in conclusion, consequently

To repeat

All in all, altogether, in brief, in short, in fact, in particular, that is, in simpler terms, to put it differently, in other words, again, once more, again and again, over and over, to repeat, as stated, that is to say, to retell, to review, to rephrase, to paraphrase, to reconsider, to clarify, to explain, to outline, to summarize

To provide an example

For example, as an example, for instance, in this case, to illustrate, to show, to demonstrate, to explain, suppose that, specifically, to be exact, in particular, such as, namely, for one thing, indeed, in other words, to put it in another way, thus

To concede

Of course, after all, no doubt, naturally, unfortunately, while it is true, although this may be true, although, to admit, to confess, to agree

To conclude or to summarize

To conclude, in conclusion, to close, last of all, finally, to end, to complete, to bring to an end, thus, hence, therefore, as a consequence of, as a result, in short, to sum up, to summarize, to recapitulate

To add a point

Also, too, as well as, besides, equally important, first of all, furthermore, in addition (to), moreover, likewise, above all, most of all, least of all, and, either…or, neither…nor, however, yet, but, nevertheless, still, to continue

To compare

As, as well as, like, in much the same way, resembling, parallel to, same as, identically, of little difference, equally, matching, also, exactly,

similarly, similar to, in comparison, in relation to

To contrast

Though, although, and yet, but, despite, despite this fact, in spite of, even so, for all that, however, in contrast, by contrast, on one hand, on the other hand, on the contrary, in one way, in another way, although this may be true, nevertheless, nonetheless, still, yet, to differ from, a striking difference, another distinction, otherwise, after all, instead, unlike, opposite, to oppose, in opposition to, versus, against

To emphasise or to intensify

Above all, after all, indeed, as a matter of fact, chiefly, especially, actually, more important(ly), most important of all, most of all, moreover, furthermore, significantly, the most significant, more and more, of major interest, the chief characteristic, the major point, the main problem (issue), the most necessary, extremely, to emphasize, to highlight, to stress, by all means, undoubtedly, without a doubt, certainly, to be sure, surely, absolutely, obviously, to culminate, in truth, the climax of, to add to that, without question, unquestionably, as a result

To generalize

On the whole, in general, as a rule, in most cases, broadly speaking, to some extent, mostly

Showing our attitude to what we are saying

Frankly, honestly, I think, I suppose, after all, no doubt, I'm afraid, actually, as a matter of fact, to tell the truth, unfortunately

Following this line of inquiry, a number of studies have been conducted by various researchers on the usage of discourse markers which in other words called cohesive devices. In a study conducted by the duo of Yunus, M., & Haris, N. (2014) on the Use of Discourse Markers among Form Four SLL Students in Essay Writing in Malaysia. The result of the research which involved three categories of discourse markers in terms of misused, overused and advanced used showed that the misused and overused of discourse markers indeed affected the flow of the students' essay writing and makes it less coherent.

Abdul Rahman, Z. A. A. (2013). Investigated the use of cohesive devices in descriptive writing by Omani student-teachers. The results of the study indicated that there was a notable difference between the natives' and the students' use of cohesive devices in terms of frequency, variety, and control. While L1 English users' writing displayed a balance between the use and frequency of various types of cohesive devices, the students overused certain types (repetition and reference) while neglecting to use the others, thereby often, rendering their written texts noncohesive.

Similarly, in Nigeria, Olateju (2006) examined the use of cohesive devices in the essays of 70 final-year students of Ooni Girls High School in Osun State. The researcher concluded that although the students had 6 years of intensive English instruction at the secondary-school level, they lacked the ability to properly use cohesive devices in their essays.

Considering the submissions of these researchers, it becomes crystal clear that raising awareness on the pedagogical implication on the effectiveness of appropriate use of discourse markers and their frequent usage for quality written texts can never be overemphasized. Abdul Rahman, Z. A. (2013) supporting this assertion, argues that to use writing as a means of communication, it is necessary to go beyond sentence-level manipulation to the production of paragraphs and subsequently to multi-paragraph compositions. Once people are involved in writing two or more interconnected sentences, they have to use these cohesive devices as a means of linking sentences together and organize ideas into a unified whole.

3. Purpose of the study

The main purpose of this study is to find the relative effectiveness of discourse markers usage in improving students' performance in English essay writing. Specifically, the objectives of the study are; to assess the level at which students use discourse markers in their essay writing before given treatment; to determine the effect of using discourse markers on students essay writing performance when exposed to treatment and to determine the differential effect of discourse markers usage on the essay writing performance of students exposed to treatment over those without treatment.

4. Research Questions

The following research questions were raised based on the statement of the problems:
What is the positive relationship in the pretest essay writing performances between students in control and experimental in terms of discourse markers usage?
Is there any significant difference in the pre-test scores between students in the Control and Experimental groups?
Is there any significant difference in the post-test scores between students in the Control and Experimental groups?
Is there any significant difference between pre-test and post-test scores in the writing performance of students in Experimental group?

5. Research Hypotheses

The following were formulated to guide the study:

- There is a low positive relationship in the pretest essay writing performances between students in control and experimental in terms of discourse markers usage.
- There are no significant differences in the pre-test scores between students in the Control and Experimental groups.
- There are significant differences in the post-test scores between students in the Control and Experimental groups.
- There are significant differences between pre-test and post-test scores in the writing performance of the students in Experimental group.

6. Methodology

Method and the statistical procedure employed in carrying out the study are here presented. The research design, population, sample and sampling technique, research instrument, validity and reliability of the instrument and procedure for data collection are specifically discussed.

6.1 Research design

The study adopted two group quasi-experimental design using pretest and posttests. This allowed the application of treatment on the experimental group and comparison with the control group.

6.2 Population, sample and sampling technique

The population of this study was made up of all the final year students of Orolu Local Government Public Senior Secondary Schools in Osun state. The local government in Osun state belongs to the Yoruba speaking people of Nigeria. Ifon-Osun is the headquarters of Orolu Local Government where this study is being carried out in western part of Nigeria. As at the time of this research, Orolu Local Government had 10 public secondary schools out which 3 are high schools and the remaining are middle schools. All the three high schools with 160 numbers of students are therefore considered for this study. The study used universal sampling technique where the whole 160 students comprised by the three selected schools were considered as sample size. The selected students were randomly divided into either control or experimental group of 80 students each.

6.3 Research instrument

The study made used of an adapted WAEC essay writing pass question tagged 'The English Essay Writing Test' (EEWT) as an instrument for data collection. This test was made up of a narrative essay which was used to assess student writing skill. This instrument is of national and international status. It has been standardized and is employed by teachers of English and experts in English studies.

6.4 Validity of the instruments

For face, content analysis and editing, the essay test was critically examined by experts in the field of Measurement and Evaluation, two experienced high school teachers of English language and experts in language testing for critical appraisal before administration.

6.5 Reliability of the instruments

This is to ascertain the consistency and stability of the instruments in measuring what they are intended to measure. In doing this, test re-test method was used to establish the reliability of the instrument following Cronbach's suggestion. The trial test was done using two high schools

which were not part of the study. The results of the re-test were subjected to item analysis using Person Product Movement Correlation where a coefficient of 0.87 was obtained. This shows that the essay test was reliable to perform the purpose for which it was designed.

6.6 Procedure for data collection

Initially, the participants, both control and experimental groups were administered with a pretest in order to test for the level at which they make use of discourse markers before treatment. Afterwards, the experimental group was treated with necessary instructions on effective usage of discourse markers towards the improvement on their essay writing which lasted for two weeks. During this period, the students in the control group were not taught by the researcher. To compare the two groups' writing performance and the effectiveness of the treatment on the experimental group, the researcher observed all the groups again for post-test. The students' essay work for pre-test and post-test were thereafter scored and the results were subjected to statistical analysis.

6.7 Data analysis

The results of the study are presented according to the sequence of the hypotheses generated. The data collected were analyzed using Descriptive statistics (mean and standard deviation) and Independent sample t-test for the comparability of the mean scores. The mean difference is significant at the 0.05 level.

6.8 Assessment tool and measurement

A package titled Essay Writing Discourse Markers Usage Guide (EWDMUG) consisting of instruction to be used to measure the participants' written outputs in both two groups was developed by the researcher. Here, the researcher included the two dimensions of "Appropriateness of Discourse Markers Usage" (ADMU) and "Frequency of Discourse Markers Usage" (FDMU). The tool was developed to guide discourse markers usage as alternative to syntactic accuracy and complexity as in Grammatical Accuracy. This is because, while there are specific procedures in published materials for standard assessment for measuring syntactic errors in writing, there is no currently a consistent protocol utilized for measuring students' writing progress in discourse markers usage. Based on this, an analytic rubric was used as a scoring scale for assessing students' writing skills including two components mentioned: appropriateness of discourse markers usage and frequency of discourse markers usage.

6.9 Appropriateness of discourse Markers Usage (ADMU): To measure this, some number of errors were employed for analysis. Specifically, the researcher considers (1) error in misuse of discourse markers. E.g. "but", "and" at beginning of sentence or using "so" and "therefore" together in a sentence etc. (2) error in overuse or wrong use of discourse markers. These were included in the measurement as qualities which are grouped under the item "Appropriateness of usage" with a maximum mark of 20. Therefore, the lower the number of these errors, the higher the appropriate usage would be.

6.10 Frequency of Discourse Markers Usage" (FDMU): Here, because some students lack proficiency in the usage of discourse markers, they therefore use discourse markers occasionally in their writing. Only better students use discourse markers throughout in their writing. In the light of this, positive qualities in terms of frequency of discourse markers usage in the transition of one phrase to another in a sentence, or more specifically, from one paragraph to another should be adequately measured. To measure this, we look for; (1) How frequent discourse markers are used. (2) Variety of different discourse markers used. (3) Judicious use to avoid overuse, underuse or repetition. These 3 qualities mentioned are those group under the item "Frequency of usage" with a maximum mark of 20. Therefore, the higher the frequency and variety in the usage of discourse markers, the higher the mark would be or vice versa.

Interpretation Guide: each item was marked out of 20 marks. The analysis on each item shows the strength and weaknesses based on the indicator in terms of means. Therefore, the mean scores can be explained as: (1) a mean score that is less than 10 is rated low. (2) a mean score that

is between 10 and 15 is rated Average. (3) A mean score of greater than 15 is rated high.

7. Findings

Hypothesis 1: There is a low positive relationship in the essay writing pretest performances between students in control and experimental group in terms of discourse markers usage.

Table 1: Descriptive statistics on students' pretest scores on appropriateness of discourse markers usage and frequency of discourse markers usage.

Control group

Items	N	Mean	Std. Deviation	Interpretation
Appropriateness of usage	80	5.9375	2.39907	Low
Frequency of usage		6.3750	2.14284	Low
Average		6.1562	1.59825	Low
Experimental group				
Items	**N**	**Mean**	**Std. Deviation**	**Interpretation**
Appropriateness of usage	80	6.6625	2.43364	Low
Frequency of usage		6.3875	1.59825	Low
Average		6.5250	1.66859	Low

The results of pretest presenting the means of the students in control and experimental groups for pre-test were contained in this table as they centered on hypothesis testing the level of relationship in the essay writing performances between students in control and experimental group in terms of appropriate and frequency usage of discourse markers.

Therefore, according to the findings as shown in Table 1, item 1 in the control group students' scores has the mean of 5.9375, Std. is 2.39907, item 2 mean is 6.3750, std. is 2.14284. Then, the total average mean for the items 1and 2 is 6.1562. This shows that the level of Discourse markers usage based on the appropriateness and frequency of usage on the writing skills of the control group's students in pretest is low according to the interpretation guide. Also, in the experimental group's scores, item 1 has the mean of 6.6625, Std. is 2.43364, item 2 mean is 6.3875, std. is 1.59825. Then, the total average mean for the items 1and 2, is 6.5250, which is also low according to the interpretation guide. This indicates that the level of relationship in the pretest essay writing performances between students in control and experimental group in terms of appropriateness and frequency in the usage of discourse markers is low.

Hypothesis 2: There are no significant differences in the pre-test scores between students in the Control and Experimental groups.

Table 2: Independent sample t-test for the pre-test scores of control and experimental groups

Items	Groups	N	Mean	Std.Deviation	t-value	Df	Sig (2-tailed)
Appropriateness of usage	Control	80	5.9375	2.39907	-1.898	158	0.060
	Experimental	80	6.6625	2.43364	-1.898		
Frequency of usage	Control	80	6.3750	2.14284	-.033	158	0.973
	Experimental	80	6.3875	2.56803	-.033		
Average	Control	80	6.1562	1.59825	-1.427	158	0.155
	Experimental	80	6.5250	1.66859	-1.427		

The mean difference is significant at the 0.05level.

In the above table 2, the pretest scores of students on Appropriateness of usage indicate that, for control group the mean is 5.9375, std. is 2.39907, t(158) is -1.898 and sig (2-tailed) is 0.060 while for the experimental group, mean is 6.6625, std. is 2.43364, t(158) is -1.898 and sig (2-tailed) is 0.060. On Frequency of usage, for control group the mean is 6.3750, std. is 2.14284, t(158) is -.033 and sig (2-tailed) is 0.973 while for the experimental group, mean is 6.3875, std. is 2.56803, t(158) is -.033 and sig (2-tailed) is 0.973. On the average for control group, the mean is 6.1562, std. is 1.59825, t(158) is -1.427

and sig (2-tailed) is 0.155 while for the experimental group, mean is 6.5250, std. is 1.66859, t(158) is -1.427 and sig (2-tailed) is 0.155.
This indicate that the participants in the two groups of study do not make use of discourse markers appropriately and frequently in their essay writings. They were homogenous in their written output and not statistically different in their essay writing with respect to the two mentioned dimensions.

Hypothesis 3: There are significant differences in the post-test scores between students in the Control and Experimental groups.

Table 3: Independent sample t-test for the post-test scores of control and experimental groups

Items	Groups	N	Mean	Std.Deviation	t-value	df	Sig (2-tailed)
Appropriateness of usage	Control	80	4.1875	1.66949	-41.384	158	0.000
	Experimental	80	16.5500	2.08612	-41.384		
Frequency of usage	Control	80	7.4000	2.27034	-26.033	158	0.000
	Experimental	80	15.8000	1.78176	-26.033		
Average	Control	80	5.7938	1.50882	-46.656	158	0.000
	Experimental	80	16.1750	1.29776	-46.656		

The mean difference is significant at the 0.05level.

In the above table 3, students' scores indicates that in the posttest on Appropriateness of usage for control group, the mean is 4.1875, std. is 1.66949, t(158) is -41.384 and sig (2-tailed) is 0.000 while for the experimental group, mean is 16.5500, std. is 2.08612, t(158) is -41.384 and sig (2-tailed) is 0.000. On Frequency of usage for control group the mean is 7.4000, std. is 2.27034, t(158) is -26.033 and sig (2-tailed) is 0.00 while for the experimental group, mean is 15.651, std. is 2.189, t(158) is -26.033 and sig (2-tailed) is 0.000. On the average scores for control group, the mean is 5.7938, std. is 1.50882, t(158) is -46.656 and sig (2-tailed) is 0.000 while for the experimental group, mean is 16.1750, std. is 1.29776, t(158) is -46.656 and sig (2-tailed) is 0.00.

It shows here that students in experimental group outperformed their counterpart in the control group. The results therefore suggested that the appropriate and frequent usage of discourse markers in essay writing really do have an effect on writing performance of the language students, as there was a statistically significant difference between the two groups. Therefore, when students followed instructions and avoid misuse, wrong use or underuse of discourse markers in their essay writings, they improve in their written output.

Hypothesis 4: There are significant differences between pre-test and post-test scores in the writing performance of students in Experimental group.

Table 4: One sample t-test for pre-test and post-test scores of the experimental group.

Items	N	Tests	Mean	Std. Deviation	t-value	df	Sig(2-tailed)
Appropriateness of usage	80	Pre-test	6.6625	2.43364	24.486 70.958	79	0.000
		Post-test	16.5500	2.08612			
Frequency of usage	80	Pre-test	6.3875	2.56803	22.247 79.314	79	0.000
		Post-test	15.8000	1.78176			
Average	80	Pre-test	6.5250	1.59825	34.977 111.480	79	0.000
		Post-test	16.1750	1.29776			

The mean difference is significant at the 0.05level.

One Sample t-test was run to see whether there is any statistically significant difference between the pretest and posttest scores on the experimental group students essay writing performance in terms in terms of discourse marker usage. As illustrated in the Table 4, the results of the t-test indicated that there was statistically significant difference. According to the pretest scores on appropriate usage, (Mean= 6.6625, SD= 2.43364); t-value (79) 24.486 and Posttest, (Mean= 16.5500, SD=2.08612); t-value (79) = 70.958, p-value (2-tail) = 0.000. On

Frequency usage pretest, (Mean= 6.3875, SD=2.56803); t-value (79) = 22.247 and Posttest, (Mean= 15.8000, SD=1.78176); t-value (79) = 79.314, p-value (2-tail) = 0.000. Then, on the average score for both pretest and posttests, scores for pretest are: (Mean= 6.5250, SD= 1.59825); t-value (79) = 34.977 while for Posttest, (Mean= 16.1750, SD=1.29776); t-value (79) =111.480, p-value (2-tail) = 0.000. The above obtained results, indicated that there was statistically significant difference between pretest and posttests scores of the experimental groups of the study in respect to their written output. This indicated that the group performed better in their second test (posttest) as a result of treatment they received. The alternative hypothesis is therefore accepted.

8. Discussion

In this study, the effect of discourse markers in terms of appropriateness and frequency of usage for the development of students essay writing was examined. The underlying logic is that making high school students aware of a lot of functions that discourse markers are identified with in improving their essay writing performances. As Al-Kohlani (2010) argues, the scarcity of competency in using discourse markers indeed affects the coherence in writing especially in advanced level. The results are discussed in relation to research hypotheses.

The results of the analysis of hypothesis one revealed that there was a low positive relationship in the pretest mean scores of the students both in control and experimental group before the treatment as they maintained a non-significant variation in the mean scores at pre-test level. This means the entire students lack knowledge of appropriate usage of discourse markers and some hardly make use of these devices in their essay writing. It was therefore clearly showed that all students in both groups performed low. This result substantiates that of Abdurrahman (2013) which states that the students overuse of certain types of discourse markers while neglecting others, thereby rendering their written texts noncohesive. This findings similarly lean support from that of Olateju (2006) where he concluded that the students lacked the ability to properly use cohesive devices in their essay writing.

The results from hypothesis two revealed that there were no significant differences in the pre-test scores between students in the Control and Experimental groups. They were homogenous in their writing performances. The researcher found that the respondents mostly made use of discourse markers wrongly and again, they rarely used different discourse markers in their essays because the discourse markers they used were almost the same and lacked of variety. These findings are in line with those of Yunus and Haris (2014) on their investigation on the use of discourse markers among Form Four second language learner (SLL) students in essay writing in Malaysia. They stated that "based on the respondent's essays, there were quite a number of them who misused the function of discourse markers in their essays".

The analysis of the results of the hypothesis three in this study showed that there were statistically significant differences in the post-test scores between students in the Control and Experimental groups. The results was in favour of the students of experimental group as a results of treatment they received on the appropriate ways of using discourse markers. This implies that providing students with necessary knowledge on the best way of improving their essay writing by adequately making use of discourse markers and appropriately making use of these devices can greatly enhance their writing skills and hence, create cohesion and coherence in their written outputs. The results converged with that of Sanusi K.K. (2017).

According to the findings on the analysis of research hypothesis four, there were statistically significant differences between pre-test and post-test scores in the writing performance of students in Experimental group. The findings of this study revealed a wide range of different performances as evident in the students' scores. Here, the pre-test and post-test scores of the Experimental group were juxtaposed as the effects of the treatment on the Experimental group sparked off a notable significant difference between the two tests favouring post-

test. The mean scores at the post-test level are significantly greater than those of the pre-test. Effect of the appropriate use of discourse markers according to this out-come shows that effective writing is teachable as a process not only product of accurate use of grammar and vocabulary alone but a process that entails discovering information on general development of writing skills.

9. Implication of findings

This study has been able to provide useful information specifically to language learners on more effective ways discourse markers can be made used for the improvement of their essay writing performance. The facts that beyond mechanics and spelling conventions, academic writing requires progressive mastery of advanced discourse elements and functions are fully established. It is also noteworthy in the findings, the Pedagogically-useful tools to assess such language features in adolescents' writing.

10. Conclusion

The empirical evidence drawn from this study shows that students' writing abilities are improved not only on contribution of length and lexico-grammatical intricacy, but also through consideration of appropriateness in the usage of the discourse markers and how much and how frequently they make use of these transition elements can significantly predict effective essays' writing quality. It is also noted that, by providing a good flow of ideas, there will be less interruption for the reader to understand what the writer tries to conveyed, hence, this will create a good quality of writing and allows communicative occurrence to be equally achieved.

11. Recommendations

Following the findings of this study, it is recommended that:

- The language learners as well as teachers of English as second language should adopt the approach exposed in this study for improved performances.
- Curriculum designers through the Education Ministries should incorporate in English syllabus the variety of discourse markers as this will influence the students' communicative competencies.
- Publishers of language books at high school level should produce textbook materials that would reflect developments and innovations in teaching essay writing based on the use discourse markers.
- Government should help in procuring books, journals and other facilities that can help in the development of the writing skill.

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Effects of Training and Workload of Teachers' on Achievement of Students' in Mathematics in Senior Schools in Jos Metropolis, Plateau State, Nigeria

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Abstract. The attainment of excellent achievement of students in Mathematics hinged on the training and workload of teachers in schools. Excellent achievement of students does not occur by chance unless some factors are looked into. Much task in terms of teaching units and assignment to Mathematics teachers, can make or mar the achievement of students in the schools. The interplay was a rallying point of this study which tried to ascertain the effect of training and workload of teachers' on achievement of teachers' in Jos metropolis Plateau State, Nigeria. Theoretically, the present study was on Skinner's theory of Operant Conditioning. As a descriptive study which made use of descriptive research survey type of research design, it consisted of two research questions and two null hypotheses tested at 5% level of significance with 10 teachers and 450 students. The Mock results of teachers' from Jos metropolis of Plateau State were used. Two sets of questionnaire were generated as basic instruments for data collection which comprised of effect of teachers' training on students' achievement and effect of teachers' workload on students' achievement in mathematics. Findings revealed that there was significant relationship between teachers' training and students' achievement (r=0.824, P-value=0.009). It was also revealed that there was significant relationship between teachers' workload and students' achievement (r=0.777; P-value= 0.008). Finally, the senior schools Mathematics teachers' workload and training have effects on students' achievement and therefore government should employ well trained teachers with adequate workload in teaching mathematics. The Mathematics teachers should be allowed to attend seminars and workshops as this will contribute to teachers' understanding of the changes in education system in Nigeria and the globe.

Keywords: Teachers' Training, Workload and Students' Achievement

1. Introduction

The importance of education in the development of manpower for a nation's economy cannot be over emphasized. Education helps individuals to function very well in their environment among many other important values. According to Boit, Njoki and Chang'ach (2012), the purpose of education is to empower the citizenry to re-shape their society and eliminate social inequality. In particular, secondary school education is an important sector for national and individual development. It plays a vital role in creating a country's human resource at a higher level than primary education (Achoka, Odebero, Maiyo & Mualuko, 2007). The vital role played by secondary education explains the Nigeria

government decision by making Mathematics a core and compulsory subject at both junior and senior secondary school levels (Federal Republic of Nigeria, 2014)

Provision of quality secondary education is therefore important in generating the opportunities and benefits of social and economic development (Onsumu, Muthaka, Ngware & Kosembei, 2006). One of the indicators of quality education being provided is cognitive achievement of learners (United Nations Educational, Scientific and Cultural Organization, [UNESCO], 2005). According to Adediwura and Tayo (2007), academic achievement is designated by test and examination scores or marks assigned by the subject teachers. It could also be said to be any expression used to represent students' scholastic standing. Levin, Wasanga and Somerset (2011) reported that the academic achievement of students at the secondary school level is not only a pointer of the effectiveness of schools but also a major determinant of the well-being of youths in particular and the nation in general. Yusuf and Adigun (2010) and Lydiah and Nasongo (2009) noted that the performance of st udents in any academic task has always been of special interest to the government, educators, parents and society at large.

The important role of the teachers in the learning is unquestionable. The mathematics teachers have a lot of influences on their students' achievement. Teachers should have and apply specific abilities without which their influence may not be positively reflected in students' performance in the subject. In order that students make connection between what is taught in school and its application in real life problem-solving, the teacher must be effective in his teaching. Therefore, Mathematics teachers are supposed to possess good qualities such as being firm but friendly and congenial with students; good personality; dress sensibly well, smell good, and deeply competent and knowledgeable (Attah, 2009). Further a teacher must be a very good speaker; have the characteristic of being an even better listener; have the quality and characteristic of having a good sense of humor; being gentle, kind, chivalrous, and benevolent person. However, they play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). In their study, Wright, Horn and Sanders (1997) concluded that the most important factor influencing students' learning is the teacher.

In-spite-of the position occupied by Mathematics at the secondary level of education, there has not been a remarkable improvement in students' performance as stated by Odubunmi (2006). This abysmal performance by students in Mathematics is attributable to teachers' workload as attested to by Kurumeh (2008) that Mathematics teachers' heavy workload has contributed to poor students' achievement in Mathematics. The influence of teacher's training on the learning outcome of students as measured by students' achievement in the subject has been an issue of national discourse in the schools time (Adediwura & Tayo, 2007).

Underlying the process of inclusion is the assumption that the general classroom teacher has certain knowledge and understanding about the needs of different learners, teaching techniques and curriculum strategies. Florian and Rouse (2009) stated that the task of teacher education is to prepare people to enter a profession which accepts individual and collective responsibility for improving the learning and participation of all children. Similarly, Savolainen (2009) noted that teachers play an important role in quality education and hinted that McKinsey opined that the quality of an education system cannot exceed the quality of her teachers. Studies indicated that the quality of the teacher contributes more to learners' achievement than any other factor, including class size, class composition, or background (Sanders & Horn, 1998; Bailleul, 2008). The need for high quality teachers equipped to meet the needs of all learners becomes evident to provide not only equal opportunities for all, but also education for an inclusive society. Reynolds (2009) said that it is the knowledge, beliefs and values of the teacher that are brought to bear in creating an effective learning environment for students, making the teacher a critical influence

in education for inclusion and the development of the inclusive school. Cardona (2009) noted that concentration on initial teacher education would seem to provide the best means to create a new generation of teachers who will ensure the successful implementation of inclusive policies and practices.

Teachers' training leads to effective teaching which is a significant predictor of students' academic achievement. Therefore, effective teachers should produce students of higher academic achievement. The reason that some teachers leave the profession for greener pasture could be their inability to manage the heavy workload. Little has been done about the nature of workload and its effect on Mathematics teachers especially considering the large population of students who take the subject. In most cases, they outnumber all other subjects combined since it is a compulsory subject for students.

Teaching mathematics can be considered a high-stress occupation due to workload attached or as a result of shortage Mathematics teachers in secondary schools (Attah & Kotso, 2010). The teaching of Mathematics has all the elements associated with stress such as continuous evaluation of its processes and outcomes, overcrowded classrooms and increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community. Hence, teachers' workload can affect teachers' behaviour at work and their involvement in the job and relationship with other staff. Its outcome can hamper an effective teacher-student cordial relationship (Dinham & Scott, 2000). In addition, an increasingly negative public opinion on Mathematics has contributed to an embittered teacher force throughout the world (Goswami, 2013). In addition, the population growth and technology development resulted into many children joining secondary education in order to enhance their social mobility. This caused over enrolment and increased the teachers' workload in secondary schools. As such the country has begun to experience challenges which include shortage of teachers, inadequate teaching and learning materials, over enrolment, teaching many periods than what is stipulated per week, lack of Mathematics laboratories and class rooms among others which can affect students' achievement in Mathematics. Hence, the need for this to be seriously addressed by education specialists and policy makers.

The quality of education primarily depends on teachers and their capacity to improve the teaching-learning process. It is recognized that the quality of teachers and teaching lie at the heart of the school system intending to improve students' academic performance **(**Lassa, 1999 & Mosha, 2004). The teaching force is the foundation to improve students' academic performance at all levels of education. The importance of teachers and the roles they play in education process are central to the improvement of students' achievement in mathematics. Precisely, in any education level, it is largely the work of teachers that determines the degree of success or failure in the whole processes of teaching and learning.

Despite the importance of mathematics to human, it appears students' achievement in the subject at the secondary school level is becoming worrisome than in the other science subjects. Ibe and Maduabum (2001) argued that candidates performance at the senior school certificate examinations (SSCE) conducted by West African Examination Council (WAEC) have consistently remain poor, with mathematics having the highest enrolments and the poorest results over the recent years. The importance of mathematics to the national development and yet considering the state of poor achievement in this subject at the secondary school level which incidentally serves as the foundation for advance learning and professional courses in fields such as accounting, statistics, engineering and other calculated courses, then the poor achievement observable in the mathematics should be a thing of serious concern to any citizen of Nigeria.

2. Statement of the Problem

Mathematics is one of the core subjects offered at secondary schools as stipulated in the Nigerian National Policy on Education (NPE, 2014). In some schools, there are increased responsibilities on Mathematics teachers as a

result of daily occurrence of the subject on the teachers' teaching all through the week. This leads to early fatigue where the teachers become ineffective. There are schools whose teachers neither undergo Nigerian Certificate Examination (NCE) nor pass through Faculty of Education in University that are teaching Mathematics today due to deployment of those who studied like Physics, Engineering, Chemistry, Economics and Geography and allied courses in Polytechnics. Worrisome too is that Mathematics teachers are not given the needed enough recognition, better remuneration and consequently are not encouraged to desire becoming professional teachers to enjoy the appropriate benefits. To worsen the situation, such teachers and with those that read mathematics Education in Colleges and Universities are working longer hours without significant pay to meet the demands of the expanding job roles in today's classroom (Galton, 2008 & Buchanan, 2009). However, many teachers continually are devoted to work longer hours due to job commitment, passion and risk of being incompetent in their profession (Guay, 2008). These problems can affect performance of both the teachers and students. If these problems are not given attention, teachers will continue to face the burdens of being overwhelmed, overworked and hence be professionally incompetent due to motivation in mathematics classroom. This bad situation will result into poor achievement by students who are taught by these categories of teachers. The worry of this study is that if mathematics teachers are overloaded with work and do not undergo sound teachers' training and retraining, it will have a pervasive effect on their effectiveness and Students' achievement in senior secondary school mathematics in Jos metropolis, Plateau State, Nigeria.

From this backdrop, Mathematics teachers' workload and training is given attention in this study that the findings may benefit relevant education stakeholders for an improved students' achievement in mathematics.

3. Aim and Objectives

The broad purpose of the study is to find out the effects of training and workload of teachers on achievement of students in Mathematics in senior schools in Jos metropolis, Plateau State, Nigeria.

Specifically, the study is to:

- Determine the effect of teachers' training on students' achievement in Mathematics,
- Find out the extent to which the teachers' workload affect students' achievements in Mathematics in Jos metropolis of Plateau State, Nigeria.

4. Research Questions

The study would be guided by the following rese arch questions:

- To what extent does teachers' training af fect students' achievement in Mathematics?
- To what extent does teachers' workload affect students' achievement in Mathematics?

5. Hypotheses

The following hypotheses was formulated for the study and tested at 0.05 level of significance:

- There is no significance relationship between teachers' training and students' achievement in Mathematics in senior schools in Jos metropolis, Nigeria.
- There is no significance relationship between teachers' workload and students' achievement in Mathematics in senior schools in Jos metropolis, Nigeria.

6. Research Design

The study used descriptive research survey. The research design is a method for collecting information or data as reported by different individuals. The descriptive research design is purposely used to find out the effect of training and workload of teachers on the achievement of students in senior school mathematics.

6.1 Population

The population of this study consists of the SS3 students from 22 public secondary schools and all mathematics teachers in Jos metropolis, Plateau State, Nigeria.

6.2 Sample

The sample for this study was 5 schools which constituted about 25%, the total population of the students. Hence, the sample of the students was 450 and the available Mathematics teachers in the selected schools, are carefully selected from selected schools in Jos North. The sample represents the population of students and Mathematics teachers in the sampled senior secondary schools. This sample size according to Ibanga (2002) documented that 10%-20% of a population is ideal for sample especially in a survey study.

Table showing the sample of the students and teachers used for the study

Category	M	F	Total
Teachers	7	3	10
Students	223	232	450

6.3 Instrument for Data Collection

The two instruments used for data collection in this study were developed by the researchers for both the students and Mathematics teachers. One set of the instrument was used to ascertain the Mathematics teachers' training and workload, while the second set for students' achievement.

6.4 Description of Instrument

The instrument on Teachers' Training and Workload Questionnaire (TTWQ) was constructed on the basis of research questions on a four-point likert scale. The second questionnaire was on students' achievement in mathematics questionnaire (SAMQ) for students. The instruments are made up of items on effect of teachers' training, teachers' workload and students' achievement in mathematics. The first instrument for teachers has two parts: Part one provides demographic data of the respondents that contains teachers' training and questionnaire items like teachers' knowledge, training level of teachers' skills, teachers' experience and part two provides workload information on school administration, students' assessment, workload level of teaching and resources management. The second instrument has to do with students' achievement in mathematics based on teachers' training and workload. The items were structured in form of a four-point likert scale coded: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1)

6.5 Procedure for Data Collection

The researchers worked with one research assistant each in a sampled school. The research assistants were recruited from among secondary school teachers in the study area. The researchers had interacted with the research assistant in each school on the objective of the study. This equipped them to explain certain items in the questionnaire to the respondents so that the questionnaire would be properly completed. The questionnaire was administered by the researchers with the aid of research assistants face-to-face to the respondents and thereafter collected on the spot. This method ensured proper completion and high percentage return of completed questionnaire but some copies were returned uncompleted. A total of 450 copies of questionnaire were distributed but 400 copies were filled and returned representing 88.89% return rate which is enough for the analysis.

6.6 Methods of Data Analysis

Quantitative data analysis required the use of Statistical Package for Social Sciences (SPSS). Furthermore, the researchers employed the Pearson moment correlation coefficient (r) for analysis at 0.05 significant level.

7. Results

Research Question One: To what extent does teachers' training affect students' achievement in Mathematics?

Table 1.1: Teachers' Qualification and Students' Performance

Teachers Qualification	No of Teachers	Teachers Qualification	Scores (less than 49)%	Moderate (49-52)%	High (53 & above)%	TOTAL OF STUDENTS
NCE	2	NCE	34 (85.00)	3(7.50)	3(7.50)	40 (100)
DIPLOMA	1	DIPLOMA	23(28.40)	18(22.22)	40(49.38)	81 (100)
B.ED/B.SC.	4	B.ED/B.SC.	78(39.20)	36(18.10)	85(42.71)	199 (100)
PGDE.	1	PGDE.	24(60.00)	10(25.00)	6(15.00)	40 (100)
M.ED/M.SC.	2	M.ED/M.SC.	16(40.00)	6(15.00)	18(45.00)	40 (100)

Source: Field Data 2017

Table 1.1 reveals the teachers training (qualification) and the Grade score (groups) of their students in mathematics. Teachers with NCE training had 34(85.00%) with Low grade score, 3(7.50%) with Moderate grade score and High grade score respectively in Mathematics. Teachers with Diploma training had 23(28.40%) with Low grade score, 18(22.22%) with Moderate grade score and 40(49.38%) with High grade score respectively in Mathematics. Teacher's with B.ED/B.SC. training had 78(39.20%) with Low grade score, 36(18.10%) with Moderate grade score and 85(42.71%) with High grade score respectively in Mathematics. Teacher's with PGDE training had 24(60.00%) with Low grade score, 10(25.00%) with Moderate grade score and 6(15.00%) with High grade score respectively in Mathematics. Teacher's with M.Ed./M.Sc. training had 16(40.00%) with Low grade score, 36(18.10%) with Moderate grade score and 85(42.71%) with High grade score respectively in Mathematics.

Research Question Two: To what extent does teachers' workload affect students' achievement in Mathematics?

Table 1.2: Overall Teachers Workload and Students' Achievement in Mathematics (Grade Score)

Schools	Overall Teachers Workload	Students Achievement Grade Score Low (less than 49)	Moderate (49-52)	High (53 & above)
school A	77	14	14	13
school A	78	15	5	19
school B	77	23	14	3
school B	72	24	10	6
school C	66	34	3	3
school C	56	12	10	18
school D	53	20	4	16
school D	45	16	6	18
school E	34	9	4	27
school E	24	8	3	29

Source: Field Data 2017

Figure2: Teachers Overall Workload and Student Academic Performance

Table 1.2 and figure 2 above reveal the teachers workload and the Grade score (groups) of their students in mathematics. In school A, Teachers with overall workload of 77 had 14 students with Low achievement score, 14 students with Average/Moderate achievement score and 13 students with High achievement score respectively in Mathematics. When teachers overall workload increase to 78, the teacher had 15 students with low achievement score (increase of 1), 5 students with Average/Moderate achievement score (decrease of 9), and 19 students with High achievement score (increase of 6: from 13 to 19). This shows

that as teachers workload increases, number of students with high grade achievement score increases in School A.

In school B, Teachers with overall workload of 77 had 23 students with Low achievement score, 14 students with Average/Moderate achievement score and 3 students with High achievement score respectively in Mathematics. When teachers overall workload decreases to 72, the teacher had 24 students with low achievement score (increase of 1), 10 students with Average/Moderate achievement score (decrease of 4), and 6 students with High achievement grade score (increase of 3: from 3 to 6). This shows that as teachers workload decreases, number of students with high grade achievement score increases in School B.

In school C, Teachers with overall workload of 66 had 34 students with Low achievement score, 3 students with Average/Moderate achievement score and 3 students with High achievement score respectively in Mathematics. When teachers overall workload decreases to 56, the teacher had 12 students with low achievement score (decrease of 22), 10 students with Average/Moderate achievement score (increase of 7), and 18 students with High achievement grade score (increase of 15: from 3 to 18). This shows that as teachers workload decreases, number of students with high grade achievement score increases in School C.

In school D, Teachers with overall workload of 53 had 20 students with Low achievement score, 4 students with Average/Moderate achievement score and 16 students with High achievement score respectively in Mathematics. When teachers overall workload decreases to 45, the teacher had 16 students with low achievement score (decrease of 4), 6 students with Average/Moderate achievement score (increase of 2), and 18 students with High achievement grade score (increase of 2: from 16 to 18). This shows that as teachers workload decreases, number of students with high grade achievement grade score increases in School D.

In school E, Teachers with overall workload of 34 had 9 students with Low achievement score, 4 students with Average/Moderate achievement score and 27 students with High achievement score respectively in Mathematics. When teachers overall workload decreases to 24, the teacher had 8 students with low achievement score (decrease of 1), 3 students with Average/Moderate achievement score (decrease of 1), and 29 students with High achievement grade score (increase of 2: from 27 to 29). This shows that as teachers workload decreases, number of students with high grade achievement grade score increases in School E.

The overall results shows that in schools only in School A is when teachers' workload increases that the number of students with high grade achievement score increases. While in School B, C, D and E shows that as teachers workload decreases, the number of students with high grade achievement score increases.

8. Hypotheses Testing

Hypothesis One

H_0: There is no significant relationship between teachers' training and students' achievement in Mathematic in senior schools in Jos metropolis, Plateau State, Nigeria.

H_1: There is a significant relationship between teachers' training and students' achievement in Mathematic in senior schools in Jos metropolis, Plateau State, Nigeria.

Contingency Table 1.3: Pearson Correlation of Teachers Qualification and Students Mathematics Grade Score

Teachers Qualifications	No of Stds	$\bar{X}$	SD	r_{cal}	P-value
NCE	40	45.53	8.49		
DIPLOMA	81	54.59	11.92		
B.ED/B.SC	199	51.77	10.42	0.824	0.009
PGDE	40	46.50	5.37		
M.ED/M.SC	40	52.38	9.46		
Total	400	51.25	10.44		

P<0.05

Table 1.3 reveals the mean score of students with NCE teachers is 45.53±8.49, Diploma Teachers is 54.59±11.92, B.Ed./B.Sc. Teachers is 51.77±10.42, PGDE Teachers is 46.50±5.37 and M.Ed./M.Sc. Teachers is 52.38±9.46.

Hypothesis Two

H_0: There is no significant relationship between teachers' workload and students' achievement in Mathematic in senior schools in Jos metropolis, Plateau State, Nigeria.
H_1: There is a significant relationship between teachers' workload and students' achievement in Mathematic in senior schools in Jos metropolis, Plateau State, Nigeria.

The researcher uses table 1.2 of teachers' workload affects students' achievement in Mathematics to generate data for this hypothesis.

The parameters have the following frequency distributions.

Table 1.4: Pearson Correlation of Teachers Workload and Student Achievement Grade Score in Mathematics

grade score	no of stds	$\bar{X}$	sd	r_{cal}	p-value
low	10	17.50	7.92	.553	.097
moderate	10	7.30	4.35	.620	.056
high	10	15.20	9.11	-.777**	.008

The calculated Pearson correlation coefficient r_{cal} value of 0.55 is a relationship between Teachers workload and students with Low grade score in mathematics, this implies that as teachers workload increases there is an increase of students with Low grade score in mathematics

While the calculated Pearson correlation coefficient r_{cal} value of 0.62 is a relationship between Teachers workload and students with Average grade score in mathematics, this implies that as teachers workload increases there is an increase of students with moderate grade score in mathematics. The calculated Pearson correlation coefficient r_{cal} value of -0.777, show a negative relationship between Teachers workload and students with High grade score in mathematics, this implies that as teachers workload decrease there is an increase of students with high grade score in mathematics. In addition, the p-value of 0.008, the researcher therefore accepts the alternative hypothesis and rejects the null hypothesis. This means there is a significant relationship between teachers' workload and students' achievement in Mathematic in senior schools in Jos metropolis.

9. Discussion of Results

Hypothesis one shows that there was statistically significant relationship between teachers' training and students' achievement in Mathematics, the mean score of students with NCE teachers is 45.53±8.49, Diploma Teachers is 54.59±11.92, B.Ed./B.Sc. Teachers is 51.77±10.42, PGDE Teachers is 46.50±5.37 and M.Ed./M.Sc. Teachers is 52.38±9.46. With an overall students mathematics mean and standard deviation of 51.25±10.44. NCE teachers had students with the most low score in Mathematics while Diploma Teachers had the highest student mathematics mean score and followed by B.Ed./B.Sc. Teachers. The calculated Pearson correlation coefficient r value of 0.824 with p-value of 0.009 which is less than 0.05 level of significant. The researcher therefore accepts the alternative hypothesis and rejects the null hypothesis. This means there is a significant relationship between teachers' training and students' achievement in Mathematic in senior schools in Jos North Local Government Area. And results of the analysis summarized in 4.1 show that the students that teacher with high

qualification taught perform better than students taught by NCE and Diploma qualifications.

Hypothesis two result of calculated Pearson correlation coefficient r_{cal} value of 0.55 signifies that there is a relationship between Teachers workload and students with Low grade score in mathematics which implies that as teachers' workload increases there is an increase of students with Low grade score in mathematics. While table 4.2 shows that that students of the teachers have less or moderate workload perform more better that students of the teachers that have much workload.

10. Conclusion

The study concluded that teachers training and workload have a significant role played in the students' achievement in Mathematics in Jos metropolis, Plateau State, Nigeria. The teachers' training and workload have significant relationship with students' achievement in Mathematics. The teachers' training and workload were significant predictors of students' achievement in mathematics. The analysis revealed that teachers' workload had positive predictor of students' achievement more than the teachers' training. The implication is that a competent trained teacher was in overloaded can affect his quality of teaching and students' achievement in mathematics.

It is therefore evident that effort needs to be made to ensure that schools are staffed with trained teachers. Extra effort needs to be made by schools to supplement the teachers' devotion prepare students for national examinations through reduced teachers' workload and in order to guarantee efficiency on the part of teachers. In other word, the more the overburden the teacher becomes, inefficiency will set in to affect students' achievement in Mathematics.

11. Recommendations

Based upon the findings of the study, the researchers recommend that the government, through the Ministry of Education should consider the teachers' workload in order to ease teachers' weekly workload for adequate content coverage in mathematics. All levels of administration (Department of Education, district office, and schools) should be considerate assigning duties to members of their teaching staff for effective Mathematics teaching. Effort should be made by school authority to protect teachers' teaching time and not to disrupt teaching. Mathematics teachers should attend seminars, workshops and retraining in Mathematics to enhance their performance so that they can use the robust experience in achievement of students in the subjects.

Finally, the government should ensure that schools are adequately staffed with Mathematics teachers to manage workload to provide quality teaching to students in secondary schools.

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Predicting Academic Success of Junior Secondary School Students in Mathematics through Cognitive Style and Problem Solving Technique

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Abstract. This study examined the extent of prediction of academic success of Junior secondary school Mathematics students using their cognitive style and problem solving technique with the three hypotheses formulated. A descriptive survey type was adopted. A purposive sampling procedure was used to select five Public Junior secondary schools and an arm of intact class students were selected from each selected school. Three instruments were used as Sigel's Cognitive Style Test (SICOST), Problem Solving Technique Test (PSTT) and Mathematics Achievement Test (MAT). Their content validity values were 0.79; 0.74 and 0.84 respectively using Lawshe method. And reliability values were 0.82, 0.79 and 0.87 of SICOST, PSCT and MAT respectively. The results of the Multiple regression test show that: the students' cognitive style and problem solving technique jointly significantly predicted academic success in Mathematics *($F_{(2,147)} = 3.99; P < 0.05$)* and the relative contribution of each of the predictor variables (the beta values of the problem solving technique and cognitive style) are 0.16 and 0.15 respectively to prediction. However, the implications and conclusion were made.

Keywords: Academic success, Cognitive style, and Problem solving technique

1. Introduction

The origin of Mathematics may have been human's attempt to solve certain quantitative problems of daily life. Today, there have been different definitions and different ideas expressed about Mathematics. Oyedeji (2000) described it as a creative language, a tool, an art and a process. Ojo (2002) defined Mathematics as the study of size, numeration and the relationship between them. Mathematics is made up of intellectual skills and rules which are sequential in nature (Kalejaiye, 2011). This implies that for any content area or topic in Mathematics, there are always essential step to follow in the acquisition of knowledge of intellectual skills. Attempts to skip essential skills in Mathematics can lead to bad consequences for it creates gaps in the knowledge of the skills and hence, hinders problem solving ability in students. Much of the subject that is known as Mathematics today is an outgrowth of thought that was originally built around the concepts of number, magnitude and form. Rather, Mathematics is now seen as the science of space and quantity, the knowledge of which is basic to all branches of sciences and technology (Tella, 2007).

Inspite of important place of Mathematics in our educational system, students in secondary schools still register continually poor results at Senior Secondary Certificate Examination (SSCE) and in other external examinations. The poor performance is evident in the result in Mathematics for May/June SSCE WAEC from 2000-2012 as shown in table 1. From the table, out of 634,604 candidates who sat for the examination in 2000, only 208,244 representing 32.81% had between A1 to C6 in Mathematics

and these are the only candidates who could use the result to advance to tertiary institutions provided they have credits in other subjects relevant to their proposed course of study. On the other hand, in the same year 2000, 196,080 (30.90%) candidates had between D7 to E8. Therefore, it shows that these categories of students with D7, E8 and F9 totaling 426,360 (67.19%) cannot be given admission into tertiary institution to read Mathematics related courses. The achievement of students fluctuated from 2000 until 2006, when the percentage of candidates with (A1 – C6) increased from 42.32% to 47.85% in 2007 and then increased again to 58.24% in 2008. In subsequent years, the percentage of students with credit pass in Mathematics dropped from 58.24% in 2008 to 49.0% in 2009 and further dropped to 41.50% in 2010 and also, no significant improvement is recorded in the year 2011 and 2012.

Table 1: Analysis of Result in Mathematics for May/June Senior Secondary School Certificate Examination (WAEC) from 2000-2012 in Nigeria.

Year	Total Entry	No. of candidates that sat for the exam	No. of candidates with Credit (A1-C6)	Number of Candidates with Pass (D7-E8)	No. of Candidates with Fail (F9)
2000	637,266	634,604	208,244 32.81%	196,080 30.90%	230,280 36.38%
2001	1040177	1,023,102	373,955 36.55%	334,907 32.73%	314,240 30.72%
2002	925288	908,235	309,409 34.07%	308,359 33.95%	290,457 31.98%
2003	1038809	903,154	341,928 37.86%	331,348 36.69%	229,878 25.45%
2004	1035266	832,689	287,484 34.52%	245,071 29.43%	300,134 36.05%
2005	1,054,853	1,033,440	402,954 38.99%	267,511 25.89%	362,975 35.12%
2006	1170523	1,116,638	472,583 42.32%	357,310 32.00%	286,745 25.68%
2007	1270136	1,220,425	583,921 47.85%	333,740 27.35%	302,764 24.80%
2008	1292890	1,247,282	726,398 58.24%	302,226 24.23%	218,618 17.53%
2009	1373009	1,294,755	634,382 49.00%	344,635 26.61%	315,738 24.39%
2010	1431557	1,351,557	560,974 41.50%	450,224 33.32%	340,359 25.18%
2011	1300425	1,220,425	583,921 47.85%	333,740 27.35%	302,764 24.80%
2012	1103102	1,023,102	373,955 36.55%	334,907 32.73%	314,240 30.72%

Source: Statistics Office, West African Examination Council, Lagos, Nigeria (2012)

The analysis of SSCE results from 2000-2012 shows that the performance of students in Mathematics is still below expectation. Although, the performance of candidates seems to improve in some years, but the improvement is not significantly sufficient to conclude that students have mastered Mathematics to the desired level. One can therefore say that despite the importance of Mathematics, students' performance in the subject is still not encouraging. This problem of low achievement in Mathematics could adversely affect national development, especially in science and technology. Ifamuyiwa (2008) indicates that the mass failure and consistent poor performance in Mathematics which students have shown for several years now casts serious doubt on the country's high attainment in science and technology. Therefore, this situation cannot be allowed to continue without check.

Some renowned educators have always pointed accusing fingers to some reasons for the students' poor achievement in Mathematics. For instance, Alio and Harbor-Peters (2000) viewed teachers' incompetent as a contributing factor. While Alio and Harbor-Peters (2000) and Imoko and Agwagah (2006) attributed their own reason to the teacher's non-utilisation of appropriate teaching techniques. Many teachers in schools use only techniques they know even if such techniques are not relevant to the concept under

discussion (Akinsola & Popoola, 2004). Alio and Harbor-Peters (2000) stated that teachers non-utilisation of the necessary technique in teaching mathematical problem solving is another contributing factor to the students' poor performance among other reasons.

A problem-solving model is a systematic approach that reviews student strengths and weaknesses, identifies evidence-based instructional interventions, frequently collects data to monitor student progress, and evaluates the effectiveness of interventions implemented with the student (Nekang, 2013). Problem solving is a model that first solves student difficulties within general education classrooms. It gives students opportunities to study Mathematics as an exploratory, dynamic, evolving discipline rather than as a rigid, absolute, closed body of laws to be memorized. They will be encouraged to see Mathematics as a science, not as a canon, and to recognize that Mathematics is really about patterns and not merely about numbers. If problem-solving interventions are not successful in general education classrooms, the cycle of selecting intervention strategies and collecting data is repeated with the help of a building-level or grade-level intervention assistance or problem-solving team (Reschly & Tilly, in Andrea Canter, 2004; Marston, 2002).

Problem solving bridges the gap between a problem and a solution by using information (knowledge) and reasoning (Schoenfeld, 2008). Kousar Perveen (2010) and Adigwe (2005) when discussing on problem solving behaviours of students in Mathematics seem to support the view that the difficulty which the students encounter in problem solving is not merely due to lack of mathematical knowledge; it is often with the processes involved in the application of the knowledge.

Some studies such as Kousar Perveen (2010); Schoenfeld (2008); Tella (2007); and Adigwe (2005) have considered Piaget's various levels of cognitive development involving concrete and formal operational stages of students, as factors which could influence their problem solving behaviours. But the rationale for Mathematics curriculum prescription as to what students can do or cannot do have been criticized (Salami, 2004; Ifamuyiwa, 2008). Perhaps in the light of these criticisms, other alternative psychological factors could be examined to see what extent they are able to rationalize the difficulties students have with problem solving and learning in general. Erinosho and Ogunkola (2005) asserted that problem-solving technique is a very good way of stimulating intellectual curiosity, which will eventually leads to acquisition of new knowledge. The technique involves identifying and choosing mathematical problems within the learners' experiences, placing these problems before the students and guiding them towards their solutions. The techniques allow students to learn from their successes and failures and this culminate into real comprehension of facts since it permits the students to participate in their learning. This implies that the technique s encourage students to think for themselves.

One of such factors involves students' preferences or styles of coping with cognitive activities that is, the ways they learn and this has to do with the individual's cognitive style. The concept of cognitive style is simply associated with and arises from the area of psychology known as psychological differentiation. By this is meant that differences exist between individuals in relation to their psychological functioning. Where such psychological functioning appears to take place in stable or relatively stable modes, certain characteristics/ styles may be ascribed to it (Sara, Maruta, & Olarinoye, 2016). Cognitive style refers to an individual's way of perceiving and processing information. Cognitive style is defined as the way a learner organizes filters, transforms and processes information (Arigbabu, 2012; Oyedeji, 2007). It is composed of variables related to have how we think, how we feel and how we sense or acquire input; that is a person's cognitive style is a pattern of strategies that are used to resolve problems including learning which is determined by the way in which a person takes in the environment or subject in which he/she is embedded (Sara, Maruta & Olarinoye, 2016; Bilesanmi-Awoderu, 2004). Cognitive style is a term used by cognitive psychologists to describe the way individuals

think, perceive and remember information or their preferred approach to using such information to solve problems (Horchug, 2006). Moreover, cognitive style is concerned with the ability to categorise stimuli ability to concentrate on the target stimuli amidst other distracting stimuli and identifying the simple from the complex within an individual's cognitive field or range of perception. It is defined as the ability to time out response to perceived stimuli associated with whether we are reflective or impulsive as regards our response to target stimuli (Sara, Maruta & Olarinoye, 2016; Emmanuel, 2003).

Therefore, this study sought to determine the extent to which cognitive styles and problem solving technique would predict academic success of Junior Secondary School Mathematics Students. To this extent the following hypotheses were formulated:

There is no significant relationship between students' cognitive style and problem solving competence in Mathematics.

The problem solving technique and cognitive style jointly significant predict students' academic success in Mathematics.

There is no significantly relative contribution of the variables to the prediction.

2. Method

Research type: A descriptive survey type was adopted for this study.

Sampling techniques and sample: A purposive sampling procedure was used to select five Public Junior secondary schools in Ijebu-Ode local government area, Ogun state. For the purpose of this study, an arm of intact class JSSII students were selected from each selected school through a simple random sampling procedure. JSSII students were chosen because they are not being prepared for any external examination that might distract their attention from full participation in the study.

Instrumentation: Three valid and reliable instruments were used to collect data for this study as follows:

Sigel's cognitive style test (SICOST): The SICOST developed by Sigel and modified by Onyejiaku (2000) to reflect the Nigerian environment was used for this study and was adopted by the researcher. The instrument consisted of twenty cards numbered 1-20 with each card containing three pictures of which two of them could have one thing or another in common. Lawshe method was used to determine the content validity value to be 0.79. The test retest reliability value was 0.82 (N=30).

Problem solving technique test (PSTT): This consisted of 5 item questions in General arithmetic which was broad topic in JSSII Mathematics syllabus. Scoring of the test was based on the different stages of the Ashmore (1979) problem solving model as follows: defining the problem; selecting information from the problem statement (data); selecting information from the memory; reasoning; and computation. Lawshe method was used to determine the content validity value to be 0.74. The coefficient of reliability value was 0.79 using Kuder-Richardson (K-R 20)'s formula, N=30.

Mathematics achievement test (MAT): This was a 20 item multiple choice objective test with options A-D, developed by the researcher. The items covered the topics taught such as Algebraic processes and Trigonometry in the selected schools. Its content validity was established by drawing the blue print, and item analysis (Range values of Difficulty and Discriminating indexes were between 0.4 and 0.7), Lawshe method was used to determine the content validity value to be 0.84 and the coefficient reliability value was computed to be 0.87 using Kuder-Richardson (K-R 20)'s formula, N = 30.

Data collection: After due permission has been granted by the school authority, the researcher with the cooperating teachers assembled the students in a classroom for about 1 hour. The three instruments were administrated simultaneously to the students and collected immediately.

Data analysis: Data collected were analysed using Pearson correlation and Multiple regression analysis.

3. Results and discussion

Hypothesis 1: There is no significant relationship between students' cognitive style and problem solving competence in Mathematics.

Table 2: Relationship between cognitive style and problem solving technique in Mathematics

Variables	Problem solving technique
Cognitive style Pearson correlation	0.014
Significant (2-tailed)	0.868
N	150

P > 0.05

The result in table 2 shows the Pearson correlation value of 0.014 between the students' cognitive style and problem solving technique in Mathematics. Since the significant value of 0.868 is greater than significant level of 0.05. Therefore, the value of correlation obtained is not significant. This implies that there is no significant relationship between the students' cognitive style and problem solving technique in Mathematics. Hence, it can be concluded that the two variables are independent. This is in line with Nekang (2013) and Nkwo and Otubah (2007) that cognitive style is positively related to achievement in science. Since those students who performed better in the group embedded figured test also did better in the science process skills test. This outcome is in line with the findings of Adigwe (2005) who found out that cognitive style does not have any direct influence on subject's performance with problems that are content dependent. Also, he reported that cognitive style has more to do with the processes, the ways by which knowledge is acquired rather than with the content of subject matter itself.

Hypothesis 2: The problem solving technique and cognitive style jointly significant predict students' academic success in Mathematics.

Table 3: Regression summary of cognitive style and problem solving technique explaining academic success in Mathematics.

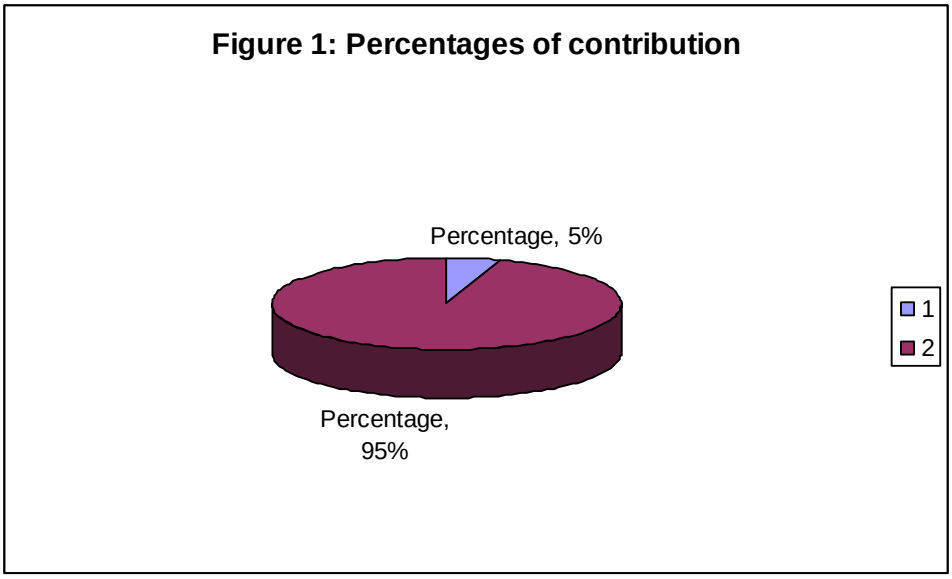
Multiple R = 0.23 R Square (R^2) = 0.05

Adjusted R^2 = 0.04

Source of variation	Df	Sum of square	Mean square	F ratio	Sign value
Regression	2	194.84	97.42	3.99	0.02*
Residual	147	3586.25	24.40		
Total	149	3781.09			

* = Significant (p < 0.05).

Table 3 indicates that the cognitive style and problem solving technique to predict academic success in Mathematics yielded a coefficient of multiple regression (R) of 0.23 and multiple regression square (R^2) of 0.05. The table also shows that Analysis of Variance (ANOVA) of the multiple regression data yielded an F-ratio value of 3.99 at significant level of 0.05. It is observed that F-ratio value is significant at the 0.5 confidence level. This indicates that the effectiveness of a combination of the independent variables in predicting academic success in Mathematics could not have occurred by chance. It may thus be said that about 5.0% of the total variability in academic success in Mathematics is accounted for by a linear combination of the cognitive style and problem solving technique (1). While the remaining 95% or these about are due to other variables (2) not considered in this study which can be illustrated in figure 1. The link between the predictor variables on one hand and academic success on the other is explicable if considered carefully, the submission of the behavourist psychologists (Sara, Maruta, & Olarinoye, 2016; Horchug, 2006) that learning is an individual thing. To this end, the researcher contends that whatever the opportunities available, a student learns because she/he has made up her/his mind to learn coupled with the fact that such decision is influenced by his/her personal/inherent characteristics.



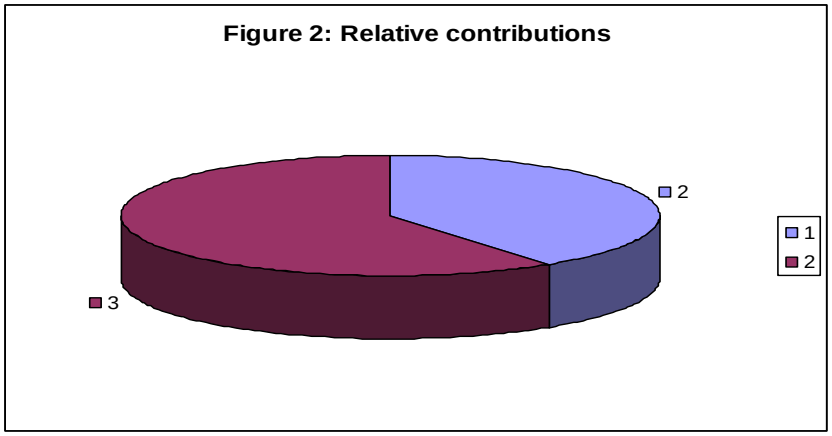
Hypothesis 3: There is no significantly relative contribution of the variables to the prediction.

Table 4: Relative contribution of each of the predictor variable

Var. no	Description	R^2	Beta	t-value	Sign. Value
1	Cognitive style	0.02	0.15	2.21	0.03*
2	Problem solving technique	0.03	0.16	2.06	0.04*

*= Significant ($p < 0.05$).

To respond to hypothesis 3 which seeks to determine the relative contribution of each of the predictor variable to prediction, the data shows that the beta value of the problem solving technique (0.16) is greater than cognitive style (0.15) as shown in table 4. According to table 4, Cognitive style alone explains about 2% ($R^2 = 0.02$); and Problem solving technique alone explains about 3% ($R^2 = 0.03$) of the variance in the performance of students. The picture of each of the predictors in percentages on the performance of students taught as illustrated in figure 2. One explanation of this is that the increase in students' ability to connect new information to existing relevant concepts in the learner's cognitive structure led to an increase in students' ability to solve problems. Thus, the results of the study reveal that students' academic success in Mathematics would greatly improve if relevant methods are applied. This supports Ezeugo & Agwagah (2000) who reported that teaching method is a major contributory factor to students' achievement in Mathematics. It also confirmed with those of Arigbabu (2012); Kalejaiye (2011); Emmanuel (2003) who documented significant effect of problem solving competence on students' learning outcomes. Furthermore, Olayinka (1983) found out that problem solving approach of teaching word problems in simultaneous equations is more effective than the conventional method.



4. Implications and conclusion

This study has established the fact that there is no significant relationship between cognitive style and problem solving technique in Junior Secondary School Mathematics. It found that the cognitive style and problem solving technique of students significantly predicted academic success in Mathematics when taken together. The findings from this study have some implications for teachers of Mathematics and their students in our schools. There is need for Mathematics teachers to include problem solving technique as part of the predictor variables when studying academic success among the secondary school students since it correlated with academic success. Also, Mathematics teachers should include problem solving techniques as part of their intervention strategies when they are teaching the students in the classroom. It is recommended that problem solving intervention strategies should be used in handling the mathematical problems of students to enhance their academic success in other to serve as essential ingredients for achieving a holistic education. This is because the problem solving model involves the learning of social, cognitive as well as affective skills which are all crucial to success at school. Hence, extensive training program, seminars and workshops should be organized for mathematics teachers in elementary schools to employ problem solving method in the classrooms.

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Predictive Effects of Personality Traits on Job Stress among Secretaries in Olabisi Onabanjo University.

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Abstract. The study examined the predictive effect of Personality traits (Extraversion, agreeableness, conscientiousness, Neuroticism and openness to experience) on Job Stress of Secretaries in Olabisi Onabanjo University, Ogun State. A descriptive survey research design was adopted for this study. The sample for this study comprised One hundred (100) Secretaries and Assisstant secretaries in State-owned universities of Ogun state. The data was collected using Job Stress Scale (r = 0.96) and Big Five Personality Scale (r = 0.80). Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis was used to analysed the three research questions raised at 0.05 level of significance. The result revealed that there are positive relationship between Extraversion and job stress of Secretaries, Agreeableness and job stress of secretaries, Conscientiousness and job stress of secretaries and Neuroticism and job stress of secretaries. Also there was a composite effect of Personality traits (Extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) on job stress of secretaries. And Agreeableness was the most potent out of the predictor variables, followed by Conscientiousness. It was recommended among others that the management should have closer look at these factors as an initiative action to prevent high turnover in the organisation. Administrators should then design programs and trainings to help secretaries increase their level of satisfaction with personal learning and growth opportunities at work, job security, and compensation.

Keywords: Predictive, Personality, Traits, Stress and Secretaries

1. Introduction

Today, job stress is becoming a major issue of increasing concern to employees and organizations. The working environment is significantly changing, longer hours, frequent changes in culture and structure, as well as new and expanded roles that demands new knowledge and skills all of which leads to greater levels of stress (Fotinatos-Ventouratos & Cooper, 2005; Christopher & Libert, 2010). Robbins (2001) as cited in Srivastava (2009) defines stress as a dynamic condition in which the individual is confronted with an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important. Schermerhorn, Hunt and Osborn (2005) as cited in Popoola and Ilugbo (2010) defined stress as a state of tension experienced by individuals facing extraordinary demands, constraints or opportunities.

Various attempts have been made to identify factors that predispose people to stress. Some researchers (Srivastava, 2009; Lamb, 2009) have suggested that, personality may greatly predict employees stress in workplace, as some personality traits have been found to be strongly associated with satisfaction, dissatisfaction and stress. According to Couper

(2005) personality types are important determinants of stress, as some people can continue functioning for years while handling enormous amounts of stress, while others might cave in within a few months after handling the same amount of stress. Torgersen (2008) and Malt, Retterstol and Dahl (2003) defines Personality traits as stable characteristics of the individual's personality, making up patterns of thinking, sensing and conduct. Theron (2005) also states that the most interesting contributor to developing stress is an individual's personality. The importance of considering the interactions among personality traits has been increasingly acknowledged in stress research. For instance, Akinboye and Adeyemo (2002) as cited in Popoola and Ilugbo (2010) found that some people are generally more stress prone while others are generally less stress prone depending on their personality traits. Also, Lamb (2009) reported that there was a linear relationship between personality traits and job stress of employees of a call centre. The predictive effect of the personality traits should therefore be examined to get a better picture of secretaries' response to stressful conditions. For more empirical studies to determine the nature of stress experienced by secretaries as well as identify specific personality traits which are predictors of stress among them. To do this, the present study intends to investigate the predictive effect of personality traits on job stress among secretaries in Olabisi Onabanjo University.

2. Purposes of the Study

The purpose of this study is to examine the predictive effects of personality traits on job stress among secretaries in Olabisi Onabanjo University. This study will provides some bases on which recommendations can be made for improving job performance.

3. Research Questions

- Will there be a significant positive correlation between the personality traits and secretaries job stress?
- To what extent will personality traits (Extraversion, agreeableness, conscientiousness and openness to experience) jointly significantly predict Secretaries Job Stress?
- What is the relative effects of personality traits (Extraversion, agreeableness, conscientiousness and openness to experience) on secretaries job stress?

4. Research Methods

Research Design

For the purpose of this research work, descriptive research design of ex-post facto type is adopted. This is appropriate because all the variables will not be manipulated but will be described as they exist.

Population

The population of this study comprised of all secretaries in Olabisi Onabanjo University, Ogun State.

Sample and Sampling Techniques

The sample for this study comprises of One hundred (100) respondents that is randomly selected from five (05) Departments and five (05) Faculties in Olabisi Onabanjo University, Ogun State. From each of the Departments and Faculties, Ten (10) secretaries (comprising of Personal secretaries and Confidential secretaries) are randomly selected, to make a total of 100 respondents.

Research Instrument

The following two instruments are used in this study: The instruments are:

Job Stress Scale (JSS): Job satisfaction is measured using Job Stress scale (JSS) developed by Spector, (1997) which was designed to assess Job stress of secretaries. This scale is a 36-item scale measured along 6 point likert scaling method with sample items including "I feel I am being paid a fair amount for the work I do". The scale has been used in various studies in human services organisations, public and private sectors having an internal consistency of .96 and .91 to provide the scale reliable. A higher score indicate high Job stress of the respondents.

Personality type scale: Big five Inventory (BFI) was used to measure the personality

traits of the Secretaries. It was developed by John & Srivastava (1999). It consist of 44-item inventory that measures an individual on the Big Five Factors (dimensions) of personality (Goldberg, 1993). Each of the factors is then further divided into personality facets. The essence of this perspective is that personality characteristics can be resolved into five broad dimensions, which are distinct from one another:

Extraversion: high energy and activity level, dominance, sociability, expressiveness, and positive emotion.

Agreeableness: pro-social orientation, altruism, tender mindedness, trust and modesty.

Conscientiousness: impulse control, task orientation, goal directedness.

Neuroticism: anxiety, sadness, irritability, and nervous tension.

Openness to experience: it exemplifies the breadth, depth and complexity of an individual's mental and experiential life.

The author reported a Cronbach Alpha of 0.80 and a 3-month test-retest reliability coefficient of 0.85. BFI has mean convergent validity coefficient of .75 and .85 with Big-Five authored by Costa & McCae and Umeh, (2004) obtained a divergent validity.

Method of Data Analysis

The statistical methods that were used in analyzing the hypotheses in this study are Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis.

5. Results

Question One: Will there be significant positive correlation between the personality traits (Extraversion, agreeableness, conscientiousness, Neuroticism and openness to experience) and secretaries Job Stress?

Table 1: Correlation between the Personality traits and Secretaries' Job Stress

	1	2	3	4	5	6
1. Extraversion	1					
2. Agreeableness:	.399**	1				
3. Conscientiousness	-.031	-.103	1			
4. Neuroticism	.249*	.247*	-.289**	1		
5. Openness to experience	.279**	.241*	-.010	-.039	1	
6. Job Stress	.360**	.563**	.303**	.199**	.081	1

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

* .Correlation is significant at the 0.05 level (2-tailed)

The results in Table 1 above revealed that there are positive relationship between Extraversion and Job Stress of Secretaries ($r_{(99)} = .360$; $P<0.01$); Agreeableness and Job Stress of Secretaries ($r_{(99)} = .563$; $P<0.01$); Conscientiousness and Job Stress of Secretaries ($r_{(99)} = .303$; $P<0.01$) and Neuroticism and Job Stress of Secretaries ($r_{(99)} = .199$; $P<0.01$) while no correlation existed between Openness to experience and Job Stress of Secretaries ($r_{(99)} = .081$; $P>0.01$).

Question Two: To what extent will personality traits (Extraversion, agreeableness, conscientiousness, Neuroticism and openness to experience) significantly predict Secretaries Job Stress?

Table 2: Multiple Regression Analyses of Personality traits (Extraversion, agreeableness, conscientiousness and openness to experience) and Job stress

REGRESSION		ANOVA				
Model	Source	Sum Of Squares	Df	Mean Square	F	Sig
R =.704[a]	Regression	438.729	5	87.746	18.497	.000[a]
R^2 =.496	Residual	445.911	94	4.744		
Adj. R^2 =.469	Total	884.640	99			

The result in Table 2 indicated that Personality traits (Extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) predicted on Job stress of Secretaries ($R = .704$; $R^2 = .496$; $F_{(5,99)} = 18.497$; $P<.05$). This showed that Personality traits (Extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) accounted for 49.6 % of the variance in Job stress. This implies that there was a composite effect of Personality traits (Extraversion, agreeableness, conscientiousness and openness to experience) on Job stress of Secretaries.

Question Three: What are the relative effects of personality traits (Extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) on Secretaries Job Stress

Table 3: Beta coefficients and t Ratio for relative effect of Personality traits (Extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) on Job stress

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-6.588	2.802		-2.351	.021
	extraversion	.149	.085	.147	1.764	.081
	agreeableness	.609	.095	.530	6.439	.000
	conscientiousness	.730	.139	.403	5.255	.000
	Neuroticism	.045	.025	.145	1.794	.076
	openness to experience	-.087	.087	-.078	-1.007	.316

a. Dependent Variable: Job Stress

The results in Table 3 above revealed that two out of the Personality traits (Extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) were good predictor of Job Stress. Agreeableness was the most potent out of the predictor variables (β= .609; t= 6.439; P< .05), followed by Conscientiousness (β= .730; t= 5.255; P< .05) while Extraversion (β= .149; t= 1.764; P> .05), Neuroticism (β= .045; t= 1.794; P>.05) and Openness to experience (β= .087; t= 1.007; P>.05) were not good predictors of Job Stress of Secretaries.

6. Discussion of the Findings

The first research question stated that will there be significant positive correlation between the personality traits (Extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) and secretaries job stress? The result in Table 1 revealed that there are positive relationship between Extraversion and job stress of secretaries, Agreeableness and job stress of secretaries, Conscientiousness and job stress of secretaries and Neuroticism and job stress of secretaries. This corroborated the findings of Storm and Rothmann (2003) which showed that extroversion and conscientiousness are also associated with positively reinterpreting stressful situations and acceptance of stressors. Kim, Shin and Umbreit (2000) found that personality traits could render an individual more susceptible to the effects of stress; these include extraversion, conscientiousness, and neuroticism.

The second research question stated that to what extent will personality traits (Extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) jointly significantly predict secretaries' job stress. The result in Table 2 revealed that Personality traits (Extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) predicted on job stress of secretaries. It also showed that Personality traits (Extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) accounted for 49.6 % of the variance in Job stress. This finding corroborated the findings of Akinboye and Adeyemo (2002) also found that some people are generally more stress prone while others are generally less stress prone depending on their personality traits. In the same vein, Riolli and Savicki (2003) and Van-Dierendonck (2005) reported that personality characteristics of employees have the tendency to moderate the effect of stressful situations on employees such that certain traits may buffer or enhance more negative outcomes than others. The findings are consistent with those of Kokkinos (2007) who reported that personality characteristics were associated with stress or burnout dimensions.

The third research question stated that what is the relative effects of personality traits (Extraversion, agreeableness, conscientiousness, neuroticism and openness

to experience) on secretaries' job stress. The result in Table 3 showed that two out of the Personality traits (Extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) were good predictors of job stress. Agreeableness was the most potent out of the predictor variables, followed by Conscientiousness. Research conducted in South Africa by Swanepoel and Oudtshoorn (1988) also found that conscientiousness is associated with lower levels of stress. Ghazinour, Richter, Emami and Eisemann (2003) agree with this, stating that personality traits such as introversion and neuroticism have a significant impact on the development of job stress (Jaffe–Gill et al., 2007).

7. Conclusion

Personality variables have always predicted important behaviours and outcomes in industrial, work, and organizational psychology. The results obtained from this study revealed that all the five personality traits namely: Extraversion, Agreeableness, Conscientiousness and Neuroticism had positive relationship with job stress. Also there was a composite effect of Personality traits (Extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) on Job stress of Secretaries. It further indicated that Agreeableness was the most potent out of the predictor variables, followed by Conscientiousness.

8. Recommendations

Based on the findings of this study it was recommended that the management should have closer look at these factors as an initiative action to prevent high turnover in the organisation. Administrators should then design programs and trainings to help secretaries increase their level of satisfaction with personal learning and growth opportunities at work, job security, and compensation. Since stress is higher in specific personality traits, and high conscientiousness may aggravate stress, preventive efforts such as career counselling and stress management techniques may help those prone to adverse effects.

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Teaching of Individual Extension method and Communication

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Abstract. The objectives of Extension Education are educational in nature. The effort of the change agent is to change the knowledge, skill and attitudes of the farmers so that their personality undergoes change. This changed 'man' is expected to make use of modern advances in Science for solving the problems surrounding him. It is therefore, necessary to understand the teaching and learning processes in extension education. This will enable both to make use of the individual approach fruitful. In this study, the concept of extension education, its importance, scope, purpose and objectives are disclosed. However, the extension teaching and communication were also highlighted; most especially the use of mass media in extension like the radio, interview, audio cassettes, films, television and video as well as printed media in extension education were employed. More so, farm visits and other individual methods like telephone calls and informal contacts were also discussed in brief. The methodology of this work is based on classification of extension teaching method. Lastly, some check list questions were provided in (A) and (B), so as to enable the teacher/learner to know what is been expected in the teaching/learning of an individual extension method via communication.

Keywords: Extension Education, Extension Teaching/Learning, Individual extension method, Extension Communication, Farm Visits.

1. Introduction/Background

Extension education is education for the betterment of people and for changing their behaviour i.e. knowledge, skill and attitude. It is the dissemination of useful research findings and ideas among rural people to bring out desirable changes in their social and cultural behaviour. Moreover, it is an applied science consisting of contents derived from researches, accumulated field experiences and relevant principles drawn from the behavioural sciences. (M.A.I.B 2016)

Extension education is mainly concerned with the dissemination of useful and practical information relating to rural life and helping the rural people in the practical application of such knowledge to rural situations. All extension methods are suited to different purposes. It is important for the extension agent to consider the range of individual at his disposal and to select the method appropriate to the situation. It is also important to remember the educational purpose of extension work, and to ensure that the method selected is used to promote the farmers' better understanding of the technology involved. However, most obstacles occurred in a situation where by the agent failed to comprehend the context of his task; which affects the farmer

directly and whole farming system at large. Also, lack of proper follow-up / farm visits by the agent to the farmer, to check whether he/she has understood and implement correctly the approach taught to him by the extension worker. In this vein, individual extension method involves the agent in a face-to-face relationship with the farmer, and this relationship should be one of mutual confidence and respect. The agent, therefore, must think carefully about his use of individual method and ensure that his relationship with the farmer is sensitively developed. Individual or face-to-face methods are probably the most universally used extension methods in both developed and developing countries. The extension agent meets the farmer at home or on the farm and discusses issues of mutual interest, giving the farmer both information and advice. The atmosphere of the meeting is usually informal and relaxed, and the farmer is able to benefit from the agent's individual attention. Individual meetings are probably the most important aspect of all extension work and invaluable for building confidence between the agent and the farmer. Learning is very much an individual process and the individual attention of the extension agent are important supports for a farmer. The personal influence of the extension worker can be a critical factor in helping a farmer through difficult decisions, and can also be instrumental in getting the farmer to participate in extension activities. A farmer is often likely to listen to the advice given by the extension agent and will be grateful for this individual attention.

Importance of Extension Education

- Extension uses democratic methods in educating the farmers.
- Extension Helps in adoption of innovations.
- Extension helps in studying and solving the rural problems.
- Extension increases farm yields and improve the standard of living of farmers
- Extension makes good communities better and progressive.
- Extension contributes to national development programmes

Scope of Extension Education

It includes all activities of rural development. So extension programmes should be dynamic and flexible. The areas indicating scope of Extension are listed below:

- Increasing efficiency in agricultural production.
- Increasing efficiency in marketing, distribution and utilization of agricultural inputs and outputs
- Conservation, development and use of natural resources.
- Proper farm and home management
- Better family living.
- Youth development.
- Leadership development.
- Community and rural development.
- Improving public affairs for all round development.

Purpose

- To raise the standard of living of the rural people by helping them in right use of their resources.
- To help in planning and implementing the family and village plans for increasing production in various occupations.
- To provide facilities for better family living.

Specific Objectives

- To provide knowledge and help for better management of farms and increase incomes.
- To encourage the farmers to grow his own food, eat well and live well.
- To promote better social, natural recreational intellectual and spiritual file among the people.

2. Literature

Extension teaching is the process of arranging situations in which the important things learned are called to the attention of the learners, their interest developed, desire aroused, and action promoted. The principles of extension teaching is one which need to be followed for making the extension teaching effective are discussed here:

Extension Teaching Requires Specific and Clearly Defined Objectives: While deciding the objectives of teaching, following aspects are to be considered: a. People to be taught. b. Behavioural changes to be developed in people. c. Content or subject matter to bring the desired change in behaviour. d. The life situation in which the action is going to take place. Extension Teaching Requires a Suitable Learning Situation which consists of the following five inter-related elements: a. Instructor (Extension Worker) b. Learners (Farmers, Women, Youth) c. Subject Matter (i.e. Agriculture, Horticulture, Social Forestry) d. Teaching Materials (Seeds, Plants, Audio-visual aids).

3. Four Paradigms of Agricultural Extension

Any particular extension system can be described in terms of both how communication takes place and why it takes place. It is not the case that paternalistic systems are always persuasive, nor is it the case that participatory projects are necessarily educational. Instead there are four possible combinations, each of which represents a different extension paradigm, as follows (NAFES 2005)

- Technology transfer (persuasive + paternalistic): This paradigm was prevalent in colonial times and reappeared in the 1970s and 1980s when the "Training and Visit" system was established across Asia. Technology transfer involves a top-down approach that delivers specific recommendations to farmers about the practices they should adopt.
- Advisory work (persuasive + participatory): This paradigm can be seen today where government organizations or private consulting companies respond to farmers' inquiries with technical prescriptions. It also takes the form of projects managed by donor agencies and NGOs that use participatory approaches to promote predetermined packages of technology.
- Human resource development (educational + paternalistic): This paradigm dominated the earliest days of extension in Europe and North America, when universities gave training to rural people who were too poor to attend full-time courses. It continues today in the outreach activities of colleges around the world. Top-down teaching methods are employed, but students are expected to make their own decisions about how to use the knowledge they acquire.
- Facilitation for empowerment (educational + participatory): This paradigm involves methods such as experiential learning and farmer-to-farmer exchanges. Knowledge is gained through interactive processes and the participants are encouraged to make their own decisions. The best known examples in Asia are projects that use Farmer Field Schools (FFS) or participatory technology development (PTD).

4. Communication

Communication simply means the sharing of ideas and information - forms a large part of the extension agent's job. By passing on ideas, advice and information, he hopes to influence the decisions of farmers. He may also wish to encourage farmers to communicate with one another; the sharing of problems and ideas is an important stage in planning group or village activities. The agent must also be able to communicate with superior officers and research workers about the situation faced by farmers in his area.

Agricultural communication has emerged to contribute to in-depth examinations of the communication processes among various actors within and external to the agricultural system. This field refers to the participatory extension model as a form of public relations-rooted two-way symmetric communication based on mutual respect, understanding, and influence between an organization and its stakeholders. (Robert L. H, 2005).

There are many ways in which extension agents and farmers communicate. In this article, some few principles of communication will be looked at, and the use of mass media and audio-visual aids for communication in extension work will

be discussed. Any act of communication, be it a speech at a public meeting, a written report, a radio broadcast or a question from a farmer, includes four important elements: - the *source*, or where the information or idea comes from; - the *message*, which is the information or idea that is communicated; - the *channel*, which is the way the message is transmitted; - the *receiver*, who is the person for whom the message is intended. Extension Teaching Requires Effective Communication, and to be effective, it must take into consideration proper functioning of the elements of communication process.

a. Communicator b. Message c. Channel d. Treatment e. Audience

Effective communication can motivate people to act. Communication is only successful when the receiver can interpret the information that the source has put into the message. An extension agent may give what he feels is a clear and concise talk, or an artist may be satisfied that he has designed a poster that conveys over the desired message, but there is no guarantee that those for whom the talk and poster are intended will interpret the message correctly.

Agricultural communication can take three modes—face-to-face training, training "products" such as manuals and videos, or information and communication technologies (ICTs), such as radio and short message system (SMS). The most effective systems facilitate two-way communication and often combine different modes. (International Finance Corporation 2013).

Mass Media in Extension Mass media are those channels of communication which can expose large numbers of people to the same information at the same time. They include media which convey information by sound (radio, audio cassettes); moving pictures (television, film, video); and print (posters, newspapers, leaflets). The attraction of mass media to extension services is the high speed and low cost with which information can be communicated to people over a wide area. Although the cost of producing and transmitting a radio programme may seem high, when that cost is divided between the millions of people who may hear the programme, it is in fact a very cheap way of providing information. The cost of an hour's radio broadcast per farmer who listens can be less than one-hundredth of the cost of an hour's contact with an extension agent. However, mass media cannot do all the jobs of an extension agent. They cannot offer personal advice and support, teach practical skills, or answer questions immediately. Their low cost suggests that they should be used for the tasks to which they are well suited. These include the following: - Spreading awareness of new ideas and creating interest in farming innovations. - Giving timely warnings about possible pest and disease outbreaks, and urgent advice on what action to take. - Multiplying the impact of extension activities. A demonstration will only be attended by a small number of farmers, but the results will reach many more if they are reported in newspapers and on the radio. - Sharing experiences with other individuals and communities. The success of a village in establishing a local tree plantation might stimulate other villages to do the same if it is broadcast over the radio. Farmers are also often interested in hearing about the problems of other farmers and how they have overcome them. - Answering questions, and advising on problems common to a large number of farmers. - Reinforcing or repeating information and advice. Information heard at a meeting or passed on by an extension agent can soon be forgotten. It will be remembered more easily if it is reinforced by mass media. - Using a variety of sources that are credible to farmers. Instead of hearing advice from the extension agent only, through mass media farmers can be brought into contact with successful farmers from other areas, respected political figures and agricultural specialists. Mass media communication requires specialist professional skills. Few extension agents will ever be required to produce radio programmes or to make films. However, extension agents can contribute to the successful use of mass media by providing material to media producers, in the form of newspaper stories, photographs, recorded interviews with farmers, items of information about extension activities or ideas for new extension films; and by using mass media in their extension work, for example, by distributing posters and leaflets or by encouraging farmers to listen to farm broadcasts.

Principles of Media Use

For extension through mass media to be effective, farmers must: - have access to the medium; - be exposed to the message: they may have radios, but do they listen to farm broadcasts?; - pay attention to the message: information must be attractively presented and relevant to farmers' interests; - understand the message. Mass media messages are short-lived and the audience may pay attention for only a short time, particularly where the content is educational or instructional. If too much information is included, much of it will soon be forgotten. This means that information provided through mass media should be: ***Simple*** and short. ***Repeated***, to increase understanding and help the audience to remember. ***Structured***, in a way that aids memory. ***Coordinated*** with other media and with advice given by extension agents. It is important that what the farmers hear and see via mass media matches what extension agents tell them. A poster on a shop wall in Malawi, containing several complex messages Dialogue is also an important part of communication. With mass media, however, there is little opportunity for a genuine dialogue between farmers and those who produce the material.

Consequently, media producers are not in a good position to determine farmers'' precise information needs, or to check whether their messages are understood correctly. One solution to this problem is for the producers to carry out research into farmers' existing knowledge, attitudes, practices, and problems concerning farming topics, and for mass media messages to be pretested. This means that a preliminary version of the message is given to a small number of farmers so that, if they have any difficulties interpreting it, revisions can be made before the final version is prepared. Extension agents can help media producers by keeping them informed of farmers' concerns and information needs, and by reporting any failure to understand the content of the products of mass media. People who produce radio programmes' posters and films are usually more educated than farmers and are not normally in regular daily contact with rural people. They cannot, therefore, easily anticipate how well farmers will interpret the material they produce.

Radio

Radio is a particularly useful mass medium for extension. Battery-operated radios are now common features in rural communities. Information can reach households directly and instantly throughout a region or country. Urgent news or warnings can be communicated far more quickly than through posters, extension agents or newspapers. Yet, despite radio's mass audience, a good presenter can make programmes seem very informal and personal, giving the impression that an individual listener is being spoken to directly. Radio is one of the best media for spreading awareness of new ideas to large numbers of people and can be used to publicize extension activities. It can also enable one community or group to share its experiences with others. There are, however, a number of limitations to the use of radio in extension work. Batteries are expensive and often difficult to obtain in rural areas, and there may be few repair facilities for radio sets that break down. From the listener's point of view, radio is an inflexible medium: a programme is transmitted at a specific time of day and if a farmer does not switch on the radio in time, there is no further opportunity to hear it. There is no record of the message. A farmer cannot stop the programme and go back to a point that was not quite understood or heard properly, and after the broadcast there is nothing to remind the farmer of the information heard. A further limitation is the casual way in which people generally listen to the radio. They often listen while they are doing something else, such as eating, preparing food, or working in the field. For this reason, radio is not a good medium for putting over long, complex items of information. A popular format in many countries, therefore, is for short items of farming news and information to be presented between musical records. Radio drama, in which advice is given indirectly through a story or play, is also popular. This can hold attention and interest for longer than a single voice giving a formal talk. Finally, there is little feedback from the audience, except with a live broadcast where it is possible for listeners to telephone in their questions or points of view directly to the programme presenter. Where

there is only one national radio station, it may be difficult to design programmes that meet particular local needs. Moreover, it may not be possible to cater for variations in agricultural practices and recommendations in different areas. However, the growth in recent years of regional and local radio stations does make it possible for locally relevant information to be broadcast, and for extension agents to become more closely involved in making radio programmes. Local radio stations may be willing to allow extension agents to have a regular weekly programme; if so, they will usually offer some basic training in recording and broadcasting skills. Farm broadcasts will only be attractive to farmers if they are topical and relevant to their farming problems. Extension agents can help to make them attractive by sending information and stories to the producers, and by inviting them to their area to interview farmers who have successfully improved their farms, or to report on demonstrations, shows and other extension activities. Ways by which extension agents can achieve a more effective use of radio include: ***Recording*** farming broadcasts on a cassette recorder for playing back to farmers later. This could greatly increase the number of farmers who hear the programmes. ***Encouraging*** farmers to listen to broadcasts, either in their own homes or in groups. Radio farm forums have been set up in a number of countries; a group meets regularly, often with an extension agent, to listen to farm broadcasts. After each programme, they discuss the contents, answer each other's queries as best they can, and decide whether any action can be taken in response to the information they have heard. ***Stimulating*** the habit of listening to farming broadcasts, and the expectation of gaining useful information from the radio. This can be done by the extension agent listening to the programmes and talking about the contents in his contacts with farmers. Many extension agents will at some time have an opportunity to speak over the radio. They may be asked to interview farmers in their area or perhaps give a short talk themselves. The following guidelines for radio talks and interviews may be useful.

Radio talks - Decide on the purpose of the talk; in other words, what you want people to know, learn or feel at the end of it. - Attract attention in the first few seconds. - Speak in everyday language, just as you would in a conversation, and not as though you are giving a lecture. - Repeat the main points carefully to help the listeners to understand and remember. - Give specific examples to illustrate your main points. - Limit your talk to three minutes; the listeners will not concentrate on one voice speaking on a single topic for much longer than that. - Make the talk practical by suggesting action that the listeners might take. - Include a variety of topics and styles if you are given more than three minutes. A short talk could be followed by an interview or some item of farming news.

Interviews - Discuss the topic, and the questions you intend to ask, with the interviewee beforehand. - Relax the interviewee with a chat before beginning to record the interview. - Avoid introducing questions or points that the interviewee is not expecting. - Use a conversational style; the interview should sound like an informal discussion. - Draw out the main points from the interviewee, and avoid speaking at length yourself; listeners are interested in the interviewee rather than you. - Keep questions short; use questions beginning "Why"?, "What?", "How?" to avoid simple one-word answers, such as "Yes" or "No".

Audio cassettes Audio cassettes are more flexible to use than radio, but as a mass medium they have their limitations. Cassette recorders are less common in rural areas than radio and are thus less familiar to villagers as sources of information. The cassette also has to be distributed physically, in contrast to the broadcast signal which makes radio such an instant medium. However, agents involved in many projects have found audio cassettes to be a useful extension tool, particularly where information is too specific to one area for it to be broadcast by radio. The advantages of cassettes over radio are (a) that the tape can be stopped and replayed; (b) the listeners do not have to listen at a specific time of day; and (c) the same tape can be used over and over again, with new information being recorded and unwanted information being removed.

Information can be recorded on cassettes in a studio, where many copies can then be made for distribution, or it can be recorded on a blank cassette in the field. The possibility of recording

farm radio programmes for playing back later has already been mentioned. Cassettes can also be used for: ***Updating*** the extension agents' technical information. Pre-recorded cassettes, distributed by the extension organization, are a good way of keeping extension agents in touch with new technical developments in agriculture. ***Sharing*** experiences between farmers' groups and between communities. An extension agent can record interviews and statements in one village and play them back in others. ***Providing*** a commentary to accompany filmstrips and slide sets. ***Stimulating*** discussion in farmers' groups or in training centres by presenting various points of view on a topic, or from a recorded drama. Cassette recorders are light and fairly robust. However, they should be kept as free from dust as possible and the recording heads kept clean by using a suitable cleaning fluid, such as white spirit.

Film The main advantage of film as a mass medium for extension is that it is visual; the audience can see as well as hear the information it contains. It is easier to hold an audience's attention when they have something to look at. It also makes it possible to explain things that are difficult to describe in words, for example, the colour and shape of an insect pest or the correct way to transplant seedlings. Moreover, by using close-up shots and slow motion, action can be shown in far greater detail than it is to see possible watching a live demonstration. Scenes from different places and times can be brought together in order to teach processes that cannot normally be seen directly. The causes of erosion, for example, can be demonstrated dramatically by showing how a hilltop stripped of trees no longer prevents rain-water running down the slope, creating gullies and removing topsoil. Similarly, the benefits of regular weeding can be shown by filming crops in two contrasting fields at different stages of growth. Once a film has been made, many copies can be produced with the result that thousands can then watch the film at the same time. Because films require this cumbersome equipment, it is not practical for the extension agent to show them in villages unless he has motor transport. It is more common for mobile cinema vans to bring films to rural areas, or for films to be shown in schools and rural training centres where equipment is available.

Printed media Printed media can combine words, pictures and diagrams to convey accurate and clear information. Their great advantage is that they can be looked at for as long as the viewer wishes, and can be referred to again and again. This makes them ideal as permanent reminders of extension messages. However, they are only useful in areas where a reasonable proportion of the population can read. Printed media used in extension include posters, leaflets, circular letters, newspapers and magazines. ***Posters*** are useful for publicizing forthcoming events and for reinforcing messages that farmers receive through other media. They should be displayed in prominent places where a lot of people regularly pass by. The most effective posters carry a simple message, catch people's attention and are easy to interpret. ***Leaflets*** can summarize the main points of a talk or demonstration, or provide detailed information that would not be remembered simply by hearing it, such as fertilizer application rates or names of seed varieties. ***Circular letters*** are used to publicize local extension activities, to give timely information on local farm problems and to summarize results of demonstrations so that the many farmers who cannot attend them may still benefit. ***Newspapers*** are not widely available in rural areas. However, local leaders often read newspapers, and a regular column on agricultural topics is useful to create awareness of new ideas and to inform people of what other groups or communities are doing.

Distance education. It has been described as "a process to create and provide access to learning when the source of information and the learners are separated by time and distance.

Extension Teaching Extension Teaching Requires Both Content End Method, in which Content means the subject matter. Method means the delivery system. Content should be relevant and method should be appropriate. Extension Teaching must be looked upon as an Intentional Process. It should be properly planned on the basis of existing situation and available research findings. There is no scope for haphazard thinking and action. Extension Teaching must Result in Effective Learning. That is**,** the topic taught should be understood by

the learners. As per the situation, combinations and teaching methods should be done. It should lead to maximum behavioural change among the farmers.

Extension Teaching Requires Careful Evaluation of Results. This means, the changes brought about in the behaviour of people need to be assessed. Later, steps need to be taken to meet to the deficiencies identified in the process.

Extension Learning It is the process by which an individual, through his own efforts and abilities, changes his behaviours. With a view to provide effective learning experience to rural people, the extension worker should know the characteristics of learning. These are called as Principles of learning. They are as follows: Learning is Growth Like and Continuous: In this regards, the extension worker should try to understand the level of the farmer and should try to develop his understanding. The things already known by and also new ideas should be clarified. The new ideas may be presented intermittently to emphasis their importance. Learning should be Meaningful. The reason is that, the extension worker should place the objectives of learning very clearly and meaningfully before the farmers. While doing this, it should be seen that the subject does not go over the heads of the farmers. The extension education programme should be within the physical and economic limits of the people. Learning should be able to Make Use of Maximum Number of Sense Organs while Learning. Because seeing hearing, touching, smelling and testing are the five senses through which an individual learns new idea. Extension believes in **'Learning by doing'** and **'seeing is believing'**. So, demonstrations, visual aids, and other symbols should use by the extension worker, to make the learning experience more effective. Learning should be Challenging and Satisfying**.** This implies that, abilities acquiring through learning should help the farmer to solve the problems, to overcome the difficulties and gradually lead to a more satisfying life. Learning should Develop Functional Understanding of Learners**.** Because, only acquiring knowledge is not enough, it must be understood and applied in real life situation. To develop the functional understanding of the farmers, it is necessary that he should understand the whole subject, as well as different topics and their inter-relationships. Learning is affected by Physical and Social Environment**.** Good physical and social environment creates a favourable back ground for effective learning. The student should be required to spend minimum energy in adjusting with the environment. The teacher should create a suitable environment. Learning Ability Varies Widely Among Individuals. The teaching should be tailored according to the level of understanding of the farmers. So also, the subject should be within the capacity of the farmers' ability to learn. Learning is a gradual process, requiring several exposures before Change is noticed**.** The new ideas have to be vividly presented through different media in order to make the learning meaningful. Research shows that for convincing the necessity of innovation, it has to be presented at least six to eight times through different media. The Adults have Learning Capacity. The rate of learning declines about one percent a year, after the age of 35 years. The main reason for this is declining physical ability, especially functioning of sense organs. Reluctance to learning, fear of failure, old habits and impact of particular ideology are also the reasons for it. The extension workers should show the things clearly, speak clearly by choosing words carefully, proceed step by step, repeat important ideas, encourage good ideas, and avoid ridicule. Learning is an Active Process on the Part of Learner. The kind of learning which takes place is a result of the kind of experience one has. The experiences must be compelling and directed on the part of learners. The farmer himself will have to practice the skills to learn them, change the present attitude to create new attitude, and appreciate new things. Learning is group facilitates this. Learning Requires Effective Communication. Learning becomes effective if the extension worker puts the message in an interesting way with the help of appropriate audio-visual aids and teaching methods. Theory and Practice should be related in Learning. As far as possible, the farmers should be taught both, theory as well as practice. A proper balance in these two helps in acquiring high professional competency.

Farm visits Farm visits are the most common form of personal contact between the agent and

the farmer and often constitute over 50 percent of the agent's extension activities. Because they take up so much of the agent's time, it is important to be clear about the purpose of such visits and to plan them carefully. Farm visits can: - familiarize the extension agent with the farmer and his family; - enable him to give specific advice or information to the farmer; - build up the agent's knowledge of the area, and of the kinds of problems which farmers face; - permit him to explain a new recommended practice or follow up and observe results to date; - arouse general interest among the farmers and stimulate their involvement in extension activities. At times, the extension agent will make a farm visit spontaneously if he happens to be passing by and it is convenient to drop in. Such informal visits may have no specific purpose but are a useful way of maintaining contact and gradually building links with farmers. Even if the agent just drops in to greet the farmer and his family, this short visit can do a lot to foster mutual respect and friendship. Usually, however, farm visits will be part of the agent's general plan of work and will be programmed into his monthly schedule of activities.

Planning the visit First, it is important to be very clear about the purpose of the visit. Before a visit, the extension agent should review the file on the farm to be visited and consult any other information available on the farmer. He must be fully informed on the relevant details of the farm he is visiting and should summarize the situation in a few notes before setting off. He must try to avoid showing ignorance of the farmer and his farming activities, or the need to consult his file during the visit. In addition, the visit should be planned to fit in with other local extension activities. For example, if a demonstration or meeting is planned for the morning, then it may be possible to programme a number of individual farm visits for the afternoon. Whenever possible, the agent should make an appointment at a time convenient to the farmer, to ensure that the farmer will be there and that the journey will not be wasted. If an appointment is made in advance, the farmer will also have time to prepare for the visit and to think about the issues to be discussed with the agent. *Check list* - Make an appointment if possible. - Decide the purpose of the visit. - Review previous records and information. - Prepare specialist subject matter that might be required. - Schedule the visit into the overall work plan.

Making the visit

The agent must always remember the basic educational purpose of extension and his role in this process. The agent's role is not just one of transmitting new knowledge or recommendations; he must also devote time during visits to building up the farmer's confidence and interest. One of the first points to think about when making a farm visit is how to start a conversation. The first few minutes of contact are extremely important for establishing a good relationship, particularly if it is the first meeting. Methods of establishing rapport and of initiating conversation differ from culture to culture. Small talk in order to break the ice is often an important first step, and gives both sides a chance to relax and to get to know each other a little before more serious matters are discussed. Time must be spent in greeting the farmer and his family and an informal chat will not be wasted. Similarly, local customs should be followed as regards accepting hospitality. If visitors are expected to drink tea or coffee with the host, then the agent should do so, while taking care not to acquire a reputation of one who spends all his time drinking tea or coffee during visits. The agent should then choose the moment when more formal business can be discussed. The choice of the discussion topic is also an important decision for the extension worker. If he is sensitive to the farmer's needs, he will discuss matters relevant to these needs. Moreover, he will discuss these topics at the farmer's level and in language that the farmer is accustomed to use. In this respect, the agent should be a good listener as well as a good talker, and he should encourage farmers to explain and discuss issues at their own pace and in their own words. It is important for the agent to find a reason to praise farmers for some aspect of farm management in order to encourage their involvement and make them feel that they also have knowledge to contribute. The visit may cover a whole range of activities. The farmer may need further explanation or information about a particular new practice and

it may be necessary to demonstrate this. If further technical information is required, this can be noted and, at a later date, an appropriate information bulletin can be sent. The agent may also brief the farmer generally on government agricultural policy, or describe the range of extension activities in the area and encourage the farmer to get involved. Some visits may also be of an emergency nature when the agent will be expected to give on-the-spot advice concerning a particular problem. Finally, the agent should always be alert during farm visits for ways to promote the involvement of other family members, including spouses and young people, in other local extension activities such as a youth club or a food preparation demonstration. If possible, it is useful to set up a system to keep a record of the content of farm visits; this could be simply a notebook in which the essential details of each visit (date, purpose, problems, decisions, etc.) are recorded. Such a farm record system is very useful in helping the agent to keep a more detailed account of each visit and it is invaluable when a new agent is taking over. The records are also very useful in evaluating farmers' progress. *Check-list* - Be punctual for the visit. - Greet the farmer and this family. - Praise the farmer's work. - Encourage the farmer to explain and discuss any problems. - Provide any technical or other information required. - Record the details of the visit. - Plan with the farmer the time and purpose of the next meeting.

Recording and follow-up

The purpose of any farm visit will be lost if its content and conclusion are not recorded and no follow-up action taken. During the visit, the agent will almost certainly make a series of notes and observations. On the first available office day, these notes should be neatly transcribed on an individual card kept at the extension office. After each visit, the agent should record the date, the purpose, the conclusions or recommendations arising from the visit, as well as any other additional information or observations which he feels will be helpful. The agent must not store this information in his head, since, if he is transferred, the incoming agent will be left with a gap in information and will find it difficult to catch up with the situation. Finally, the agent should arrange for any follow-up that may have been agreed with the farmer. This could involve the sending of further specialist information, or arranging for a specialist colleague to visit the farmer concerned. Whatever the case, it is vitally important that the agent follow up on any issues or problems that he was not able to deal with in person. Failure to do so will disappoint the farmer and lessen his confidence in the agent. It is very important to maintain the confidence and trust that can often take years to build up. He should also schedule his next visit to the farmer in his work programme. *Check-list* Record purpose of and decision resulting from visit. Arrange for any follow-up information or advice to be sent. Schedule the next visit to the farmer. Farm visits are perhaps the single most important aspect of the agent's work in terms of establishing rapport with the farmers in his area and of building the trust and confidence that are vital to the success of his work. However, farm visits take up a lot of time and only a few farmers can be reached. Farm visits are, therefore, a costly extension method and for this reason they must be carefully thought out and planned. The visits must make an impact and must lead to positive agricultural development if they are to justify their cost. Finally, the agent should beware of visiting some farmers repeatedly. This would not only severely limit the range of his activities, but could also arouse the resentment of other farmers who might feel excluded.

Office calls

Just as the extension agent visits the farmer, so he can expect that from time to time the farmer will visit him at his office. Such a visit is often a reflection of the interest which the agent may have aroused among the local farmers. The more confidence local farmers have in the extension agent, the more likely they are to visit him. Such office visits are less time consuming for the extension worker, and offer some of the advantages of a farm visit. While no extension agent would wish to be overwhelmed by such visits every day, he should encourage farmers to drop in if it is convenient for them to make the exchange of visits twoway. As with farm visits, office visits similarly have to be prepared. Although the agent may not know when a farmer is likely to drop in, he can at least arrange the extension office in such a way that the visitor

feels at ease and can understand the activities of the office. The arrangement could include: - ensuring that access to the extension office is adequately posted and the agent's name displayed; - having a notice-board clearly displayed upon which useful, up-to-date information can be pinned; - having one or two chairs where visitors can wait for appointments; - displaying any bulletins, circulars or other written extension literature that the visitor can read. For some farmers, a visit to the extension office may be a difficult experience. The agent should, therefore, try to put the farmer at ease, asking a few questions in order to get the farmer to explain his problems. The agent should be polite but purposeful, and try to find out the reason for the visit as quickly as possible. When he feels that the matter has been adequately discussed, the agent should tactfully terminate the interview in order not to let it drift aimlessly on. The agent should always escort the visitor out, and say goodbye. A note on these office visits should also be added to the farmer's record card, and any follow-up implemented.

The layout of an extension office is important *Letters* Occasionally, the extension agent will correspond with a farmer by letter. Letters can be a follow-up inquiry resulting from an agent's farm visit, or sent because a farmer is unable to make a personal office visit. Drafting and replying to letters are very important skills for the extension worker and he should give every thought to them. Problems can arise with the use of words or complex technological language, or if the letter has been badly typed or written. In writing a letter to a farmer, the extension agent should try to put himself in the farmer's shoes. The letter should be in the local language, preferably not on impressively headed writing-paper, and should always contain some personal greeting to the farmer. Often, farmers will show such letters to their neighbours and thus it is important to create a favourable impression. The following points are important: - letters should be clear and concise, so as not to confuse the reader; - the information in the letter should be complete and relevant to the issues raised; - where possible, letters should be answered promptly. If time is needed to collect information for the reply, a short letter of acknowledgement should be sent; - a copy of the letter must always be made and entered in the office file.

Other individual methods *Telephone calls* Telephone calls and office visits serve a very similar purpose. It is improbable that the extension worker will deal with many of the farmers in his area (if at all) by telephone. If the telephone is used, however, it will not be for long discussion but for passing on specific advice or information. Whatever the reason, it is important for the agent to speak clearly, to note the main points discussed and to enter them on the farmer's record. *Informal contacts* Informal contacts will occur continually during the agent's stay in a particular area. Market days, holiday celebrations or religious events will bring him into contact with the farmers with whom he is working who will inevitably talk about their problems. By attending such events, the agent can become well acquainted with the area where he works and with the farmers and their problems, and he will be able to pass on ideas and information on an informal basis.

3. Methodology

Before planning the strategy of extension teaching methods the extension worker should know the details of the methods available for use in the rural situationAudio – refers to sense of hearing, Visual – refers to sense of seeing and Aid–instructional device. The audio visual aids are classified as under:

Audio Visual Audio-visual Tape recorder Flash cards Cinema projector Radio Black board Television Recording Pictures Drama

Another method of classification is to divide the audio visual aids in to projected and non-projected aids.

Projected aids Non projected aids Cinema Projector Flash cards Slide Projector Flannel graph Overhead Projector Charts Opaque Projector Pictures Black board Bulletin board Models Posters Graphs Specimens Exhibits Photographs

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Maria Montessori's Philosophy of Early Childhood Education and its Implications for Nigerian Education

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Abstract. This study is on Maria Montessori's philosophy of early childhood education and its implications for Nigerian education. Maria Montessori's thoughts, statements, and actions on early childhood education constitute her philosophy of early childhood education. It is important to study her philosophy of early childhood education because it has assumed popularity at various times in various parts of the world, including: Italy, Britain, and United States of America. It has also gained some recognition in Nigerian early childhood education. However certain details of her philosophy of early childhood education do not follow conventional process of early childhood education, although the process of education brings about speedy learning. It is therefore important to analyse her philosophy of early childhood education and its implications for Nigerian education. The research method employed in the study is the method of philosophical analysis. The philosophical analysis employed includes: logical, linguistic, expository, and critical analyses. It was found that Maria Montessori's philosophy of early childhood education lays emphasis on recognition of the stages of development of children, enabling learning environment, individualised teaching, child-centred education, and on teacher's knowledge of child psychology. The education promotes personal development of children speedily, and societal development. It was found that Nigerian early childhood education indicates recognition of Montessori's philosophy of early childhood education. The implications of her philosophy of education for Nigerian education therefore, are that the education should continue to feature in Nigerian early childhood education. It is therefore recommended that Nigeria pursues Maria Montessori's education with greater intensity.
Key words: Maria Montessori, philosophy of education, early childhood education, philosophical analysis, Nigeria.

1. Introduction

Maria Montessori was born in Italy in 1870. She graduated in medicine from the University of Rome, Italy, in 1896, and was the first female medical doctor in Italy. Immediately after her graduation she worked in the psychiatric clinic of the University of Rome where she specialised in working with mentally deficient children. Within two years of working with the children she got interested in their education. Thus, she went back to the university to study philosophy, psychology, and anthropology. In 1904 she became Professor of Anthropology.

Moreover, she got interested in taking care of the buildings in the poor areas (the slums) of Rome such that the buildings could look good and decent. Thus she joined the Association of

Good Building that was formed to take care of the buildings in the poor areas of Rome. Towards the end of 1906, the Director General of the Roman Association of Good Building entrusted to Montessori the organisation of the infant schools in the poor areas (slums) of Rome (Rusk & Scotland, 1981:194).

In the poor areas there was the need to keep the buildings neat and in good condition. There was also the need to have the children 'under school age' busy having some form of education when their parents were out to work. Thus the need of institute "House of Childhood" "a school" where the children under school age could be attended to by a teacher. The teacher would be responsible for the play and "work" of the children, while their parents were away at work. Thus came the institution of the school within the poor areas (the slum) of Rome.

By virtue of her successful experience with the mentally defective children in the psychiatric clinic in the University of Rome shortly after her graduation as a medical doctor, whereby the children were able to achieve in ordinary practices of life without depending largely on others, Montessori felt she could bring up normal children too to achieve in expected behaviours without their depending largely on others. These expected behaviours would include achieving in education too.

In the psychiatric clinic Montessori worked with the mentally defective children so successfully to the extent that they could do things generally independent of others. Moreover they performed well in their education to the extent that when they were presented for examinations with normal children, they did very well (Montessori, 1917:vol.1 chp. 3). Thus Montessori felt the children in the Home of Childhood (the school in the poor areas) should be taught along the lines of her educational method with the mentally defective children whereby the children would be able to achieve even better results than defective children (Montessori, 1917:vol.1 chp. 3).

Thus the children under school age (Rusk & Scotland, 1981:195) were to be taught by teachers that would recognise the various peculiarities of Montessori education. These peculiarities that made Montessori education achieve better in terms of general behaviour of children and in terms of educational achievement constitute Montessori's philosophy of early childhood education. If Montessori could achieve good general behaviour and good educational performance in children under school age through the process of education, it would be worthwhile to study her thoughts on the education of children under school age (infants) (Rusk & Scotland, 1981:195; Montessori, 1912:45).

Moreover it would be worthwhile to study her thoughts on the education of children under school age and thereby consider the implications for Nigerian education. This is particularly important because Nigeria also has interest in the education of children under school age (infants) (FRN, 2013: 17-21; but see also 21-23). This study would therefore focus on Montessori's thoughts on education of children under school age, thus it would focus on her philosophy of early childhood education. It would also consider the implications of her philosophy of early childhood education for Nigerian education.

2. Research Method

This study is concerned with Maria Montessori's philosophy of early childhood education and its implications for Nigerian education. It is a philosophical study so the study would employ philosophical research method. The method would include logical analysis, linguistic analysis, expository analysis and critical analysis of Maria Montessori's thoughts, statements, and actions concerning early childhood education. It would also include analysis of implications of her thoughts, statements, and actions for Nigerian education. The analyses would help to arrive at the clarification of her ideas about early childhood education and the implications of the ideas for education generally, and for Nigerian education in particular.

3. Maria Montessori's Philosophy of Early Childhood Education

This part of the paper would discuss Maria Montessori's philosophy of early childhood

education in terms of her thoughts, statements, and actions on early childhood education. The discussion would follow this trend;

Her thoughts, statements, and actions on:

- Children under school age (infants)
- Teaching writing and reading
- Teaching of number and calculation
- Literary activities; and
- The teacher

After discussing Maria Montessori's philosophy of education, Nigerian early childhood education would then be discussed.

4. Children under School Age (Infants)

Maria Montessori states that these children generally between the ages of 3 and 7 years (infants) have not fully acquired the co-ordination of muscular movements necessary to enable them perform deftly the ordinary acts of life; their sensory organs are not fully developed; their emotional lives are still unstable, and their volitional abilities are largely irresolute (Montessori, 1912:45). Montessori realised these in the course of her working with mentally deficient children in the psychiatric clinic, in the University of Rome.

Thus she wants the education of children under school age to recognise the need to provide learning facilities for the children in an environment that would encourage them to have freedom to interact with the facilities according to their various abilities, interests, and needs (Montessori, 1912:45).

The learning environment should be such that would encourage the children to interact freely with various learning facilities whereby the interaction would be seen as play, and through paly they learn. The facilities would initially appeal to their senses rather than the intellect. Their senses of sight, touch, movement, hearing, and so forth (Rusk & Scotland, 1981:196). They would freely (under the watchful eyes of the teacher – such that they do not harm themselves) interact with the various materials according to their various abilities, interests, and needs, until they start to achieve appreciation of shape, weight, colours, sense of order, and so forth; whereby they start to appreciate shapes of letters, (for instance in geometric figures like squares, rectangles, octagons) (Montessori, 1917:vol. 1, p.128).

Eventually depending on their various levels of psychological development they are able to move from concrete appreciation, to abstract appreciation; whereby they could start to write individual letters; and the combination of letters that form words; and then combination of letters and words that form phrases, and sentences (Montessori, 1912:226-227).

5. Teaching of Writing and Reading

The concrete process precedes the abstract process. The processes appear in three stages, and by the time the child is four years old, he would generally be able to write; while by the time he is five years old he would generally be able to read (Rusk & Scotland, 1981:209).

The stages of writing are in accordance with the following:

- Acquisition of control of the writing instrument;
- Reproduction of the forms (shapes, letters) by moving his fingers in the air;
- Composition of words out of the isolated sounds of letters mentally.

At the last stage, the child discovers he could write and he impulsively demonstrates the ability to write. It is spontaneous, he just discovers he could write (Montessori, 1912:288; Rusk & Scotland, 1981:206, 207).

The same goes for reading:

- Reading demands the inverse process
- reproduction of the sounds from the symbols
- fusion of the sounds into words
- proper pronunciation of the words
- recognition of the meaning of the words (Montessori, 1917:296).

At the last stage of demonstrating that he recognises the ideas in the symbols (the meaning of the words and eventually the meaning of the phrases and sentences) the child can be said to have the ability to read. For according to Montessori reading ability is not recognised until the child demonstrates the ability to

identify the meaning of what is read (Montessori, 1912:298; Rusk & Scotland, 1981:209).

At the stage that the child is able to read, he would be able to carry out the request in the written symbols. However it can be seen that both writing and reading processes feature preparatory activities. For instance in preparation for writing is word-building (Rusk & Scotland, 1981:209). Moreover preparation for reading is writing (Montessori, 1912:301).

The child develops muscular and motor abilities earlier than mental abilities. Thus writing abilities come naturally to the child in the process of interacting with the organised environment earlier than reading abilities (which feature largely intellectual activities) (Montessori, 1912:226-227).

6. Teaching of Number and Calculation

In the teaching of number, the "long stair" that is made to suit children's gymnastic activities is used to teach length, spaces, discrimination of length, and so forth. The rods (a set of ten rods) in the long stair are of different lengths: from 1 metre length to 1 decimetre length. They are arranged in order. But they are later mixed up in such a way that the child's attention is called to the difference in length such that in play way he could rearrange them according to the various lengths and counting 1, 2, 3, 4 and so forth (beginning from the shortest to the longest; but always starting from 1). Thereby the child is conscious of piece number 1, piece number 2, piece number 3, and so forth.He is then in a play way asked to put certain rods together in such a way as to form tens. For instance 1 is added to 9; 2 is added to 8 and so forth; whereby the child learns

- to count
- addition
- he then goes on to subtraction, multiplication, and division (Montessori, 1917:part 3; Rusk & Scotland, 1981:210, 211).

7. Literary Activities

Literary activities are supposed to be taught after writing and number,because having acquired the skill of writing, reading and number (calculating) the child can then be naturally disposed to appreciate various literally activities (which can be leant through lessons in grammar, imagination, drawing, music and so forth). Montessori states:

"Give the child an environment in which everything is constituted in proportion to himself and let him live therein. Then there will develop within the child that 'active life' which has caused so many to marvel because they see in it not only a simple exercise performed with pleasure but also the revelation of a spiritual life" (Montessori, 1917:vol. 1. p. 72; Rusk & Scotland 1981:198).

Thus literary activities can be taught after the fundamental skills might have been taught to the children in environment full of materials that could enable learning of writing, reading and calculation. Moreover, just as there are various preparatory activities for the various learning; the acquisition of the skills of writing, reading and calculation constitute preparatory activities for the learning of literary activities. The literary activities are manifested in abilities in grammar, imagination, drawing, music and so forth. The activities can be learnt naturally in environment that has enabling facilities when the children have attained the age of mental maturity to acquire the learning (Montessori, 1917:3).

Thus Montessori's philosophy of early childhood education indicates that literary activities are engaged in by children with pleasure after they might have acquired the rudiments of writing, reading, and calculation. Moreover, spiritual appreciation is demonstrated in the children too after the acquisition of the basic education in writing, reading and calculation (Montessori, 1917:72 & Rusk & Scotland 1981:198).

8. The Teacher

Montessori's philosophy of early childhood education recognises the role of the environment that is full of learning facilities appropriate to developmental stages of the child. But the teacher has to be involved in the arrangement of the learning environment (Montessori, 1912:371; Montessori, 1917:vol. 1. pp.19-20, 72). Moreover the teacher has to be child-

centred (Montessori, 1912:224; Montessori, 1917:vol. 1. p.128). A teacher that is versed in child psychology and experimental psychology, who realises the need to encourage individual learning of the children in the environment according to the various stages of psychological development of the children (Montessori, 1912:89, 107). "…the educative process is adapted to the stage of mental development of the child and to his interest, and not wholly subordinated to the necessities of a curriculum or to the teacher's scheme of work" (Rusk & Scotland 1981:196). The psychological discoveries of Piaget affirm Montessori's ideas about sensory-motor training in cognitive development; the child's natural inclination to proceed from concrete to abstract; and the phenomenon of stages in child's development (Rusk & Scotland 1981:213).

9. Summary

Montessori's thoughts about education discussed so far include her thoughts about the education of children under school age, particularly children between ages 3-7 years. The discussion include: the nature of the children involved; the features of their education in terms of writing, reading, number, calculation, and literary activities; and finally the quality of the teacher in the educative process. It has been seen that the education features writing before reading, it features largely self-education "auto-education" of the child which happens as a result of the enabling educational environment (Montessori, 1912:169). The children generally learn to write at the age of four and read at the age of five (Rusk & Scotland 1981:209). The method appears to be fascinating and education is more rapid than what is found in conventional early childhood education (Rusk & Scotland 1981:204). This is what makes Montessori philosophy of education popular (Rusk & Scotland 1981:204). Piaget affirms the recognition of stages of psychological development in the education of the child, and several other peculiarities of Montessori education (Rusk & Scotland 1981:213), including individualised instruction (Rusk & Scotland 1981:213).

Montessori's process of education at various times received acceptance in Italy, Britain, and some other developed nations including the United States of America (Rusk & Scotland 1981:212-214). In Nigeria the education receives attention of some proprietors of early childhood education institutions and the government too (see FRN, 2013:17-23).

10. Nigerian Early Childhood Education

It would be important to examine into some detail the interest that Nigeria has in early childhood education. In the National Policy of Education (FRN, 2013:17-23) the government appreciates that early childhood education can take place in Day-Care or Crèches for children 0-4 years old; while the education for children of 5-6years old takes place in the Kindergarten. The education of children of 6 years old and above should take place in the primary school (6-11 years).

While the education of the children of 0-4 years old could be in the care of private school owners; education of the children of 5-6 years old would be the responsibility of the government (FRN, 2013:17-18) although private school owners are not prevented from running Kindergarten. In fact, they feature more in Kindergarten education than the government. The education of the 6 years old and above (that is the education in the primary school) is also the responsibility of government. For the government has the policy of giving universal, and compulsory education for 5-6 years old children (1 year Kindergarten); and for 6-11 years old to 13 years old + children (that is, 6 years of primary education, and the first 3 years of secondary education) (FRN, 2013:17-23). This is not to suggest that the government bars the private school owners from operating education for children in kindergarten, primary and junior secondary schools.

However the features of education that concern this study are those in the Crèche, Kindergarten, and Early Primary School (education for 3-7 years old children). According to the National Policy of Education (FRN 2013:17-23) the features of early childhood education in Nigeria include: recognition of the child's potential

(FRN 2013:18, 19, 20, 22); recognition of the child's needs (FRN 2013:19, 20, 21, 22); and recognition of his interests (FRN 2013:19, 20, 22, 23). It also includes provision of educational materials in the learning environment (FRN 2013:17-23).

The features of recognition of the child's potentials (capabilities), needs, and interests generally agree with the thoughts of Maria Montessori on early childhood education. So also is the recognition of need to provide educational materials (toys, and so forth), and professional teacher. It also recognises the teacher factor in organising enabling learning environment (FRN, 2013:56-58).

Thus Nigerian education appears to appreciate Maria Montessori's philosophy of early childhood education. However Maria Montessori's philosophy of education indicates that the education does not end with pronunciation of words, calculation of figures, and literary appreciation; it continues up to appreciation of the meaning of the various symbols and utilizing the meanings for the child's self-development and the development of the society.

11. Implications of Maria Montessori's Philosophy of Early Childhood Education for Nigerian Education

It follows that Nigeria's interest in early childhood education has many areas of recognition of Maria Montessori's philosophy of education. The learning environment, the facilities, recognition of the capabilities of the child, his interests, needs, and the professional teacher factor are ample indications of Nigeria's recognition of Maria Montessori's philosophy of education.

Since Maria Montessori's philosophy of education has been found to be commendable; for instance because the process of education helps the child to learn faster than the conventional process, the child also achieves education for self-development and societal development in a natural setting; it would be desirable that Nigeria continues to pursue the features of Maria Montessori's education in its early childhood education.

Maria Montessori's philosophy of education has positive implications, as mentioned above, for education generally and for Nigerian education in particular. So the continuous pursuit of the features of Maria Montessori's philosophy of early childhood education in Nigerian education would be advantageous to Nigerian education. However there is the need to intensify the pursuit of provision of more learning materials and the provision of more teachers.

12. Conclusion

This paper has concluded that Maria Montessori's philosophy of early childhood education recognises stages of development of the child (sensory-motor development, and then mental development). The philosophy recognises importance of enabling learning environment in the child's education. The philosophy recognises the need for individual learning; auto-education; and teacher that has knowledge of child psychology and experimental psychology. The philosophy recognises child centred education. It recognises the need for learning to move from concrete to abstract. It also recognises the importance of insisting that the child should not be considered to have learnt until he demonstrates that he can carry out instructions based on what he has learnt (and until he can make meaning out of what he has learnt). Based on the above mentioned features of the philosophy it is concluded that the philosophy of education is commendable.

Finally it is concluded that Nigerian early childhood education features indications of Maria Montessori's philosophy of education which is commendable.

13. Recommendations

Based on the aforementioned features of Maria Montessori's philosophy of early childhood education which help to achieve individualised learning, personal development and societal development it can be seen that Montessori's

philosophy of education deserves the popular recognition that it has earned at various times in various countries. It deserves to be pursued in Nigerian education as it is presently. But the pursuit should be more intensive in practical terms. For instance in terms of provision of adequate facilities and teachers (see Buhari, 2016:2, 3, 45).

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Part Six

Educational Administration

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Examination Malpractice: The Hydra-Headed Monster and Virus in Nigerian Education System

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1. Introduction

Education is the hub and vital instrument for the achievement of full potentials and overall development of individuals in every society. According to Maduike (2011) education is the antidote to poverty and ignorance and the key for unlocking natural resources. Maduike (2011) also maintained that no nation striving for accelerated development does so without huge investment in education. Effort is being made by the government to ensure that individuals in the society are equipped with necessary knowledge, ability and skills to maximize their full potentials as human beings in order to contribute optimally to other sectors of national development. To achieve this, the individuals need to be well equipped in basic skills as to be able to contribute to the national development. To this end, education is supposed to serve the need of man and take cognizance of the survival of the individuals in the society. Thus, if examination is fraught with malpractice; this all important feedbacks mechanism becomes defeated and the educational system becomes distorted (Nwanekezi and Kalu, 2012).

1.1 Concept of Examination

The term examination has been viewed in different ways by different authors, educationist and researchers. Hornby (2000) defined examination as a written, spoken or practical test at school or college, especially an important one that you need to do in order to get a qualification. Balogun (1999) viewed examination as a device employed to inquire into or test how much knowledge, skills and competence a learner has acquired in a course of study or activity. Kailani and Usman (2009) defined examination as an organized assessment technique which presents individuals with series of questions or task geared towards ascertaining individual acquired skills and knowledge.

From all these barrage of definitions, one can define examination as the process of finding out either in written or oral form the extent candidates or learners have acquired and mastered all

the necessary skills and competencies expected of them.

1.2 Examination Malpractice (Defined)

The term examination malpractice has been defined differently by educators, authors, researchers, administrators and supervisors. Onuoha (1996) defined examination malpractice as unfair practices or irregularities or infringement of regulation during the conduct of examination. Nwahunanya (2004), opined that examination malpractice could be any act of omission or commission intended to make a student pass an examination without relying absolutely on his/her independent skills, capabilities, intellectual ability or resources. In the same vein, Ganiyu (2006) viewed examination malpractice simply as failure on the part of the examinee, examiners and others connected with the conduct of examination to comply fully with the rules and regulations guiding the conduct of examination. It could occur before, during and after the examination. Kailani and Usman (2009) viewed examination malpractice as any irregular behaviour exhibited by candidates or anybody charged with the responsibility of conducting examination, in or outside the examination hall, before, during or after such examination.

From all these plethora of definitions, one can define examination malpractice as any irregular or illegal behaviour exhibited by students or candidates or any other individual either before or during examinations which is against the rules governing the smooth conduct of examinations. This can equally occur after examination.

1.3 Origin of Examination Malpractice in Nigerian Education System

Examination malpractice has been and is still a serious cankerworm to Nigerian education system. Ifeakor and Anekwe (2011) viewed examination malpractice as hydra-headed monster that has eaten up into the bone marrow of Nigerians even from primary schools to the tertiary institutions. Reports have shown that examination malpractices are neither new nor peculiar to Nigerian education system. Maduemezie (1998) reported that examination malpractice was recorded to have occurred in Nigeria in 1914 in which questions of the senior Cambridge local examination was obtained before examination was taken. It was also reported in STAN (2001) that students in the United Kingdom (UK) and the United States of America (USA) are the world biggest cheats in examinations. When compared with the above in this dishonest behavior, Nigerian students seemed to be novice. Examination malpractices in recent years appear to be a canker-worm which seems to have eaten deep into our fabric. Examination malpractices previously existed at cow-ebb with simplistic methods but it became more pervasive from 1970 with the involvement of persons other than the candidates (Maduemezie 1998). It was observed that out of twenty-one categories of people identified as perpetrators of examination malpractice, students constituted only about three categories which is less than 14%.

Ivowi (1996) reported that the first major occurrence of examination malpractice in Nigeria in 1977 led to the setting up of a tribunal by the Federal government to unravel the circumstances that caused the mass leakage of question paper and make appropriate recommendations to check future occurrence of such practice. lvowi observed that despite steps taken by the examining bodies and Federal Government to abate this ugly situation and even the promulgation or decree No. 20 of 1984 with its amendment in 1986 and the suggested improvement on inadequacies of these decrees in 1994, the problem has remained intractable.

Before the 1977 episode, two commissions were set up by the federal government and one of such commissions came up in 1963 to look into the case of some WAEC candidates who were found with question papers in Lagos; a day before the examination. Similar case came up in 1967 which necessitated the constitution of a committee on 30th December, 1967 with Justice Darnley Alexander (the then chief Justice of the federation) as the Chairman to look into the causes of examination leakages of the First School Leaving Certificate (FSLC) and the West African Examination Council (WAEC) of that particular year (Onwubuariri, 1996).

It has been reported that students, teachers, ministry of education workers, parents and guardians, principals, academic staff of tertiary institutions, invigilators, politicians, officials of public examination bodies, university lecturers, junior staff and non-academic staff of departments in the university examination invigilation and supervision, printers and publishers, custodians to communities and traditional rulers are all involved in examination malpractices (UNESCO, 2000 and STAN, 2001).

1.4 Typology and Forms of Examination Malpractice

Examination malpractice entails all unethical behavioural attitudes of students in examination. This unethical behaviour of students in examination can take different types and forms. Researchers have shown that examination papers leak most times before the examination, this is contrary to the ideals of the society and education system. It is surprising that most paper leakages are spearheaded by the subject teachers or individuals close to them. In most cases students fake questions and answers for money.

Apart from paper leakages, examination malpractice can occur when students construct likely examination questions, put down the answers on pieces of paper, part of their bodies, writing items such as ruler, mathematical sets, desks and even on their under-wears, handkerchiefs etc and take them to the examination halls by any means. This type of cheating in the examination halls has various nick-names such as 'micro-chips, kirikiri-stars, bullets, omo-kirikiri' etc (Onyeachu, 2012). It has been observed that friends collaborate to transcribe answers to different questions and rotate them amongst a particular group and sometimes to those who may be willing to settle in cash or kind after the examination. Copying or “giraffe”

from one another is very common among students.
Impersonation is another serious examination fraud where students hire people to write examination in their place. Most often examination question papers are sneaked out of the examination halls for the same purpose.

Other forms of examination malpractices have been identified in West African Examination (WAEC) by Umo and Shonekan in Ifeakor and Anekwe (2011) as follows:

- Bringing in foreign materials e.g pieces of paper, note books, textbooks, handkerchiefs, programmable calculators, shirts, waist slips, currency notes and photocopies of prepared answers, dangerous weapons such as, guns, knives, daggers etc in the examination halls.
- Irregular activities inside and outside the examination halls e.g use of mathematical set, log tables, rulers and calculators to exchange information, use of 'touts' or 'contractors' to answer questions outside the examination hall, mystery voices etc.
- Collusion among candidates e.g exchange of answer scripts, dictating answers to candidates and supervisors pretending to be sleeping; some school principals distract supervisors and inspectors to facilitate cover up of examination malpractice.
- Impersonation e.g a brilliant students writing papers for another student, brothers, sisters, teachers, husbands, boyfriends etc.
- Leakages or foreknowledge of results from improper handling of examination questions during the printing and production process.
- Mass cheating results from over population and supervision facilitated by presenting gifts to the supervisors.
- Forging of continuous assessment scores for external candidates.

1.5 Causes of Examination Malpractices

Examination malpractice can be as a result of so many factors. Research literature as outlined by Maduabum, cited in Nwokolo and Nwokolo in Ifeakor and Anekwe (2010) revealed that causes of examination malpractice in Nigeria can be grouped into five categories, viz:

- Society-related factors
- Institutional-related factors
- Teacher-related factors
- Learner-related factors
- Grouped-related factors

Society-Related Factors: These include undue emphasis on certificates, poor staffing of schools, laxity in persecuting offenders and inadequate funding. The society places high premium on paper qualification than the mastery of one's claim. In many schools, it has been reported that many teachers are asked to teach outside their subject areas due to under staffing. Since no one gives what he does not have, there is tendency that the teacher would "cheat' rather than

'teach'. In this case meaningful learning cannot take place.

Institutional Related Factors: This refers to poor condition of learning in Nigerian schools and lack of conducive environment for examinations such as examination halls, classrooms, furniture's, laboratories etc. when these are not adequate, it can amount to poor examination conduct on the part of the students, invigilators and other examination officials.

Teacher-Related Factors: Most teachers are not resourceful, once teaching materials are inadequate; they may not bother to look for alternatives. By so doing students become frustrated. It has been observed that in some schools, teachers use students in the higher classes to invigilate those in the lower classes. This could be a license to examination malpractice. Some teachers aid examination fraud directly or indirectly by falsifying individuals' assessment and examination scores. Some even leak question papers to their preferred students.

Learner-Related Factors: Examination phobia due to fear of failure, lack of confidence, anxiety, insecurity, inferiority complex, unpreparedness, lack of commitment and lateness in school attendance have been reported as factors that lead students to examination fraud. Onyeachu (2012) stressed that majority of Nigerian students are perpetual latecomers. A situation where a student will be missing the first two lessons every day, one wonders how such a child can perform well. The most dangerous aspect of this problem is that it will be very difficult for the teacher to cover the content of the curriculum and to teach for mastery.

Group-Related Factors: 'Class' syndrome can lead one into examination fraud either for money or to keep ego. For poor and greedy ones, it may be to get money. For rich and well placed ones it can be to keep their ego either for their children, relations or themselves as mature students. In this case they pay money for better grades.

In addition to the above factors, government whether federal or state can be a related factor. The system of education in Nigeria has become victim of many afflictions. It is either strike actions or change in government policy. Neglect of public schools by the government 'ranks' as highest factor of the examination malpractice in Nigeria. Teachers are no longer committed to their work as a result of either non-payment of earned allowances or delay in salaries. The incessant strike action cause by this neglect in the school system becomes an
outstanding factor that contributes to the persistent examination malpractice.

It has become a tradition in the Nigerian university system that when strike action is suspended, the usual announcements by the school authorities read thus, "students are requested to report back on the so so date and examination starts immediately". Yet, the course outline has not been covered and the lecturers are expected to perform magic in a shortest given period. The students have no option than to write and pass the examination through fraudulent

means. This situation is not peculiar to the universities alone but to other tertiary institutions, secondary schools and primary schools as well (Nwanekezi and Kalu, 2012).

Proliferation of private schools in Nigeria is yet another hidden factor that causes examination malpractices in the Nigeria school system. Since proof of the best performed school is the learners' grade. The private owners of schools apply every mechanism to meet the standard. The rate of competition among these private owners of schools becomes very high. This ugly competition results in the application of all kinds of fraudulence means in both internal and external examination to get best grades for their products.

1.5 Consequences of Examination Malpractice in Nigeria

There are many consequences of examination malpractice in Nigeria. These include:

- Laziness on the part of students: Most students become lazy, knowing that whether they study hard or not, they are going to pass their examination.

Offorma (2006) enumerated the consequences of examination malpractice, thus:

- Invalid and unreliable data are supplied to the system;
- Learners become lazy as many do not want to work hard since they can cheat and succeed' in the examination.
- Indiscipline in schools and the society in general as students do not bother about their academic work, rather, time is spent planning for different evils-absenteeism, cultism, rape, theft, e.t.c.
- Disparity in the curriculum objective and the attained objectives.

Other consequence of examination malpractice abound. They are:

- **Poor examination:** Examination malpractice had made most students to perform poorly both in written and in performance of practical task after spending six good years in secondary school. To that end, 8alogun (1999) emphatically remarked that it is a very unfortunate situation that most of our secondary school leavers in Nigeria can hardly perform as expected.
- **Students become hardened criminals:** This is one of the dangerous consequences of examination malpractice, where you see a student get used to examination malpractice. The implication is that the student gets hardened. On this note, Abbas (2006) regretted that examination malpractice has now become a vicious cycle and once students get involved and go through undetected, they easily become addicted and therefore fine-tune a "critical path" as a means of attaining academic success from the primary to the tertiary levels.
- **Doubting the validity and authentication of certificates:** This is another consequence of examination malpractice. Examination malpractice has led

to doubting the validity and authenticity of certificates issued to candidates at all levels of education in Nigeria.

- **Teachers can longer rely on examination results:** It is disheartening to note that examination results are no longer reliable. This is because it is now very difficult for the teacher to determine the extent the learners have gotten the knowledge of what is taught. As a consequence, it is difficult to determine what remedial action to be taken in relation to the students' academic achievements and moreover, it is difficult to determine students' future career.
- **Disappointment:** Examination malpractice brings about disappointment to the students involved in that most of the students who got admission through examination malpractice get disappointed when they did not meet up with their course of study in tertiary institution.
- **Cancellation:** Examination malpractice may lead to cancellation of results. This may also lead to frustration. Most students are frustrated when their results are cancelled or withheld; as a consequence some become school dropouts. That may perhaps be the reason why Orame (2011) and Maple (2011) described examination malpractice as a social evil that can damage society to the extent of possibly leading to a failed state. It has very serious economic, political and social consequences.
- **Truancy and absenteeism:** Many students are truants, they absent themselves from class activities. Noticing this, Ozurumba (2011) stressed that truancy and absenteeism in class activities make some students to be ill-prepared for examination, hence, they look for easiest way of passing examination at all cost. What a big setback in our educational system

2. Attempt to Eradicate Examination Malpractice in Nigeria

Under the Nigerian law on cheating in the examination, there is a special tribunal (miscellaneous offences) Decree 20 of 1984, Section 3 (2) (L). This provides as follows; any person who before, at, during or in anticipation of any examination:

- By any fraudulent trick or device or an abuse of his office or with intent to unjustly enrich himself or any other person procures any question paper produced or intended for use at any examination.
- By any false pretence or with intent to cheat or secure an unfair advantage for himself or any other person procures from any other or induces any other person to deliver to him/herself or another person any question paper intended for use at any examination.
- By any false pretence, with intent to cheat or unjustly enrich himself or any other person or

> for any other purpose whosoever buys, sells, procures or otherwise deals with any question paper intended for use or represented as genuine question paper in respect of any particular examination shall be guilty under this decree and shall be prosecuted against and punished as provided in this decree.

The punishment is provided in section 6 (3) (L) of the same decree. The punishment is twenty one years (21 years) imprisonment (depending on the gravity of the examination fraud) for any person found guilty of cheating at examination, but if the person is a child who has not attained the age of seventeen years, he shall not be punished for an offence under this section i.e section 3 (2) (L). On the Other hand, when the accused is an employee of anybody concerned with the conduct of examination; a head teacher, teacher or other person entrusted with the safety of question papers, he shall be proceeded against and punished as provided in this section, notwithstanding that the question paper concerned is proved not to be life, genuine or does not relate to the examination concerned.

In view of the above law, effort is being made to totally eradicate examination malpractice from Nigerian education system. The government is making effort to reduce examination malpractices to the lowest minimum, the JAMB examination is now, a pre-requisite to write Post UME examination which is handled by each Nigerian university. Some universities make this examination computer based; all in attempt to fight examination fraud. Still the ugly hydra-headed monster is on the increase.

3. Conclusion

Examination malpractice has been identified as virus, a menace that will soon ruin our education system if allowed to go unchecked. This calls for more effort and more effective mechanism to ameliorate the situation. Many students are no longer serious with their studies because at the end of the day, they still find means of making high grades in their various courses. The incessant strike actions by ASUU, ASUP, COESU, in the school system becomes outstanding factor that contributes to the persistent examination fraud.

4. Recommendations

To reduce drastically examination malpractice in Nigerian education system, the following recommendations become imperative:

- Students should be well prepared both in oral and written examinations before entering the hall for Senior School Certificate Examination.
- More emphasis should be laid on skill acquisition in any level of education instead of on certificate gotten.
- Orientation and re-orientation programmes should be organized by school guidance counselors. This will enable the youths and even parents to know the evils associated with examination malpractice and the harms it does to the society.

- Parents should stop sponsoring examination malpractice by not giving money to their children/wards. Parents should equally stop paying mercenaries to write examination for their children rather they should encourage their child to work harder. Any child of theirs that is studying harder than others should be rewarded.
- Teachers should be re-orientated on the ethics of their profession and to face their jobs and do it honestly.
- Adult members of the society should begin to live exemplary lives, because teachers are role models.
- Parents should provide all the needed relevant instructional materials such as text books to their children/ward.
- Federal and state governments should provide very conducive learning environment for secondary school students and tertiary institutions.
- The government should equally build big halls in every school. This is to avoid students being overcrowded during examination.
- Teachers should ensure adequate coverage of their syllabus, moreover, they should teach for mastery.

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Precipitation, High Temperature and Global Warming as Correlates of Students' Academic Performance in Public Secondary Schools in Igbokoda Local Government Area of Ondo State.

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Abstract. This study was carried out to determine how climatic or aerial factors exert influence on students' academic performance in Public Secondary Schools in Igbokoda Local Government Area of Ondo State. A descriptive survey research design was adopted for the study. Simple random sampling technique was used to select twelve 12 (67%) public secondary schools out of the 18(100%) public secondary schools in the Local Government Area. Stratified proportional random sampling technique was used to select 567 (34.2%) SSS 2 students from the population of 1,640 which make up of the 12 selected public secondary schools. The data collections for the study were two instruments; Precipitation, High Temperature and Global warming Questionnaire (PHTGQ) and Students' Academic Performance Questionnaire (SAPQ) that gave r'= 0.81 and 0.75 respectively. Five null hypotheses formulated were tested at 0.05 level of significance.

Finding however indicated that Precipitation, High Temperature and Global Warming have significance relationship with students' academic performance ($r = 0.838$, $P<0.05$), ($r = 0.475$, $P< 0.05$) and ($r = 0.452$, $P < 0.05$) respectively. Findings also revealed that each of the independent variables covered in this study have individual effect on students' academic performance ($R^2 = 0.18$, $P<0.05$). Findings finally shown that there is a joint or composite significant effect of independent variables on students' academic performance ($F = 483.03$, $P< 0.05$). Based on the above findings, some of the recommendations made include; there should be adequate sensitization and mobilization of both the students and stakeholders in education on the common ways of controlling erosion thudding. Children should be immunized against preventable diseases that come with climate change and should not be allowed or be exposed to heat. Curriculum developer should include environmental education in the curriculum of all levels of education system.

Keywords: Precipitation, High Temperature, Global Warming, Academic Performance.

1. Introduction

The expectation of all the stakeholders of education system is for the students to have good academic performance. Education has been described as the bedrock of development of any nation (Ijaduola, 2004). A nation that fails to provide education for her citizens is surely treading on a dangerous path. A cursory look at happenings in our educational system today in Nigeria, most especially in secondary schools reveal a dismal situation under which teachers and students perform daily tasks. Researches have equally shown greater interest in knowing what factors influence high or low academic achievement/ performance in school examinations, and why some schools performed better than others that are of the same status and even within the same geographical area. It was

in view of this that Adesina (2000: 18) observed that there is a clear impression all over Nigeria that the quality of education in the country has fallen.

However, the environment has been the focus of attention in contemporary times, due largely to the increasing outcome of human interaction with the earth's physical environment. One critical component of the earth's system that is rapidly changing at the present time is the global climate (Ayoade, 2003). Issues such as global warming, Precipitation (rainfall), High Temperature (hot weather) etc have consequently emerged as subjects of critical concern at both global and local scales. Global warming is mostly due to man-made emissions of greenhouse gases, mostly Co_2. Over the last century, atmospheric concentrations of carbon-dioxide increased from a pre-industrial value of 278 parts per million to 379 parts per million in 2005, and the average global temperature rose by 0.74%. according to scientists, this is the largest and fastest warming trend in the history of the earth (UNFCCC, 2007).

Human influence on climate has been detected in surface air temperature, sea level pressure, free atmospheric temperature, and ocean heat content. Also, anthropogenic forcing has had a detectable influence on observed changes in average precipitation within latitudinal bands, which cannot be explained by internal climate variability or natural forcing (Zhang, et al, 2007). Studies have suggested that human-influenced global warming may be partly responsible for recent increases in heavy precipitation (Trenbeth, 2007, Min and Zhang, 2011). Through its varied impacts, global warming will directly affect all regions and countries of the world.

It has been observed that the effect of some elements of climate is now in dynamic forms. For instance, sunshine has been so serious and hot these days which causes abnormal heat here and there, rainfall also at its extreme as we experience floods where not in some decades past, effects of high temperature and pressure also pose some problems to our schools, even the student academic performance. Though researches carried out in this area of climatic change and students' academic performance is scarce. Therefore, the study would expose other researchers and scholars' works on the effect or influence of aerial or climatic change on students' academic performance.

2. Review of Related Literature

2.1 Precipitation (Rainfall) and Students' Academic Performance.

It is heavy rainfall that results into floods. Some climate models simulations of precipitation trends for West Africa provide evidence that wetter than average season will dominate Southern Nigeria and Western Cameroon during the twenty-first century (Ayoade, 2003). These models also predict increased rainfall intensity during the peak rainfall months of August, September, and October in the future. Increased occurrence of extreme rainfall events increases the probability of flood occurrence. Milly, et al (2002) noted that the intensification of the global water cycle expected under climatic change is likely to lead to an increased threat of riverine flooding from high rainfall over catchments. Economically, this will affect commercial activities like trading, marketing and even education where some schools are over-logged and students with their teachers would find it difficult to carry out teaching and learning activities. For example, Abeokuta floods of 2007 which claimed some school buildings (Adelekan, 2011).

According to Adelekan (2011), over 1500 persons were rendered homeless in Abeokuta town in 2007 flood, while about 500 houses and up to 100 vehicles were ravaged. Students of most school could not go to school. More than 1000 people were moved into temporary shelters at local schools. These were the schools that were not affected by the floods. Then, when these schools were subjected to house the victims of this disaster, how could teaching and learning go on in the schools that were seeing as shelters? Some students ceased this opportunity to run away from schools. Some of these schools allowed children of school age to join some classes in order to continue with their studies since some parents came to beg for their wards' temporary admission and this resulted to population explosion. Then, teachers could not have good classroom management and control.

From the researchers' point of view, cases of precipitation or excessive rainfall will surely resulted to flooding which will eventually paralyzed economic and social activities (including educational activities) in any state or country of occurrence. When teaching and learning activities are hampered by precipitation, definitely it will affect performances of students either in internal or external examinations.

2.2 High Temperature (Hot Weather) and Students' Academic Performance.

The impact of climate change is calamitous given that it is accountable for most of the disasters witnessed in the world in recent times. The educational system is not exceptional. Hot weather poses a lot of challenges to teaching and learning. As the season of hot weather approach, it is essential for educators to have up-to-date relevant teaching materials that present the basic concepts in ways that stimulate students' interest. It is important to recognize that students as well as teachers often have misconception about global climate that can negatively impact the construction of new knowledge. By understanding these misconceptions, teachers are in a better position to devise strategies for successfully addressing them in the classroom. Although, the challenges to teaching and the complexity of high temperature (hot weather) offer a discourage opportunity to students in higher thinking skills and in an inter-disciplinary and multi-disciplinary analysis of issues.

Kaushik (2008) opined that within 10,000 years of the current interglacial period, the mean temperature fluctuated by 0.5 to 1c, over a 100-200 years period. This stable climate for thousand of years helped in teaching and learning and increased students' enrolment. Kaushik further that, every high temperature usually disturbs the learning habits of students which lead to poor academic performances within the system. Burnham (1990) is also of the opinion that hot weather is difficult to handle because of the nature of the knowledge, skills and attitude of those things involved in the educational changes occasioned by climate change. Researches have also shown that hot weather seriously have implications on effective classroom organization because under any serious and harsh weather, the entire classroom is affected, either the students are sick or the classroom will be too hot, thereby stopping any activity in the classroom, including teaching and learning process.

The researchers agreed with Okoroafor (2009), that hot weather has direct and indirect impacts on human health, which includes heat stress and potential injury on both human beings and education activities. The result of the climate change according to World Health Organization (2001), caused different diseases such as high rate of minispectis, typhoid, measles, high fever and general hotness of the body. With respect to the school system, students who are exposed to these diseases causes either by the coldness or hotness of weather will not be effective because, this will affect their lives and health. And where this happened it will automatically affect the level of performances(academically) of students in schools.

Researches also find out that most classrooms in both urban and rural areas have leaking roofs, cracked walls and many, without ceiling, doors and windows indicates that students are exposed to extreme cold during the harmattan and extreme heat during the dry season. Also, many classrooms in urban areas are overcrowded and without fans. All these lead to restlessness, loitering and lack of concentration by students which invariably lead to poor performance.

2.3 Global Warming and Student Academic Performance.

In the last two decades, the issue of global warming had become topical issue worldwide. Global warming is referred to as the progressive rise of the earth's surface temperature thought to be caused by greenhouse effect. It is known to be responsible for changes in global climate (Ecobridge, 2001). The climatic consequences of global warming if not checked according to Ayoade (1995) include rise in the sea level and consequent inundation of costal gases as a result of thermal expansion of ocean water and melting of polar ice and glaciers. As stated by Ecobridge (2001), that would be triggered off by high temperature.

The educational implication of climate change cuts across every facet of education beginning from primary to the end of education. Okeke (2010), stated that the teaching of science has been relatively stable with occasional modifications and innovations but with climate change, major modifications will emerge. In the natural sciences, curriculum will alter to suit emerging knowledge, in technological construction procedure will now alter from what is previously known and assumed, curriculum will also alter with emerging knowledge while in general education studies, teaching methods will also vary with emerging facts and levels of teaching.

The effects of global warming are enormous and consequently affect the students' academic performance. As a result of this negative effects on student' academic performance, there is need to learn the effects of global warming observed around them and in other places and those projected to occur in the future. As the traditional methods of teaching which are largely based on the transmission of knowledge are inappropriate as they do not help pupils apply the knowledge to real life situations (Okeke, 2010).

3. Statement of the Problem.

Nigeria desires good education programme with high standard of academic performance of students as the citizens. The same applies to Igbokoda Local Government of Ondo State in Nigeria. The problem of precipitation, high temperature and global warming seem to remain unabated and still constitute impediment to achieving healthy educational system in Nigeria. The climatic change or aerial factors in Igbokoda Local Government Area of Ondo State could affect teaching and learning process. It is therefore the desire of the researchers to find out correlational effects of precipitation, high temperature and global warming on students' academic performance, since some schools are in a state of disrepair and some are being affected by rainstorms, floods and so on.

4. Purpose of the Study

The following purposes were set for the study:

- to identify the climate which is friendly to good academic performance of students.
- to identify whether excess or moderate rainfall promotes good academic performance of students.

5. Hypotheses

The following hypotheses were formulated and tested:

HO_1: There is no significant relationship between precipitation and students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State.

HO_2: There is no significant relationship between High Temperature and students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State.

HO_3: There is no significant relationship between global warming and students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State.

HO_4: There is no significant relative contribution of each of the independent variables (precipitation, High Temperature and global warming) on students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State.

HO_5: There is no significant joint contribution of the independent variables (precipitation, High Temperature and global warming) on students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State.

6. Methodology

This study adopted the descriptive survey research design which is a technique that is widely used for empirical research in education. The target population for this research work was SSS 2 students in all the public secondary schools in Igbokoda Local Government Area of Ondo State. Simple random sampling technique was used to select 12 (67%) public secondary schools out of the 18(100%) public secondary

schools in the Local Government Area. Stratified proportional random sampling technique was used to select 567 (34.2%) SSS 2 students from the population of 1,640 which make up of the 12 selected public secondary schools. The data collections for the study were two instruments; Precipitation, High Temperature and Global warming Questionnaire (PHTGQ) and Students' Academic Performance Questionnaire (SAPQ). The former, which is Precipitation, High Temperature and Global warming Questionnaire was a structured self-administered four point scale questionnaire that consisted of three sections to measure the effect that Cold weather, Hot weather and Global Warming will have on students' academic performance. While Students' Academic Performance Questionnaire (SAPQ) was aimed at measuring the overall and facets performance of SSS 2 Students in Two core subjects (English Language and Mathematics) in Igbokoda Local Government Area of Ondo State.

Validity of instrument was established by experts and some eminent educationist. Instrument reliability was established with a test-retest that gave 'r'= 0.81 and 0.75 respectively. The retrieved questionnaires were analyzed using inferential statistics (Pearson's Product Moment Correlation and Multiple Regression). This is to establish the relationship between pairs of variables and to determine the extent to which the combination of independent variable explains the dependent variable as well as the relative contribution of each of them to dependent variable, using 0.05 as level of significance.

7. Results and Findings

Hypothesis One: There is no significant relationship between precipitation and students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State.

Table 1: Correlation Analysis Result showing the relationship between Precipitation (Excess Rainfall) and Students' Academic Performance.

Variable	N	DF	Mean	SD	R	P- Value	Remark
Precipitation	523	521	19.26	2.75	0.838	0.001*	Sig.
Students'Academic Performance.	523		60.65	5.46			

*Significant at 0.05 level of significance.

Table 1 reveals that there is a significant relationship between Precipitation and Students' Academic Performance in Public Secondary Schools in Igbokoda Local Government Area of Ondo State.($r = 0.838$, $P< 0.05$). Therefore, the null hypothesis is rejected.

Hypothesis Two: There is no significant relationship between High Temperature and students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State.

Table 2: Correlation Analysis Result showing the relationship between High Temperature and students' academic performance.

Variable	N	DF	Mean	SD	R	P- Value	Remark
High Temperature	523	521	11.79	1.39	0.475	0.001*	Sig.
students' academic performance	523		60.65	5.46			

*Significant at 0.05 level of significance.

Table 2 shows the null hypothesis is rejected at 0.05 level of significance ($r = 0.475$, $P< 0.05$). Therefore, there is no significant relationship between High Temperature and students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State.

Hypothesis Three: There is no significant relationship between global warming and students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State.

Table 3: Correlation Analysis Result showing the relationship between global warming and students' academic performance.

Variable	N	DF	Mean	SD	R	P- Value	Remark
Global warming	523	521	11.91	1.32	0.452	0.001*	Sig.
students' academic performance	523		60.65	5.46			

*Significant at 0.05 level of significance.

Table 3 indicates that there is a significant relationship between global warming and students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State ($r = 0.452$, $P < 0.05$). Therefore, the null hypothesis is rejected at 0.05 level of significance.

Hypothesis Four: There is no significant relative contribution of each of the independent variables (Precipitation, High Temperature and Global Warming) on students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State.

Table 4: Estimate of Relative Contribution of Independent Variables on students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State.

Model	B	Std. Error	Beta weight	Rank	T	P-Value	R^2	Remark
Constant	6.284	1.972	-		3.186	0.002	0.18	
Precipitation	1.461	0.039	0.738	1st	37.463	0.000		Sig.
High Temperature	1.085	0.083	0.277	2nd	13.030	0.000		Sig.
Global warming	0.501	0.091	0.121	3rd	5.511	0.000		Sig.

Significant at 0.05 level.

Table 4 shows that Precipitation made the greatest contribution to students' academic performance (B = 1.461), the second in the magnitude of these relative is High Temperature (B = 1.085), and followed by Global warming (B = 0.501) in that order. R^2 is 0.18 i.e. 18%, this implies that independent variables only accounted for 18% of variation that occur in dependent variable.

Hypothesis Five: There is no significant joint contribution of the independent variables (precipitation, High Temperature and global warming) on students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State.

Table 5: Regression Summary of the effect of Independent variables on Dependent Variable (Academic Performance).

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.908	0.824	0.822	2.30166

ANOVA

Model	Sum of Square	Df	Mean square	F	P-Value	Remark
Regression	12794.40	5	2558.88	483.03	0.001*	Sig.
Residual	2738.87	517	5.30			
Total	15533.27	522				

*Significant at 0.05 level of significance.

Table 5 shows that the three independent variables: precipitation, High Temperature and global warming have positive correlation with students' academic performance (R= 0.908). this means that the three independent variables are in good position to determine the students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State. The variables further explain that about 82.2% of the total variation in independent variable (Adjusted R Square = 0.822). The adjusted R Square value of 0.822 revealed that the three variable accounted for 82.2% of the total variance in the dependent measure. The

remaining 17.8% could be due to errors and factors that are not considered in this study. Hence, the computed joint effect of the independent variable on students' academic performance is significant.

8. Discussion of Findings.

The analysis in table 1 indicated that excess rainfall has significant relationship with students' academic performance. Excess rainfall as highlighted by Adelekan (2011) in the review of literature has positive relationship with students' academic performance in our community today, many people were rendered homeless while many school buildings, roofs, windows etc., were destroyed by the heavy rainfall and wind and when there is no place for such students to sit or stay for learning, there is no alternative left for the school authority than to let the students proceed on unnecessary break which will adversely have negative effect on the academic performance of the students.

Table 2 revealed that there is a significant relationship between hot weather and students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State. The finding supports the earlier findings of Burnham (1990) and Kaushik (2008) that hot weather usually disturbs the learning habits of students which leads to poor academic performances within the system.

Table 3 indicates that global warming has significant relationship with students' academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State. This is perhaps correlates with the earlier study of Explore (2005) that global warming is a threat to mankind (the education system) mainly because the earth's average surface temperature has increased over the years. Global warming has direct and indirect impacts on students' health and prevalent rates of diseases of various types. In this wise, their education and health suffer accordingly.

Table 4 attempted to establish relationship between each of the predictor variables and students academic performance in Igbokoda Local Government Area of Ondo State (precipitation, High Temperature turned to be the most powerful determinant of academic performance in terms of the magnitude of the weight of regression co-efficient). The analysis shows that there is a joint or composite significant effect of independent variables on students' academic performance. Since, the value of F(483.03) is greater that the P. value (0.001) at a significant level of 0.05, this leads to the rejection of null hypothesis and the acceptance of the alternative one. This is in agreement with Ajala (1986) who identified the effectiveness of educational policy or practice, the home and the school climate or problems as potent factor for students' academic performance.

Table 5 established that each of the independent variables(Precipitation, High Temperature and global warming) has relative contribution to students academic performance in public secondary schools in Igbokoda Local Government Area of Ondo State using multiple regression. Each of the variables mentioned in this study turned to have strong relationship with students' academic performance in terms of the magnitude of the weight of regression co-efficient(Beta). The standardized regression coefficient (Beta) was used to determine the relative contribution each of the variables on Students' achievements. The significance of each variables contribution was also tested and all of them were significant at $P< 0.05$. this means that if the school authority can pay more attention to climatic factors, there is the livelihood that students will perform more excellently in their studies. This is in agreement with Burnham (1990; Explore, 2005; and Ajala, 1986).

9. Conclusion

So much is being said about the falling standard of education in Nigeria as a whole, what is certain is that the negative effects of climate change is a threat to environment, life and properties, it also affects all the indicators of internal efficiency in the secondary schools. Individuals, organizations, nations and the international community ought to recognize the danger posed by this, for the present and the future generations. So, all hands must be on deck to check this ugly trend.

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

- There should be adequate sensitization and mobilization of both the students and stakeholders in education on the common ways of controlling erosion thudding.
- Children should be immunized against preventable diseases that come with climate change and should not be allowed or be exposed to heat.
- Curriculum developer should include environmental education in the curriculum of all levels of education system.

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Teachers' Perception of the Quality Assurance and Skill Acquisition required from Office Technology and Management Students for National Development

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Abstract. The study examined the quality assurance and skill acquisition required by office technology and management students for national development. Two research questions titled 'What are the needs for quality assurance in office technology and management programme for national development and what are the necessary skills required of office technology and management students for national development' guided the conduct of the study. Descriptive survey research design was used for the study. A total of 38 business education lecturers in the public tertiary institutions in Kwara state were selected. A questionnaire with Cronbach reliability of 0.82 was the instrument used for data collection. Mean score and standard deviation was used to analyze the research questions. The result of the data collected and analyzed indicated among others that the need for quality assurance in OTM is to serve as indispensable component for quality control strategy and determine the level of adequacy of the facilities available for quality control in office technology and management programme. It was concluded based on the findings that there is the need for quality assurance in office technology and management programme. This will serve as indispensable component for quality control strategy and determine the level of adequacy of the facilities available for quality control in office technology and management programme. It was recommended among others that there is the need for constant and efficient supervision of the educational activities of office technology and management department by both internal and external supervisory bodies for efficient academic delivery.

1. Introduction

The role of quality education as an instrument of change and meaningful development cannot be over-emphasized because it is recognized as a tool for the economic and social development of any nation. It is a key and a vital element in the broad development of the nation's youth capacity to address and solves difficulties. Education forms the basis for the proactive and positive economic, social and political changes in the society. Education remains the key to empowerment of the people and the nations as a whole (Olawolu and Kaegon, 2012).

Business education continuously builds on the knowledge, skills, values and attitude learnt at the lower phases of education. The greatest weapon against poverty is education of the youths. (Nwangwua, 2007). Jubril (2010) defines business education as a specialized area of vocational education that provides educational training, skills development,

attitudes adjustment towards business orientation and academic challenges. Njoku (2006) views business education as an educational programme that equips an individual with functional and suitable. Professionally, business is a programme designed to provide students with the basic processes of educational training, decision-making, the philosophy, theory, and psychology of management; practical applications; business start-up and operational procedures (Jubril, 2010).

Amoor and Udoh (2008) noted that business education plays a significant role in the economic development by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. The goal of business education is primarily to produce competent, skilful and dynamic business teachers, office administrators, businessmen, and women that will effectively compete in the world of work (Odunaike and Amoda 2008). To realize this goal teacher's perception of the subject is very important. That is, teacher's perception of the subject influences student's academic performance. This is because our perceptions affect our emotions and behaviour likewise our emotional and behavioural reactions also help to shape our environments and skew our belief of those environments. Perception is a hypothetical construct for the attaining awareness of understanding of the environment by organizing and interpreting sensory information (Jones 2003).

Quality assurance refers to the planned and systematic activities implemented in a quality system so that quality requirements for a product or services are fulfilled. Idialu (2007) described quality as standards of something as compared to other things, that is, the degree of goodness or excellence. Quality assurance generally means all the procedures, processes and systems that support and develop education (Kontio 2007). According to Utoware and Kren-Ikidi (2013), quality forms an intricate part of education, which focuses on the ability to conform to certain acceptable and institutional basis with respect to time, periods, practices and locations. Quality assurance on the other hand, is about consistently meeting product specification. It is the ability of educational institutions to meet the need of the users of manpower in regulation to the quality of skills acquired by their products, that is, students. Okebukola (2007) sees quality assurance in Nigeria Universities as a process of continuous improvement in the quality of teaching and learning activities that is mostly achieved by via-pathways of employing mechanisms, internal and external to the universities. It is ensuring that at least the provision of the minimum academic standard are attained, maintained and enhanced. To Ajayi and Akindutire (2007), quality assurance in the educational sector implies the ability of educational institutions to meet the expectations of users of manpower in relation to quality of skills acquired by their outputs. Nnorom (2013) sees quality assurance as the ability of the university to meet criteria relating to academic matters, staff - students ratio, staff mix by rank, staff development, physical facilities, and funding and adequate library facilities. Again, Utoware and Kren-Ikidi (2013) defined quality assurance as a designed systematic measurement approach which an entity follows so that quality requirement of a product or service will be achieved. Quality assurance is viewed as a planned and systematic review processes carried out by organization, institution or programme to determine if acceptable standards are being met, maintained and enhanced. It guarantees confidence in a programme of study given by an institution that standards and quality are being maintained and enhanced (UNESO, 2009).

Practical skills acquisition is an important aspect of Business Education programme at the various levels of the Nigerian education. In support of this, one of the National Educational Objectives states that the acquisition of appropriate skills, abilities and competencies both mental and physical are important for all Nigerians to live and contribute to the development of their society (Federal Government of Nigeria - FGN 2004). Consequently, the National Educational Policy document (2004) states that the Nation's educational activity should be centered on the students in order for them to acquire maximum skills acquisition for self-development and

fulfillment in the labour market. Unfortunately, due to certain impediments, the level of practical skills acquired by these students, compared with the demands of the labour market and technological advancement, is nothing to boast about. This explains why most employers of labour in this nation and abroad consider the products of Business Education as half-baked and unusable without further training. As a result of this, many graduates of Business Education are found all over the nation without gainful public employment. These graduates too cannot be self-employed because they are not able to put to practice what they studied in their tertiary institutions.

Skill acquisition is a practical way of developing knowledge ability and skills in learners in such a way that they can use it to improve their society. However, Adeniyi (2011) lamented that there are evidence of lack of creativity in the Nigerian students. This is an indication of the significance in the standard of the programmes offered in the schools to the employment needs of the individual learners. Now the question is, can the Nigerian students be able to cope with the work force of the twenty-first century which requires manipulative skills and great ability to solve problems on their own than it has been in the past? It is through the acquisition of skills in business education students will be equipped to be creative citizens and as well help to keep improving the living conditions of the society and solve their existential problems.

The worry for quality assurance has been at the core of the inspiring forces for business education. Assurance for quality and skills acquisition in office technology and management programme is the practice to ensure that good standard is upheld. The need to maintain quality in the acquisition of skills in OTM programme cannot be overstated therefore, the study investigated teachers' perception of the quality assurance and skill acquisition required from office technology and management students for national development.

2. Purpose of the Study

The purpose of this study was is to:

- Examine the need for quality assurance in office technology and management programme for national development.
- Ascertain the necessary skills required of office technology and management students for national development.

3. Research Questions

- What are the needs for quality assurance in office technology and management for national development?
- What are the necessary skills required of office technology and management students for national development?

4. Methodology

A descriptive survey research design was used in the study. The survey carried out covered the entire public owned institutions in Kwara State, which included University of Ilorin, Kwara State University, Kwara State Polytechnic and College of Education Ilorin. The population for the study consisted of all business education lecturers in tertiary institutions in Kwara State. The entire population was involved in the study because the researchers consider the size manageable.

The instrument used for data collection was the researcher self-constructed questionnaire titled Teachers' Perception of the Quality Assurance and Skill Acquisition Required from Office Technology and Management Students for National Development'consisting of 32 items. The instrument was divided into sections, A, B and C. A was designed to obtain information from the business education lecturers was respondents on quality assurance and skill acquisition required by office technology and management students for national development. Three experts were subjected to the questionnaire to a face validation from the Department of Business and Entrepreneurship Education, Kwara State University Malete, Nigeria. The internal consistency of the questionnaire was ascertained using Cronbach Alpha reliability, which yielded a reliability coefficient of 0.82. The data collected were analyzed using mean and standard deviation.

The decision rule was that any item with a mean score of 2.50 and above was taken as agreed while items with mean score of 2.49 and below were regarded as disagreed for research questions.

5. Results

Research Question one: What are the needs for quality assurance in office technology and management programme for national development as perceived by the teachers?

Table 1: Tables of Teachers' Perception of the Need for Quality Assurance in Office Technology and Management Programme for National Development

S/N	**Item Statements**	$\overline{X}$	SD	**Remark**
1.	To evaluate the effectiveness of structures and processes required to achieve outcomes in OTM	3.04	0.66	Agreed
2.	To serve as indispensable component of quality control strategy in OTM	3.90	0.75	Agreed
3.	To prepare students for self reliance	2.90	0.77	Agreed
4.	To ensure and maintain higher standard in OTM	2.75	0.85	Agreed
5.	To assist in monitoring and supervision of OTM	2.85	0.82	Agreed
6.	To determine the quality of the teachers' input	2.53	0.58	Agreed
7.	To determine the level of adequacy of the facilities available for quality control	3.69	0.75	Agreed
8.	To ensure how the financial resources available could be prudently and judiciously utilized	3.15	0.58	Agreed
9.	Adequate funding	2.98	0.62	Agreed
10.	Monitoring of OTM programme	2.86	0.89	Agreed
11.	Effective evaluation system	3.61	0.66	Agreed
12.	Training and retraining of staff	3.22	0.79	Agreed
Weighted average		**3.12**	**0.73**	**Agreed**

Source: Field Survey, July 2017

Table 1 revealed that the respondents unanimously agreed to all the constructs as the mean are far above the fixed mean of 2.50. This means the respondents indicated that all the elements stated in the table are the need for quality assurance in office technology and management for national development. All the 12 constructs has standard deviation ranging from 0.62 to 0.89, which are below the fixed value of 1.96. This means that the responses of the respondents are not wide spread as it is close to the mean. On the overall, all the constructs in the table above are major needs for quality assurance in office technology and management for national development. This implied that quality assurance can lead to or bring about effectiveness of structures and processes, quality control, maintain higher standards, determine the quality of teacher's input among others in office technology and management programme (mean = 3.12, SD = 0.73).

Research Question Two: What are the necessary skills required of office technology and management students for national development as perceived by the teachers?

Table 2: Tables of teachers' perception of the necessary skills required of office technology and management students for national development

S/N	**Item Statements**	$\overline{X}$	SD	**Remark**
1.	Personal Skills	3.35	0.67	Agreed
2.	Motivational skill	3.23	0.89	Agreed
3.	Communicative skill	3.87	0.45	Agreed
4.	Planning skill	3.11	1.02	Agreed
5.	Saving and investment skills	2.96	1.01	Agreed
6.	Adaptive skill	2.91	0.56	Agreed
7.	Managerial skills	3.77	0.62	Agreed
8.	Human relations skill:	3.12	0.61	Agreed
9.	Vocational skill	3.32	0.77	Agreed
10.	Computer skills or professional software skills	3.35	0.89	Agreed
11.	Basic professional competencies	3.82	0.95	Agreed
12.	Record management skill	3.65	0.78	Agreed
13	Psychomotor skill	3.67	0.57	Agreed

14	Analytical skill	3.44	0.58	Agreed
15	Creative skills	3.32	0.71	Agreed
16	Web development skills (webpage)	3.82	0.66	Agreed
17	Microsoft office software skill	3.70	0.67	Agreed
18	Desktop publisher software skills	3.71	0.60	Agreed
19	Graphical design skill	3.13	0.83	Agreed
20	Data base management software skills	3.15	0.95	Agreed
Weighted average		**3.42**	**0.74**	**Agreed**

Source: Field Survey, July 2017

Analysis of data presented in table 2 showed that the respondents unanimously agreed to all the constructs as the mean are far above the fixed mean of 2.50. The table further clarified that the respondents indicated agreed for all the items as skills required of office technology and management students for national development. All the 20 constructs has standard deviation ranging from 0.45 to 1.02, which are below the fixed value of 1.96. This means that the sresponses of the respondents are not wide spread as they are close to the mean. On the overall, all the constructs in table 2 are necessary skills required of office technology and management students for national development. This implied that web development skills (webpage), communicative skill, basic professional competencies among others are necessary skills required of office technology and management students (mean = 3.42, SD = 0.74).

6. Discussion of Findings

The findings revealed that the need for quality assurance in OTM is to serve as indispensable component for quality control strategy and determine the level of adequacy of the facilities available for quality control in office technology and management programme for national development. The findings support the earlier findings of Adegbesan (2011) who stated that one of the needs for quality assurance is to serve as indispensable component of quality control strategy in education because it will go a long way in determining the outcome of any educational programme.

The study also revealed that web development skills (webpage), communicative skill, basic professional competencies supported by a higher mean of 3.82, 3.87 and 3.82 respectively are necessary skills required of office technology and management students for national development. This means that for students to meet the present challenges of the 21st century, these necessary skills are expected of OTM graduates after the completion of the programme. The findings corroborate with the earlier findings of Ottah (2015) who stated that the essential skills required of students is the human and conceptual skills. This is because a person with good human skills will have a high degree of self-awareness and a capacity to understand or empathize with the feelings of others. The result of the findings is related with the finding of Larsen, and Lancrin (2005) reported that ICT is playing a major role in the acquisition and diffusion of knowledge which are fundamental aspects of the education process. He further said that ICTs is offering increasing possibilities of codification of knowledge about teaching activities through being able to deliver learning cognitive activities anywhere at any time. Tertiary education institution has always being at the forefront of new scientific discoveries and innovations brought about by the activities of teaching, learning and research. An effective teacher is required to have a higher level of professionalism because of rapidly changing circumstances. Hayon (2009) emphasized that teachers who possess professional and interpersonal skills are more effective in their classrooms in terms of students' behaviour, attitude and achievement. The teaching profession requires certain dominant behaviours which show teacher's intellect, desire to excel, extended professionalism and teaching as a life concern.

7. Conclusion

The study established that there is the need for quality assurance in office technology and management programme largely as it will serve

as indispensable component for quality control strategy and determine the level of adequacy of the facilities available for quality control in office technology and management programme. Also web development skills (webpage), communicative skill, basic professional competencies are necessary skills expected of OTM students in office technology and management programme. Therefore quality assurance should be greatly considered in office technology and management programme in tertiary institutions.

8. Recommendations

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

- There is the need for regular training and retraining of lecturers/instructors in order to imbibe current knowledge and experience in the new technologies recently introduced to the programme.
- There is the need for constant and efficient supervision of the educational activities of office technology and management department by both internal and external supervisory bodies for efficient academic delivery
- Government (both federal and state) in Nigeria should give adequate funds to public tertiary institutions to procure teaching and learning facilities for meaningful learning.This will improve quality standard of education in the country.

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Innovation Skills and its Utilization among Home Economics Education Graduates of Ahmadu Bello University Zaria, Nigeria

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Abstract. With the increase in the number of graduates searching for work in the labour market, the need for innovation and training in universities and colleges is increasing rapidly. This study examined innovation skills and its utilization among home economics education graduates of Ahmadu Bello University in Zaria Nigeria, where the relationship between innovation skills and its utilization was investigated. The study employed descriptive correlation and cross sectional design. Quantitative approach was also used. Using a purposive and random sampling, 300 staffs of Ahmadu Bello University, local government Administrators, and Home economics graduates from Ahmadu Bello University participated in the study. The data were analyzed using frequency, percentage, mean and standard deviation. Regression was used to test the effects of all the variables, while Pearson's linear correlation analyses were used to test the relationship at 0.01 levels of significances. The findings showed that correlation between innovation skills and utilization among the home economics graduates was positive at 0.000 < 0.01 level of significant. Innovations emerge as the major predictor of skills utilization, and it is recommended that university administrators and policy makers should re-evaluate the current home economics curriculum to suit the techno-preneurialship global demand, and the home economics graduates need to appreciate the benefits of devoting greater attention to the innovation skills acquired and utilized it practically for socio economic development for themselves, their families and the society at large.

1. Introduction

Ahmadu Bello University has grown to become the largest and most influential and diverse university in Nigeria, consisting of eighty two (82) academic department. Twelve (12) faculties and twelve (12) research institutes and specialized centers, the university offers undergraduates and post graduates courses in diverse fields as administration, law and education among others. Home economics department is in the faculty of education under the vocational and technical education, it was established in 1977. The issue of vocational and entrepreneurship emphasized that skills development and work oriented training, needs to be given priority at all schools level, to promote employment generation without reliance on white collar job among the educated population in Nigeria (Akunnaye, 2012). This study chooses to investigate the innovation skills and it utilization of only graduates of home economics education from this university,

because it has a large number of graduates both at diploma, bachelors, masters and PhD level.

2. Statement of the problem

Despite the persistent cry by the government, parents and stakeholders for the introduction of entrepreneurial skill training programmes into the undergraduates curriculum, it has always been observed that majority of our graduates and especially those that had gone through little skills training and those that were expected to have acquired the skills for self- reliance and join the pool of entrepreneur find it very difficult and impracticable to find their feet on ground being employed or self- employed. The home economics graduates are also victims of these problems despite the skills they acquired necessary for creative work (Sunday, 2012). Another dilemma is the misconception and low social recognition of the home economics course, it's viewed as a type of course meant for drop outs that involves only cooking and sewing for those with low educational attainment (Ahmed 2010). Other studies have also confirmed that Home Economics and its practitioners have image problems in many of the African countries (Anyakoha, 2007).This is so because in most of the African countries the real image of the Home Economics is not there, people assumes that it only involves cooking and sewing. Therefore that wrong assumption tarnishes the image of the Home Economics Education, leaving it at the ghetto and makes the graduates shy on utilising the skills they acquired, which is not so in other countries.

Gender stereotyping in Home Economics is another serious phenomenon that is a challenge to Home Economics Education, it is commonly seen in Nigeria that in most of the Home Economics classes at any level almost all the students are females, as a result of the misconception of the course. This statement is in line with Anyakoha (2007) who said it is commonly seen as the field that focuses on roles socially vested on the females. The above mention problem led to general apathy among parents, administrators, teachers, students and the community towards home economics education. Therefore having taken cognizance of the problem of our new generation of university graduates, this prompted the researcher to carry out a study that looked at the innovation skills and it utilization among the home economics graduates of Ahmadu Bello University, Zaria in Kaduna State of Nigeria.

3. Objective of the study

The study investigated the relationship between innovation skills and it utilization among the home economics graduates of Ahmadu Bello University Zaria, Nigeria.

4. Research Questions

Does innovation relate to skills utilization among home economics graduates?

5. Hypothesis

There is significant relationship between innovation and skills utilization among the home economics graduates.

6. Literature Review

The term innovation referred to ideas or practice that is within the context of the school. Another definition of innovation involves newly introduced method, customs device, change in the way of doing things, renew, and alter among others. Onu (2014) view innovation as a means of doing things differently in different ways. Home Economics education today is not a field for the mere Courage and imagination, but a course that is needed in developing innovative programmes to meet the challenges of the present and foreseeable future in interpreting programmes, which needs a demanding funds and facilities to carry out these programmes (Chiduma & Emelue 2011).

Home Economics is a profession with more than a hundred years of global history. Celebration for the centennial of the establishment of the international federation for the home economics (IFHE) peaked at the world congress in 2008, and the American Association of family and Consumer Sciences celebrate its centenary in 2009. Given these milestone, which trumpet the

longevity of the profession, it is timely to reflect on what could be regarded as one of the defining and enduring influences on the establishment, continued development, and the future of the field- the place and importance of generational theory. According to Alonge (2010) Home economics is described as a combination of innovative development, healthy life style, social responsibility, sustainable development and use of resources and cultural heritage. The innovation in home economics focus on nutrition education and food culture, family studies, consumer and environmental issues, all based on human aspects and everyday life.

Research undertaken by Lemchi (2016) identifies a philosophical shift in practice and pedagogy for home economics, with positive outcomes for students. This shift includes: encouraging students to clarify their own ideas, make their own decisions, use critical analysis, reflect on their learning, use research tools and strategies, explore issues, and encourages discussions, group work, and "ensuring higher order tasks involving the generation, application, analysis, and synthesis of ideas".

Allan (2008) said that despite the many variances betweens countries on how home economics are implemented there are clear unifying themes: Home economics is responsive to change. Changing times require new ways of thinking, inclusive in this are the specialist thinking skills of critical and reflective thinking, and met cognition, Pervasive themes of wellness, technology, global interdependence, human development, resource development/management, Individual, family and community, self and society are identified as a common body of knowledge, Social, economic and environmental challenges and issues, and wholeness of the global family, over-arching themes include family, food and nutrition, food preparation, management and consumer choice.

In the face of the changing situation of the economy, where unemployment is the order of the day, home economics help people through utilisation of skills for today's living. Anyakoha and Lemchi (2006) remarked that, one of the greatest challenges of home economics is to determine those issues that pose various forms of challenges and threats to individual families and the society at large and then address them most appropriately. The greatest challenge the society is facing presently is unemployment which can be addressed by entrepreneurial skill acquisition which innovation skills serves as special ingredients for self- reliance programmed. Unemployment leads to poverty, robbery, among others.

Fortunately, home economics education has several opportunities that involve innovation skills in both small and medium scale business, which can give the individual an opportunity for gainful self- employment. Ahmed (2010) explains that home economics related innovation skills utilization relayed on:

Food and Nutrition Skills

Fast food vending catering services, Bakery-Bread making, snacks, cake making and decoration, Ice cream business, Restaurant management, preparing of fruits drink, example zobo drink, bottling of groundnut, grounded pepper, and other spices.

Clothing and Textiles Skills

Fashion designing (men/women apparel), Tile and dye/batik production, embroidery, dressing (saloon), Fashion school operation, Bridal shop, and making of children apparel

Home Management Skills

Soap and body cream production, laundry and cleaning services, Rug cleaning services and housekeeping.

Child development Skills

Nursery management, day-care centers and baby sitting

Housing and design Skills

Interior decoration, Toys and gifts shop and Making of craft

The above innovative skills offered under home economics education provides individual with the necessary skills/tools for further creative work. Utilisation of skills on those training may require innovation and motivation to be inculcated into the students; this will enhance the graduates productivity, effectiveness and efficiency on utilization of skills.

7. Methodology

The study employed descriptive cross sectional survey research design whereby response of the respondents were collected at once in order to reduce time and cost involved, and the results represented all the home economics graduates from Ahmadu Bello University, Zaria in Kaduna State. The study used quantitative research approaches using questionnaires for collecting data. Descriptive correlation techniques used to determine the generality of the raised assumption, which helped the researcher to find the relationship between the variables.

Target Population

A total of 1200 was the population of the study. This includes one hundred and fifty administrative staff of Ahmadu Bello University (150). One hundred and fifty (150) local government administrative staff and nine hundred (900) home economics graduates.

Sample Size

Sloven's formula was used to determine the minimum sample size for the study. The formula is given as.

N = N/1+N (e)2

Table 1: Showing the target population and sampling size

Target Group	Target Population	Sample size
Administrators and staffs of Ahamadu Bello University	150	38
Administrators of the eight local government	150	38
Home economics graduates of Ahmadu Bello University	900	225
Total	**1200**	**301**

Source: Home economics department records Ahmadu Bello University and Local government commission board Kaduna state, Nigeria Research Instruments

A - Questionnaire

For the purpose of this study two structured questionnaires were used for data collection from the respondents, one for home economics graduates and another for the administrators of Ahmadu Bello University and the Local government administrators. The questionnaires contained 35 items that was divided into three parts, namely; A, B and C. Section A contains the demographic characteristics of the respondents, such as gender, age and qualification. Section B contains 10 questions on innovation skills, section C contains 15 questions on utilisation. The response mode on the questionnaires on both dependent and independent variables was indicated as; Strongly Agree (4), Agree (3), Disagree (2), Strongly Agree (1).

8. Data Analysis

The data collected was analyzed statistically using the statistical package of the social science (SPSS). Frequency and percentages were used for demographic characteristics of respondents, while mean and standard deviation were used to analyze the perceptions of the respondents on innovations skills. Inferential statistics involving Pearson Linear Correlation Coefficient (PLCC) statistic and regression analysis were used to determine the relationships between independent variable and dependent variables at 0.01 levels of significances. The following mean ranges were used to arrive at the mean of the individual indicators and interpretation.

Mean Range Response mode Interpretation

3.26 - 4.00 - Strongly agree - Very high

2.51 - 3.25 - Agree - High

1.76 - 2.25 - Disagree - Low

1.00 - 1.75 - Strongly disagree - Very low

To find out the relationship between innovation skills and it skills utilization

Table 1: Respondents' perceptions on items relating to innovation (n=279)

	Category of respondent									Total		
	Local government administrator			University staff & administrators			Home economics graduate					
Innovation Items	M	I	SD	M	I	SD	M	I	SD	M	I	SD
Innovations in home economics leads to innovative thinking and creative problem solving	3.5	VH	0.6	3.2	H	0.7	3.4	VH	0.7	3.4	VH	0.7
Innovation can be a catalyst for the growth and success of home economics education	3.5	VH	0.6	3.4	VH	0.6	3.4	VH	0.6	3.4	VH	0.6
Innovation among home economics graduates gives a competitive advantage to grow	3.3	VH	0.6	3.5	VH	0.5	3.3	VH	0.7	3.4	VH	0.6
Innovation in home economics means coming up with new ways of doing things	3.4	VH	0.5	3.4	VH	0.6	3.4	VH	0.7	3.4	VH	0.7
Innovation in home economics uses technological means to be productive	3.3	VH	0.7	3.2	H	0.8	3.3	VH	0.7	3.3	VH	0.7
Home economics developed innovation through training	3.3	VH	0.6	3.1	H	0.8	3.3	VH	0.7	3.3	VH	0.7
Lecturers should encourage innovation and originality in students by giving them practical	3.4	VH	0.6	3.4	VH	0.6	3.5	VH	0.7	3.4	VH	0.6
Fear of being innovation hinders the progress of home economics graduates	3.2	H	0.7	3.3	VH	0.8	3.2	H	0.7	3.2	H	0.7
Equipped laboratory is imperative for helping the graduates to develop innovative talents	3.3	VH	0.6	3.5	VH	0.6	3.3	VH	0.7	3.3	VH	0.7
Innovation is a disposition to make one recognize his/her potentials to improve his/her skills	3.4	VH	0.6	3.5	VH	0.6	3.4	VH	0.7	3.4	VH	0.7
Overall Mean/SD	3.4	VH	0.6	3.4	VH	0.7	3.4	VH	0.7	3.4	VH	0.7

Note: I =Interpretation, M= Mean, SD= Standard deviation, VH = Very High; H = High

Table 1 shows the respondents perception on innovation. For Local government administrators the item which states that ‘‘innovation in home economics leads to innovative thinking and creative problem solving’’ had a mean of 3.5 which is interpreted as very high. While items ‘‘Innovative can be a catalyst for the growth and success of home economics education’’ is interpreted as very high with another mean of 3.5. Item on ‘‘innovation in home economics means coming up with new ways of doing things’’ ‘‘Lecturers should encourage innovation and originality in students by giving them practical’s, ‘‘innovation is a disposition to make one recognize his/her skills’’ have a mean of 3.4 which means very high respectively. While the University staff and administrators, on the item ‘‘innovation in home economics leads to innovative thinking and creative problem solving’’ had a mean of 3.2 which is interpreted as very high.

Other items on ‘‘Innovation among home economics graduates gives a competitive

advantage to grow'' ''Equipped laboratory is imperative for helping the graduates to develop innovative talents'' and ''innovation is a disposition to make one recognize his/her potentials to improve his/her skills'' has a mean of 3.5 respectively which is very high. For the home economics graduates on item ''Lectures should encourage innovation and originality in students by giving them practical'' has 3.5 which is very high. Whereas item on ''innovation in home economics leads to innovative thinking and creative problem solving'', '' innovation can be a catalyst for the growth and success of home economics education'', '' innovation among home economics graduates gives a competitive advantage to grow'', ''innovation in home economics means coming up with new ways of doing things'' and innovation is a disposition to make one recognize his/her potentials to improve his/her skills'' all these items have 3.4 respectively which indicates very high for the items.

By looking at the interpretations above, it revealed that all the ten items adapted for the innovation scale in this study were highly perceived by the respondents (overall mean=3.4; SD=0.7). In the same vein, results indicate that respondents in each category, namely: Local government administrators, University staff & administrators, as well as Home economics graduates have higher perceptions on items relating to innovation. Accordingly, the means and standard deviations were (mean=3.4; SD=0.6), (mean=3.4; SD=0.7), and (mean=3.4; SD=0.7) for Local government administrators, University staff & administrators, and Home economics graduates, respectively.

The impact of the overall SD value of all the three categories of the respondents is not wide, 0.6, 0.7 and 0.7 respectively. This shows that majority of the opinion agree that there is a relationship between the in depended variable and the depended variable. A graphical representation of these results is further depicted in Figure 4.3.

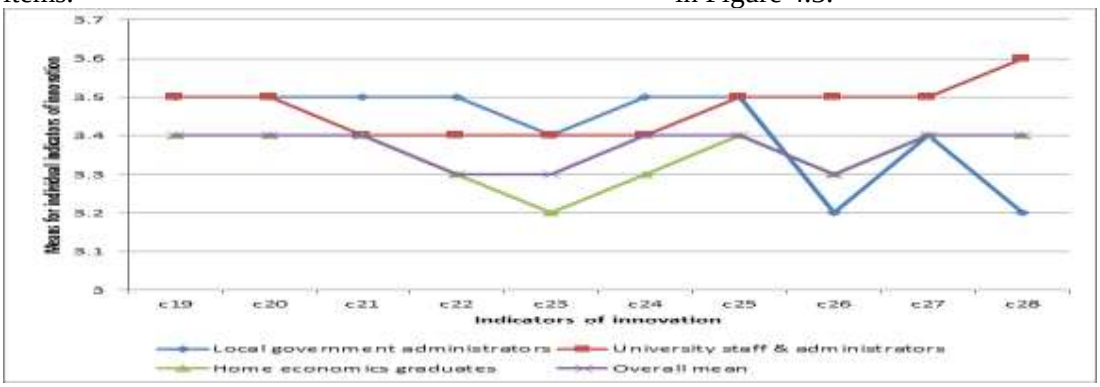

Figure 1: Means for individual indicators of innovation by category of respondent

Figure 1 shows that both the University staff and administrators, Local government administrators and home economics graduates has a higher scores on all the ten innovation items with overall mean 3.4 respectively. They all believe that innovation in home economics means coming up with new ways of doing things that can be a catalyst for the growth and success of home economics education.

8.1 Correlation between innovation skills and it utilization

Regarding the relationship between innovation skills it utilization, results presented in Table 2 indicated a strong and significant positive relationship between innovation skills and utilization ($r = 0.700$; $p < 0.01$) based on Cohen's (1988) guideline for interpretation the strength of the correlation.

Table 2: Correlation between innovation and skills utilization

		Skills utilization	Innovation
Skills utilization	Pear6son Correlation	1	.700(**)
	Sig. (2-tailed)		.000
	N	279	279
Innovation	Pearson Correlation	.700(**)	1
	Sig. (2-tailed)	.000	
	N	279	279

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

Hypothesis Testing

Research Question: Does innovation relate to skills utilization among home economics graduates?
H_1**:** There is significant relationship between innovation and kills utilization among the home economics graduates.

This hypothesis of the study was tested using regression and Correlation Coefficient at P≤0.01 level of significance. Table: 3 show the interpretation of the strength of the correlation coefficient.

Table: 3 OLS regression summarizing the combined effect of innovation skills on utilization (DV)

	Un standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.843	.158		5.332	.000
Innovation	.766	.047	.700	16.323	.000
F=266.440	p-value=.000				
R=.700	R-Squared=.490		Adjusted R-squared=.488		

As indicated in Table: 3 Innovation had a significant positive relationship with skills utilization where (β) = 0.766, t = 16.323, p = 0.000. Hence, hypothesis was accepted because 0.000 < 0.01 level of significance. The R- square value is .490 which means that 49% of the skills utilization accounted for by innovation hold other factors constant.

9. Conclusion

The results of this study also revealed that, in trying to apply new ideas in order to produce something new and useful (innovation), the Overall Mean and standard deviation are also very high (3.4 and 0.7) respectively. Scholars agree that innovation leads to problem solving leading to competitive advantage and growth. It is clear that innovation skills has achieved a balanced and desired outcomes and it utilization among home economics education graduates of Ahmadu Bello University Zaria, Nigeria. From the analysis of this study and related literatures, it is clear that innovations in home economics lead to innovative thinking in educated youths that are engaged in productive entrepreneurship through constant practice

10. Recommendations

- Home economics graduates should be given ample opportunity to be innovative and translate their theoretical knowledge to practical application through the grant of soft loans by the government.
- The Universities should be able to provide more holistic learning of home economic education by helping to support students to learn more about entrepreneurship through attachments with successful entrepreneurs.

- Home economics classes should be students centered in approach based on individual student creativity and innovative skills with zeal towards changing behavior towards home economics education before graduation.
- As regards teaching methods however, practical based teaching approach should be greatly encouraged. Thus, students should not only be theory centred, they should be given the opportunity to participate practically and be allowed to give their own input on topical issues of discussion in classroom learning environment.
- Home economics education courses should emphasize more important aspects of entrepreneurial knowledge, which include creativity skills, innovation skills, problem solving ability and critical thinking skills.

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Teachers Attitudes and Perception Towards the Implementation of Gifted Education Programme in North Central Nigeria.

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Abstract. Given that most teachers have one of the most significant influences on the educational development of gifted students, reports of negative attitudes and beliefs in popular misconception about giftedness are cause for concern. It is important to understand teachers' perception and beliefs to implement effective training and educational practices to improve education for gifted students. The study focuses on teachers' perception and attitude towards the implementation of gifted education programme in North Central Nigeria. A cross – sectional survey design was used. I59 teachers from Federal Government Academy Suleja and School for the Gifted Gwagwalada were used for the population. Questionnaire and Rating Scale were used for the instruments. the result shows that teachers perception and attitudes towards the implementation of gifted education tends to be high and at such enhances gifted education programme. Based on the findings, some recommendations were made such as, government should improve the condition of service of teachers in terms of regular payment of salary, promotion. These will enhance gifted education practices in Nigeria.

Keywords: Perception, Attitude, Gifted Students, Teachers of the Gifted Students.

1. Introduction

Gifted students are another group with special needs, and so the educational needs of those who possess gifts and talent are often ignored. Giftedness is asynchronouses development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. (Ozoji, Unachukwu & Kolo, 2016). Lassig (2009) stated that giftedness is a natural ability that requires the appropriate environment and supporting conditions to develop fully into a talent. However, gifted students are individuals that possess tremendous and outstanding performance in their academic skills, leadership skills and creative skills. Teachers are often called upon to recommend students for a variety of services and programmes in schools. Many factors influence the quality and outcome of this process. Students who require services beyond the general education classroom, whether they are English Language Classes, Special Education Resources, Accommodations for behavioral disorders, or gifted programming, often depend on the classroom teachers' ability to recognize the students' learning needs (Berman, Schultz, & Weber in Szymanski & Thomas, 2013). Teachers' perceptions of students' needs are influenced by the individual experiences of both the students and teachers. However, exploring the multiple perspectives teachers bring to this task helps to understand their expectations regarding who should be included in special programming. Teachers' perception and attitude towards the gifted is to some extent seen to be negative. They are usually impatient with the gifted, especially in a situation where you have teacher that is not so bright so as to match their superior intelligence.

Ozoji, Unachukwu and Kolo (2016) stated that most teachers out of laziness do not vary their teaching methods so as to accommodate them. Some of the teachers find it difficult to design special programmes that will help the gifted to be integrated into the system. The child may be bored and discouraged by the teacher as a result of such attitudes.

Gifted perspective on teacher behavior in terms of their knowledge (teacher) especially on content of subject matter may significantly affect the gifted creative skills. Azeez (2016) opined that positive teachers' attitudes are fundamental to effective classroom environment, these attitudes/perceptions include: enthusiasm, caring, firm, democratic practice to promote students' responsibility. Eggan and Kauchak (2001) stated that teachers need to be competent in their own area of specialization and they are able to apply different methods of teaching as well as understanding the concept of giftedness.

The word attitude determines what individual will see, think and do. Azeez (2016) stated that attitude is concerned with an individual way of thinking and behaving which have serious implication for learners and teachers the immediate social group with which individual learning relates and the school system as a whole. Ukpong in Azeez (2016) defines attitudes as a state of personal like of action which may be exhibited orderly by actual choice. Attitudes affect perceptions, which often influence behavior. Therefore, the negative attitudes and perception about intellectual precocity affects how gifted students their education is perceived, and how teachers may behave towards them.

2. Teachers of the Gifted Students

Deciding on a career in gifted education allows one to reach and teach a demography student who enjoys creative and academic challenges. To understand the field as an evolving and changing discipline based on philosophies, evidence based principles and theories, relevant laws and policies. Regarding the issue of language and communication, gifted education teachers understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder such development. The teachers are guided by the professor's ethical and professional practice standards. Teaching gifted students can be challenging to teachers accustomed to teaching in regular classrooms. However, since teachers are responsible for operating the educational system and they need strong and efficient professional competencies. They should therefore develop the skills for teaching the gifted. Competency of a gifted teacher can be classified into two, namely, Management function and instruction fucntion: This is supported by Onwuadiebere (2010) who stated that gifted teachers are not limited to the traditional classroom and they are able to work within a number of learning environment. The National Association for gifted children (NAGC) stated that to become a certified gifted educator one must pass through programmes that require students to have prior teaching certification. It is the responsibility of classroom teachers, especially the gifted teachers, to both identify and serve gifted and talented students. It is also crucial for all gifted teachers to familiarize themselves with the research, curriculum strategies, pedagogy, theories and educational practice in place to enhance learning in high ability students. In furtherance to this, the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) (2011) developed some research based standards for gifted education teacher preparation. They stressed that foundation is a crucial thing for teachers of the gifted because of the need management function deals with setting up learning activities in the classroom by the teacher. The teacher plays a managerial role which includes motivating, organizing the learning group, classroom management and evaluation. Ozoji (2005) outlined some competencies needed by a teacher as: ability to figure out informally what skills a student's needs to succeed and the ability to take advantage of students' interest and use their internal motivation for developing needs.

3. Statement of the problem

Since the launching of Gifted Education Programme in Nigeria in the year 1989, there have been expressed concerns about the problems faced by gifted students in schools for

the gifted in North Central Nigeria. Such problems include insufficient training of the teacher, inadequate facilities, lack of qualified teachers and lack of motivation from the teachers. Among the noted teachers attitudes and perceptions that are common are: domination of the class by the teachers, discouraging gifted students from asking questions. These factors led to the evaluation of teachers' attitude and perception towards the implementation of gifted programme in schools for the gifted in North Central Nigeria.

4. Purpose of the study

The purpose of this study is to ascertain the teachers' level of perception and attitude of the state of implementation of the gifted education programme.

5. Research Question

The study intends to answer the following question:

What is the teachers' perception and attitude of the level of implementation of gifted education?

6. Methodology

The design adopted for this study is a cross-sectional descriptive survey research. This design helps the research to draw inferences about a population. However, survey design provide more intense and varied probe into the problem area for better valid findings. It also aims at collecting data on a particular problem in order to gain an estimable dimension of the problem in a larger population. (Awotunde & Ugoduluwa, 2014). The population involves all the teachers in school for the gifted in Federal Government College Suleja and school for the Gifted Gwagwalada Academy which is one hundred and fifty-nine (159). The researcher makes use of questionnaire and rating scale as instrument for data collection. The content of the research instruments were validated by subjecting it to a review by experts in the field (Special Education, test and measurement), the data collected were analysed and treated by using frequency and simple percentage.

7. Data Presentation and Results

Data collected were analysed through the use of simple percentage and is presented according to the research question raised.

Research Questions:
What is the teachers' perception and attitude of the state of implementation of the gifted education?

Table I: Response of teachers' regarding level of teachers' perception and attitude on the state of implementation of gifted education.

	VLE	LE	ME	HE	VHE	Total	Mean	Mean	SP
Teachers Manpower Training	2	5	50	102	20	159	4.39	3.00	1.04
Employment of qualified teachers	1	4	31	95	28	159	4.19	3.00	1.04
Prompt payment of teachers salary	1	4	32	72	50	159	4.39	3.00	1.04
Engagement of Psychologist	20	7	120	10	2	159	4.31	3.00	1.14
Engagement of Counsellor	18	5	125	7	4	159	4.26	3.00	1.18
Engagement of medical personnel	130	7	8	8	6	159	4.31	3.00	1.14
Regular training and training of teachers	43	6	8	2	0	159	4.19	3.00	1.22

The above table revealed the level of teachers perception and attitude on the state of implementation of gifted education in North Central Nigeria. 130 (81.76%) of teachers believed that to a Very High Extent (VHE) the teachers also believed that to a Very High Extent (VHE) supportive staff like Psychologists, medical personnel and so on enhance the implementation of gifted education in North Central Nigeria.

8. Discussion and Findings

This study investigates the teachers' perception and attitude that can lead to effective gifted education programme implementation in secondary schools for the gifted in North Central Nigeria. There were 159 teachers drawn from Federal Government Academy, Suleja and school for the gifted Gwagwalada. 130 (81.76%) of teachers believed that to a Very High Extent (VHE) incentives enhances the implementation of gifted education and 128 (80.50%) of teachers also believed that to a Very High Extent (VHE) supportive staff like Psychology, medical personnel and so on enhance the implementation of gifted education programme in North Central Nigeria. From the researcher's observations, if these factors are in place, the implementation of gifted education programme will be highly enhanced.

9. Conclusion

The attitude and perception of teachers towards the implementation of gifted education programme can affect the gifted students' performance, there by influencing their initiative and creative thinking. Teachers' attitude and perception has significant implication on students' educational development because if their perception is high, it will enhance gifted education programme. Their best will be displayed on how to teach these students. Their commitment will be established as one of the main factors that improve gifted students' creative thinking and skills improvement for the nations' development.

10. Recommendations

Based on the findings, the following suggestions are raised as part of way forward:

- Government should improve the condition of service of teachers in terms of regular payment of salary, promotion and incentives as at when done.
- There should public enlightenment about the gifted individuals so that both teachers and parents will take precautions on how to handle these set of individuals so that their talents and creativity skills will not be buried.
- There should be employment of professionally trained, competent and qualified teachers to teach gifted students so as to improve students' creativity.

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An Appraisal of the Perception of the Continuous Assessment Practice among Primary School Teachers in Ogun State

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Abstract. The study sought to examine primary school teachers' perception of the Continuous Assessment practice in Ogun State. Four research questions were raised, the sample for the study consists two hundred (200) teachers who were randomly selected from the four geopolitical zones in Ogun State. A questionnaire was the only instruments used for data collection. Data collected were analyzed descriptively and inferentially using t-test of significance at 0.05 level of confidence. The result of the findings reveals that primary school teachers have high perception about continuous assessment practice. There is no significant difference between male and female teachers' perception of the continuous assessment practice, there is a significant difference between young and old teachers while there is no significant difference between the perception of continuous assessment practices among public and private school teachers. Based on these findings, it was concluded that continuous assessment practices was poor and the implementation of continuous assessment is bedeviled with several difficulties. Therefore, recommendations were made that ministry of education should establish a uniform standard of assessment, and a uniform system of weighting scores from different assessments should be used from school to school

Keywords: Appraisal, Perception, Continuous Assessment, Primary school Teachers.

1. Introduction

Continuous Assessment has been defined by several authors each from its own perspective (Federal Ministry of Education, 1985; Falayajo, 1986; Yoloye, 1989; Emeke, 1996). Continuous Assessment (CA) is a method of finding out how much the students have gained from lessons in cognitive, affective and psychomotor domains (Mgbor&Mgbor, 2006). It is a kind of assessment that is largely internal but can also be used as part of external examinations, as in Junior Secondary Certificate Examinations Council (JSCE). The West African Examination Council and National Examination Council also make use of CA as part of certification decisions. Emeke (1996) defined CA as the systematic use of varied and reliable multiple assessment tools at regular intervals, to determine the performance and ability of the learner in the three domains of behavior with the aim of getting his truest picture and helping him develop fully his potentials.

Integration of continuous assessment in certification grades in Nigeria is now a fact of history. It is a matter of national policy. The National Policy on Education provides that certification at the primary school level shall be wholly based on CA and shall be issued by the head teacher of the school while that at the secondary school level shall be based on a combination of performances in CA and an external examination (Federal Republic of Nigeria, 2004). The positive potentials of this innovation in assessment have been well

documented in literature (Okonkwo, 2002, 2006; Taylor, 2003). It does not appear, however, that these potentials are being realized.

Continuous Assessment has been adjudged the best thing that has happened to the system of assessment in the Nigerian educational institutions. If CA is implemented effectively as outlined by the then Federal Ministry of Education, Science and Technology (FMEST, 1985), the Nigerian educational system stands to reap abundance of benefits.

By its nature, CA should be systematic, comprehensive, cumulative and guidance-oriented. Being systematic implies that CA activities should be planned and executed according to the plan, rather than a spur of the moment exercise. There are two aspects to its comprehensiveness. The first is that assessment must encompass all domains of behavior namely, the cognitive, affective and psychomotor. The other aspect has to do with the involvement of a variety of instruments. In so doing, information would be generated from a variety of situations and so, result in a more complete, and hence more valid, impression of the student (Okonkwo, 2006).

The primary aim of CA is not to grade a child, or to decide whether he or she has 'passed' or 'failed'. It is to help the child in personal development, by highlighting his/her strengths and weaknesses and suggesting where he/she needs to put more effort and in what areas he/she is most likely to excel, in this respect, CA is guidance-oriented.The importance of CA has been well spelt out by Oyinloye, 2002 are that:

- It helps the teacher to prepare lessons in details and keep cumulative records for the students;
- CA as formative evaluation leads to improvement in i. statement of curriculum objective; ii. Development and organization of learning experiences; and iii. Strength and weakness of plans;
- It helps the teachers to know how much the students have gained from lessons in terms of knowledge, attitudes and skills and to adjust the method of teaching if the need arises;
- Judgement about the efficacy of the chosen learning experience, the content, the method, manner of their usage, depends entirely on CA;
- It enables the teachers to be more flexible and innovative in their instructions;
- Teachers no longer teach the students for examination alone, because the CA is meant to help in instruction;
- Child in terms of academic and non-academic achievement for a more effective choice of career (Badmus&Omoifo, 1998);
- CA reduces examination malpractice in secondary schools, because the child is supervised by his/her teachers;
- It makes children to work harder, helps the students to be punctual in school, respect the teachers and the school authority;

As laudable as the importance of CA many scholars (Emeke, 1999; Ojo, 2001; Mgbor&Mgbor, 2006; Osunde&Ughamadu, 2006) have reported that the implementation of CA in school is bedeviled with some problems. Part of these problems include comparability of standards, record keeping and continuity of records, use of assessment tools (apart from testing), assessment of the affective and psychomotor domains and test construction (Adisa, 2003; Ojo 2007).

There is evidence that the teacher trainees (NCE & Faculty of Education) must have been exposed to the rudiments of CA in the College of Education as well as the University because of the Curriculum and subject methodology courses which include courses, like measurement and evaluation that emphasize CA. Be that as it may, teachers still exhibit deficiencies in the knowledge and implementation of CA. One would think that experienced teachers would have no problems in this direction. Ojo (2007) cited Oladiti (1985) submitted that experiences are merged with intelligence to alter behavior. The greater the relevant experience in a given field or performance of an act, the easier the learning of fresh ideas in that particular field or performance

of related action. There has been a reduction in the employment of teachers for primary schools, because of the economic situation. As such, there are more of teachers with long experience than those with short experience and it is expected that more of this teachers would be female.

Based on this background, this study is interested in finding out the perception of primary school teachers in Ogun State about the continuous assessment practice in schools, this perception would also be investigated across gender, years of experience and school type.

2. Research Questions

In other to guide this study, four research questions were raised:

- What is the general perception of teachers about continuous assessment practices in Ogun State?
- Is there any significant difference between male and female teachers' perception on the continuous assessment practices in primary schools?
- To what extents will the teachers' years of teaching experience determines their perception of continuous assessment practice?
- Is there any significant difference between the perception of continuous assessment practice among primary school teachers in public and private schools

3. Methodology

The design for this study is a descriptive design of a survey type. The population for the study comprises all middle basic primary school teachers in Ogun state. The sample consists of two hundred teachers randomly selected from the four geo-political zone in Ogun State. A well-structured questionnaire was the only instrument used for data collection in this study. The only instrument used for data collection was designed and validated by the researcher. The instrument has two sections. Section A sought demographic information of the respondents while section B elicited information on perception of respondents on continuous assessment practices in schools. The instrument was given to two experts in the area of measurement and evaluation who were senior colleagues in the Department to establish its face and content validity, their suggestions and modifications were incorporated into the final draft of the questionnaire. The reliability of the instrument was estimated using Cronbach Alpha statistical tool and the coefficient was found to be 0.79. Data collected were analyzed descriptively and inferentially using percentages and the t-test of significance at 0.05 level of confidence, multiple regression analysis and analysis of variance.

4. Results and Interpretation

Result of the study with particular reference to Research Question 1 is shown below on table 1.

Table 1: General Perception of Teachers about Continuous Assessment Practice

Perception Level	Frequency	Percentage
Low Perception	65	32.5
High Perception	135	67.5
Total	200	100

The result on table 1 reveal that majority of the teachers (one hundred and thirty-five) indicated high perception about what proper continuous assessment practices in schoolsshould be while the remaining sixty-five teachers which constitute only 32.5% have low perception of continuous assessment practices among primary school in Ogun state. Therefore, one can conclude that majority of the teachers have high perception about proper way of continuous assessment practices in school.

Research question 2: Is there any significant difference between male and female teachers' perception on the continuous assessment practices in primary schools?

Table 2: Summary of the t-test statistic of the gender difference of teachers' perception of the continuous assessment practice

Gender	N	Mean	SD.	df	t.cal	Sig. t	P	Remark
Male	68	61.25	6.76	118	1.324	0.188	0.05	Not sig.
Female	132	59.69	5.86					

The result on table 2 showed a non-significant outcome (t = 0.188, P > 0.05). This shows that teachers do not differ significantly in their perceptions of the continuous assessment practice in their schools by teachers' gender. Though the mean scores for male lecturers (61.25) was more than that of the female lecturers that was 59.69. However, the difference is not statistically significant.

Research question 3:To what extents will the teachers' years of teaching experiencedetermine their perception of the continuous assessment practice?

Summary of the Multiple Regression Analysis of teachers' Years of Teaching Experience on Perception Scores

Multiple R	=	0.141
R^2	=	0.020
Adjusted R^2	=	0.012
Standard Error	=	6.37

Table 3: Analysis of Variance of Multiple Regression Analysis

Source	Sum of squares	df	Mean Squares	F	Sig. of F.
Regression	97.725	1	97.725	2.409	0.188
Residual	4787.600	118	40.573		
Total	4885.325	119			P<0.5

The regression analysis on table 3 depicts that the correlation of teachers' years of teaching experience with the perception of the continuous assessment practice is 0.141 with a corresponding R^2 of 0.020 indicating that teachers' years of experience only accounted for 2% of the variance in teachers' perception scores.

Analysis of variance table show F value of 2.409 and it reveals that the teachers' years of experience in teaching will not significantly determine teachers' perception of the continuous assessment practice in school.

Research question 4: Is there any significant difference between the perception of continuous assessment practice among primary school teachers in public and private schools?

Table 4: Summary of the t-test statistic of the gender difference of teachers' perception of the continuous assessment practice

School Type	N	Mean	SD.	df	t.cal	Sig. t	P	Remark
Private	77	52.09	7.55	198	0.22	0.982	0.05	Not sig.
Public	123	52.11	6.65					

The result in table 4 revealed a non-significant outcome (t=0.022, p>0.05). This means that the difference between the mean perception score of private and public primary school teachers on the continuous assessment practice is not statistically significant. The mean perception score of 52.09 recorded by the private school teachers is not significantly better than the mean perception score of 52.11 recorded by the public school teachers. Hence, there is no significant difference in the perception of public and private school teachers on the continuous assessment practice in Ogun State Primary Schools.

5. Discussion and Conclusion

The first research question which sought to find out teachers general perception of the continuous assessment practice, revealed that majority of the teachers' have high perception about the proper way of continuous assessment practice at the primary school in Ogun State. This finding supported that of Mgbor&Mgbor (2006) and Emeke (1999) that primary school teachers had necessary information on the how continuous assessment should be practiced but they also know that they have not been implementing it correctly as they ought to due to

some identified problems which have been hindering successful implementation of continuous assessment.

The results of research question 2 indicate that teachers do not differ significantly in their perceptions of the continuous assessment practice across schools by teachers' gender. This may be due to the fact that every teacher irrespective of sex is given the same opportunity to conduct continuous assessment for their pupils and they are aware of the importance of continuous assessment to their pupils' progress and success in education. Both male and female teachers at one point or the other were also trained in the rudiment of continuous assessment in tertiary institutions.

Findings from research question 3 reveal that the teachers' years of teaching experience in teaching is not a significant determinant of their perception of the continuous assessment practice in school. This finding may be due to the fact that both young and old teachers have the same privilege of conducting continuous assessment for their pupils.

The results of research question 4 reveal that teachers do not differ significantly in their perceptions of the continuous assessment practice across schools by school type. The reasons for this might be because all teachers irrespective of school type have been conducting continuous assessment in the same way, majorly by not actually practiced it the way it ought to be done as majority of the school only rely on testing the students on cognitive domain alone as practicing continuous assessment.

In conclusion, the results of this study apart from bringing out the fact that continuous assessment is not being effectively practiced in Ogun state primary schools, have also pointed out that primary school teachers in Ogun state irrespective of gender, years of experience and even the school type have not been conducting continuous assessment as it should be practice within the school system. There is therefore, the need to revisit the whole concept of Continuous assessment in our educational system, as well as tackling the problem of comprehensiveness and comparability of continuous assessment scores. It is hoped that if all the schools make conscious efforts to follow a greater or substantial part of the specifications on the implementation and monitoring of continuous assessment as in the Federal Government Handbook on Continuous Assessment, there is every possibility of success of continuous assessment.

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Relationship between Community Participation and Education Management in Fika Local Government Area of Yobe State, Nigeria

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Abstract. The study was to establish the level of management of primary school in Fika Local government of Yobe state Nigeria and was to determine the relationship between community participation and management of primary education. The study was guided by descriptive correlation with quantitative approaches. The population used in this study was 303 respondents from teachers, head teachers and community member from the study area. The sample size was 282 drawn through simple random sampling for teachers and head teachers and purposive sampling for community members. This study used questionnaire instrument to collect data from the respondents. A research question drawn and one null hypothesis was formulated to test the relationship between community participation and management of primary schools Fikal Local Government, Yobe state. The data gathered were corrected and encoded in computer and statistically treated using the statistical package for social sciences (spss). Peason's linear correlation was used to establish the relationship between community participation and management of primary school in Fika Local Government Area, Yobe State Nigeria. Findings revealed that there was no relationship between community participation and management of primary school since the significance value is (0.360) was far greater then 0.05, which is the maximum level of significance. The study concludes that there was no significant relationship between community participation and education management in Fika Local government of Yobe state Nigeria. The study also recommends to the government to establish a proper model of deliberately involving the community in affairs of the school. The study recommends that policy formulation on matters on management of secondary schools should be all inclusive so that it can address the societal needs. Therefore, the Ministry of Education ought to formulate a structure that allows for community participation at policy formulation stage to its implementation and maintenance.

1. Introduction

According to Sayer and Williams (1989), education is very complex endeavor that calls for common effort and participation of all its stakeholders. Community participation received increasing attention across the world in recent years. To this end, a number of countries have enacted policies that poster community involvement. Community participation is considered as an end to itself (as a democratic right) and as a means to achieve sustainable development and poverty alleviation. The world forum on Education for all (EFA) of 1990, in Jomtien, Thailand and the signing of the Dakar Framework for action in Dakar, Senegal in 2000, community participation in education management has become an educational development agenda of countries of the developing world (Bray 2001). This trend is associated with national decision makers desire

to change the pattern of education control and provision, and interest of donors of education about how and where to spend aid funds. The argument is that "those closest to the schools are in better position to make more responsive and relevant decisions about how teachers, headmasters, and schools should operate to best serve the needs of local children" (Chapman, Barcikowski, Sowah Gyamera, and Woode, 2002)

With the increasing decentralization of fiscal political and administrative responsibilities to lower levels of government, local institutions and communities, the notion of community participation has taken on greater currency, emerging as a fundamental tenet of the promotion of the local governance of schools. Furthermore, Aggrawal (1996), stated that the role of the home in the past was a centre of moral and religious education provision of vocation guidance and provision of social training.

Education is a social institution and child training is a social and collective responsibility and as such the need for the community to play and provide necessary supportive role to education cannot be over emphasized. This may partly explain why the Federal Government of Nigeria officially advocates for community participation in education (Federal Republic of Nigeria, 2004).

School management is commonly determined by combining community and parents in their children's education progress, monitoring of their children's homework discussing school activities with child and career aspiration for the child, among other things (McNeal,2001). It is widely recognized that if the pupils are to maximize their potential from schooling, they will need the full support of their parents or community at large. Attempts to enhance community involvement in education in require Government sensitization of the citizens. It is anticipated that community should play role not only in the promotion of their own children's achievement but more broadly in school improvement and the democratization of school governance. The European Commission, for example, holds that the degree of parental participation is significant indicator of the quality of schooling. (Britt, 1998)

Historically the Nigerian government has formulated policies (2005) program so as to encourage community participation but this has not been fully realized as certain reluctance remains among some parents which frustrate the entire systems on the whole. Education in public schools has been left to government with the limited parental involvement in public schools has given rise to the call for community involvement that has created a platform for discussion of this issue and how it can be resolved. The entire concept of community participation based on the notion that community involvement exist as democratic concern of individual rights as well as a methodical approach to formulating an educational system that is self-governing and developing which provide increased power to the local level. This will allow for greater measures of accountability by schools to the society. The study was promoted to also address the growing call for improvement in primary schools management and how this could be achieved. It has been revealed that community involvement is an important factor not only the role of motivation but also transforming the traditional beliefs of education being the responsibility educators.

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2. **Statement of the problem**

The management of primary education in Nigeria and Fika local Government is still challenging in the means of operations, majority members of the community must be deeply touched by the current gloomy future. Management of primary schools in Yobe state and Fika local Government in particular have degenerated beyond limits in terms of structures, infrastructure and the commitment and quality of teachers as well as concern of authorities in ensuring standard of and achievement of objectives. Also the number of pupils turned out yearly is ill prepared for higher education or productive challenges right from the primary level. In other words, performance indicators at all levels of Nigerian educational system have dwindled (Abbas and Babajo, 2003).

The government of Yobe state had tried to satisfy the yearning of its citizens by providing what is needed for the management of primary education with some assistance from the federal government of Nigeria. Such assistance seems to be inadequate for the continued growth of primary schools in the state. The federal government and government of Yobe state like any other state always set aside in their yearly annual budgets billions of Naira into the management of the primary schools in the state. Such investment and expansion in primary education include the establishment of new schools and rehabilitation of the existing ones, provision of essential services to the schools such as water supply, good drainage system, electricity supply and library for the schools to mention but a few (UNESCO, 2017). All these need funds which the government alone may be unable to provide especially in the face of other competitive social demands and expectation. The current economic recession in Nigeria affects every sector of the economy, and education sector is not an exception with every Nigerian feeling the impacts of the economic hardship (vanguard, 2016). Current economic crisis confronting many governments is creating severe conflicts in educational sector of Nigeria and Yobe state in particular. Empathically, community participation in education management in Fika Local government has experiencing serious problems

The state of the education in terms of planning, control and implementations is challenging, if communities were participative in the education management perhaps the education sector would be performing, it is based on the above highlighted issues that the researcher is interested in examine the effect of community participation on education management.

3. Research Question

Is there a relationship between community participation and management of primary schools in Fika Local government of Yobe state Nigeria?

4. **Null Hypothesis**

The study proposed this hypothesis:

HO: There is no significant relationship between community participation and management of primary schools in Fika Local government of Yobe State Nigeria.

5. Literature Review

Nwadiani (1998) contend that educational management is the process of providing leadership within an educational system in the way of coordinating activities and making decisions that would lead to the attainment of the school's objectives, which are effective teaching and learning. In order to accomplice this task; the school manager must co-ordinate the activities of the divergent groups in order to achieve the objectives. He needs to be well equipped with the necessary skills and knowledge to perform his duties. Thus, management involves a manager making use of resources both human and material to achieve the goals of the organization while effective management involves ensuring efficiency and effectiveness in the use of the available human and physical resources together with the ability to combat any constraints that might hamper the achievement of the objectives. Human resources in any organization are the people who act as coordinators of all other factors of pro education to produce and distribute goods and services. They are available in different categories of sub-ordinates and super-ordinates. Physical resources, on the other hand, include resources such as classrooms, assembly halls, other halls, administrative blocks, science rooms, libraries and workshops (Koroma, 2003).

School effectiveness could be seen in the number of inputs into the system in relation to the outputs of the system (Dunkin, 1997). The human resources available in organizations are addressed as the personnel or staff of the organization. The school manager must bring all his abilities, physical, mental and emotional to the job. It is equally important that the school head teacher should involve people in various aspects of his organizational activities. The main job of the head teacher as the school personnel manager is to see that the pupils receive educational services through the efforts of the teachers. He is therefore charged with the responsibility of promoting the goals of the system. The head teacher tends to achieve greatly when he endeavours to understand his staff as individuals and as a group and when he respects the personality of all his sub-ordinates in the way of creating favorable atmosphere. He should be concerned with the problem of his staff, understand their needs as well as consider their ideas and suggestions. He should also encourage staff participation in decision making and have confidence in staffs' ability to perform task (Oyedeji, 1998).

Medley and Shannon (1994) distinguished between teachers' effectiveness and teachers' performance. They argued that teacher effectiveness is the degree to which a teacher achieves desired effects on pupils while teacher performance is the way in which a teacher behaves in the process of teaching. They further argued that teachers' competence is the extent to which a teacher possesses the knowledge and skills necessary or desirable to teach. These dimensions are important because they influence the types of evidence that are gathered in order to make judgments about teachers. As Medley and Shannon (1994) pointed out, the main tools used in assessing teachers' competence are paper-and-pencil tests of knowledge while the tools for assessing teachers' performance are observational schedules and rating scales. On the other hand, the main tools for assessing teachers' effectiveness include the collection of data on the teacher's influence on the progress made by pupils toward a defined educational goal and these are likely to be based on the pupils' achievement tests. Supporting these arguments, Tabir (2004) argued that head teachers should be provided with basic monitoring and evaluation, tools for effective supervision of school activities.

The World Bank has been increasing its focus on participation in a wide range of sectors. In the education sector, the Bank started making extensive efforts to learn about how participation could contribute to improving Bank's education projects. This started in late 1980s, around the time when participation started receiving attention in development field.

The Bank has since been aiming to involve different stakeholders and is continuously working with various actors that play important roles in the education sector. As the increasing number of research studies show the close relationship between community participation and the improvement of the education delivery, the Bank has been exploring ways to integrate parents and communities in education projects.

Decker and Decker (1999) in the study in Varginia America posit that the rationale for involving the community in planning and decision making is based on the belief that citizens have right as well as a duty to participate in determining community needs, in deciding priorities, and in selecting the most appropriate strategy for the allocation of community resources. As people are allowed to participate in decision-making, objectives for the formulated program become their own aspirations, hence the urge to implement them successfully is great.

Uemura (1999) also submits that community participation in education ensures maximization of limited resources; developing relevant curriculum and learning materials; identifying and addressing problems that hinder the development of education realizing democracy; increasing accountability. Bray (2001) on the issue of the relationship between community participation and school performance observes that clear evidence exists in many contexts that show that the involvement of communities in the operation of schools can help in the recruitment, retention and attendance of pupils. This is because community members have deeper understanding of the circumstances of particular families, of relationships between individuals, and of micro-politics. Community members on school committees may provide an important element of continuity.

Watt (2001) has also observed that community involvement in the life of the school could have a dramatic impact on education access, retention, and quality of teachers and other sectors of the economy.

Following the World Forum on Education for All (EFA) of 1990, in Jomtien, Thailand and the signing of the Dakar Framework for Action in Dakar, Senegal, in 2000, community participation in education has become an educational development agenda of countries of the developing world (Bray, 2001). This trend is associated with national decision-makers desire to change the pattern of education control and provision, and interests of donors of education about how and where to spend aid money. The argument is that "those closest to the schools are in a better position to make more responsive and relevant decisions about how teachers, headmasters, and schools should operate to best serve the needs of local children (Chapman, Barcikowski, Sowah, Gyamera, & Woode, 2002, p. 2). The devolution of power and financial responsibility to the local is to promote the locals‟ participation in their local educational affairs and improve accountability on schools and teacher, demand for education and sense of community ownership (Watt, 2001).

Studies that have been conducted in Tanzania, acknowledge the effects, successes and failures as far as community involvement in various aspects of school management is concerned. Makene (2004) investigated the perception of school Heads, teachers and community members on the effects of underfunding on the performance of community secondary schools in Tanzania and revealed there is a significant relationship between poor funding on teaching materials and performance in national examinations.

Watt (2001) in the study in South Africa contend that community-based approaches to educational development have the potential to enhance ownership, accountability, and efficiency. Enhancing the community's sense of ownership of a school makes it more likely that parents will support the aims of the school, and ensures that their children attend regularly and learn. Greater ownership can also build consensus for change, and increase accountability: teachers and other sector professionals are more likely to do their jobs well when communities take an active interest in what is happening in the classroom. This would in turn bring about improvement in educational access and quality.

Ewelum and Mbara (2016) argued that educational system has made policy makers,

educators and others involved in education to seek for ways to utilize the limited resources efficiently and effectively in order to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education and have recognized community participation as one of the strategies for improving educational access and quality. This paper, therefore, explores the background information, conceptual framework, policy framework, community participation in education, implication for adult and non-formal education, challenges and way forward. The conclusion was also drawn based on the nature of community participation in education.

Also studies from Azure in Umar (2002) argued that community participation was an expectation of the community were the people that are having less resources can improve the state of the education management in the schools. Okeke's (2000) argued that hindrances to community participation in the education for the Nigeria show that factors such as religion, education and social factors inhabit the participation in education.

6. Methodology

Research Design is a framework or plan to be used as a guide to collect data and analyze it in order to achieve study objectives or to answer research questions of the study. (Kibuuka.2015).This study had adopted Descriptive correlation design method.
This study makes use of Quantitative methods. The quantitative research involved the distribution of questionnaire to teachers and head teachers in the study area. . The study used the questionnaire in the data collection. The analysis was done using regression and correlation analysis to establish the status quo of community participation and management of primary schools. The target population for this study was head teachers, teachers, and community members that include parent's teachers association, School management committees, community leaders and NGOs in Fika local Government. Therefore the target population of this study was 1,249 respondents which comprises of 117 head teachers, 781 teachers and 351 PTA/community members in Fika local Government. In all, the researcher has a population of 1249 respondents.

Sample Size

The sample size for the study was arrived at using Slovene's formula for sample size determination which states that for any given population size is given by'

$$n= \frac{N}{1+N(e2)}$$

Table6.1 Population and sample size distribution

Category	Population size	Sample size
Head teachers	117	28
Teachers	781	190
Community	351	85
TOTAL	1,249	303

Sampling Procedure

The researcher used both purposive and random sampling techniques to gather data. The community was purposively selected since they have sufficient knowledge concerning community participation and management of primary school. The head teachers and teachers were selected using simple random sampling so as to get equal representation of the respondents. In that way, every member had an equal chance to be selected.

A researcher made closed ended questionnaire was used to collect quantitative data on the influence of community participation in management of primary schools in Fika local government Yobe state, north-eastern Nigeria. The instrument was personally administered with the help of research assistants. Most of the copies were retrieved correctly for analysis.

7. Discussion of Findings

Relationship between Community Participation and Education Management.

This study was to examine the relationship between community participation and management of primary education in Fika Local government of Yobe state Nigeria. To achieve

this objective the researcher correlated the mean on instruction materials usage and that on academic performance using the Pearson's Linear Correlation Coefficient, as indicated in table below

Table7.1. Pearson correlation between community participation and management of primary schools at 0.05.

Variables Correlated	r-value	Sig	Interpretation	Decision on Ho
Community Participation Vs Management of primary schools	.022	.360	No Significant correlation	Accepted

Source: Primary data, 2017

Results in Table 4.5 indicated that there was no significant relationship between community participation and management of primary schools in Fika Local government of Yobe state Nigeria since the sig. value (.360) was far greater than 0.05, which is the maximum level of significance, required declaring a significant relationship in social sciences. This finding can be seen in the r-values of .022. Regarding the relationship, the respondents revealed that the presence of community participation in education did not have a high contribution to management of primary schools. The study reveals that the community participation did not contribute to the improvement in the education management of the schools in Fika Local government of Yobe state Nigeria. The study therefore null hypothesis is accepted and the researcher conclude that the there was no significant relationship between community participation and management of primary schools in Fika Local government.

Table: 7.2 Regression analysis on the effect of community participation management of primary schools in Fika Local government of Yobe state Nigeria

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.022[a]	.000	-.003	.39400
a. Predictors: (Constant), Community Participation				

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.020	1	.020	.130	.719[b]
	Residual	43.466	280	.155		
	Total	43.486	281			

a. Dependent Variable: Education Management

b. Predictors: (Constant), Community Participation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
b1	(Constant)	2.266	.195		11.612	.000
	Community Participation	.028	.079	.022	.360	.719

a. Dependent Variable: Management of primary schools

Source: Primary data, 2017

From table 022[a] represented the regression coefficient between community participation and management of primary schools in Fika Local government of Yobe state Nigeria and this portrays that 2.2% of change in the dependent variable (i.e. Management of primary schools) is represented by community participation. The R^2, .000, also contends that there is no effect brought by the community participation in the education management, no data is counted. The adjusted R^2, of -.003 is less than 0.05, which shows that no significance is brought to the education management through the community participation. The standard error estimate of .39400 shows scatter of the data.

The analysis of Variance (ANOVA) elaborates more on the relationship between the independent variable (community participation) and the dependent variable (management of primary schools). From the ANOVA table, the value of F=.130, the value of significance, .719

Therefore indicate that there is no significant effect community participation on education management in Fika Local government of Yobe state Nigeria.

The table further shows the regression analysis between community participation on primary education management in Fika Local government of Yobe state Nigeria. The regression analysis shows that the management of primary schools depends on community participation are 2.266. The rate of community participation on primary education management in Fika Local government of Yobe state Nigeria is (β= .022). This means that community participation lead to education management by .022. The t values for the constant and $\boldsymbol{\beta}$ are (11.612 and .360) respectively with their respective levels of significances as (.000 and .719) respectively. Since .000 and .719 are greater than 0.05, therefore the researcher concludes that community participation has no effect on management of primary schools.

These findings are backed by previous research studies that undertook to establish a similar purpose as elaborated below. The findings are in agreement with Uemura (1999) who submits that community participation in education ensures maximization of limited resources; developing relevant curriculum and learning materials; identifying and addressing problems that hinder the development of education realizing democracy; increasing accountability Even Makene (2004) investigated the perception of school Heads, teachers and community members on the effects of underfunding on the performance of community secondary schools in Tanzania and revealed there is a significant relationship between poor funding on teaching materials and performance in national examinations.

On the contrary Ewelum and Mbara (2016) argued that educational system has made policy makers, educators and others involved in education to seek for ways to utilize the limited resources efficiently and effectively in order to provide quality education for children. Even Decker and Decker (1999) posit that the rationale for involving the community in planning and decision making is based on the belief that citizens have right as well as a duty to participate in determining community needs, in deciding priorities, and in selecting the most appropriate strategy for the allocation of community resources.

8. Conclusion

This study conclude that the relationship between there was no significant relationship between community participation and education management in Fika Local government of Yobe state Nigeria since the sig. value was far greater than the significance level, which is the maximum level of significance, required declaring a significant relationship in social sciences.

9. Recommendations

This study recommends to the government to establish a proper model of deliberately involving the community in affairs of the school. The study recommends that policy formulation on matters on management of secondary schools should be all inclusive so that it can address the societal needs. Therefore, the Ministry of Education ought to formulate a structure that allows for community participation at policy formulation stage to its implementation and maintenance.

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Impact of Training and Development on Employee Performance in Abubakar Tatari Ali Polytechnic (ATAP) Bauchi, Bauchi State, Nigeria.

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Abstract. The focus of this study is to determine the impact of training and development on employees' performance in Abubakar Tatari Ali Polytechnic Bauchi. The study determined the level of T&D in Abubakar Tatari Ali Polytechnic, Bauchi. Determine the level of employee performance in Abubakar Tatari Ali Polytechnic, Bauchi. And also determine the relationship between training and development and employee performance in ATAP, Bauchi. Training and development presents a prime opportunity to expand the knowledge base of all employees but many employers find the development opportunities expensive. The research employed quantitative approach. The data were collected through structured questionnaire, developed by the researchers. The study involved 201 samples of academic and senior nonacademic staff of the polytechnic. The data was analyzed using Pearson's linear correlation coefficient and hypotheses were tested using correlation coefficient. The result of the study is expected to be beneficial to the institution, the state in formulating training and development programs, and entire nation in designing proactive and technical measures for addressing employee performance problems. The finding proved that training and development have strong relationship with employee performance in ATAP Bauchi. T&D serve as major factors that enhance employee performance and productivity. The study recommends that employee needs should be considered in designing training and development programme. The institution should improve on T&D investment to make employees compete favorably with global edge. The study also recommends that employees should be given chance to acquire new skills and abilities toward developing the habit of commitment in discharging their responsibilities.

Keywords: Training and Development, Knowledge and Skills Acquired, Employee Performance

1. Introduction

Human resource is vital and backbone of every organization and it is also the main resource of the organization. Organizations invest huge amount of money on human resource capital because, their performance will ultimately increase the performance of the organization (Raja, Furqan and Muhammad, 2011).

Training and development is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and group in organizational settings. It has been known as; human resource development, learning and development etc. Training is the essential factor in the business World because it increases the

efficiency and the effectiveness of both employees and the organization. The employee's performance depends on various factors. But the most important factor of employee performance is training. Training and development is a major prerequisite for organization to achieve maximum productivity, through efficient and effective employee. Employees can only perform better through the acquisition of skills, knowledge and ability from training program (Akinyele, 2007).

Training and development presents a prime opportunity to expand the knowledge base of all employees but many employers find the development opportunities expensive. They also miss out on work time while attending training session, which may delay the completion of the projects. Despite the potential drawbacks, training and development provides both the company as a whole and the individual employee with benefits that make the cost and time a worthwhile investment (Shelly, 2012).

Training is essential for effective learning at reasonable cost. It has a vital role in bridging the gap that exists between knowledge and skills required for the job and employees own caliber. Since the purpose of training is to enhance employee knowledge and skills, modification of the behavior as per the job requirements and application of the learning to the day to day on the job activities. This is an imposed obligation to the employee by the employer (Saghir, 2014). Employee performance is the important factor and the building block which increases the performance of overall organization (Qaisar, and Sara, 2011). Employee performance depends on many factors like job satisfaction, knowledge and management but there is relationship between training and performance (Chris, 2010). This shows that employee performance is important for the performance of the organization. Training and development is beneficial for the employee to improve its performance.

Training can be defined as a systematic process of acquiring knowledge, skills, abilities, and the right attitudes and behaviors to meet job requirements (Gomez-Mejia, et. al., 2007). Training has been reckoned to help employees do their current jobs or help meet current performance requirements, by focusing on specific skills required for the current need. However, its benefits may extend throughout a person's career and help develop him for future responsibilities. Training is therefore, crucial to any present day organization seeking to improve the performance and competence of its employees. It goes without saying that, the amount, quality and quantity of training provided vary among organizations. According to Cole (2005), the factors which influence the quantity and quality of training and development activities include the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management views training as a motivating factor in work. Thus the purpose of this study is to assess the impact of training and development on workers/employee performance in Abubakar Tatari Ali Polytechnic, Bauchi.

2. Statement of the Problem

It is hard to think of an important aspect of management more neglected than employee development, which helps in shaping the future direction of their careers. Yet for a variety of reasons this valuable activity is often ignored and handled as a bureaucratic exercise or an afterthought. Organizations pay a high price to recruit and trained employees and equally lost such young talent (Victor, 2013). Dissatisfaction with employer's development efforts appears to fuel many early exits. To what extent employers help employees grow on their job? Most organizations generally satisfy their workers needs for on-the-job training and development but they are not getting much in the case of formal development such as, training, mentoring, and coaching-things. Why is employee training and development a chronic problem, and why should it not be? Most organizations tend to focus on the here and now. Some bureaucratic exercises are done but not acted upon. There is just no time for it (Monika, 2014).

Training has a vital role in bridging the gap that exists between knowledge and skills required for the job and employees own caliber. In the absence of planned and systematic training programme, employees learn their job either with the help of trial and error or through observation. Developing your employees makes them more attractive to other employers, potentially making them more likely to turnover.

Current educational systems in the country, do not necessarily impart specific knowledge for specific job positions in organizations. As a result of this the labor force comprises of few people with the right skills, knowledge and competencies needed for positions in the job market. There is therefore the need for extensive external training for human resources to be able to improve and also contribute to the productivity of organizations.
Failure of organizations to satisfy employee needs even though they spend huge sum of money for training and development and employees inefficiency and ineffective in most cases lead to the study. The study is to equally examine how employee's performance is being influenced by training and development in Abubakar Tatari Ali Polytechnic, Bauchi.

3. Purpose of the study

The study is to examine the impact of training and development on employee's performance in Abubakar Tatari Ali Polytechnic, Bauchi.

4. Objectives of the study

The study was guided by the following objectives

- To determine the level of training and development in Abubakar Tatari Ali Polytechnic, Bauchi.
- To determine the level of employee performance in Abubakar Tatari Ali Polytechnic, Bauchi
- To determine the relationship between training and development and employee performance in Abubakar Tatari Ali Polytechnic, Bauchi

5. Hypothesis:

H_0: There is no significant relationship between training and development and employee performance
H_1: There is a significant relationship between training and development and employee performance

6. Conceptual Review

If an organization invests in new equipment, it is expected that the equipment will pay for itself in faster production, less waste, lower maintenance costs, and so forth. But if an organization invests in improving the knowledge and skills of its employees, there should be a lot of benefits to the organization efficiency and productivity Phillips's (2005).

Campbell (1990) defines performance as the "behaviors or actions that are relevant to the goals of the organization." Three notions accompany this definition:

- Work performance should be defined in terms of behavior rather than results,
- Work performance includes only those behaviors that are relevant to the organization's goals, and
- Work performance is multidimensional. As distinguishing between behavior and results can be difficult, others have included results in their definition of work performance.

Afshan *et al.* (2012) defines performance as, the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

Training is the sensible effort prepared to improve employee skills, intelligence and develop his attitude toward desired direction in the organization. Nwachukwu (2007) defines training as an institutional effort aimed at helping an employee to acquire basic skills required for efficient execution of the activities and functions for which he is hired. This is to

stay that organization is expected to engage in designing a plan or a programme in which its workers would be made to acquire the knowledge and experiences if at all what the institution is aiming at is efficient delivery of service to the people for entire progress and prosperity. Training is the system that consists of teaching, and informing, people so that they may become more capable in doing their job, and become competent to attain higher positions of greater difficulty and responsibility. The staffs in an organization are trained in different areas so that they become efficient in performing their activities. Training is provided to employees so that their performance in the job increases as well as equips them to hold the responsibilities well. This training provides a development and growth for the individual. On the job training helps develop new core competencies and capabilities of the worker (Malone, 1991).

Employee development means to develop the abilities of an individual employee and organization as a whole so; hence employee development consists of individual or employee and overall growth of the employee as when employees of the organization would develop the organization, organization would be more flourished and the employee performance would increase (Elena, 2000). Therefore, there is a direct relationship between Employee Development and Employee Performance. As when employees would be more developed, they would be more satisfied with the job, more committed with the job and the performance would be increased. When employee performance would increase, this will lead to the organization effectiveness (Champathes, 2006). Employee development activities are very important for the employees, as the activities are performed, it indicates that organization cares about their employees and wants them to develop (Elena, 2000). When individual employee wants to learn, he would learn more and more, he would participate in many other activities such as attend seminars, workshops and others training sessions, either on the job or off the job. This indeed would lead to employee development, and employee development would lead to increase in employee performance.

T&D was defined as "planned and systematic effort to modify or develop knowledge, skills and attitude through learning experience, to achieve effective performance in an activity or range of activities" (Buckley & Caple, 1990). Belhaj (2000) defines the T&D as "planned, organized and sustained process based on scientific principles aimed at increasing employees and organizations effectiveness". Al-Ali (1999) states that "T&D is planned and continuous process, concentrating on human resources in order to bring about certain changes in transferring of new knowledge, skills, behaviour and attitude to develop and maintain competence to perform specific roles in job-related tasks and to meet specific, current and future needs of the organization". However, these were examples of the attempts made to define T&D. Generally, most of the explanations emphasize almost similar points; first, training and development serve different but complementary purposes. Second, T&D is a planned, systematic and continuous process. Third, T&D initiatives aim at modifying or improving behaviour, knowledge, skills and attitude of the workforce, to meet current and future needs. Finally, the overall objective of T&D efforts is to increase the employees` as well as the organizations performance. Employee development depends upon the individual employee whether employee is willing to participate or not. Employee development also depends upon the organization culture, attitude of top management, and limited opportunities of promotion. (Elena, 2000).

6.1 Training procedures

Ngu (2010) identified the procedures involved in training programme. These procedures are: -

- Identification of training objective
- Selection of the participants or trainees
- Selection of the qualified lecturers, instructors/facilitators
- Provision of adequate training facilities
- Adoption of the training method and the following should be considered
- Throughout the training process the lecturers and instructors should help to create stimuli or motivation for learning by certain exciting illustrations or by

citing examples of problems in similar situations.
- Training period or hours should not be unnecessarily too long
- Instructors should not dominate the session. That is, trainees should be encouraged to participate fully in demonstration and discussions.
- Training lesson must be prepared ahead of time
- Level of qualifications, skills, or experience of trainees should be considered by lecturers and instructors during lesson preparation and presentation. This is because serious discrepancies in previous qualification and experience are constraints to a good training program.

6.2 Training Needs Objectives

Before an institution embarks on training program, the required type of training should be identified. Ngu (2010) stressed that "training needs objectives can be derived from current manpower situation. The existing manpower situation determines the training objectives both at institution and national level". On the issue of how to identify training needs Ngu (2010), further clarified that "to be able to identify training needs, therefore will entail a comprehensive manpower survey which is usually an aspect of manpower planning. A comprehensive manpower survey will expose the types of skills and personnel that need to be developed or trained". Caldwell, citing Ngu (2010) identified the following as major training objectives. Though Caldwell stated the objectives in broader perspective terms which are national in outlook, but the objectives can be operational to suit institutional purposes. The training objectives are:

- The achievement of capable employees prepared through training performs the tasks as it widely requires.
- Training is machinery for "mobilizing or tackling organizational problems, training and retraining must be geared towards this end.
- Training is also seen as a tool for enlarging performance. The idea here is that, the desire to help employees make the best of their capacities or prepare them for greater responsibilities should be seen as a very important objective of training.
- The design for constructive channeling of employees is a major objectives, constructive channeling of employees entails proper educational planning or system which will produce prospective or skilled personnel according to the societal and individual needs.
- Training is also meant for raising national confidence and prestige. Implication of this objective to an organization is that, it should be as training objectives of an institution to raise its confidence in providing service. This will in turn raise organization prestige.

Furthermore before specific training objectives are developed, Nwachukwu (2007) identified some conditions under which an organization used to subject its employee to training, as follows:

- Lack of interest in one's job
- Negative attitude to work
- Low performance
- Tardiness
- Excessive absenteeism rate
- Right rejects or low quality outputs
- Insubordination

Nwachukwu, (2007) & Ngu (2010), identified the following types of training for organizations as follows:

- Induction courses
- On the – job training
- On – and – off – the job training
- Refresher courses
- Conferences
- Role playing
- Off – the – job training
- Vestibule in-service training
- Sensitivity in-service training
- Supplementary in-service training

7. Theoretical Framework

The study used scientific management theory by Frederick Winslow Taylor (1856 – 1917). Frederick Winslow Taylor's ideas on Scientific

Management were intended to improve workplace efficiency through the systematic application of four principles (Robinson, 1992; Yoke-Kee & Muzafar, (2009) :

- Develop a science for each element of an individual's work, instead of the old rule-of-thumb method;
- Scientifically select and then train, teach, and develop the worker, rather than expect workers to train themselves;
- Cooperate with the workers so as to ensure that all work is done in accordance with the principles that have been developed; and
- Divide work and responsibility between management and workers.

In more modern terminology, Taylor's principles are to find the best practice, and then make the best practice the organization's practice by training employees and replicating it throughout the organization. Insights into better quality products and services or more effective or efficient ways to produce the product or deliver the service can come from employees throughout the organization. Yoke-Kee & Muzafar (2007), view Taylor's theory as "There should be a scientific way of training, selecting and developing a work by man". He further pointed out as one of the mechanism of scientific management theory of Taylor that "there should be standardization of all tools used in the production of certain materials and also the act of placing the qualified workman on each tool or implement".

Taylor believed that strict observance of the principles and mechanisms identified by management of organization will lead to "high level of efficiency and effectiveness which in turn lead to employee performance and greater productivity in organizations.

The creation and implementation of training and development programs should be based on training and development needs identified through a training needs analysis so that the time and money invested in training and development is linked to the mission or core business of the organization (Watad & Ospina, 1999). To be effective, training and development programs need to take into account that employees are adult learners (Forrest & Peterson, 2006). Having a problem-centered approach means that workers will learn better when they can see how learning will help them perform tasks or deal with problems that they confront in their work (Aik & Tway, 2006). At different stages of their careers, employees need different kinds of training and different kinds of development experiences. Although a business degree might prepare students for their first job, they will need to gain knowledge and skills through education and experience as they progress through their career.

8. Training and Development and Employee Performance

Naved, Ahmed, Nadeem, Maryam, Zeeshan & Naqvi (2014) studied impact of training and development on the employee performance in North Punjab banking sector. The findings revealed that training and development has positive effect on employee performance. It discovered that T&D is more provided in private sector (banking) than public sector, due to the huge investment made. It was conclude that T&D is to be design in flexible way to suit employee needs. Raja, Ghafoor, Furqan & Muhammad, (2011), studied impact of T&D on organization performance which proves that training and development has positive effect on Organizational Performance. The finding stated that training design and on the job training, has significant effect on the organizational performance.

Chris (2011) studied employee T&D in Nigerian organizations: some observations and agenda for research. The study concludes that T&D is the tonic employee nee to enhance performance and organizational effectiveness. Organizations should face reality by taking T&D serious, careful and systematic activity that improves performance. By investing more on T&D and designing it base on organizational need, this lead to sustainable and competitive organization. Also Joseph (2009) studied the impact of T&D on job performance in judicial service of Ghana. The study concludes that training and development of all staff in form of workshops,

conferences and seminars should be vigorously pursued and made compulsory.
Abdul, & Aamer (2011) in their study on employee development and its effect on employee performance, a conceptual framework. Their findings revealed that employee is a valuable resource to the organization. Success and failure of the organization depend on his performance. Therefore, organizations should make good investment on employee development for it to achieve it desired goals and objective.

But Patricia (2014) stated that training has a significant benefit to employee performance when joint with innovation. The research, performed by HR, reported that providing staff with training in how to deal with absenteeism occupy a huge part in improving absentee rates at their organizations. According to Obikeze et al (2004) insists that training is concerned teaching the employees specific skills that will be of assistance to their immediate task. This is an idea which associates training with effort to assist employee to achieve immediate or present job need. This means that training of workers at work need to be encouraged by providing the necessary resources (tools, equipment's, materials etc.) for them to learn more (acquire new knowledge, skills, capabilities) they need for effective and efficient discharge of their duties. Abdul, (2011) stated that employee is the major element of every firm and their success and failure mainly based on their performance. The above review has shown that training and development has positive effect on employee performance. Effective training and development plan will improve employee morale and organizational efficiency.

9. Methodology

9.1 Research Design

The study uses survey research design because, data was collected on two variables training and development and employee performance, in establishing whether there is significant relationship between the variables.

9.2 Population of the Study

The targeted population of the study consists of academic and senior non-academic staff of Abubakar Tatari Ali Polytechnic Bauchi, Bauchi state, totaling about 413 (ATAP establishment Department, 2016).

9.3 Sampling Technique and sample Size

The study uses random sampling technique in selecting the sample and simple random sampling in administering questionnaire. The sample size were 201 staff of ATAP selected from academic and senior non-academic using Krejcie & Morgan, 1970 table of determining sample size.

9.4 Data Collection Instrument

Closed-ended questionnaire was used as instrument of data collection for the study.

9.5 Administration of Data Collection Instruments

Structured questionnaire with the use of five point Likert rating scale consisted of strongly disagree, disagree, undecided, agree and strongly agree, were used in administration of data collection.

9.6 Validity and Reliability of research Instrument

The instrument was validated by the experts from the Faculty of Management Technology, Abubakar Tafawa Balewa University, Bauchi State, and reliability of the instrument was established using Cronbach's Alpha in suitable measure of this relationship.

9.7 Method of data Analysis

The data collected was analyzed using Pearson Linear Correlation Co-efficient, and help in testing the research hypothesis.

10. Findings

Table 1 summary of T&D employee performance average mean:

Mean Range	Response Mode	Interpretation
4.20-5.00	Strongly agree	Very high
3.40-4.20	Agree	High
2.60-3.40	Undecided	Moderate
1.80-2.60	Disagree	Low
1.00-1.80	Strongly disagree	Very low

Based on the average mean, training and development lead to efficient job function ranked first, T&D increase employee productivity ranked second while T&D improve employee commitment ranked last among the constructs on training and development. The general mean illustrate a high level of training and development, this implying that training and development has influence on employee performance.

Hypotheses:
H0: there is no significant relationship between training and development and employee performance
H1: there is a significant relationship between training and development and employee performance

Table 2: Correlations

		T&D	Employee Performance
T&D influence	Pearson Correlation	1	.993**
	Sig. (2-tailed)		.001
	N	201	201
Employee Performance	Pearson Correlation	.993**	1
	Sig. (2-tailed)	.001	
	N	201	201

Constructs on training and development	Average Mean	Interpretation	Rank
T&D lead to efficient job function	4.32	Very high	1
T&D increase employee productivity	4.01	High	2
T&D improve motivation	3.83	High	3
In appropriate T&D program lead to under performance	3.74	High	4
T&D improve employee commitment	3.65	High	5
General Mean	3.91	High	

The Pearson correlation test statistic = 0.993. SPSS indicates that it is significant at the 0.01 level for a two-tailed prediction. The level of significance was 0.05, as most popular in social science. The degree of freedom (df) was n-2, 201-2= 199. Thus from the table the $r_{c} = 0.1593$.
The computed PLCC (r) value of 0.993, has exceed the critical PLCC (r) value of 0.1593. Thus at α=5% or 0.05 significance level, we reject null hypothesis (H_o) and accept the alternative research hypothesis (H_1) and infer that there is significant relationship between the two variables training and development and employee performance in Abubakar Tatari Ali Polytechnic, Bauchi, Nigeria.

11. Discussion

The study was supported by Naved, *et al.* (2014) who revealed that training and development has positive effect on employee performance. It was discovered that T&D is provided more in private sector (banking) than public sector, due to the huge investment made. It was conclude that T&D is to be design in flexible way to suit employee needs. In his view Chris (2011) stated

that T&D is the tonic employee nee to enhance performance and organizational effectiveness. Organizations should face reality by taking T&D serious, careful and systematic activity that improve performance. By investing more on T&D and designing it base on organizational need, this lead to sustainable and competitive organization. Also Joseph (2009) stated that training and development of all staff in form of workshops, conferences and seminars should be vigorously pursued and made compulsory. Raja, (2011), stated that training design and on the job training, has significant effect on the organizational performance. Lastly, Abdul, & Aamer (2011) stated that employee is a valuable resource to the organization, success and failure of the organization depend on their performance. Therefore, organizations should make good investment on employee training and development for it to achieve it desired goals and objective. They have proved the finding of this study, which show that there is significant positive relationship between training and development on employee performance in Abubakar Tatari Ali Polytechnic, Bauchi State, Nigeria.

12. Conclusion

Training and development has positive effect on employee performance in ATAP, Bauchi, Nigeria. Discussion of the result prove the hypothesis (H_1) there is significant relationship between training and development and employee performance. The study conclude that training and development improved employee performance, which lead to increase in employee efficiency effectiveness thereby, increase in organizational productivity.

13. Recommendations

The study findings indicated that ATAP employees considered training and development as a major factor that increase their performance and productivity. The study makes the following recommendations:

- The study recommend that the management of the polytechnic should consider T&D as a vital tool for the success recorded so per. And to always consider employee needs when designing a training and development programme.
- The study recommend that polytechnic management should give more attention to training and development by exploring new methods that will improve their performance and make them compete with present realities of global age (i.e. equipping them on how to use electronic board, e-learning etc.).
- Individual employees should be given chance to acquire new skills and abilities toward developing the habit of commitment in discharging their responsibilities. Inability of the institution to facilitate growth or encourage it through training and development will lower their morale and make them less interested on the job thereby leading to early exit.

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Part Seven

Educational Technology & Media Studies

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Slide Projector utilisation and the Teaching of Basic Science in Plateau North Education Zone

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Abstract. The study investigated the effect of utilization of slide projector in the teaching of JSS 2 basic science in Plateau north education zone. The population consisted of 743 teachers of basic science of Plateau North Education Zone. The sample for the study consists of 25 teachers spread across 5 schools in Plateau North Zone randomly selected. The 25 teachers are made up of 15 males and 10 females. Data were obtained using a researcher's structured questionnaire and a five point likert scale responses of items designed to elicit answers from the respondents used for the study. The average mean of 3.50 was used as the minimum scale of positive result so that mean score below 3.50 is a negative result while mean score above 3.50 indicates positive response. The instrument was validated by three experts in Science and Technology Department of the rank of Professors from University of Jos, with reliability index of 0.67. The method used for data analysis was mean scores for the research questions and t- test analysis for the hypothesis. Results showed that slide projector enhances teaching and learning of basic science in Plateau north education zone but there is inadequate supply it in the schools, though the few that are in the schools are seldom use for teaching. Reasons given include inadequate supply of slide projector, epileptic power supply, lack of required skills by teachers. Based on the findings of the study, it was recommended among others that teachers' teaching basic science should always adopt the use of slide projector in the teaching of basic science for it has the potential of making teaching effective and enhancing learning.

Keywords: Investigating, Basic Science, Effect, Slide projector, Teaching.

1. Introduction

Basic scienceis one of the core science subjects, taught in all the junior secondary schools in Nigeria and it is assumed to be abstract in nature. It is the responsibility of the basic science teachers to make the subject concrete and real to the students by using a variety of teaching methods. Vibrant and resourceful basic science teachers have lots of work to do in finding out new methods of teaching Basic science. Nwosu (2003) has argued that information and communication technology (ICT), which projector is part, based education, if properly utilized, can be made interactive and this can provide activity based teaching methods in which students can actively participate thereby providing experiences that would sink deeper into the students' memories than listening to verbal teaching. Adeyemo (2010) has further argued that method of teaching has gone beyond traditional methods and this makes the integration of information technologies very important in science class. Information technology has broken the monopoly, and

provided varieties in teaching – learning situation in basic science. This means that information technology should be properly rooted in the junior secondary school curriculum so that the level of literacy will be increased with regard to the use of information technology in teaching basic science.

Therefore, information and communication technology, which slide projector is a part of, are instructional materials. The instructional materials are define by Ikerionwu (2000) as objects or devices which help the teacher to make learning meaningful to the learners. Similarly,Jimoh (2009) classified them into two as visual materials, made up of reading and non-reading materials and audio-visual materials comprising electrically operated and non-electrically operated materials. The purpose of instructional materials is to promote efficiency of education by improving the quality of teaching and learning. Incorporating these tools and materials present, support and reinforces teaching. According to Aduwa-Ogiegbaen and Imogie (2005) these materials and resources including audio tape recorders, video tape recorders, slide projectors, opaque projectors, over- head projectors, still pictures, programmed instruction, filmstrips, maps, chart, graphs and many more offer a variety of learning experiences individually or in combination to meet different teaching and learning experiences.

It is obvious based on the classification above that slide projector is an instructional material. Hence, a slide projector is an opto-mechanical device for showing photographic slides. 35 mm slide projectors, direct descendants of the larger-format magic lantern, first came into widespread use during the 1950s as a form of occasional home entertainment; family members and friends would gather to view slide shows, which typically consisted of slides snapped during vacations and at family events. Slide projectors were also widely used in educational and other institutional settings.

Slide projectors are of great importance in education as can be seen from the work of Eze, 2013 which states that the human being learns more easily and faster by audio-visual processes than by verbal explanations alone.Ejifugha and Opara, 2015 also corroborates this point by saying that instructional materials perform specific functions in learning such functions ranges from simplifying teaching to making teaching effective.

In spite of the importance of science in national development, students' performance in science subjects is not encouraging. The poor performance of students in basic science has been attributed to poor teaching methods in the form of excessive talking, coping of notes and rote learning of text book materials adopted by science teachers (Opara,2014).Therefore, the researchers will investigate the effect of utilization of slide projector in the teaching of JSS 2 basic science in Plateau North Education Zone.

2. Statement of the Problem

The role of resources in teaching and learning process in schools cannot be emphasized. It facilitates learning and ensures active involvement of the students in the learning process. It becomes imperative that in designing instructional materials, efforts have to be made to include the criteria for the three domains of educational objectives, so as to integrate the overall achievement of learning. Since Opara, 2014 attribute poor performance of basic science to poor teaching method, hence, the conduct of this research work will examine if science teachers utilise slide projector in the teaching of basic science especially in Plateau North Education Zone.

3. Purpose of the Study

The major purpose of this study is to investigate the effect of utilization of slide projector in the teaching of JSS 2 basic science in Plateau North Education Zone. Specifically the study is designed to find out the extent the teachers utilize slide projector in teaching basic science, to determine the instructional effect of using slide projector in teaching basic science, to determine the motivational effect of using slide projector in teaching basic science, to ascertain the factors militating the use of slide projector in teaching basic science in JSS 2 in Plateau North Education Zone.

4. Research Questions

The following research questions were raised:

- To what extent do teachers utilize slide projector in teaching of basic science in Plateau North Education Zone?
- To what extent does slide projector affect the teaching of basic science in Plateau North Education Zone?
- What are the factors that militate the use of slide projector in teaching of basic science in Plateau North Education Zone?

5. Hypotheses

The under listed hypothesis was tested at 0.05 level of significance:

There is no significant mean difference between the perception of male and female teachers that use slide projector for teaching basic science in JSS 2 in Plateau North Education Zone.

6. Significance of the Study

The use of slide projector technology in teaching and learning has brought into the system, new and emerging technologies that have come to challenge the traditional methods involved in the teaching and learning processes. It can impact on quality and quantity of teaching and learning. Teachers can benefit from the findings of this work by utilizing slide projector in the teaching process which has the potential of making teaching effective. Policy makers can also enact policies that will encourage the effective use of slide projector to encourage visual learning which has the capacity to improve learning. This work will encourage government and non-governmental organizations to support schools, through the purchase of slide projectors that will encourage effective teaching and enhance learning.

7. Methodology

The researchers adopted a descriptive survey design in which questionnaires were used to collect information from the respondents. The population consisted of 743 teachers of basic science of Plateau North Education Zone. The sample for the study consists of 25 teachers spread across 5 schools in Plateau North Zone randomly selected. The 25 teachers are made up of 15 males and 10 females. Data were obtained using a researchers structured questionnaire, which is made up of two sections, section A to elicit personal information and section B was a five point likert scale responses of items designed to elicit answers from the respondents used for the study. The average mean of 3.50 was used as the minimum scale of positive result so that mean score below 3.50 is a negative result while mean score above 3.50 indicates positive response. The instrument was validated by three experts in Science and Technology Department of the rank of Professors from University of Jos, with reliability index of 0.67. The method used for data analysis was mean scores for the research questions and t- test analysis for the hypothesis.

9. Result

Question 1: To what extent do teachers utilize slide projector in teaching of basic science in Plateau North Education Zone?.

Do you utilize the slide projectorfor Teaching Basic science in your school?	N	Mean	Decision
1. The school do not have enough Slide projector for teaching basic science	25	3.2	Disagree
2. I always use Slide projector when teaching Basic science to my students	25	3.3	Disagree
3. My course content is not suitable with using Slide projector	25	3.2	Disagree
4. I use the Slide projector just as a presentation tool for teaching Basic science	25	3.6	Agree
5. I prefer using the chalk board to the			

Slide projector to teach basic science	25	3.8	Agree

From Table 1 the data show that the mean score of items 1-3 are below the mean score of 3.5 which implies that slide projectors are not enough in the school, teachers do not always use slide projectors when teaching basic science, that all course content are suitable for slide projector teaching method. While items 4-5 have means of 3.6 and 3.8 which is greater than the mean score. This result shows that most teachers only use slide projector as a presentation tool without creating interactivity, also most teachers prefer using chalk board despite the importance of slide projector.

Question 2:
To what extent does slide projector affect the teaching of basic science in Plateau North Education Zone?.

Table 2: Mean score perception of the extent slide projector affect the teaching of basic science in Plateau North Education Zone?.

Use of slide projector for Teaching of basic science	N	Mean	Decision
1. Slide projector facilitate the classroom management for me	25	3.6	Agreed
2. Slide projector helps my lessons be more interactive	25	3.5	Agreed
3. My lessons have become more effective with Slide projector	25	3.7	Agreed
4. Slide projector helps me to manage my instructional time effectively	25	3.6	Agreed
5. Slide projector provides advantages to make course content more visual	25	3.8	Agreed
6. I believe using an Slide projector helps my students learning	25	3.7	Agreed
7. Using an Slide projector makes it easier for my students to remember what they learned in class	25	3.6	Agreed
8. My students learn faster when I teach with an Slide projector	25	3.5	Agreed
9. Slide projector helps my students learn in groups	25	3.4	Agreed
10. Using an Slide projector helps students to learn concepts easier	25	3.6	Agreed

The data in Table 2 show that the mean scores of items 1-8 and 10 are above the mean score with the range of 3.5 to 3.8 which implies that the respondents generally agreed that Slide projector enhance teaching and learning of basic science but item 9 with a mean score of 3.4 has it that the respondents do not agree that Slide projector encourages students to learn in groups.

Question 3
What are the factors that militate the use of slide projector in teaching of basic science in Plateau North Education Zone?.

Table 3:Mean perception of the factors militating the use of slide projector in the teaching of basic science in Plateau North Education Zone.

The following are problems Militating against utilization of slide projector in teaching Basic Science. N=15	MALE N=10 Mean	Dec.	FEMALE Mean	Dec.
1. Inadequate supply of slide projector in my department	3.7	Agree	3.6	Agree
2. Lack of required skills and competences on the part of teachers	3.5	Agree	3.6	Agree
3. Inadequate slide projector digital materials and resources to be used with the interactive board	3.7	Agree	3.5	Agree
4. Poor connection between the slide projector and computer	3.2	Disagree	3.4	Disagree
5. Virus problems, which lock programs and files	3.6	Agree	3.7	Agree
6. Low quality of speakers	3.4	Disagree	3.3	Disagree
7. Computer programs which are not updated such as multimedia programmes	3.4	Disagree	3.3	Disagree
8. Epileptic power supply	3.8	Agree	3.5	Agree
9. Technician is not always available in the classroom when there are some problems with slide projector.	3.5	Agree	3.7	Agree
10. There is no shared vision among the staff concerning how the slide projector is to be used for teaching Basic.	3.6	Disagree	3.5	Agree
Cluster mean	**3.54**		**3.52**	

From Table 3, items 1,2,3,5,8, and 9 have means greater than the minimum mean rating for positive response. By implication it then means that these items are the factors militating against successful utilization of slide projector in the teaching of basic science, while items 4,7 and 10 with means below 3.5, leads to the conclusion that the items do not serve as factors that militate against utilization of interactive boards in the teaching of basic science.

Hypothesis Testing

There is no significant mean difference between the perception of male and female teachers that utilize slide projector for teaching Basic science.

Table 4: t-test of non-significant difference between the mean perception of male and female teachers on the factors militating against utilization of slide projector in teaching of Basic Science.

Groups	N	Mean	S.D	DF	t-cal.	t-crit.	Remark
Male	15	3.54	2.112	23	1.516	1.960	Accepted
Female	10	3.52	2.115				
Total	**25**						

From Table 4, calculated t-value is 1.513 which is less than critical t-value of 1.960 at degree of freedom of 23; hence the null hypothesis is accepted. The study concludes that there is no significant difference between the mean perception of factors militating against utilization of slide projector in teaching of Basic science in Plateau North Education Zone.

10. Discussion

From Table 1 it indicates that slide projectors are not enough in schools and also teachers do not always use slide projectors when teaching basic science, this result is in total agreement with the works of Ndirika and Kanu (2012) who reported that the extent of science teachers' utilization of ICT infrastructure is low in Oyo State Nigeria.

Furthermore, Table 2 results buttress the point that the general agreement among respondents is that Slide projector enhance teaching and learning of basic science. This is line what Jotia and Matlale (2011) reported that using of slide projector enhance teaching and learning.

Also in Table 3, it shows that inadequate slide projector, Lack of required skills and competences on the part of teachers are factors that militate against the use of slide projector in the teaching of basic science. Also, this work collaborates with the findings of Kiptalam and Rodriguess, (2011) which revealed that the integration of technology into education is highly dependent on the availability and accessibility of the resources in schools.

Lastly, the hypothesis testing showed clearly that there is no significant difference between the mean perception of factors militating against utilization of slide projector between male and female teachers in teaching of basic science Plateau North Education Zone. This indicates that both male and female teachers hold the same view as to the factors that militate against the use of slide projector. This submission is buttress by the submission of Kosoko-Oyedeko and Adeyinka, 2010 which showed that generally, irrespective of gender, teachers have the same perception that ICT contributes immensely to students' performance.

11. Summary of Findings

Slide projectors are not enough in schools and also teachers do not always use slide projectors when teaching basic science.

Slide projector enhances teaching and learning of basic science.

Inadequate supply of slide projector, epileptic power supply, lack of required skills among others are factors that militate against the use of slide projector in the teaching of basic science.

That both male and female teacher holds the same view as to the factors that militate against the use of slide projector.

12. Conclusion

It is obvious that despite the importance of slide projector as a product of educational technology, its availability and teachers attitude to use the few available slide projectors in schools has become a challenge to a large proportion of teachers in Plateau North education zone. If the slide projector will be used effectively in discharging lessons, especially that of basic science, effective teaching will be achieved and attendant improved learning will be obtained. These are few among other results deduced from the research work.

13. Recommendations

The following recommendations were made:

- Teachers teaching basic science should always adopt the use of slide projector in the teaching of basic science for it has the potential of making teaching effective and enhancing learning.
- It is recommended that teachers should be train and encourage on how to use slide projector for teaching basic science.
- Government, sponsoring bodies and donors should come in and support the purchase of slide projector in large quantity to go round the large population of teachers to teach basic science.

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Instructional Supervision for Quality Education Delivery in Nigeria: Innovation Option for Effective Learners' Achievement

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Abstract. The paper examined instructional supervision approaches and management in basic and post basic schools to enhance best learners' achievement as innovation tool for effective learners' outcome. Specifically, the concept of instructional supervision, managers of instructional supervision, why instructional supervision in schools, challenges of instructional supervision, strategies for establishing quality assurance in education and the need to use internal supervisors versus external quality assurance personnel simultaneously in schools in Nigeria and see their impact on learners' achievement in schools were extensively discussed. Conclusion and recommendations among others, were passed, such as the necessity to give more power and even in-service training programmes to the internal school managers as an on-going process in school instructional supervision in order to ensure enhanced academic performance of learners.

Keywords: Instructional supervision, Quality assurance, Education, Service delivery, Innovation.

1. Introduction

Education is the primary agent of transformation towards sustainable quality education delivery and development. It increases people's capacities to transform their visions for the society into reality. All countries strive for quality education for their sustainable development and learners' performance is one of key way to measure achievement in schools (Kadzamira, 2001). Learners' achievement in the works of educators, scholars, researchers and general public constitutes a challenge. In recent times, education stakeholders have expressed their concern over the poor achievement of students in the SSCE and other external examinations. Teaching constitutes a unique and dynamic process in educational system that is designed specifically to facilitate student's learning (Ajibade, 1993).

Instructional supervision by the concerned stakeholders, would then, be a necessity which must be handled with care. The worth of education is measured by the quality of its output. Unfortunately, there is diminishing quality of outputs of educational institutions at various levels in Nigeria and many of the outputs of educational institutions are now myopic in academic competency and quality thus implying that all is not well with the system that is producing them (Egbebi, 2016). Academic achievement is the core of educational growth (Aremu&Oluwole, 2001). Jansen (2004) defined academic achievement as the process of developing the capacities and potentials of individual pupils so as to prepare them to be successful in a specific society or culture. Some authorities blamed the school administrators (principals) and the teachers while others blamed the students themselves and even, the parents. Whoever to be blamed, the

fact remains that, the school and its organizational management has correlation with the learners' achievement (Olaleye, 2013).Sule (2013) in a response to critics on the quality of education and as a measure of improvement on the glaring downward trend on educational achievement, opined that school supervision (internal or external) has become a veritable instrument for checking teachers' job performance which may influence learners' performance positively or negatively.

The paper examined instructional supervision approaches and management in basic and post basic schools to enhance best learners' achievement. Specifically, the trends in school supervision/quality assurance from the framework of the players of instructional supervision such as Ministry of Education, State Universal Basic Education, Zonal//Local Inspectors of Education, Local Government Education Authorities and their Agencies (remote supervisors) and Head Teachers and their Assistants, Principals and Vice Principals will be treated and see their impact on learners' achievement in schools. Conclusion and recommendations among others, was passed, such as the necessity to give more power and even in-service training programmes to the internal school managers as an on-going process on school instructional supervision in order to ensure enhanced academic performance of learners.

2. The Concept of Instructional Supervision

Instructional supervision occupies a unique place in the entire education system and it becomes absolutely expedient to give it prominent attention. Alabi and Amusan (2001) revealed that supervision of instructionhas been recognised as one of the basic staff function of a basic and post basic secondary school administrators. Most authorities, even put it, as the first on the list of tasks of seasoned school administrators. Instructional supervision is geared towards the improvement of the teaching and learning situation for the benefit of both the teacher and the learners including the larger society. Evidence from previous studies conducted by scholars (Handal&Lauvas, 1987; Gregory, 2010 &Bilesanmi, 2006) showed that instructional supervision has always been regarded as an essential and integral part of school administration and basically geared towards the improvement of all factors in teaching and learning. Supervision of instruction is at the heart of school administration because it helps to ensure that teaching which will facilitate the achievement of objectives of the system is effectively done. In a contemporary Nigeria, instructional supervision is regarded as the process of enhancing the professional growth of the teachers, the curriculum and improving the techniques of teaching in the classroom through democratic interactions between the teacher and the supervisor (Okendu, 2012). Nakpodia (2006) asserted that, instructional supervision in the modern era centres on the improvement of the teaching-learning situation to the benefits both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations. National Open University of Nigeria (NOUN, 2006) observed that supervision provides opportunities for teachers to be groomed through critical study of instructional processes and classroom interactions to carry out their teaching tasks in line with professional codes of conduct.

If schools are not supervised adequately, it will have inimical effects on the students' output and the educational objectives may not be achieved, consequently various instructional supervisory techniques should be employed to ensure qualitative and quantities service delivery by the teachers. Since Instructional supervision constitutes the leverage point for instructional improvement, teacher's competence and efficiency of the educational system while an unsupervised instruction may mar the standard of education, it is therefore expected that head teachers and principals as catalysts should facilitate the implementation of the various sets of instructional activities geared towards an

effective, viable, vibrant and qualitative educational system that will improve the teaching-learning situation in the input-process-output framework without which the educational endeavours may be an exercise in futility (Archibong, 2010).

3. The Explanation of Innovation as it relates to Instructional Supervision

According to the Cambridge Advanced Learner's Dictionary (2010), innovation means making changes to something established by introducing something new that adds value to the service and service provider. Applying innovation is the application of practical tools and techniques that make changes, large and small, to school organisation's products, processes, and services that result in the introduction of something new in the area of instructional supervision for the stakeholders that adds value to learners' achievement and contributes to the knowledge store of the stakeholders.

Innovation is a platform' for effective realization of sustainable national development effort on instructional supervision in school and colleges. Innovation means 'creation of new ideals, knowledge skills or something new with accompanying new method to achieve goals and hence add value to human lives'. Innovation is as old as the history of man given reference to researches carried out by Skinners, Pavlov among others on the best way learners could learn in schools and colleges (Akinsolu, 2017).

An innovation configuration is a tool that identifies and describes the major components of a practice or innovation. With implementation of any innovation comes a continuum of configurations are organised around two dimensions, essential components and degree of implementation (Hall &Hord, 1987; Roy &Hord, 2004). Essential componment of the innovation configuration are listed in the roles of the far left column of the matrix, along with the descriptors and examples to guide application of the criteria to coursework, standards and classroom practices. The second dimension is the degree of implementation. In the top role of the matrix, several level of implementation are defined. For example, no mentioned of the essential components is the lowest level of implementation and might be assigned a score of zero.

Increasing level of implementation usually are assigned progressively higher scores. Innovation configuration had been used for at least 30 years in the development and implementation of educational innovation (Hall &Hord, 2001; Hall, Loucks, Rutherford & Newton, 1975; Hord, Rutherford, Dittulling-Hustin, & Hall, 1987; Roy &Hord, 2004). These tools were originally developed by experts in a National Research Centre studying educational change and her use in the concerned. Based adoption model lasa professional develop-pment tool. They also have been used for programme evaluation (Hall &Hord, 2001; Roy &Hord, 2004).

Use this tool to evaluate course syllabi can help teachers preparation programme ensure that they emphasised proactive, preventive approaches instead of exclusive reliance on behaviour reducttion strategy. The innovation configuration is designed for teacher preparation programme, although, it can be modified as an observation tool for professional development purposes.Innovation on instructional supervision approaches and management for effective learners' outcome in basic and post basic schools is expected to be worked upon by stakeholders.

4. Managers of Instructional Supervision in Nigeria

In the opinion of Adesokan and Egbebi (2007), in school administration and or even general management, supervision could be interpreted to mean:

- Within or internal supervision/quality assurance, and;
- External/remote quality assurance/supervision/inspection.

Within or internal supervision is the kind of instructional supervisory exercise that is mandatory to be planned and organized for by the Head Teachers, Principals, Rector, Provost,

Vice-Chancellor, and even heads of departments and their deputies in ECCDE, basic and post basic levels of education while external supervision is being done by the remote managers of education such as State Universal Basic Education, Ministry of Education among others (Adesokan and Egbebi, 2010). Supervisors within the school are usually having a close contact with the subordinates to guarantee the productive life of an organization.

External/remote inspectors are indirect school overall/instructional supervisor who work outside of the school system to attain school objective. Examples are:

- The board of governors;
- The local school board;
- The state school board;
- The state Ministry of Education;
- The state Advisory Board on Education;
- The state teachers' Council;
- The Federal Ministry of Education and the National Education Agencies;
- The United Nations Educational, Scientific and Cultural Organization; (UNESCO).
- The Teaching Service Commission
- The State Primary Education Board (SPEB).
- Universal Basic Education Commission (UBEC).

School management is also influenced by the following bodies:

- The Nigeria Union of Teachers (NUT);
- The all Nigerian Conference of Principal of Secondary Schools (ANCOPSS) and Conference of Primary Schools Headmasters and Headmistresses of Nigeria; and
- The West African Examinations Council (WAEC)/National Examination Council (NECO).

According to Alabi and Amusan (2001),the following are some of the reasons why supervision of the instruction are expedient in our schools:

- To improve and maintain standards
- To ensure that public fund which is government money are spent judiciously
- To ensure that secondary schools are functioning properly
- To see that schools, conform to the rules and regulations and other directives by the government
- To accredit a school for the conduct of external examination e.g. SSCE, NECO. Etc
- To carry out special investigation on certain issues such as disciplinary, financial problems or even accident,
- To ensure viability (qualified) for the grant in aids for the private schools
- To assist the teachers in various ways with regards to their teaching functions
- To assist students also to take their learning seriously and
- To create a life link between the Ministry of Education and the school

5. Challenges of Instructional Supervision in Nigeria

Omotayo, Ihebereme and Maduewesi (2008) identify poor implementation strategy, management and lack of quality assurance as responsible factors for the failure to realize the goals of UBE (Omotayo.,Ihebereme & Maduewesi, 2008). According to Egwu (2009), other problems facing primary education are: wide disparity between the expected school enrolment and the actual enrolment. Poor management of information leads to conflicting statistics about the number of primary schools. One source put it at 54,434 public primary schools another source from school census put the number at 87,941 and an enrolment figure of 24,422,918. Out of which males are 13,302,262(55%) while female figure is 11,120,649 (45%), indicating gender imbalance of (83.6%). The above statistics revealed that there is a shortfall of 10.5 million from the expected target of 34.92 million set. The inability of the country to meet the targetset, according the late Professor Fafunwa as quoted by Omotayo.,Ihebereme and Maduewesi (2008), include: financial problems, incompetent teachers, overcrowded classrooms, narrow curriculum content, high rate of drop-outs and lack of quality control. These problems then led to the decline in standard at all levels of education. The reason for the above is that Nigeria still operates the old model of inspection

practices that were inherited from the colonial government (Omotayo.,Ihebereme & Maduewesi, 2008). Evidence today has shown that this old model is ineffective, weak and out dated Egwu (2009).

Ekundayo, Oyerindeand Kolawole (2013) pinpointed the following challenges of instructional supervision in schools:

Poor incentive: Supervisors at times are dissatisfied with their job because of motivating factors that are minimal. In Nigeria context, several people who are not directly involved in a particular process or a given assignment may receive more compensation and reward more than those who actually carried out the assignment due to the high level of corruption in the country. This singular act may at times affect the way in which instructional supervision is being done in the secondary schools.

Limited educational resources: The issue of scarce resources is an economic one that attempts to rationalise spending in order to avoid waste. Effective instructional supervision however would be difficult to carry out if the funds that are supposed to be available are not there. School administrators as well as instructional supervisors would require certain resources to put things in order before supervision; non-availability of such resources would affect the supervision exercise.

Administrative issue: Administrative inadequacies emerge when planning fails to specify the scope of responsibilities and results that instructional supervision is expected to bring about in a school. Thus, detail planned visits should be made known to the supervisee and the agreement reached between the supervisor and supervisee on the objectives and the procedures. In other words, both instructional supervisor and school administrators must come to term if the instructional supervision is to achieve its objectives.

Lack of pre-professional training for supervisors: Technical issue: One of the major challenges facing instructional supervision in Nigerian secondary schools is the issue of competence and technical knowledge of the instructional supervisors. Most often than not, in Nigeria, political affiliation at times dictate who get a particular assignment without recourse to the technical competence of the person. Evidence from previous studies (Ajayi&Ayodele, 2006 and Eya& Leonard, 2012) revealed that some instructional supervisors lack knowledge and competence to carry out the exercise. Some instructional supervisors were appointed based on their level of involvement in the government of the day and not as result of their skills they possessed.

Corruption among major stakeholders in the school system: Both the school administrators as well as instructional supervisors are found guilty in this regard. Unholy collaboration between the supervisor and the school administrators on account of funds meant to procure necessary materials for the school system would not augur well for instructional supervision in secondary schools. When funds are misappropriated in schools, instructional supervisors are in the best position to identify this problem but if they are being duly rewarded, such problem will continue unabated which would affect the standards that should to be achieved in the school system.

Political instability: The frequent change of government usually brings about incessant change of government policies regarding instructional supervision. In Nigeria, it is a common thing that the successive administration always discontinues the policy and programmes put in place by the previous administration. This singular act usually affects the effective supervision of instruction in schools. In other words, inconsistent policies on how instruction in schools should be supervised and the categories of people to be involved would adversely affect and pose a big challenge to instructional supervision especially in secondary schools in Nigeria.

Integration of Information and Communication Technology (ICT) in education: This involves the use of modern technological equipment and computer devices for the teaching and learning process. Anderson (2008) stated that technologies and internet offer students an alternative to traditional education in a classroom in a physical school building. This innovation has broken the traditional way of teaching and learning at all levels of education.

However, with the current innovation in teaching, it is difficult for instructional supervisor to have access to how teaching is being conducted in the school system. The process of instructional supervision has generally occurred in a face-to-face setting with teachers and administrators physically present in the same location (Glickmein, et al, 2001). This traditional model of instructional is being threatened by online learning opportunities that are changing the delivery of instruction to a virtual environment (Anderson, 2004). Thus, since the use of ICT permits individual student to learn at their own convenient time (asynchronous learning), therefore the current innovation in education pose a challenge to instructional supervision in the school system.
Funding constitute major problem in the administration of secondary education in Nigeria.

6. Strategies for Establishing Quality Assurance in Education

Supervision of teaching and learning in schools is an indispensable process that requires certain strategies to be put in place for enhancement of higher academic achievement by the learners. The two divisions of quality assurance officials whether internal or external supervisors are expected to apply the following strategies while carrying out their quality assurance service of instructional supervision on both human and non-human material resources in the basic and post basic schools. According to Ajayi (2015), the strategies used for quality assurance in education include:

(a) Inspection: This is a process of assessing available facilities and resources in an institution with a view to establishing how far a particular institution has met prescribed standards . It is more of an assessment than improvement induced exercise.

(b) Monitoring: This refers to the process of collecting data at an interval about on-going project or programme with in the school system. The aim is to constantly assess the level of performance with a view of finding out how far a set of objectives are being met (Ehindero, 2004).

(c) Evaluation: This is a formal process carried out within a school setting. It is based on available data which are used to form conclusions. It could be formative or summative. The aim of evaluation, a quality assurance strategy, is to see how the system can be assisted to improve on the present level of performance (Ijaya,2001).

(d) Supervision: Beyond inspection, supervision attempts at bringing about improvement in the quality of instruction. It involves staff as essential part of the process. It is a way of advising, encouraging and stimulating staff (Onocha, 2002).

(e) Quality control: Quality control is one of the strategies for establishing quality assurance in the interior educational system at all levels. Forth is to be successfully carried out, there is need to examine the qualification of teachers, adequacy of the curriculum, availability of equipment in the required number as well as the proper use of the processes involved in the various skills to ensure that the finished products are of high standard and not a run-off-the-mill type.

(f) Access and Equity: Ojedele (2007) as cited in Adegbesan (2011) asserts that the trend of students transiting from the Junior Secondary School to other levels of education has not been encouraging as it has been falling short of the expectation.

7. The Need to use the Internal Supervisors Versus External Quality Assurance Personnel Simultaneously in Schools

On the issue of effective instructional supervision in schools, the direct player is the school administrator that runs the affairs of the basic and post basic education schools on a day to day basis. The school head teachers and principals along with their assistants/head of departments/head of units understand the nitty gritty of instructional administration in their schools.
The school curriculum, syllabus, scheme of work and other lesson planning activities are at their disposal. They are familiar with the tone of the school and they know the teachers and who is to teach what subject along with the

characteristics of such teachers. Experience is the best teachers which such administrators have acquired over the years. The role of the internal supervisor is expected to be performed by them hence the managers of education at the top management level are bound to build the capacities of the internal supervisors'/quality assurers in this dimension. If this is critically adhered to, the supervisory functions of the remote managers of education will become easy and promote enhanced learning achievement in schools.

It is not expected of external quality assurance official to see the internal quality assurance administrators as the subordinate rather they should work together for the facilitation of effective instructional supervision in schools. Most of the remote supervisors do visit schools to observe routine duty on teachers' instructional delivery and not the in depth of the teaching activities of the teachers. Some of them still act as inspectors of old who always are looking for faults of the internal supervisors and their teachers. To attain the goal of supervision, it is expected of both internal and external quality assurance officials to create an atmosphere of mentor/mentee relationships in schools.

8. Conclusions

The paper concludes that instruction quality assurance is an indispensable activity in basic and post basic schools which ought to be carefully handled by the players whether at the internal or remote levels. It is quite certain that effective supervision in schools will promote enhanced learners' achievement among the pupils and learners in our schools. The challenges of instructional supervision in schools were discussed and the internal and external quality assurance administrators are enjoined to work together for easy attainment of the goal of supervision to encourage the learners to learn well in schools.

9. Recommendations

The paper recommends among others that:

- The internal and remote quality assurance administrators working as supervisors should work hand in hand as colleagues for the promotion of effective teaching and learning in schools.
- Recognition should be given to head teachers, principals and their assistants as first internal supervisors in schools and hence build their capacities on continuous basis and remote supervisors should not see them as their subordinates.
- Frequent internal supervision should be enhanced to reduce the cost of supervision in schools.
- External supervisor should visit schools occasionally and start to work on where the within supervisors have stopped.

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Broadcast Media in Promoting Environmental Awareness: A Study of Yobe State Broadcasting Cooperation Damaturu (YBC), Nigeria.

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Abstract. The mass media play an important role in promoting environmental awareness. In the past decades, environmental awareness have gained media attention. Due to increasing media coverage, our society is becoming more aware of the effects that our activities put on the health of the environment. In this regard the media has a big role to play in making people aware of environment issues. The term Mass Media may be defined as the means of communication that reach large number of people in a short time, such as television, radio, newspapers, magazines. Nowadays, the role of Media has leaned towards informing, educating, sensitizing, mobilizing and creating awareness about the environmental challenges in the society that we face in our day to day life. Broadcast Media are powerful tools that can portray the real picture for the audience to visualize about the various environmental issues like sanitation and hygiene practices, global warming, waste management, safe water, climate change, deforestation, air pollution, afforestation. Which are of utmost importance to our ecology. The objective of this paper is to examining the role of broadcast media in promoting environmental awareness in Yobe state, Nigeria. This research was based on agenda setting theory. Two research instruments were used to obtain data. They were interviews and questionnaire. The responses obtained from the interviews were used as part of the discussion of findings. Purposive sampling methods were adopted for the study. These techniques enable the researcher to select the target respondents from a large group. The collected data is coded, edited and analyzed with the help of Statistical Package for the Social Sciences (SPSS) software.

Keywords: Broadcasting Media, Environmental Awareness.

1. Introduction:

1.1 Background to the study:

Media are a central public arena through which we become aware of environmental issues and the way in which they are addressed, contested and perhaps resolved. Through radio, television, newspapers and magazines that people gain awareness. Communicating environmental information is very challenging due to the dynamic and complexity of natural systems. The ways in which science has conventionally related with society must be reassessed and adapted to get in touch with current environmental and social realities. It has been argued that with the help of communication professionals, proper information exchange among scientists, communities and non-governmental organizations can significantly increase public awareness of environmental

issues. This occurs best when well-designed and communication strategies are put in place.

The broadcast media, (radio and television), in all their variations, have established themselves as the most pervasive and powerful forms of media or potential source of environmental information in world today (Dobson 1997). The represent a major channel through which information on environment can be conveyed to the people (UNEP 1997). Today, more environmental activities and organizations are moving to take advantage of these powerful media for environmental action and awareness. Many use media to raise public awareness and understanding of environmental issues, some are using it to document instances of the environmental crimes and degradation; to lobby for specific policy reforms or raise funds for specific campaigns (UNEP 1997).

The concept of environmental awareness is explained as familiarity with an environmental subject with real understanding of its deeper cause and implications (UNEP 1992). This demonstrates that environmental awareness has a great effect on environmental stewardship attitudes and it has an effect on environmentally friendly behaviours. The main advantage of widespread environmental awareness is its contributions to public support for government action in environmental policy and management. The main tool for creating such awareness at macro level is by far, the media.

The media used for the investigation of environmental awareness are newspaper, radio and television programs which are widely and frequently used modern media. According to McQuail (1994), there are a set of ideas about media tasks in society, like providing information about events and conditions in society and the world, facilitating innovation, adaptation and progress.

The role of the media to raise the community concerns and commitment for social and environmental issue is a very critical one. Awareness creation for the protection of the environment and the sustainable use of finite resources are matters that directly concern each citizen. The media can be an instrument in breaking the silence that surrounds the environmental problems and in creating an environment that encourages discussions of how the community can participate and change their behaviour. It is truly crucial to raise public awareness of environmental issues (Dobson 1997).

However, the level of involvement of the media in African countries to address environmental challenges is only event based. Environmental issues have not yet reached a stage where they are the media's prime agenda. The media fails to take a creative approach in producing stories about environmental protection and gives insufficient attention to environmental degradation and its consequences. In many countries, environmental activists and government agencies handling the subject of environment have not developed fruitful media relations and use the media only to generate publicity for events and individual actions (Dobson 1997).

Environmental journalism encounters other problems that are not easily overcome. For example, bottlenecks sometimes exist, where editors and program managers may not appreciate, and thus, pay limited attention to environmental news. Another limiting factor is legitimacy of environmental issues and where such legitimacy is derived from. For instance, sometimes major environmental stories are under reported in the country of origin until the foreign media picks it up and gives international coverage. However, in many countries, environmental activists and government agencies handling the subject of environment have not developed fruitful media relations and use the media only to generate publicity for events and individual actions (Dobson 1997).

According to Dobson (1997) environmental communicators have recognized the value and power of using folklore and traditional media, such as songs, dance, drama, puppetry and mining, to take environment and development messages to the public. Historically, traditional media have often played a role in the communication and promotion of new ideas, apart from its traditional role of preserving and teaching established values.

Though such new concepts as greenhouse effects, global warming and depletion of ozone layers have been popularized by the media, yet the concepts seem to paint a picture that only

industrialization causes environmental degradation. On the contrary every individual in one way or the other contributes to environmental problems. Which have become of global concern. The concepts of environmental awareness in the world drew credence from the UN Conference on Human Development in Stockholm in 1972. The meeting discussed the state of the global environment which was attended by the representatives of 119 countries and more than 400 inter-governmental and non-governmental organizations. Annan (2001) observes that the Stockholm Conference is widely recognized as the beginning of modern political and public awareness of global environmental problems.

According to Article 19 of the declaration of Stockholm Conference education in environmental matters for the younger generation as well as adults, giving due consideration to the under privileged is essential in order to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises and communities in protecting and improving the environment in its full human dimension. It is essential that mass media of communication avoid contributing to the deterioration of the environment, but disseminate information of an educational nature on the need to project and improve the environment.

All the UN conferences on environment and development have identified the role of media to create awareness as part of the initiatives for sustainable development. Dixit (2001) observes that it is now generally belief among development communication scholars that the broadcast media could be most effective for transferring information on various social change programmes from the government and other institutions to the masses living in the developing countries of the world.

1.2 Theoretical Perspective:

The research study was based on the agenda setting theory formulated by Maxwell McCombs and Maxwell (2005). McCombs explain that Agenda setting theory is the ability of the news media to influence the salience of topics on the public agenda. That is, if a news item is covered frequently and prominently, the audience regarded the issue as more important (Anaeto 2008). The researcher intended to use the theory because every mass media has a certain capability to influence its readers or audience on the matters which is being published or broadcasted regularly. Radio which disseminate news and information on sanitation practices have tremendous impact on audience and influence them to take action which has been suggested accelerating the process of change.

McQuail (2010) says that these ideas of salience provide through which the degree of issues can be examined and explained. In this regard, the concept of agenda setting theory can be said to be a component of environmental communication theory, particularly in the study of environmental coverage. Agenda setting can be described as a process through which certain issues are more significant than others.

McQuail (2010) Further explains that the media provide relevant attention to issues in news coverage by influencing the rank order of public awareness of issues and attribution of significance, which in effect could influence public policy making. This means the examination of agenda-setting can offer an explanation of why information about certain issues are addressed frequently while other issues are event based to the public, as well as how public opinion is shaped. Agenda setting theory also provides an explanation about the critical role the media can play in influencing human perception of issues and events. The relevant of this theory for this study is that, media are not only pervasive in their presence but also persuasive in their ability to focus public attention on specific issues.

1.3 Statement of the Problem:

Both developing and developed countries are facing environmental problems. While some of the problems might be due to their global nature other are specifically local ones. Rapid population growth and development have impacted heavily on natural resources and environment. Major environmental problems are deforestation, desertification, top soil loss, depletion of ozone layers, accumulation of the greenhouse gases, over-crowding in urban areas, pollution, poor drainages etc. have tuned the

issues of environment into on emergency global crisis which demands global action and responsibility.

Environmental problems are not always unusual occurrences as may be commonly perceived. They are with us all the time and if neglected may portend negative consequences to human survival. They are not confined to one setting as they are exist in all societies and in different dimensions. The activities of industrialized nations in producing goods and products have certain effects on the environment. The cutting of trees for fire wood in developing countries has also contributed to the deterioration of environment.

People interact with the environment on daily basis and as result litter their environment without the knowledge of the consequence of what they do. Environmentally minded scholars Buafo (2000) have associated environmental pollution with human activities. These physical interaction make people to exploit the environment without any knowledge that the exploitation causes serious environmental hazards and health diseases. This lack of knowledge about the danger of to the environment caused by human activities demand prompt creation of awareness so that people can behave in an environmentally friendly way.

Environmental awareness arises primarily to enable the individuals understand how to relate and apply the knowledge of environment to their actions and to the world around them. Therefore public awareness and understanding about environmental conservation are crucial in which the media has a role to play. The media in the western world have focused attention on this and have generated publicity on dangers that human activities in particular pose to the environment. This success in manifested in the growth of various environmental groups such as Green Peace and Friends of the earth, the Evaluation of Green Parties and Green Consumerism among others. This growth is partly due to the growing attention the western media give to environmental issues.

Environmental abuse is a common day occurrence which is perpetrated by individuals in society. It is common to see people littering the streets with wrapping papers, polythene bags, cigarette packs, maize cobs, defecating in open places and disposing domestic waste improperly to mention a few of the commonest abuses. Other forms of abuse are the driving of vehicles that belch out smoke because of lack of maintenance, burning of used tyres, indiscriminate cutting of trees for foul, citing of air polluting industries close to within urban areas and many others. All these contribute to environmental abuse which people engage in sometimes unconsciously.

These above mentions environmental problems have necessitate the media to give prompt attention to environmental reporting. Radio is seen in this study as a medium which is more ubiquitous and accessible to the people and usually broadcast such environmental awareness programmes. Therefore based on above mention problems, the study seek to establish the extent to which radio stations have successfully promoting environmental awareness and change the current community practices towards proper environmental management. The study also want to assess the environmental programmes aired in Yobe state broadcasting cooperation Damaturu and at the same time finds out from the listeners to examine whether there is a correlation between what the programme seek to achieve and how the audiences perceive the content of the messages.

Though such new concepts as greenhouse effects, global warming and depletion of ozone layers have been popularized by the media, yet the concepts seem to paint a picture that only industrialization causes environmental degradation. On the contrary every individual in one way or the other contributes to environmental problems. Which have become of global concern. The concepts of environmental awareness in the world drew credence from the UN Conference on Human Development in Stockholm in 1972. The meeting discussed the state of the global environment which was attended by the representatives of 119countries and more than 400 inter-governmental and non-governmental organizations. Annan (2001) observes that the Stockholm Conference is widely recognized as the beginning of modern political and public awareness of global environmental problems.

1.4 Purpose of the Study:

The purpose of this study was to examine the role of radio station in promoting environmental awareness in Yobe state.

1.5 Objectives of the study:
To determine the level of influence radio campaigns have had on promoting environmental awareness in Yobe state.

1.6 Research Question:
To what extent has radio programmes promote environmental awareness in Yobe state?

2. Literature Review

According to Article 19 of the declaration of Stockholm Conference education in environmental matters for the younger generation as well as adults, giving due consideration to the under privileged is essential in order to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises and communities in protecting and improving the environment in its full human dimension. It is essential that mass media of communication avoid contributing to the deterioration of the environment, but disseminate information of an educational nature on the need to project and improve the environment.

All the UN conferences on environment and development have identified the role of media to create awareness as part of the initiatives for sustainable development. Dixit (2001) observes that it is now generally belief among development communication scholars that the broadcast media could be most effective for transferring information on various social change programmes from the government and other institutions to the masses living in the developing countries of the world.

Media's efforts to sensitize the public about environment issues and its continuing central role in the struggle against the cause of environmental problems are indispensable. However, the level of involvement of the media in the state to address environmental challenges is only event based. Environmental issues have not yet reached a stage where they are the media's prime agenda. The media fails to take a creative approach in producing stories about environmental protection and gives insufficient attention to environmental degradation and its consequences. The media does not seem to be in a position to create environmental awareness to the public in a given geographical area. The major media focus even now is on issues that take place around the big cities, there is no diversified community media at grass root level. Furthermore, the media does not give fair and optimal space and time to environmental issues.

In Nigeria environmental awareness became public interest in 1988 when a German ship, the line dumped toxic wastes at KOKO Port in Delta state before it was removed back to Europe in the same ship. Before the ship was moved back, series of deaths had been recorded and which were traced back to the containers bearing the toxic wastes. Consequent upon the KOKO toxic waste episode was the promulgation of the Harmful Waste Decree 42 of 1988, which facilitated the establishment of the Federal Environmental Protection Agency (FEFA) through decree 58 of 1988 and 59 amended of 1992. FEPA was charged with the overall responsibility for environmental management and protection.

Akingbade (2012) explain that prior to koko incident, individual reporters covered droughts, desertification, or flooding, but there was no coherent, consisted and systematic reporting of environmental issues as environmental themes were occasionally covered by reporters from other beats. In his argument Akingbade believes that the Guardian Newspapers created in the mid-1980s by Alexander Uruemu Ibru, was the first newspaper to include the environment as one of its official specialized beats. Yet what prepared Nigerian readers for this new type of environmental reporting was the dumping waste incident that occurred in koko Delta state.

Environmental Sanitation Taskforces have been set up by various state governments to ensure a clean environment. When it was introduced in 1984, coercion was a marked feature of the sanitation exercise. From 1985 persuasion becomes the main strategy. The federal government has set aside the last Saturday of the second week of every month and has backed such action with environment sanitation edicts. This can be used by the media to bring in other issues affecting the safety of the environment for people to be aware of them.

2.1 Environmental awareness:

The concept of environmental awareness is explained as familiarity with an environmental subject with real understanding of its deeper cause and implications (UNEP 1992). This demonstrates that environmental awareness has a great effect on environmental stewardship attitudes and it has an effect on environmentally friendly behaviours. The main advantage of widespread environmental awareness is its contributions to public support for government action in environmental policy and management. The main tool for creating such awareness at macro level is by far, the media.

Environment awareness is to understand the fragility of our environment and the importance of its protection. In creating environmental awareness, it must be realized that environmental issues are invariably development issues. The environment like development is very vast and can be viewed from different perspectives and is thus important for development. The role of media becomes very important and worthwhile because it plays the role of facilitator of development, disseminator of information and serves as an agent of change. Thus environmental awareness is one of the important issues which media presents effectively.

Environmental awareness has shown multiplicity of results in different issues of livelihood rights, displacement and rehabilitation, sustainability, pollution-led damages and its control. Environmental awareness denotes an individual's set of abilities to find, understand, assess and act on information about the issues of environment.

The media used for the investigation of environmental awareness are newspaper, radio and television programs which are widely and frequently used modern media. According to McQuail (2010) there are a set of ideas about media tasks in society, like providing information about events and conditions in society and the world, facilitating innovation, adaptation and progress.

According to EPA (2003) awareness creation activities carried out by the media and the various anti-environmental degradation clubs and organizations that deal with environmental protection have been unsuccessful. It is noted that both urban and rural people were not well informed about the mode of destruction and protection of the environment. One of the causes of the deep rooted environmental problems in a country is lack of awareness which is at the very heart of the inappropriate management and utilization of environmental resources.

The role of the media to raise the community concerns and commitment for social and environmental issue is a very critical one. Awareness creation for the protection of the environment and the sustainable use of finite resources are matters that directly concern each citizen. The media can be an instrument in breaking the silence that surrounds the environmental problems and in creating an environment that encourages discussions of how the community can participate and change their behaviour. It is truly crucial to raise public awareness of environmental issues.

The role of the media to raise the community concerns and commitment for social and environmental issue is a very critical one. Awareness creation for the protection of the environment and the sustainable use of finite resources are matters that directly concern each citizen. The media can be an instrument in breaking the silence that surrounds the environmental problems and in creating an environment that encourages discussions of how the community can participate and change their behaviour. It is truly crucial to raise public awareness of environmental issues.

Environmental awareness has been seen as a combination of motivation, knowledge and skills. This knowledge has to be supported by will, information and abilities to behave in an environmentally friendly way. When the environmental awareness of an individual is combined with external stimulating physical and practical conditions, the result can be a desire and will to make environmental friendly choices. Environmental awareness starts to develop when people notice that unfavorable or threatening changes in the surroundings emerge, and the effect of which cannot be corrected easily. The realization that environmental damages need a long time to recover stimulates the arising environmental awareness further. Olgyaiová et al. (2008) believed that motivation

is necessary to increase the level of knowledge and skills in health matters. Even though people and organizations think that the state of the environment should be improved, they do not see themselves as active actors in this process. They consider that somebody else, for instance scientists, environmental non-governmental organizations or international organizations should focus on, or solve environmental problems. Motivation as Olgyaiová et al. (2008) defined it is the driving force that causes an individual to act in order to achieve a specific goal. Motivation is usually perceived as a positive force, the desire to achieve a goal. The driving force of the society changes from the growing production and economy towards a steady sustainable welfare. Raising environmental awareness supports the development towards sustainability. Media enlightenment on waste management can motivate the public to achieve a common goal of environmental friendliness.

Environmental awareness is affected by external stimulus (motivation, knowledge and skill). The right motivation, for example, brings about the desire and will to make environmental friendly choices when given opportunities to act. Improved state of the environment is based on environmental friendly actions and choices taken. Environmental worldview represents basic and general form of environmentalism of the respondents. This form of environmentalism indicates respondents' general perceptions about the environment, relationships between the environment, economic growth, industrialization and effects of science and technology on the environment.

3. Study Design

This study used a mixed methods research design. A mixed methods research design is a collection of both quantitative and qualitative data in a single study to understand a research problem being studied. As a result, questionnaires constructed with close-ended questions were administered to peoples under study while qualitative data or information from the key informants were collected using interviews with open- ended questions to complement the information generated through survey. The study used survey design because the data was collected from a large sample size which is more than one hundred. The target population of this study were all members of the community residing in Yobe state and the program managers of Yobe state broadcasting cooperation Damaturu (YBC). Purposive sampling methods was used. The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable you to answer your research questions. By keeping in mind the researcher has taken 400 peoples as the sample who are listening environmental programmes on Yobe state broadcasting cooperation Damaturu for at least past two years.

3.1 Response Rate

The researcher distributed 400 questionnaires but was able to retrieve 371 questionnaires that were correctly filled and answered. This gave a retrieval rate of 92.75%, according to Amin (2005), if the response rate is more than 70%, this is enough to carry on and continue with data analysis.

3.2 Data Collection Method

The study used questionnaires and interviews as main instruments for data collection. The questionnaire was divided into two sections; 1) Profile of respondents; 2) Radio programs on Environmental awareness with closed ended questions. And face to face interviews were used to collect data from radio stations program managers about time allocation, challenges and impact of the environmental related programmes to the residents and also local council officials were interviewed with regard to environmental programmes by Yobe broadcasting cooperation (YBC) and community attitude on environmental issues.

3.3 Demographic Characteristics of the Respondents

This section determines the demographic characteristics of the respondents. To achieve it, questionnaires were distributed to capture these responses. Frequencies and percentage distribution tables were employed to summarize the demographic characteristics of the respondents in terms of gender, age, education level, and work experience. The following tables give the summary of the findings.

Table 1.1: Gender of the Respondents

Gender	Frequency	Percent (%)
Male	267	71.97
Female	104	28.0
Total	371	100.0

Source: primary data, 2017

Table 1.1 revealed that majority, 71.97% of the respondents were male while 28.0% were female. The dominance of the male respondents was attributed to the fact that the male are more participate in promoting environmental issues.

Table 2.1: Age of the Respondents

Age	Frequency	Percent (%)
21-30	98	26.4
31-40	105	28.3
41-50	97	26.4
50 and Above	77	20.7
Total	371	100.0

Source: primary data, 2017

Table 2.1 revealed that majority, 28.3% of the respondents were within the age group of 31-40 years, followed by those within the age group of 21-30 (26.4%) while those within the age group of 41-50 and above were represented by 26.1% and 20.7% respectively. The dominance of the age group within 31-40 years could imply that they are mature enough to actively listen to environmental programmes in radio station.

Table 3.1: Radio Programmes on environmental Issues (YBC).

	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**	**Interpretation**
Frequent campaign on environmental programs by radio(YBC) enable me to positives attitude change	371	1.00	5.00	3.6334	.90067	Satisfactory
Radio programs on environments enable me to avoid indiscriminate dumping of waste	3 71	1. 00	5.00	3.6873	.97 777	Satisfactory
Radio programs on environments enhances my awareness on how to relate with the environment	3 71	1. 00	5.00	3.8113	.88 652	Satisfactory
Radio programs on environment enable me to improved my attitude on personal hygiene	3 71	1. 00	5.00	3.8544	.82 877	Satisfactory
Radio programs on environment promote my awareness on sanitation practices (used safe water, children hygiene, waste management).	3 71	1. 00	5.00	3.8329	.89 690	Satisfactory
Radio programs on environment increase my interest on environmental issues.	3 71	1. 00	5.00	3.8787	.86 609	Satisfactory
Average mean	371	-	-	3.783	0.89279	Satisfactory

Source field survey, 2017

The result presented in table 3.1 revealed that community attitude on environmental programmes by radio station was assessed by respondents as satisfactory. Because of the average mean 3.783 and standard deviation. The finding revealed that majority of respondents were strongly agreed that environmental programmes by radio stations assist them toward positive attitude change, avoid indiscriminate dumping of waste and improved

their attitude on personal hygiene. The respondents admitted that information provided by the media is the main source for awareness on environmental problems and they keep their house and surroundings clean to be environment friendly.

This has supported the responses of the program managers as stated below.

On a face to face interview with program Managers of Yobe state broadcasting cooperation (YBC). The researcher asked the managers' sir, do you have any program broadcast on environment? They answered yes. The researcher asked them the second question. Sir what is the name of the program and how many minutes have you allocated to it? The managers disclosed that, the program called environmental protection (keeping the world clean) and 30 minutes was allocated to it and the program was running on the station for many years. The researcher asked the managers third questions. What is the impacts of the program to the residents of Yobe state and what are the challenges facing your station with regard to environmental programmes? They disclosed that, there are some positive changes being observed in term of good sanitation practices like poor wastes disposal on the roads site, into drainage and household compound have being improved through waste management practices as a result of regular dissemination of environmental related programmes by YBC. However, the manager stressed that the station is being faced by several challenges including funds, transport, and other logistics.

The researcher asked the key informants of what they said about radio station(YBC) programme on environmental related issues and the interview disclosed that, community leaders urged the radio station (YBC) to double its efforts in their sanitation and other environmental related programmes.

Furthermore, the researcher asked the community leaders what can you tells to residents about sanitation practices and they disclosed that, the issues of sanitation is not for the radio stations only but the residents should actively participate in monthly sanitation practices, take care of their unwanted materials, to avoid indiscriminate dumping of wastes, but properly manage their waste by putting it in provided places where it can collected by the trucks.

The researcher asked the key informants of what they say about environmental programmes on radio stations and their responses revealed that, they were satisfied at the extent that radio stations have carried out enlightenment campaigns on promoting environmental awareness in the state. Their responses showed that radio station (YBC) have contributed towards environmental related programmes through enlightenment campaigns.

To determine the level of influence radio campaigns have on the attitudes of the community of Yobe state. The researcher summed up his interview by asking the radio stations programme managers the influence radio campaign on environmental awareness had on the attitude of community and majority of them response that, radio station(YBC) is playing a fundamental role in influencing people's behavior and attitudes towards environmental awareness the extent that indiscriminate disposal of waste by the populace has reduced as compared to some years back. And many incidence of diseases resulted from poor sanitation such as typhoid, skin infection, cholera and diarrhea especially among the young children are no longer frequent in the state.

Conclusion:

Majority of respondents contacted in the survey are environmentally friendly by keep their houses and surroundings clean. Majority of them were satisfied with the presentation and content of environmental programmes aired by Yobe state broadcasting cooperation (YBC). A good population of the respondents know about on which date World Environment Day is celebrated. The good thing that can be studied is that majority of the respondents remember the environmental awareness message of YBC and most of them wish to do something towards protecting and promoting their environment after listen to the programmes. (The radio campaign was aimed at creating awareness on promoting environmental issues by involving the people of the state to participate actively. A majority of the respondents admitted that information provided by the media is the main source for awareness on environmental problems.

Recommendations:

The findings of this study suggest that the environmental programmes by Yobe state broadcasting cooperation need to involve the voices of the people, volunteers and producers at grassroots level who have direct attachments with environmental issues. This has many advantages, since it provides a good chance for the community to air its environmental concern, it gives an opportunity for talented people to exercise the profession of journalism; and it is one means of running environmental media programs with a minimum cost.

Media should also use diversified sources so that stories are more reliable and balanced. The environmental producers and reporters should liaise with the followings environmental agencies; Environmental Protection Agency (EPA), State Ministry of Environment, Non-Governmental Organizations (NGOs) for more updates on environmental information. The media should also create information exchange channels with one another for example between print, broadcast, as well as with government and non-government media. Since this is a new area of research in which media and environmental awareness are combined, there is a need for comprehensive research to investigate environmental problems and inform the public on how to relate with the environment.

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Publicity of Subordinate Legislation in Nigeria: An Appraisal

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1. Introduction

The term `subordinate legislation` has been variously described as subsidiary legislation, delegated legislation, administrative rule making ***et. cetera***. In Nigeria, section 4 of the 1979 constitution vested the Federal and State legislative powers in the National Assembly and State House of Assembly respectively. An Act or act traceable to either of these bodies is regarded as a valid legislative one. During Military regime with the enactment of the constitution (suspension and modification Decree) `the power to make laws for the peace, order and good government of Nigeria or any part thereof with respect to any matter what whatsoever` was vested in the Federal Military Government. This power was to be exercised by means of Decree signed by the Head of the Federal Military Government while that of the State was exercised by means of Edicts signed by the State Military Governor. In 1999 there was another Military take over that enacted the Constitution (Suspension and Modification) Amendment Decree of 1985. This decree substantially in corporate Decree No. 1 of 1984 and the major charge which was introduced was in respect of the title of the signatory of Decree Instead of the head of the Federal Military Government, it was the President, Commander-in-Chief of the Armed Forces. The exercise of all legislative powers was vested in the Armed Forces Ruling Council which is the highest ruling Military body. This paper therefore addresses itself to the requirements for publication of laws made by persons other than the Legislature in Nigeria.

2. Subordinate Legislation

Subordinate Legislation can be said to mean the rules or regulations made by a person, body or group of persons in accordance with the legislative power given by the Legislative to him or it as the case maybe. It can also be said to mean the exercise of legislative power by a person or body other than the Legislative power delegated by the Legislature.

The difference between the two is that in the earlier case power to legislate is a direct and specific gift to be done and is irretrievable except by an Act of the Legislature, while in the latter case the delegated power is wide and general and retrievable at will.

The Legislature delegates very extensive law-making power over matters of detail and contents itself with providing a framework of more or less permanent statutes. Subordinate legislature reduces the work load of parliament in that the burden of rules and regulations required for the smooth running of the society enormously outweigh the time, energy and other resources at the disposal of the legislature. Law-making power is therefore vested in administrative agencies such as Public Corporations local government authorities, nationalized industries and also in certain professional bodies such as Nigeria Bar Association (NBA). As JAFFE puts it `power

should be delegated where there is agreement that a task must be performed and it cannot be performed effectively by the legislature without an expenditure of time so great as to lead to a neglect of equally important business`. Rapid technological and other advancements of modern time put into consideration, it will be appreciated that there are very many issues over which legislature lacks the expertise to competently legislate upon. Some of these items are so technical and needful of professional expertise that legislations regarding them are better left to the expertise in the relevant fields or to the specialized Government Ministries or Departments concerned. In case such as these that legislative power is a direct gift and not delegated. Such conferment augurs well for speedy, competent and efficient legislation on technical matters. Flexibility is of essence if the legislature would make laws adaptable to the over changing needs of the Society. For nothing remains the same for long. As WADE stated in his book Administrative law.

`Flexibility is of essence and it is one of the advantages of rules and regulations that can be altered more quickly and easily than (Acts of parliament).

During periods of emergency the convenience or other wise of convening the legislature further strengthens the rational for subordinate legislation. In recognition of this section 12(6) of Decree No. 1 of 1984 provides that

`The President and Commander-in-Chief of the Armed Forces, may subject to such conditions as he may think fit, delegate any function. Conferred on him by any law including the Constitution of the Federal Republic of Nigeria (1979) to the Federal Executive Council or to any other authority in Nigeria.

Provided that this section shall not apply to the function of signing Decrees.

The subject matter of a subordinate legislation is limited to the law-making authority of the donour as was stated in ***Williams* V *Majekodunmi***

`It is trite law that the subordinate legislator must confine himself, within the ambit of the authority conferred on him by the legislature, but of the legislature itself overstepped the bounds of its own authority or if it did not fulfill certain conditions which were indispensable to give effect to its legislation, them in so far as its own legislation was ineffective, them in so far as its own legislation was ineffective, the subsidiary legislation would equally be without effect.

Under the 1999 constitution, recipients of Federal Legislative Authority were limited to matters contained in the exclusive and concurrent Legislative lists while donees of the State legislative power were restricted to items on the concurrent list and residual matters. In as much as the Head of State, Commander-in-Chief of the Armed Forces has power of legislate for any part of Nigeria with respect to any matter whatsoever, it then follows as in British, it is impossible to define with a general formular the subject matter of subordinate legislation in Nigeria. Because of the nature of subordinate legislation to cover wide and important areas of life it is imperative that some amount of legislative and judicial control be exercised. Amongst the devices used by the courts in controlling the exercise of subordinate legislative power are the operation of the exhaustion doctrine whereby all the administrative remedy would have been exhausted before judicial intervention is sought. Ripeness doctrine is also use as a form of control when a court considers whether or not a case is ripe for adjudication. The doctrine of substantive and\or procedural ultra vireos, exercise of the inherent power of the court, to construct statues. No subordinates legislation will stand if its construction, the courts find it in contradistinction with the enabling statute or the constitution. There are other numerous legislative control of subordinate legislation such as the done to consult interested Parties before rule-Making, the proposed rule brought before parliament before becoming law, stipulating the approval of the Minister or other officer to be obtained before sub-delegated legislation becomes law.

KERSELL,J.E. in his book parliamentary supervision of Delegated legislation said,

`If a legislature realistically expects sub-legislation made under its authority to be effective and also controllable, it must make minimal provisions for publicity and for `laying`

so that it may know what has been done under the powers delegated by it`.
Thus the legislature sometimes stipulates in the enabling statute or in a specific statute made applicable to all exercise of subordinate legislative power, that the proposed legislation be published for a given period of time before coming into effect.

Rule making

The rule-making procedure to be adopted in a particular case is also often dependent on the enabling act.
It is the intention of the legislature that where procedural requirements are laid down in the enabling act. They must be followed strictly depending on the provisions of the law and administrative exceed agencies. Funsho has however succeeded in identifying some four general type rule-making procedures, Investigational, consultative, additive and adversary.
Investigational rule-making procedure where the rough investigation, hearing and report through the community or the affected before the regulations are made.
Consultative rule-making procedure developed as a result of the practice of receiving opinions, advice and suggestions from interested groups before rule making.
Additive rule-making procedure consists of holding public hearings at which interested groups are permitted to appear to express their views and to make useful suggestions before the regulations are made.
Adversary rule-making procedure where the administrative bodies sit as tribunals before whom affected interests and government representative present evidence and arguments (these bodies are freed by statute from the requirements of judicial procedure, they are required to base their factual conclusions upon their findings) before regulations are made.

3. Publicity of Legislation

The practice of subordinate legislation has been criticized because of inadequate publicity both before and after the rule-making.

It has been contended that the public ought to be aware when these legislation are to be made so as to make considerable contributions should it so desire. Also it ought to know how the legislation affects them. Let us now consider the antecedent publicity or notice of rule-making publicity.

Antecedent Publicity

The requirement of antecedent publicity is satisfied when an advance notice of proposed rules are made known to the general public, or to that particular section of the public whose interests are likely to be affected for a certain period before its coming into effect. This should usually be accompanied by a provision requiring the opinions of members of the public to be considered. By S,1., the Rule Publication Act 1893 of England required forty days` notice of the proposal to make satisfactory rules and orders, and the place where the draft rules might be obtained to be published in the London Gazette. This law was repealed in England by the Statutory Instruments Act 1946 as a result of its cumbersome methods of consultation.

In Australia, the Rules Publication Act enacted in 1903 required delegated (subordinate) legislation to be published 60 days before coming into effect but was repealed in 1916. In American Section 4(c) of the Administrative Procedure Act 1946 requires notice of proposed rules to be published in the Federal Register 30 days prior to the effective date that the affected persons might have opportunity of participation.

The statutory instrument act failed to reenact the 40 days notice of publicity of an impending instrument. In that country such publicity depends on the provisions of the enabling statute. The question then becomes one of determining whether the Act of 1893 does apply in Nigeria as a statue of general application in force in England before January, 1900.

To determine what does the constitute statute of general application, will have to applying the principle laid down by Osborne, C.J. in the case of ***Attorney General V John Holt and Co*** where he lamented the lack of attempt at defining the

expression statute of general application` and noted that each case has to be decided on the merits of the particular statute sought to be enforced. The learned Chief Judge went further to say.

`If on January 1, 1900, an Act of parliament were applied by all civil and criminal courts, as the case may be, to all classes of the community, there is a strange likelihood that it is in force within jurisdiction. If, on the other hand, it were applied only by certain courts (e.g. an Act regulating a particular trade, the probability is that it would not be held to be locally applicable.`

This has been criticized as been restrictive and has excluded a number of Acts which ought to be included. ILUYOMADE and EKA contended that,

`there is no general statute requiring antecedent publication of rule making exercises by the administration`.

Their conclusion flowed from the premise that the Rule publication Act 1983 would not be applicable in this country being an Act regulating procedure which is not a statute of general application. DR. OLU ADEDIRAN on the hand finds it difficult to support ILUYOMADE and EKA`s contention that the 1893 Act would ***not apply in Nigeria as statute of general application***. His views is promised on the fact that the 1983 Act was a statute of procedure which applied generally in Britain whenever the administration was to exercise subordination legislative power. He concluded, however that this submission may sound futile as Nigeria statutes have always made provisions for antecedent publicity.

Examples of Nigeria statutes providing for antecedent publicity in rule making is the Legal practitioners Act, No. 33 of 1962 (as amended), Section 2 (2) of which states:-

"The Chief Justice may, after Consultation with the Bar Council, by regulations provide for the enrolment of the names of persons who are authorized by law to practice as members of the legal profession in any country where, in his opinion, person whose names are on the roll are afforded special facilities for practicing as members of that profession".

Also section 35 of the Firearms Act provides that "the Inspector General of police may, by notice published in the Gazettee, delegate all or any of the powers or duties conferred upon him by this Act (other than his power of delegation) to any police officer or officers".

Here in the Obafemi Awolowo University even when notice is given, because of the unawareness or ignorance of the requirement for antecedent publicity most people will not read the notice but complain after the rule takes effect. Unlike in the Ife Central Local Government where a proposed rule is initially discussed by the Chairman and Secretary with the Traditional rulers of the Local Government and Market Leaders. If it is agreed upon the rule is disseminated to the subjects by the rulers\leaders. Objections raised are routed back to the council through the same route. The rules are then pasted on the local government Secretariat notice boards with 14 days within which members of the public are to react thereto.

Subsequent publicity

The requirement of subsequent publicity is the publication of these rules, orders or regulations after they are made.

By section 22 (3) of the Interpretation Act which provides that:-

"All orders, regulations and rules of Court made under any (Act) shall be published in the Gazette of the Federation, and if made under any Law shall be published in the (state) existing (Act) by a Governor, a Resident, Local authority, Local Government Council, native authority, planning authority appointed under Nigeria Town and Country planning (Act), other officer authority approved under the water works (Acts), or any other officer or authority carrying out functions within a (State) shall be published in the (state) Gazette alone unless such order, regulations or rules of court are applicable to Lagos, (in which case) they shall be published in the Gazette of the Federation".

Also Section 22 (4) provides that :

"All orders, regulations and rules of Court, shall have the force of law upon Publication thereof, in accordance with the provisions of this section or from the date named therein".

Unfortunately these provision were not re-enacted in the renamed interpretation Act of

1964. Although specific provisions for publication in the Gazette is made in some statutes, any other officer or authority carrying out functions within a (State) shall be published in the (State) Gazette alone unless such order, regulations or rules of court are applicable to Lagos, (in which case) they shall be published in the Gazette of the Federation.

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"All orders, regulations and rules of Court, shall have the force of law upon Publication thereof, in accordance with the provisions of this section or from the date named therein".

Unfortunately these provision were not re-enacted in the renamed interpretation Act of 1964. Although specific provisions for publication in the Gazette is made in some statutes.
"Section 4(3) (4) of Decree 1 of 1984 provides that:-
"where no other provision is made as to the time when a particular provision contained in a Decree, Edict or subsidiary instrument is to come into force, it shall subject to subsection (4) below, come into force on the day when the Decree, Edict or subsidiary instrument, as the case may be, is made (4) where a provision contained in a Decree, Edict or subsidiary instrument is expressed to come into force on a particular day, it shall be construed as coming into force immediately on the expiration of the previous day".
So by section 4 of Decree 1 of 1984 a subsidiary instrument acquires force of law once it is made. In effect making publication irrelevant. Although the Decree went further to provide that where there are two Decrees or Edicts as the case may be on a subject matter and one is published on the relevant Gazette while the other is not, the published one prevail. The question then is, where there is one unpublished law on a subject-matter, how fair is it to punish persons for infringing it? This law can be liken to the situation under Caligula the Roman emperor whose laws were written in fine print but hung on pillars too high for the ordinary passerby to read?.

By Decree 1 of 1984, the Government fits into Bentham's description of the tyrant who "punish men for disobedience of laws and orders which he had kept them from the knowledge of Factors that have contributed to the ignorance and non-enforcement of subsequent publicity rule are the high level of illiteracy in Nigeria, even among the literates the high level of low reading culture, the limited circulation of gazette and the low level of the people's socio political consciousness. Take the University for example, where the News Bulletin is the official medium of communication there are limited number of copies and even the limited copies are poorly circulated. The result being that members of the community are not aware of the rules until they infringe thereon.

4. Effect of Non-Publication

Generally, where publication is a statutory requirement, the exercise of sub-ordinate legislation is a nullity. It is thus the publication in such cases that makes the regulation or law valid. Inspite of the general effect of non-publication it is necessary to look at whether publication in particular cases is mandatory or merely regulatory. Where it is mandatory, lack of publication automatically nullifies the regulation, rule or order. But where it is merely directory, the regulation, rule or order would be valid irrespective of its non-publication.
In Nigeria some statutes make categorical provisions for the effect of non-publication. Section 7(2) of the Nigeria Research Institute Act, 1964 provides that failure to publish in the Gazette would render the regulations ineffective. Also section 23(2) of the Nigeria Council for Scientific and Industrial Research Decree No. 83 of 1966 provides that regulations made under the law shall not have effect until they are approved by the appropriate authority and have thereafter been published in the Federal Gazette.

Other jurisdiction especially Britain, the effect of non-publication of sub-ordinate legislation as provided by section 3(2) of the English Statutory instrument Act 1946 "In proceedings against any person for an offence consisting of a contravention of any such statutory instrument, it shall be a defence to prove that the instrument

had not been issued by his Majesty's Stationary Office at the date of the alleged contravention unless it ids proved that at that date, reasonable steps had been taken for the purpose of bringing the purport of the instrument of the notice of the public or of persons likely to be affected by it or the person charged".

In the United States of American Section 3(a) of the Administrative Procedure Act 1946 also provides that no person shall in any manner be required to resort to or be adversely affected by any matter required to be published in the Federal Registrar and not so published.

5. Conclusion

The need for subsequent and antecedent publicity of subordinate legislation cannot be over-emphasized. The need is certainly greater in a country like Nigeria where the level of illiteracy is very high. Running an open system of administration involves the participation of the citizens in the making of laws that are likely to affect their day-to-day activities. It is therefore of utmost importance that the administration finds a way of bringing all subordinate legislation to public knowledge. In some cases notice is given to named groups but not to the public at large. Notice of intention to make subordinate legislation therefore should be given to interested groups or even the public at large.

It is suggested that the effect use of mass mobilization for Social and Economic Recovery (MOA) project should be made to arouse the socio-political consciousness of the people in how subordinate legislation affects them reaching out to the generality of the populace the use of the press and electronic media is also important. Local government councilors should be encouraged to convene regular ward meetings and inform the electorate of the latest rules and regulations. Other possibilities include the use of religious groups, social clubs, and organizations for the dissemination of information on the various rules and regulations affecting the general public.

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