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Editorial

This issue of KIU *Journal of Social Sciences* focuses on Social Psychology, Educational Psychology, Educational Technology, Political Education as well as Business and Entrepreneurship Studies.

Social psychology is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. Social Psychology has an important role in the educational sector. It helps in improvement of teaching techniques, learning practices, intelligence level and cognition skills of students, motivation of students and student-teacher relationship. Poor academic performance of students is mostly due to socio-psychological issues. Restrctive environment, lack of encouragement, punishments, overburden of studies, fear of failure in examination and harsh treatment destroy student’s creativity. That is why the first part of the Journal addresses issues in Social Psychology such as parenting styles, marriage compatibility, cross cultural understading and social media usage and so on. One of the papers argues that students from authoritative parenting have positive attitude than students from other parenting styles. The paper therefore, recommended that teachers should take cognizance of the fact that students are from various homes and with different parenting styles thereby catering for the individual differences that may affect their attitudes to learning.

Section two explores the role of technology in teaching and learning. Technology has the ability to enhance relationships between teachers and students. When teachers effectively integrate technology into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun. Today, more than ever, the role of educational technology in teaching is of great importance because of the use of information and communication technologies. With the help of various applications for distance education, the Internet, teachers, and students themselves, they see the advantage of educational technology.

In today’s world, entrepreneurship is focused on developing knowledge, skills, and understanding of how an innovative and creative idea, product, or process can be used to form a new and successful business or to help an existing firm to grow and expand. ... For this purpose Government also welcomes entrepreneurs to start their business. However, risk taking is a dominant attribute of entrepreneurial activities, as the higher the risk-taking orientation, the higher a firm’s profitability and growth. This is why one of the papers in the last section of this edition establishes the effect of entrepreneurial risk taking on performance of small and medium scale enterprises (SMEs). It recommends that recommends that operators should always identify and assess the trends of the opportunities impending before taking risk not just dare risk as this will help to address the rate at which SMEs managers, owners and staff take risk, so that risk taking will relate and significantly influence their performance.

In all, this issue of KIU Journal of Social Sciences contains papers that have information on various fields of human endeavour. The theoretical and empirical analyses in the papers provide solutions to one societal problem or the other. The authors' teachings and areas of research must have certainly influenced their perspectives on the diagnoses of the matters they have addressed in their articles.

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Part One

Social Psychology

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Parenting Styles and Secondary School Students' Attitudes towards Islamic Studies in Kwara Central Senatorial District, Nigeria

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Abstract. The purpose of the study was to investigate the influence of parenting styles on secondary school students' attitude towards learning Islamic Studies in Kwara Central Senatorial District, Nigeria. Questionnaire and Pro-forma were used to collect data on parenting styles and students' attitude towards learning Islamic Studies. Simple random sampling technique was adopted to select 300 students across the sampled public schools. Four research questions were raised and three null hypotheses were formulated and tested in the study. The data collected were analyzed using frequency count Mean, Standard Deviation and Pearson Product Moment Correlation Co-efficient statistics to answer the research questions and test the hypotheses formulated in the study. The findings showed that most of the students disposed negatively to learning Islamic Studies. It was also found that parenting styles adopted have influence on the attitude of the students towards learning Islamic Studies. In addition, it was observed that students from authoritative parenting have positive attitude than students from other parenting styles. Based on the findings of the study, it was recommended that teachers should take cognizance of the fact that students are from various homes and with different parenting styles thereby catering for the individual differences that may affect their attitudes to learning Islamic Studies. Parents should adopt authoritative parenting style to enhance optimal performance of the students. In addition, there is also the need for provision of enlightenment for parents on the parenting style they should adopt in order to assist their children to dispose positively to learning.

Keywords: parenting styles, attitude, Islamic Studies, authoritarian, permissive, authoritative

1. Introduction

The position of Islamic studies as a core subject at the junior secondary school level and as elective subject at the senior secondary school level was stated at the commencement of the 6-3-3-4 system of education. But, the Federal Government of Nigeria (FRN) in the National Policy on Education (2013) reported that Islamic studies should remain an elective subject at both junior and senior secondary school levels. In view of this, Muslim teachers, parents and students, should exhibit positive attitudes toward the teaching and learning of Islamic studies at both junior and senior secondary school levels.

It was noted from the work of Olatunbosun and Tanimowo (2013) that Islam as a universal religion appreciates and recommends knowledge acquisition for human development and recognition of Almighty Allah as the creator of the cosmos. This is why the very first revelation to prophet Muhammad (S.A.W) was specifically on seeking for knowledge, Qur'an thus said: "Read in the name of your Lord who creates. He creates man out of a (mere) clot of congealed blood. Read! Your Lord is most bountiful. He who teaches (the use of pen) He teaches man that which he knows not"(Qur'an 96:1-5).

Teaching Islamic studies in secondary schools is highly significant because it endows the students with the knowledge of Islamic education. It is the subject through which the Islamic codes of conduct are imparted to the students. Thus, Islamic code of conduct according to Lawal (2003) include honesty, goodness to parents, tolerance, kindness, forgiveness, trustworthiness, righteousness, cordial relationship with others, egalitarianism, purity, reliability, dependability, politeness, humbleness, kindness, obedience, brotherhood etc.

The relationship between parents, child and other members of the family could be considered as a means of interaction between them. Thus, this interaction will in turn directly or indirectly influence parenting styles and methods in children. Therefore, parenting styles can be defined as a collection of the behaviours declaring parent and child interactions in variable immense conditions. It can also be defined as a combination of parents' behaviours which appears in a lot of circumstances of their children (Crockenberg & Leerkes, 2003).

Rearing of the children is a very important aspect of life because they are the future generation. Children as members of an adult society have influence on numerous interactions such as politics, society and economy as well as behaviour. In an economic view, rearing has an important role in making jobs, improving the number of experts, facilitating productions, improving incomes, and generally making the better life. In a political view, rearing can play an important role in making political views and extending the spirit of justice. No one can disregard the responsibility of family because it's the beginning for the social life (Parsasirat, Montazeri, Yusooff, Subhi, & Nen, 2013).

The conceptualization of parenting styles as a way to categorize and measure the quality and type of interaction between parents and children began with the pioneering research by Baumrind (1991). She noticed that parents varied in their interactions with children along two major dimensions – warmth and demandingness. Her original framework could place most parental interactions along a two way axis, with one axis representing warmth i.e. from warm to cold and the other axis representing demandingness ranging from low to high (Baumrind, 1995).

Therefore, parent-child interactions have four categories:

Authoritative Parenting: they are flexible and demanding parents, who control their children and respondents. They proclaim clear rules, explain the cause and logic of these rules and boundaries and responsive to children's attitudes and get them involved in family decisions (Nyarko, 2011).

Authoritarian parenting: this is a restrictive parenting method in which parents apply a combination of high demandingness/controlling and low acceptance/responsiveness in dealing with their children. These types of parents impose any rule and have exact obedience expectation. They rarely explain and trust to the power of their thinking as physical punishment to do actions (Yusuf, Ayorinde &Yusuf 2011).

Neglectful Parenting: in this method, aspects of acceptance and responsiveness are in a high level but controlling and demandingness is low. These types of parents are tolerant and they proclaim relatively few rules for children to have a grown-up behaviour and they encourage children to express their feelings and impulsiveness and rarely control their behavior (Alsheikh, Parameswaran & Elhoweris, 2010)..

Exclusive Parents: these type of parents combine low demand/control and acceptance dimensions and do not impede in training their children. It seems that these parents are involved in their problems in such a way that they cannot allocate enough force to ascertain and execute rules (EbrahimMadahi, M., Rita & Madah, 2013).

Parenting is a complicated occupation that requires many different skills. It is the child-rearing strategy employed by parents in training and bringing up their children. Parenting styles have been found to predict the child's well being in term of social competence, academic performance, psychosocial development and problem behaviour (Alegre & Benson, 2004). Its influence on the lives of adolescents is very important. Good parenting style is expected to produce the right result at adolescence stage of life. Poor parenting can mar the life of the child not only at the adolescence stage but for the rest of the child's life.

Parenting styles differ from family to family, and may even vary from day to day, culture to culture, and so on; All parents make resolutions for their children that may be stricter or more tolerant on occasions. For the most part, however, parent falls into one of three general parenting methods. These are authoritative, authoritarian and permissive parenting styles.

The original classification of parenting style was based on four dimensions of child rearing: parental control, parental communication, parental maturity demands and parental nurturance (Aronen, 2000). Evaluation in these four dimensions resulted in the classification in one of these parenting style categories: the authoritarian, the authoritative and the permissive parents. Permissive parents are those who behave in a non-punitive, accepting and affirmative manner towards their child's impulse, desires and actions. Authoritarian parents attempt to shape, control and evaluate the behaviour and attitudes of their child in accordance with a set of standards of conduct, usually an absolute standard, often theologically motivated and formulated by a higher authority. Authoritative parents attempts to promote their child's activities in a rational, issue-oriented manner by encouraging dialogue, but exerting firm control at points of parents-child divergence (Aronen, 2000).

Authoritative parents are firm, loving and kind. They set boundaries and expect their children to abide by them. These parents adopt neither exceedingly severe nor exceedingly tolerant nature. Authoritative parents strike a good balance between expectations that are too high and expectations that are too low. These parents allow their children to make choices that are age-appropriate, encouraging them to take on more responsibility as they grow. They respond well to the needs of their children, but do not give in to every desire. They give their children reasons for certain rules and guidelines, and allow natural consequences to take place whenever feasible and when no real harm will come to the child due to those consequences.

Authoritarian parents are strict, unbending and inflexible. They may attempt to control every aspect of their child's life, and do not allow the child to make choices. Authoritarian parents expect obedience without questioning. They may use harsh discipline methods with their children, and may be insensitive to their children's emotional needs. They often do not explain the reasons behind the rules that they set, and impose their own consequences whenever a rule is broken. Adult children of authoritarian parents may be unable to act without specific direction, and may have trouble expressing them.

Baumrind and Black (1987), as quoted by Vande Kemp & Hendrika (2000), linked each parenting style to specific outcome in children's development. Authoritative parents tend to have children with low peer affiliation, low moods and low capacity to control situations. Finally, children with low self-reliance, low self-control and a tendency to avoid unpleasant situations tend to have permissive parents who indulge them. Two central dimensions of parenting were later used to explain the parenting style: responsiveness and demandingness. Responsiveness was composed of warmth, reciprocity and attachment, while demandingness was composed of parental monitoring, ability to confront the child, and consistent and contingent discipline (Baumrind, 1995).

2. Statement of the Problem

The alarming situation with Islamic studies in Nigerian schools has prompted various studies and write ups. For instance, Ajidagba (2004) carried out a study on the reactions of Senior Secondary School Students to Islamic Studies Questions in Arabic Language. Abdur Rafiu (2009), investigated teachers and students' attitude towards Arabic components of Islamic studies in Nigerian Secondary Schools. Yunus (2013) investigated attitude of Muslim parents towards Muslim female education in Ilorin Emirate. Also, AbdulGhaniy (2013) investigated teacher trainees' attitude towards Arabic components of NCE Islamic Studies curriculum. Yusuf et al (2011) investigated influence of parenting styles on Junior Secondary School Students' performance in Social Studies. None of these researches had investigated the influence of parenting styles on secondary school students' attitude in Islamic Studies within the Kwara Central Senatorial District, Kwara State. Therefore, the focus of this study was to find out the influence of parenting styles on senior secondary school students' attitudes in Islamic Studies in Kwara central senatorial district.

3. Purpose of the Study

The main purpose of this study is to find out the influence of parenting styles on senior secondary school students' attitudes in Islamic studies in Kwara central senatorial district.

Specifically, the study investigated:

- The general attitude of students towards Islamic Studies
- The influence of authoritative parents on students' attitudes towards learning Islamic studies.

- The influence of authoritarian parents on students' attitudes towards learning Islamic studies.
- The influence of permissive parents on students' attitudes towards learning Islamic studies

4. Research Questions

In this study, answers were sought for the following research questions:

- What is the general attitude of students towards Islamic Studies?
- Does authoritative parenting style influence students' attitudes towards learning Islamic studies?
- Does authoritarian parenting style influence students' attitudes towards learning Islamic studies?
- Does permissive parenting style influence students' attitudes towards learning Islamic studies?

5. Research Hypotheses

The following null hypotheses were tested:

Ho_1: Authoritarian parenting style does not significantly influence students' attitudes towards learning Islamic studies.
Ho_2: Authoritative parenting style does not significantly influence students' attitudes towards learning Islamic studies.

Ho_3: Permissive parenting style does not significantly influence students' attitudes towards learning Islamic studies.

6. Methodology

Five senior secondary schools were randomly selected from each of the four local government areas that made up Kwara Central Senatorial District. A total of 300 students were drawn across the four Local Government Areas (Ilorin West, Ilorin East, Ilorin South and Asa Local Government Areas) that made up the Kwara central senatorial district. A questionnaire was developed to elicit responses from the respondents. Frequency counts, percentage distribution and Pearson Product Moment Correlation Co-efficient (PPMC) were used to analyse the data collected.

7. Results

Four research questions were raised and three null hypotheses were formulated and tested in the study. Only research question one was answered using a frequency count and percentage distribution. The remaining research questions have corresponding hypotheses. The results are however presented as follow:

Research Question 1: *What is the general attitude of students towards Islamic Studies?*

Table 1: Reactions of Students to Questionnaire Items that Provides Answer to the Research Question 1

	Frequency	Percent
SA	**62**	**20.66**
A	**20**	**6.6**
D	**108**	**36**
SD	**110**	**36.66**
TOTAL	**300**	**100**

The analysis in table 1 above revealed that most students showed negative attitude to learning Islamic Studies in senior secondary schools in Kwara Central Senatorial District. This therefore provided answer to the research question1

Testing the Research Hypotheses

Ho$_1$: *There is no significant influence between authoritarian parents and students' attitudes towards learning Islamic studies.*

Table 2 : Pearson "r" showing influence of authoritative parents on students' attitudes towards learning Islamic studies.

HO1

Variables	NO	Mean	Student Development	d.f	Cal.r-Value	Tab.r Value	Remarks
Authoritarian parents on students attitude towards learning Islamic studies	100	26.80	4.36	98	482	0.197	**HO, Rejected**
	100	**34.07**	**4.48**				

Table 2 revealed that the calculated r-value is 0.482 and the table r-value is 0.197 at 98 degree of freedom (d.f) with 0.5 level of significance. Since the calculated r-value is greater than the table r-value, hypotheses 1 is here by rejected. This implies that there is a significant influence of authoritarian parents on the attitude of students towards the learning of Islamic studies.

Table 3: Pearson "r" showing influence of authoritative parents on students' attitudes towards learning Islamic studies.

HO2

Variables	NO	Mean	Students Development	d.f	Calc.r-value	Tab.r-value	Remarks
Authoritarian parents on students attitude towards learning Islamic studies	**100**	**19.82**	**2.467**	**98**	**382**	**0.197**	**HO2 Rejected**
	100	**34.07**	**4.048**				

Table 3 revealed that the calculated r-value is 0.382 and the table r-value is 0.197at 98 degree of freedom (d.f) with 0.5 level of significance. Since the calculated r-value is greater than the table r-value, hypotheses 2 is hereby rejected. This implies that there is a significant influence on the authoritative parents on students' attitudes towards learning of Islamic studies.

Table 4: Pearson "r" showing influence of permissive parents on students' attitudes towards learning of Islamic studies.

Ho3

Variables	NO	Mean	Students Development	d.f	Calc.r-value	Table. r-value	Remarks
Authoritarian parents on students							

attitude towards learning Islamic studies	**100**	**21.37**	**2.435**	**98**	**437**	**0.197**	**HO3 Rejected**
	100	**34.07**	**4.481**				

Table 4 revealed that the calculated r-value is 0.437 and the table r-value is 0.197at 98 degree of freedom (d.f) with 0.05 level of significance. Since the calculated r-value is greater than the table r-value, hypotheses 3 is hereby rejected. This implies that there is a significant influence on the authoritative parents on students' attitudes towards learning of Islamic studies.

8. Discussion of Findings

The result of the findings revealed that most students disposed negatively to learning Islamic Studies. This finding corresponds with the findings of Abdur-Rafiu (2009) who found that the general attitude of students to Qur'an and Hadith aspects of Islamic Studies was negative.
It was also found out that parenting styles generally influence students' attitudes to Islamic Studies. This finding corresponds with the findings of Darling and Steinberg (1993) that discovered that parenting style is used to capture normal variation in parent's attempt to control and socialize their children.

The findings in this study supported the findings of Yusuf et al (2011) whose findings revealed that children from authoritarian family backgrounds (high in demandingness, but low in responsiveness) and those from uninvolved family background (low in both .responsiveness and demandingness) tend to perform poorly in school because they have poorer social skills, lower self-esteem and higher level of depression. On the other hand, children from authoritative parenting families (high in both demandingness and responsiveness) tend to perform well in schools while those whose parents are characterized with indulgent parenting style (high in responsiveness and low demandingness) tend to perform moderately well in schools since they tend to have higher self-esteem, better social skills and lower level of depression.

Specifically, the result indicated that significant influence existed between authoritarian parents and students' attitudes towards learning Islamic studies. This is also in line with the study of Yusuf et al (2011) whose findings showed that those parents with authoritarian and absolutely permissive (uninvolved) parenting styles tended to have negative influence on their children's performance in schools.

The findings also showed that there was significant influence between authoritative parents and students' attitudes toward learning Islamic studies. The authoritative parenting style of mothers and fathers had a positive impact on the educational achievement of the students; This supports earlier studies conducted by researchers such as (Dornbusch *et al*., 1987; Glasgow, Dornbusch, Troyer, Steinberg, & Ritter, 1997; Steinberg, *et al*., 1992; Steinberg, *et al*, 1994) who have stated that adolescents who describe their parents as treating them warmly, firmly and democratically are more likely than their counterparts to perform better academically in school.

The findings is also in line with that of Nyarko (2011) who found that there was a positive significant relationship between mothers and fathers' authoritativeness and the academic success of the students. The

positive and significant association between mothers and fathers' authoritativeness and the academic achievement of the students supported the hypothesis.
The findings also corroborated with Yusuf et al (2011) who found that indulgent and authoritative parents tended to have higher positive influence on student' academic performance. This is because, they promoted more stimulating home environments for their children which make their children to have higher test scores.

In addition, the results of this study indicated that Permissive parenting style significantly influence students' attitude towards learning Islamic Studies. These findings concur with Darling (1993) who observed that lack of limits over behaviour makes children to grow without self-control. This however may negatively influence students' attitude towards learning. This is also in agreement with Kimberl (2010) who submitted that Students whose parents are neglectful develop the sense that other aspects of the parents' lives are more important than they are. Many children of this parenting style often attempt to provide for themselves or halt depending on the parent to get a feeling of being independent and mature beyond their years. Parents and thus their children, often display contradictory behaviour, children become emotionally withdrawn from social situations. This disturbed attachment and also impact relationships later on in life. In adolescence, they may show patterns of truancy and delinquency.

9. Conclusions and Recommendations

In line with the findings of this study, the following conclusions are drawn:

- Students' attitude towards learning Islamic Studies was generally poor
- Parenting styles generally influence students' attitudes to Islamic Studies.
- Significant influence existed between authoritarian parents and students' attitudes toward learning Islamic studies
- There was significant influence between authoritative parents and students' attitudes toward learning Islamic studies
- Permissive parenting style significantly influenced students' attitude towards learning Islamic Studies

Based on the findings and conclusions of the findings, the following recommendations are made:

- Teachers should take cognizance of the fact that students are from various homes with different parenting styles therefore they need to cater for the individual differences that may affect their attitudes to learning Islamic Studies.
- Islamic Studies teachers should adopt teaching methods that would assist the students in the subject. As such, students need to be motivated and encouraged by the teacher to dispose positively towards learning Islamic Studies
- Since the parenting style adopted by the parents of the students influences the attitudes of the students, there is the need for the parents to adopt authoritative parenting style. This will prompt positive attitude of students towards learning.
- There is also the need for provision of enlightenment for parents on the parenting style they should adopt in

order to assist their children to dispose positively to learning.

- Educational policy makers, curriculum planners and developers should involve parents in planning curriculum.
- Enlightenment programmes on good parenting should be organized for the parents to expose them to different parenting styles and how they have contributed or influenced the performance of students in their school work.

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Genotype Phenomenon and Marriage Compatibility among Nigeria Pentecostals: An Ethical Response of Mountain of Fire and Miracles Ministries

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Abstract. The issue of blood group and genotype compatibility has received various attentions of scholars in different fields of endeavour. Many Christians believe in the power of God to change blood group with the confession of the biblical statement that with God nothing is impossible (Luke 1:37). By this belief, many Christians have made choices in the area of marriage especially with regard to blood and genotype compatibility in a bid to putting God to test. However, this paper focuses on the ethical response of Mountain of Fire and Miracles Ministries to the issue of genotype as an essential aspect of marriage. The Church is now trying to re-orientate people on the need for checking on the compatibility of spouses before marriage. The issue of genotype compatibility is discussed under the ambit of utilitarian theory of ethics. This theory postulates that a right action is the one that produces much pleasure and less pain for those who are affected by such action. It places values on an action benefitting majority of population affected by the action than the pain that could be associated with that action. The research also seeks to use the observation and focus group discussion method in carrying this research as this provides a wide range of information on subject matter. The response of the Church to genotype compatibility of spouse and their intervention by means of carrying out the medical examination by themselves have also helped in sensitizing the members on the essence of checking their compatibility in order to reduce the number of children born with 'SS' genotypes and also reduce other social and economic problems tied to taking wrong genotype and blood compatibility in marriage.

Keywords: Genotype, marriage compatibility, Nigerian Pentecostals, Ethics, Mountain of Fire and Miracles Ministries

1. Introduction

Before the advent of modern medicine, there was high mortality and infant death rates, as a result of ignorance. People referred to this as "abikus" born to die. All these happened because there was no knowledge of blood group or genotype. People that got married as at this time, irrespective of their genetic makeup should not be blamed for their ignorance. But with the advent of medicine, biological explanations are now being made on the causes of infant death rates, this led to the discovery of sickle cell in Africa and in Nigeria in particular. Nigeria has the largest population in Africa with one in every six Africans being Nigeria. Nigeria therefore is strategically important (Jegede).

There have been recently many write-ups on the issue of genotype and blood compatibility due to high rate of infant mortality. However, the Church is taking it upon herself as well as social and public health workers on the need to sensitize the general public on the importance of genotype and blood group. The issue of genotype compatibility is one that has received lots of attention from scholars from the field of science, arts, social science, gender studies to mention a few. These scholars have viewed the subject matter from their different perspectives, however, this paper intends to give an ethicist response to the teachings of Mountain of Fire and Miracles Ministries on issues relating to genotype compatibility. It is in this light that the issue of genotype compatibility as regards marriage and child birth will be reviewed. Data will be collected from oral interview respondents and also data obtained on issues bothering on genotype and its compatibility were analyzed within the theory of utilitarianism.

2. Theoretical framework

This paper seeks to implore the use of utilitarian theory of ethical approach which considers the best action as one that maximizes utility that is, all pleasure that results from an action, minus the suffering of anyone involved in the action. It places values on an action benefitting majority of population affected by the action than the pain that could be associated with that action (Ayantayo). In other word, an action is right or wrong according to the result it produces especially as such result affects individual, group of individual and society at large positively. This shows that every action is consequential and this has tendency to affect directly or indirectly, overtly or covertly and consciously or unconsciously the person who performed the action, the person to whom it is directed at and the environment or society where the action in question is performed

3. A Retrospect on genotype and genotype compatibility

The term genotype can refer to an organism's entire genetic makeup, not just its alleles for as single genetic locus. Genotype simply refers to hemoglobin gene constituents (Neil, Jane and Lisa). Genes are always in pairs and overall expression depends whether dominant, recessive or Xlinked. So there is no problem when one of the genes is abnormal e.g. AS, AC. This is called a carrier state (sickle cell trait) only when the two are abnormal that there is a great problem.

There are four genotypes in humans are AA, AS, AC and SS. The AC genotype is not so common and popular unlike the other three.

Possible Outcome of different genetic combination

AA+AA= AA, AA, AA, AA
AA+AS= AA, AS, AA, AS
AA+SS= AS, AS, AS, AS
AA+AC= AA, AA, AA, AC
AS+AS= AA, AS, AS, SS
AS+SS= AS, SS. SS, SS
AS+AC= AA, AC, AS, SS
SS+SS= SS, SS, SS, SS
AC+SS= AS, AS, SS, SS
AC+AC= AA, AC, AC, SS

4. A brief background of Mountain of Fire and Miracles Ministries (MFM)

The Mountain of Fire and Miracles Ministries (MFM) is a Pentecostal denomination founded in 1989, at

Yaba, Lagos State, Nigeria, by Dr. Daniel Kolawole Olukoya at a prayer meeting in his living room. MFM has Churches in several English-speaking and non-English speaking countries. A lot of publications mainly on deliverance has been credited to the founder, especially the popular prayer book known as the Prayer Bible.

The prayer group purchased a large site at an abandoned slum near the University of Lagos, and converted it into the International Headquarters of the Mountain of Fire and Miracles Ministries of which Olukoya is the General Overseer. The first service there was on April 24, 1994. At the new location, worshippers and those seeking help keep coming leading to a very large congregation. This situation posed a challenge of crowd, growth and expansion management to the leadership of the church. Thus, MFM created a network of branches in every state capital, local government headquarters, senatorial district and localities.

Mountain of Fire and Miracles Ministries is committed to the Revival of Apostolic Signs, Holy Ghost fireworks and the unlimited demonstration of the power of God to deliver to the uttermost. Absolute holiness within and without as the greatest spiritual insecticide and a pre-requisite for Heaven is taught openly. MFM members describe themselves as "a do-it-yourself gospel ministry, where your hands are trained to wage war and your fingers to do battle." This militant tone is reflected throughout the teachings of MFM, where it calls upon members to become aggressive Christians (http://www.mountainoffire.org/about).

The organizational structure of the Church includes the following positions, the General overseer, AGO(s) (Assistant General overseer) which are about four in numbers, they specialize in administrative, training and research, recruitment and accounting and finance, the Senior Regional overseer (SRO), Regional overseer (RO), the Pastors and zonal Pastors, Administrators and various Heads of Departments and then the workers and general congregation of the Church.

All women are required to wear skirts and head covers. Prayers tend to be repetitions of faith-based claims, spiritual decrees and commanding prayers often directly from Scriptures and proclaim that safety lies within Jesus Christ. Although prayers tend to be aggressive, it is noteworthy that the church preaches against resorting to physical violence, typically alluding to Paul's teachings on Christian warfare.

5. The leading role of Mountain of fire and Miracles Ministries on the issue of genotype compatibility

The teachings and doctrines of Mountain of Fire and Miracles are expressly spelt out on her mission and vision statement. Dr. D.K Olukoya the General Overseer of the ministries have written over 300 books on spiritual warfare and has several academic publications on molecular genetics. In examining the subject of genotype and genotype compatibility in more details, Olukoya in his book titled "**34 laws of courtship**" gave an outline of 34 laws in which couples-to-be must ask themselves and answer rightly before entering into marriage. Law 27 "visit the hospital and carry out medical analyses" which relates to the subject of this paper states:

"This is another important part of the preparation towards marriage. You should go for tests to know your blood group, genotype, HIV status, fertility etc. it is pertinent that both you and your partner know your status on all these issues. For

example, in the past, a lot of couples went through untold agony due to ignorance about genotype. You had two people with genotype AS (carriers of sickle-shaped red blood cells) getting married and they began to have children with genotype SS (sickle cell anaemia victims). For many of them, they went through a lot of pains to bring up these children only to have them die. Since medical science has been able to discover this, there is no need for you to suffer foolishly in the name of love. If for example, both of you are carriers, it is better to pray until that genotype is changed before getting married. It is true that with God, all things are possible, but in this case, it is not advisable that you proceed with marriage without seeing a confirmed change in genotype. Unless God specifically assures you to go on; ………. Don't allow blind love to push you into foolishness. This will prevent you from having unnecessary headache in marriage" (Olukoya).

"By this he means that AS must not marry AS because of the crisis with giving birth to children with SS. He further emphasized that should there be any claim of an incompatible partner hearing from God, then the genotype must be changed first before they proceed to marry. Many Christians hide under the belief that God can do all things and that with God nothing is impossible. It is on this premise that this paper seeks to implore the theory of utilitarianism in ethic to assert this claim of the Church.

This paper seeks to implore the use of utilitarian theory of ethical approach which considers the best action as one that maximizes utility that is, all pleasure that results from an action, minus the suffering of anyone involved in the action. It places values on an action benefitting majority of population affected by the action than the pain that could be associated with that action. Therefore, this denotes that it is not all actions, steps or decisions that are all good or all bad depending on how it affects the majority in the society and the consequence of such action or decision. It is important to note that in the ethical evaluation of an action or decision, certain consideration must be bore in mind in other to evaluate the result in which is derived from such action. As an evaluator, there is a need to consider and be able to give a standard answer to the following moral question when trying to evaluate a moral problem. These include: who is the performer of the action? Which action was performed? When was the action performed? What is the motive or reason behind the performance of such action? To whom was the action performed? How does the action affect the performer of the action? How does the action affect the person to whom it is directed? How does the action affect the society or environment where it is performed and to also know determines the judgment of moral assessor of the action in question.

The fact is that every action performed by a person at one time or the other has tendency to affect directly or indirectly, consciously or unconsciously the person who performed the action, the person to whom it is directed at and the environment or society where the action in question is performed. It is however, on this premise that this paper seeks to use this ethical theory in evaluating the above assertion of Mountain of Fire and Miracles Ministries. The issue of genotype falls under the ambit of being consequential to three sets of being, firstly, the couples, secondly, the child who is the victim and then the society which comprises of extended family and relatives, friends, health care providers, the government and other institution at large who happens to be at the receiving end.

When a man or woman whose genotype is AS or SS marries another partner whose Genotype is also AS or SS, there is usually the probability that they will give birth to a child that would be a carrier of SS irrespective if he or she is the only child or there are more children. This is not to say that children who are carrier of sickle cells are not from God, but it is believed that the presence of SS (sickle cell) in the blood shortens the life span of an individual. Since God is the giver of children, it is possible such parent could be fortunate to have just one child in their life time, therefore, what becomes of the future of such marriage when the only child is SS. Kunhiyop in his work asserts that in Western societies the procreative purpose of marriage is not as important as companionship and sexual fulfillment. Thus, Westerners tend not to understand Africans' urgent need to have children. But for Africans, the lack of children leaves a void in the marriage union: the chief purpose of marriage is to provide opportunity for the unborn members of the family to spring forth. The person who fails, for various reasons, to have children, is one of the most miserable members of society (Kunhiyop).

Individuals with SCD have a shortened life expectancy (Quinn, Rogers and Buchanan). According to a research in the New England journal of medicine, among children and adults with sickle cell anemia (homozygous for sickle hemoglobin), the median age at death was 42 years for males and 48 years for females. Among those with sickle cell-hemoglobin C disease, the median age at death was 60 years for males and 68 years for females (The New England Journal of Medicine).

6. An Ethical response of Mountain of Fire and Miracles Ministries on Genotype Issues

Going by the aforementioned, why then should partners take the risk of giving birth to children with "SS" genotype in the name of love or in a claim that God is leading them to go ahead with such marriage in other to endanger the lives of such children. We are not saying that it is not possible to hear from God, but the contention is how true is it that God is the one actually speaking. It is however, on this notion that Dr. D.K Olukoya holds that the partner should first pray for a change in the genotype before proceeding with the marriage plans. The bible is explicit on the scripture of true application of knowledge in Hosea 4:6, Proverbs 4:5-9, which can be gotten through reading and asking relevant questions.

More so, the birth of a SS child in the home can be very traumatic because of the different crises in which such child develops and hence this can hamper the joy of the family as both parents would not be at rest rather than attending to other life matters, they would be visiting the hospital frequently for medication and checkup in other to sustain the life of the victim. This also could affect the financial stability of the parents as much money will be spent for hospital bills, purchase of drugs among other expense which were supposed to be used for other family budget and expenditures in the home.

The child who is born with a genotype of SS is termed innocent as he or she is at the receiving end of the choice of decision taken by the parent. It is believed that one cannot determine to which family they should be born, hence it is an act of wickedness for a parent knowing that their genotype statue is not compatible with their partner and still go ahead to marry and procreate, such child is left in the hands of fate and God to determine their survival.

In addition, we consider the emotional trauma in which such child would go through, he sees himself as inferior compared to his friends and colleague at work, school and in the society. More so, the health trauma is another one painful experience in which the child would likely suffer from. Sickle hemoglobin (Hgb S) causes a group of related blood disorders called sickle cell disease (SCD) (Quinn, Rogers and Buchanan). Sickle cell anaemia commonly affects growth, leading to low mean weight, low mean height and decreased height velocity (Akodu, Diaku-Akinwumi and Njokanma). Children with genotype of SS are prone to having bone pains and develop crises at interval which makes them not to compete healthily with their colleagues in school and at workplace because of health challenge which demands more time from them to attend to.

It is not an understatement to say that some of these children who are carriers of SS genotype maybe brilliant and also having a promising future in their career and academics, but might not be able to attain that maximum height because of their health condition. This is not to say, that children with SS genotype do not live long, but this ratio is on the average compared to children who are not born with the SS genotype. For example, according to a research in the Mediterranean Journal of Hematology and Infectious Disease, in Nigeria, Sickle cell anaemia accounted for 8.2% of all admissions and 24.6% of those who had severe anaemia in a study at the children’s emergency ward, University College Hospital, Ibadan. This confirmed that sickle cell anaemia is an important cause of severe anaemia and of hospital admissions (Akodu, Diaku-Akinwumi and Njokanma).

The choice of whom to marry also has immense effect on the society. The society here includes friends, extended family members, neighbours, colleague at work, Church members health workers, government to mention a few. Often times than not, children with this type of genotype also sometimes suffer and face the challenges of being pitied and sympathized by members of the society. Sometimes, they become burdens to their colleagues at work and in school because they are prone to crises at any given point in time. Sometimes, a person who is carrier of SS may be alienated from certain sensitive positions in life due to their health statue. They are also faced with stigmatization and discrimination from the society. For example, for some of them who could scale through the crisis to adulthood, finds it difficult to get a suitable life partner of their choice on time in life because the only available choice is for them to marry someone with the AA genotype. Africans thus value procreation far more than other aspects of marriage such as love, companionship and sexual pleasure (Kunhiyop:195).

It is as a result of these obstacles and dilemma, that the Church (MFM) and also among other African Pentecostal denominations (Anderson) deems it fit to educate her members on the need to take preventive measure and precaution on the choice of a partner with regards to genotype statue so as not to become victims of such circumstances. This measure has also brought about the need for medical examination test conducted by the Church herself at an assigned Laboratory of their choice, in other to confirm the authenticity of the compatibility of partners before proceeding further with the marriage plans.

On the other hand, the stand and decision of MFM is not to eradicate the visibility of the power of God to deliver and to save through the medium miracles, but as a precautive measure. Although it has been recorded in the past of how many testified to a change in their genotype statue from SS to AA or from HIV (Human Immunodeficiency Virus) positive to HIV negative. However, this is not to put God to a test. It is better for there to be a change in the genotype before you get married to that fellow who you feel God is directing you to marry, as some conservative Christian has said that this would amount to testing God.

7. Conclusion

Going by the brief illustration of the term genotype and its compatibility, one could assert that scientifically, the consequence of any action taken in this regard is obviously spelt out irrespective of whether one is a liberal or a conservative Christian. The result of the action in which is inherent in couples with incompatible genotype trying to marry for any reason(s) best known to them is not for the majority good, including the partners who are the performer of the action, the child who is a carrier of SS (Sickle cell gene) and the society who suffers from such dilemma and loss of life. This could be termed as against the rule of sanctity of human life.

In summary, it is belief for Christians to put their trust and confidence in God, however, it will only be testing God for couples to know their genotype status as incompatible and still go ahead to marry and procreate in the name of God can do all things. What must be avoided should be avoided. Therefore, the submission of this paper lies in the fact that before marriage, partners should be aware of their genotype compatibility as the society no longer provides an excuse for this ignorance. It is a common belief that what the society forbids, God also detests, according to the scriptures which holds that the time of ignorance God winked at (Acts 17:30 (The Holy Bible (King James Version)). Parents should check the genotype of their children during pregnancy and immediately after birth. This will help to know the health status of a child early enough for diagnosis, if need be and also, in other to prevent unplanned and unprecedented situations.

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Culture and Cross-Cultural Understanding: A Panacea for Peaceful Coexistence among Ethnic Groups in Nigeria.

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Abstract. Culture is a human legacy bequeathed through interaction with nature. It is the capacity of man to express and act within specific environmental contingencies and also the totality of man represented in the phenomena of knowledge, arts, morals, law, and custom as acquired by man in his society. On the other hand peaceful coexistence is a desirable human experience, an inescapable fact situated at the fulcrum of man's survival in the universe. Hence, Nigeria as a nation is a culturally diverse society whose history had witnessed lots of uprising from ethnic disagreements and rivalries even up till the present time. This paper not only sets out to show periodization of ethnic conflicts in Nigeria nor entertain the most celebrated evidences to back up the debates about universalism and relativism in cultural polemics about the nation called Nigeria, but to argue how cross-cultural understanding can veritably bridge the perceived lacuna and tension arising from cultural differences. The paper notes that cross-cultural understanding is open-minded and seeks an understanding of relation that sees the world from others perspectives. It is also an understanding that is dialectic, self-reflexive and able to engage and integrate positive and progressive aspects of cultures for a harmonious peaceful co-existence of all the ethnic groups in Nigeria.

Keywords: Culture, Cross-cultural Understanding, Peaceful Co-existence

1. The Concept of Culture

Culture is one concept that is extremely difficult to fathom and perhaps this is due to the fact that it can represent a number of values and norms that influence our perception about reality. Sometimes we do not cogitate much on our culture because we are so engrossed with elements therein to the extent that we take them for granted without interrogating some questionable categories that is part of our culture, may be because they have permeated into our very being. But, observing other people with different beliefs and value system then we begin to ask questions on what prompted the observed similarities and differences in customs and values. In effect therefore, we may not realize that some of our feelings, attitudes, and values are cultural if we did not see others doing things differently from our own Carol and Melvin contends:

We would not realize that our belief in germs was cultural if we were not aware that people in some societies think that illness is caused by witchcraft or evil spirits. We could not become aware that it is our custom to sleep on beds if we were not aware that people in many societies sleep on the floor or on the ground (Carol and Melvin, 1999).

Whichever way the above is assessed the important thing here is that as long as there are human beings, culture may engender disparities since 'one man's meat is another man's poison'. A leap into another cultural environment and one observes a striking fact of cultural variation that deeply affects human behavior. Culture from the foregoing becomes a way of life and the totality of what is to be learnt by all members of a society. It is "that complex whole which includes knowledge, arts, morals, law, custom, any other capabilities and habits acquired by man as a member of society" (Vide: Burridge K, 1997: 57). What is noticeable from this view is a philosophical underpinning of a symmetrical concept of 'man' and 'society'. Each of these concepts cannot be without the other if we must talk about the idea of culture. Individual as a member of the society acquires and learns from others fantastically and hence the reason that culture cannot be learnt in isolation outside society and in this way the social dimension to culture cannot be overemphasized since culture diffuses from one generation to the other. Man and society are central in cultural issues, without a society or organized group, culture may be impossible because it is only the society that sustains a culture.

Culture as it were, is a pattern of action that is either implicit or explicit in which a certain pattern of life style is abstracted, acquired and transmitted within a human group or community. It is the aggregate of expressions of behaviours and elements historically derived from tradition that endured in time. Kroebe and Kluckhohm argue that "culture is an abstract description of trends towards uniformity in the words, acts, and artifacts of human groups" (vide: R. E. Sykes, 1963, 256). That is, the reality of human culture is represented in its cultural constituent. Even though these constituents are not in themselves 'the culture' however, the inferences abstracted from them constitute cultural patterns of the people. It is clear then that all cultures are marked by certain patterns of behaviour which are acquired and transmitted to other generations. R.E. Sykes sees it thus;

Culture is a pattern of constructs of modes of meanings, values and ideas about acting, inferred from non-instinctive human behaviours. Behaviour is human action and the products of action… culture is the meanings, values and ideas about action which are in the minds of the members of a society (Ibid, 258).

What is evident from the foregoing is that people's way of life can be describable from the view point of a cultural pattern and this pattern defines and designs the meanings and values accorded the entire sphere of life of the people through the medium of social interaction. This position is a manifestation of the fact that effective interpretation of aspects of cultural engagement of a people cannot be done without recourse to the value – belief systems of the people. The earliest philosophers and anthropologists scrambling for Africa were led to this kind of mistakes in the past. Parimal argues that values may be defined as a "conception of standard by which feelings, ideas, actions, qualities, objects, persons, groups, goals, means etc. are evaluated as desirable or undesirable, more meritorious or less, more correct or less" (B.K. Parimal; 1990, 47). Here, values become those attitudes or characters that dominate the entire universe of cultural environment which may result from long year of philosophical or practical reflection of the people. He further stressed;

When we speak of the spirit of Indian culture or the Indian way of life, we actually mean the values which permeate the Indian society and regulate the thinking and behaviour of Indians in general. Values are generally arranged in a hierarchical order-some dominant, some less dominant and still some others secondary (Ibid).

The intention of this argument demonstrates that values and beliefs are culturally bounded, motivated and therefore the difficulty of ever hypothesizing a universal value or standard of rationality by which judgments are invoked may be impossible, then, the more reason we can speak as noted by Parimal "Indian way of life" just as we can talk of 'American' 'way of life' or 'African way of life' and by extension 'Nigerian way of life', which is a product of long years of interactive relationship. As a result, Nigeria as a nation is home to more than three hundred ethnic groups and tribes corresponding to varieties of culture within the country. These ethnic groups can further be subsumed under major tribes namely; Yoruba, Ibo, Hausa-Fulani and the minority tribes. However, despite existence as a country, the unity of this existence is daily been threatened through incessant violence arising from the practice of religion, political inequality and most importantly in recent times, the secessionist outcry from the South East by the Indigenous People of Biafra (IPOB).

2. Brief History of Ethnic Conflicts in Nigeria

The amalgamation of Northern and Southern protectorates made up of many ethnic groups with different languages and cultures was clearly a mistake which is still bedeviling Nigeria till the present time. Modern Nigeria was a product of deliberate merging of two British colonial territories in 1914. The amalgamation was convoked for administrative convenience to enable the British colonizers pontificate over the northern and the southern protectorates. They were however incompatible in terms of culture and religion. While the south is predominantly Christian and traditional religious adherents, the north is dominated by Muslim faithfuls. These disparities in culture and religion have been the root cause of political disagreements between the two protectorates from time past, as a result there is polarization of the nation along tribal sentiments generating hatred and violence between the two zones causing debate and discussion on the issue that has to do with peaceful coexistence of the various ethnic groups.

The colonial policy of the time was autocratic and the people were stripped of the right of participation in their own affairs and were denied basic needs, equality and social well-being (Ikechukwu; 2012:14). This policy of colonial amalgamation deliberately designed to lead to growing ethnocentrism which has witnessed to serve as a foundation for future unending conflict among the colonized entities even up till the present time. The "indirect rule" system of administration introduced by Lord Fredrick Lugard was a bad mechanism intended to enhance tribal hatred which is so incongruous to the procedure of crises management in the country.

Some intellectuals have argued that the system had some premeditated ulterior motives aimed at disrupting the unity of the ethnic groups thereby complicating ''the task of welding diverse elements into a Nigerian nation" (Coleman, 1958:194). However, Ugorji examines and differentiates between two meanings of the word "amalgamation". For him, the word could be understood as a uniting or combining action by somebody or an agency on two or more separate, dissimilar entities or groups. That is, it is the action, process, or result of merging, combining or uniting two or more separate, autonomous groups, entities, ethnicities, regions, or nations into one "Nation" (Ugorji, 2016:25). He argued further that the word could be in two forms namely: consented amalgamation and forced amalgamation.

Consented amalgamation implies that the groups, regions or nations were given an opportunity to freely decide whether or not they would like to merge with other(s) in a united nation while that of force amalgamation is a situation where different groups, entities, regions, ethnicities or nationalities are coerced or compelled to unite as one nation without prior information, contact with each other, and against their will (Ibid). This last form of amalgamation is what has dealt a devastating blow to the unity of Nigeria since 1914 because it was a forced, illegal and unconsented amalgam. Considering this fact, Nigerian Nationalist leaders after few years of independence came together to examine the effect of arbitrary colonial unification that is manifesting in some irreconcilable differences in issues of national interest. These irreconcilable antagonisms forced the Nigerian Nationalists to make utterances such as Nigeria, "the mistake of 1914" or Nigeria "a mere geographic expression". It is this uneasiness between the Northern and Southern blocs that led to the post-independence era characterized by massive violence culminating into civil war and unrest from 1966 up to the present period in Nigerian history. The era is marked by fierce violence resulting into coup d'etat, autocratic rule, ethno-religions unrest, military dictatorship, clashes between and among ethnic groups and recently religious extremists in the North culminating in the rise of the deadly movement called Boko Haram and some regional pressure groups such as; Oduduwa People's Congress (OPC), in the South-Western, Arewa Consultative Forum (ACF) in the North, Ohaneze Ndigbo in the South-East.

All these are ethnic groups formed to agitate for the interest of their zones. Therefore, the unity of the nation from time past has been threatened by the desire to ensure that one's region has access to the largest share of national cake. But the question is; how can this perennial conflict be resolved and prevented so that Nigerians can live in peace with one another? Many attempts have been made by government and corporate organisations to bridge the lacuna between the ethnicities in the country. Some of the attempts are the inauguration of National Youth Service Corps (NYSC), National Orientation Agency (NOA), and a host of other attempts even the establishment of a National Character Commission. However, these attempts have achieved a lot but they are not enough to finally exterminate religious, ethnic and socio-political conflicts in Nigeria. The desire of this work is to affirm that the solutions to continued and renewed hostilities in Nigeria is to look inward our cultures and seek a cross-cultural understanding. After all, much as we are diverse in terms of culture, we also share similarities which can form the basis of inter-ethnic relationship. This cross-cultural dialogue shall be the subject of discussion in the next section for peaceful coexistence to be achieved in Nigeria.

3. Understanding Cross-Cultural Dialogue

A lot of scholars have written volumes on the importance of cross-cultural understanding or inter-ethnic dialogue. This is because its understanding is a product of open-mindedness. It is an "understanding of relations that draws on the relations between different disciplines in order to position the observer "to see" and thus be in a position "to understand" the world from the perspective of the other" (Bitting P.E; 2003, 51). It entails understanding that other cultures are significant and instead of relishing one's cultural beliefs in a romantic relativistic glorification, we should employ dialogical method of rationality which is not only self-reflexive but also able to engage itself with varieties of different cultural perspectives so that the "other" can be accommodated in the scheme of things in Nigeria. We are implying here that despite our diversity, common grounds can be constructed through a dialogical process in which all tribes critically engage in a conscious manner the positive aspects of their cultures that can strengthen national unity and progress. The truth here is that no culture in Nigeria is absolutely independent without external influences. There are traces of one in the other. A lot of values are in fact true and right for most ethnics groups in the country and these truth and values can be established to translate as the basis of our understanding and dialogue where it is possible to generate specific cross-cultural agreement. It is not within the scope of this discourse to itemize such list of values but they are a possibility which can be adapted into the national code of ethics.

An important aspect of this discourse is the need for a constructive moral dialogue in all spheres of life in Nigeria to enhance cultural understanding. Morality is a phenomenon of man in the society where he lives. Each tribe lives by certain moral life that forms the basis of its tradition. While it is true we may observe some similarities and differences in morality of ethnic groups there has to be a general moral dialogue imbued with the intention to examine common moral norms and values shared by all. Dialogue here involves a situation whereby people are consciously involved in the attempt to go into the analysis of what is to be moral rights or wrongs that bind the entire life of the people. That is, Nigerians have to be united perhaps to take an inventory of shared values that will form their guide to life and not just what is given or dictated to them by specific sets of people.

Nigeria today is bewitched by serious moral malaise and there is a growing concern about widespread moral predicament which has its root in the uncritical assimilation of alien values of individualism as against communalism which underlies the basis of African culture, corruption, materialism in socio-political and economic life (Iheoma E.O., 2006). The traditional ethos of giving considerations to the community before self interest has gone comatose, giving way to the capitalist individualistic spirit of modern society. No wonder in most African states, corruption has become the order of the day because of the desire for material acquisition in order to assert oneself socio-politically. Ultimately, we know Nigeria is immersed in the mud of moral problems but this cannot be solved through gathering specific interest to represent the collective interest. We must look inward to our culture for a possible bail out of the logjam. The solution is not in a "negotiated settlements" but as Etzioni observes:

Society needs shared formulation of the good, and cannot function only on the basis of negotiated settlements of differences between individuals and subgroup formations of the good. And it assumes that the processes that lead to such shared formulations entails dialogues that concern values and not merely deliberations over empirical facts or logically derived notions. They are merely a matter of reasonable people coming to terms, but people of divergent convictions findings a common normative ground (A. Etzioni; 1997, 183).

Therefore, it seems dialogue is key to bridging the inherent diversities in the culture of Nigeria, whether in terms of moral or otherwise, though this is an onerous task but nevertheless it is achievable if we seek to advance common progressive norms and values identifiable within and across our tribal cultures in Nigeria for peaceful existence. Wittgenstein gives a symmetrical analogy of culture in his famous notion of family resemblance in which he holds there is no single essential property which is shared by all things that we refer to as a game. They are “a complicated network of similarities overlapping and criss-crossing” (Wittgenstein 1968:84). Culture, viewed this way,is a comprehensive entity that is capable of overlapping with other cultures and therefore the observed similarities evident in culture is to articulate the understanding among other cultures so that all can be at peace with one another for development.

4. Enhancing Cross-Cultural Understanding for Peaceful Co-Existence in Nigeria

Nigeria is a culturally diverse nation that has experienced ethnic uprising arising from such diversity. There is a way one can even state that each of the tribes belong to difference races and institutions to the extent that there are different approaches to how social stability and order are maintained most importantly in traditional periods in history. Of course, the task of doing this lies in the hands of the traditional rulers and their chiefs where the subjects must respect with unquestionable obedience to orders from above. But in the modern time such authoritarian approach can no longer be acceptable but “social cohesion and social order could only be maintained by the presence of normative consensus among the population” (Patrick, A. Edewor et al; 2014, 70) which started from the amalgamation of 1914 and which created cultural diversity and tension that is being experienced till today in all spheres of life in Nigeria.

It is only natural that the multiplier effect of a nation of cultural diversity like Nigeria is showing some tension created by such diversity. The question that has agitated many minds since independence is how can the citizens of this nation state live peacefully with one another without much emphasis on cultural diversity? How can inequalities be reduced within the polity where majority and minority groups are given equal opportunity to realize their specific objectives.

Apart from the socio-political and economic solutions that had been proffered to the inequalities within the zones in Nigeria,so far, which has also failed to yield the desired objectives, it may be necessary to look inward through a conscious attempt at examining progressive aspect of our cultures with national import. Implied in this position are such cultural categories indigenous to all the ethnic groups in Nigeria that can be advanced as a cross-cultural solution to the perennial conflicts within the regions. Therefore, it may be proposed that Nigeria has to her credit such values like communalism which tend to see collective interest to be more important than the individual. Of course, individualistic ethos are foreign to the culture of the people. Besides, indigenous to Nigeria just like many African states is the fact that one is a member of an ever expanding family. One Yoruba adage says *Ojumerin lo bi omo, igbaojuni woo* (it takes a couple to bring forth a child but it lies in the society to train the child. That is, the individual is not seen and perceived as an end in itself but in relation to the society. Thus, all obligations and duties are first and foremost to the society. Apart from this, there is the value for sanctity of life and the traditional family system to mention but a few. All these are cultural features indigenous to virtually all ethnic groups in Nigeria when advanced it could constitute what other scholars call "public culture" (Ibid, 75), cross-cultural understanding that may apparently stamp out rivalry and particularistic or relativistic tendencies of ethnic groups.

5. Conclusion

Culture is a human legacy and through it man asserts and defines himself. It defines the reality of man in his environment Nigeria, is not only a geographical reality but it is also a nation with immense cultural diversity brought together by colonial imperialistic interest which is the root of incessant regional conflict up to the present time.

However, cross-cultural understanding among the ethnic groups can be achieved if we look inward to our traditional cultures. The reason is, embedded in our cultures are values and norms that can be advanced cross-culturally to strengthen National unity and integration.

It must also be noted that in our traditional culture, is the concept of understanding, respect and tolerance which are ingredients for mutual cooperation and a catalyst for development. These cultural features can be carefully and consciously selected and enlisted into what may be called "public culture" in furtherance of peaceful co-existence in Nigeria.

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Physical Fitness of Nigerian Armed Forces Personnel in their Flexibility in Federal Capital Territory Abuja

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Abstract. Physical fitness is of particular importance to Armed forces, not only because of its benefits, but also because it makes them battle ready. The main purpose of this study was to compare the physical fitness of Nigerian Army, Navy and Airforce personnel. To achieve this purpose, a sample of 235 subjects with mean age 31+ 5.4, years mean height 1.7 + 0.59, meters mean weight 63.2 + 74 were selected from the Nigerian Armed forces resident in Mogadishu Cantonment, Asokoro, Abuja. The sample comprised 80 Nigerian Army, 85 Navy and 70 Air force. sit and reach for flexibility was conducted to assess the subjects physical fitness. The data collected were analyzed to assess flexibility levels of Nigerian Army, Navy and Airforce personnel. The findings of this study revealed that the Nigerian Army personnel were better in flexibility (M=23.189±5.176) for sit and reach, than the Nigerian Navy and Airforce personnel. It was thus recommended that the physical fitness programme of the Nigerian Armed forces should be strengthened by increasing the frequency, intensity and duration of exercise to improve flexibility. Similarly, the Nigerian Armed forces should develop norms for different components of physical fitness for different age groups of different discipline, so as to improve their overall fitness and wellbeing.

1. Introduction

Available research evidence clearly indicates that loss of functional capacity and increased morbidity and mortality attributable to chronic disease and disability are closely associated with low physical fitness level (United States Department of Health and Human Services 2008, Venkateswarlu, 2011), It has also been shown that regular physical activity is associated with increased life expectancy and reduced risk of coronary heart disease, stroke, diabetes, hypertension, obesity, and osteoporosis (Angel, 2014). Health organizations have made recommendations that emphasize activities, that include common activities like climbing stairs, walking, gardening and different forms of recreational pursuits (U.S. Department of Health and Human Services, 2008). All adults are recommended to accumulate at least 30 minutes of exercise per day with an intensity equivalent to walking at 3-4 miles per hour (Blair et al., 1996). Physical fitness is of particular importance to the armed forces, not only because of its health benefits, but also because it makes them battle ready.

Flexibility is the ability to move joints and use muscles through their full range of motion. The sit-and-reach test is a good measure of flexibility of the lower back and backs of the upper legs (Sharkey, 2010). Flexibility is expressed by the range of motion in a given joint or combinations of them. Johnson and Nelson (1979) defined flexibility as the ability of an individual to move the body and its parts through a wide range of motion as possible without undue strain to the articulations and muscle attachments. The range joint can move is limited by three factors: Amount of bulk (muscles and other tissues), Bone structure of the joint, the extensibility of the muscles and connective tissue which cross over the joint and the third factor is of the greatest concern in trying to increase range of motion (U.S Department of Defense, 2012). There are two types of flexibility (Jensen and Fisher 1979). One is passive flexibility, which is demonstrated by the range of movement that occurs in a joint when the muscles are relaxed and the body part is moved by another person. The other is dynamic flexibility, which is demonstrated by the range of movement that can occur in the joints as a result of contractions of the muscles, which control the joints. A well-organized fitness programm will develop this so as to help reduce injuries to the minimum and improve the reaction time of athletes and non-athletes alike.

2. Methodology

Simple one — way analysis of variance (ANOVA) design was used in this research, as the investigation involves field experimental research, Kerlinger (1986). In this design, the three armed forces were listed in the three columns and the test scores are entered as Y measures under each column. The population for this study consisted of 1185 Nigerian Armed Forces personnel resident in Mogadishu Cantonment, Asokoro' Abuja consisting of 400 Nigerian Army, 350 Nigerian Air force and 435 Nigerian Navy. The sample for this study was selected by using stratified random sampling technique were the researcher prepared 400 pieces of papers, out of which 80 were numbered and the remaining pieces of paper were left blank. Those army personnel who picked numbers 80 of the pieces of were then selected as the subjects for the study for the Army. In the case of the Air Force, 350 pieces of paper were prepared out of which 1-70 were marked and the remaining pieces of paper were left blank. Those Air Force personnel who picked numbers 1-70 of the pieces of paper were then selected as the subjects for the Air Force.

A total of 435 pieces of paper were prepared for personnel of the Navy, out of which 1 — 85 were numbered and the remaining pieces of paper were left blank. Those who picked the numbered pieces of paper were selected as the subjects for the Navy. The number of subjects selected for each of the armed forces was twenty percent 20% of the total armed forces personnel. For the Army 80 subjects representing 20% of 400 were used, for the Air Force, 75 subjects representing 20% of 350 were used while for the Navy, 85 subjects representing 20% of 435 were se1ected. The selection of 20% of the total population is statistically accepted in sampling technique, Krejcie and Morgan (1970). The apparatus consisted of a box (constructed) with a measuring scale showing 23cm at the level of the feet. The box was placed against a wall. The subjects removed their shoes and assumed a. sitting position on the floor with legs fully extended forward with the hands placed on top of each other. The subjects sat and reached directly forward up to four times along the measuring scale on the box. In this position, the subject stretches forward, his maximum reach on each trial with the knees fully, extended and the feet still in contact with the box. The distance attained was recorded to the nearest cm. For each trial, the maximum distance reached and maintained for (10) seconds is the measure of flexibility. Height was measured with a Harpenden digital readout, wall — mounted stadiometer. (Ross and Marfell Jones, 1993). Height was measured standing erect bare-footed looking straight ahead against the stadiometer. A horizontal broad wooden blade was used on the head of each subject against the instrument. Height was read off the instrument to the nearest 0.01 mm. Body weight with minimal clothing (0 05kg) was measured with a spring balance. Weight was converted to kilogram (kg). The height and weight measures were used to calculate the Body Mass Index (BMI) using the Quetelet Index by dividing weight (in kg) by height (in meters) Squared. (wt / Ht2), the BMI values were read off a Nornogram for BMI (Bray and Gray, 1988, Wilmore and Costill, 1999).

3. Results

Table 1: Demographic characteristics and performance of the subjects in the various physical fitness tests

	ALL FORCES			ARMY			AIRFORCE			NAVY		
	M	SD	SE	M	SD	SE	M	SD	SE	M	SD	SE
	31.021	5.434	.355	29.862	3.221	.360	30.900	8.3.15	.994	32.212	3.606	.391
	1.677	.059	.004	1.677	.055	.006	1.669	.056	.007	1.683	0.683	.007
	63.153	7.381	.481	63.325	5.158	.577	63.186	5.769	.690	62.965	9.967	1.081
	21.120	5.578	.364	23:189	5.176	.579	20.376	4.543	.543	19.784	6.179	.670

Table 1: shows that the mean scores of Nigerian Army, Air Force Navy were very similar in age, height, weight. However, the Army personnel were better in sit and reach (23.189 ± 5.176) suggesting that army personnel had better flexibility than personnel of the Air Force and Navy.

Hypothesis testing:

There is no significant difference in flexibility among the Nigerian Army, Air Force and Navy.

To test sub hypothesis 3, the data collected on flexibility (sit and reach) of the Nigerian Army, Air Force and Navy were analyzed by using multiple regression analysis, the results of which are shown in Table 2:

Tab1e 2: Multiple regression analysis for differences amongst the Nigerian Army, Air Force and Navy in flexibility.

Variable	**Source**	**DF**	**SS**	**MS**	**F**
Sit and reach	Regression	1	472.20	472.20	16.16**
	Residual	233	6807.94	29.22	

F(r,233) = 3.89 < .05 **Significant

An examination of Table 2: indicates that significant differences exist among the Nigerian Army, Air Force and Navy personnel in flexibility. Scheffe‘s post hoc test revealed that the significant differences amongst the armed forces in flexibility were due to greater flexibility of the Nigerian Army (23 .189 ± 5.176) compared to that of the Nigerian Air Force and Navy personnel, suggesting that the Nigerian Army was better than the Nigerian Air Force and Navy in flexibility.

4. Discussion

Flexibility refers to the range of motion. Sit and reach test was used to measure flexibility in this study. The results of the study show that the average flexibility level of the Nigerian Armed Forces was about 21cm, which was far less than the armed forces of other countries like the USA and Canada. For example for a 17 —21 years male solider to obtain 50 points, he should be in a position to run 2 miles in 16 minutes 36 second. Even Nigerian athletes competing in national competitions hardly attain these standards, (U.S. Army website, 2005). As in the case of other components of physical fitness training programme, the Nigerian Armed Forces should be strengthened to improve flexibility. The Nigerian Army has better ‘flexibility (m 23.19) than the Nigerian Air Force and Navy personnel This is attributable to the nature, range and difficulty of physical task that y personnel perform which has positive impact on their flexibility.

It is further reflected in the lower body fat percent of the Nigerian Army compared to that of the Nigerian Air Force and Navy personnel. However, the average of Nigerian Armed forces body fat percent was higher than that of the armed forces of other Countries like the USA and Canada. This may be explained by the fact that body fat **%** of the armed forces from other countries appear to have more strenuous programmes of physical fitness and conditioning than the Nigerian Armed Forces. It is ‘therefore suggested that the Nigerian Armed forces should renew their physical fitness programmes for men of each of the forces and of each division of each of the forces. As a matter of urgency, the Nigerian Armed Forces should develop physical fitness standards for each force and for the combined forces for men and by age and by task.

5. Conclusion

With the limitations of this study, and from the results obtained the following conclusion was made:

- The Nigerian Army personnel were better in their level of flexibility than the persone1 of the Nigerian Air Force and the Navy.

6. Recommendations

On the basis of the findings of this study, the following recommendations were made:

- The findings of the study show that the physical fitness level of the Nigerian Armed Forces was not as good as that of the armed forces of other Countries It is therefore recommended that the physical fitness programme of the Nigerian Armed forces should be strengthened by increasing the frequency, intensity and duration of exercise to improve their flexibility.
- It is recommended that the Nigerian Armed Forces should develop norms for different components of physic& fitness for different age groups of different disciplines.

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Part Two

Educational Technology

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Comparative Effects of Distance Learning Education Programme and Classroom Based Instruction on the Learning Behaviour of Students in Nigeria

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Abstract. The study investigated (two instructional strategies) the comparative effectiveness of distance learning educational experiences and the classroom-based instruction on the learning behaviour of matured students in the distance learning programme in Ado Ekiti study center of Ekiti State University Nigeria. A pre test post test experimental research design was adopted for the study. The population comprised of about 1000 student in the study center of Ado-Ekiti distance learning center. The subjects were 40 undergraduates. A 2 x 2 factoral design was used for the study. 20 students were randomly selected and assigned to each of the two groups. The data was collected using the learner observation sheets, a validated and reliable research instrument. Treatment consists of the exposure to the counseling and independent content (CIC) of a training package using the traditional classroom based instruction and the distance education learning approach. Two research hypotheses were formulated to guide the study. The hypotheses were tested using (ANOVA). The study revealed that student learning behaviour became relatively effective as a result of distance learning education. The study demonstrated that distance learning consistently develops a positive effect on students learning behaviour, improve their study skills and learning strategies. Appropriate recommendations were made.

1. Introduction

Most of the time when people talk about education, we often think about school in a traditional, formal sense. Most people believe that true learning can only take place in a formal classroom setting. Others feel education occurs in many different forms and environment. The traditional classroom involves a fact-to face contact which emphasizes the delivery of instruction in only the classroom setting. It involves the teacher, verbal, social facial expression. The distance learning is a hybrid of classroom and online learning that includes some online courses without the complete loss of face to face contact.

According to Barr and Taggi (1995) Universities are moving away from faculty centered and lecture-based paradigm to a model where learners are the focus, where faculty members become learning designers, and where, students are taught critical thinking skill. Thus the role of teachers in the new school house is to serve their student by ensuring that student learning is of paramount importance

Teachers support their students by attending to their intellectual growth and self-autonomy, and by instilling in them an awareness of important social issues, thus supporting their ability to become more productive member of the society of life-long learners, working toward the common good.

Distance education is a shift providing exclusively traditional classroom instruction to reaching out to students by delivering courses at a distance using technology invention Distance education is already a pervasive element of higher education and techniques to rapidly expand, education, Research however suggestion that online courses are not suitable for all types of students and faculty. Gallons (1999) noted that students and teachers react to new educational technologies with varied emotions, ranging from enthusiasm to fear. Abrahamson (1998) reports that distance learning require students who are self-regulated and independent. Marine (2000) also discovered that some student, experienced difficulty adjusting to the structure of online course, managing their time in such environments, and maintaining self-motivation.

From the courses design perspective, a distance course can be anywhere between the continuums anchored at opposite ends by fully face-to-face and fully online environment. The face-to-face component can either be on the main university campus or the professor can travel to a remote site in order to meet with student. Martyn (2003) described a successful Distance learning mode as consist of an initial face-to-face meeting weekly online assessment, synchronous chat, asynchronous discussion, email, text message and a final face-to-face meeting with a final examination. Dziuban and Moska (2001) reported that distance courses at the university when compared to the traditional course, had equivalent or superior student success rates.

Voos (2002) suggested that it is unlikely that the distances makes the difference in such course, but rather the fundamental reconsideration of the course design of new instructional the media choices and the learning strengths and limitation of each.

2. Purpose of the study

The purpose of this research is to compare the two instructional strategies (distance learning education and the classroom based instruction) in teaching and learning. The study is also to find out which of the two strategies or techniques will be more effective at improving study skill, providing knowledge, improving learning and developing an instructional process which incorporates good study habit, independent learning and other effective learning strategies.

3. Hypotheses

The research hypotheses were that:

- There would not be a significant difference in the knowledge of those exposed to distance learning education and the classroom based instructional strategies,
- There would not be a significant difference in development of independent learning of those exposed to distance learning education and the classroom based instruction strategies

4. Methodology

A pretest posttest experimental research design was adopted for the study the population of the study consist of 1000 students in the distance learning study center of Ado-Ekiti, study center of Ekiti State University.
The study participants consisted of 40 undergraduate students in the two graduate level courses during the same semester. All participants were employed as full time teachers seeking 1st degree in Education. The overall volunteer rate was 80% by course. The volunteer rate is as follows traditional course 25 enrolled 20 volunteered, 20 students were randomly selected and assigned to each of the two groups

4.1 Settings

The two courses were presented by an accredited university located in an urban area in Ado-Ekiti towns in Ekiti State.

The courses were selected for inclusion in this study because they were taught by full time professor of education who has a reputation for being superb teachers universally, and were well regarded by their student who valued their interaction and collaborative group work. The professor were also noted for possessing such qualities as to enhance study skills, knowledge and student independence in learning.

The traditional course presented instructions on course in educational and met on Wednesday evenings throughout the semester in a classroom, on the main campus. Student resided in the same geographical area. Each class meeting lasted approximately three hours for total face-to-face time of approximately 48 houses. Online technologies were used in this course. The professor employed a mixture of text book study assignment tasks requiring a single project assigned by the instructors were also said.

The distance course covered the same courses content and used the ethnical aspect and legal aspect with teaching distance learners. The distance consists of both the face to face and the online components like the traditional courses, student reside in the same geological area. Assignment emphasized practical application authentic task, collaborative action research and group projects, all complimented with textbook readings. The course started with an initial face to face session followed by two Friday evening and Saturday session, spread evenly throughout the 16 weeks semester, for a total approximately 14 face to face hours. These sessions were conducted on the main campus chosen based on their accessibility to students and included activities such as guest speaker's group stimulations, interactive video and discussion. The online component was delivered using the e-learning system in the provision of assignment which was done and submitted online by students.
Treatment consists of the exposure the counseling and independent context of the training package using the distance learning approach and the traditional classroom based instruction.

4.2 Instrumentation

The data was collected using the leaner observation sheet, a validated and reliable research instruments. The instrument was used to measure the variable which is related to independent learning. The instrument consist of 20 self-report items, such as feelings of dependence, feeling of self-astronomy, feeling of self-regulatory, feel self-motivating, feeling of independence as a result of the experience in the school. Each item was a five point scale of potential response, strongly agree, neutral, disagree, and strongly disagree. The participants were to check the place on the scale that best reflect their feelings about the items.

Scores are computed by adding points assigned to each of the 20 five point items with 10 items allocated to each subscale. There items are reverses – scored where appropriate to ensure the least favourable choice is always assigned a valve of 10 and the most favourable choice is assigned a valve of 4. The independent scale represented the feeling of student regarding their devotement of self-regulatory, self-intimating skill. The other subscale represented the feeling of participant regarding the degree to which they share educational goals and experienced educational befits by their experience in the course. Scores on the subscale courage for 0 to 0.4 with higher scores reflecting a stronger sense of out regulating or independent skills.

End of course student evaluation were also used to obtain anecdotal data regarding student perception of their respective course. Instructor received written copies of this comment after the grades were submitted to the university.

4.3 Procedure

The observation sheet was completed during the face to face meeting by professors during the traditional and distance courses meeting. This was done by completing the pretest during the second week of the semester and the posttest during the first two weeks of the semester. Participant were aware of the final course grade when the learner observation sheets were been completed.

4.4 Data Analysis

The hypothesis were tested using (**ANCOVVA**)
The pretest was used to establish the base line of the student to be used while the pretest was used to measure the difference in the knowledge's skill acquisition and the development of independent learning in the two groups (distance learning and the traditional classroom based institution)

5. Result

What is the means and standard deviation of the two methods (distance learning and tradition classroom instruction)

Variable	Method	Protest Mean	S D	Protest mean	S D
Skill Development	Distance learning	20.46 20.37	2.19 0.43	29.47 21.04	1.94 2.47
Instruction	Traditional classroom	10.42 10.39	1.86 2.47	22.19 11.27	0.14 1.66

Table: indirect the mean score and standard deviation of undergraduate independence skill development learning.
The post mean of knowledge and independence learning skill development are 29.47, 22.19 while that of control is 21.04 and 11.27 respectively. It implies that distance learning and traditional class- based instruction could generate knowledge and independent learning.

Hypothesis 1: There would be a significant difference in the knowledge of those exposed to distance learning education and the classroom based instruction.

In testing this hypothesis the mean sore of student in the distance learning was compared with those in the traditional classroom instruction using analysis of variance.

The table below shows the result of the analysis.

Source	55	D F	M S	Fcal	F table	P
Coverage	46.393	1	46.83	10.2.355	4.19	0.80
Group	11.986	1	11.988	26.434	4.17	0.00
Error	16.765	37	0.453			
Correct	62.37	393				
Total	2859.00					

-p<0.05

Hypothesis 2: There is significant difference in the development of independence learning of those exposed to distance learning and the classroom based instructional strategies.

This means that the level independent learning in student varies according to the method of instruction (distance and classroom based) A post HOC Analysis using Turkey was carried out to locate the source of variability among the two method (Distance learning and classroom based) Result of the analysis is presented below.

Table 3: post HOC Analysis showing the direction of difference in the independence learning between the two methods of instructions.

Variable	N	In adjusted	T a	Unadjusted for interpreted	Beta
	20	-87		6.89	.45
	20	.77	.346	6.31	

Multiple R square

Table 3: shows Analysis showing the direction between groups revealed that distance learning contributed to the difference then classroom based instruction

6. **Discussion**

The present study compared the two instructional strategies (distance learning educational strategy and the traditional classroom) the study demonstrated that distance learning consistently develops a positive effect on the learning bahaviour of student by improving their study and help student to plan their study more than the classroom based instruction

The findings of the study shows there was a significant difference in the development of independent learning skill of those exposed to distance learning more than the traditional classroom based instructions. This finding is supported by Dziuban and Moslcal (2001) who reported that distance of the traditional course had or reduced student withdrawal rate. Superior student often citied characteristics of successful distance learning critical thinking, family support, positive and timely feedback acceptance of responsibility to include interest in the material taught, self-vision, independence and self-directed learning critical thinking, family support, positive and timely feedback, acceptance of responsibility for own learning, organized and practical knowledge in the use of computers (Irizry 2002). Student deficiency in any of these factors could possibly result in a weak development of independent learning ability. The reason why the distance learning is more efficient may be because Distance learning is a more robust educational experience than the traditional classroom based instruction. Distance learning is an important building block of the new school house that offers students both flexibility and convenience, important characteristics for working adults who decide to pursue postsecondary degrees. According to Colis and Moonen (2001),

Distance learning is hybrid of traditional face to face online learning so that instruction occur both in the classroom and online and where the online components becomes a natural extension of traditional classroom of learning Distance learning is thus a flexible approach to course design that supports the blending of different times and place for learning.

7. Conclusion

The distance learning concept of learning is highly consistent with the areas of identified changes. These changes include de-emphasis on thinking about delivery instruction; emphasis placed on producing learning to using technology to expand distance education, and the importance of developing the ability of independent skill in learning.

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Igbo Animated Cartoon Videos as a veritable Instructional tool for Enhancing Upper Basic Students' Proficiency in Igbo in Lagos, Nigeria

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Abstract. This study examines the use of Igbo animated cartoon as a veritable instructional tool for enhancing upper basic students' proficiency in Igbo.

The study used a quasi-experimental research design which made use of pre-test/ post- test method; a comparison was made between teacher didactic instructional based method of teaching and Igbo animated cartoon based instructional method of teaching. A hundred and eight (108) upper basic 7 Igbo students and four (4) Igbo language teachers from a Federal Government College in Lagos made up the population of the study. Two intact classes of 54 students each constituted the sample which was selected using purposeful sampling technique.

Two sets of questionnaires for both teachers and students and structured oral interview for teachers were also used in collecting data for the study. Data were analyzed using descriptive and inferential statistics while the hypotheses were tested using the t-test statistics.

Result from the pre-test and post –test that tested the upper basic students on the four language skills indicated that the treatment group was highly motivated to learn Igbo language leading to a better proficiency in Igbo language than the control group at the end of the study.

The study therefore, recommended that schools should encourage their teachers to make use of animated cartoon to motivate their students and make teaching/ learning of Igbo language more interactive, more interesting and less difficult for students.

Keywords: animated cartoons, development, instructional tool, proficiency and Igbo language.

1. Introduction

Language is the hallmark of any group of people, community or society. It gives man the power to deal with changes in his environment, to organize his society, to face various emergencies in life and to control his environment. Language defines man's humanity and enables him to survive because it is the binding force for people within a particu1ar geographical entity (Opara, 2004).

The acquisition and ability to use one's language is one of the most impressive pieces of learning that an individual achieves in life. The socio-economic development of a child depends essentially on the development of his language competence because it is the major means of communication and interaction. Man's ability to speak his language makes him unique and it is a potent factor in his intellectual and cultural effulgence (Emenanjo, 2001; Maduekwe2007).

Language is a human second skin because it is a natural possession of every human being with which he expresses his hopes and ideas, articulates his thoughts and values, explores his experience and customs, and constructs his society and the laws that govern it (Ngubane, 2003). Language therefore, is a resource of the people that should be harnessed appropriately to benefit the people.

Excellent and effective teaching of language demands a host of devices, techniques and strategies by the teacher, not only to achieve cross critical outcomes, but because variety itself is necessary in life (VanWyk,2011). VanWyk's statement draws attention to the need to add variety which is lacking in the teaching/learning process of our indigenous Nigerian languages which Igbo language is one of them. The greatest deficiency in the teaching of Igbo language is the lack of vibrant methods and the lack of use of appropriate instructional tools. Recently, advancement in technology has lent a helping hand to the provision of experiences needed in language study. The scientific advancement in educational tools for language teaching has significantly contributed to the learners' progress in both foreign and local languages. The efforts to adopt these educational tools in our day to day classroom operations/processes have become very necessary in education (Franklin, 2008). The study of Igbo language therefore, requires continuous efforts to make it attractive, retain its place as one of the major languages in Nigeria and to reduce the extinction treat by UNESCO 2009.

The use of songs, cartoons, films, videos, and many others, makes audio-visual tools very essential in the teaching and learning of Igbo language for the survival of Igbo language. Proper utilization of audio visual tools is effective in concretizing learning. Not only do they enable students to acquire the desired information more quickly, they also make information acquired more permanent (Lindon, 2006)

Of all the modern educational tools, cartoons seem to be one of the most useful and most important in the teaching/learning of languages. Cartoons attract students' attention, develop and motivate their interest in learning language skills and their acquisition of various types of language properties are quicker through the use of cartoons especially animated subtitled ones. (Taiwei, 2008; Abdolmajid & Firooz 2013)

Against this background of the accrued benefit of cartoons in language learning, this study therefore, proposes an alternative approach of teaching and learning Igbo language in a fun way that can motivate student's interest, enhance their proficiency in the Igbo language and also increase the varieties of techniques of teaching Igbo language by developing animated cartoons in Igbo language and assessing the effectiveness of the developed animated cartoons as a motivational learning tool as well as proficiency stimulator to enhance the proficiency of Igbo language students in upper basic schools.

2. Statement of Problem

The prevalent traditional didactic method of teaching Igbo language at the upper basic schools seems not to be yielding the desired result in achieving proficiency in Igbo language. The teaching/learning of Igbo language in schools is saddled with lack of motivation, poor attitude, and low level of proficiency and poor performance of students in Igbo language both in internal and external examinations (Asogwa, 2014).

Urban migration of Igbo people and their subsequent adoption of English language or the language of the immediate communities where they reside have put further pressure on the decline of the use of Igbo language as a means of communication in the homes of people of Igbo origin residing outside Igbo land. This has led to non-acquisition of Igbo language by children of Igbo origin (Ohiri-Aniche, 2008). The implication of this according to UNESCO (2009) is the possible extinction of Igbo language as a major Nigerian language in the next four/five decades if urgent steps are not taken to awaken people's interest in the Igbo language.

Again, technology has offered a lot of modern instructional tools like cartoon in the teaching of languages for motivation and proficiency enhancement but Igbo language teachers are yet to explore the use of cartoons in the teaching of Igbo language at the upper basic level or any level at all. If the stakeholders of Igbo language continue to neglect the integration of these modern instructional tools that have been proven to possess strong motivational ability in the teaching of other languages, the extinction threat of Igbo language by UNESCO will cease to be rhetoric but a reality.

3. Theoretical framework of the study

This study is guided by three theories: - Jean Piaget's 1964 theory of constructivism which shifted learning from teacher centered approach to learner centered approach. Constructivism believes that people construct new knowledge through previous knowledge and experiences. Learners therefore should partake in knowledge construction and not given knowledge through instruction. Learners should observe process and interpret knowledge and the feedback of information received will be creation of new knowledge. Applying this theory to the new one, the use of animated cartoon will make the learners create new knowledge easily by applying their previous knowledge to the new one.

Lev Vygotsky (2000) theory of interaction which emphasizes that language learning is determined by the degree of interaction a learner had with the speakers of the language. According to Lev Vygotsky, our sense about the world is made through our day to day interaction with others from birth. This theory applies to this new study in that the Igbo language teacher should do everything possible to use animated cartoons to create activities for classroom interaction so as to enhance the students' proficiency.

Myers and Wilson's (2000) theory of Situated Cognition point to the fact that learning occurs only when situated within a specific context. They believe that learning is a process of interaction between the learners within the community, the tool available within the specific situation and the physical world. The application of this theory to this new study is that the teacher must make sure that a lot of activities must be created in class to enhance the learners' proficiency.

4. Research Questions

The following research questions guided the study:

(i) To what extent will the use of IACV intervention package motivate the student's interest in the learning of Igbo language and culture?
(ii) What difference will the use of IACV make in the proficiency skills of students who received learning with IACV and those who did not received learning with IACV with regard to:
- Listening skill
- Speaking skill
- Reading skill
- Writing skill

5. Research Hypotheses

The following null hypotheses were tested in the study:

(i) There will be no significant difference in the motivational level of upper basic students exposed to IACV and those not exposed to it in the learning of Igbo language and culture.

(ii) There will be no significant differential effect of IACV on the proficiency skills scores of students exposed to IACV intervention package and those not exposed to IACV with regards to their:
- Listening skill
- Speaking skill
- Reading skill
- Writing skill

6. Literature review

Literature relating to the study was reviewed along the following headings:-language and language learning, language proficiency, language and teaching methods, audio visual materials, concept of cartoons classification of cartoon, importance of cartoon in language learning, guidelines in the production of cartoon, guidelines in the use of cartoon in the class room, empirical studies on the use of cartoon for effective teaching, Igbo animated cartoon and the motivation of students' interest and proficiency level of upper basic students in Igbo language in the four language skills.

7. Methodology

7.1 Research Design

The study adopted two research designs; the descriptive survey and the quasi experimental design. The descriptive survey was used for the baseline study which gives a critical overview of the phenomenon being studied by eliciting information from subjects through the use of questionnaires for students and the teachers and a structured interview for the teachers. The quasi experimental design method was used to evaluate the effectiveness of IACV in enhancing the proficiency skills of upper basic 7 students in Igbo through the use of pre test and post test. The design features two groups of subjects; the treatment group and the control group. In the treatment group, learning was facilitated with IACV intervention package while in the control group learning was facilitated without IACV package but with the traditional chalk and talk method.

7.2 Sample and sampling technique used for the Study

A total of one hundred and eight upper basic 7 students(108) comprising two intact classes of Igbo language class and four (4) Igbo language teachers in one of the Federal Colleges in Lagos was purposeful chosen for this study. All the participants were part of the survey design, while only the hundred and eight students were part of the quasi-experimental design. An intact class of fifty four students (54) was used for the control group and another intact class of fifty four (54) students was used for the treatment group.

7.3 Research Instruments

Five research instruments were used to gather data for the study. They are:

(i) Researcher's Cartoon Instructional Teaching Questionnaire (RCITQ) for the Igbo language teachers.
(ii) Researcher's Cartoon Instructional Learning Questionnaire (RCILQ) for the Igbo language students. These questionnaires were used to obtain demographic data of both the teachers and the students, teacher's teaching strategies and instructional materials; and also to ascertain the teacher's and student's perception of IACV as an adequate tool for motivation of student's interest as well as proficiency enhancement.
(iii) Structured interview for the Igbo language teachers was used to obtain their personal views on the adequacy and motivational level of IACV in the teaching of the Igbo Language.
(iv) The researcher's developed Igbo animated cartoon video (IACV) intervention package.
(v) Pre-test and Post-test assessment tasks were also used to gather information on students' proficiency level in the Igbo language before and after treatment with IACV intervention package.

7.4 Data Analysis and Presentation of Results

The data collected from the study using various research instruments were coded and subjected to both descriptive and inferential statistical analysis. Data were analyzed along the lines of stated research questions and hypotheses. All the hypotheses were tested at 0.05 level of significance. The means and standard deviations for pre and post treatment assessment were measured and computed.

8. Analysis of Research hypotheses

Research Hypothesis

Ho$_{1:}$ There will be no significant difference in the motivational level of upper basic 7 students exposed to IACV and those not exposed to it in the teaching of Igbo language and culture.

This hypothesis was tested with independent t-test at 0.05 level of significance after the mean(x) score and standard deviation of the students' pre-test and post-test were computed to determine whether there was significant differential effect of IACV intervention package on the students' motivation to learn the Igbo language.

Table 1: Independent t-test difference in the motivational level of students exposed to IACV and those not exposed.

Variable	Experimental Grps	N	Mean	Sd	df	t-cal	t-crit
	Treatment	54	2.25	1.42			
Motivational Level	Control	54	2.11	1.39	106	2.26	1.96
	Total	108	2.16	1.26			

Significant at 0.05, DF= 106

Table 1 shows a calculated t-value of 2.26 as the difference in the motivational level of students exposed to IACV and those not exposed to it. The calculated t-value of 2.26 is significant since it is greater than the critical t-value of 1.96 given 106 degrees of freedom at 0.05 level of significance. Since there is difference in the mean scores of the treatment group and the control group in favour of the treatment group, the null hypothesis which states that there is no significant differential effect of IACV on the motivation of the students is rejected and the alternative hypothesis accepted. This implies that there is a significant difference in the motivational level of students exposed to IACV in the teaching and learning of Igbo language and culture.

Research hypothesis 2:

Ho$_{2}$: There will be no significant differences in the Igbo language proficiency skills scores of upper basic 7 students exposed to IACV and those not exposed to it. .

To test this hypo thesis, the mean(x) score and the standard deviation of the student's post-test proficiency skills scores were calculated and independent t-test statistical technique used to verify whether or not there is significant difference in the Igbo language proficiency skills scores of the upper basic 7 students exposed to IACV and those not exposed to it. The results of the analysis of the data are presented on table 2.

Table2: Independent t-test difference in the Igbo language proficiency skills of students exposed to IACV and those not to it in terms of; listening, speaking, reading and writing abilities.

Variable	Experimental Grp	n	Mean	Sd	Df	t-cal	t-crit
Listening Ability	Treatment	54	2.48	1.36	106	2.24	1.96
	Control	54	2.37	1.27			
	Total	108	2.53	1.23			
Speaking Ability	Treatment	54	2.67	1.05	106	2.41	1.96
	Control	54	2.31	1.14			
	Total	108	2.52	1.10			
Reading Ability	Treatment	54	2.69	1.29	106	2.33	1.96
	Control	54	2.37	1.17			
	Total	108	2.53	1.23			
Writing Ability	Treatment	54	2.68	1.25	106	2.30	1.96
	Control	54	2.47	1.33			
	Total	108	2.52	1.26			

Significant at 0.05, df= 106

Evidence from Table 2 shows a calculated t-value of 2.24 as the difference in the listening ability scores of students exposed to IACV and those not exposed to it. The calculated t-value of 2.24 is significant since it is greater than the critical t-value of 1.96 given 106 degrees of freedom at 0.05 level of significance. This implies that there is a significant difference in the listening ability of students exposed to IACV and those not exposed to it in the teaching and learning of Igbo Language and culture.

Comparing the speaking proficiency skill of the treatment group and control group, a calculated t-value of 2.41 was the difference in the speaking ability of students exposed to IACV and those not exposed to it. The calculated t-value of 2.41 is significance since it is greater than the critical t-value of 1.96 given 106 degrees of freedom at 0.05 level of significance. This implies that there is a significance difference in the speaking ability of students exposed to IACV and those not exposed to it in the teaching and learning of Igbo language and culture.

The proficiency skills table shows a calculated t-value of 2.33 as the difference in the reading ability of students exposed to IACV and those not exposed to it. The calculated t-value of 2.33 is significant since it is greater than the critical t-value of 1.96 given 106 degrees of freedom at 0.05 level of significant. This implies that there is a significant difference in the reading ability of students exposed to IACV and those not exposed to it in the teaching and learning of Igbo language and culture.

The table shows a calculated t-value of 2.30 as the difference in the writing ability of students exposed to IACV and those not exposed to it. The calculated t-value of 2.30 is significant since it is greater than the critical t-value of 1.96 given 106 degrees of freedom at 0.05 level of significant. This implies that there is a significant difference in the writing ability of students exposed to IACV and those not exposed to it in the teaching and learning of Igbo language and culture.

9. Discussions of Findings

The result showed that teachers do not use modern instructional materials like interactive boards, films, radios, cartoons or games, songs and drama in teaching the students Igbo language in class. They only use project method and this doesn't give room for proper interaction and proficiency development in Igbo language hence, they are not highly motivated. The lessons are boring, non motivating and less interactive. These make the students have poor attitude towards Igbo language and this affects their proficiency level in Igbo language. This finding asserts the findings of Egan, (1998), which says that learning is based on the abstraction process performed through experiences obtained from concrete materials. Animated cartoons consist of abstract visual symbols, attract and keep interest of the learners on the topic of study as they are abstract representatives of the reality. Apart from teaching events, facts and objects in a simple and explanatory manner, Cartoons presents visual learning possibility to students, provide observation and discussion possibility to them (Greenberg, 2002).

9.1 Igbo animated cartoon videos (IACV) Motivational ability

The students and the teacher showed great interest in teaching/learning the Igbo language with animated cartoons if they are made available to them. They all agreed on the motivational ability of animated cartoons in the teaching and learning of Igbo language and culture since they observed that the students were excited learning with animated cartoon videos. The cartoon videos wrapped their attention and made them focus on the lessons. This finding indicates that animated cartoon has motivating ability, which was obtained from responses from the teachers and students questionnaires and teachers' oral interview. This supports the findings of (Yaman, 2010; Dougherty, 2002; Chin & Teou 2009) on the motivational ability of cartoons.

9.2 Igbo animated cartoon videos enhancement of proficiency

There is a significant difference between the post-test mean scores of the treatment group and the control group (f =87;1df=108;p<0.05) in favour of the treatment group. Both the control and the treatment group performed poorly in their pre-test proficiency skills test. But at the end of the treatment group exposure to animated cartoon instructional learning, there was a significant difference between their post-test proficiency skills score from that of the control group that was not exposed to animated cartoon instructional learning. This shows the effectiveness of animated cartoon in improving students' proficiency in Igbo language. The use of animated cartoon in teaching Igbo language was fun for the students. The visual elements made the message clear and concretized; information put across to students were easily absolved. This finding is in line with Yaman and Yildiz (2008) research which asserts that the language instruction carried out with the aid of materials based on visual elements enhances the students' success. It therefore shows that Igbo animated cartoon videos are efficient tool for enhancing proficiency in Igbo language.

From the transcription of teachers' structured oral interview, responses show that all the teachers agree to the motivational ability of cartoons and its power to impact positively on the students' proficiency level. However, some challenging issues like epileptic power supply in the country, financial implication of cartoon production were raised among other challenges.

10. Conclusion

The motivational ability and the effectiveness of cartoon to enhance learners' proficiency in Igbo have been established by this research. The Igbo language teachers are therefore encouraged to use this veritable instructional tool in the teaching of Igbo language in order to make their Igbo language teaching interesting, interactive and effective. Stakeholders in Igbo and International organization that have interest in the promotion of mother tongue should step in and render financial support to the production of animated cartoons in our indigenous languages.

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Influence of Office Automation on Secretarial Administrators' Effectiveness in Ogun State-Owned Universities

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Abstract. The effectiveness of a secretary in an organization strongly depends on the available office technology as well as the skills and competencies of such secretary to perform office duties. Office automation is designed to redefining the office work; improve the appearance and accuracy of output that completely changed the old way of performing office tasks and being replaced with a new business orientation thereby making the old method to be outdated. This research work examined the influence of office automation on secretaries' effectiveness in the state-owned universities in Ogun State. Four (4) research questions were answered in line with the objective of the study. A structured questionnaire was designed and validated. Data collected were analyzed using regression analysis at 0.05 level of significance. The result of the findings indicated that there was no significant influence of office automation on secretaries' interpersonal skills, personal quality, professional behavior and job related skills. It was recommended among others that Secretaries should attend seminars, conferences and workshops to develop them in the area of information technologies and Microsoft office packages. Also, it was recommended that the University Management should continually organize in-service training for the Secretaries to teach them newly automated machines.

Keywords: Office, automation, Secretarial Administrators and Universities

1. Introduction

In the contemporary work environment, employers are in search for secretaries who possessed knowledge, skills and competencies that would enhance better job performance. As such the development of high level of efficacy in ICT will affect the success of the secretary's job performance in the ever increasing information-based environment. Information technology has drastically changed the office functions, jobs are now done in a new way. Information could be transferred, stored, retrieved and processed for onward transmission with the use of technology. As opined by Nwaokwa and Okoli (2012), many secretaries lack the communication technology skills required in the various offices and this has greatly affected their performance. The effect of office automation is to increase the organizational productivity by redefining the office work, improve the quality and accuracy of output. For an office secretary, office automation reduces the stress of role overload/identification; it affects the perceived status and job satisfaction and it has a significant influence on the workers' feelings towards the organizational goals. The introduction and development in Information Communication Technology (ICT) have changed the methods and procedure of doing office work by the Secretarial staff. As described by Iyanda (1990), the word "Secretary" means the chief administrator of an organization or a person who performs the functions of organizing and recording the proceedings of meetings, skilled in shorthand and keyboarding; responsible to an executive; as such a Secretary has been regarded to be the brain box of the organisation.

Bolade (2002) opined that a secretary is of warm personality, endlessly helpful, understanding and tolerant, whose principal function is to alleviate, solve, prevent or soften problems/workloads for the executive. Some years ago, secretaries are made to type with manual typewriters to make enormous copies through cutting of stencils. But nowadays, it has been discovered that there has been an explosive increase in the use of the computer to perform office tasks by Secretaries**.** As such, secretaries cannot ignore the use of office automation and information system. There are many benefits being derived from the use of office automation and information technology by the secretaries, these include: production of good and error free work; record-keeping and retrieval; accessibility to information, word processing/desktop publishing/spreadsheet packages, database management system etc. Managers are looking for secretaries who are exposed to office technology and office automation including the internet to make knowledge accessible and the office work easier.

Job effectiveness is the extent to which an activity fulfils its intended purpose or function. Ayelotan (2012) defined effectiveness as a measure of the match between stated goals and achievements, which is doing the right thing. Job effectiveness in context of this research work is the professional secretary's ability to use appropriately available office machinery/automation/tools to carry out the assigned duties or tasks in an efficient manner in line with the employer's expectations. It is a known fact that employees are the key elements of any organisation and professional secretaries are integral part. It is imperative that any organisation that wishes to achieve its aims and objective must be ICT compliant. The employees must be versatile and competent in handling ICT office facilities and equipment that would enhance their job effectiveness, most especially, the professional secretaries who are the core centre of the organisation's information processing activities. The secretary's functions could be categorized into four (4) namely: the secretary must communicate effectively within and outside the organization; that is, ability to write good memos/reports/letter; and being able to express oneself fluently in English Language to clients. Secondly, the secretary is responsible for information storage and retrieval – either through storage into the computer or manually stored information. Also, the secretary serves as the brain and memory of the office.

Lastly, the secretary supplies the boss with information both from the telephone calls and the visitors; as such the secretary is termed the "house-keeper of the office"; that is why some bosses are disorganized when their secretary is absent from work. All these functions and responsibilities could be done better and faster with modern office automation and ICT. Many scholars and experts opined that coping with today's ICT challenges require better development of secretaries' abilities to tackle complex mental tasks, doing well beyond the basic reproduction of accumulated knowledge – the writing of shorthand and typewriting skills. Efforts should be made by them to improve in developing the ICT competencies which involve cognitive and practical skills, creative abilities etc.

Federal Ministry of Education, Nigeria (2013) defines ICT as encompassing all equipment and tools (inclusive of traditional technologies of radio, video and television to the newer technologies of computers, hardware, software, etc.) as well as the methods, practices, processes, procedures, concepts, and principles that come into play in the conduct of the information and communication activities. Also, Yusuf (2000) defined ICT as an electric application of computing, communication, telecommunication and satellite technology. Sholagbade (2012) opined that technology has certainly changed the ways many office tasks are being performed. Technology has simplified many routine secretarial tasks, thereby making secretaries to assume new responsibilities in the office setting. Office automation is the use of self-regulating machines to execute office tasks formerly done manually or through semi-mechanical means. Office automation has changed the secretarial duties from the manual method to purely mechanized process. According to Olsgaard (1989), office automation involves the application of integrated information handling tools and methods to improve the productivity of people in an office operation. As such, office automation is the integration of the computer application into the office tasks to make the work faster, easier and consistent. Spencer (1981) described office automation as the process of replacing human work with work done by machines or system designed to perform a specific combination of action automatically **or** repeatedly. To this end, a secretary who still wants to be relevant at work must be prepared for the challenging tasks of automated office.

2. Statement of the Problem

The incorporation of ICT facilities as an important tool in the administration and execution of job in the government and private sector cannot be overemphasized. Less importance has been placed on the contribution of ICT to job effectiveness of secretaries whose major responsibilities are to process information, disseminate and manage information. The ineffectiveness of some secretaries in handling ICT in today's ever-changing techno-office seems conspicuous. Researchers have described a secretary as a person who is versatile in the effective use of modern office automation and ICTs. Despite the introduction of these emerging technologies to organisations, some secretaries are still being subjected to old method of handling office tasks. In actual fact, some organizations engage the services of fresh graduates who are knowledgeable in handling ICT packages such as internet facilities, networking etc. Such old method of operation leads to ineffectiveness and unproductivity among the office workers. Consequently, the study was designed to examine the influence of office automation and information technology on secretaries' work-related effectiveness.

3. Research Questions

- What is the effect of office automation on secretary's personal quality?
- What is the effect of office automation on interpersonal skills?
- What is the effect of office automation on job related skills?

- What is the effect of office automation on professional behavior?

4. Research Design

The research design being adopted for the study is a descriptive survey research where variables were not manipulated.

4.1 Population

The target population comprised of 300 secretarial staff in Ogun state-owned universities (198 from Olabisi Onabanjo University and 102 from Tai-Solarin University of Education) Ogun State, Nigeria

4.2 Sample and Sampling Technique

The sample for this study comprised of the two hundred and forty (240) secretaries which was sampled from the entire population on probability based on simple random techniques. This constitutes 80% of the total population. 80% of the total population of each selected institution was selected. The procedure is presented in table 1:

Institution selected	**Population**	**Sample (80%)**
Tai Solarin University od Education	102	82
Olabisi Onabanjo University	198	158
TOTAL	**300**	**240**

4.3 Research Instrument

The instrument used in gathering the data in this research was a self-designed structured questionnaire. Section A of the questionnaire was tagged “Socio-Personal Characteristics of Respondents” and this dealt with the demographic-data of the secretaries, such as age, marital status, sex, highest educational qualification, etc. Section B, consists of 20 items, while the four Likert rating scale format to elicit information on office automation and secretaries’ effectiveness. Items 1-4 elicit responses on office automation while items 5-20 elicit responses on secretaries’ effectiveness. (Items 5-8 deal with the personal qualities of the secretaries; Items 9-12 covers interpersonal skills; items 13-16 deal with job related skills and items 17-20 elicited responses on the professional behavior of the secretaries). All negatively worded items were reversely scored before data analysis. In an attempt to validates the instrument, experts in evaluation ascertained the face and construct validity. Ambiguous items were identified and some items were restructured. Test-retest method of reliability was used to ascertain the constituency of the instrument within two weeks intervals and yielded a correlation coefficient of .70.

4.4 Method of Data Analysis

Data collected was grouped based on the various objective and research question postulate for testing in this study. The research questions raised were tested using regression analysis at 0.50 level of significance.

5. Results

Research Question 1: What are the effects of office automation on secretary personal quality?

Table 2: **Regression analysis of the effect of office automation on secretarial staff personal qualities**

Parameter	Co-efficient	Standard Error	T-Cal	Probability
Constant	33.15	2.65	12.645	0.000
Office Automation	0.011	0.03	0.283	0.779

R^2-0.002; Adj R^2- 0.019; F Statistics- 0.080

In the table, office automation as the only independent variable accounts for 0.2% of the total variance in secretary personal quality (R2 = 0.002, p<0.05). This is not significant. Therefore, office automation leads to a non-significant influence on secretaries' personal quality.

Research Question 2: What is the effect of office automation on interpersonal skills?

Table 3: **Regression analysis of the effect of office automation on secretarial staff interpersonal skills**

Parameter	Co-efficient	Standard Error	T-Cal	Probability
Constant	10.270	2.849	3.605	0.000
Office Automation	0.045	0.043	1.055	0.297

R2 = 0.023; Adjusted R2= 0.002; F-Statistic= 1.113

In table above, office automation as the only independent variable accounts for 2.3% of the total variance in secretary interpersonal skill (R2 = 0.023, P>0.05). This is not significant. Therefore, office automation leads to a non-significant influence on secretary interpersonal skills.

Research Question 3: What is the effect of office automation on job related skills?

Table 4: **Regression analysis of the effect of office automation on secretarial staff Job related skills**

Parameter	Co-efficient	Standard Error	T-Cal	Probability
Constant	52.24	4.441	12.213	0.000
Office Automation	0.038	0.067	0.563	0.576

R2 = 0.007; Adjusted R2 0.0014; F-Statistic = 0.317

In table above, office automation as the only independent variable accounts for 0.7% of the total variance in secretary job related skill (R2 = 0.007, P>0.05). This is not significant. Therefore, office automation leads to a non-significant influence on secretaries' job related skills.

Research Question 4: What is the effect of office automation on professional behavior?

Table 5: **Regression analysis of the effect of office automation on secretarial staff professional behaviour**

Parameter	Co-efficient	Standard Error	T-Cal	Probability
Constant	29.697	2.225	13.144	0.000
Office Automation	-0.020	0.034	-0.598	0.576

R2= 0.007; Adjusted, R2= 0.013; F-Statistics = 0.357

In table 4, office automation as the only independent variable accounts for 0.7% of the total variance in secretary professional behavior (R2 = 0.007, P>0.05). This is not significant. Therefore, office automation leads to a non-significant influence on secretaries' professional behavior.

6. Discussion of the Findings

The findings showed that there was no influence of office automation on secretaries' interpersonal skills, personal quality and job related skills. This, according to Briggs (1993), in office environment automation improves the job performance of staff. They further stressed that in some cases, it affects their work because of lack of ICT skills and knowledge. According to them, the benefits of office automation to secretaries' effectiveness are far better than working with manual machines. The findings were in line with several scholars like Eze (2000) who indicated that modern office technology facilitates operations and improves the secretary's performance in the office. The result of the findings showed that the secretary were effective in terms of job related skill. The findings were in line with that of Water (1988) who indicated that due to information and communication technology, most of the office staff in industrial establishment and educational institutions were effective in their job compared to the era of modern method. According to him, office automation has reduced the stress the secretary faces in the office thereby improving their job effectiveness.

The result of the findings also showed that secretaries were effective in terms of professional behavior. This findings corroborated the findings of Fredman (1984), who ascertained that office automation has not only improve the job effectiveness of individuals but also improve the professional behavior thereby making their job easier and effective to do. This indicated that as a result of office automation, individual behavior will change compared to when the office is not automated. It then means that office automation has brought about changes that are positive to the employee and employer of labour including the office secretaries. Also, the result of the findings showed that the secretary were effective in terms of personal quality. This was in line with the submission of Akinsanya (2004) that staffers are effective in their work; based on different component of information and communication technology they are exposed to. He further reiterated that the use of ICT improves the quality of work of workers and it makes work to be done faster.

Furthermore, the result of the findings showed that the secretary were effective in interpersonal skills. This was in line with Tella (2011) who carried out a study on information technology and interpersonal skills of employees in the industrial organization. He found out that the staffers were effective in their work based on their skills and the use of ICT improves the interpersonal skills of the secretaries.

Ultimately, it is important to stress that the reason for non-significant effect of office automation to secretaries' effectiveness might be as a result of the automation provided were not being used by the secretaries due to lack of technical skills. Some office automation might be available, while the secretarial staff may not be able to use them due to non-availability of knowledge on how to use it. Also, some offices are not properly equipped for to aid effectiveness. The knowledge and the technical usage of office automation is much more important than equipping the office. If an office is adequately furnished and the secretarial staff lacks the knowledge to use the facilities then effectiveness will not be achieved. Hence, the training of the secretarial staff on new office automation is paramount. As much as universities are procuring the office equipments, training on how to use the equipment is equally essential for better performance.

7. Conclusion

The effectiveness of a secretary is a modern organisation strongly depends on the availability of office technologies as well as their skills. Based on the findings of this study, it can be concluded that office automation greatly influence secretaries' interpersonal skills, personal quality, professional behaviour and job related skills.

8. Recommendations

It was recommended among others that secretaries should attend seminars, conferences and workshops to develop them in the areas of information technologies and Microsoft office packages. It was also recommended that the University Management should organize in-service training for the secretaries to teach them newly automated machines. Institutions of higher learning should also train the would-be secretaries, practically-oriented courses using the modern office technologies. Lastly, employers of labour should engage secretaries that are vast with ICT competencies and skills in order to achieve administrative effectiveness in the organisation.

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Social Media Usage and Undergraduate Students' Research Skills Development in Tai Solarin University of Education, Nigeria

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Abstract. This study examined the influence of social media usage on undergraduate students' research skills development in Tai Solarin University of Education, Ijagun, Ogun State, Nigeria. A descriptive correlation design of the ex post facto type was adopted. 1000 undergraduate students participated in the study. Four hypotheses were formulated while a researcher's developed questionnaire tagged 'Social Media and Undergraduate Students' Research Skills Questionnaire (SMUSRSQ)' was used to gather relevant data. Analysis of Variance (ANOVA) was used as a test for all the hypotheses at .05 level of significance. The study revealed that there is significant influence of social media usage on undergraduate students' ability to generate ideas about areas of research interest, source for quality research materials, source appropriate research analytical tools for their result presentation and develop creative writing research skills. It was recommended that universities should build and integrate interactive learning tools as well as links to research data bases to make the use of social media relevant to students' research needs. There is also the need to sensitize students with effective utilization of social networks for more academic oriented activities.

Keywords: Social Media, Usage, Undergraduate Students, Research Skills, University, Education

1. Background to the Study

Research report writing is one of the requirements for graduation in universities in Nigeria. Students are expected to conduct as well as be well grounded in conducting and reporting the findings of their research before they graduate. Sharon (2012) described undergraduate research as a form of assessment, designed by lecturers to test students' skills in locating and organizing materials, comprehending a topic, and/or applying a concept to a specific context. The above description of undergraduate research reporting reveals that first degree research projects are designed with the intent of creating new knowledge. It empowers students to create knowledge as well as communicate their findings. The students benefit from the research experience of the supervisors who builds confidence, offers encouragement, and provides guidance and assistance for the students' future education and career development. When students lack research skills, it is inevitable that they will experience difficulties in their postgraduate studies as well as their chosen occupation. Ajewole & Fasola's (2011) stated that many students unfortunately lack good research skills. This is manifested by their incapability to effectively use the library, source for quality academic works online or take meaningful notes during field work.

A growing number of Nigerian scholars hold the view that addiction to social media sites are potentially a disruptive technology to students' academic work in higher education. Oluwatoyin (2011) surveyed 1,860 Facebook users from the Lagos State University and found that most of the students did not have a cumulative grade point average (CGPA) above 3.50 because they have spent a large part of their time on social media than on their homework and study time which could contribute to higher grade. Ajewole & Fasola's (2011) study of 884 students from eight higher institutions in Oyo State showed that majority of them spent more time on social media at the detriment of their studies.

Social media are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. They are primarily internet and mobile-based tools for sharing and discussing information by users. These technologies, according to Andreas & Michael (2013) are internet-based applications that build on the ideological and technological foundations of Web 2.0. They include online applications for social networking sites, social book marking and sharing tools, social citation tools, blogging and micro blogging tools, virtual worlds, e-conference presentation sharing tools, audio and video tools, e-project management tools, and research and writing collaboration tools which are primarily developed to foster user-centered social interaction. Social media provide to their users adequate freedom of what they do with them. Osatuyi (2013) elaborated that social media platforms are many and are classified based on their functions and uses. He categorized the use of social media variously. These are interactivity, recognition, and participation. People use social media for either hard or soft issues or both. For instance, some people use social media to play online games, while others use it to negotiate, establish, maintain, and participate in political and cultural issues. Social networking sites such as MySpace and Facebook are used to share and update message. Microblogs such as Twitter is used for short messages while Wikis are mainly used for educational and informational purposes. Blogs are usually personal or collaborative online publishing diary while online forums are interactive space where participants discuss issues which are posted on a discussion board. The popularity, availability, and accessibility of social media account for their widespread usage in almost every aspect of life. Osatuyi (2013) stressed that people use social networks to organize campaigns (political or non-political), create awareness, social interaction, for sharing of information, marketing and healthcare activities. In institutions of higher learning in Nigeria, social media are used as tools for instructions, students' engagement and peer review. Ndaku (2013) asserted that, many students are assumed to be using social networks and the positive aspect of this is that youths can utilize them for academic assistance and support. Due to the ability of social media to enhance connections by making them easily accessible, social media can yield many benefits for the students such as providing a virtual space for them to share their interests or problems with individuals of like minds. Students who may be reluctant to speak up in class can participate in book discussion blogs and writing for real audiences. There are new Web tools emerging all the time that are accessible to students such as Facebook, YouTube and Twitter. Popoola, (2014) emphasized that UNESCO, in its policy document, supported the potential of social media in this regard and recommended classroom experimentation with it to highlight its strengths and weaknesses. The perspective of the potential effective use of collaborative learning via social media in institutions of higher learning in the present time is often referred to as Web 2.0. Social media have specific applications that provide various ways to collaborate. They comprise different tools elaborated by Omekwu, Eke & Odoh (2014) reiterated that social media do not merely allow knowledge transfer but also facilitate students' collaborative learning such as creating understanding among students, discussion with peers, lecturers, increase knowledge sharing and improve research students skills.

The view that social media is disruptive to academic treatise of students was rejected by some researchers who acknowledged that social media sites not only re-engage learners with their studies but also enhance their academic performance. Onyeka, Sajoh & Bulus (2013) argued that the frequent use of social media sites has no negative effect on the students' studies. In the same vein, Ogedebe, Emmanuel & Musa (2012) posited that Facebook usage does not have adverse effect on the academic work of university students.. While the present study is not burdened with the direct effect of social media usage on undergraduates' CGPA, its primary focus is centered on the impact of social media on undergraduate students' research skills.

2. Statement of the Problem

The current trend in technology has seen an increased use of social media technology by youths across the globe. While some educators see the academic benefits of social network, a number of them have foreseen dangers in undue dependence and misuse of the technology by university students. Also, the extent to which students used social media to improve their research skills have not received significant attention. This is because quite a good number of students used social media network for social services, chatting with friends among others. It is against this backdrop that this study seeks to examine the extent to which social media has influenced undergraduate students' research skills acquisition in Tai Solarin University of Education, Ijagun, Ogun State.

3. Purpose of the Study

The main purpose of this study is to examine the impact of social media on undergraduate students' research skills' development in Tai Solarin University of Education, Ijagun, Ogun State, Nigeria. In order to achieve this, the following specific purposes were raised:

- To investigate students' preference of facebook, whatsap, twitter, instagram and snapchet for undergraduate student research skill acquisition
- To examine the influence of social media on undergraduate students' ability to generate ideas about areas of research interest;
- To identify the influence of social media on undergraduate students' ability to source for quality research materials;
- To identify the influence of social media on students' ability to source appropriate research analytical tools for result presentation.
- To ascertain the influence of social media on undergraduate students' ability to develop creative writing research skills.

4. Research Question

What categories of social media are frequently used by students of Tai Solarin university of Education (TASUED)?

5. Hypotheses

$H0_1$: There is no significant influence of social media on undergraduate students' ability to generate ideas about areas of research interest.
$H0_2$: There is no significant influence of social media on undergraduate students' ability to source for quality research materials.
$H0_3$: There is no significant influence of social media on students' ability to source appropriate research analytical tools for their result presentation.
$H0_4$: There is no significant influence of social media on undergraduate students' ability to develop creative writing research skills.

6. Significance of the Study

The output of this study would be of benefit to university students and the authorities of universities nationwide. It would expose the level of the students' use of social media and assist authorities on how best to sustain the students' attention on positive use of social media for improved academic research work. It would identify the influence of social media on undergraduate students' ability to source for quality research materials, to generate ideas about areas of research interest and to develop creative writing research skills. Also, it would help ICT department to design the best social media and networking site that would arrest the attention of students for improved skills in research writing. Also, the findings would be used by academic advisers and counselors to proffer professional advice to the university authorities on how to regulate the social network usage among undergraduate students in the nations' universities.

7. Scope of the Study

The study examined the impact of social media on undergraduate students' research skills development in Tai Solarin University of Education, Ijagun, Ogun State. It examined the impact of social media on undergraduate students' ability to generate ideas about areas of research interest, source for quality research materials, source appropriate research analytical tools in result presentation as well as develop creative writing research skills.

8. Research Methods

The study adopted a descriptive correlation design of the *ex post facto* type. This design helped to examine how the independent variables influenced the dependent without any form of manipulation in order to accomplish the research purpose. A clustered sample of 1000 students from various locations was selected for the study from a total population of 17,537 undergraduate students' of Tai Solarin University of Education (TASUED), Ijagun, Ogun State. A researcher- developed questionnaire; tagged: *Social Media and Undergraduate Students' Research Skills Questionnaire (SMUSRSQ)* was used to gather relevant data for the study. **T**he instrument was subjected to face and content validity as well as a reliability test-retest study among 20 undergraduate students. This yielded a Pearson Product Moment reliability index of 0.72 at .05 significance level .This evidenced the potency of the instrument for gathering required data for this study. Five research assistants were employed for the administration of the instrument.

8.1 Methods of Data Analysis

Frequency counts and percentage were used for presenting the answer to the research question as well as the demographic characteristics of respondents while Analysis of Variance (ANOVA) was used for all the hypotheses at .05 level of significance.

9. Results and Discussion

Demographic Characteristics of the Respondents

Table 1: Gender distribution of Respondents

Gender	Frequency	Percentage
Male	391	39.10
Female	609	60.90
Total	1000	100

Source: Field Survey 2017 (SPSS 22 result)

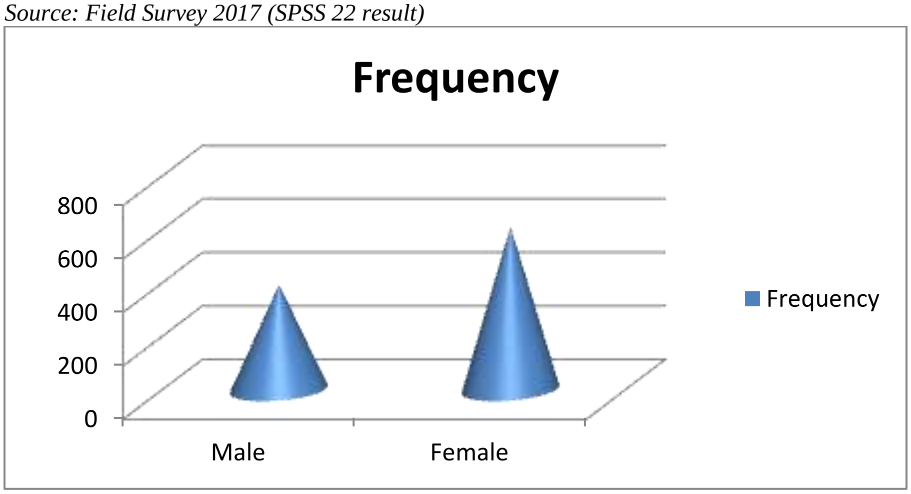

Table 1 revealed that 391 male respondents participated in the study. This represents 39.1% of the total sample used while 609 respondents representing 60.9% were females. This implies that greater proportion of the respondents were females.

Table 2: Respondents distribution by College

Colleges	Frequency	Percentage
COSMAS	147	14.7
COHUM	120	12.0
COSIT	110	11.0
COSPED	422	42.2
COVTED	201	20.1
Total	1000	100

Source: Field Survey 2017 (SPSS 22 result)

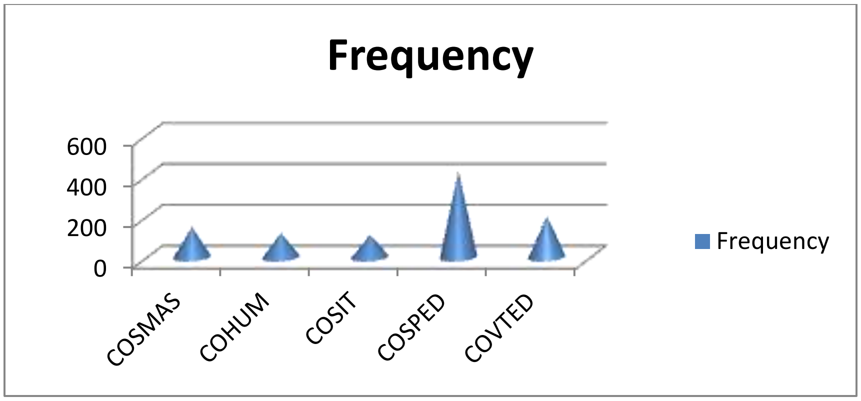

Table 2 shows that 147 of the respondents (14.7%) were from College of Social and Management Scieces (COSMAS), 120 (12%) from College of Humanities (COHUM), 110 (11%) from College of Science and Information Technology (COSIT), 422 (42.2%) from College of Specialised and Professional Education (COSPED) while 201 (20.1%) were from College of Vocational and Technical Education (COVTED). This implies that highest number of the respondents were from COSPED.

Research Question: What categories of social media are frequently used by students of Tai Solarin university of Education (TASUED)?

Table 3: Categories of social media used by the students

Social Media	Mean (X)	Standard Deviation (SD)	Rank order
Facebook	4.06	1.303	1
Whatsapp	4.02	1.296	2
Twitter	3.70	1.252	3
Instagram	2.13	1.296	4
Snapchat]	2.43	1.415	5

Source: Field Survey 2017 (SPSS 22 result)

Table 3 revealed the mean, standard deviation and rank order of the social media used by undergraduates in TASUED. From the analysis, it was realized that Facebook was ranked highest in use followed by Whatsapp while snapchat was the least utilized.

Hypotheses Testing

$H0_1$: There is no significant influence of social media on undergraduate students' ability to generate ideas about areas of research interest.

Table 4: Influence of social media on undergraduate students' ability to generate ideas about areas of research interest.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.979	1.381		13.020	.000
	Social media	.163	.048	.161	3.356	.001

a. Dependent Variable: StudentsAbilitytoGenerateIdeas

The first important thing to note in Table 4 is that the sign of the coefficient of social media is positive. This implies that undergraduate students' ability to generate ideas about areas of research interest increases with the use of social media. Furthermore, the probability ($p = 0.01$) as reported in Table 4 for social media implies that the slope ($\boldsymbol{\beta} = 0.163$) is statistically significant. Hence, the researcher concludes that there is significant influence of social media on undergraduate students' ability to generate ideas about areas of research interest.

$H0_2$: There is no significant influence of social media on undergraduate students' ability to source for quality research materials.

Table 5: Influence of social media on undergraduate students' ability to source for quality research materials.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.466	1.367		14.974	.000
	Social media	.134	.043	.207	3.152	.002

a. Dependent Variable: StudentsAbilitytoSourceforQualityRresearchMaterials

The important thing to note in Table 5 also is that the sign of the coefficient of social media is positive. This implies that undergraduate students' ability to source for quality research materials increases with the use of social media. The probability ($p = 0.02$) as reported in the Table implies that the slope ($\boldsymbol{\beta} = 0.134$) is statistically significant. Hence, it is safe to conclude that there is significant influence of social media on undergraduate students' ability to source for quality research materials.

$H0_3$: There is no significant influence of social media on students' ability to source appropriate research analytical tools for their result presentation.

Table 6: Influence of social media on students' ability to source appropriate research analytical tools for their result presentation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.823	1.411		10.502	.000
	Social media	.245	.035	.429	7.095	.000

a. Dependent Variable: Students Ability to Source Appropriate Research Analytical tools

Table 6 showed that students' ability to source appropriate research analytical tools for their result presentation increases with the use of social media. The probability ($p = 0.00$) as reported in the Table implies that the slope ($\boldsymbol{\beta} = 0.245$) is statistically significant. It was also safe to conclude that there is significant impact of social media on students' ability to source appropriate research analytical tools for their result presentation.

$H0_4$: There is no significant influence of social media on undergraduate students' ability to develop creative writing research skills.

Table 7: Influence of social media on undergraduate students' ability to develop creative writing research skills

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.401	1.890		9.733	.000
	Social media	.162	.048	.220	3.362	.001

a. Dependent Variable: StudentsAbilityDevelopCreativeWritingResearchSkills

The sign of the coefficient of social media in Table 7 is also positive. This implies that undergraduate students' ability to develop creative writing research skills increases also with the use of social media. Furthermore, the probability ($p = 0.01$) as reported in Table 7 for social media implies that the slope (**β** = 0.162) is statistically significant. Hence, the inferenc that there is significant influence of social media on undergraduate students' ability to develop creative writing research skills.

10. Discussion of Findings

The study revealed that there is significant impact of social media on undergraduate students' ability to generate ideas about areas of research interest. This finding correlates with Al-rahmi, Othman & Yusuf (2015) who examined the effect of social media on researchers' academic performance through collaborative learning in Malaysian higher education. They showed that researchers perceive social media as helping in increased collaborative learning and improvement of their performance. These researchers are more inclined to communicate through social media as opposed to face-to-face. In addition, the sample researchers are inclined to utilize social media.

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The significant impact of social media on undergraduate students' ability to source for quality research materials correlates with Nwangwa, Yonlonfoun & Omotere (2014) who investigated the influence of social media usage on research skills of undergraduates offering Educational Management at six different universities randomly selected from the six geo-political zones in Nigeria and they indicated that undergraduates frequently copied from Wikipedia as their major source of information; uses Facebook to generate ideas from colleagues about their research focus; and make use of Wordpress or Blogger to develop their creative writing skills. However, students' reliance on these social media tools alone has resulted in their dwindling research skills to produce quality research works.

Furthermore, there is significant impact of social media on students' ability to source appropriate research analytical tools for their result presentation. This finding correlates with Al-rahmi, Othman & Yusuf (2015) who examine the effect of social media on researchers' academic performance through collaborative learning in Malaysian higher education The findings showed that collaborative learning, engagement, and intention to use social media positively and significantly relate to the interactivity of research group members with peers and research students with supervisors to improve their academic performance in Malaysian higher education. However, the findings of this research contradicts Musa's (2015) study of the learning process of mass communication students in Nigeria and the conclusion that their usage of social media posed a threat to the internet without any usefulness for academic purpose.

It also contradicts Tartari (2015). who indicated that most university students only use social media and spend many hours checking social media sites with no positive aspect to academics.

11. Conclusion

The examination of the influence of social media on undergraduate students' research skills in Tai Solarin University of Education, Ijagun, Ogun State, Nigeria showed that there is significant impact of social media on undergraduate students' ability to generate ideas about areas of research interest, ability to source for quality research materials, ability to source appropriate research analytical tools for result presentation and ability to develop creative writing research skills.

12. Recommendations

The following recommendations are provided for this study:

- Universities should build and integrate interactive learning tools as well as links to research databases to make the use of social media relevant to students' research needs.
- The students must be educated on effective utilization of social networks for more academic-oriented activities.
- Educational technologists and programmers need to focus on developing social networking sites (SNS) that is academic based.
- University authorities should organize frequent seminars to enlighten students on the bad aspects of social networking sites.
- Students who are heavy users, should moderate the use of the sites to avoid addiction and create a balance between their offline and online lives while using the sites.
- The ministry of Education should liaise with Nigerian Communications Commission: to compel all social network providers in Nigeria to monitor the online activities of their subscribers for optimum decorum.
- The federal ministry of information and the National Orientation Agency should draft regulatory measures to control the workings of social networking sites that are accessible to Nigeria students.

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Implications of Critical Thinking, Creativity and Information Technology on Education

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Abstract. One can say that it is expedient in this present world that individual should strive towards the acquisition of at least basic knowledge of science and technology for proper development, most especially in the area of Education (teaching and learning). This is necessary to assess reasons properly as well as to possess tendency to ask probing questions and bind these with critical thought to serve as the basis of creative thinking. This is because in today's highly technological society, the critical demand for inventive scientists and technologists has highlighted the need for some means of identifying those individuals with the greatest creative promises. In education where creative qualities appear to have formerly neglected in both teaching and testing, it is desirable to assess each individual's creative potential through critical thinking. The assessment is important to pave way for the creative thinking that will lead to problem solving activity. It is on this note that the paper focuses on the Implications of Critical thinking and Creativity on Information Technology in Education.

Keywords: Education, Creativity, Critical thinking and Information Technology

1. Introduction

Education, critical thinking and creativity could be seen as concepts aiming at the same direction. This can be justified by looking at the meaning of these concepts one after the other. Education according to singh (2007) is derived from the Latin words: "Educere and Educare". Educere stands for to lead out, to draw out among others. Educare on the other hand connotes to bring up, to raise and to educate. Going by the concept of critical thinking, one can say that only the critical mind can be said to be critical in thinking and creative. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action. Creativity just as education is vital to national economic and technological substantiality. The needs for creativity during the learning process cannot be denied Yorke and knight, (2006) MC William and Haukka (2008) argued that creativity is very valuable economically to communities and organizations. For internationally competitive workforce, the students will not only need to have the skills and knowledge but they also need to have a high sense creativity in order to be able to solve the increasingly complex problems in their jobs (Lee, 2002). Considering all these, the paper focuses on the Implications of Critical thinking and Creativity on Information Technology in Education.

Education is conceived as a process which must involve the transmission of something worthwhile. This stands for the purpose and intentions of education. On the other hand, any process which does not involve the transmission of values, knowledge, understanding as well as the active mental and voluntary participation of the recipients does not merit the title education. Farrant (1964) made similar remarks in the following words. On the social plane, there is no value in producing a child who is good at his school work and who is at the same time rebellious toward the community. Infact, the aim of education should be geared towards producing those individuals who are completely integrated into the community. The social misfits and all those educated individuals who cause crisis in the society show the reflection of improper usage of knowledge and these are the results of inability to attain the goals of education. In line with Ayeni (2003), describes education as man's centred activity which bears upon knowledge and development. According to him, knowledge in this sense is based on experience since it goes along with development. In the field of education in Nigeria people are often faced with greater challenges in this era of technological developments, it is now the task of education to help in the propagation of knowledge, skill and attitude that will enable our people to meet the challenges of time. The knowledge acquired through education should help people to understand and appreciate the immediate world, and at the same time be useful for them to catch the glimpse of the world that is coming. In society today, nearly all areas of human activities are undergoing tremendous changes, consequently new ways of doing things and new knowledge may open new vistas to create new life. Likewise, the emergence of new method of committing crimes that cause insecurity calls for emergence of new knowledge that would be based on positive thinking

2. Critical Thinking

Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes ability to engage in reflective and independent thinking. Critical thinking promotes creativity in individual. To come up with a creative solution for a problem involves not just having new ideas, it must also be the case that the new ideas being generated are useful and relevant to the task at hand. Critical thinking plays a critical role in evaluating new ideas, selecting the best ones and modifying them if necessary (Joe & Jonathan, 2016)

As the global knowledge economy is driven by information and technology, one has to be able to deal with changes quickly and effectively. The new economy places increasing demands on flexible intellectual skills, and the ability to analyse information and integrate diverse sources of knowledge in solving problems. Critical thinking provides the tools for this process of self – evaluation. The ability to think clearly and rationally is important in whatever we choose to do. If one works in education, research, finance, management or the legal profession, then critical thinking is obviously important. Being able to think well and solve problems systematically is an asset for any career. (Joe and Jonathan, 2016) This may also be in line with the position of Anderson (2007) that Human beings reason well when they take the time to do so. Critical thinking is constituted by particular skills such as the ability to assess reasons properly, or weigh relevant evidence, or to identify fallacious argument in a critical attitude or disposition such as the tendency to ask probing questions.

Critical thinking is also an important goal of Education within the school sector. It is embedded in the Meibourne Declaration (Educational Goals for young Australians) which
discussed successful learners as those who are able to denote deeply, logically and evaluate evidence in a disciplined way as the result of studying fundamental discipline and elsewhere those who are able to make sense of the world and think about how things have become the way they are (Margaret & Nan, 2010).

Ennis (1996) defends a conception of critical technology based primarily in particular skills such as observing, inferring, generalizing, reasoning, evaluating reasoning. For him, critical technology is the correct assessing of statements, but he has also defined it more generally as reasonable reflective technology. Ennis maintained that the skills associated with critical thinking can be learned independently of specific disciplines, and can be transferred from one domain to another. He does, however, acknowledge that a certain minimum competence in a particular discipline is essential before one can apply the skills of critical thought to that domain, for him the process of critical thinking is deductive. It involve applying the principles and skills of critical thought to a particular discipline. A critical thinker is able to understand the bigger picture holistically, to see different worldviews in perspective rather than just to criticize the individual steps in particular argument. For Ennis, dialogue with others who are different, who have different worldviews and cultural back grounds is essential feature of critical thinking.

3. Creativity

Creativity is an ability or power to create or bring into existence, to invest with a new form, to produce through imaginative skill, to make or bring into existence something new. Creativity has been seen as an important component of education not only by Nigerians but also by many people across the different nations of the world. For instance, O' Donnell and Micklethwaite (1999) received the curriculum documents of sixteen developed countries and discovered that creativity was included at various educational levels of most of these countries. In Korea for example, it was discovered that the National curriculum defines an educated person as somebody who is healthy, independent, creative and moral.

Creativity is one of the valued and prominent acts that spring from the mind. It is a creative feature which distinguished human beings from animals and machine. This is in agreement with the words of Rene Descant as (1985) who states that creativity is a phenomenon that falls outside the scope of mechanistic framework. For Descants, Creativity is firstly a process of the mind. The process is evidenced in a form which is different from products already existing. It is the generation of imaginative new ideas, involving a radical newness, innovation or solution to a problem and radical reformation of problems (Newell, and shall, 1972). This means that creativity is the generation of something new in an environment. This should include novelty, appropriateness and values as postulated by sethy (2009) Novelty means newness, originality, uniqueness, unusualness and unconventionality. It is unconventional, when it requires modification or rejection of previously accepted ideas.

Looking at the creativity from the utilitarian perspective, it refers to a service or product that has functional, consumption and beneficial value. Creativity is synonymous to innovation. Innovation has been defined as "the intentional introduction and application (within a job work team or organization) of ideas, process, products or procedures that are new to that job, work team or organizations that are designed to benefit that job, work – team or organization (West & Richards, 1999). Innovation can be understood as introducing something new into an existing domain, sequence or process. Innovation relates to creativity to the aspect of creating those to solve problem or creating things that have utility of some sort. In other words, for any act or product to qualify as being called innovative, it must involve some discernable change or must challenge the status quo.

Just as it is in critical thinking, languages are also tools for the expression of creativity. Without language, there is no way the creator will be able to bring to people's awareness what he has created in his mind. Creativity is reflected not only in the mere expression of new ideas but also in the creator's ability to manipulate words and language in such a way to make listeners (students) appreciate his speech. (teaching). As a matter of fact, every creative art could be said to be a language on its own since it is intended to and thus communicate a massage. Take for example, when a fashion designer designs a material, he hangs it outside his shop to communicate to the public his capacity to produce good dresses. The dress by its design is a language that speaks of the beauty and comfort it could enhance the person who wears it.

Fasuyi and Adeleye (2013) said creativity is a mental process involving the discovery of new ideas or concepts or new associations of the existing ideas or concepts, fueled by the process of either conscious or unconscious insight. Some people attributed creativity to be divine intervention, cognitive processes, personality traits, and chance. It has also been associated with genus. Akinpelu (1981) believe creativity to be forehead brain activity or even specifically with lateral thinking.

One at this juncture can say that it is possible to train people to carry out tasks in better ways, acquire new techniques and skills and to accumulate new knowledge. The whole essence of creativity lies in its freshness, its freedom, its newness, creativity is often unexpected and breaking rules. It may result in something radically different or it may involve the unfolding of an old and established form with a total freshness. Creativity is the essence of life, of evolution of consciousness, of nature, and of matter. The universe itself is in a constant act of creation so, as its children, we should ask ourselves why, in such a creative universe, do societies and some individuals at times appear to be stupid, dull, destructive and uncreative? Are people really dull or is their creativity simply being shown in other ways without the people awareness. Are we all, in fact, creative or is it just that there are certain blocks which seem to frustrate us in certain areas of our lives? Do we all have the potential for critical thinking or creativity no matter how old we are? These questions will lead us to the question of critical thinking, creativity and their implication on information communication technology in education.

4. Historical Perceptive of Information Communication Technology.

Information is defined as fact or knowledge which is proved or learned while information technology is the study or use of systems such as computers and telecommunication gadgets for storing, retrieving and sending information (Longman Dictionary of contemporary English, 2001). Information, according according to Talabi (2000), is the body of knowledge which is meant to further broaden the horizon of the individual to which it is exposed while according to him information technology is the means of facilitating the transmission of information as well as its management.

Going back to primitive age of the early man, critical thinking and creativity manifested in their activities as he struggled for survival. According to Ali (1988) the pre – historic man felt little need for any form of communication, although it is believed that knotted cords and notched sticks were used to retain knowledge and transfer information. He also probably scrawled crude drawings (pictography) on stones, weapons, utensils and walls of caves, although such drawings were of physical objects which were created as a result of his critical thinking. For early history, man learnt to give information by means of visual imagery. At a particular point in history, man needed a set of symbols that singly and in groups, could visually represent both real objects and mental concepts. He invented a workable alphabet later. With time he invented ink and other writing materials to put the letter together. A further development in man's information communication technology came with the advent of the printing machine which as invented by a German called Johanna Guttenberg in about 1445 A.D. The German improved on the Chinese hard-out wooden blocks which were developed in china in about 5th century A.D by developing and using movable metal blocks at Mainz in Germany. Consequently, the age of book was born in 1456 A.D when he produced the bible. Other books later produced with the new invention that followed (Babalola 2004). All these were made possible as a result of creative thinking of the early man.

5. Critical thinking, Creativity and Information Technology in Education.

Today, due to a binary world of quick change, educators must venture on their own creative thinking in building a lifelong mastery with technology. They must not only develop their ability to survive a very unpredictable digital information age, but also defeat the accompanying challenges.

With the aid of technology, many teachers can take students beyond traditional classroom limits, creating virtual environments to experiment and explore. According to postman (1996), technology should be utilized as an object of inquiry. We should be aware of how we might use technology and also how technology uses us. Some technologies are particularly helpful because their design characteristics challenge higher order thinking and problem solving tasks; students are encouraged to explore and to learn by discovery. However, computer technology need not be used only for navigating linear programmed tutorials (a system designed to teach by providing the learner with information or linear demonstrations of subject matter, i.e CAI). It may also be a system to provide the contact for the learners' discovery in which the student investigates, researches, and explores learning experiences that the student controls upon guidance by the instructors. Used as a general purpose tool, technology can be used to solve many challenging task such as data analysis or program development.

In teaching and learning, computer can be used a means of communication, internet, e-mail, and feedback via networks. When using technology to communicate, a teacher must consider the constraints, in other words, the features that let users operate but limits the user from doing what he/she is able to do, and features to which the user ordinarily attends (Kerr, 1968). Constraints can only provide pre-designed and pre-specified sequenced information and pre-conceived solutions. The student under guidance is the one who make logical, creative associations, construct knowledge and learn from these activities. Therefore, teachers must search for creative ways to surpass technology's limitations in order to challenge a student's mind.

Despite what teachers and learners do with these technologies, these habiliments cannot and will not substitute for the communication exchange of human interaction. Technology, when effectively used however, might expand the magnitude of human dialogue via distance learning, computer – medicated communication, and other means of on – line communication. Our institutions of learning need to judge how and where human interaction can be ERmost effectively and creatively employed (Noble, 1998). Moreover, it is essential for learners to learn how to access needed information, sort and categorize it, and make necessary associations and inferences from the events surrounding those activities.

The information explosion dictates the need for faster and better thinking to scan, digest, assess and act upon a bewildering bombardment of fact. Every day something new can be learned, thus, something new could be taught (Alexander a knight, 1993). According to Woronow (1994), computers themselves do not automatically change the nature of teaching and learning. Seemingly, the ways a teacher integrates computer learning with classroom construction through energy and creativity appears to be the catalysts that create fertile, thriving learning environment.

6. Conclusion

In the paper, we have discussed the significance of critical thinking, creativity and information and communication technology on effective teaching and learning process in our educational system. The paper submitted that it is most expedient for both the teachers and learners to be critical in their thinking, creatively oriented and technologically based to improve their teaching skills. The paper further maintained that critical thinking and creativity can be developed in individual to aid teaching and learning in schools just as information and communication technology could be panacea for effective teaching and learning.

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Part Three
Educational Psychology

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Teachers' Quality and Secondary school Students' Academic Performance in Islamic Studies in Ilorin, Nigeria

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Abstract. The development of any society is determined by the quality of its education and the quality of education is determined by the quality of teachers. Teachers' quality, however, can be regarded as one of the vital academic determinants that have profound relationship with students' academic performance in all levels of educational system in Nigeria. It is against this background that the study investigated the teachers' quality and secondary school students' academic performance in Islamic studies in Ilorin, Nigeria. 60 secondary schools were selected across the five Local Government Areas forming Ilorin Emirate, Kwara state. In all, 300 students were selected using simple random technique. Purposive sampling technique was employed in selecting 300 Islamic studies teachers for the study. Questionnaire was used to elicit information on teachers' quality from the respondents, while May/June West African Examination Council, 2013 Objective Test was adapted to test SSII students' academic performance in Islamic studies and a profoma for SSI students' academic performance in Islamic studies was collected. The findings of the study revealed no significant relationship between teachers' teaching approach, subject mastery and secondary school students' academic performance in Islamic studies in Ilorin Emirate. However, significant relationship was recorded between teachers' educational qualification, years of teaching experience and academic performance of secondary school students in Islamic studies in Ilorin Emirate. Necessary recommendations were made based on the findings of the study.

Keywords: Teachers, Quality, Students, Academic, Performance

1. Introduction

Education has been viewed to mean different things all over the world. To some, education is the ability to read, write and reproduce. Some view it as an instructional package that makes individual becomes a productive member of his/her society.

However, Oladosu (2010) described education as a process by which knowledge, skills, attitudes, beliefs e.t.c of a society are transmitted from one generation to another through a well-defined method. This is done according to Jekayinfa and Kolawole (2010) to produce members that will imbibe society's religion, culture, social life and so on.

The development of any society is largely determined by the quality of its education and the quality of teachers in education industry can either make or mar the academic standard of students in all ramifications of educational endeavors. Therefore, quality of teacher is seen among measures that enrich the performance of the students in schools. Teachers' quality, however, can be regarded as one of the bedrocks that immeasurably influence the academic performance of the students across all levels of educational system in Nigeria. Teachers are seen as the second parents to students. Large number of students takes whatever piece of information and knowledge imparted to them by their teachers.

Uchefuna (2001) described a teacher as one who produces desired result in the course of his duty as a teacher. In the same vein, Okunloye (2004) described a teacher as someone who acquires systematic body of knowledge in specialized teacher training in educational institution such as teacher training colleges, colleges of education and universities for an effective and successful practice. Likewise, a teacher is described as an employee who uses his expertise to guide the learners to the content of curriculum. Aside that, he gives them assistance and feeds them back when necessary. He also motivates them and promotes positive change of behaviours (Ijaiya, 2012).

In the contemporary Nigeria however, the professional qualification of Islamic studies teacher is based on his exposure to rigorous professional exercises to possess specialized knowledge and skills. Like others in the same profession, he must have pursued his professional skills in one or more educational institutions to obtain one or more of the following certificates; Diploma in Arabic and Islamic studies; Nigeria Certificate in Education and Islamic studies (NCE); Bachelor of Arts in Education and Islamic studies (B.Ed/ Islamic studies) and Post Graduate Diploma in Education (PGDE) (Adebayo, 2007).

In addition, a teacher is expected to possess certain qualities such as; communication ability, emotional stability, teaching style, clear objective for lesson, effective discipline, good classroom management skills, knowledge of curriculum and standards, knowledge of subject matter and passion for students and teaching (Bangbade, 2006). An Islamic studies teacher is also expected to possess excellent characters.

Quality is the nucleus of what every individual is after in whatever he/she is seeking especially in education. According to Onocha (2002), quality is the degree of excellence which is relative with attribute and characteristics. Ijaiya (2012) defined quality as the degree or level of excellence in the standard or goodness of something being compared with others. She added that quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs.

The quality of a teacher determines the academic performance of students in all levels of knowledge. Similarly, the success of educational enterprise, particularly in terms of good quality education, depends largely on regular supply of teachers in quantity and quality. The National Policy on Education of the Federal Republic of Nigeria (2004) asserted that no nation can achieve economic, social and technological progress and self-sufficiency without a good system of education to sustain its achievement. The training and production of the man-power required for attainment of national objectives is dependent on the quality and quantity of teachers (Jekayinfa, 2010).

The development of any society is largely determined by the quality of its teachers. It is required for a teacher to develop and update his/her knowledge through training institution, conferences and seminars. Many people believe in not only the qualification of a teacher but also his/her confidence to defend the certificate. On that note, many scholars had contributed to the importance of teaching profession. Linda (2000) noted that a well-qualified teacher needs to acquire recognized certificate (either an undergraduate major or master degree) that is pertinent to the subject he/she teaches. Teachers' experience is among the qualities that have strong relationship with academic performance of students. Teachers' years of teaching experience enhances academic performance of students that will eventually lead to actualization of educational aims and objectives. Experienced teachers do better in teaching than the less experienced ones. According to Murnane and Phillips (1981) and Klitgaard and Hall (1994), the teachers' level of teaching experience has been found to establish a positive relationship between the academic performances of their students.

Rosenholtz (1986) added that many studies have established that less-experienced teachers regardless of the years of teaching are ineffective in teaching. Lassa (2000) and Guga (1998) asserted that education cannot be provided by just anybody. It requires a teacher who plans and delivers the lesson or instruction in such a way that objectives can be achieved. An uncertified teacher cannot prepare students for WASCE/GCE because it is unlikely that they could pass.

Teaching approach is an aspect that is very important to quality teaching as it complements knowledge of the subject matter. Teaching approach is described as a method, strategy or a combination of carefully designed classroom interactions that could be followed meticulously to teach a topic, a concept or an idea (Olorundare, 2010). Simplicio (2000) also suggested that, an effective teacher must be willing to change students' assignment tools and evaluation criteria.

Teacher's mastery of a subject matter is a resource and a great educational asset that influence academic performance of students. Adeogun in Olaleye (2011) noted that teachers are the primary indicator and determinant of the quality of education hence, professional and dedicated teachers are needed in schools. He further claimed that the relationship that exists between teachers' knowledge of what they teach and their ability to teach effectively and students' academic performance have been widely established. Therefore, teachers' quality and their effectiveness would be hampered if they are not familiar with the body of the knowledge that is taught.

However Olaleye's (2011) submission in corroborating the above view, declared that teachers are expected to thoroughly understand the contents of what they teach because teachers who master the material will pass the message clearer and provide better explanations than those with weaker backgrounds. Performance is generally referred to as the ability of something or someone to accomplish the given task. In education, performance is described as students' ability to carry out successfully the academic tasks given to them by their teachers. According to Gbadura (2010), performance is a general term used in every field of life, whether in a school, at work or any other human endeavour. It is a phenomenon that is attributed to almost every action. He added that performance in every facet of life may be low or high depending on the conditions or factors underlying it.

2. Statement of the Problem

The problems of fluctuation/poor academic performance of students in secondary schools have attracted diverse argument from different stakeholders in education industry like parents, teachers, members of society and government at all levels owing to the fact that teachers, for what they have been employed for, received huge blame for the students' poor academic performance. According to Gods will (2012), a professionally skillful teacher is someone who has acquired systematic body of knowledge from a specialized teacher training institution. He knows what he teaches. He facilitates teaching for students and demonstrates exemplary leadership style in classroom, school and society.

In view of the above, various studies have been conducted on the relationship between teachers' quality and academic performance. Some of the study on teachers' quality and students' performance included that of Akinsolu (2010) who carried out research on teachers and students' academic performance in Osun state. Borisade (2011) worked on teachers' qualities and school factors as correlates of academic performance of secondary school students in Ekiti State. investigated the teachers' characteristics as predictor of academic performance of students in secondary schools in Osun state. Akinfe, Olofinniyi and Fashiku (2012) investigated the teachers' quality as correlates of students' academic performance in Ondo state. Adeyemi (2008) carried out a research on teachers' teaching experience and students' learning outcomes in secondary schools in Ondo state. A careful look at the above studies would revealed that none of the previous studies mentioned had investigated the relationship between teachers' quality and students' academic performance in Islamic studies. Therefore, the focus of this study was to investigate the relationship between the Islamic studies teachers' quality and secondary school students' academic performance in Islamic studies in Ilorin Emirate.

3. Purpose of the study

The general purpose of this study was to investigate the relationship between the teachers' quality and secondary school students' academic performance in Islamic studies in Ilorin Emirate. Specifically, the study examined:

- The general level of secondary school students' academic performance in Islamic studies.
- The relationship between teachers' teaching approach and secondary school students' academic performance in Islamic studies.
- The relationship between teachers' subject mastery and secondary school students' academic performance in Islamic studies.
- The relationship between teachers' qualification and secondary school students' academic performance in Islamic studies.

- The relationship between teachers' teaching experience and secondary school students' academic performance in Islamic studies.

4. Research Questions

In this study, the following questions were answered:

- What is the general level of academic performance of secondary school students in Islamic studies?
- Does teacher teaching approach relate to secondary school students' academic performance in Islamic studies?
- Does teachers' subject mastery relate to secondary school students' academic performance in Islamic studies?
- Does teachers' qualification relate to secondary school students' academic performance in Islamic studies?
- Does teachers' teaching experience relate to secondary school students' academic performance in Islamic studies?

5. Research Hypotheses

The following hypotheses were formulated and tested in this study:

H_{01}. Teachers' teaching approach does not significantly relate to secondary school students' academic performance in Islamic studies.

H_{02}. Teachers' subject mastery does not significantly relate to secondary school students' academic performance in Islamic studies.

H_{03}Teachers' qualification does not significantly relate to secondary school students' academic performance in Islamic studies.

H_{04}. Teachers' teaching experience does not significantly relate to secondary school students' academic performance in Islamic studies.

6. Methodology

This study employed descriptive method of correlation type. The population for this study was all teachers of Islamic studies in public secondary schools in Kwara state. The target population was only teachers of Islamic studies in public secondary schools in Ilorin Emirate. Stratified random technique was used to select five (5) teachers of Islamic studies from sixty (60) selected schools from five Local Government Areas that formed Ilorin Emirate. Five (5) students were also randomly selected from the selected schools. The sample of the study comprised 600 participants; 300 teachers and 300 students.

The instruments for this study were an adapted questionnaire from Ishaq (2009) and students' academic performance examination questions in Islamic studies. The instrument was titled Islamic Studies Teachers' Quality Assessment Questionnaire (ISTQAQ) and students' performance test. The instrument was both face and content validated. In addition, the instruments were subjected to a test re-test and it was found to have reliability coefficient of 0.65 using the Pearson's Product Moment Correlation Coefficient Method (PPMC) at 0.05 level of significance. In analyzing the data, the Pearson's Product Moment Correlation Coefficient (PPMC) and One Way ANOVA were employed both at the alpha level of 0.05.

7. Results

Answering Research Questions

Five research questions were raised in the course of this study. Research question one was answered using percentage. All other research questions that have corresponding hypotheses were tested with inferential statistics.

Research Question 1:
What is the general level of secondary school students' academic performance in Islamic studies in Ilorin Emirate?

Table 1: The general level of secondary school students' academic performance in Islamic studies in Ilorin Emirate

A1	B2	B3	C4	C5	C6	D7	E8	F9
17 5.7%	16 5.3%	26 8.7%	32 10.7%	39 13.0%	46 15.3%	24 8.0%	27 9.0%	73 24.3%

Table 1 indicated out that out of 300 respondents 176(58.7%) respondents got at least c6 while 124(41.3%) failed.

Testing Research Hypotheses

Ho$_{1}$: *Teachers' teaching approach does not relate to secondary school students' academic performance in Islamic studies*

Table 2: Pearson r- Analysis Showing Relationship between Teachers' Teaching Approach and Secondary School Students' Academic Performance in Islamic Studies

Variable	No	Mean	Standard Deviation	Df	Cal.r Value	Cri.r Value	Remark
Teachers' Teaching Approach	300	25.4384	4.3931	298	*0.453	0.113	HO$_1$ accepted
Academic Performance	300	28.0800	4.9425				

Significant at 0.05 alpha level

Table 2 shows that the calculated r-value was 0.453 while the critical r-value was 0.113 with 298 degree of freedom and at alpha level of 0.05 significant. Since the calculated r-value was greater than the critical r-value, the operational hypothesis was accepted and the alternative hypothesis was rejected that: there is no significance relationship between teaching approach and secondary school students' academic performance in Islamic studies in Ilorin Emirate, Nigeria.

H$_{02}$ *Teachers' subject mastery does not relate to secondary school students' academic performance in Islamic studies*

Table 3: Pearson r- Analysis Showing Relationship between Teachers' subject mastery and Secondary School Students' Academic Performance in Islamic Studies

Variable	No	Mean	Standard Deviation	Df	Cal.r Value	Cri.r Value	Remark

Teachers' Subject Mastery	300	26.0620	4.4783				
				298	*0.692	0.113	HO_2 accepted
Academic Performance	300	28.0800	4.9425				

Significant at 0.05 alpha level

Table 3 shows that calculated r-value was 0.692 while the critical r-value was 0.113 with 298 degree of freedom and at alpha level of 0.05 significant. Since the calculated r-value was greater than the critical r-value, the operational hypothesis was accepted and the alternative hypothesis was rejected that: there is no significant relationship between teachers' subject mastery and secondary school students' academic performance in Islamic studies in Ilorin Emirate, Nigeria.

H_{03} *Teachers' educational qualification does not relate to secondary school students' academic performance in Islamic studies*

Table 4: ANOVA Analysis Showing Relationship between Teachers' Educational Qualification and Secondary School Students' Academic Performance in Islamic Studies.

	Sum of squares	Df	Mean Square	F	Sig.	Remark
Between Groups	4211.068	5	842.214			
With in Groups	3093.012	294	10.520	*80.055	0.000	HO_3 Rejected
Total	7304.080	299				

Significant at 0.05 alpha level

Table 4 shows that the Calculated F value was (80.055) with P-value of 0.000 computed at an alpha level of 0.05. Since the Calculated P-value was less than the alpha level of 0.05, the hypothesis was hereby rejected and the alternative hypothesis accepted that: there is a significant relationship between teachers' educational qualification and secondary school students' academic performance in Islamic studies in Ilorin Emirate, Nigeria.
In order to ascertain where the relationship lies, Scheffe post hoc test was carried out and the output was illustrated in Table 8:

Table 5: Scheffe Post Hoc Test Showing relationship between Teachers' Educational Qualification and Secondary School Students' Academic Performance

		Subset for alpha = 0.05		
Teachers' Educational Qualification	**N**	**1**	**2**	**3**
Diploma	19	22.8947		
NCE	101	24.6634		
B.A (Ed) Islamic Studies	27		27.4444	
B.A Islamic Studies	19		27.5789	
M.A Islamic Studies	48			33.4767
M.A (Ed) Islamic Studies	86			33.5239
Sig.		**0.439**	**0.670**	**0.835**

Table 5 reveals that out of all items under educational qualification, M(Ed) and M.A Islamic studies are the most significant with the mean scores of (33.52) and (33.48) in subset 3. The next are B.A and B.A (Ed) Islamic studies with the mean scores of (27.58) and (27.44) in subset 2.

While NCE and Diploma Islamic studies are the least with mean scores of (24.66) and (22.89) in subset 1. This shows that Islamic studies teachers with M.A (Ed) and M.A are more qualified in teaching Islamic studies in secondary schools.

H_{04} *Teachers' teaching experience does not relate to secondary school students' academic performance in Islamic studies*

Table 6: ANOVA Analysis Showing Relationship between Teachers' Teaching Experience and Secondary School Students' Academic Performance in Islamic Studies.

	Sum of squares	Df	Mean Square	F	Sig	Remark
Between Groups	649.758	2	824.897			
With in Groups	1651.068	297	5.559	* 58.442	0.000	HO_4
						Rejected
Total	2300.826	299				

Significant at 0.05 alpha level

Table 6 shows that the Calculated F value was (58.44) with P-value of 0.000 computed at an alpha level of (0.05). Since the Calculated P-value was less than the alpha level of (0.05), the hypothesis was hereby rejected and

the alternative hypothesis accepted that: there is a significant relationship between teachers' teaching experience and senior secondary school students' academic performance in Islamic studies in Ilorin Emirate, Nigeria.

Table 7: Scheffe Post Hoc Test Showing Relationship between Teachers' Teaching Experience and Secondary School Students' Academic Performance

Teachers' Teaching Experience	N			Subset for alpha = 0.05		
				1	2	3
1 to 10 years	102	22.9706				
21 years and above	87		27.4828			
11 to 20 years	111			33.2432		
Sig.		1.000	1.000	1.000		

Table 7 reveals that out of all items under teaching experience, Islamic studies teachers with 11- 20 years in teaching the subject are the most significant with the mean score of (33.24) in subset 3. It is followed by those that have been teaching Islamic studies for 21years and above and its mean score is (27.48) in subset 2, while Islamic studies teachers 1-10 years in teaching the subject are the least with mean score of (22.97) in subset 1. This shows that Islamic studies teachers with 11-20 years are more experienced in teaching Islamic studies in secondary schools.

8. Discussion of Findings

The finding of this study revealed that no significant relationship existed between teachers' teaching approach and secondary school students' academic performance in Islamic studies in Ilorin Emirate. The mean score of the teachers' teaching approach which was (25.44) with standard deviation of (4.39) and academic performances of students' mean score which was (28.08) with standard deviation of (4.94) had showcased that the mean score and standard deviation of teachers' teaching approach were less than that of the students' academic performance. This indicated that there was no significant relationship between teachers' teaching approach and students' academic performance in Islamic studies in Ilorin Emirate, Nigeria. This finding is not in line with the submission of Olorundare (2010) when he noted that teaching approach employed by teachers while teaching has positive relationship with academic performance of the students.

The finding of this study revealed that no significant relationship existed between teachers' subject mastery and secondary school students' academic performance in Islamic studies in Ilorin Emirate. The mean score of the teachers' subject mastery which was (26.06) with standard deviation of (4.48) and academic performances of students' mean score which was (28.08) with standard deviation of (4.94) had showcased that the mean score and standard deviation of teachers' subject mastery were less than that of the students' academic performance. This indicated no significant relationship between teachers' subject mastery and students' academic performance in Islamic studies in Ilorin Emirate, Nigeria. This finding is not similar to the findings of Olaleye (2011) who found that teachers' mastery of subject relate positively to academic performance of students.

The finding of this study revealed that a significant relationship existed between teachers' educational qualification and secondary school students' academic performance in Islamic studies in Ilorin Emirate. This might be as a result of hierarchies of educational qualification that teachers possess which give them ability to inspire the students in effective manners. The finding of this study was in line with the findings of Abugu, Dike & Umeobika (2013) who found in their study that teachers' qualification has a great relationship with students' academic performance. They submitted that students learn more from teachers who hold Bachelor's or Master's degree in the subject they teach.

The finding of this study revealed that a significant relationship existed between teachers' teaching experience and secondary school students' academic performance in Islamic studies in Ilorin Emirate. It was also found in this study that teachers with 11-20 years of teaching experience are more effective. This might be as a result of activeness in such teachers by that period. In the other hand for those with 21years and above teaching experience, it might be as a result of diminishing return set in during their administrative appointment that made them vacate class activities. The finding of this study is relevant to the findings of Adeyemi (2008) and Abdulr-Rafiu (2009) that teachers' teaching experience has significant relationship with students' learning outcomes. Adeyemi (2008) added that schools that have more teachers with five years and above teaching experience achieved better than schools having more teachers with less than five years teaching experience.

9. Conclusions / Recommendations

Based on the research question answered and the hypotheses tested, the following conclusions are drawn:

- There was no significant relationship between teachers' teaching approach and secondary school students' academic performance in Islamic studies in Ilorin Emirate, Nigeria.
- There was no significant relationship between teachers' subject mastery and senior secondary school students' academic performance in Islamic studies in Ilorin Emirate, Nigeria.
- Islamic studies teachers with M.A (Ed) and M.A in Islamic studies are more qualified in teaching the subject in secondary schools favorably than the rest teachers with educational qualification bellow it.
- Secondary school teachers with more years of teaching experience produce students with high academic performance than their counterpart who have less experience in teaching.

In view of the findings of this study, the following recommendations were made:

- Qualified and experienced teachers of Islamic studies should be employed in the teaching profession and they should be provided with more incentives and better promotional prospects.
- Government and other educational policy makers should realize the importance of Islamic uplift which has to do with worship (Ibadah) and prevention of all sorts of vices such as cultism, hooliganism, drug abuse, and examination malpractice e.t.c therefore; Islamic studies should be involved in planning and review of the curriculum.
- Islamic studies teachers should be encouraged to improve on their methods of teaching by attending refresher courses, workshops or seminars organized for such purpose. Those who have deficiencies in English or Arabic languages among the Islamic studies teachers should try as much as possible to remedy their deficiencies.
- Ministry of Education should prioritize the supervision of teachers in the public schools in order to detect the lapses existing in teaching and learning environment.
- Islamic studies teachers should encourage learning of the subject at all levels of educational system for moral development through their sacrifice to write relevant and suitable textbooks for the use of the students. They should also employ suitable teaching approach and improvise relevant teaching aids by themselves if not available rather than relying on the government solely.

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The Extent of Fieldwork Application in the Teaching of Geography in Federal Universities in Nigeria

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Abstract. Fieldwork in geography is an inseparable, unalienable and cooperate part of the teaching and learning process. When viewed from the nature and content of geography which makes continuous reference to space and spatial features, the field outside the classroom inevitably remains the only true laboratory for carrying out geographical experiments as well as observation in teaching and learning. Be that as it may, several factors, have largely and grossly under applied the use of fieldwork in teaching geography in Nigerian Federal universities. Hence there is the need to assess the extent of use of fieldwork as a method of teaching geography in Nigerian federal universities. To carry out this research, four research questions were raised, and four major objectives posed. This study is of significant relevance to the government, curriculum developers, geography lecturers and geography students in various federal universities in Nigeria. The theoretical framework for the study was based on Kolb's theory of Experiential Learning. The study viewed various literature and works of prominent geographers and social scientists who have ventured into the germane but neglected concept of fieldwork application in teaching geography. Teachers and students questionnaire were the research instruments utilized in this study, while stratified random sampling method was used to select the sample size. Consequently, a sample size of 109 respondents comprising of 100 students and 9 lecturers was used in this study. Descriptive survey design was used in the analysis of the results. Several critical findings and recommendations were made.

Keywords: fieldwork, federal universities, teaching, experiential learning.

1. Introduction

Geography as a discipline of inquiry under the social sciences, seeks to bring together or unite the physical and human dimensions and landscapes of the world in the study of people, places and environments (Ajibade, 2010). The role of the geographer therefore is to make direct observations and ask questions about the earth's physical and human (cultural) environments as well as the spatial distribution of various features within these environments. Geographers also explore how people and places interact with each other as well as why and in what ways they change over time.

Fieldwork is the 'doing' aspect of geography which involves students studying geography outside the classroom through – observing, questioning, planning, collecting, recording, evaluating, representing, analyzing, concluding, communicating, reflecting and responding. Fieldwork in geography is hence an inseparable, unalienable and cooperate part of the teaching and learning process. It is a vitally important part of any Geography degree programs offered in all institution of higher learning. Fieldwork is seen generally as an essential way in which students deepen their knowledge of the subject, and become equipped with the wide range of skills that make them so employable once they graduate. Research has shown that when students 'see it for themselves' their enjoyment and understanding is enhanced. In addition it helps develop subject-specific and transferable skills, promotes 'active learning' and links theory to 'real world' examples in a 'spiral of learning'. Internationally, fieldwork is seen as intrinsic to geographical education.

Fieldwork is here defined as any study of the environment that takes place outside the classroom.

Geographical studies make continuous reference to space and both physical and cultural phenomenon existing in space, therefore the field outside the classroom remains the true and most viable laboratory for carrying out geographical experiments and practical studies. However, according to Ajibade and Rheem (2007), certain factors ranging from social, political, economic, to others such as experience and logistics aspects of fieldwork combine to make organizing fieldwork a task which is not less herculean for the average teacher. As a result of these observable limiting factors, there is a dire need to assess the extent of the application of fieldwork as a teaching method in geography especially in tertiary institutions with specific reference to Nigerian Federal universities. This is with the view to increase and improve the level of implementation and application in teaching geography courses and providing workable guides for organizing purposeful fieldwork exercises in within the framework of a developing economy like Nigeria.

Fieldwork has been defined by many authors in various ways, but underlying all these definitions is the fact that it is a teaching method which is characterized by the claim that it can usefully enhance the causal link between student affective response (emotions, feelings and values) and deep learning (Higgitt,1996). According to Fuller, Edmondson, France, Higgitt, and Ratinen, (2006) fieldwork has traditionally been important to geographers and for many it remains a defining feature of the subject and a distinctive and important 'mode of learning'. Virtually all lecturers in geography recognize the importance of fieldwork as a vital mode of teaching in the subject. Stressing the socially constructed nature of knowledge and identity, however, Nairn (2005) has made a valuable critique of the assumption that human geography fieldwork gives students direct and unmediated access to 'the truth'. Various researches that have been conducted into the relationship between fieldwork and student learning suggest that fieldwork provides a number of pedagogical benefits. Fieldwork is therefore valuable because it can enhance student affective response in positive ways and thus aid deeper forms of learning. Research further suggests that surface learning tends to occur when learners are anxious about failure, while deeper learning takes place when they are more relaxed and enjoying their learning, such that can happen when they are on the field.

Fieldwork is regarded as being central to teaching, research and is it highly intrinsic to the very nature of being a geographer, as through fieldwork, geography learners can become more participative, purposeful, enthusiastic and more positive in their learning. Fieldwork is the best and most immediate means of bringing the two aspects of geography together in the experiences of the student. These two aspects of geography are; a body of knowledge and a distinctive method of study (Bailey, 1974). Hence fieldwork can be said to be nothing more than a direct, practical, systematic observation of a phenomenon by a geographer in his or her subject matter mostly to derive primary data. Fieldwork is the process of observing and collecting data about people, cultures, and natural environments mostly by students under the guidance of their teacher. Field work has the ability to open up students to new worlds that they may not have known existed and can spark interests that may sustain them for the rest of their lives (Carroll, 2007).

Geographers regard fieldwork as a vital instrument for understanding our world through direct experience, for gathering basic data about this world, and as a fundamental method for enacting geographical education.

A fresh look at the pedagogic implications for fieldwork in formal education offers ideas both for promoting it in geographical education and for maintaining its place in the geography curriculum.

Forward-looking geographers and educators now recognize that alternative strategies, especially those involving the use of information technology, should be developed to reaffirm the centrality of fieldwork in geographical and wider education.

Certain basic steps are required in the preparation for a geographical fieldwork according to Jones and Sauer (1915) which include:

- Reading up literature on the area extensively to familiarize with the locality.
- Acquire maps of the area such as topographic, vegetation, climate, and hydrographic etc.
- Carry out a reconnaissance survey from which and draw up a schedule stating the purpose for the trip as well as specific places of interest; time to be spent at each site and the best means of covering the area (on foot, on bicycle, by car etc).
- Know the cost implications.

Over the years, a number of claims have been made about the pedagogical benefits of fieldwork which include:

- Fieldwork gives students the opportunity to develop a range of subject-specific skills (mapping, data collection and analysis) and transferable skills, such as independent learning and problem-solving (Andrews, Kneale, Sognez, Stewart, and Stott, 2003) observation skills research skills, measurement skills, recording skills, communication skills and study skills (Hurry, 1989).
- Fieldwork can be useful to encourage the development of interpersonal skills (Boyle, Conchie, Maguire, Martin, Milson, Nash, Rawlinson, and Turner, & Wurthmann 2003).
- Fieldwork lends itself to the promotion of active rather than passive modes of learning (Haigh, 1996). Much attention has also been drawn to the role of active experimentation in Kolb's experiential learning cycle and how this theory “has a ready connection

with students learning directly from the environment, particularly in fieldwork" (Healey & Jenkins, 2000).

- Fieldwork can create opportunities to "connect theory with real experience" (Kent, Gilbertson, and Hunt, 1997). This reinforces classroom-based learning by following it through in particular 'real world' situations. It enables students and researchers to examine the way scientific theories interact with real life.
- Fieldwork is one of the distinctive features of a geographical education. Its importance for learning and raising achievement in geography is endorsed by geographers everywhere.

2. Statement of the Problem

Geography education at the tertiary level in most developing countries such as Nigeria has for some decades now been faced with serious problems and challenges; from inadequate manpower to irregular power supply and lack of resources and equipment. There is also a great variation obtained between the understanding of classroom knowledge and the field experience gained by the students in the same lesson. Various researches have shown that several geography curriculums are shifting more towards a field enquiry approach as a result of pre-existing problems such as large class size, our highly urbanized landscape which lead to a lack of suitable sites, and geography teachers who do not have an understanding of the role fieldwork plays in constructing meaning in geography. The consequences of this scenario is an ever increasing failure rate in examinations and the turning out of geography graduates who know almost every theoretical aspect of geographical phenomena, and next to nothing about the corresponding features on the field. The application of fieldwork is intended to aid in the nurturing of geography students that are 'sound' enough to merge their classroom knowledge with a result-oriented fieldwork experience. This led to the challenge taken up by the researcher to explore the extent of fieldwork application in teaching and learning geography in federal universities in Nigeria.

3. Purpose of the study

The purpose of this study is to assess the extent of fieldwork application in the teaching of geography in federal universities in Nigeria, with the focus on university of Lagos.

Other objectives that emanated to guide the study include, to:

- Examine the influence of utilization of fieldwork on the teaching and learning of geography in federal universities.
- Determine the extent of prioritization of fieldwork application in teaching geography in the University of Lagos
- Determine the reasons for the observed level or extent of fieldwork application in teaching geography in the University of Lagos.
- Proffer viable and applicable solutions and adjustments to the observed level of fieldwork application in teaching geography in Nigerian Universities.

4. Research questions

In order to achieve the objectives of this study, the following research question were raised:

- What influence does fieldwork exert on the teaching and learning of geography in Nigerian universities?

- To what extent is fieldwork being prioritized in teaching geography in Nigerian federal universities?
- What are the reasons for the observed level or extent of fieldwork application in teaching geography in the University of Lagos?
- What are the most viable and applicable solutions and necessary adjustments to observed level of fieldwork application in teaching geography in Nigerian federal Universities?

5. Theoretical Perspective

The theory underpinning this study is the Experiential learning theory by Kolb (1984). This theory defines learning as "the process whereby knowledge is created through the transformation of experience. In the words of Kolb, "knowledge results from the combination of grasping and transforming experience" (Kolb, 1984, p. 41). This theory emphasizes the major role of fieldwork in the gaining of knowledge through active and actual experiences on the field. Fieldwork affirms theoretical learning in geography through the practical experimentation and experiences of these theories in classroom on the field. Fieldwork gives the students the opportunity to build their own learning through experiences gained on the field, and this is the major basis of the Experiential learning theory by Kolb (1984). Experiential learning refers to the testing and performance of series of actions and careful observation of certain physical phenomenon as well as their effects in order to learn about something. This action in science is carried out in the laboratory.

According to Kolb, the experiential learning model portrays two dialectically related models of grasping experiences; Concrete Experience (CE) and Abstract Conceptualization (AC) and two dialectically related modes of transforming experience; Reflective Observation (RO) and Active Experimentation (AE). Primarily, fieldwork is regarded as any educational activity that takes place outside the classroom which leads to gaining of experience by the learner. These activities may take place anywhere that practical outside activities are possible such as the local park, a nearby locality or even the school grounds (Hurry, 1991). Every child has a sense of curiosity, and a desire to 'know more' and this is fundamental to fieldwork.

The value of fieldwork to both students and teachers of geography in the modern society cannot be over emphasized. Boyle, Maquire, Milsom, Nash, Rawlison, Turner, Wurthman & Condie (2007) have linked the benefits students derive from geography, geology, and environmental science fieldwork to an enhancement of 'deep learning'. With deep learning, the motivation for learning comes from 'within'; it is a valuable 'end' in itself and is characterized by critical thinking and a sense of ownership. Research suggests that surface learning tends to occur when learners are anxious about failure, while deep learning takes place when they are more relaxed and enjoying their learning (Boyle et al., 2007).

A typical fieldwork programme in a university setting is intended to:

- Connect theory and practice, applying concepts and skills outside the classroom
- Connect local and global, appreciating how geographical processes take place at different scales
- Broaden student's horizons by offering diverse field sites and types of fieldwork, to support their academic and personal growth

- Give students' experience of teamwork
- Enhance students' skill set with a range of skills, relevant to future careers within and outside geography
- Give student's a firm understanding of the ethical, political and safety issues involved in conducting research in different sites
- Enthuse and excite student's curiosity and sense of discovery, so that they become able and confident in developing their own research enquiry

Stephanie (2014), who was the experiential learning coordinator at Western University Canada, broadly defined fieldwork as a descriptive term for the collection of data outside of a controlled laboratory setting. She further stated that, the practice and focus of fieldwork varies across disciplines but is mainly concentrated in the natural and social sciences of which geography is inclusive. Inquiry based learning forms the basis of an effective University geography education; however, literature specifically addressing fieldwork in geography highlight that being in the field is highly synonymous with the characteristics of inquiry based learning (Watson, 2008).

In a research by Nundy (2001) on the role of fieldwork in students' learning, four major benefits were highlighted, which are:

- A positive impact on long-term memory due to the memorable nature of fieldwork setting
- Affective benefits of the residential experience, such as individual growth and improvements in social skills. The extent to which fieldwork develops transferable skills depends on the context in which the fieldwork is undertaken.
- Reinforcement between the affective and the cognitive domains, with each influencing the other and
- Providing a bridge to higher order learning.

6. Significance of the study

The results from this study will serve as relevant indispensable tools which will induce governments at various levels, educational agencies, curriculum developers educational institutions, educational administrators, faculties and Departments of geography to pay a higher level of attention to the improvement of the quality of fieldwork. It will also assess the extent of its application in curriculum development and implementation in geography education in tertiary institutions, the quality and quantity of geography fieldwork materials as well as quality funding for all fieldwork activities in geography education in Nigerian federal universities.

7. Scope of the study

This study is limited to the evaluation of the extent of application of fieldwork in teaching geography in Nigerian federal universities with specific reference to University of Lagos. The study is strictly centered on the level of to which fieldwork is utilized in teaching geography but with consideration to the prospects of fieldwork and possible adjustments to the observed extent of its application I Nigerian Universities.

8. Definition of terms

Fieldwork: - a teaching method which is characterized by the collection of information outside a classroom, laboratory, library or workplace setting.

Physical environment: - the physical environment includes land, water, plants and animals, buildings and other infrastructure and the entire natural resources that provide our basic needs and opportunities for social, economic and academic development.
Intended Learning outcomes: -this articulates the desired end product of a learning process, i.e. what students are expected to know, do and value by the end of a given course.
Federal universities: - these are universities that are predominantly funded by public means through the federal government as opposed to state owned or private universities.

9. Methodology

9.1 Research design

The study adopted a descriptive survey design. This is because the researcher was not able to manipulate the variables for the simple reason that they have already occurred. Therefore, the design simply report's findings on a particular problem as it exit.

9.2 Research instrument

The main instrument used in this study was the questionnaire. Two types of questionnaire used are:

- Teachers' questionnaire
- Students' questionnaire

Both of these instruments were selected with the aim of providing useful information which would be used to identify, examine, and assess the extent of the application of fieldwork in the teaching of geography in federal universities in Nigeria. The teachers' questionnaire was made up of 27 questions and divided into 3 sections A, B and C. The students; questionnaire on the other hand comprised – questions and was divided into sections 3 sections A, B and C with 28 questions in all.

9.3 Research Location

This study was carried out in University of Lagos, Akoka campus a Federal University located in Yaba Local Government area of Lagos State.

9.4 Research Participants

All participants in this study were lecturers and students in Geography Department and Department of Arts and Social Sciences Education (Education Geography), in the University of Lagos, Akoka.

9.5 Data Analysis

The researcher organized the data in line with the research questions and proceeded to analyze same with descriptive statistics and content analysis. The data was then summarized and organized into themes and presented in narrative forms with the use of some basic statistics tools which included; arithmetic mean, chi-square, frequency distribution, summation and percentage frequency.

10. Research Findings

Research findings based on the administered questionnaires revealed the following:

- Student respondents agree that fieldwork influences teaching and learning of geography because it forms the basis of geography lessons and students tend to remember lessons from fieldwork more vividly than lessons taught during classroom lectures. Lecturers also agree that teaching is easier when students are engaged in fieldwork activities rather than classroom learning.

- Fieldwork motivates students to learn better than classroom learning and they also tend to develop new skills when engaged in fieldwork activities. Lecturers supported that fieldwork is adequately applied in teaching geography courses in the University of Lagos to encourage the development of various skills in the students, despite the fact that it is poorly funded by the authorities.
- Students believe that fieldwork activities are poorly funded and suffer from poor planning. Lecturers opined that fieldwork also suffers from poor planning as a result of slow response from the university management in releasing the inadequate funds to time.
- Students are of the opinion that they are being made to pay too much to go on fieldtrips without which they will not fulfill graduation requirements. Lecturers are of the opinion that the university management should be fully responsible for fieldwork funding while students only fend for themselves on such trips.

11. Discussion of findings

The study assessed the extent of fieldwork application in the teaching of geography in federal universities in Nigeria; a case study of University of Lagos. The results of the findings based on the four research questions formulated during the period of the study are discussed below.

The result of the findings for research question one which states that: what influence does fieldwork exert on the teaching and learning of geography in Nigerian federal universities?" the study revealed that fieldwork influences teaching and learning of geography because it forms the basis of geography lessons and students tend to remember lessons from fieldwork more vividly than lessons taught during classroom lectures. The responses from the lecturers were similar in that they believe that teaching is easier when students are engaged in fieldwork activities rather than classroom learning. This is in line with results of Nundy (2001) which highlighted four major benefits associated with fieldwork: a positive impact on long-term memory due to the memorable nature of fieldwork setting; affective benefits of the residential experience, such as individual growth and improvement in social skills; reinforcement between the affective and cognitive, with each influencing the other and providing a bridge to higher order learning.

Research question two stated that "to what extent is fieldwork being priotized in teaching geography in Nigerian federal universities? The study revealed that fieldwork motivates students to learn better than classroom learning, and they also tend to develop new skills when engaged in fieldwork activities. Lecturers also supported this response and added that fieldwork is adequately applied in teaching geography courses in University of Lagos irrespective of the fact that geography fieldwork is poorly funded in University of Lagos. This is in agreement with the results of Sarkar and Fraizer (2008) which found out that combining inquiry based practices with fieldwork made the learning more meaningful, while increasing the active engagement of students. This was supported by McComas (2008) that fieldwork creates these first-hand experiences, encourages questions and inspires curiosity because it demands the application of science process skills.

Research question three went thus “what are the reasons for the observed level or extent of fieldwork application in teaching geography in the University of Lagos?” The study revealed that fieldwork activities in University of Lagos are poorly funded and suffer from poor planning. Though lecturers agree that fieldwork does suffer from poor funding and poor planning, they said they are willing to take students on fieldtrips as often as the need arise if there is proper funding. This was originally in line with the result of Blumenfied, Krajcik and Tal (2006), which found out that students experienced significant gains as demonstrated by pre and posttests when fieldwork was combined with project based learning. In another project based learning assignment, researchers; Kenney, Militana, & Donohue (2003) found teachers to be impressed with students’ results following fieldwork based project.

The last research question stated that “what are the most viable and applicable solutions to the observed level of fieldwork application in teaching geography in Nigerian federal universities?” the study observed that students are being made to pay too much to go on fieldtrips without which they will not fulfill graduation requirements as these trips are compulsory for them. Lecturers are of the opinion that the university management should be fully responsible for fieldwork funding while students are made to only fend for themselves on such trips. This is in line with Morris (2010), who opined that school boards, superintendents and legislature have the fiduciary trust endowed by the community to provide money for the education of all students in the public schools. According to him, this is their job and if they cannot do ‘their job’ they should be removed from office.

12. Implications of the findings

The findings of this study have significantly assessed the extent of the application of fieldwork in the teaching of geography in federal universities in Nigeria, a study of University of Lagos. To examine the influence of fieldwork utilization on the teaching and learning of geography in Nigerian universities; determine the extent of the prioritization of fieldwork application in teaching geography in Nigerian universities; ascertain the specific reasons for the observed level of fieldwork application in teaching geography in University of Lagos; proffer viable and applicable solutions and adjustments to the observed level of fieldwork application in teaching geography in Nigerian universities. With all the aforementioned, we can infer that application of fieldwork is an inseparable component of the pedagogy of teaching geography in Nigerian universities. Fieldwork can give both students and lecturers direct experiences that challenge their preconceptions. The reality of others can ‘call us to attention’ in ways that make them matter to us. This ‘enhanced affective response’ helps deepen our understanding of the wider world and our place within it. It is for this reason that fieldwork remains a valuable mode of learning for geography students.

This study pin points the following implications for improving geography teaching as it relates to all institutions of learning:

- The development of the qualifications and abilities of all teachers through teacher training, undergraduate training and in-service experience within and outside the classroom

- The provision of enlightenment on how to plan and manage fieldwork as well as factors that can be manipulated of influenced to improve the outcome of fieldwork;
- The provision of a healthy framework for both the students and lecturers on fieldwork activities and provision of basic amenities that can ensure its success.

13. Conclusion

The foregoing discussions have been a pointer to the importance of fieldwork in the teaching and learning of geography in universities in Nigeria. It was deduced from the study that the application of fieldwork as a part of the pedagogy of teaching geography in federal universities in Nigeria has immeasurable benefits for both geography lecturers and students. The application of this pedagogy improves students' learning and consequent academic performance while the absence of it effectively reduces the benefits of fieldwork. The enjoyment many students derive from studying geography, geology and other environmental sciences stems majorly from fieldwork as a result of its enhancement of deep learning, which brings about motivation from within the student. The resultant effect of this motivation on the students' is, critical thinking and a sense of ownership in learning. There is therefore the need to improve the extent of fieldwork application in teaching and learning geography in Nigerian federal universities.

14. Recommendations

The following recommendations are made:

- This study can be generalized across the states and all the federal universities in Nigeria to improved sample size.
- Government should make efforts in supplementing the total cost of fieldwork through direct funding or by subsidizing the material and financial burden on universities.
- Efforts should be made by government to ease the burden of executing fieldwork through the provision of reliable and highly subsidized means and modes of transportation for geography students on fieldwork.
- Financial incentives should be given to geography lecturers in form of allowances to encourage them to embark on fieldwork.
- Geography lecturers must be trained and re-trained in the knowledge and understanding of new environments, facilities as well as methodologies of executing fieldwork in geography.
- Lecturers should endeavor to make their lessons more practical and true to life by organizing as many fieldtrips as possible in every semester. Emphasis should also be laid on the study of the immediate environment as against unnecessarily far trips.
- Geography students in Nigerian universities should be sensitized on the need for regular fieldwork in their geography lessons and the need to take such field activities more seriously.
- Students should be actively engaged in the planning of fieldwork to ensure the inclusion of activities to suit their academic and non-academic needs.
- Curriculum developers should create and modify a geography curriculum

with promotes the inclusion of fieldwork in teaching geography in federal universities. Fieldwork must be well integrated into the geography curriculum. It must not be seen as a "stand alone" activity, but part of the continuum of geographical learning.

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Accounting Conservatism: A Review of Literature

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Abstract. Conservatism is one of the most controversial principles in financial reporting giving the conflicting perspectives of users of financial information on its effect. This study therefore reviews the conceptualization, operationalization, and empirical findings on accounting conservatism. We conclude that accounting conservatism cannot be totally eliminated from financial reporting. However, stakeholders and users of financial reporting may need to reach a compromise on the level at which conservatism may be practiced. Furthermore, we conclude that perspectives on conservatism on financial reporting cannot be generalised giving other social-economic variables which are peculiar to a reporting entity. Finally, we recommend that African countries may need to corroborate or refute findings emanating from the developed economy on accounting conservatism.

Keywords: Accruals, Conservatism, Financial reporting, Financial Statements, Management

1. Introduction

Among several key concepts and principles applicable in financial reporting, none has been giving much theoretical, empirical and other attention as conservatism. In the recent times the issue of conservatism has generated much debate among entities, stakeholders, standard setters and more importantly users of accounting information. While some users are in support of the practice, there are some who are quite indifferent and lastly, there also exists users who are adverse to conservatism. In the accounting literature, conservatism has been given several consideration vis-à-vis its effects on the quality of financial reporting, corporate governance, investment efficiency, solvency and liquidity of firms, among others. Despite this enormous empirical contribution, the appropriateness of conservatism is yet to be agreed upon by scholars and users. Besides, Artiach, Clarkson, and Olesen (2012) also reported that there is a conceptual and methodological inconsistency surrounding the subject of conservatism. It is against this background, this paper set out to review the literature on the subject matter thereby putting into perspective its conceptualization, theoretical background, operationalization alongside empirical evidence from studies in developed, emerging and developing economies. The rest of this paper is structured as follows. Section two discussed the conceptualization of accounting conservatism, section three reviews various methodological and operational constructs of conservatism;

section four consists of reviews of relevant theories that explain accounting conservatism, while section five is on the review of empirical studies and section six gives a concluding remarks.

2. Conceptual Review

Generally speaking, conservatism is derived from the idea of exercising caution in recognising. Accounting conservatism has been viewed and defined by several authors and from different perspectives. Historically, the concept of conservatism is based on the accounting tradition of 'anticipate to profits but anticipate all losses' (Bliss, 1924). This definition appears simple and succinct; however, in the opinion of Devine (1963) accounting conservatism is beyond curtailing profits and anticipating losses. He submitted that accounting conservatism has to do with accounting information, the users of the information and the firm. Belkaoui (1985) and Watts & Zimmerman (1986) claimed that accounting conservatism implies reporting lowest value of assets and revenues and the highest value of liabilities and expenses. Feltham and Ohlson (1995) defined accounting conservatism as "the persistence in underestimating the book value of the firm. This definition is similar to that of Ruch and Taylor (2006) who defined accounting conservatism as "accounting policies or tendencies that result in the downward bias of accounting net assets value relative to economic net asset value." This definition addresses conservatism as a difference between the economic valuation and accounting valuation of firms' assets adjusting for risk of uncertainties. While the preceding definitions represent the opinion of individual scholars, accounting standard setters also proffer definitions on the subject matter. As published in the Financial Accounting Standard Board's (FASB) Statement of Financial Accounting Concepts (SFAC) No. 2, conservatism was defined as "prudent reaction to uncertainty to try to ensure that uncertainties and risk inherent in business situations are adequately considered. Thus, if two estimates of amounts to be received or paid in the future are about equally likely, conservatism dictates using the less optimistic estimates" (FASB, 1980). In the view of the International Accounting Standard Board (IASB), conservatism was defined as prudence in the inclusion of a degree of caution in the exercise of the judgment needed in making the estimates required under condition of uncertainty such that assets and income are not overstated and liabilities and expenses are not understated.

Although these definitions are useful and insightful in describing conservatism, they do not consider the actual economic environment and do not distinguish different types of conservatism, hence making the measurement and operationalization of accounting conservatism difficult (Zhong and Li, 2016). As an improvement on the existing definitions and conceptualizations of accounting conservatism, Basu (1997) proposed another angle to defining accounting conservatism coupled with an insightful model to measure it. He defined accounting conservatism as "accountants' tendency to require a higher degree of verification to recognise good news as gains than to recognise bad news as losses". This definition seems to have a larger acceptance among accounting researches. For instance, Ball, Kothari and Robin (2000) point out that Basu's definition actually explains conservatism as the extent to which current-period accounting earnings asymmetrically incorporates economic losses relative to economic gains.

As a general appraisal of all the above definitions, accounting conservatism could be summarised as the scepticism and caution exercised by preparers of financial statements in recognising material financial transactions characterised with uncertainties in the financial statements with the goal of presenting relevant and reliable financial information to meet the need and yearnings of various users.

2.1 Perspectives on Accounting Conservatism

The application of conservatism in financial reporting has been widely debated in the accounting literature (Zhe Wang, 2009). For over 15 years, conclusion as to whether conservatism reporting is appropriate or inappropriate is yet to be reached. While there are proponents to the practice of conservatism, there are also opponents to the practice (Devine, 1963; Levitt, 1998) hence, a cogent gap in the accounting literature on the subject of conservatism. In a bid to classify the effect of conservatism on financial reporting, Ruch and Taylor (2015) identify two major effects of conservatism on financial statements. Firstly, accounting conservatism affects the financial statements numbers (i.e. reported figures) and secondly, accounting conservatism affects users of financial statements. The implication of the above is that accounting conservatism is not all about prudency, but includes downward bias in accounting figures. Furthermore, conservative reporting also has a direct effect on the decision making of users of financial statements since they often base their decisions largely on the reported figures in the financial statements. As a rebuff to conservative reporting, Hendricksen (1982) argued that conservatism is, at best, a very poor method of treating the existence of uncertainty in valuation and income, at its worst; it results in a complete distortion of accounting data. Still on arguments against conservatism, Chatfield, (1996) summarised some of the most frequently used arguments against conservatism into two. Firstly, that accounting conservatism is not consistent since it produces lower income in one period and leads to higher income in another period and secondly, accounting conservatism is arbitrary and gives manager too much discretionary power over reporting. Lastly, Niclas, (2008) posited that the idea of systematically understating assets and overstating liabilities, recognising revenues too late and expenses too early has been interpreted as a way of reducing the relevance of accounting information.

In addition to the arguments of scholars, the accounting standard setters who previously subscribed to conservative reporting now classify such as a bias and non-neutral principle of financial reporting. In 2006, the FASB and IASB in an attempt to harmonize the framework of financial reporting exclude the conservatism principle from the conceptual framework on the basis that it is bias and not objective. In the light of this, “faithful representation” which translates to completeness, neutrality and freedom from error was introduced into the accounting lexicon. Hence, IASB now advocates “fair value” reporting in place of conservative reporting (Charles, Pascal and Remi, 2011). As expected, the exclusion of conservatism from the conceptual framework is not without critic. For instance, Zhe Wang (2009) posit that if conservatism is replaced by neutrality as argued by the IASB and FASB, firms will likely adopt sub-optimal accounting techniques that will impair their economic efficiency. Also, Zhong and Li, (2016) reported that “bias” which is the main argument for the exclusion of conservatism from the conceptual framework should not always be assumed to be undesirable, especially in circumstances when bias, in the view of the managers, produces information that is more relevant to some users.

While the views and dissenters of conservatism may be tenable and justifiable, other authors (Zhong and Li, 2016) have argued for the appropriateness and importance of conservatism in financial reporting. However, of all the proponents of conservatism, the arguments of Watts (2003) have been widely embraced in the accounting literature. Watts (2003) posited that "the long survival of conservatism and its apparent resilience to criticism strongly suggests that conservatism critics overlook its significant benefits. If regulator and standard-setter critics try to eliminate conservatism without understanding its benefits, the resultant standards are likely to be seriously detrimental to financial reporting". He identified four (4) main factors as the reasons why incorporating conservatism in financial reporting may be necessary. These are contracting, taxation, litigation and regulation. In his opinion, the foremost justification for conservatism is contracting, which he summarises from three perspectives namely debt covenants, compensation contracts and corporate governance. In debt covenant, Watts (2003) argued that conservatism minimises the possibility of management forgoing positive net present value projects, overstating earnings and net assets, and treating equity shareholders with preference at the expense of debt-holders. This suggested that conservatism is a way of ensuring that managers efficiently utilised debt financing; a default of which may lead to take-over from debt-holders. In compensation contract, conservatism reduces the tendency of management overstating net assets and cumulative earnings in order to distribute the net assets of the firm to themselves instead of instead of exerting effort to undertake positive net present value projects. Hence, conservatism is a means of curtailing management opportunistic behaviour from overstating or window dressing financial statement, and thereby making payment to themselves and other parties such as shareholders. It is however belief that the elimination of management opportunistic behaviour through conservatism accounting will increase the firm value.it is also belief that there is an agency problem between shareholders and managers and that accounting conservatism facilitates shareholders' ability to mitigate this agency problem through timely loss recognition, and further enhance a good corporate governance practices.

A further justification for conservatism as argued by Watts is the fact that it minimises unnecessary taxation expenses and facilitates deferred payment of tax. It is argued that asymmetric recognition of gains and losses enables managers of profitable firms to reduce the present value of taxes and increase the value of the firm. On litigation, he argued that overstating the net assets of a firm may possibly generates litigation cost than understating the values of such firm net assets. Hence, it is argued that the inclusion of conservatism in the preparation of financial statements will reduce predicted litigation costs. Lastly, Watts (2003) posited that accounting conservatism will reduce regulatory bottleneck and reduced criticism arising from firms overstating their financial statements. As evidenced in the Enron scandal, it is argued that encouraging conservative reporting will reduce the political cost of the regulatory body and also will curtail management excesses in the preparation of financial statements. However, arguments of Watts (2003) are not without empirical justification. For instance, Zhang (2008) submitted that accounting conservatism payoff both lenders and borrowers in the debt contracting process. Furthermore, Schipper (2005) opined that lenders may protect themselves by writing conservatism contracts without requiring biased reporting.

2.2 Taxonomy of conservatism

By extending the scope of conservatism, accounting researchers have begun to distinguish different classification of accounting conservatism in order to enhance targeted and focused research (Basu 1997; Beekes, Pope and Young, 2004; Ruch and Taylor, 2016). Beaver and Ryan (2005) classify accounting conservatism into unconditional and conditional conservatism. Unconditional conservatism also referred to as news-independent or *ex ante* conservatism, occurs when accounting net assets are consistently under-value without any recourse to economic news events. In effect, unconditional conservatism follows a pre-determined valuation principle applied on assets or liabilities for the purpose of achieving a particular goal or reaching a particular financial target. Examples of unconditional conservatism includes accelerated depreciation methods, immediate expensing of the cost of internally generated intangible assets and the amortisation of long lived assets at a rate above the expected economic amortisation rate.

On the other hand, conditional conservatism alternatively called news-dependent or *ex post* conservatism takes place when bad economic news is recognised in accounting earnings in a prompt (timelier) manner than good economic news. It then follows that conditional conservatism is characterised by the asymmetric recognition of positive (good) and negative (bad) economic news. Examples of conditional conservatism include goodwill impairment, long lived assets impairment, inventory recorded at the lower of cost or market value. According to Ball, Robin and Wu (2003), a further distinction between unconditional conservatism and conditional conservatism is that conditional conservatism carries new information which are often induce by the happening in the economic environment of the organisation.

Both unconditional and conditional conservatism have been observed to have different effects on financial statements. Scholars (Ruch and Taylor, 2016; Beaver and Ryan 2005) have further distinguished between conditional conservatism and unconditional conservatism. Firstly, the two forms of conservatism have different effects on the income statement. Ruch and Taylor (2016) posited that the application of accounting policies consistent with unconditional conservatism is likely to have a relatively consistent impact on the income statement from period to period. On the contrary, the application of conditional conservatism is more likely to be transitory on the income statement because of inconsistency in the content and timing of economic news across periods. However, on the statement of financial position, both type of conservatism result in understated net assets. Nevertheless, there is a timing difference on how they are recognised. Secondly, some studies observed that the application of one type of conservatism affects the application of the other type. While investigating the relationship between conditional and unconditional conservatism, Beaver and Ryan (2005) observed that unconditional conservatism creates "accounting slack" that may pre-empt the application of conditional conservatism. This actually means that unconditional understatement of assets limits the magnitude of write-down recognised in the presence of bad news events, and therefore, reduces observed asymmetric timeliness in earnings. Consequently, the effect of conditional conservatism may not be truly represented on the face of financial statements due to the slack created by the application of unconditional conservatism. Thirdly, conditional conservatism can improve contracting and investment efficiency (Ball and Shivakumar, 2005), through the timely recognition of negative economic news and thereby reducing managers' opportunistic behaviour. Unconditional conservatism may not offer such agency problem panacea, hence, Qiang (2007) concluded that conditional conservatism and unconditional conservatism have a negative relation with each other and play different roles in firm.

Since conditional and unconditional conservatism have different effects on financial statements, it is important for researchers to be specific on the form of conservatism to investigate in their scholarly arguments. For instance, (Penman and Zhang, 2008; Jackson and Liu, 2010; Monahan, 2005; Balachandran and Mohanram, 2011; Mensah, Song and Ho, 2004) have carried out studies relating to unconditional conservatism while (Kim and Kros, 2005; Dichev and Tang, 2008; Bandyopadhyay, Chen, Huang and Jha, 2010; LaFond and Watts, 2008; Kim, Li, Pan and Zuo, 2013; Francis, Hassan and Wu, 2013; Garcia Lara, Garcia Osma and Penalva, 2011; Helbok and Walker, 2004; Louis, Lys and Sun, 2014; Pae and Thornto, 2010; Wittenberg-Moerman, 2008; Francis and Martin; 2010) have all carried out studies relating to conditional conservatism. Nevertheless, there also exist studies incorporating the two forms of conservatism (Ahmed and Dulleman, 2007; Zhang, 2008; Chan, Lin and Strong, 2009; Francis, et al 2013; Hui, Matsunga and Morse, 2009; Chen, Folson, Peak and Sami, 2014).

Another classification type of conservatism is discretionary conservatism versus non-discretionary conservatism (Lawrence, Sloan and Sun, 2013). This is similar to discretionary earnings and non-discretionary earnings. Lawrence, et al. (2013) viewed non-discretionary conservatism as an unbiased application of accounting principles in the valuation of economic assets such that downward valuation of assets is justified beyond reasonable doubt, while discretionary conservatism is that arising from intentional manipulation in the financial reporting process to adjust for uncertainties in timing and amount of financial transactions. In response to this categorization, Roychowdhury and Martin (2013) opined that non-discretionary conservatism may rather be viewed as "normal conservatism" that is, a form of conservatism that is necessary given the economic circumstances that surrounds a firm while discretionary conservatism may be viewed as the variance between the level of normal conservatism or expected conservatism and the actual level of conservatism. In effect, discretionary conservatism is the residual of actual conservatism less normal conservatism. However, according to Watts, (2003); Jensen and Meckling, (1986) it may be difficult for firms to operate at the normal level of conservatism given the agency conflict between managers and shareholders.

3. Methodological Issues

The effect of accounting conservatism cannot be properly ascertained without an accurate measure or representation consequently, scholars have developed several models for the measurement and operationalization of accounting conservatism. As evident from the literature five (5) key measures of conservatism are prominent. These five (5) measures alongside their proponents are explained further in this section

3.1Feltham and Ohlson (1995): Book-to-Market (BTM) or Market-to-Book (MTB) Ratio

The BTM measure of conservatism is rooted on the assumption that conservative accounting practices will produce a net book value that is relatively low to the true economic value of a firm. Hence, a higher MTB (or a lower BTM) indicates higher degree of conservatism and vice versa. The MTB measure was predicated on the Residual Income Valuation Model firstly introduced by Feltham and Ohlson (1995) However, Beaver and Ryan (2000) argued that the MTB ratio is a noisy measure of conservatism, therefore, they decompose the BTM ratio into two components namely: the bias component and the lag component. Beaver and Ryan explain the bias component on the assumption that book value is persistently higher (lower) than the market value such that the BTM ratio is persistently above (below) while the lag component connotes an unexpected economic gains (losses) that are recognised in the book value over time rather than immediately such that the BTM ratio is temporarily lower (higher) than it means (i.e its original value without bias) but tends to approach its original status over time. Beaver and Ryan (2000) argued that only the bias component can best be used to measure conservatism. However, in order to decompose the BTM into its bias and lag variant, Beaver and Ryan (2000) put forward the following fixed effect panel data regression:

$$BTM_{it} = a_t + a_i + \sum_{j=0}^{6} \beta_j ROE_{i,\, t-j} + \varepsilon_{it}$$

Where:

BTM_{it} – book-to-market (BTM) ratio of firms at the end of year *t*

a_t – year-to-year variation in the BTM common to the sample firms

a_i – bias component of the BTM for firms

ROE_{it} - return on equity (ROE) in each of the six years preceding year *t*

β_j – regression coefficient on $ROE_{i,\, t-j}$

As explained by Beaver and Ryan (2000), the intercept a_t is fixed for all firms in any particular year, but may vary from year to year. Therefore, a_t captures the point time effect of market wide BTM movements. The fixed effect coefficient a_i captures the firm specific persistent bias component of BTM for firm *i*, and is fixed for each firm. β_j is the regression coefficient of the lag component of the BTM ratio. As stated earlier, Beaver and Ryan (2005) argued that a more accurate measure of firm's degree of conservatism is the bias component of BTM rather than the basic BTM. The BTM measure has been widely applied in the accounting literature in measuring conservatism, however, due to its large dependence on managers' discretion (i.e. in persistently decreasing (increasing) book value) and non-dependence on economic news it is viewed by accounting scholars as an appropriate measure of unconditional conservatism. Zhe Wang (2009) argued that firstly, the strength of the BTM measure of conservatism is that it is firm-specific compared to the AT measure and the AACF measure. Secondly, BTM measure has the theoretical foundation of Feltham and Ohlson's (1995) RIVM model, a widely applied valuation model in the accounting literature. Notwithstanding the strength of BTM measure, Roychowdhury and Watts (2007) opines that the MTB ratio may be a biased estimator of the degree of conservatism due to the existence of economic rents in most firms. they argued that since economic rent cannot be measured reliably and hence does not fulfil the recognition criteria its non-inclusion in the book value of the firm will definitely depress the ratio of the book value to market value, consequently, the higher the economic rent a firm has, the more likely its MTB (or BTM) ratio overstates (understates) the actual level of conservatism of such firm. it therefore follows that only if the firm has no economic rent will its MTB ratio be assumed to e an unbiased estimate of a firms real degree of conservatism. Another weakness of the BTM ratio is that the BTM is a well-known proxy for many factors other than accounting conservatism as evidenced in the accounting and fiancé literature therefore it is prone to interpretation problem. despite the weaknesses of the BTM measure several studies such as Roychowdhury and Watts (2007); Qiang (2007); Pae et al. (2005); Mason (2004); Lara,Osama, Penalva, 2009); Lara and Mora (2004); Gassen, Ibier and Sellhorn, 2006); Beatty, Weber and Yu, 2008); Ahmed et al (2002); Ahmed and Dulleman (2007) have all conducted studies using the BTM ratio as a measure of conservatism..

3.2 Basu's (1997) – Assymetric timeliness of earnings (AT)

Basu (1997) in his pioneering work "the conservatism principle and the asymmetric timeliness of earnings based his measure of conservatism on how accounting earnings reflects bad economic news quickly than good economic news. To determine the extent of conservatism, Basu used stock returns as a signal for positive and negative economic news and posit that the effect of these signals can be easily seen on accounting earnings. In other words, Basu posit that under conservatism bad news are reflected in earnings quicly than good news. Consequently, the model used accounting earnings as the dependent variable which reflect the impact of good news and bad news, and annual stock returns as the proxy for good news and bad news. The construct of the Basu's model is as shown below:

$$\frac{EPS_{it}}{P_{it-1}} = a_0 + a_1 DR_{it} + \beta_0 R_{it} + \beta_1 R_{it} * DR_{it} + \mu$$

Where:

EPS_{it} – accounting earnings per share for firm *i* year *t*

P_{it} – opening stock market price for firm *i* year *t*

R_{it} – stock market returns for firm *i* year *t*

DR_{it} – Dummy variable that is equal to zero (0) if the stock market return for firm *i* in year *t* is positive or equal to zero, and one (1) if the stock market return for firm *i* in year *t* is negative.

As explained by Basu (1997), the β_1 coefficient in the model captures the sensitivity of earnings to bad news. Therefore β_1 is the measure of conservatism. A significant positive β_1 indicate the existence of conservatism in the sample, otherwise, the sample is attributed to be non-conservative. The strengths and weaknesses of Basu's model have been discussed extensively in the literature. For instance, Farrokh, Mohammad and Soroush (2015) argued that the assumption that negative stock return is an outcome of conservatism is not conclusive. They debated that there may be other factors that may account for negative stock returns other than conservatism. Givoly and Hyan (2000) further argued that Basu's measure shows poor performance in time series research design and that it does not work well when information is aggregated over a time period. Beaver and Ryan (2000) also posit that there is simultaneity problem in the relationship between earnings and stock returns.

Despite the criticism of Basu's model, Ryan (2006) identified some strength in the model. Firstly, the Basu's model is the most widely used measures of conservatism and secondly, empirical research using the AT measures have produced results that are consistent with their theoretical predictions which increseas researchers confidence not only in the theory but also in the measure itself. in addition to his support for AT measures Ryan (2006) is of the opinion that the Basu's model may be improved upon by incorporating other variables aside stock returns that may account for conservatism. to further lend credence to the AT measures studies like Ahmed and Dulleman, (2007); Ball, Robin and Sadka, (2008); Beaver, Landsman and Owen, (2008); Beekes et al (2004); Bushman and Piotroski (2006); Choi (2007); Dietrich and Tang. (2008); Francis et al. (2004); Giner and Rees (2001); Givoly et al. (2007); Huijgen and Lubberink (2005); Krishman (2005); LaFond and Roychowdruy (2008); LaFond and Watts (2008); Lobo and Zhon (2006) have all measures conservatism using the Asymetric timeliness (AT) measures.

3.3 Givoly and Hyan (2000): Non-Operating Negative Accruals

The non-operating negative accrual as a measure of conservatism is credited to Givoly and Hyan (2000). The authors posit that accounting conservatism can be proxy by the magnitude of negative accruals evident in the financial statement of an entity overtime. Givoly and Hyan (2000) justify this measure on the basis that accounting conservatism uses the mechanism of accruals to defer the recognition of economic gains and accelerate the recognition of economic losses in that earnings are usually recognised on an accrual basis, therefore, timely loss recognition and gradual gain recognition will result in negative net accruals, hence, the higher the level of cumulative negative accruals the higher the level of conservatism. however, to capture negative accruals, Givoly and Hyan put forward the below equation

$$NA = TACC - OPACC$$

Where:

TACC – Total Accruals represented by (Net income after depreciation – net cashflow from operating activities)

OPACC – Operating Accruals represented by Δinventory + ΔReceivables + ΔOther current assets – Δpayables – Δother current liabilities

Zhe Wang (2009) identifies the strength and weaknesses of NA measures of conservatism.

Firstly, NA measure is a firm-specific measure of conservatism. Secondly, the NA measure is quite easy to analyse as it does not require many data items. in addition, NA measure is not market-based, therefore, in contrast to Basu (1997) and MTB measure, it is suitable for both public and private firms. Notwithstanding the strengths of NA measure, Zhe Wang (2009) point out the following weaknesses in the NA measure. Firstly, since NA uses accumulated accruals over an entended period of time, the selection of a base year is difficult to standardise across firms. Nevertheless, studies like Lara et al. (2009); Ahmed and Dulleman have used average non-operating accruals over three (3) years and this approach further forfeit the "accumulated" aspect of the measure thereby making it "average". Another weakness of NA measure is that it does not have a specific threshold a non-negative accruals must reach for a conservatism to be ascertained. NA measure has not been given wide application in the accounting literature as AT measures hence, researcher may test the validity of this measure to validate its robustness. Notwithstanding its few patronage by accounting researches studies like Zhang (2008); Qiang (2007); Mensah, Song and Ho, (2004); Klien and Marquardt (2006); Gassen et al. (2006); Beatty et al. (2008); Ahmed and Dulleman (2007) have all measured accounting conservatism using the NA measures.

3.4 Penman and Zhang (2002): The Hidden Reserves Measure (HR)

Penman and Zhang (2002) propose the hidden reserve measure for accounting conservatism. They argued that prompt recognition of negative economic news and delay in recognising positive economic news creates hidden reserves hence the magnitude of hidden reserve inherent in a firm's financial report can be used to determine the degree of conservatism. Consequently, a firm with higher amount of hidden reserve is said to be highly conservative and vice versa. Despite the novelty of this measure, it is deficient in that hidden reserves are not usually reported in the financial statement therefore; the estimation of hidden reserve is usually based on the discretion of analysts. However, notwithstanding the measurement problem associated with HR, there are two common measure of hidden reserve as discussed in the literature.

Firstly, Ahmed and Dulleman (2000) use two ratios which are:

$$\frac{Research\ and\ Development}{Sales} \quad \text{and} \quad . \frac{Advertising\ expenses}{Sales}$$

as proxies for hidden reserves. these proxies seems not to be appropriate measure for researchers hence Penman and Zhang (2002) proposed another method for measuring hidden reserves by putting forward another measure also known as *Cscore* in measuring conservatism. The formula of Penman and Zhang (2000) for measuring conservatism is presented thus:

$$C_{it} = \frac{\text{ERit}}{\text{NOAit}}$$

Where:

ERit = estimated hidden reserve created by accounting conservatism of firm i at time t

NOA_{it} = Net operating assets calculated as the book value of operating assets minus operating liabilities, excluding financial assets and liabilities.

In estimating ERit, Penman and Zhang (2002) proposed the formular below:

$$\text{ERit} = \text{INV}_{it}^{res} + \text{RD}_{it}^{res} + \text{ADV}_{it}^{res}$$

Where:

INV_{it}^{res} = inventory reserve

RD_{it}^{res} = R&D reserve

ADV_{it}^{res} = Brand assets

In accordance with the US GAAP INV_{it}^{res} are reported in the footnotes to the financial statements while R&D reserves and Brand assets are calculated by firstly capitalising all R&D expenses from the income statement as if R&D were an asset and secondly amortise the balance of capitalised R&D assets using the estimated average industry rate of amortisation. The resulting R&D asset after amortisation is the RD_{it}^{res}. Similarly, the advertising reserve ADV_{it}^{res} (an estimated brand assets) is derived by first capitalising all advertising expenses and then amortising them, the resulting figure after amortisation is the ADV_{it}^{res}

3.5 Ball and Shivakumar (2005): Asymetric Accruals to Cashflow Measures (AACF)

In order to cater for the shortcomings of Basu's (1997) measure of conservatism which is only suitable for publicly listed or quoted companies because of the availability of stock price information, Ball and Shivakumar (2005) developed the AACF measure which may be suitable for measuring the degree of conservatism in private and unlisted companies since they have no stock price information. The AACF measure is quite similar to AT measure, however, the explanatory variables for conservatism differs. While Basu make use of stock returns as a proxy for economic news, Ball and Shivakumar (2005) captures this by using cashflow. Also, the response variable which will react to conservatism captured as earnings in AT measure was represented by Accurals in the AACF measure. AACF measure selects onlythe accrual components of earnings on the argument that accounting conservatism mainly influences the accrual components of earnings rather than the cashflow components. the construct of AACF measure of conservatism is presented thus:

$$TACC_{it} = \beta_0 + \beta_1 DCFO_{it} + \beta_2 CFO_{it} + \beta_3 CFO_{it} * DCFO_{it} + \mu_{it} \dots\dots\dots (2)$$

Where:

ACC_{it} – operating accruals measured as Δinventory + Δreceivables + Δother current assets - Δpayables – other current liabilities – depreciation

DCFO – dummy variable that is set to zero (0) if cashflow from operating activities is positive or equal to zero, and is set to (1) if negative

CFO_{it} – cashflow from operating activities for period t

In AACF the measure of conservatism is captured by coefficient β_3 in the above regression equation. A higher β_3 indicates a greater degree of conservatism and vice versa. The AACF measure has not be accorded much criticism in the literature due to the fact that it is a relatively new measure and its robustness is yet to be validated. However, studies like Pae (2007); Lara et al. (2009a); Krishman (2007); Bushman and Piotroski (2006); Brown, He and Teitel, (2006) have all examined accounting conservatism using the Ball and Shivakumar's Model. This shows that the AACF measure rate of acceptability is growing by the day.

4. Theoretical Review

The concept of conservatism is established in most corporate governance theories more apparently, in the agency and stakeholders' theory, hence, an appraisal of the theories as it relates to accounting conservatism.

4.1 Agency Theory

The agency theory as explained by Jensen and Meckling (1976) stated that there exist an agency contract between the shareholders (principal) of an organisation and its management (agent). The theory further states that the relationship between the duo is such that both parties have conflicting objectives as to the management of the firm. As described by the Jensen and Meckling, the shareholders want to maximise their income and wealth by way of receiving dividend and enjoying increment in the value of their holdings while the managers on the other hand do not have interest in the objectives of the shareholders but are concerned with receiving remuneration and all other benefits at the expense of the shareholders. Hence, in financial reporting both parties are interested in ensuring that the financial statement is prepared to suit their independent need. From the principal point of view, agency theory can be used to explain the need for conservative accounting. For instance, by requiring companies to recognize bad news earlier than good news forces managers to incorporate negative economic event into earnings earlier which in a way minimises the agency conflict. Furthermore, managers are always forthcoming with good news rather than bad news, by adopting conservative accounting managers are compelled to report negative economic news as fast as possible thereby reducing their incentives and mitigating information asymmetry (Wei Shi and Haifen, 2016). It is therefore obvious that managers are averse to conservative reporting since it minimises the volume of returns and incentives accruable to them. Hence, accounting conservatism conflicts the interests of the principal and its agent.

4.2 Stakeholders Theory

The stakeholders theory as published by Freeman (1983) was hinged on the proposition that an organisation is responsible not only to its shareholders but to other agents that are interested in its operations and activities. According to the theory, organisation must ensure proper management of its stakeholders via accurate financial reporting and timely reaction to issues sensitive to the interest of the stakeholders. In most cases, managers are fond of impressing users of financial statement by being positive in the content of financial statement. As a result they tend to overstate profits or delay the reporting of negative economic news. As expected, stakeholders are much interested in firms reporting higher returns and such firm has the tendency of higher patronage from the public. Consequently, since stakeholders' patronage often rely on the performance and attractiveness of the financial statements; managers tend to be cautious in incorporating transactions that may be detrimental to the attractiveness of the financial statement and thereby losing favour with stakeholders. Hence, it can be infer that managers are averse to conservative reporting as would have been expected by shareholders and other stakeholders.

A general appraisal of the above theories in relation to accounting conservatism point to the fact that the concept of timely recognition of negative economic news in the financial statement may pose some level of inconsistency in the figures reported in the financial statements given the aggressiveness of the managers to satisfy their interest and also appear to be effective in the face of their employer (Principal). Hence, the concept of conservatism which has positive and negative effects on both parties (principal and agent) interest must be well understood by all parties interested in the activities of an entity.

5. Studies in Accounting Conservatism

5.1 Evidence from Developed Economy

Panayotis, Jordann and Irini (2011) examines how conservatism impact value relevance of accounting information in the code law (Germany, France and Greece) and common law (United Kingdom) European companies using the Basu (1997) and Easton and Harris (1991) to explain conservatism and value relevance respectively. The study submits that conservatism exists in all countries before their IFRS adoption and that its level has decreased after 2005 only in France and Germany. The study also observed decline in the value relevance of accounting earnings in code-law countries after the adoption of IFRS, however, the UK reported high level of accounting information value relevance in the post-IFRS adoption era. Charles, Pascal and Remi (2011) examined the impact of IFRS on accounting conservatism within Europe capitalising on the role of auditors. The study extends the Basu's (1997) model to examine the direct impact of IFRS on accounting conservatism. Findings of the study show that conditional conservatism has decreased under IFRS adoption for mandatory adopters. More importantly, the study also report that mandatory IFRS adoption has diminished accounting information quality.

Paul, Andrei and Luc (2013) investigate the effect of mandatory IFRS adoption of conditional conservatism in Europe using a sample of 7,251 firm-year observations drawn from 16 European countries. The study adopts three conservatism measures proposed by Basu, (1997), Ball and Shivakumur, (2005) and Khan and Watts, (2009). Findings of the study revealed that there is a decline in the degree of conservatism across the three measures. More importantly, the study report that conditional conservatism significantly reduced after the adoption of IFRS particularly in the firms that report in the statement of financial position intangible assets and the impairment of goodwill. The authors however argued that IFRS are inherently conservative, but that inappropriate application of conditional conservatism principles may have prevented financial reporting from reaching the level of conservatism targeted by IASB. Similarly, Bin, Danqing and Zili (2013) also investigates the impact of IFRS adoption on accounting conservatism using listed firms from 17 Europeans countries within the period of 2005-2008. Applying the Basu's (1997) conservatism measures, the findings show that IFRS adoption has no effect on the degree of accounting conservatism for non-financial firms. however, for financial firms in a strong legal enforcement countries, the study report that there exist some weak evidence that mandatory IFRS adoption increases the level of accounting conservatism and on a contrary part, there exist a decrease in accounting conservatism for financial firms domiciled in weak legal enforcement countries.

Olga, Mariano, and David (2017) examined the effect of IFRS adoption on the unconditional conservatism of Spanish listed firms using a regression model. The study concludes that the adoption of IFRS has had no effect on the unconditional conservatism of Spanish listed companies. Similarly, Mauricio and Jose (2013) also investigate the effect of mandatory IFRS adoption on accounting conservatism of reported earnings in Chilean capital market. Using a conditional conservatism model, the author analyses the effect of conservatism in pre- and post- IFRS adoption period in 95 listed firms over a period of 12 years. Findings of the study revealed that conditional earnings conservatism is more pronounced under IFRS Standards and suggests that the use of IFRS improves the relevance of accounting information.

5.2 Evidence from Emerging Economy

Some authors have provided empirical findings to ascertain the influence of conservatism on financial report quality. Mohammadreza and Mahboubeh (2014) examined the relationship between conservatism and earnings quality of Indian firms. The study sampled 135 firms covering the period of 7 years using regression model and equality test comparison, the result shows that there is a direct relationship between conservatism and earnings quality. The result of this study is also consistent with the findings of Marselinus (2015); Mohammad, Farough and Nezam (2013). Also, Stephen and Xiao-Jun (2002) also investigate the impact of accounting conservatism on the quality of earnings and stock returns. The study concludes that conservatism accounting has hampered the quality of earnings and return. Nurzi and Yuanita (2016) examine the effect of accounting conservatism on the value relevance of accounting information of listed firms in Indonesia Stock Exchange. The study adopts the Basu (1997) and Easton and Harris (1991) model in explaining conservatism and value relevance respectively. Findings of the study show that value relevance of accounting information flows with the level of conservatism. That is, accounting information has high value relevant in a less conservative financial report and low value relevant in a high conservative financial reporting. Similarly, Mehpare (2013) in his study conditional conservatism and value relevance of earnings observed that accounting conservatism has a negative impact on value relevance of earnings. This finding lends credence to the IASB stance on the exclusion of conservatism from its conceptual framework. Still on conservatism and value relevance of accounting information, Dimitrios, Anestis and Christos (2010) also examine the value relevance of accounting information in the pre- and post-IFRS adoption era in Greece using the Basu (1997) and Felthan and Ohlson (1995) models to explain conservatism and value relevance, the findings of the study revealed that explanatory power of earnings information significantly increase in the post-IFRS period. While investigating the effect of mandatory IFRS adoption on accounting conservatism of reported earnings in the Chilean markets, Mauricio and Jose (2013) found out that conditional earnings conservatism is more pronounced under IFRS standards and suggests that the use of IFRS improves the relevance and reliability of accounting information.

Chan, Lin and Strong (2009) investigate the economic consequences of unconditional and conditional conservatism on equity investors. The study adopts Ohlson and Juettner-Nauroth model to estimate cost of equity while the Basu (1997) model was used to measure the rate of conservatism. Findings from the study indicate that unconditional conservatism is associated with higher quality of accounting information and lower cost of equity while conditional conservatism is associated with lower quality of accounting information and higher cost of equity. Garcia, Garcia and Penalva (2011) test the association between conditional conservatism and cost of equity capital. The study adapts the asset-pricing model in assessing the impact of conservatism on cost of equity. Findings from the study indicate that there is a significant negative association between conditional conservatism and cost of equity capital. similarly, the report of Tracy and Peter (2010) in there examination of the individual and joint effect of conservatism and disclosure on the cost of equity capital shows that there exist an inverse relationship between the level of conservatism and the cost of equity, however, this impact is reduced in an environment characterised with high level of disclosure. Gary, Mary and Feng (2016) provide a contrasting view on the relationship between conditional conservatism and cost of equity. Their study adapts the asset-pricing model in explaining the relationship between unconditional conservatism and cost of equity. Findings from the study show that there is a significant positive relationship between conditional conservatism and the cost of equity capital. Similarly, Maha and Hakim (2015) investigate the economic consequence of conservatism and the cost of equity capital in the Middle Eastern and North Africa (MENA). The study adopts the Basu model in measuring conservatism and the asset pricing model to examine to examine the effect of conservatism on cost of equity capital. Findings of the study show that there exist a negative association between conservatism and the cost of equity capital. In support of these findings, Heba and Mamoun (2017) also conclude that conservatism has a significant negative effect on the cost of equity of Jordanian firms

6. Concluding Remarks and Recommendations

The debate on conservatism has been given wide consideration in the accounting literature especially in the developed and emerging economies. However, not many studies have examined the existence of conservatism in or its effect on financial reporting in the most African countries. Therefore researchers in developing countries and mostly in Africa may need to explore the issue of conservatism and its effect on financial reporting to corroborate or refute findings in the global scene. Following the conflicting submissions of scholars on the appropriateness of accounting conservatism, it is hoped that research into accounting conservatism will provide stakeholders, academics, regulatory bodies and policy makers with adequate understanding and implication of this accounting principle especially in the recent times where it is excluded from the International Accounting Standard Board (IASB) conceptual framework.

Furthermore, previous studies (Watts, 2003; Lafond and Watts, 2008 and Iyenger and Zampelli, 2010) provide evidence that accounting conservatism enhances the credibility of financial information and protects equity users from overstated firm's financial performance. However, with the recent submission of the IASB (IASB, 2006) that conservatism reporting is a non-neutral financial reporting and as such it is bias as to the quality and reliability of the content of a financial statement, there exist an inconclusive opinion as to impact of accounting conservatism on the quality of financial statements. Therefore future researchers may still need to explore this argument to contribute to the frontier of knowledge and also provide empirical findings that may guide accounting regulatory bodies

Despite the available models for measuring conservatism only Basu's (1997) AT measures have been given much relevance in the accounting literature while other measures are adjudged less appropriate. However, not one measure has been categorised to be flawless. This provides opportunities for future studies to explore the issues relating to operationalization and measurement of accounting conservatism. In addition, it is argued that if adopting IFRS will enhance the quality and reliability of financial statement, the magnitude of accounting conservatism should be reduced after the adoption of IFRS. Several studies have been conducted to evaluate the effect of accounting conservatism on financial statement credibility after the adoption of IFRS (Jian, 2011). However, findings from these studies cannot be generalised since accounting information quality is influenced not only by accounting standards but also other social-economic variables which are peculiar to a reporting entity (Ball, Kothari, and Robin, 2000; Pope and Walker 1999). Hence future studies may need to investigate this issue especially in jurisdictions where IFRS is the dominant standard.

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Examination Malpractice and Teachers' Productivity in Nigerian Schools: Way Forward

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Abstract. The paper examined the baneful effects of examination malpractice on teachers productivity in Nigerian schools: The issues relating to the examination malpractices like the concepts, types of examination malpractices the causes if examination malpractices, the effects on the teachers' productivity and the way forward were also examined in the paper. It was however concluded that adequate war should be waged against the perpetration of examination malpractice in the interest of enhancing high productivity among the Nigerian school graduates.

Keywords: *Examination malpractices teachers' productivity and Nigerian schools.*

1. Introduction

Examination Malpractices had been described in different ways. It depends on how an individual looks at it. Examination itself is attempted purposely used to satisfy individual needs for employment, admission, promotion, professional qualifications, etc. With these needs, many candidates look for one result or the other from examination bodies. The acquisition of the result sometimes becomes a do-or-die affair. The need for the certificate or result for any purpose encourages many citizens to acquire the type of unmerited certificate that they cannot defend themselves. Many people gained admission through fake results and after a year such students are rusticated. Many of these candidates are eventually employed into different organizations based on their fake results, thus the organizations thus begin to have problems of mismanagement and conflicts of interest. There is inefficiency and disorderliness that ultimately lead to poor productivity.

Examination Malpractices can be defined as an illegal act, an anti-social behaviour or activities that are perpetrated by the students to have unmerited advantages of excellence in an examination over their colleagues. Olaniyan (1997) viewed examination malpractices as actions or activities engaged upon by the students or the society, home, etc. that influence the teachers or examiners to give unmerited grades or scores to candidates in order to favour them over their colleagues in an examination. Examination malpractice had become anti steal behaviour in the society.

Yusuf (2006) described examination malpractices as an illegal or unacceptable or unlawful behyaviour or activity that is perpetrated by a candidate or student to have personal advantage of excellence in an examination over his mates that are competing the same examination. Examination malpractices in Nigerian schools no doubt have baneful effects on the teachers' productivity and on the quality of education.

2. Examination Malpractices in Historical Perspective

The case of examination malpractices is not a recent development in Nigerian education; it is as old as education system in Nigeria. The first occurrence of examination malpractice took place in 1912 when there were mass leakages of all subjects in Cambridge examination. As from 1950, examination malpractices started to appear more rapidly in the educational system. During this period, there were simple forms of examination malpractices like 'giraffing', spying, leakages, whispering, etc. In 1970, there was a demonstration of real leakages when the then forthcoming examination papers were sold at the markets for candidates. Each of the candidates purchased the examination papers before the examination.

The 1970s marked the beginning of having fore-knowledge of the papers to sit for before the examination.

Ibrahim (2008) also noted that, marked the beginning of devising of more sophisticated methods of examination malpractices. During this period, there was a massive violation of examination integrity. The 1980s actually marked the beginning of hiring 'mercenaries' for examination. By 1990s, examination malpractices had become established in the Nigerian society. 1990s marked the period when the public examination conduct became a matter of life and death. 1990s also had the highest number of cancelled results from WAEC, JAMB and some of the results were withheld while some centers were de-recognized by the examination bodies. 1990s also marked the period when result forgeries were detected.

The year 2000 witnessed the most complex form of examination malpractices. The nature of examination malpractices now varies from mass cheating during the examination, lobbying for marks, entering the hall with written notes or inscriptions hidden in the purse or in the private parts, sharing of answers with other candidates, issuing of unauthentic results to the forgery of results. For instance in the year 2002, JAMB results were cancelled as a result of mass cheating. In 2001 WASSCE result indicated that Lagos State had the highest level of examination malpractices. Kwara State took second in the year 2000, Salisu Buhari, a speaker of the National Assembly was caught with University of Toronto results forged. In 2002, one Professor Uba of the University of Uyo was caught selling forged results of the University. In 2018, one professor Richard Akindele was dismissed because of sex for mark scandal.

Another nature of sophisticated method of examination malpractices was also introduced in 2000s. The method involves contracting the examination by using unemployed graduates. The use of 'mercenaries' creating special centers in the rural areas tagged 'miracle centers', communicating the correct answers through the use of handsets, disturbing the invigilators or supervisors through distraction of attention while cheating is going on, starting of examination before the time of examination, substituting answer scripts or booklet during or after the examination, writing of examination after others have stopped, removing from the examination hall the answer booklet, tearing off some pages of answer booklets or question papers, substituting question paper with an old question paper while the new one had been thrown out to the 'mercenaries', impersonation, having foreknowledge of examination, insulting and assaulting of the invigilators or supervisors, coming to the public examination hall with dangerous weapons like guns, cutlasses, knives, pistols, charms, acid, axes, etc. to harm anybody that disturbs or disallows examination malpractices in such centers have become common.

3. Reasons for Examination Malpractices in Nigerian Schools

The Federal Government and well-meaning citizens of Nigeria are greatly disturbed by the high rate of educational fraud persisting in the various levels of Nigeria educational system. The persistence of the examination malpractices in various schools today bothered the minds of education planners, guidance counselors, Federal government, parents, voluntary associations and administrators continue to ask intriguing questions on the major reasons for examination malpractices. A combination of political, economic, social and psychological factors has been adduced to the prevalence of this cankerworm in our educational system. Jimoh (2004) traced the causes of examination malpractice to the society in general.

Akande (2000) held the entire blames on home, schools, community, examination bodies and society at large responsible for examination malpractices. He identified the reasons why students engage in examination malpractices as: inadequate parental involvement in the upbringing of children; too much emphasis placed on certificate for admission and for securing good employment; laxity on the part of the school authority; poor teachers' condition of service; exorbitant examination registration fees; inadequate teaching-learning facilities; poor study habits by students; misplaced value and moral decadence in the society; high level of poverty among the teachers and the larger society general society; inadequate preparation; in-conducive learning environment; divergence of interests; desire to have good grades and poor supervision of examination. Those that are to blame for this anomaly are the home, the school, the government, the students themselves and the society.

4. Examination Malpractice and Teachers' Productivity in Nigerian Schools

Examination malpractices have negative effects on various sectors in the society. In recent times, nobody can trust or boast of fresh graduates for much competence due to the high rate of examination malpractices in the school system. The lives of innocent Nigerian citizens are not safe in the hands of fake medical practitioners. So many engineers cannot handle mechanical equipment to repair their cars. Ineffective teachers ruin the lives of Nigerian youth. The tussle for political control is now in vogue products of examination malpractices graduate to election rigging and political thuggery underlining the fraudulent attitude of political office holders. Ogundele, Jimba & Eclusea (2016),

5. Failures in the Policy Implementation

The laudable Nigerian educational objectives, policies, programmes failed at last as a result of high rate of examination practices. Such programmes like UPE, UBE, etc. failed to achieve their stated objectives due to the persistence of examination malpractices in our educational system. Examination malpractices distort the evaluation system of the teachers because they do not allow actual performances of the students to be measured. They make most of the Nigerian examinations to be unreliable and they smack of the falling of the educational system of the country. Ogundele & Agbulu (2018)

6. Relegation of Integrity

Examination malpractices destroy the future of the Nigerian youths, this is because the international community, national and local agencies, higher institutions appear to have become suspicious of the certificates. While higher institutions are hesitant of granting admission to students, employers are increasingly unsatisfied with the conflicts between certificates and their holders. Many companies and establishments now conduct their own examinations for their prospective employees to determine their competence. Olanipekun (2006),

7. Failure in Decision Making

The issue of examination malpractices encourages taking of wrong decision which have had adverse effects on socio-economic, political and educational development of the country. It should be noted that during the period when there are socio-economic and political problems in any country like Nigeria, people often look into the educational sectors to bail the country out of the predicament. The country however can never develop under high rate of examination malpractices; this is the reason why the Nigerian relegates the teaching profession to the background. (Dare, 2008)

8. Low Productivity

The issue of examination malpractices had deceived the parents, guardians and well meaningful Nigerians about the academic progress of the students. Many graduates that scored upper-credits can never defend their certificates, but the society or organization knows this until when they have graduated. Some parents waste a lot of money to register half-baked candidates which they fail woefully. (Ogundele, 2006)

9. Wastage Rates are Enhanced

High wastage rates and social crimes in the society are caused by the complex nature of examinations malpractices. The citizens that passed their examination through examination malpractices find it difficult to defend their results elsewhere and as such no organization will employ nuisance into their organization and this lead to high rate of unemployment which lead to involvement in social crime, like hooliganism, sexual harassment, etc. (Afolabi, 2004)

10. Financial Wastage by the Parents

Finally, examination malpractices lead to financial wastage or mismanagement by the public examination bodies like JAMB, WASSCE, NECO, NTI, and NABTEB. Billions of Naira had been committed by the Federal Government in finding a lasting solution to examination malpractices in Nigerian. As a way of waging concrete war against examination malpractices in the Nigerian educational system, most of the money that is supposed to have been used to pay State Security Service (SSS), Policeman, Invigilators, Supervisors, Monitors and Examiners. Nwocha (2014).

11. Ways Out of Examination Malpractices in Nigerian Schools

The Federal Government had committed billions of naira to education in order to aid national productivity but up till the present time, there is no positive result. The complexity of conducting public examinations is now bothering the counselors, parents, teachers, examination bodies, government and every well-meaning citizen in Nigeria. They continue to ask questions on what will be the future of Nigerians and whether Nigeria can ever be ranked high at all among the developed nations of the world. With these questions, teaching profession is in dilemma, because everybody is looking upon the educational sector for solution.

For the interest of education in Nigeria and for the sake of national development therefore, adequate measures should be taken to wage war against examination malpractices in various schools. The measures are: cancellation of result of any culprit caught.

Adequate educational facilities should be adequately provided as they will enhance conducive teaching learning environment for the teachers and students.

Students should be encouraged to participate in extra-curricular activities in Nigerian schools. From there, the issue of social crime will be condemned through discussion.

Good condition of service should be enhanced for the teachers since poverty is the root cause of examination malpractice among teachers. If there are good conditions of service to the extent that teachers are motivated with a good salary, the teachers will not participate examination malpractices.

The Government should encourage the citizens to cultivate the habit of acceptable social norms, values and behaviours in the society. This could be done through provision of adequate guidance and counseling services for the youths.

Law enforcement agents, State Security Service personnel should be recruited to the examination halls on daily basis and they should be well paid.

Strict implementation of Decree 22 of 1984 and JAMB Decree 21 of 1999 on examination malpractices that anybody caught for examination malpractices should be jailed for certain number of years.

Photographs of candidates should be engraved in the certificates issued to the students for easy identification of the ownership of the certificates.

The public examination bodies should recruit sufficient members of invigilators, supervisors for any given examinations and they should be well paid so as not to be enticed by money.

Expulsion or dismissal of culprits: principals, supervisors, invigilators, teachers caught aiding or abetting examination malpractices should be done.

Establishment and equipping of libraries and examination halls will reduce the menace of examination malpractices.

Exorbitant examination fees paid by the students should be cancelled and footed by the three tiers of government. If done, the government will be able to perform their duties as regard to combating examination malpractices in Nigerian schools.

Finally, counselors have a significant role to play as a way of reducing examination malpractices in Nigerian schools.

12. Conclusion

For the interest of Nigerian educational system and national developments as a whole, there is the need to eradicate examination malpractices in the educational system. If this is done, there is no doubt that teachers' productivity will be enhanced in Nigeria In conclusion examination malpractices lead to serious challenges and intellectual fraud which portend grave danger for the survival of the system. To say that it is the root of all social vices will not be an exaggeration. There seems to be an indication that if a serious war is not wagged against the menace of the examination malpractices, teachers' productivity in the society will be low and the gains of literate and educated society will be eroded.

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Curriculum Development as a Critical Tool in the Education and Rehabilitation of Persons with Special Needs.

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Abstract. The paper seeks to X-ray the visible absence of a specific and operative philosophy { not objectives or goals} of Nigerian education in order to appropriately articulate curriculum development for children with special needs within the context of egalitarian ideology. The paper attempts formulating a humanistic-pragmatist philosophy which could be used to serve as a conceptual and interpretative framework for the education and rehabilitation of persons with special needs in Nigeria. The paper also highlights the socio-cultural needs of Persons with special needs in as well sa identified, analyzed and articulated within an evolving nascent and experimental democratic political setting. In conclusion, the paper discusses the existing Eurocentric and elitist curriculum framework and synthesized / integrated with a re-discovered and reformulated Pastoral Care curriculum (SNEC) anchored on enabling life skills and Human Survival Categories. Such an empowerment curriculum, which in reality is a marriage of the official, the Hidden and the Pastoral Curricula, has the potential of accommodating the special needs {content and pedagogical of the handicapped children in and out of the regular schools. Its built in flexibility and teacher prone approaches make it particularly applicable to urban and rural Nigerian communities because it breaks the traditional barriers between school and everyday knowledge. At the heart of the education and rehabilitation strategies, the overall concern of the Special Needs Empowerment Curriculum (SNEC) development for this project is aimed at arranging, modifying and strengthening the educative environments {formal, informal, non-formal} in which children with special needs grow and develop. In this way, the experiences which they encounter construct and re-interpret will at once satisfy their special needs as well as shape their learning in ways which fit the uncertain and changing future.

1. Introduction

A review of the literature on special education within the last twenty-five years shows that the structure, scope and methods of empowering (educating and rehabilitating) children in some of the main curriculum areas have not attracted the attention of educators. It is a fact that accommodating the special needs of children had been dominated mainly by the medical and the psychological orientations. Educators in general and curriculum developers in particular have only started to analyze the special needs of children in order to provide for their education and rehabilitation. In this context, the National policy on Education (2004) has provided a partial framework of goals and values on which the education of Nigerian citizens among whom are the children with the special needs should be rooted. Accordingly, the philosophy (unspecified) effective of education is based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels, both inside and outside the formal school system(p.7)

Some of the values which informed such national commitments which the educational system and its curriculum must promote are respect for the worth and dignity of the individuals, faith in ones' ability to develop to his/ her full potentials, self actualization, better human relationship, effective citizenship shared responsibility, moral and spiritual values and the promotion of the emotional, physical and psychological health of all children. Each child is expected by the policy to acquire appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live and contribute to the development of the society (p.8).

While the National Policy on Education (2004) provides the essential ingredients to educate all citizens within egalitarian framework, the policy lacks the philosophical and ideological underpinnings to articulate its commitment and translate them into concrete plans appropriate and pragmatically towards the education and rehabilitation of children with special needs. For example without specifying or identifying its underlying philosophy, the National Policy on Education identifies three purposes and objectives of special education as:

(i) to give concrete meaning to the ideal of equalizing educational opportunities for all children, their physical, mental, emotional disabilities not withstanding

(ii) to provide adequate education for all handicapped children and adults in order that they may fully play their roles in the development of the nation.

(iii) to provide opportunities for exceptionally gifted children to develop at their own pace in the interest of the nation's economic and technological development (p.36)

2. The Present Situation

The existing situation regarding the education and rehabilitation of children with special need in Nigeria show that the Federal government takes on very little part. The National population Census provides a rough estimate of the current (types, age, sex) of disability in Nigeria.

According to the 1991 National Census-Children in Nigeria (0-14) years old totaled 44.9% or 40 million of which 20.5 million or 46.10% are male and 19.5 million or 43.8% are female. About 0.5% of the male and0.47% of the female population are disabled. About 22 per cent of disabled males and 27 disability reported by the census was blindness. The proportions of disabled increases with age especially blindness and deafness. A more recent Federal Government/ UNICEF report titled Situation and Policy Analysis of Basic Education in Nigeria's estimated the population of primary age children in Nigeria to be about 1.51 million. The report noted that 'most regular schools in the country are not sufficiently equipped to cater for the learning needs of the different categories of disabled children'. The report noted in particular that 95.9 per cent of the disabled in the country have no access to education due partly to the dearth of special other socio-cultural factors (p.85).

Based on these situations and other dictated by conventional wisdom, the present school curricula cannot claim to be innocent. The need to relate the different categories of special needs to their social, cultural and educational context is urgent and imperative. To integrate and rehabilitate special children we must be conscious that the special nature of the curriculum does not exclude children from ordinary learning experiences and concerns. This might invariably give children an unrealistic sense of the world and reinforce their segregation.
A survey (FGN/ UNICEF 1993) shows that:
The largest number of schools, 36 out of 71 {59 percent} were owned by State Governments, 7.5 per cent of the schools were established by Local Governments, 32.0 per cent by various Non- government Organizations and 3.0 per cent by the Federal Government. Only 1 out of the 71 schools {1.5 per cent was established by a community (p.87).

The survey also shows that most of the schools are inaccessible to the potential children while the environmental situation; infrastructure and instructional delivery system are nothing to write home about to the extent that little or no learning occurs. These situations, in addition to the fact that the personnel managing these institutions are not professionals, and their curricula are grossly lacking in both academic and pastoral ingredients necessitate a re-assessment of the special needs to include an analysis of a proposed curriculum for its operations.

In whatever way it is conceived or defined, education cannot be separated from good life or the hope of it. The key goal of education remains not only the transmission of selected cultural heritage from one generation to the next but education should in addition, foster informed decision – making that recognizes and in cooperates moral and ethical components to life. For the special educator, education is aimed at showing the individual, regardless of his/ her special needs, how to define himself authentically and spontaneously in relations to his world, not to impose prefabricated definition of the world on the individual. As an enterprise with strong spiritual, moral and ethical components, education's main purpose is to equip and sustain the individual as the creator and center of moral values. In other words any theoretical or practical consideration of the education of children with special needs must recognize, accommodate and emphasize its ideological and humanistic underpinning because the ideological and humanistic provide the strong philosophical framework to articulate the critical dimensions of curriculum development.

It is the absence of this critical philosophical dimension required for the development of curriculum for children with special needs that makes the National Policy on Education (2004) to be prostrate and particularly and particularly vulnerable to attacks by those anxious to use it as a template for education and rehabilitation of children with special needs. It is this lack of a viable philosophical framework for curriculum development that has partly been responsible for the non-realization of the development of a fertile curriculum capable of educating and rehabilitating Nigerian children with special needs increasingly. It is now being realized that philosophical issues and questions are the core programme development in special education.

At the risk of oversimplifying the magnitude of such philosophical questions for curriculum development for persons with special needs and in order to evolve such framework, the following questions are pertinent:

- Why do we want to educate and rehabilitate children with special needs?
- What are our interests in these categories of children?
- Who are these children and what is the nature of their unique needs?
- What factors (social, cultural, economic, ideological, political etc) influence them and our perceptions about them and their needs?
- What are our individual and collective moral and ethical obligations to these children with special needs?
- What goals and / or objectives should inform these moral obligations and how can these be best met, monitored and assessed?

Answers to these and related questions will provide a unified theoretical and philosophical guide currently absent in the NPE (2004) and justification for practical curriculum activities. It will appear apparent that our search for a philosophical framework for our work with persons with special needs will lead us to a re-discovery of perenialistic and humanistic values necessary to ensure that these children are more than just the products of their particular histories and circumstances of learning, they are or could be in the symbols and reflections of our humanism and ethics. This thus becomes the Cruz of the agenda of the education and rehabilitation of children with special needs.

Our philosophical framework for translating such agendum into practical empowerment curriculum activities is pere-humanism (perenialistic-humanism)

An intellectually honest and empowerment curriculum aimed at nurturing and rehabilitating children with special needs (SNEC) predicated on a pere-humanistic philosophical framework must focus on and be judged by its effects on children's subsequent attention span, their threshold of boredom, their independence of existing sensory stimulations as spurs to motivation, their images of themselves as respected and potentially responsible citizens of the Nigerian society contributing their quota proportional to their capabilities to national development. Such a curriculum must address at least seven questions pertinent to the education and rehabilitation of Nigerian children with special needs:

- What education / philosophical framework should be used to guide and justify the education and rehabilitation of children with special needs? We seem to have provided an answer howbeit, a partial one to this question.
- Who are these children and what is the nature of their need?
- What curriculum purposes and rehabilitation strategies should be developed to meet the special needs of these children?
- What (curriculum) learning experiences (knowledge skills, values attitudes etc) and pedagogical systems be packaged to actualize the individual potentials of these children in breath, scope, relevance?
- How can these packaged experiences be organized, administered, supervised and articulated either

within the existing curriculum structure or within a new one?
- How can we mobilize public and legal supports and ensure professional acceptability of the package?
- How can we ascertain / assess whether the special needs of these children are met in their individual and collective contexts?

The critical role of curriculum development in the education and rehabilitation of children with special needs is reflected in the relationships of the questions above with the six questions asked earlier in terms of our search for educational /philosophical guide.

It is pertinent to emphasize that the viability of any educational and rehabilitation programme is predicated on the fact that the curriculum assumed that the child has a genetic –bio-psychological set of conscious coded information i.e. a core of strategic and competing / responses options and blueprints which are not only instrumental to adoption proportional to environmental stimuli but which also simultaneously resist excessive meta-cognitive and effective manipulations. Probably the most important aspect of curriculum development is to characterize the nature of the children (with special needs) and the range of their needs. There are three broad areas of special educational needs:

(a) Provision of special means of access to curriculum (e.g. a deaf child will need some forms of specialist teaching in receptive and expressive language)
(b) Need of a special or modified curriculum; and
(c) Need for particular attention to the social structure and emotional climate in which education takes place.

3. Empowering Children With Special Needs

One of the most critical structure of an empowering curriculum for children with special needs is to determine their learning abilities, the potentials and efficiencies with which they are applied to rehabilitation strategies including the children with difficulties in learning which are the root causes of special concern to parents, teachers an d society at large. In other words, SNEC must focus on the abilities of the children and how these are used by them and their teachers to meet their (children) various need. In order to take advantage of this strategic advantage to advance the education and rehabilitation of children we have been cautioned (Chasty and Friel 1991) that:

- Children do not only learn in school, in class, in a national curriculum. These are artificial structures which seek to facilitate, control and direct the natural learning inclinations of the child, enabling these to be channeled into ways which meet the long term goals of those who know best in education system (p.32)
- What is vital to an empowering curriculum is to inquire about how the child learns now? How does he efficiently apply his/ her abilities to cope with the various services designed to rehabilitate him/ her? What are the unique personality, social and cultural histories he / she brings to the learning situation which are likely to influence the application of his/ her intellectual abilities?
- What levels of stress and anxiety does he/her experience in the

learning process and how does the teacher present information to the child?

In order to communicate these different parameters in the structure of a proposed Special Needs Empowerment Curriculum (SNEC), adequate considerations must be given to an analysis and characterization of the child's functioning, under which we identify and described:

(i) The child's strengths and weaknesses e.g. physical state and functioning (physical health, development function, mobility, hearing, vision and continence).
(ii) Factors in the child's environment, which lessen or contribute to his or her need. In the home and family, including the language of the home, at school, elsewhere.
(iii) Relevant aspects of the Child's history e.g. Personal, Medical, and Educational

4. The Pastoral Care and Human Needs Dimensions

Observations of the existing curricula for children with special needs show that no substantial provisions have been made to accommodate the unique need of the categories of children identified above. In fact, many of them are still in the normal classroom undergoing the formal curriculum with its core Eurocentric ideology.

We can no longer deny the role the pastoral care in the education and rehabilitation of the children with special needs. The Pastoral Care (PC) component of our proposed curriculum is based on an analysis of the philosophical and etymological roots of the term 'pastor' and its evocation of the images of a shepherd. The very term pastoral evokes images not only of rural tranquility but also an idealized community in which can be found security refuge and belonging-ingredients that are lacking in the existing curriculum of most schools for children with special needs. Pastoral care provides opportunity for children to engage in critical primary learning because of the framework it offers for making meaningful connections between school knowledge and everyday knowledge. the inherent advantage of a pastoral care dimensions to the education and rehabilitation of children with special needs has been alluded by Whitty (1985 p.164). He states that:

An approach to social and political education is either merely 'relevant' in a narrow sense or merely 'academic' in its content. Rather, it would need to make sense to pupils in terms of their actual or potential experience outside the classroom but t also involve critical reflection upon that experience and involvement in the strategies that might change it.

The Pastoral Care is defined as that part of the curriculum which caters for the social and emotional needs of pupils as opposed to the subject-centered curriculum which is mainly academic. When this definition and the general implications of Pastoral Care are interpreted, what results is an egalitarian Afro-centric humanistic and normative framework.

5. Who is the Child with Special Care?

The focus of curriculum empowerment is the individual child with special needs (the exceptional child) and his/ her development which will include how the forces around that child (family, school, peer culture and society) adapt to meet his / her needs. The child with special needs is the typical child-the child with developmental disabilities and the child with unusual talent i.e. who is exceptionally able. A disability results from a medical, social or learning difficulty that interferes significantly with the child's normal growth and development such as the ability to profit from schooling experiences or the ability to participate successfully in work activities (Ysselldyke-Algozzine 1995).

Children with different forms of disabilities require special needs to deal with their social and psychological problems. Gifted children for example, feel isolated from their classmates and they require programmes which will both challenge them intellectually and also help to deal with their feelings of alienation. An empowerment curriculum for children with special needs must provide relevant learning experiences in sufficient breath, scope and differentiation to cope with not only the challenges of specific handicapping conditions but also with the societal / cultural relations to their circumstances.

In general, both medical and social standards are used to identify and categorize children with special needs and both standard are identifies within the context of, and with reference to medically and socially approved concept of normality. For example genetic abnormalities, parental problems, infections and physical trauma define the range of special learning need within medical circles for the curriculum must accept responsibilities. In the same vain societal and sub-cultural codes of normal behavior which are either written or otherwise clarified in us, form explicitly rules, including teachers expectations of an experiences with students learning difficulties are indices used to define the parameters of special needs in curriculum development. Hence using both conventional medical and social standards, Kirk et al (1997) used five variable to define and categorize (exceptional) children special needs. These are:

- Mental characteristics.
- Sensory abilities.
- Communication abilities
- Behavior and emotional development and
- Physical characteristics.

The development of a curriculum to empower children with special needs must therefore accommodate the following categories of children identified using five characteristics above:

- Visual impairments- children who have special learning needs in areas requiring functional/ actual use of vision in daily life
- Hearing impairments- children who have learning needs in areas requiring functional use of hearing.
- Deaf and Blind- Children who have special learning needs in areas requiring functional use of hearing vision
- Orthopedic impairments or other health impairments- children with special learning needs in functional use of hands, arms, feet and other body parts including children with serious illness or medical conditions e.g. heart conditions.
- Mental retardation- children with special learning needs in functional use of intelligence and artistic ability
- Special Learning Disabilities- children with learning needs in functional use of listening, speaking, reading, writing, reasoning and arithmetic skills
- Serious (Emotional) Disturbance- Children with special learning needs in functional use of language and

communication skills (communication disorders)

- Multiple Disabilities- children with special learning needs in more than one area requiring functional use of skills
- Traumatic Brain injury- children with brain injury caused by an external physical force or by an internal occurrence such as stroke.
- Autism- children with specific developmental disability that significantly affects communication and social interaction.

A Special Needs Empowerment Curriculum (SNEC) structured to cope with the problems identified above will attempt to organize learning experiences so as to avoid as far as possible, and to compensate for, its limitations. The SNEC would be concerned about how the content and pedagogy of special education will provide not only for the special teaching requirement of children with particular disabilities but also for the full educational experiences required as they grow through different ages or maturity levels. It is imperative that SNEC keeps continually in view the needs of handicapped children as persons (human beings) growing through the normal stages of human development.

The Curriculum must establish a basis of classroom practice in terms of the following principles:

- That each child with special needs has a right to a broad and balanced curriculum relevant to his/ her particular needs
- It is not enough for such a curriculum to be offered by the school, it must be fully taken up by each pupil
- The curriculum should also offer a range of personal and social opportunities and responsibilities to each pupil so that he/ she may develop as an individual , as a member of the society and as a future adult member of the community

Kirk et al (1997) identified six categories of exceptionality which can provide broad conceptual opportunities for rooting SNEC. These are:

- Intellectual differences including children with learning disabilities and children who are slow to learn
- Communication differences, including children with learning disabilities or speech and language disabilities
- Sensory difference, including children with auditory or visual disabilities
- Behaviours differences, including children who are emotionally disturbed or socially maladjusted.
- Multiple and severe handicapping conditions, including children with combinations of impairments (cerebral palsy and mental retardation; deafness and blindness)
- Physical differences, including children with non-sensory disabilities that impede mobility and physical vitality.

6. Terminological Clarification

There are at least three mutually related contexts around which to structure an empowering curriculum for children with special needs as noted earlier.

The overall aim is to rehabilitate the child as far as possible into his/ her social cultural and community lives. Aduwo {1982} identified and discussed three forms of integration- vocational, social and functional, noting that functional integration is achieved where the vocational and social association of children with special needs with their fellows leads to joint participation in educational programme {p.72}. the author uses integration and rehabilitation interchangeably, in a manner which dwarfs the unique and critical factor or curriculum, training, therapy and guidance- which are the core of rehabilitation. What makes rehabilitation particularly challenging and appealing to the special educator is the professional requirements and inputs of the Counselors and curriculum experts. This is important because the idea of integration conveys ‘assimilation’, which virtually dissolves the uniqueness of the special needs concept associated with the handicapped. Definitely the purpose of providing for the needs of a special child is not dissolve away or negotiate their individuality to the general curriculum. This is the idea reflected in the concept of integration or assimilation. Our proposal for an empowering curriculum for children with special needs is predicted on:

- Our concepts of special education i.e. to provide children with special needs services not available to them in the regular {formal} school's curriculum. Such services which are in the form of empowerment programmes are different from formal/ regular curricula because they try to accommodate (not assimilate) children’s inter-individual and intra-individual differences. We should note that such empowerment programmes are not developed because of the failure of the formal curricula, the guilty verdict we earlier established against the formal curriculum notwithstanding.
- Our observations that classroom teachers and the existing curricula in the public schools simply cannot respond fully to the special needs of children without a substantial change in the structure of the formal curriculum and attitude and values of the teachers.
- Our beliefs that we can rehabilitate these children with special needs by (a) varying their learning environments to create a conducive and socially relevant settings to learn (b) modifying the specific knowledge codified in the curriculum (c) restructuring the skills identified for learning and (d) introducing appropriate technology that meets the special needs of these children.

In general, however, there are different ways by which the proposed empowerment curriculum can be actualized in rehabilitating children with special needs. These are:

- Normalization- creation of a learning and social environment as normal as possible for the children
- de-institutionalization- releasing as many children with special needs as possible from the confinement of residential institution into their local communities
- Mainstreaming- bringing children with special needs into daily contact with children with ordinary needs in an educational institution.

It is pertinent that we recognize that the successful implementation of an empowerment curriculum and proposed in this paper depends on what and how the Nigerian society feels bout children with special needs. And because these feelings are expressed through and reflected in the major institutions of the society (the schools, the legislatures and the law courts) there is a compelling need to identify and relate to these institutions in implementing educational and rehabilitation programmes for children with special needs.

This is so because:

- Schools plan, develop and teach curricula which prepare these children for a productive and satisfying adult life.
- the legislature, especially in a democratic society provides the money and authority for the different innovative programmes and curricula strategies aimed at meeting the needs of special children and
- the courts decide { rules} on what is fair, just and equitable with regards to these children with special needs

7. Conclusion

Even within these contexts, an appropriate empowerment curriculum, an adequate pedagogy and a competent teacher remains the triangulate which provide a robust philosophical perspective to formulate, articulate, extent, interpret and justify the education and rehabilitation of children with special needs. It is in fact within such education and democratic setting that the curriculum is not only a critical factor, it is also innocent mirror to reflect and actualize the genetic- bio-psychological potentials of children with special needs as feelings, thinking and valuing humans whose rehabilitation and care constitute a moral national challenge to us all.

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Part Four
Political Education

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News Presentation of Contemporary Events: Opinion and Clichés or Expanding Public Understanding of the World

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Abstract. The argument whether news presents opinions and clichés about contemporary events and not educating or expanding public understanding of the world, has to be based on the concept of news and its values. Academically, journalists were seeing as reporting event in a way that misrepresents a specific group in a certain society, and some pessimistic critical academics that have justified this standard are slipping and that the quality of news is declining. Confronting the views of academics about the News and journalism practitioners, responded that news is a first draft of history, which is also an ability to provide both a truthful and objective contemporary account. This paper assessed the influence of news presentation on public knowledge of news events, opinion and clichés in Nigeria. Arguably, journalist can turn everything into clichés and opinion when they are operating under a certain constrain such as censorship. Presentation of opinions and clichés in the news media can also be attributed to the changing pattern of news consumption. If news can be an orientation towards the truth and through truthful accounts of contemporary events, to be presented via journalistic way with accuracy and sincerity, being impartial, balanced and objective or informing people about something that just happened, and needs to be balanced in an accurate and honest information to the interest of the public, then it should be impartial and objective with a view to educating and expanding public understanding about contemporary events.

Keywords: Clichés, Contemporary events, Education, Media, News, Opinion, Public

1. Introduction

The argument whether News presents opinions and clichés about contemporary events, not educating or expanding public understanding of the world, has to be based on the concept of News and its values. Therefore, this article will look at the concept of News in different angles, how it is perceived by both academics and practitioners. Jackie (2006) defined News as "unusual or out of the ordinary, and has to be something unexpected and make people talk". Randall (2000) viewed News as "a fresh, accurate, honest and balance information on matters of public interest". In addition, Harcup, (2007) is of the opinion that News is "a selective view of what happens in the world [...] informing people about something that just happened.

Academically, journalists were seeing as reporting event in a way that misrepresents a specific group in a certain society, and "some pessimistic critical academics have justified that standard are slipping and that the quality of News is decline" (Jackie 2006).

Confronting the views of academics about the News, journalism practitioners, responded that news is a first draft of history, which is also an "ability to provide both a truthful and objective contemporary account" (Jackie 2006). James Gordon Bennet founder of the *New York Herald* (1835) as cited in Harcup, (2007) said "...we shall give a correct picture of the world [...] wherever human nature or real life displays its freaks vagaries".

2. The Argument

Delving into the main context of the article, the role of the News in developing public understanding will not be overemphasized. Bell (1991) as cited in Jackie (2006) is of the opinion that "media has a vital role in our understanding of the world", while Jackie has supported the view that "media reflects our need to know about contemporary events".

Thus, journalists, concentrate to justify the objectivity in their profession, is part of the ethics and regulations of the trend, but according to Jackie (2006) "changing nature of the News media environment reflects the complex nature of contemporary News and provision and increased consumer choice".

Of course, going by the academics' critics about the falling standard of News, as stated above, Jackie (2006) confirmed that:

"...prioritizing what the audience appears to want rather than pursuing a journalist-led News agenda can led to criticism about the falling standards and change in the character of News". (p.18).

Similarly, these are some of the contributing factors to the argument that News nowadays is more of opinion instead of educating and expanding public understanding about the contemporary events, especially looking at the concept of human dignity in journalism about some contemporary events like war, conflict and protest. In fact, Jackie's statements as well as the academic critics about the falling standard of News and changing of its characters were supported by (Monogue 1997; 7, as cited in Jackie 2006; 24) where he said *"success journalism is an engine for turning everything into clichés"*.

Arguably, journalist can turn everything into clichés and opinion when they are operating under a certain constrain such as censorship. Allans, (1997) stated that "the then penny Newspapers, then, reporting the News of the day entailed a commitment to a new, distinctive range of news values", despite the fact that the then *Penny Newspapers* was launched based on objectivity and truthfulness which always demanded journalists to distinguish facts from values, to support this Allans (1997) added that:

"...the American society of Newspapers editors announced in 1923 that; impartiality, sound practice marked clear distinction between news reports and expression of opinion, and that news reports should be free from the opinion or bias of any kind"(p.308).

Thus, if impartiality can be marked clearly different from opinion or clichés, then news should be impartially treated, and be objective and accurate in nature, especially when covering contemporary events, and that journalists should refrain from being partial, full opinion, through devotion to different news topic like, Agriculture, labour and others, using impersonal fact-centre technique of observation (Allans 1997:309)

My argument therefore, tends to be centralised on the issue of impartiality, as Allans (1997) emphasized its importance in news coverage that “the concept of impartiality in broadcast tends to be used in place of objectivity", therefore, impartiality entails both objectivity and accuracy in news production. To confirm the importance of impartiality in news with a view to educating and expanding public understanding about contemporary events, Allans (1997) stated that: *"a greater degree of independence would have to be established for the impartiality".*

Being dependent on government or under its surveillance will no doubt make news media especially broadcast which were mostly owned by the government to be partial and subjective in the news coverage, (Habermas 1989 as cited in Allans 1997) argued that:
"...the communicative network of a public made up of rationally debating private citizens has collapse[...] the public sphere has disappeared all its conditions and that the citizens have been transformed into different active consumers and excluded from participating in public debate and decision-making process in the society" (p.318).

Obviously, if public have denied an access to participate in public debate or decision-making, then it means that the news media presents opinion in news coverage about contemporary events affecting them in the world. To complement the argument, that impartiality in news means; being objective and accurate in a process to educate and expands public understanding of the world contemporary events, one of the *NHK* reporters assigned to cover Beijing Women convention on August 25th 1997 as cited in Clausen (2003) wrote that:
"I did not want to report on the convention as if hysterical women gathered together and complained about terrible men were. If I had done that I could see what the reaction would have been. I wanted to avoid doing that I wanted to report the convention not only about social issues, but also about the political and economic implication" (p, 201)

Originally, the reporter planned to cover the content of the convention, but because of the issue of house style, editor's selectivity and partiality, she was encourage by her superior and ended up focusing on Chinese organisational problem not the entire convention, (Clausen 2003). Likewise, *CNN* reporter, also reported on the Chinese problems rather than the convention itself that was why the *NHK* reporter's superior, in Tokyo wanted her to change her intention and topic of coverage to go along with his opinion, through using competition strategy. Thus, both the *NHK* and the *CNN* reports have to be vetoed and renegotiated again at any place in the hierarchy, (Clausen 2003)

Competition factor due to news media fragmentation also contributed in presenting opinion in news in the name of infotainment, advertisement, some using participatory journalists, user-generated contents with a view to attracting audiences, readers and viewers, in other way dealing with public as consumers not citizens, (Jackie 2007, supporting Jackie's view (Williams 1996 as cited in Harcup 2007) stated that "...the idea of journalism serving and inform citizenry is undermined by a tendency to treat audience as nothing than consumers" (p.153). Precisely, *BBC* is established to give the British perspective of the contemporary events, and tends to be impartial, and the *CNN* to give the American perspective tends to be the world's news media. Aljazeera Network channel was also established to give Arab-middle East perspective of the contemporary events, with a view to confronting the western perspective about the happenings in the Middle East and Arab world.

In fact, the News fragmentation also brought the establishment of *PRESS TV* by the Iranian government to propagate the Iranian perspective of the world contemporary events, with a view to confronting the *CNN*. The *RUSSIA TODAY*, a network channel was established to safeguard the perspective of Russia on the world issues as well as *FRANCE TV* to give France perspective. Communism, one of the traditional politics in the world has its own perspective of the world contemporary events, which was the rationale behind the establishment of the China Central TV (*CCTV)* to transmit communist perspective of the contemporary events in the world.

Despite the fact that all the above mentioned News media were claiming to be impartial in news reporting, and conduct their activities in accordance with the ethics of the trends, Clausen (2003) explained that:
"...there was problem of news flow which tends to complement presentation of opinion and clichés in it, that a study conducted by UNESCO the following problems have been found; (a) the prominence of regionalism, every national system devoted most attention to events happening within and actors belonging to its immediate geographical regions, (b) It was found that politics dominated international news reporting everywhere. Hard news presented by two political categories; political, international and domestic news, followed by military, defence and economic which accounted for the main stories, (c) It was found that political figures dominated the news comprising 25-60 percent of all actors in international news; few other categories of actors received significant mention" (p,15)

To identify the argument whether news presents opinion and clichés rather than educate and expands public understanding on world contemporary events, if the above outlined problems were found in the news flow internationally, how can the *BBC, CNN, ALJAZEERA, CCTV, FRANCE TV, RUSSIA TODAY, PRESS TV, ITV, SKY NEWS* and host of others deviate from presenting opinion of their respective regions, politics, as well as the government of their nations and states? Despite the fact that contemporary broadcasting issue are determined by ownership factor, Clausen (2003) stated that, *"the political character of the national media and the competitive strategies are the influential factors in the presentation and conduct of news"*.
Clausen emphasized that international news flow focused only on a specula singular issue and that news from the developing world would focus on trouble, for instance; the Euro News according to McGregor (1997): *"is a multilingual service which has no visible presenters of any kind, it transmits raw news footage with its natural sound and literally no comment of any kind and less understanding"* (p.23).
Thus, can be traced to the fragmentation of news media, which at the end of the day one might end of with over 100 hours of news program in a *24/7* news real time, and it is likely be impossible to watch all (McGregor 1997). Therefore, how can a public be educated or make to understand any world contemporary events in this kind of chaotic situation in the news media world over, whereby each traditional news service have a clear domestic bias "even CNN claim to be the world come close, but they are alike their competitors in seeming to neglect the south hemisphere".
To complement the argument whether news is opinionated McGrogor (1997) exemplified that:
" BBC world service reporter Misha Glery reported in 1990 that trouble was brewing in Bosnia, and was told by his editor that he was exaggerating, and another example was on the 6th April 1992 when Snipers shot

eleven demonstrators in Sarajevo and the Bosnian conflict began in earnest, NBC didn't carry the story" (p, 35).

These indicated that both the BBC and the *NBC* demonstrated a scene of partiality in covering Bosnian conflict and used their opinion in presenting the conflict to the public. Even after the regular shaking of Sarajevo on the 21st April 1992, when it was cleared that the big story has broken, journalists arrived late, so if those making the news don't feel for the news what one will say about the viewers, (McGreogor 1997).

For instance, the report of a Polls on International Policy Attitudes, PIPA 2003, as cited in Jackie (2006) indicated that;

"...those who primarily watch FOX NEWS are significantly more likely to have misconception about events (war on Iraq) then those who primarily listen to NPR or watch PBS and some of the misconceptions are; (a) the belief that weapons of mass destruction WMD had been found by American troops in Iraq, (b) that Saddam Hussain and Bin Laden were in alliance, (c) that Iraq was directly involved in the attacks on the world Trade Centre on 11th September 2001" (p, 165).

But for British Broadcast according to Jackie (2006) “for News organisation to attract its audiences is not easy especially with a little editorial freedom in dealing with audience political values and prejudices".

Presentation of opinions and clichés in the news media can be also attributed to the changing pattern of news consumption, as a result of which the national newspaper's circulation are around 25 per cent lower than the 1960's and that of regional and local newspapers have either closed or down-sized their operational status, and on the broadcasting stations the use of music is much more than news (Jackie, 2006).

Therefore, if news media aimed at educating or expanding the public understanding about the world contemporary events, how can they always lose interest from the viewers and the readers?

The issue of censorship/ownership, also contribute in the presentation of opinion in news, for instance the case of 2003 war on Iraq, one of the leading factor was "weapons of mass destruction, *WMD*" Miller, (2004) stated that "the assumption behind most media reports during the war was to accept the government's line that such weapons existed and might be or indeed were deployed". Therefore, instead of educating or make public informed about real fact in the existence of the *WMD* in Iraq, news media operating during the war presented government's opinion for the reasons of either ownership or censorship or being embedded and controlled by the military forces.

It has been observed that during that time reports that indicated the existence of the *WMD* in Iraq were more than those questioned the existence, the former has 86 per cent and the later has 14 per cent (Miller 2004).

Another instance was the invasion of Iraq, most of the news media shown that 26 per cent of Iraq were happy and welcome the invasion or the overthrown of the Saddam's government and only 14 per cent were unhappy and upset. Unlike *Channel 4*, this shown that equal number of 20 per cent for those who were happy and 17 per cent for the unhappy (Miller 2004). Therefore, it can justify that there were some elements of subjectivity in the coverage of the contemporary events like Iraq war of the 2003.

To prove my argument whether news presents opinion and clichés in covering contemporary events, instead of educating or expanding public understanding, as I have earlier mentioned, that most of the established news media were meant for the interest of their respective governments or proprietors.

While conducting a research on the reporting of misinformation during the Iraq war Miller (2004) stated that " we looked in detail at the way the four channels treated stories in which initial reports, usually coming from government or military sources, proved to be unreliable", so how can unreliable sources of information educate the public on any giving contemporary events? Miller continued that "...they found Sky news at 10 pm was most likely programme to treat such reports as facts, although both the BBC and ITV news tends to do so. But Channel 4 News was exceptional offering most cautious and interrogative coverage" (p, 138).

Despite the fact that objectivity has a vital role to play in news reporting as Jackie (2006) outlined that:

“Objectivity is vital for news coverage and ideal for journalism profession, based on regulatory requirements and has implication for news process, news content and relationship of (producers and audience)" (p, 138)

Objectively, which is an element of news that make it to be free from opinion and partiality, has attracted criticism from every angle, some criticised that, objective reporting of contemporary events of the world is possible and that journalistic aspirations towards objectivity in news reporting are undesirable, (Jackie 2006).

Arguably, if journalists should ensure that their news production will be judged by the public based on impartiality and objectivity known for the profession, the above mentioned instances of the contemporary events would have been presented free from opinion with a view to educating and expanding public understanding. But Allans (2004) stated that; “a journalist could hardly; under self-serving perspective, be a dispassionate non-partisan observer, while at the same time belongs to such a controversial organisation as a union"

For instance, French condemned a worsening quality of journalism which put facts before ideas and attributed it to "*Americanisation*" (Allans 2004) and that was why objectivity, non-bias reporting of news according to Allans *"slowly becoming institutionalised to varying degrees, throughout the 1920's in the growing professional culture of US and British"*

To support the contention that news educates and expands public understanding on the contemporary events; presidents, governments' officials, military officers and many conservatives according to Thrall, (2000) on the case of Vietnam war all felt that " the press had helped educate the public about the nature and cost of the war and in so doing had helped bring the misguided and ill-fated war to a quicker end" (p, 48.

Historically, the Vietnam War was one of the episode that indicated the dangers of unrestricted press coverage of war, but in another wars; contemporary, most journalists saw themselves as part of the American teams, along with censorship in order not to disrupt American morale, (Thrall 2000).

Thus, journalists always want to present their news coverage in an educative way, but certain constrains make the situation otherwise. Thrall (2000) stated that:

"... the press began to argue on Vietnam war, in essence that journalists not the government should make the decisions about what should be news and that truth, rather than the impact of that truth should guide a journalist's action" (p, 48).

With the advent of new media (internet) using online journalism, user-generated content, participatory journalism, become an alternative for news to presents contemporary events; impartiality, objectivity and balance, with a view to educating or boosting public understanding. For instance, the conflict of Kosovo which was called “the first internet war" was covered and presented online for the viewers with alternatives, viewpoints, background materials and eyewitness accounts, (Allans 2002).

Another instance was that of *September 11, 2001*, attack on world Trade Centre, the internet news websites were the main sources of having cleared and accurate reports for millions of people who were puzzled and frightened by alarmist reports on TV and Radio (Allans 2002) and the recent example was that of China earthquake of April 2008 where the first coverage was by citizen journalists.

3. Conclusion

Conclusively, if news can be an orientation towards truth through truthful accounts of contemporary events, to be presented via journalistic way with accuracy and sincerity, being impartial, balanced and objective or informing people about something that just happened, and needs to be balanced information, accurate, honest and of interest to the public it should be impartial and objective with a view to educating and expanding public understanding about contemporary events. (Jackie 2006, Harcup 2007, Randall 2000)

Backing my argument, if we look at the instances outlined in the body of this article, and the slogan of Radio B92 of Belgrade that; " ...don't believe any one not even us" and the statement of Christine Amanpour of *CNN* on Bosnian conflict " I have come to believe that objectivity means giving all sides a fair hearing, but not treating all side equally" (Harcup 2007) and one can conclude that news presents opinions and clichés about contemporary events rather than educating or expanding public understanding, but Abul-Taher for the Daily Mail, as cited in Harcup (2007;155) said " ..Journalism informs and educates people about the world beyond their own personal experiences".

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The Effects of Subsidy Removal on the Escalation of Political Corruption in Nigeria

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Abstract. The historical study analyzed the effects of subsidy removal on the escalation of political corruption in Nigeria. Previous administrations in Nigeria were investigated with specific emphasis on President Sheu Shagari, General Ibrahim Babangida, Late General Sanni Abacha, General Abdulsalam Abubakar, President Olusegun Obasanjo and President Goodluck Jonathan administrations. The study revealed that none of these past governments judiciously made use of the gains realized from subsidy removal. President Shehu Shagari mismanaged US$16 billion in oil revenue between 1979 and 1983; General Ibrahim Babangida could neither account for the oil revenue accruable to the nation during the Gulf War nor could he make justification on the frivolous expenses on Better Life Programme of his administration. In the same vein, late General Sanni was found to have emptied the treasury by carting away huge amounts of money from the Central Bank. The democratically elected leaders, after 13years of the military, paid lip services to corruption and this increased the poverty level, with many Nigerians living on less than US$1 per day, while the supply of basic infrastructures in the country is in shambles. The study recommended that the Federal Government should rebuild citizens' confidence by cushioning the effects of the fuel subsidy removal and curb the excesses of corrupt public office holders, by bringing them to justice, irrespective of their status. Lastly, that the report of the House of Representative Ad-Hoc Committee on subsidy should be implemented by the Federal Government, to demonstrate its zero tolerance to corruption.

Keywords: Subsidy, Political Corruption, Mismanagement, Downstream Sector, and Poverty

1. Introduction

Nigeria is one of the world's most endowed nations with abundant human and natural resources. Ironically, the country remains one of the world's most unindustrialized and poor nations. Nigeria is economically and politically backward with trauma of bad governance or mismanagement due largely to corruption in spite of its huge natural resources. Today, the image of this endowed country is battered by corruption and leadership crises. Corruption has tragically devastated Nigerian societies and made millions of people destitute. The tentacles of corruption has reached everywhere in Nigeria inclusive of children. From the offices of President and Ministers to the smallest administration unit of government, corruption is found everywhere (Ovaga, 2012).

Research has shown that the prevalence of corrupt leaders in Nigeria has a tremendous adverse effect on the quality of life, living standard, and national psyche. According to Eulou (as cited in Dike, 2006), to the leaders, the national objective is secondary; more considerations are given to self than the interest of the society without minding the disruptive impact. Corruption by Nigerian leaders is a social malaise, which has accounted for lack of vision and mission by government officials. Keeper (2012) agreed with Dike (2006) who opined that corruption is an ill wind that brings a country no good.

It is on record that Nigeria is endowed with many natural resources, which unfortunately, have remained untapped except petroleum. In the same vein, agriculture, which was the mainstay of the economy, prior to the discovery of petroleum in commercial quantity in 1956, was equally abandoned. This was due to the rapid inflow of oil revenue to the country in the early 1970s (Ovaga, 2010). Since Nigeria's first export of crude oil in 1959, it has become the major contributor to the country's economy and that is why over 80% of her foreign exchange earnings come from the oil sector today.

Despite the fact that Nigeria is rated as Africa's second largest producer of crude oil after Libya, the 18th largest exporter in the world, and possessing the 10th largest oil reserves, the huge revenues that are realized from the export of the products since inception has not translated to any significant economic level in the Gross National Development, (Omotoso, 2010). Instead, it has been wide protests of various degrees from different quarters against short supply and steady increases in the pump prices of refined products. Corroborating this stand, Bring and Akpaii (2012) assert that Nigerian governments have been unable to use the oil wealth to significantly reduce poverty and provide basic social and economic services for her citizens' needs. This is connected with the monumental level of corruption that has characterized the petroleum subsidy regime in Nigeria. The nation has not only been short-changed economically, but Nigerians have been made to go through untold hardship as a result of a high cost of living, poor service delivery by operators of the subsidy process, and the partial removal of the subsidy from petroleum products by the Federal government of Nigeria.

The result of this ugly situation, the Federal government had to come up with the policy of fuel subsidy, with the aim of reducing the prices of the products, thereby minimizing the direct burden on the masses. The introduction of this policy brought a dawn of huge expenses on the part of the Federal government. This is evident from the sum of about 1.5 trillion naira spent on fuel subsidy alone Between 2006 and 2009, and 600 billion naira Budgeted for the fiscal year 2010 (Movement for Economic Emancipation, 2010). In the 2011 fiscal year, the Presidency and National Assembly approved 240 billion naira as oil subsidy in the Appropriation Act (Folasade-Koyi, 2011), but as of October 2011, the subsidy scheme has gulped about 1.5 trillion naira showing extra-budgetary spending of 1.2 trillion naira.

In reaction to this ugly situation, Senate President, David Mark (2011) in Folasade-Koyi, (2011) accused "a cabal" in the petroleum industry to be responsible for the mismanagement of the oil subsidy. This goes to prove that the problem of Nigeria does not rely on the withdrawal of oil subsidy but how well funds are managed, the thesis of this paper. That is why many Nigerians remain skeptical about removal of the oil subsidy because for over 17 times now, past administrations had removed the subsidy in the downstream oil sector at one time or another, but up until today, there is nothing to show for it, (Akinlotan, 2012; Amos, 2011). Amos (2011) reiterated that the issue of fuel subsidy removal has never been translated into building of refineries and development of basic infrastructure that could ordinarily add value to the lives of Nigerians. Bearing in mind that fuel subsidy has not benefited most Nigerians, several economists, civil society, pro-democracy groups and ordinary Nigerians see the subsidies as hugely corrupt, wasteful, and bleeding money from the treasury into the pockets of rich fuel importers.

The Special Taskforce on Governance and Controls in the NNPC and other parastatals were set up to design a new corporate governance code for ensuring full transparency, good governance, and global best practices in different sectors. Despite this, the report of the House of Representative Committee on Petroleum Subsidy revealed high levels corruption in the fuel subsidy saga in Nigeria.

Subsequently, the Federal government directed the Economic and Financial Crimes Commission, (EFCC), to arrest and prosecute anyone, however highly placed, and connected to fuel subsidy fraud.

Despite the encouragement generated by the above efforts of the Federal government unfortunate no meaningful action was taken on the outcome of the investigations carried out by the relevant anti-corruption agencies. This is no different from previous experiences in the country where various committees were set up at different levels of government only for the recommendations or reports of such committees to be swept under the carpet at the end of the day. This paper, therefore, intends to expose that subsidy removal in Nigeria, rather than assist the economy, is a bane and the resultant effect is the escalation of political corruption. It thus proffers recommendations of reducing the monster, called corruption in the country.

2. Literature Review

A subsidy is an assistance paid to a business or economic sector mainly by the government to prevent the decline, (Todaro & Smith, 2009). The Oxford Advanced Learners Dictionary (2001) defines it as money that is paid by a government or an organization to reduce the cost of services, or of producing goods so that their prices can be kept low. Bakare (2012) posited that, to subsidize is to sell a product below the cost of production. Within context of this paper, fuel subsidy means to sell Nigerian petrol below the cost of importation.

Agu (2009) describes subsidies as a payment made by governments to producers of certain goods and services, to enable their production and distribution to be at lower prices than they would otherwise have been. He opined that the policy helps to lower the market prices below the factor costs, so that consumers would have the privilege to pay less for the goods and services than the cost the producer used to produce the same. So, Ovaga (2010), stated that subsidies are devices employed by government to assist either the consumers or producers to consume or produce certain commodities at prices below the prevailing market prices. That it is an incentive given both to consume and produce more of goods and services.

3. Fuel Subsidy Removal

Advocating removal of subsidy, lyobhebhe (2012), stated that the Medium Term Fiscal Framework (MTFF) would not work in Nigeria, unless the subsidy was scrapped. That the government needed the ₦41.3 Trillion/USD $653103 from fuel savings for critical infrastructure development projects. The Minister for finance and coordinating Minister for the Economy, Dr. Okonjo-Iweala, advocating the International Monetary fund. (IMF) and World Bank Agenda, was of the notion that deregulation and removal of the subsidy may initially lead to inflationary pressures, but as the market is opened up tc investors, billions of dollars will flow into the downstream sector and more private refineries will open for business in Nigeria. She argued further that, eventually, the market will self-regulate and the prices for refined petroleum. products and other goods and services will be at the natural market level as competition forces prices down. The long-term benefit will be more than the short-term pain. Concluding she said that if the government is indirecth pursuing the IMF agenda for Nigeria, the removal is just one puzzle in the massive jigsaw.

4. Effects of Fuel Subsidy Removal on the Socio-Economic Lives of Nigerians

There are contending arguments on the merits and demerits of fuel subsidy increases or removal. The protagonists led by the Federal and State governments argued that fuel subsidy removal was a step in the rign: direction and in the interest of Nigerians. They maintained that it would help eliminate incentives for corruption and excess profiteering by an unpatriotic cabal in ne petroleum sub-sector. It would minimize borrowing and save money for investing into job creation, power and transport infrastructure and others. It would eliminate capital flight and build Nigeria's foreign reserve in order to position the economy tor speeay growth and global competiveness. Fuel subsidy removal, according to President Goodluck Jonathan, will trigger private sector investment in a deregulated downstream petroleum sector, enthrone efficiency, and catapult the development of the nation's productive sectors such as agriculture and industries. According to the 2012 MTFF and the Fiscal Strategy Paper (FSP), which President Goodluck Jonathan sent to the national assembly, he stated among other things, that removal of fuel subsidy will free up to about ₦1.3 trillion, that is, about $8 billion dollars in savings. The money, he added, would be deployed into providing safety nets for segments of society, which will help to ameliorate the effects of subsidy removal. Furthermore, subsidy removal and the money generated would guarantee the success of the MTFF. The money realized would beused to build more refineries and procure resources that would also help cushion the effect of the subsidy removal.

The antagonists of the fuel subsidy removal present a contrary view that the Federal government has not revealed the total amount that will be generated and the actual sharing. In other words, what will actually go to the states and local governments and what will be left for the Federal government has not been worked out. The effect this will have on the infrastructural development, as being put by the President and his economic advisers has not really been clear. Therefore, it was premature to speak of the benefits of the subsidy removal. Fuel subsidy removal will automatically lead to increases in the pump price of fuel. This was shown by the different pump prices witnessed across the country when the subsidy removal was announced, which ranged from ₦141 to ₦200 per liter. In other states of the country, a liter of petrol was sold for as much as ₦250. Other marketers created artificial scarcity in order to raise the pump price.

Fuel subsidy removal also affected transport fares and doubled motorist transport charges. Since this happened during the 2011 Christmas period when many Nigerians and their families had travelled to celebrate the Christmas with their families, including extended families, many were stranded. Those who could afford it did so by abandoning their families in their villages. For many Nigerians, these were indeed interesting times requiring an interesting approach to life. Despite the reduction in the pump price of petrol to ₦97, the costs of transport as well as other products and services are yet to reflect the reduction, thereby forcing people to rethink their lifestyle and mode of transportation as a strategy for surviving the hard times.

Increases in transportation cost have ripple effects on other social issues. The prices of foodstuff went up. Food sellers use transportation to bring in food items, while cars and vehicles have to struggle to get fuel at very exorbitant prices. The result was that the food sellers had to factor in the increment increase in order to maintain marginal gains. School fees and charges were not spared, as they also increased. Most parents had no other choice than to withdraw their children and wards from schools.

House rents across the country have increased dramatically and the argument is that fuel price increases affected the price of cement astronomically. Before the fuel subsidy removal, there were indications that cement price may crash following the take-off of Dangote, Lafarge Cement Company in Ogun State. However, the withdrawal of the subsidy on January 1, 2012, catapulted the price of cement to over ₦2000 naira per bag, thus affecting the prices of house rent. According to Iroegbu-Chikezie (2012), a cement dealer, he had to raise the price of the product because he had to pay doublethe cost of transporting cement to his shop. The fuel subsidy removal also affected the cost of haulage of basic building materials such as iron rods, roofing sheets, flooring materials, and others.

Agboola (2012) maintained that the Organized Private Sector (OPS) were not happy with the removal of fuel subsidy. It described the policy as a deliberate move by the Federal government to worsen the decaying industrial sector. The OPS, he argued, may be forced to pay more for providing generating plants at its factories. Similarly, the Small and Medium Enterprises (SMEs) are affected since most of them use petrol for their relatively smaller power generating plants. The group, according to its Director General, Nigerian Employers Consultative Association (NECA), Mr. Segun Oshinowo, members were neither invited nor represented in its institutional capacity at the meeting held with government and business operators. Their concern is that government should have fixed or put in place a number of measures and infrastructures before going ahead with the fuel subsidy removal. That is, the problem of power should have been fixed so that Nigerians would have to contend only with the fueling of their cars instead of looking for ways to power offices, industrial generation plants, and other things. New refineries should have been built and the older ones put into functioning so thatthe availability of the product locally will affect the economy and play a role in bringing down the price of the pump price.

5. Empirical Review of the History of Subsidy Removal in Nigeria

The history of fuel subsidy removal according to Bring and Akpan (2012) dated back to 1978 when the pump price of fuel was 8.4 kobo USD $0.05 per litre, moved upwards to 15.37 kobo USD $1.07 per liter under the administration of President Olusegun Obasanjo. They wanted to generate enough money to run the government, particularly when it was preparing for the 1979 democratic elections and to cater for the social needs of Nigerians. Midway into the second republic under President Sheu Shagari, specifically in 1982, the pump price was raised to 20 kobo USD $0 Iper litre. In 1986, the military administration of General Ibrahim Babangida declared that due to the devaluation of the Naira, the domestic price of fuel had become unreasonably cheap and was therefore burdensome to the Federal government's purse. The price of petroleum products was thus raised from 20 kobo USD $0. Iper litre per liter through a negotiation process and was sold at, before stepping aside in 1993 (Bring & Akpan, 2012).

Chief Ernest Shonekan in 1993 increased the pump price of fuel from 70 kobo USD $0. 5 per litre to ₦5.00/ USD $ .035 per litre while on October 2nd 1994, the Sanni Abacha junta increased the price of fuel to $15/ USD $.10, but after massive street protests, the regime reduced the increment to Nil/USD $0.78 on October 4, 1994. That was the price until Abacha passed on, and the Abdulsalami Abubakar caretaker regime raised the price from ₦11/USD $0.78 to ₦25/USD $.18 on December 20, 1998 and after days of sustained protests, was forced to reduce the increment to ₦20/USD $.14 on January 6, 1999 (Bring & Akpan, 2012).

President Olusegun Obasanjo's adopted the fuel subsidy removal as the bedrock of its economic policy. He was barely sworn in as the President when he effected an upward review of the pump price of fuel to ₦30/USD $2I on June 1, 2000; however, protests and mass rejection forced him to reduce the increment to ₦25/USD $.17 on June 8, 2000 and further down to ₦22/ USD $.16 on June 13, 2000. The regime increased the price to ₦26/ USD $.19 on January 1, 2002 and again to ₦40/USD $.19 on June 23, 2003. He raised it to ₦70/UDS $.5 by the time he left in May 2007 but the incoming Yar'Adua regime reduced it to ₦65/USD $.46, after general protests against the new price regime. Although the Yar'Adua government made efforts to increase the price of petroleum products, it could not scale through following increased mass disapproval for such act. President Goodluck Jonathan, however, increased the price of fuel from ₦65/USD $.46to ₦41/USD $1.1 on January 1, 2012 before it was reduced to ₦97/USD $.69, the current price (retrieved from http://www.The maceonline.com/ hous-of-reps-news/241-fuel-subsidy-removal-the-challenge-befor-house-committee-onpetroleum-downstream).

Considering the Case Study of Fuel Subsidy and Previous Administrations in Nigeria, we have:

5.1 Subsidy Removal Under the Second Republic Headed by President Sheu Shagari

President Sheu Shagari maintained the status quo on the prices of petroleum products and prices were relatively stable except in January 1982, when the pump price was raised from 15.37kobo/USD $.11 to 20 kobo/USD $.14 per litre. The marginal increase did not have much of a devastating effect on the populace. Also, under his leadership, the Ethical Revolution was set up in 1981 to transform, for better, the country's national values which was hitherto, characterized by fraud and corruption. These efforts of curbing corruption were not effective as the government itself, was immersed in corruption practices; Welch (1987) described Shehu Shagari's leadership as uncontrollably corrupt. In fact, the massive corruption at the leadership level formed part of the reasons for the military take-over of the regime in 1983 (Emma, 2006; Ogundiya & Baba, 2004)

President Shehu Shagari was weak in the leadership of the country-A soft-spoken and mild mannered gentleman, he was pathetic in his inability to call his ministers and political lieutenants to order, or stop them from embezzling state funds. Politicians, like the combative Transport Minister, Alhaji Umaru Dikko, symbolized the graft and avarice under Shagari's government, he was alleged to have mismanaged about ₦4 billions/USD $.02 billion of public funds meant for the importation of rice (Dash, 1983). Besides, it was claimed that over $16 billion of oil revenues were lost between 1979 and 1983 during the administration. It became quite common, for Federal Administrative buildings to go up in flames particularly before the onset of ordered audits of government accounts, making it impossible to discover written evidence of embezzlement and fraud (Dash, 1983).
However, it should be noted that the money realized from the fuel increase was used by members of the regime to buy personal properties in major capitals of European nations (USA, UK, Spain, France and others), as against using the same to put in place social services that Nigerians badly needed. The inept leadership of the then NPN national government and the corruption that bedeviled the administration led to its overthrow (Bring & Akpan, 2012)

5.2 Subsidy removal under the General Ibrahim Babangida 's Administration

When the self-styled military President Ibrahim Babangida took over in 1985, his first focus was oil. The regime increased the pump price of fuel to 39.50 kobo/USD $.28 on March 31, 1986. This regime was notorious for numerous pump price increases. On April 10, 1988, the regime, increased it to 42 kobo USD $.30 per liter and then again to 60 kobo USD $.43 per litre for private cars on January 1, 1989. These increases came at the time the regime chose to adopt a home grown Structural Adjustment Programme (SAP) as opposed to external borrowing. Nigerians greeted his decision with massive protests. The economic downturn coupled with the fact that the increases made life unbearable made Nigerians to react angrily (Bring & Akpan, 2012).

General Ibrahim Babaginda's leadership was observed not to have significantly controlled corruption. Rather, corrupt practices heightened under him (Dike, 2001). Indeed, his regime was seriously criticized for its personification of state power and the institutionalization of corruption (Derin, 2007). For instance, the Pius Okigbo Report of 1995 indicted Babangida for his inability to account for the $12.4 billion that accrued to Nigeria from the Gulf War Oil Sales (Derin, 2007).

In his submission, Maduagwu (1995) listed some of the highlights of Babangida's corrupt practices as: $200 million siphoned from the Aluminium and Smelter project, ₦400 million USD $2.9million wasted on the Better Life project, extra budgetary spending of ₦186.9 billion/USD $1.34billion between 1989 and 1993. The regime is said to be the epitome of corruption in the history of Nigeria. Maduagwu (1995) citing The News December 20, 1993 listed the following as some of the highlights of Babangida corrupt practices as:

(i) $12.4 billion Gulf war wind fall in 1991
(ii) 30% of oil revenue diverted to frivolous uses throughout the time.
(iii) Huge extra-budgetary spending: 1989, ₦15.3 billion/USD $.11 billion; 1990, ₦23.4 billion/USD $.17billion; 1991, ₦35 billion/USD $.25billion; 1992, ₦44.2 billion/USD $.32billion; 1993 (by

August), ₦59 billion/USD $.42 billion.

(iv) ₦28,400billion/USD $200 million siphoned from the Aluminum Smelter project.

(v) ₦400million/USD$2.86million wasted on the Better life project

(vi) Colossal Corruption at the NNPC, e.g. $101 million for the purchase of strategic Storage facility.

Gboyega (1996), in his summary of the corrupt nature of Babangida's administration opined that the benign treatment of corruption in the early years of the Babangida administration foretold a much more conscious instrumental use of corruption to ensure regime stability. For a military administration, Babangida's government was unique in its unconcern about corruption within its rank and among public servants generally; it was as if the Government existed so that corruption might thrive.

Again, there was enormous electoral fraud and corruption involved in the transition to a civil rule programme initiated and organized by General Ibrahim Babaginda that was eventually annulled. The annulment of the June 12th presidential election resulted in a political impasse that eventually forced General Ibrahim Babaginda to step aside and to hand over the leadership of the nation to an Interim National Government (ING) under Chief Earnest Shonekan. He raised the fuel price from 70kobo/USD.005 to ₦5.00/USD $.035 within the 87 days of his illegal rule (Bring & Akpan,2012).

Fuel Subsidy Remover under General Sanni Abacha

General Sani Abacha forcefully hijacked power from Chief Shonekan and raised the fuel price from ₦5.00/USD $.035 to ₦1I/USD $.079. The income generated from oil, which could have been used to develop the economy in his tenure, was wasted while billions of dollars were unlawfully withdrawn from the Central Bank and taken abroad in foreign accounts. Table 1 below reflects the number of times and the amounts withdrawn by the junta from the Central Bank. The level of corruption and despotic tendencies by his leadership was such that Nigeria became a pariah nation and was ostracized from the comity of nations. Indeed, General Sanni Abacha's leadership was so corrupt that after his death, over $600 million and £75 million were recovered from his family as part of the money he corruptly enriched himself with (Emma, 2006).

According to media reports, the interception of Abacha's widow, Mariam Abacha, at the Kano Airport, allegedly in possession of 38 suitcases stuffed with hard currency and on her way to Saudi Arabia, provoked investigations into Abacha's corrupt acts. (News week, 13 March 2000).

Table 1. Withdrawals Effected at the Central Bank of Nigeria by General Sanni Abacha

Date of Withdrawal	Date of Withdrawal
15th February, 1995	$4 million and £2 million
7th February, 1995	$4 million and £2 million
8th July, 1995	$5 million and £4 million
29lh December, 1995	$5 million
28th March, 1996	$3.8 million
29th May, 1996	$12.5 million
20th June, 1996	$10 million and £5 million
20th August, 1996	$30 million and £15 million
24th September, 1996	$50 million
30th September, 1996	$50 million and £3 million
14thOctober, 1996	$5 million
11th November, 1996	$5 million and £3 million
18th February, 1997	$6 million

28th February, 1997	$3 million
3rd March, 1997	$3.27 million
6th March, 1997	$1.21 million
22nd April, 1997	$60 million and £30 million
28th April, 1997	$60 million and £30 million
30th June, 1997	$4.9 million
9th July, 1997	$5 million and £2 million
8th August, 1997	$10 million
18th October, 1997	$12.3 million
21st October, 1997	£5.88 million
23rd October, 1997	£14.76 million
29lh October, 1997	£11.76 million
14th November, 1997	$10 million
26th November, 1997	$24 million
10th December, 1997	$24 million
18th December, 1997	£6.15 million

Source: Ugolor, 2002

During a press cconference on 6 September 1998 General Abubakar announced that investigators had uncovered at least 130 bank accounts in 50 different banks (foreign and local) in which millions of dollars stolen from the Nigerian public treasury were stashed. The General also confirmed that in a bid to recover the funds, his government had requested the cooperation of the countries where the funds were kept (The News, 31 May 1999). By the time he left office in May 1999, General Abubakar had recovered $825 million from the Abacha family, leaving a total of $1.3 billion frozen in several banks in Switzerland, Luxemburg, and Liechtenstein (Daniel, 2004).

5.3 Fuel Subsidy Removal under the General Abdulsalam Abubakar

When Sanni Abacha died in 1998, General Abdulsalami Abubakar became the Head of State and virtually concentrated on oil. He took the fuel price from ₦11 /USD $.079 to ₦20/USD $.14 within the ten months he ruled Nigeria. Because of his short stay in power, not many of his corrupt acts were known until the year 2000, when an official inquiry, commonly known as the Christopher Kolade Panel, was set up following the return to democratic rule. The Christopher Kolade Panel indicted the preceding military regime of General Abdulsalami Abubakar (1998-1999), of "massively inflating and flagrantly awarding contracts, licenses, awards, etc., usually to firms in which top members of the regime had substantial interests, often at very exorbitant prices, thereby causing a sharp drop in the country's external reserves" (Federal Republic of Nigeria 1999b). The panel, specifically in its final reports, reviewed 4072 contracts, 576 licenses, 807 appointments, 768 awards, and 111 approvals all made within five months. The panel submitted that the 4072 contracts cost Nigeria ₦ 635.62 billion/USD $4.5401 billion as against the ₦ 88 billion/ USD $.6billion budgeted for in 1998 budget, this, representing a deficit of ₦551 billion/ USD $3.93Billion. The panel also revealed the depletion of the foreign reserve, which as at the end of 1998 stood at $7.6 billion/ but shrank to a $3.8 billion by May 1999 (Onanuga, 2000).

5.4 Subsidy Removal under the President Olusegun Obasanjo

When General Obasanjo returned to office in May as elected President in 1999, his first point of call was oil capitalization on the precedent laid by his predecessor He raised the price of fuel from ₦20/USD $.14 to ₦ 70/USD $.5 within the eight years he spent in office. This act incited the masses to start kicking against such actions. The price hike resulted that for eight days, the economy was at a standstill (Ojameruaye, 2011).

In an attempt to ensure that petroleum product prices reflected supply cost and the forces of demand and supply, President Obasanjo embarked on the deregulation of the downstream oil industry in August 2000 with the setting up of a Special Committee on the Review of Petroleum Products Supply and Distribution (SRCPPSD). The Committee submitted its report in October 2000 and the government issued its White Paper in January 2001. The President forwarded the Bill for an Act to Establish Petroleum Products Pricing Regulatory Committee (PPPRC) to the National Assembly in March 2001. In January 2002, the government commenced the liberalization of the downstream sector of the oil industry by fixing the ceiling prices for petrol (PMS), diesel (AGO) and kerosene (HHK) at ₦26/USD $.19, ₦26/USD $.19, and ₦24/USD $.17 per liter, respectively. An import duty ₦1.50/USD $.01 per liter on imported petroleum products was introduced, while the selling price of crude to local refineries was increased from $9.50 to $18.0 per barrel (Ojameruaye, 2011).

The PPPRA announced new pump prices of petroleum products on June 20, 2003. This was greeted by a nation-wide strike declared by the Nigeria Labour Congress and its affiliates. The nation-wide strike action ended '.vith the adjustment of the prices to ₦34/USD S.24 per liter for petrol, ₦32. /USD $.22 each for diesel and kerosene. Despite the deregulation of the downstream sector through subsidy removal, the rate of corruption in the sector was still very high (Ojameruaye, 2011). In the year 2006, he increased the pump price of fuel from ₦34.00/USD $.24 per litre to ₦40/USD S.29 per lite and by year 2007, the president had increased the fuel price from ₦40/USD S.29 per litre to ₦75/USD $.54 per litre. President Musa Yar'Adua, his successor, reduced the price to ₦65/USD $.46 per litre (Ovaga, 2010).

5.5 Fuel Subsidy Removal under the Administration of President Goodluck Jonathan

Nigerians got a shocking New Year gift from the Federal Government on January 1, 2012. They found long queues at the filling stations where fuel was sold above ₦140/USD $1 per lite per liter. Fuel subsidy removal which the Federal Government under President Goodluck Jonathan has canvassed and lobbied for since he was sworn in after the demise of President Musa Yar' Adua finally got to the blast off stage on Monday, 12 December 2011, when the National Economic Council (NEC), headed by vice President Namadi Sambo decided that government should finally remove the subsidy come January 2012. The body, which consisted of the Vice President, governors, strategic ministers and Central Bank of Nigeria (CBN), claimed that fuel subsidy removal had become inevitable to avert the collapse of Nigerian economy (Onanuga, 2011).

However, despite public criticism against subsidy removal and to the greatest dismay of Nigerians, the pump fuel price was on January 1, 2012 increased from ₦65/USD $.46 per litre to ₦141/USD $1 per litre. The "Save Nigerian Group" led by Tunde Bakare, organized protests across the length and breadth of the Southwestern part of the country with heavy impact in Lagos. He lamented that the Nigerian capitalist government predicated the hike in fuel price on the need to stop the financial hemorrhaging of the country through the subsidy paid on petrol price and that according to government sources, over ₦3.6/USD $.025 trillion has been spent on fuel subsidy since 2006 (Bakare, 2012).

The report of the Ad-Hoc Committee set-up by the House of Representatives on fuel subsidy led by Farouk Lawal discovered that the fuel subsidy regime was fraught with endemic corruption and entrenched inefficiency. Much of the amount claimed to have been paid as subsidy was actually not for consumed Premium Motor Spirit (or Petrol). The committee reported that "contrary to the earlier official figure of subsidy payment of ₦1.3 trillion/USD $.009 trillion, the Accountant General of the Federation put forward a figure of ₦1.6 trillion /USD $.011 trillion, the CBN ₦1.7trillion /USD $.012 trillion, while the committee established subsidy payment of ₦2,587.087 trillion/ USD $18.48 trillion as at 31 December, 2011, amounting to more than 900% over the appropriated sum of ₦245 billion/USD $1.75 billion" (Igbuzor, 2012).

The committee in its report established that NNPC was found not to be accountable to anybody or authority. The corporation, in 2011 processed payment of ₦310.4 billion/ USD $2.22 billion as 2009-2011 arrears of subsidy on kerosene, contrary to a Presidential Directive which removed sub-sidy on Kerosene in 2009. The corporation also processed for itself, direct deduction of subsidy payments from amounts it received from other operations such as joint venture before paying the balance to the Federation Account, thereby depleting the shares of states and local governments from the distributable pool. Worse still, the direct deduction in 2011 alone, which amounted to ₦847.942 billion/ USD $6.01 billion, was effected without any provision in the Appropriation Act. The Committee also found out that some of the marketers were involved in claiming subsidy on products not supplied (Igbuzor, 2012).

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From the report of the House of Representatives Ad-Hoc Committee on fuel subsidy, it has been established that the fuel subsidy regime is characterized by monumental corruption. The statutory guidelines and financial regulations guiding the administrations were completely ignored. It also revealed that there was a lot of deceit by government officials on the actual amount of money paid out as subsidy. It shows further that a cabal in of less than 1 per cent of the population is holding the country to ransom. It also revealed high level of irresponsibility of the political elite and businesspersons in this country (Igbuzor, 2012).

6. Recommendations

The following are recommendations based on the findings of this study:

Firstly, the government needs to rebuild the people's trust by cushioning the effects of the fuel subsidy removal, curbing the excesses of the three tiers of government, investigating, and bringing to Law all those corrupt officials/economic saboteurs/cabal that squandered the fuel subsidy largesse. The report of the House of Representative Committee that probed subsidy removal for example should be implemented by the Federal government without fear or favour to demonstrate its commitment to curtailing corruption in Nigeria.

Secondly, the Economic and Financial Crimes Commission (EFCC) should always be at alert and make sure those responsible for the embezzling of the fuel subsidy funds are punished. The EFCC should be allowed full access to relevant government inform-ation, especially with the passage of freedom of information act and prosecute public corrupt officials irrespective of status, tribe or age to serve as deterrent to others.

Thirdly, the governance structure should be more cost effective and corruption must be more effectively tackled. Government must ensure accountability and transparency in the use of the savings from the policy decision for the benefit of the people. There is a seeming agreement among Nigerians that the Nigerian National Petroleum Corporation (NNPC) is corrupt and needs a complete reorganization and persons found to be guilty be appropriately punished.

7. Conclusion

The study posits that, corruption was very much celebrated during elections and unusual excesses were recorded during campaigns, also a lot of funds were unnecessarily squandered for flimsy reasons, to the extent of giving bribery for budget approval, similarly, payment were made by personalities, to be confirmed ministers by the legislators, etc. all revealed that those who were supposed to be fighting corruption were themselves deeply involved in corrupt practices (Derin, 2007). Funds realized on subsidy removal are better spent for all citizenry by providing, functional social services, like, power, portable water, roads, health services, housing, and employment, with enabling policies put in place to ensure adequate food supply for both local consumptions and possibly for export.

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Part Five
Business Studies

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Foreign Direct Investment in Nigeria as an Emerging Market

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Abstract. The study investigated "Foreign direct investment in Nigeria as an emerging market". Time series data collected from the World Bank and the Central Bank of Nigeria (CBN) Statistical Bulletin between periods of (1986-2016) was used to regress the model using the Autoregressive Distributed Lag Model (ARDL) technique. The ARDL showed a short run and long run relationship in the model. The economy adjusts back to equilibrium at 12%. Findings from the study showed that Foreign direct investment has a negative effect on the economy and this implies that incentives for foreign direct investment has not favoured Nigeria. Therefore, the government should create an enabling environment to encourage the growth of domestic investment in the country and also focus on the development of human capital and education as this will have a spill over effect on the economy as a whole.

Keywords: Foreign direct investment, Emerging markets, Real gross domestic products.

1. Introduction

An emerging market can be defined as a society transitioning to a free-market oriented economy with increasing economic freedom, gradual integration within the global marketplace, an expanding middle class, improving standards of living as well as social stability and tolerance and an increase in cooperation with multilateral institutions (Vladimir Kvint, 2008).

Growth in emerging markets requires a lot of investment capital. Investment could either be in form of Domestic investment or foreign investment. Foreign investment involves private capital investment by firms of one country into those of another. Nigeria as a country well-endowed with vast natural resources and a very large market size qualifies to be a major recipient of foreign investment in West Africa and has indeed been one of the leading West African countries that have consistently received foreign investment in the past years. Foreign investment comes in different forms with the two main forms been Foreign direct investment (FDI) and Foreign Portfolio Investment (FPI). Foreign direct investment occurs when a foreign firm invests in more than 10 percent of the ownership of a business in another country. Foreign portfolio investment on the other hand occurs when the investment from abroad is less than 10 percent of ownership in a company e.g. stocks and shares (Maverick, 2015).

2. Literature Review and Empirical Studies

Adelegan (2008) used the Seemingly Unrelated Regression model to investigate if FDI contributed in a sustained way to economic growth in Nigeria from 1970-1995. The study revealed that the effectiveness of FDI inflows can improve if they are reapportioned in favour of productive activities such as investment and export at the expense of non-productive consumption and import.

Olatunji (2001) in another development employed qualitative analysis approach with the examination of existing literature on the issues mentioned. He argued that despite government efforts to provide incentives to many investors, many investors are still adamant to come to Nigeria. He noted that this might not be unconnected with the lingering problems that still persist on ground such as; general insecurity, sectarian violence, the arm revolt in the Delta region and the pervasive indiscipline that is becoming the order of the day in the Nigerian economy.

Asiedu (2002) in his study used the simple Ordinary Least Square technique to estimate the factors affecting FDI in developing countries in Sub-Saharan Africa and how they were as compared with other regions for the period of 1988-1997. The results showed that trade openness promotes FDI to both sub-saharan African countries and non sub-Saharan African countries and that infrastructure development promotes FDI to non-sub-Saharan African countries but no significant impact on FDI inflows to sub-Saharan African countries. It concluded that Africa is different and that policies that may flourish in other regions may not be equally successful in Africa.

Egbo (2010) ascertained the extent to which growth in FDI influences economic growth in Nigeria from 1981-2007 using the Ordinary Least Square and Granger Causality test. The study was based on the new growth theory and its results found that there is a need for domestic actions which involve actions to be taken by policy makers in the country. These include image building (re-branding Nigeria), domestic regulatory reforms, and marketing of investment opportunities.

Wafure and Nurudeen (2010) employed a multiple regression model to ascertain the relationship between FDI and its potential determinants using FDI, GDP, deregulation, and political regime, openness of the economy to foreign trade, exchange rate, inflation rate and infrastructural development as its models. The study asserted that FDI provides capital for investment, it enhances job creation and managerial skills and possibly technology transfer which have the capacity to induce the nation economic performance. Their findings revealed that the market size of the host country, deregulation, political instability and exchange rate depreciation are the main determinants of FDI in Nigeria.

Efe, Zelda and Sekar (2012) applied the log-linear form of multiple regression model to determine the factors influencing FDI inflow in Nigeria from 1961-2010. The study concluded that Nigeria should improve its GDP, trade openness and sustain its inflation at a level in which it encourages FDI inflow as well as improved development of human capital. Also, appropriate policies should be formulated to achieve the aim of creating a balance between currency depreciation and the level of inflation which discourages FDI.

Emmanuel (2012) employed the Ordinary Least Square in the analysis of the investigation into the impact of FDI on the Nigerian economy for the period of 1992-2008. The study recommended greater policy sensitivity towards the openness of the economy to allow for free flow of FDI in the country. Also, government should strengthen regulations and legislations guiding businesses to enhance a conducive business environment for the attraction of more foreign investors.

Eravwoke and Eshanake (2012) assessed the direction of causality between FDI and economic growth in Nigeria. They reported that economic growth does not granger cause FDI in Nigeria. They suggested that the government must appreciate the basic elements of successful development strategy and encourage domestic investors before going after foreign investors considering the fact that they contribute the bulk of investment activities in the economy.

3. Methodology

This work is designs to examine foreign direct investment in Nigeria (1986-2016). The research work will make use of secondary data collected from the world bank and Central Bank of Nigeria Statistical Bulletin. The linear relationship between the dependent and independent variables in this study is functionally expressed thus:

RGDP = f (FDI,INT,)……………………………… ………………………(1)

$\ln RGDP_t = \beta_0 + \beta_1 \ln FDI_t + \beta_2 INTt + \varepsilon_t$…………………………......................(2)

Where:

lnGDP = Log of real gross domestic products

lnFDI = Log of foreign direct investment

INT = Interest rate

$\varepsilon_{t\,=}$ Error term

Available data used for the estimation of parameters were extracted from World Bank Indicators and Central Bank of Nigeria (CBN) Statistical bulletin. Pre estimation test was carried out to determine the level the level of stationary of respective data sets using Augumented Dickey Fuller test (ADF) in order to avert spurious regression result. Ordinary least squares (OLS) test was carried to estimate the parameters.

4. Analysis, Results and Discussion

TABLE 1: Descriptive statistics of the model

	Interest rate	LFDI	LRGDP
Mean	0.065136	21.42812	17.23048
Median	4.190484	21.35136	17.04503
Maximum	25.28227	22.90268	18.04996
Minimum	-43.57266	19.07931	16.53930
Std. dev	17.81384	0.992337	0.506179
Skewness	-0.914190	-0.249069	0.327195
Kurtosis	3.369716	2.362492	1.642651
Jarque-Bera	4.494567	0.845470	2.932886
Probability	0.105686	0.655252	0.230745
Sum	2.019204	664.2716	534.1447
Sum Sq Dev	9519.991	29.54201	7.686510
Observations	31	31	31

Source: *Researcher's computation via e-views 9*

The descriptive statistics shows the statistical properties of the model and each of the variables. The output was generated using E-views and it gives the background statistics of each variable on a yearly movement of 30 observations (30 years). For proper description of statistics, Foreign direct Investment (FDI) and Real Gross Domestic Product (RGDP) was logged because of their large values of millions and billions respectively and to avoid having a spurious result. The average of LFDI is 21.42812, for LRGDP is 17.23048, and for Interest rate is 0.065136. The median of LFDI is 21.35136, for LRGDP is 17.04503, and for Interest rate is 4.190484. The values of LFDI ranges from a maximum of 22.90268 to a minimum of 19.07931, LRGDP ranges from a maximum of 18.04996 to a minimum of 16.53930 and Interest rate ranges from a maximum of 25.28227 to a minimum of -43.57266. LFDI is skewed negatively to the left by -0.249069, LRGDP is positively skewed to the right by 0.327195 and Interest rate is negatively skewed to the left by -0.914190. The values of LFDI, LRGDP and Interest rate are 2.362492, 1.642651 and 3.369716 respectively and are platykurtic in nature

TABLE 2: Unit root test

Variables	10% Critical Value	ADF test (Probability)	Equation Specification	Order of Integration	Remarks
Interest rate	-2.621007	0.0001	Intercept	I(0)	Not significant
LFDI	-2.622989	0.0000	Intercept	I(1)	Significant
LRGDP	-2.622989	0.0542	Intercept	I(1)	Significant

Source: *Researcher's computation via e-views 9*

At 10% significance level, we accept the alternative hypothesis that at first difference, LFDI and LRGDP are stationary. At 10% significance level, we accept the alternative hypothesis that at levels, Interest rate is stationary.

TABLE 3: Short Run Autoregressive Distributed Lag Model

Variable	Coefficient	Std. Error	t-statistic	Prob.
D(LFDI)	-0.059805	0.028593	-2.091629	0.0814
D(INTEREST_RATE)	0.000006	0.000338	0.017483	0.9866
CointEq(-1)	-0.124068	0.051409	-2.413374	0.0523

Source: *Researcher's computation via e-views 9*

TABLE 4: Long run Autoregressive Distributed Lag Model

Variable	Coefficient	Std. Error	t-statistic	Prob.
LFDI	0.033587	0.208658	0.160965	0.8774
INTEREST_RATE	0.062826	0.024075	2.609583	0.0401
C	16.648694	4.485561	3.711619	0.0100
R2 = 0.999533 Adj. R2 = 0.998133 F-Statistics = 713.7668 Prob (F-statistic) = 0.000000 Durbin Watson stat = 2.376119				

Source: *Researcher's computation via e-views 9*

LRGDP = 16.648694 – 0.033587LFDI – 0.062826INT

5. Model Analysis and Interpretation

The study observed that Interest rate was stationary at levels while FDI and RGDP are stationary at first difference so we use ARDL bounds test which is used when there are different stationarity levels in a model. The t-statistics value of -2.413374 emphasized the short run relationship between interest rate, FDI and RGDP. The error correction value of -0.124068 shows

12.4% of corrections to the disequilibrium can be corrected. Approximately 12.4% of the disequilibria from the previous year converged back to the long run equilibrium of the present year. The Durbin Watson test indicates presence of no autocorrelation where (d) is 2 as seen in the estimation output. In the short run, FDI has a negative but significant impact on RGDP of the Nigerian economy while Interest rate has a negative but insignificant impact on RGDP. However, in the long run, there is a negative but insignificant relationship between FDI and RGDP and a negative but significant relationship between Interest rate and RGDP. A unit increase in FDI will lead to a 0.033587unit decrease in RGDP and a unit increase in interest rate will lead to a 6.3% decrease in RGDP.

6. Summary of Findings, Conclusion and Policy Recommendations

Foreign direct investment did not meet Apriori expectations as it has an inverse relationship with economic but however, Interest rate fulfilled Apriori expectation by having an inverse relationship with economic growth

Interest rate was stationary at levels while FDI and RGDP were stationary at first difference.

The ARDL bounds test indicates that there is a long run relationship albeit a negative one between FDI and RGDP

There is no autocorrelation. The normality test indicates that the residual in this model is normally distributed and the Ramsey RESET test indicates that the model is correctly specified.

6.1 Policy Recommendations

Due to the results obtained from this study, the following are recommendations on Foreign direct investment in Nigeria:

- Government should place less focus on incentives for attracting FDI but instead on providing adequate infrastructure in order to ease industrialization in the country as this will serve as a means of increasing production of goods and services in the country will inadvertently lead to economic growth
- An enabling environment should be created by addressing security challenges in the country and a stable regulatory policy to encourage domestic investment in the country.
- Also, Government should place focus on the development of human capital, education and firms as this has a spill over effect on the economy as a whole.

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Business Ethics and Employees Satisfaction in Selected Micro and Small Enterprises in Ilorin Metropolis, Kwara State, Nigeria

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Abstract. Micro and small Enterprises (MSE) in Nigeria continue to fail despite huge yearly sectorial allocations, policies and intervention funds that are geared towards making them the driving force of the economy. This study examined ethical practices among MSEs' owner/managers as well as how they apply same in their managerial activities. It also examined the relationship between ethics and the employee satisfaction. The study used cluster sampling to select eighty-nine (89) business owners and one hundred and seventy-eight (178) employees of the selected businesses. The business cut across ten distinct MSEs sub-categories operating within Ilorin metropolis, Kwara State, Nigeria.. Data were collected through self-administered questionnaires and analyzed using descriptive, comparative, correlation and student t-test of significance. The result obtained further showed that the owner/managers do not apply ethical practices and behaviour in their managerial style despite having substantial understanding of what constitute ethics and ethical practices. The results obtained shows that the employees perceive that their owner-managers lack ethical leadership with the mean of 2.753 falling below the 3.0 cut-off point. This was shown to have negative impact on the job satisfaction of their employees and probably responsible for the continued under-performance and failure of MSEs in Nigeria. Based on these findings, it was recommended that MSE's owner managers should introduce ethical values to their employee through role modeling and consistent practice of the same. Effort should be made to reward those who espoused high moral culture and deter those who flout the moral code.

1. Introduction

In establishing an organization, which are usually in the mode of micro, small and medium enterprise (MSE), the owner should anticipate a lot of hurdles to cross. The odds to defy would revolve largely on those requiring building trust. Aside from building trust, such owner or manager would be required to institute uncommon values, pre-empt and adapt to possible changes, to "bake and grow the pie", there is the need to ensure that sufficient commitment are extracted from the employees so as to attain production efficiency.

According to Kale (2015), businesses with less than 200 employees has been variously categorized as being MSME in nature. Another major basis for classification businesses in to MSME is in terms of asset (excluding land and building) value and consider those businesses with less than ₦500 million in assets as being MSME. These definition of MSME however take cognizance of sub classification into micro, small and medium enterprise. MSME businesses in Nigeria have been found to be dominant in agriculture, manufacturing, wholesale and retail sectors. It has also been found to be key in sectors dominated by multinationals and large local corporate as they provide the value-chain base for these organizations.

Table1: Classification of Business Enterprise

S/N	Size Category	Employment	Asset Value (₦'million) (excluding lands and buildings)
1	Micro enterprises	Less than 10	Less than 5
2	Small enterprises	10-49	5-Less than 50
3	Medium enterprises	50-199	50-Less than 500

Source: *National Policy on MSMEs, 2006*

Since most MSME businesses are owner/managed, they help to unleashed the indigenous entrepreneur skills of individual thereby creating wealth, generate employment and contribute to helping to reduce unemployment. MSE businesses also aid in development of local technology.

In a recent study by Augusto (2015), about 37million of Nigerian businesses are MSE in nature. This represents about 90% of business entity in Nigeria. Business in this category is a key employer of labour and accounting for between 40% and 50% of the nation's workforce. However, despite these dominant roles in the economy, MSE businesses are confronted challenges like poor access to finance, punishingly high lending rates, regulatory hostility, multiple taxes, inadequate infrastructure, weak legal and security institutions to contend with. All of these combine to increase the costs of doing business in Nigeria which affect MSE businesses more. The other effect of these challenges is that MSE business owners or managers are more prone to encounter ethical challenges in areas like meeting customer's order in quality and quantity; honouring financial obligations to other third parties in the face of low cashflow; securing business deals when it may require the payment of kickback and so on (Institute of Business Ethics, 2010).

In recent time, considerable efforts have made by the government in terms of policy reforms and financing intervention to ensure the growth and stability of MSE businesses. Specific efforts has been directed at helping to ease access to business financing, providing training platform for business and managerial skills and other policies directed at fostering the development of the sector. Despite these considerable efforts towards improving the sector, the number of MSEs that fail continue to increase. All these challenges can be dealt with appropriately where there exist leaders that do things in the "right way". Such leader is said to be ethical leader.

The importance of ethical leadership therefore in building MSE organizations and ensuring performance cannot be over emphasized. Unlike most large organizations that are properly structured and with well instituted corporate codes of ethics and culture, MSEs are usually lacking in this. And because such corporate ethical codes are not in place, there is high tendency for violations by the business leaders and their followers will may be inclined to follow suit (Fulmer, 2004). This doubly evident in small businesses where employees have closer relationship with their business leadership and are often in close contact with them. This enables them to observe the ethical principles of their leaders and know which lines not to cross. Where ethical practices are lacking in such leaders, the employees are also often at liberty to decide for themselves what ethical principles to choose. In most instances, they often chose to “cut corners” to achieve business result without due regards for the business risks and attendant damages involved. Furthermore, where employees believe that their leaders are unfair or take unnecessary advantage of them, there is every tendency that such employees will display only commitment which has been shown to affect job satisfaction and performance of employees.(Saliu, Gbadeyan & Olujide, 2015).

It is therefore based on these concerns that a study of this nature has become necessary. Hence, this study is an attempt at building ethical leadership in MSE businesses within Ilorin metropolis. The envisioned leadership are those who would be capable of growing their businesses as well as maintaining good ethical standards. Such leader would be expected to possess the following principles: respect, service, justice, honesty and desire to build community. More specifically, the study attempted to:

- uncover the extent to which the owner-manager of MSE have understanding of ethics and ethical behaviour;
- determine the extent to which these owners/managers apply these knowledge in their businesses; and
- examine how well do the owners/managers explore ethics and ethical behaviour in ensuring job satisfaction of their employees.

2. Research Hypotheses

To achieve the research objectives, the following research hypotheses were formulated and tested in the study:

Ho_1: Most Owners/managers of micro and small enterprises (MSE) do not have understanding of ethics.

Ho_2: Most Owners/managers of MSE do not apply ethical practices in their businesses.

Ho_3: There is no relationship between ethics and job satisfaction of employees.

3. Literature Review

3.1 Conceptual Clarification

Like most social concepts, ethics is difficult to define in a precise way. However, it may be regarded as “a code of moral principle and values that governs the behaviours of a person or group with respect to what is right or wrong.” (Daft & Marcic, 2011). Ethics has been found to have its origin from the Greek word “ethos” meaning custom or character. It help to describe and prescribe moral requirements and behaviours which suggests that there are acceptable and unacceptable ways of behaving that serve as a function of philosophical principles (Minkes, Small and Chatterjee, 1999)

Whilst leadership is said to be the process of influencing others to achieve goals (Gbadamosi & Adebakin, 2010). Leadership is been defined as the art of persuading a follower to want to do the things, activities, that the leader set as goals (Mihelic, Lipcnik and Tekavcic, 2010). It signifies a relationship between a leader and his followers within an organizational context. This relationship usually exists to actualize a set of goals and objectives. In MSEs, this relationship is more pronounces between owner-managers and their few staffs who take directions, usually from the owners, towards the actualization of the business goals.

Thus ethical leadership could be defined as the process of influencing people through principles, values and beliefs that embrace what we have defined as right behavior. Such ethical behavior includes key principles like honesty, fairness, integrity, empathy (Bello, 2012). The behaviours of ethical leader is expected to set moral standards for the followers. Indeed, any formal ethical codes and training is not likely to have any significant impact without commensurate consistency with the behaviour of top management. Bello (2012) challenged organizational leaders to lead by examples by defining organizational norms and values, live up to expectations and encourage their followers to do same.

MSEs do not often have the resources like large organizations to build a corporate code of ethics. However, this does not underscore the importance of having an ethical culture in place. Whether in big corporations or MSEs, ethical culture reinforces and makes clear the values and principles that are part of the organization and influences how it interacts with the stakeholders. It also provides clear guidance to employees on how they are expected to behave in the conduct of their business activities. Ethics is the underlying area between what is governed by law and what is left to the free choice of the individuals (Daft and Marcic, 2011).

The domain of human actions that is regulated by law usually has punitive measures attached. Such acts that are regulated may include fraud, falsification or manipulation of financial results among others. This was why the falsification of financial results by Enron executives was seen as criminal as it violates existing legal codes. With legal standards, the law specifies what must or must not be done in specific circumstances. The individual or corporate entity do no not have the free will to act as they like as legal standards usually have punitive measures attached for violators.

The domain of free choice includes area where there is no regulation on what to do. Such may include what to eat, number of children or the choice of spouse. In between this two standards lies ethics which encompasses the social and moral standards by which individuals are supposed to behave. While there are no laws regulating ethics, it is still expected that a morally developed member of the society will conform to the principle and values of the society in which they reside (Kolhberg, 1958). According to Kohlberg's theory of moral development, an adult is expected to show a deference towards maintaining social order and morality even when there are no law requiring such. In his post conventional classification, he posited that individuals operates from the social contract perspective. Act which promote social and communal welfare are deemed as good while those which do not are discouraged.

Brown, Trevino and Harrison (2005) defined ethical leadership as "the demonstration of normatively appropriate conduct through two-way personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement and decision making.

Ethical leadership as a construct can be viewed as the art of enabling people to do the right thing (Freeman & Stewart, 2006). It may also be perceived as the process of recognizing the reciprocity of the relationship between the leader and his followers. Thus an ethical leader needs to adhere to a more universal standard of moral behaviour (Thomas, 2001).

Ethical leadership thus involves setting ethical standards, serve as role models for followers and rewarding good ethical conduct and punish unethical behaviours (Minkes et. al, 1999). According to Kannair (2007), leaders not only need to set ethical standards, they also have to live by the same standards and help others to do the same.

The Institute of Business Ethics (2010) listed integrity, honesty, openness, respect, fairness and responsibility as part of ethical values that should be espoused by an ethical leader. These abilities include setting of good examples for the followers and selflessness. An ethical leader is always willing to hear the argument of others and is not afraid to be challenged. While the list of qualities is not exhaustive, a good leader generally showcases high level of moral standards and do not engage in acts that they will not want to be publicly associated with.

Sager, Rafat & Agarwal (2012) described employee satisfaction is a measure of how happy workers are with their job and working environment. They defined employee satisfaction as a term to describe the extent to which employee are happy, contented and fulfilling their desires and need at workSagar et.al, 2012 (citing Spector 1997), regarded employee job satisfaction as the feeling that a giving individual has about his job and its various aspects. This also represents the fulfillment of one's wishes, expectation and need. With this understanding, organizations are expected to achieve advantage by satisfying the employee and motivating them towards continuous improvement.

3.2 Theoretical Review

In most daily activities of man, there are usually conflicts between good and bad or decide against unethical or non-righteous acts (Badi & Badi, 2015). Paul & Nina (2010), observed that ethical ideas are veritable tools for decision making or as a way to depict, explain or reflect the decision we make independently of theory.

Paul and Nina (2010), posited that one can distinguish a range of different elements in an ethical decision or choice by: the personality features that prompt an individual to make a certain choice**;** the nature of the rationale or motive for the choice; the outcome that result from the choice; the situation of those attached by the choice. Each of these facts has created a focus of emphasis of ethical theories that may be relevant for a particular circumstance. The common type of theories which could be virtue, utilitarian, deontological, agency, shareholder and the stakeholders theory.

This study was however anchored on shareholders theory. The basis for this is because the shareholder theory is premised on the motive of profit maximization which is the essence for which most MSE businesses are set up. Shareholder theory is largely concerned about providing good return to owners of the business. This is more appropriate since the main motive in the mind of the shareholder is to maximize profit (Nilson & Westerberg, 1997; Ikpefan & Ayeni, (2012). The extent to achieve this profit maximization objective however stand on the pillar of continuous and sustained good reputation of the organization and those who drive its businesses. This is because it is only on the basis of good reputation that any organization can make increased and continuous profit.

3.3 Empirical Review

Where employees have ethical leaders, there tend to be an increase in employee loyalty, higher organizational commitment and lower staff turnover. Saliu, Gbadeyan &

Olujide (2015) have found evidence that increase in organizational commitment tends to improve job performance and actualization of organizational goals. In addition, where a business is perceived to have good ethical culture, the added reputational benefits often attracts more customers and generate goodwill in the community in which the organization does its business. Such businesses also find it easier to attract and retain high quality staff which may results in higher level of innovation.

Research on ethical leadership in corporate organizations has shown that ethical leaders are more likely to be rated as exhibiting potential for senior leadership position. However, there was no difference in between leaders who demonstrated ethical values and those who did not in the short run. (Rubin, Dierdorff & Brown, 2010)

Akers (1989), posited that ethical conduct and market success goes hand in hand. Furthermore, the Institute of Business ethics have also found evidence to support the link between market success and ethical leadership. In a review done between 1997 and 2001, they found strong evidence that business with good ethical conduct performed averagely better compared to those without such codes (Fulmer, 2004).

4. Methodology

The design used in this study was dictated by objectives to be achieved. Since the questions aimed at examining the view of the respondents as it relates to innate ethical values, the survey research design was adopted. The Population for the study comprised of business owner/managers within Ilorin metropolis as well as their employees. The study selected samples each from each of the following MSEs subsectors available within that locality. The Sample size was determined by purposeful and convenience sampling. These are presented below.

S/N	Sub-sector	No of samples	Number of owners	Number of employees
1	Bread-Making	6	6	12
2	Water Bottling	6	6	12
3	IT Services	4	4	8
4	Bead Making	15	15	30
5	Photography	11	11	22
6	Restaurants	15	15	30
7	Cyber Café	5	5	10
8	Sales of phones and Accessories	15	15	30
9	Fashion Designing	12	12	24
10	Catering Services	6	6	12
	Total	95	95	190

Source: *Author's Survey (2018)*

Structured Likert scaled questionnaires were personally administered to all the two hundred and eighty- five selected respondents including the owners as well as their employees. A total of eighty-nine of the selected owner-managers responses were found useful for the study.

4.1 Questionnaire Design

Two types of questionnaires designed were for the study. The first questionnaire was administered to the owners of MSE businesses while the second was administered to the employees.

The owner-managers' questionnaire utilized had three sections. The first part contains demographic questions which include age, sex, rank, and number of years in operation.

The second part (knowledge) was to assess the level of understanding of the ethics of owners. The scale measures their understanding of integrity, honesty, openness, respect, fairness and responsibility with respect to their employees as well as their business dealings. It consists of an eight –questions Likert scaled questionnaire designed to test the understanding of the business owners on what constitute ethical values in business. The third section (application) consists of sixteen questions designed to assess the level of application of ethical culture/values in the business dealings and managerial leadership of the owner-managers.

The second questionnaire was administered to the employee of each business to assess their managers on the co-opted measures of ethical leadership as well as their level of job satisfaction. The job satisfaction scale was adapted from the work Saliu, et.al (2015) to measure the job satisfaction level of each employee. The ethical leadership questionnaire was adapted from Yukl et al (2011) and contains fifteen-questions.

The questionnaire used a five-point Likert scale system consisting of the following responses: Strongly agree (5points); Agree (4points); Indifferent (3points); Disagree (2points) and Strongly Disagree (1point).

The highest and least scores possible were analyzed below. The maximum point and least point indicate the highest point and lowest point possible for each scale. The range is the difference between the maximum and the least point while the mid-way is half of the range. The cut off was set as the difference between the maximum point and the mid-way point. Thus, scales above the cut off indicate agreement with the Likert scale. The knowledge subsection has eight negatively worded questions with graded in reverse order. The maximum point obtainable was forty, while the cut-off was twenty-four.

The application contains sixteen questions with a maximum possible point of eighty. The cut-off was calculated as forty-eight points. Thus those with forty-eight or more point are adjudged to apply ethical leadership in their business while those below do not. The employee's job satisfaction index had a cut-off point of thirty.

4.2 Method of Data Analysis

The data from the field were analyzed using and tested using the one tailed one sample t-test of significance to ascertain whether or not the result obtained conform with a priori expectations and whether they are significantly so. The relationship between job satisfaction and ethical leadership was examined using the Spearman's rho correlation test. The test was carried out using the SPSS version 19.

The study employed Cronbach's alpha to confirm the reliability (and the consistency) of the result obtained.

5. Discussion of Result and Findings

The result showed that the respondents were mostly males which represent about 66% (156 respondents), while the rest were females. The age distribution as a function of sex is given below:

Table 1: Demographic Data (Owner's Age)

Gender	≤20yrs	21-30yrs	31-40yrs	41-50yrs	51-60yrs	Total
Male	2	4	14	31	6	57
Female	4	7	11	7	3	32
Total	**6**	**11**	**25**	**38**	**9**	**89**

Source: *Field Survey, 2018*

The results showed that people rarely show entrepreneurial drive before they clock twenty. There were only six respondents below the age of twenty while there were eleven between twenty-one and thirty. Thus only 19% of the respondents were into MSMEs below the age of thirty. This may be adduced to the significant training period attached to some of the selected business and the substantial initial capital outlay for some. Furthermore, it is prevalent for young people to seek jobs as employees first either to acquire capital and experience or simply due to lack of zeal to run their own business. However, there was an increase in the entrepreneurial drive above the age of thirty and below the age of fifty. This may be due to the fact that women marry at this age and prefer to run their own business rather than for others in order to accommodate their family life. Also, those who have worked for others will have gained the necessary experience and the capital needed to run their own business successfully and thus start out during this age bracket. There was a sharp decline above the age of fifty as there were lesser people involved probably due to the stress involved.

Table 2: Demographic Data (Years in Operation)

Gender	≤5yrs	6-10yrs	11-15yrs	16-20yrs	>20years	Total
Male	29	17	9	2	0	57
Female	2	21	6	3	0	32
Total	**31**	**38**	**15**	**5**	**0**	**89**

Source: *Field Survey, 2018*

The results indicate that less than 23% of the businesses sampled have been in existence for more than 10 years. This shows that most of this business usually fail before their tenth year of operations. The table also shows that women are proportionately better at running successful business than men with more of their businesses (29%) making it beyond the 10 years mark compared to just 19% for men.

Hypothesis 1

$H_{0:}$ Most Owner-managers of Micro, Small and Medium Enterprises (MSME) do not have understanding of ethics and ethical leadership.

Table 3: Knowledge of ethics and ethical behaviour (one-tailed t-test)

No of Respondent(N)	T	p-value	Mean	Std. Deviation	Std Error	t_{tab}
89	9.077	<0.001	3.756	0.787	0.083	1.660

Source: *SPSS Output 2018.*

The result of the one-tailed t-test shows that the calculated t-value is higher than the table value (9.077>1.660). This implies a rejection of the null hypothesis and an acceptance of the alternate hypothesis. Additionally, the mean value of 3.756 was higher than the cut-off mean of 3.0. Thus, it was inferred that most of the owner managers have a working knowledge of ethics and ethical behaviour

Hypothesis 2

Ho_2: Most Owner-managers of MSME do not apply ethical practices in their businesses.

Table 4: Application of ethics and ethical behaviour (one-tailed t-test)

No of Respondent (N)	T	p-value	Mean	Standard Deviation	Standard Error	t_{tab}
89	-5.272	<0.001	2.692	0.550	0.0583	1.660

Source: *SPSS Output 2018*

The result of the one-tailed t-test shows that the calculated t-value is lower than the table value (-5.272>1.660). This implies an acceptance of the null hypothesis and a rejection of the alternate hypothesis. Additionally, the mean value of 2.692 was below the cut-off mean of 3.0. Thus, it was inferred that most of the owner managers do not apply ethics practices and ethical behaviour in their business dealings.

Hypothesis 2

Ho$_3$: There is no relationship between ethical leadership and job satisfaction of employees.

Table 5: Correlation Result

Spearman rho	R-Squared	Mean(JS)	Mean(EL)	Std Dev.(JS)	Std Dev.(EL)
0.905	0.819	2.785	2.753	.559	.522

Source: *SPSS Output 2018*

The correlation results indicate that there is a high level of correlation between ethical leadership and the satisfaction of employees. The results obtained shows that the employees perceive that their owner-managers lack ethical leadership with the mean of 2.753 falling below the 3.0 cut-off point. This was in line with the low level of application of ethics in business activities earlier shown in table 3 above despite a high level of awareness on what constitute ethical values by the business owners.

6. Discussion of Findings

The findings based on the student's t-test shows that while majority of the owner-managers have working knowledge of ethics and what constitutes ethical behaviours, they are willing to abandon it to further their business interest. Furthermore, most of the businesses do not have a formal code of ethics for their business and its employees neither do they enforce any ethical behaviour from the employees as long as no law is broken and the "interest" of the business is advanced. The results shows that business owners believe that business success can easily be achieved by "cutting corners" as long as no law is broken. This has however resulted in low level of job satisfaction by the employee which has the tendency to increase staff turnover and low business performance. Furthermore, there is the likelihood of increased reputational risk which may lead to loss of business share or outright failure. As empirical studies have shown in cases of organizations that has failed despite being cleared of any wrongdoing. This shows that people are willing to try businesses by moral codes even when the law exonerates them.

The results obtained in this study aligns with the earlier works of the Institute of Business ethics which found evidence that ethical leadership leads to business performance(Fulmer,2004) . It also agrees with the position of Mihelic, Lipicnik & Tekavcic (2010) who also concluded that business cannot thrive where there is a lack of ethical and moral leadership from decision makers.

7. Conclusion and Recommendations

The results obtained from the analysis of the data collected shows that most of the owner-managers of MSEs in Ilorin metropolis are aware of what constitute ethics and ethical practices. It was shown that the concept of integrity, fairness, openness among others are known to the business owners. However, for business reasons, the owner-managers were not only willing to abandon these ideals, they passively encourage their employees to follow suit so as to maximize profit. The results also shows that the employees are aware that their business leaders lack managerial ethics and are dissatisfied with their on the job experience. The correlation analysis shows that there exist a very strong relationship between ethical leadership and job satisfaction of staff.

This may account for the relatively short period of time that most MSEs in Nigeria exist before failing as they lack the required business reputation to sustain their businesses over a longer period. This was further attested to by the relatively low number of years in operation of the sampled business. It was thus apparent that in a bid to get short term profit, most of the MSEs were putting their going concern under serious threat.

Based on its findings, the study recommends that business leaders should inculcate business ethics in organizations, introduce moral codes to guide the activities of their staff. Furthermore they should consistently practice these moral standards as role model for their staff. Where possible, staff should be rewarded for high moral standards while those who violate the moral code should be sanctioned appropriately.

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Corporate Governance and Financial Performance of Quoted Manufacturing Companies in Nigeria

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Abstract. This study explored the effect of corporate governance mechanisms and financial performance of quoted manufacturing companies in Nigeria using 50 listed manufacturing companies on the Nigerian Stock Exchange market within the period of 5 years 2009-2013. The study used six key variable for corporate governance while Return on Assets and Return on Equity were used as a measurement of performance. Based on a regression analysis, results shows that women on board of directors (BWN), number of executive directors (NED) and number of non-executive directors (NNED) have direct relationship with ROA, and these conform with *a'priori* expectation. However, only number of directors (NDTS) reported a negative significant impact on ROA. On the part of return on equity (ROE), only of executive directors (NED) reported a positive significant impact on ROE. This study recommended that; industry specific effects should be taken into consideration before formulating codes of corporate governance that determine the characteristics of the board structure.

Keywords: Audit Committee, Board of Director, Corporate Governance, Profitability, Performance

1. Introduction

Often time the growth and development of an economy is much reliant on the joint effort of the economic agents which are individuals, firms and government. For a Nation to improve on its GDP, the performance of firms operating in various industries must be encouraging and advancing. However, several factors could hinder a firm from performing as expected and as a result contributing less to the economic growth. In Nigeria, the role of the manufacturing sector in the national development cannot be overemphasised, however, several factors which include high cost of production, increased exchange rates, increased cost of energy input, poor and inadequate infrastructural facilities, have been identified as some of the factors affecting the performance and effectiveness of firms in the manufacturing industry. While the factors identified above represent external forces affecting the performance of a firm, it is also important to evaluate how the internal factors and structure of a firm affects its performance. The system by which companies are directed and controlled in the interests of shareholders and other stakeholders which is also known as corporate governance is also an important issue that is crucial to the performance of a firm.

As argued in the literature, corporate governance is a mechanism used in monitoring those parties within a company who control the resources owned by investors for the purpose of promoting corporate performance and accountability. In addition, corporate governance also serves the purpose of increasing the level of confidence and transparency in the company's activities for all investors. The collapse of high profile entities such as Enron Corporation, Worldcom, Tyco, and Parmalat and in Nigeria, cases such as Cadbury have led to contemporary discussions on the best mechanisms for protecting stakeholders' interest and ensuring shareholders wealth maximization. Based on the foregoing, it is important to investigate how corporate governance mechanism affects the performance of a firm. The issue of corporate governance has been given due recognition in the accounting literature (Stephen and Benjamin; 2013), however, not many studies are industry specific while examining the impact of corporate governance on firms' performance, hence this study differ from other studies in that it focuses on firms in the manufacturing sector. Furthermore, this study will empirically explore this subject matter by finding the relationship between some selected corporate governance mechanisms and financial performance of quoted manufacturing companies in Nigeria.

The study is therefore divided into four sections: section one discuss the background to the study while section two contains literature review. Section three detailed the methodology, analysis and discussion of results while the last section deals with conclusion and policy recommendation.

2. Literature Review

Corporate governance has been conceptualised by different authors as the mechanism used in governing and controlling an organisation (Sanda, Mukaila and Garba 2005; Yinusa and Babalola, 2012; Owolabi, Owolabi, and Olotun, 2013; Momoh and Ukpong, 2013; Okoi, Stephen, and Sani, 2014; Balasingham and Robert, 2015; Duncan and Kabare, 2015)

In the Cadbury 1992 report, corporate governance is defined as the system by which companies are directed and controlled. This definition actually captured what corporate governance means, however, it fails to highlight the key governance components and the actual objective of corporate governance hence, it may be classified as non-comprehensive definition of corporate governance. Organisation for Economic Co-Operation and Development (OECD) defined corporate governance as a key element in improving economic efficiency which involves a set of relationships between a company's management, its board, its shareholders and other stakeholders. This definition actually points out the essence of corporate governance and also highlights the parties involved in corporate governance practices. Hence, this definition is adopted for the purpose of this study. The key components of corporate governance as often discussed in the literature are: The role and responsibilities of the board of directors, the composition and balance of the board of directors, financial reporting, narrative reporting and auditing, Directors' remuneration, audit committees, risk management and internal control, Shareholders' right and corporate social responsibility.

2.1 Theoretical Framework

This study reviewed theories that point out that there is a positive reinforcing effect on firm performance but for the purpose of this study, agency theory would be the best theories to justify the effect of corporate governance on financial performance of manufacturing companies in Nigeria.

The *agency theory* has its roots in economic theory (Fama, 1980) and it dominates the corporate governance literature. Daily, Dalton and Canella (2003), point to two factors that influence the prominence of agency theory. Firstly, the theory is a conceptually simple one that reduces the corporation to two participants, managers and shareholders. Secondly, the notion of human beings as self-interested is a generally accepted idea.

In its simplest form, agency theory explains the agency problems arising from the separation of ownership and control. It "provides a useful way of explaining relationships where the parties interests are at odds and can be brought more into alignment through proper monitoring and a well-planned compensation system" (Davis, Schoorman and Donaldson 1997). Principal-agent research is concerned with a general theory of the principal-agent relationship, a theory that can be applied to any agency relationship e.g. employer employee Eisenhardt (1989) or lawyer-client describes such research as abstract and mathematical and therefore less accessible to organizational scholars. This stream has greater interest in general theoretical implications than the positivist streams have tended to focus on identifying circumstances in which the principal and agent are likely to have conflicting goals and then describe the governance mechanisms that limit the agents' self-serving behaviour. This stream has focused almost exclusively on the principal-agent relationship existing at the level of the firm between shareholders and managers. Jensen and Meckling (1976), who fall under the positivist stream, propose agency theory to explain, inter alia, how a public corporation can exist given the assumption that managers are self-seeking individuals and a setting where those managers do not bear the full wealth effects of their actions and decision.

Therefore, agency theory appears to be the mother theory of corporate governance from which other theories have sprung up, though, it still suffers some limitations. One of the limitations is that the stewardship attribute of agents is not taken into cognizance. The theory does not also recognize the existence of other stakeholders' asides the shareholders.

Agency theory would be used in other to determine the effects numbers of meetings attended by board and how large the board size which include the directors, non-executives directors, the executives directors, independent and non-independent executive directors on agency costs because agency theory states that the management and the owners have different interest as such that companies separate the functions of management from ownership would lead to conflicts. The divergence of interest between owners and management lies in maximizing the wealth of the owner with the benefit, incentives will be received by the management.

2.2 Review of Empirical Literature

The board is an important internal mechanism for resolving the agency problems, since it is primarily responsible for recruiting and monitoring the executive management to protect the interests of the shareholders. Many researches' have studied the effect of board size as a measure of the quality of corporate governance on firm performance. Though the Securities and Exchange Commission Code of Corporate Governance in Nigeria (2003) stipulates that the size of a board should not exceed fifteen (15) persons or be less than (5) persons in total, the question still remains on what the optimal size of a board should be. Among other scholars, Kashif (2008) suggest that the board size be chosen with the optimal combination of both inside and outside directors for the value creation of the company.

Ning, Davidson, & Wang (2010) assert that when board size increases, agency problems in the boardroom increase simultaneously, therefore leading to more director free-riding problems and internal conflicts among directors. Drawing from this pattern of thought, agency theory encourages smaller boards because of the ease of decision making and reduced tendency of conflict of interest.

Some empirical evidence shows that meeting frequency is an important dimension of an effective board. Danoshana and Ravivathani (2013) reviewed in their study that the case of ROA with Meeting Frequency, coefficient is -0.271, test of p-value is 0.0001< 0.05. This result depicts that, Meeting Frequency has a significant negative impact on ROA and an increasing in meeting frequency will reduce the ROA by 27% and in the case of ROE, Coefficient is -0.977, test of p-value is 0.0000< 0.05. Significant negative impact relationship exists between Meeting Frequency and ROE and ROE will have 98% negative impact due to the increases in Meeting Frequency. So meeting frequency has significant impact on the firm performance of financial institutions. Therefore, their study reveals that, increasing Meeting Frequency will result poor financial performance, because of increases in cost of management.

3. Methodology

The study therefore covers six keys governance variables which are (Numbers of Directors, Numbers of Non-Executive Directors, and Numbers of Women on board, Numbers of Executive Directors), Board Size, and Numbers of Board Meeting. An empirical model is formulated which is based on the use of panel data methodology. This study employs panel data analysis which is a combination of time series and cross sectional data analysis because it is the most useful for it. This study also would adopt the models of Kajola (2008) which specifies the model given below:

$$Y_{it} = \beta_o + \beta F_{it} + e_{it} \qquad \text{(i)}$$

Where:

Y_{it} = Dependent variable (Financial Performance)

β_o= Constant

β_1 = Coefficient of the explanatory variable (corporate governance mechanism)

F_{it} = Explanatory variable in the estimation model

e_{it} = Error term (assumed to have zero mean and independent across time period)

Also, for the purpose of this study below are the models representing each of the hypothesis;

H_1: Board size does not have significant influence on the performance on manufacturing firms in Nigeria.

$$FinPerf_{it} = \beta_o + \beta_1 Bsize_{it} + e_{it} \qquad \text{(ii)}$$

H_2: Numbers of board meetings has no significant impact on manufacturing firm's financial performance in Nigeria.

$FinPerf_{it} = \beta_o + \beta_2 NMEET_{it} + e_{it}$ (iii)

H_3: Corporate governance has significant impact on financial performance of manufacturing companies in Nigeria.

$FinPerf_{it} = \beta_o + \beta_2 NDTS_{it} + e_{it}$ (iv)

$FinPerf_{it} = \beta_o + \beta_2 BWN_{it} + e_{it}$ (v)

$FinPerf_{it} = \beta_o + \beta_2 NED_{it} + e_{it}$ (vi)

$FinPerf_{it} = \beta_o + \beta_2 NNED_{it} + e_{it}$ (vii)

Therefore, the mathematical model is expressed below:

$FinPerf_{it}$ = f (corporate governance variables, control variables)

The regression model for the empirical analysis is therefore given as follows:

$FinPerf_{it} = \beta_o + \beta_1 Bsize_{it} + \beta_2 NMEET_{it} + \beta_3 NDTS_{it} + \beta_3 BWN_{it} + \beta_3 NED_{it} + \beta_3 NNED_{it} + \beta_4 goppt_{it} + e_{it}$(vii)

Where;

Dependent Variables

$FinPerf_{it}$: Two variables where used to measure performance to determine the strength. The variables which are captured as proxies of performance in this study include:

ROE_{it}: return on equity (profit after tax/total equity shares in issue) for company i(cross sectional) in time t

ROA_{it}: return on assets (profit after tax/ total assets) for company i(cross sectional) in time t

Independent Variables

$BSIZE_{it}$: board size (number of directors on the board) for company *I* (cross sectional)in time *t*

$NMEET_{it}$: Frequency of board meeting (numbers of meetings attended) for company *i* (cross sectional) in time *t*

$NDTS_{it}$: Numbers of the Directors of the company in time *t*

BWN_{it}: Numbers of women on board of the company *i* (cross sectional) in time *t*

NED_{it}: Numbers of Executives Directors of the company *i* (cross sectional) in time *t*

$NNED_{it}$: Numbers of Non-Executives Directors of the company *i* (cross sectional) in time *t*

Control Variable

Growth (GOPPT): Is measured by the percentage change in the value of the asset.

The Ordinary Least Square panel regression model is the estimation techniques adopted in this study. Initially equation 1 above assumed a simplest approach by running pooled regression. However, in order to account for the deficiency of over simplification associated with the pooled regression, the fixed and the random effects ordinary least square estimation conducted.

A prior expectation of the study explains the anticipated outcome of an occurrence. In this regard, it explains the anticipated outcome of the research hypotheses. Thus, it is expected that corporate governance mechanism have positive or negative impact on financial performance of manufacturing firms in Nigeria. Board size and the numbers of meetings are expected to have significant impact on firm's performance; they are likely to be influence by growth of the firm which would enhance their performance. Also, it is expected that frequency of board meeting would likely have a negative impact on financial performance of the firm because its increases the cost since agency cost reduce the performance of firms.

4. Analysis and Discussion of Result

This section of the research study dealt with descriptive and econometric analysis of the effects of corporate governance on financial performance of 50 listed manufacturing companies on the Nigerian Stock Exchange market within the period of 5 years 2009-2013. The time frame for the analysis is chosen based on availability of data from various sources. The data sourced for the analysis of this study are presented and employed to estimate the panel regression model specified in the previous section using the E-Views version 9.1.

The descriptive characteristics of the 50 pooled-company data employed in the estimation of the panel static regression models for corporate governance and financial performance is shown on Table 1, while Table 2 presents the correlation matrix. The trend review of some of the data is resent at the Appendix A. The summary statistics of the pooled data for 50 selected companies shown on Table 1 indicate the average, maximum, minimum, standard deviation, skewness, Kurtosis, Jarque-Bera and coefficient of variation of all the variables between 2009 and 2013.

The average values of return on asset (ROA) and return on equity (ROE) are 0.0353 and -0.00462 respectively. Both financial profitability indicators have their minimum value to be negative with -1.729 and -1.655 respectively, indicating the low performance rate of the listed companies. On the part of corporate governance, the average value of number of directors (NDTS), number of women on board of directors (BWN), number of executive directors (NED) and number of non-executive directors (NNED) are 9.31, 1.34, 1.94 and 7.61 respectively. The average value of number of meeting (NMEET) is 5.088. Their minimum values are relatively lower to their mean values. The mean value of board size representing total asset (BSIZE) and growth opportunity (GOPPT) are 38,547,133 and -3.37 respectively.

In addition, the standard deviation reports the rate at which these variables deviate from their individual mean values. Return on asset (ROA), return on equity (ROE), total asset (BSIZE), and growth opportunity (GOPPT) have high deviate rate in varying magnitude from their means, as their standard deviation values are greater than average values. Moreover, return on asset (ROA), return on equity (ROE), growth opportunity (GOPPT) and number of meeting (NMEET) were found to be negatively skewed with a value of -4.8, -15.5, -3.99 and -0.17 respectively, whereas, other variables reported rightward skewness. As well, the Kurtosis identified 3.0 suggesting the normal distribution of these corporate governance and financial performance indicators and their determining variable factors. From the table, none of the variables are normally distributed except for number of non-executive directors (NNED) which approximately equal to three (3). Of all the other variables, five (5) are leptokurtic in nature while the remaining two (2) are platykurtic. More so, the Jarque-Bera statistics revealed that all the indicators are significant at 0.05 critical values denoting that they are normally distributed.

Table 1: Descriptive Statistics for 50 selected companies on NSE Market Pooled Data

	Mean	Max.	Min.	Std. Dev.	Skewness	Kurtosis	Jarque-Bera	Prob.	Obs.
ROA	0.0353	0.3879	-1.729	0.1987	-4.800	38.368	12759.3	0	228
ROE	-0.0046	0.1228	-1.655	0.1058	-15.454	241.699	596222.4	0	247
NDTS	9.3146	17	3	2.8965	0.3332	2.6109	5.7556	0.05	232
BWN	1.3387	4	1	0.6488	1.8704	5.7340	110.92	0	124
NED	1.9361	9	1	1.3047	2.1802	9.2489	529.82	0	219
NNED	7.6087	17	3	2.8352	0.5893	3.0310	13.320	0.001	230
BSIZE	385473	6.7E+08	68934	785443	4.4825	29.469	7484.62	0	230

GOPPT	-3.3725	33.165	-100	20.6423	-3.9918	19.171	3103.35	0	229
NMEET	5.088	6	4	0.8874	-0.1724	1.2969	31.454	0	250

Source: Author's computation (2016).

The Table 2 reveals the partial correlation between the indicators of corporate governance and financial performance. From the two financial performance indicators (ROA&ROE) and corporate governance indicators (NDTS, BWN, NED, NNED), the magnitudes of their various relationships are low, where none of them (independent variables) are up to 0.6, although, positive and negative signs vary among them. Other indicators that reported high correlation values with financial performance was between ROE and BSIZE (0.865). The strongest associations among the variables are fairly moderate with either a positive or negative value. Furthermore, some degree of correlation is expected among determining indicators since they are mostly employed to enhance financial performance. Nevertheless, the moderate to low degree of association among the variables make them suitable for the analysis.

Table 2: Correlation Matrix

	ROA	ROE	NDTS	BWN	NED	NNED	BSIZE	GOPPT	NMEET
ROA	1.000								
ROE	0.559	1.000							
NDTS	0.277	0.550	1.000						
BWN	-0.073	-0.004	0.045	1.000					
NED	0.350	0.402	0.525	0.616	1.000				
NNED	-0.125	0.105	0.556	-0.537	-0.353	1.000			
BSIZE	0.375	0.865	0.575	0.051	0.395	0.187	1.000		
GOPPT	0.073	-0.020	0.101	0.046	0.169	-0.007	-0.018	1.000	
NMEET	0.285	0.074	0.194	0.020	0.121	0.083	0.068	0.230	1.000

Corporate governance has significant impact on financial performance of manufacturing company in Nigeria

The fixed effect methods were employed in estimating the panel regression models that examined the impact of corporate governance on financial performance of 50 listed manufacturing companies on the NSE market. The estimated coefficients between the fixed and random effects' models were compared using the Hausman test with the null hypothesis "random effects are uncorrelated with the explanatory variables".

Table 3:
Fixed Effect Results of Corporate Governance Indicators and Financial Performance of 50 Listed Manufacturing Companies on NSE Market (Pooled Result)

Dependent Variable:	Financial Performance	
	ROA Model	***ROE Model***
Constant	-0.02778 (0.03351)	-0.0085 (0.0214)
NDTS	-0.02965 (0.0119)**	-0.0048 (0.0076)
BWN	0.02405 (0.01971)	-0.00062 (0.0126)
NED	0.04113 (0.01543)*	0.0076 (0.0099)
NNED	0.01846 (0.01203)	-0.0056 (0.0027)**

Adjusted R^2	0.4345	0.3919
S.E. of Reg.	0.1662	0.1061
F-stat	2.3379*	3.1907*
Hausman Test	18.865**	15.702**
No of Obs.	250	250
Cross-Section	5	5

Source: Author's computation (2015).

*Heteroskedasticity-consistent standard errors in parenthesis; Statistical significant coefficients at 10%, 5% and 1% respectively are denoted by ***, ** and *. All regressions use the fixed cross-section effects no weights standard errors and covariance (d.f. corrected).*

The Hausman test result presented in Table 4.6a reveals that we do reject the null hypotheses for all the considered models at either 1%, 5%, or 10% significance levels based on the calculated Chi-Square values. The fixed effect model was found more consistent and efficient for the purpose of this study. Also, two forms of estimated panel regression models were reported for this hypothesis with respect to return on asset (ROA) and return on equity (ROE). The fixed regression results of corporate governance on return on asset and return on equity as measures of financial performance models were reported on Table 4.6a above.

The estimated model for ROA indicate that women on board of directors (BWN), number of executive directors (NED) and number of non-executive directors (NNED) have direct relationship with ROA, and these conform with a'priori expectation. On the basis of impact intensity, 10 units increase in BWN, NED and NNED improves return on asset by a 0.24%, 0.41% and 0.19% points respectively. NED was found to be significant at 0.05 critical levels. However, only number of directors (NDTS) reported a negative significant impact on ROA with a 0.30% point increase due to a 10 units increase. The F-test shows that there is significant relationship between corporate governance and return on asset in Nigerian manufacturing industry.

On the part of return on equity (ROE), only of executive directors (NED) reported a positive significant impact on ROE with a 0.08% point decrease due to a 10 units increase. In addition, number of directors (NDTS), women on board of directors (BWN) and number of non-executive directors (NNED) have indirect relationship with ROE, and these does not conform with a'priori expectation. On the basis of impact intensity, 10 units increase in NDTS, BWN and NNED deteriorates return on equity by a 0.05%, 0.006% and 0.06% points respectively. NNED was found to be significant at 0.05 critical levels. The F-test shows that there is significant relationship between corporate governance and return on equity in Nigerian manufacturing industry. Thus, there is significant relationship between corporate governance and financial performance of Nigerian manufacturing industry.

4.1 Discussion

The study reports that a mixed outcomes between corporate governance indicators and financial performance in Nigerian manufacturing companies with different indicators of boards size. Indicators such as women on board of directors, number of executive directors, and number of non-executive directors have positive impact on ROA of manufacturing companies in Nigeria. Also, with a'priori expectation and agency theory as these indicators are expected to enhance firms' ability to efficiently allocate and manage their companies' resources. The Nigerian manufacturing industry satisfies the stipulated numbers of board by the Securities and Exchange Commission Code of Corporate Governance in Nigeria (2003) in terms of minimum number of 5 persons, although with varying composition. However, the maximum numbers stated at 15 persons were not followed as some manufacturing companies have more than the stipulated value (see maximum value in Table 4.1). The negative impact indicated by number of directors (NDTS) (with a maximum number of 17 persons) on ROA supports Ning, Davidson, &Wang (2010) assertion that "when board size increases, agency problems in the boardroom increase simultaneously, therefore leading to more director free-riding problems and internal conflicts among directors".

The number of meeting has a negative significant impact on ROA and ROE with a co-efficient of -0.0056 and -0.0090 respectively. This suggests that number of meetings has a significant impact on the financial performance of organization, which is in line with the findings of Danoshana *et.al* (2013).

In respect to ROE, the study shows that the number of non-executive directors and number of executive directors have negative impact on ROE. Although, number of executive directors reported inconsistent sign but it is considered to have a negative impact on ROE. It also follows the argument raised by Ning, et.al (2010) that the higher the board size, the problem of agency in the boardroom increase simultaneously since decision tends to be delayed. This revealed that the findings negate the assertion of Ming-Feng and Shiow-Ying (2015) that institution with high shareholding proportion or great shareholding concentration gives managers incentives to manipulate discretionary accruals for short-term profitability.

Nevertheless, number of directors, and number of women on board of directors have positive impact on ROE. The study shows that women participation as part of board member has greater impact on financial performance evidenced from both ROA and ROE. Also, there is inconsistence in financial performance measure and number of directors as a negative and positive relationship was reported with ROA and ROE respectively. The positive relationship of number of directors and ROE is consistent with Ming-Feng, et.al (2015) postulation that "the bigger the board size, the more ability for the board to monitor whether the managers conduct earnings management behaviour or not".

5. Conclusion

Based on the discussion of findings stated in the above sub-section it was observed that there is a mixed outcome in terms of relationship between corporate governance and financial performance as different indicators used as proxy them. Irrespective of these differences, women participation as board members has significant impact on manufacturing performance. This study supports the agency theory that corporate governance enhances firms' ability to efficiently allocate and manage their companies' resources; and the number of meeting has an indirect impact on financial performance, suggesting that the lower the number of meetings, the better the financial performance of manufacturing industry. The study also revealed that number of board meetings enhance financial profitability. The bigger the size of the total assets of a manufacturing industry the better it grows and attract a good performance.

6. Recommendations

Over the reviewed period under study, several implications have degenerated from empirical results of this research study. However, to make certain that financial performance are greatly improved upon in the manufacturing industry; the following policy options are recommended:

Firstly, industry specific effects should be taken into consideration before formulating codes of corporate governance that determine the characteristics of the board structure. The Securities and Exchange Commission should take into cognizance this condition in formulating a code of corporate governance.

Secondly, the Corporate Governance Committee of companies should endeavour to do a regular appraisal of their corporate governance compliance status as it affects performance. This is because the study is able to identify that corporate governance has an impact on firm performance.

Conclusively, diminishing profits should be investigated because it is apparent that there are scenarios were profits keep reducing till they eventually turn to losses.

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Manpower Development: A Tool for Efficiency and Productivity of Employees

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Abstract. This paper assessed the role of manpower as a tool for efficiency and productivity of employees in organisations. The writer of the paper used manpower development theories to explain the concepts discussed therein. The objectives and benefits of manpower development, manpower planning, training and development, management training and development methods, evaluation and determination of training needs, future of manpower development as well as budgeting for manpower are considerably discussed in the paper. The writer of this paper concluded that as a result of the overall importance and relevance of training in the development of skills and potentials of employees and the growth of an organization, the way the programme is planned, executed and evaluated is very important and it is not just carrying out a training programme but through effective implementation, it must accomplish its purpose as well as achieving the needs which were identified and are expected to be met by the training programme. The writer recommended therefore that organizations of any economy should make training and retraining of employees a priority and that training should be the concern of management and which should make employees perform tasks or jobs for which they were trained, and that management should make available information, finance and material resources which are essential for the implementation of training programme since they provide the employees the necessary skill for effective performance of their jobs and there should be a separate department for training in organization since it's not easy to combine their duties together with those of the personnel department among others.

Keywords: Manpower Development, Tool, Efficiency, Employees' Productivity.

1. Introduction

According to Adeniyi in Kayode (2001), manpower or staff training and development is a necessary work activity that makes a very significant contribution to the overall effectiveness and profitability of an organization, for Fajana (2002) the effectiveness and success of an organization lies on the people who form and work within the organization. The observation of Onuka (2006) implies that it is the developed human capital of a nation that constitutes its wealth. It follows therefore that employees' performance in respect of achieving organizational goals and successes is a function of the quantum of the relevant skills and knowledge, and positive work attitude they have been able to acquire from constant manpower development programmes whether through on the job training or in-house training programmes and/or out of-work training courses they attended. Omole (2004) posits that manpower development involves providing learning and development opportunities, making training intervention and planning, conducting and evaluating training programmes. The need for improved productivity in an organization has become universally accepted phenomenon that depends on efficient and effective manpower development. It has further become necessary in view of modern global advancement, to invest in human capital training and development. Thus, the role played by staff training and development can no longer be over-emphasized. By implication, therefore, the need for organizations to take staff development programme for their employees seriously has become an undisputable imperative. Absence of such staff development programmes in an organisation often manifests tripartite problems of incompetence, inefficiency and ineffectiveness. Oribabor (2000) submitted that training and development is aimed at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organizational growths while Isyaku (2000) postulated that the process of training and development is a continuous one.

Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavour makes staff development a necessity in order to keep track with current event and methods (Griffin, 2008). Ajibade (1993), Adeniyi (1995) and Arikewuyo (1999) cited by Onuka (2006) drew attention of all and sundry to the inestimable value of training and development. According to them, it is an avenue to acquire additional and new knowledge; and develop further the skills and techniques to function effectively in the ever dynamic world in which we belong and live. Thus, training is obviously indispensable not only in the development of the individuals but also in facilitating the productive capacity of the workers and thus that of the company. Training is not coaxing or persuading people to do what is wanted but rather a process of creating organizational conditions that will cause personnel to strive for better performance. Researchers like Graig (2006) and Akintayo (1996) in Oguntimehin (2001) observe the usefulness of training and development in an organization and identified the functions of training as bringing about increase in productivity; improving the quality of work; enhancing skills, knowledge, understanding and attitude; engendering the use of tools and machines; reduction of wastes, accidents, turnover, lateness, absenteeism and other overhead costs; elimination of obsolesce in skills, technologies, methods, products and capital management; enhancing the implementation of new policies and regulations; prepares people for achievement as well as improvement of manpower development and ensuring the survival and growth of the enterprise.

Once an applicant has been selected and placed properly by his organization, the next step is to transform him to meet the future requirements of the organization. Such transformation is done by means of training and development. For organizational goals and objectives to be attained, effective, proficient and adept human resource is vital and imperative in every outfit. This is because human beings constitute a vital part of any organization, thus, acts as building blocks and backbones of any organization and determines the level of productivity in the organization (Isyaku, 2000). Abiodun in Akintayo (2005) said human resources are the most potent assets that any organization possesses. Without them, machinery/equipment, materials and even capital of the company will amount to nothing as nothing gets done without the input of the manpower resource of the organisation. Similarly, Resis in Fajana (2002) affirmed that all activities of any enterprise are initiated and determined by the persons that make up these institutions. He said further that the plant, computers, automated equipment and all other machines that a modern organization uses are unproductive except for human effort and direction. He therefore concluded that every aspect of a firm's activity is determined by the competence and effectiveness of its human beings.

2. Theoretical Framework

There are some theories that are relevant when discussing manpower development. These theories according to Folayan (1988) in Ekpo (2001) are referred to as the theories of development. This theory says that development is concerned with preparing the employee so that they can move with the organization as it develops changes and grows. This means that development is a long term and more embracing programme embarked on to meet anticipated change and needs of the organization as a whole. It further explains that development is more forward looking and relates to future than training which is basically to take care of present needs and requirements of an organization. The theory explains development as a method or process designed to increase the quantity and quality or present and future management personnel through training it is basically concerned with the preparing of managerial employees so that they can move the organization as it develops, change and grow. This, to him is done so that they can acquire' new skills, new techniques and methods, new technologies and new viewpoints. This is a way to maintain growth and development for the entire organization, not just the individual as this is in line with the focus of this paper.

3. Concept of Manpower Planning, Training and Development

Manpower planning, training and development are central to all organization especially with the present economic conditions and the resultant government policies that are designed to check the economic drift. For any organization to survive in this situation, the need to train and develop available staff to handle the affairs of the organization cannot be over emphasized. Lawal (1993) in Oguntimehin (2001) stated that manpower planning also known as Human Resource Planning is a step by step procedure designed to ensure that the personnel needs of the organization will be constantly and appropriately met/According to him, it is usually included in the overall planning and need to be seen in isolation but in the context of the growth of the organization.

Akintayo (2005) believes that manpower planning involves forecasting staffing needs and determining the steps needed to fulfill those needs. Its basic function is to ensure that the right numbers of employees with the right level of skills are in the right job, at the right time and performing the right activities in other to achieve the organizations goals and objectives. Laurie (2005) agrees that manpower planning is a strategy for the acquisition, utilization, improvement and retention of an enterprise's human resources. In essence, it is linked to the development of the organization as a whole which should be related to corporate objectives and to an organization structure capable of achieving those objectives. Blunt and Popoola (1985) in Akintola (2005) argued that manpower planning is the activity of management which is aimed at coordinating the requirements for and the availability of different type of employee. Here, manpower planning ensures that an organization has enough of the right kind of labour as at when needed and for the organization to also be able to adjust what they have to what they need.

Training and development may probably mean the same thing to a lot of people because they both lead to the improvement of an individual productivity in an organization but there are some significant differences (Pitfield, 2012). Training means to educate someone normally, mainly by instruction, drill, and discipline. It is regarded as applying principally to the improvement of skills and hence to learning how to perform specific tasks. In contrast, development emphasizes an unfolding process of bringing to an advanced state; significant consequence of continuous growth, progress and innovativeness. Nwachukwu (1992) as cited by Onuka (2006) is of the view that an organization may have employees with the ability and determination, with appropriate equipment and managerial support yet productivity could still fail below expected standards. This missing link is often caused by lack of acquisition and by extension, utilization of adequate skills and knowledge as well as positive work attitude by employees which are normally acquired through training and development. For an organization to survive and achieve a reasonable return on investment (ROI), the need to train and develop available staff to handle the operations of the organization is essential (Ekpo, 2001). Every organization must have a system which informs its employees about the job requirement, develop knowledge and skill to perform the job efficiently, and this system is built through the mechanism of manpower training and development. According to Kayode (2001), training can solve a variety of manpower problems which militate against optimal productivity and performance which include needs to increase productivity and efficiency, improve the quality and quantity of work, boost employees' morale and organizational climate, implement new or changed policies or regulations, ensure the survival and growth of the organization, develop new skills, knowledge, understanding as well as attitudes, provide for succession plan and ensure continuity of leadership, prevent skill obsolescence and cope with the new technological advancement as well as use correctly new tools, machines, processes, methods or modifications thereof and reduction of waste, accidents, turnover, lateness, absenteeism, and other overhead costs among others.

4. Management Training and Development Methods

There are different and diversified methods of training but the method to be chosen by the organization should be based on the objectives to be achieved from the training programme. It is advisable that different methods should be considered. Graig (2006) claimed that there are different methods through which employees can be trained and these include induction and orientation, on the job training, vestibule training, apprentice training, demonstration, integrated training, special courses and off the job training. According to him, induction and orientation is used to complement and complete the selection and placement process. On the job training is where trainees are acquiring job skills while performing normal duties. Vestibule training involves setting aside a special place where training go on without interfering with normal production. Apprentice training on the other hand, is meant to satisfy the aspirations of new employees who expects to become ail round craftsman. Demonstration involves describing, displaying, and teaching through the use of examples. Integrated training enables trainees to perform job task while receiving formal education. Special courses involves employees attending organized courses and participating effectively while off the job training is provided in an area away from the work place and using a properly defined syllabus.

He further claimed that some of the factors that influence the establishment of training functions are the size of the firm; the company's objectives and policies, accelerated rate of change in the technology and the nature of the market. He concluded that training must not be taken for its own sake but must be geared to the objectives to the particular organization. This is important because organizations differ in culture and in other to work out a training programme, the training needs for each organization have to be assessed.

5. Objectives and Benefits of Training

Pitfieid (2012) is of the opinion that the objectives of training are to provide the skills, knowledge and aptitudes necessary to undertake required job, and efficiently develop the workers so that if they have the potentials, they would make progress, increase efficiency by reducing spoilt work, misusing of machines and lessening physical risks. Fajana (2002) submitted that training and development aimed at developing competences such as technical know-how to lead others, the need to perform one's job efficiently and the desire to meet organizational objectives of higher productivity and profitability. According to Fajana, the main objective of setting up a company is to make profit and to achieve this organizational goal, adequate manpower and development programmes should be put in place to enhance workers' performance. Akubuiro (1999) in Kayode (2001) defined training as an organized procedure by which people learn knowledge or skills for a defined purpose and which is a process for equipping the employees, particularly non-managerial employees with specific skills to enable them improve on performance and overall efficiency. Ekpo (2001) opined that training is a planned process attempting to effect predetermined behavioural changes in individuals and groups. Changes according to him may occur in areas of knowledge, skills and attitude. Akinpoju (1999) in Omole (2004) postulated that training and development is not exclusively reserved for newly recruited staff but also it is a necessity for the older employees. Therefore, for the purpose of enhancing individual performance, it is important that training and development be made a continuous process that should last through an employee's entire working life. This is because low and middle level employees need to always acquire new skills and techniques while managers and top management personnel need new and deeper knowledge and understanding of their jobs and the jobs of others if they were to continue to be relevant, possess a good understanding of where and how their jobs fit into a wider organizational aspiration, a virile understanding of government policies, societal constraints and sensitised social awareness of the environment within which the organization operates.

Gabutt (2009) maintained that training has some objectives which include to allow staff to adapt to changes in the environment, to ensure efficient productivity, to prepare staff for higher position, to acquire more skills, to adapt to required requirement in the new job, to increase the value of an employee in the labour market, as well as to maintain and increase the standard of quality of work.

According to him, some of the benefits to be derived from training of employees to include the fact that training improves job performance, it brings about greater commitment and high morale of workers, it improves existing skills of workers, it provides required skilled manpower for the organization, it reduces level of supervision and it improves to a great deal the services rendered to customers. He went on to say that training provides fewer accidents, reduces scrap or spoil work, provides greater veracity and adaptability to new methods and gives opportunity for personal growth of employee.

6. Evaluation and Determination of Training Needs

Evaluation has been described as the process of putting a value on the benefits stemming from the learning process. Tracy (2004) said that evaluation is an attempt to obtain information or feedback on the effects of a training programme and to assess the value of the trainee in the light of that information. He listed a number of requirements and techniques for the evaluation of training to include planning it in advance, it must be conducted in terms of objectives and purposes, evaluation of training must be objectives in nature, it must be variable, verifiable and there must be a continuous process on activities. All those who are part of the process or who are affected by it must partake in the process. Tracey concluded that the methods of evaluation can either be before or after test scores, before and after performance and through experimental or control groups.

7. The Future of Manpower Development

Manpower development has been defined by Gabutt (2006) and Graig (2006) as training of people to develop their capability on the jobs. It has been an established fact that skills and knowledge acquired from formal schooling and even through on the job training may sometimes waste if proper stimulation, extension and training are not adequately taken care of. Thus, with continuous technological changes such as developments in computers, automation, information system, many jobs will be revolutionized several times over. This will create several challenges that will confront the employee's development within the next 10 to 15 years. With the growing globalization of the world economy, organization needs to devote more resources to manpower development and training so that they will still remain in business for a long time. Organization need more innovative, enterprising, forward looking and also get involved in research and development activities which are only being promoted through manpower development and training. Resources that are available for staff training are to be used more judiciously. Again, there is need to ensure that there is no duplication of efforts and resources in order to encourage optional utilization of resources.

The institution of manpower development needs to be funded and there should be some level of cooperation between them and the employers of labour (Ekpo, 2001). It is also important to coordinate the efforts of institutions responsible for resource development to induce effective utilization of human resources. Institutions responsible for human resources development should be actively involved in human resource planning. This will help in the determination of appropriate structure of human resource needs so as to avoid over production of certain skills and under production of others. The level of funding should also increase to induce quality in their services (Graig, 2006). The determination of the future manpower needs may be established by analyzing a number of factors including general economic conditions, the company's business plan (for example, sales volumes, new products and acquisition plans), expected changes in organization structure, manpower mix and productivity and also the anticipated changes in personnel policies and programme.

8. Budgeting for Manpower Development

It is generally agreed that a good, efficient and effective work force is realised when the most valuable resources are made available to an organization. Therefore, work force should be efficiently planned in order to improve the organization's ability to achieve corporate objectives by developing strategies which are designed to increase the present and future contributions of its manpower resources (Tracy, 2004). Tracy further submitted that budgeting for manpower development can be seen as the process of estimating the future quantity and quality of human resources required for an organization. The basis of manpower forecast is usually the annual budget and no longer term corporate plans. This saying according to him captures the essence of manpower development on any organization: He then concluded that human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations and carry forward national development. Clearly, a country which is unable to budget, plan and develop skills and knowledge of its people and utilize them effectively in the national economy will be unable to develop anything else.

In order to develop manpower, specification plans need to be established in order to meet the changes in the existing workforce. This specific plan will have to be developed for the recruitment, training and transfer of the necessary personnel and budgets should also be made on the design of plans and action programmes to help achieve manpower objectives (Griffin, 2008). Here, the enterprise should look within itself to see what candidates are now available or can be trained in time to fill anticipated position, or it may make plans to recruit the necessary personnel from outside.

9. Summary

Based on the issues discussed in this paper, we can confidently claim that if manpower planning, development and training are seriously taken care of, there will be a lot of positive improvement in the efficiency, productivity and even performance of employees in any organization. As a result of this, training should not be done as a fashionable thing but it should be .geared towards certain goals and objectives. The evaluation of training is very important as it enable any establishment to understand the need for the programme and knowledge of the importance of developing its human resources. Training programme should be constantly reviewed to give more attention to the development of skills in the professional and technical areas.

10. Conclusion

As a result of the overall importance and relevance of training in the development of skills and potentials of employees and the growth of an organization, the way the programme is planned, executed and evaluated is very important. It is not just carrying out a training programme but through effective implementation, it must accomplish its purpose as well as achieving the needs which were identified and are expected to be met by the training programme.

11. Recommendations

For the all that are discussed in this paper as benefits of manpower training and development to be met, it is recommended that organizations of any economy should make training and retraining of employees a priority and that training should be the concern of management should make employees perform tasks or jobs for which they were trained. It is further recommended that management should make available information, finance and material resources which are essential for the implementation of training programme since they provide the employees the necessary skill for effective performance of their jobs and there should be a separate department for training in organization since it's not easy to combine their duties together with those of the personnel department. Again, it is the recommendation of the writer of this paper that the training department should be staffed with competent individuals who must be attending training the trainer courses from time to time to be able to impart up to date knowledge to trainees and every training session should end with a written examination to know those who have taken in the essential points raised during the training. More so, evaluation of training programme is very important since it enables the organization to know the effectiveness of the programme as this also allows for amendments in future programmes. The departmental heads should also collect reports and make a comprehensive report to the management and the report should be annual and in time to ensure that whatever deficiencies were identified are taken care of while the budget approved for training of employees should under no condition be diverted to meet other demands.

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Part Six
Entrepreneurship Studies

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Entrepreneurial risk taking and performance of small and medium scale enterprises (SMEs) in Kano State, Nigeria

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Abstract. Risk taking is a dominant attribute of entrepreneurial activities, as the higher the risk-taking orientation, the higher a firm's profitability and growth. The main purpose of this study was to establish the effect of entrepreneurial risk taking on performance of small and medium scale enterprises (SMEs) in Kano State, Nigeria. Data for the study was obtained through questionnaire and interview from 393 owners, managers and staff of SMEs in Kano state, Nigeria, on a cross sectional research design. Results using Pearson linear correlation and regression analysis have a positive significant relationship between entrepreneurial risk taking and performance of SMEs. Entrepreneurial risk taking has a positive impact on performance of SMEs in Kano State, Nigeria. Entrepreneurial risk taking had a significant effect (F – statistic = 35.959; t – statistic = 5.997) P= 0.001. The study adds value to the growing body of knowledge in the field of entrepreneurial development activities. The study recommends that operators should always identify and assess the trends of the opportunities impending before taking risk not just dare risk, this will help to address the rate at which SMEs managers, owners and staff take risk, so that risk taking will relate and significantly influence their performance. The study serves as a reference to anyone who is interested in establishing his personal business as it provides insight into the importance of entrepreneurial risk taking in starting a business and also for any organization that is interested in achieving profitability or continue sustaining effective business venture.

Key words: entrepreneurial risk taking, small and medium scale enterprises (SMEs), Performance of SMEs.

1. Introduction

In many developing countries, small and medium scale enterprises (SMEs) constitute the bulk of industrial base (Kormawa, Wohlmuth and Devlin, 2011). SMEs play an increasingly important role as they address poverty by creating jobs; disperse economic activities in the countryside and provide broad-based sources of growth (Wolcott et al., 2008; Maad and Liedholm, 2008; Karpak and Topcu, 2010; European Commission, 2011; Mohammad and Ezaz, 2012). Despite these importance, SMEs are faced by global competition, market liberalization, rapid technological advances and the introduction of stringent quality and safety regulations (Da silva, Baker, Shepherd, Jenane and Miranda da Cruz, 2009). Today's dynamic environment requires SMEs to be entrepreneurial if they are to survive, grow to have superior performance (Fairoz, Hirobumi and Tanaka, 2010). Firm's level entrepreneurship is key to enhancement of firm performance of small and medium firms (Patel and D'Souza, 2012). Empirical studies done in developed and transition economies suggest that risk taking at a firms' level strategic posture has constituted a potential source of competitive advantage and has positive, long-term effect on growth and financial performance of SMEs (Wang and Poutziouris, 2010).

In Nigeria many SMEs are winding up due to a number of factors and challenges such as inadequate preparation of the entrepreneurs in form of training (Oyebola, Irefin and Olaposi, 2015); Failure of government in providing a conducive business environment (Amanda, 2012); Poor intellectual capital resources and leadership development (Funsho, 2015) Widespread corruption and harassment (Aminu, Salau and Pearse, 2013); Internal and external factors such as the carrying capacity of the environment, government policy or competition, government regulations and bureaucratic procedures, restricted autonomy as well as lack of freedom of doing business (Ebitu, Basil & Alfred, 2016; Eniola and Entebang, 2015; Adisa, Abdulraheem and Mordi, 2014; Bubou et al., 2014; Oni and Daniya, 2012). These challenges currently have led to gradual collapse of the sector that no vibrant SME with the capacity to absorb unemployed youths, (Olubukola, 2013; Okafor, 2011). This problem is more visible particularly in Kano state, that some years now SMEs have not performed creditably well and hence have not played the expected vital and vibrant role in the economic growth and development of Nigeria rather they are meandering up (Taiwo, Agwu and Falohun, 2016; Kabiru and Kabir, 2014). This has led to unemployment, serious current wave of kidnappings, political thuggry and youth restiveness in the nation as reported by Nigerian Bureau of statistics (News, 2016).

No study has been conducted to specifically establish the effect of entrepreneurial risk taking on performance of SMEs particularly in Kano state Nigeria. Therefore, the need for this study to answer the following research question "What is the effect of entrepreneurial risk taking on the performance of SMEs in Kano State, Nigeria?" and hence the following null hypothesis **Ho** "Entrepreneurial risk taking has no significant effect on the performance of SMEs in Kano State, Nigeria.

2. Literature Review

2.1 Entrepreneurial risk taking

Risk represents a kind of uncertainty where it is possible to quantify the probability of different outcomes (Martijn and Daan, 2017). Business risk is perceived as the possibility that the values of the real business outcomes will differ from anticipated values, while these deviations may be desirable (company achieves higher profits than planned) or not desirable (company suffers loss instead of planned profit) and where the magnitude of the variation may be variable (Hnilica and Fotr, 2009). Risk occurs only at a certain period or stage and it is difficult to specifically determine the period and phase when it will appear. This illustrates that risk is also uncertain, which requires the SMEs to constantly strengthen the consciousness of risk to improve management so that they can reduce the possibility of the occurrence of the risk. Entrepreneurial risk taking is an important entrepreneurial trait which includes both determination and courage to exploit resources effectively (Scheepers, 2008). Entrepreneurial risk taking is often used to describe the uncertainty that results from entrepreneurial behavior (Tajeddini, 2010). Tajeddini (2010) explained that such uncertainties include the ability of an entrepreneur in using new methods to produce and deliver new product or services, meeting up with competitors and customers' demand, ability of making strategic plans (setting targets for three years and above) and seeking for business linkages/ networking. Entrepreneurial risk categories faced by SMEs are four major types, these categorizations are developed with the emergence of Enterprise Risk Management (ERM) (Fetisovova and Kol, 2012; Yusuf and Dansu, 2013). The authors further listed the four major entrepreneurial risks to include hazard risk, financial risk, operational risk and strategic risk. To the authors, Hazard risks are risks that are traditionally insurable which are sometimes called pure or insurance risks; financial risks comprises of potential losses as a result of fluctuations in the operations of the various financial markets like the capital market, foreign exchange market and the commodity market; Operational risks arises from a number of situations like product development, product failure, information technology, management fraud, and employees' agitation. To them, strategic risks relates to factors like competition, customer preferences, technological innovation and regulatory/political issues. According to Kuratko and Covin (2008) entrepreneurial risk taking involves engaging in calculated and manageable risks in order to obtain benefits, rather than taking daring risks which are detrimental for firm performance. To Kuratko and Covin (2008) such actions include obtaining finance for business activities, taking legal matters like business registrations and engaging in research and development for new products/services.

To Wang and Poutziouris, (2010), entrepreneurial risk taking also entails a willingness to commit significant resources to opportunities having a reasonable chance of costly failure and a willingness to break away from the tried-and-true path. Avlonitis and Salavat (2007) indicated that active entrepreneurs unlike passive entrepreneurs adopt a more aggressive willingness to undertake actions of high risk than that of competition. To Eggers, Kraus, Hughes, Laraway and Snycerski (2013), to drive firm's growth, the firm will need to deploy a strategy centered on entrepreneurial risk stagnation. Entrepreneurial firms' propensity to take risks is between low and moderate levels, firms that adopt a modest level of risk taking are high performers when compared to those firms that assume very high or very low levels of risk taking (Otieno, Bwisa and Kihoro, 2012). Entrepreneurial risk taking skills therefore remains the prerogative of the SMEs owners, managers and staff to handle properly. Nonetheless, entrepreneurial risk-taking is found to be an important contributor to the performance of SMEs. In this present study entrepreneurial business risk expected for the owner/manager are these business risks as conceptualized and categorized by Enterprise Risk Management (ERM) cited in (Hoffman 2009; Fetisovova and Kol, 2012; Yusuf and Dansu 2013). This is because the categories encompass all the risk sets an entrepreneur can take to enhance business performance. The employee on the other hand can concentrate on some of operational risks and strategic risks which are associated with product development, product failure, information technology, and employees' agitation, competition, customer preferences, technological innovation and regulatory/political issues or any other risks taking ability assigned to him/her.

2.2 Small and Medium Enterprise (SMEs)

There is no single definition of small and medium scale enterprise business that is universally accepted. For instance, different sectors of the economy have different interpretations of the SMEs business. Although different countries define SMEs businesses differently, it is accepted practice to make use of quantitative and qualitative criteria when attempting to define small and medium scale enterprise business (Gibson and Holmes, 2001; Nieman, Hough and Nieuwenhuizen, 2006). In the European Union the most frequent upper limit designation of SME is 250 employees, while the United States considers SMEs to include firms with fewer than 500 employees (Organization for Economic Cooperation and Development, 2005). In South Africa, SME is regarded as the ones with the potential for job creation and makes a substantial contribution of 35% to Gross Domestic Product (GDP) and are classified as small firm: 10 - 99 employees, medium firm: 100 - 249 employees, (Rwigem and Venter, 2004). In Nigeria, Federal Ministry of Commerce and Industry, described SMEs as firms with a total investment N750, 000 as capital but excluding costs of land and paid employee of up to fifty (50) persons (Osamwonyi, 2010). Central Bank of Nigeria (CBN) defined SMEs as those enterprises with turnover of up to N500, 000 only. National Council on Industry (2001), defined SMEs as enterprises with a labor size of 11-100 workers or a total cost of not more than N50 million, including working capital but excluding cost of land. The study adopted the definitions given by the National council of industry (NCI, 2001) as the operational definition of SMEs. The choice was made considering the total cost (#50 million) employed and the number of employees (11- 100) as measuring indicators and also as they enabled the researcher to capture several SMEs at the grass root level of the areas.

2.3 SMEs Performance

In the field of entrepreneurship, SMEs performance has been considered as an important construct. There has been no agreement, however, among researchers on the appropriate measure of performance. Previous studies have suggested that growth and financial measures are important performance measures for small enterprises (Soriano, 2010; Sefiani and Bown, 2013). A few studies have used non-financial measures of SMEs performance such as customer and product performance, customer satisfaction and employee turnover (Omar, 2010; Wolff and Pett, 2006; Gorgievski and Ascalon, 2005). Gorgievski and Ascalon, (2005) on their definition revealed nine important criteria that are often used as indicators of business success thus: Profit, growth and innovation, firm-survival or longevity, contributing back to society, personal satisfaction, satisfied stakeholders, in particular customer satisfaction and employee satisfaction, achievement of work-life balance and public recognition. Financial measures are considered critical in determining the survival and success of the firm (Wolff and Pett, 2006). Garrigos-Simon, et al (2005) also categorized SMEs performance measurement into four, namely: (i) Profit which include: return on assets, return on investment and return on sales (ii) Growth in term of: sales, market share and wealth creation (iii) Stakeholder satisfaction which include: customer satisfaction and employees satisfaction and (iv) competitive position which include: overall competitive position and success rate in launching new product. This study adopted Profit, growth, innovation, firm-survival or longevity plus the fifth personal satisfaction from Gorgievski, et al (2005) as measures of SMEs performance.

2.4 Empirical study on entrepreneurial risk taking and performance of SMEs

Extant research has also empirically supported a positive effect of entrepreneurial risk taking and SMEs performance. For example, Martijn and Daan (2017) investigated entrepreneurship, risk taking and firm performance in Tanzania, using 611 entrepreneurs. Their results showed that risk taking is positively associated with business performance. In addition, they classify the entrepreneurs in four different groups based on their risk profile namely: (i) low risk perception and low risk propensity; (ii) high risk perception and low risk propensity; (iii) low risk perception and high risk propensity; (iv) high risk perception and high risk propensity. Their results showed that the worst performing entrepreneurs were those with low risk perception and high risk propensity. Risk perception is not correlated to education, the age of the entrepreneur or other control variables. This implied that entrepreneurs who perform successfully consider risk profile when taking risk as it is positively associated with success of their businesses. Esra and Kunday (2014) examined the role of entrepreneurial traits and human capital on the performance of SMEs in Turkey, using 159 owners. The findings showed that entrepreneurial traits (such as risk taking) had an effect on SME performance. Entrepreneurship is all about risk taking, for entrepreneurs to succeed, they must take risk, as it is an important entrepreneurial trait which includes both determination and courage to exploit resources effectively (Scheepers, 2008). In a related study, Fatoki (2011) examined the impact of human, social and financial capital on the performance of SMEs in South Africa. The results indicated that there is a significant positive relationship between human (risk taking ability), social and financial capital and the performance of SMEs. This implied that human capital acquired by owners, manager and staff such as ability to take risk has connection between them and business performance and that human capital embedded in owners, managers and staff enable them perform effectively.

Yazeed (2017) evaluated the effect of entrepreneurial characteristics on the profitability of micro, small and medium scale enterprises in Kaduna State, Nigeria. Using survey research design, collected data from 174 owner/managers. Data analyzed with multiple regression to test the null hypotheses formulated for the study revealed that self-efficacy, risk taking and locus of control, all had significant positive effect on the profitability of MSMEs in Kaduna State. This implied that entrepreneurs in SMEs are zealous in taking entrepreneurial business risk at all stages of their business cycle as risk taking has positive effect to performance and this make them remain and excel in business. Haider, Asad and Minaa (2017) examined entrepreneurial orientation and business performance of manufacturing sector small and medium scale enterprises of Punja Pakistan. Effects of three entrepreneurial orientation dimensions including innovativeness, pro-activeness and risk taking were examined with regard to business performance. Innovativeness, pro-activeness and risk taking had significant impact over business performance of manufacturing sector of the SMEs. Results further indicated positive correlations among innovativeness, pro-activeness and risk taking with business performance of the SMEs. This suggests that SMEs entrepreneurs consider risk taking as option as it is positively associated with success of business as contained in the report of Yusuf and Dansu (2013) that entrepreneurs that dare risk achieve their objective. Roy, Tripathy and Tripathy (2017) worked on assessment of factors affecting the performance of women entrepreneurs in SME in Polosara District of Ganjam, Odisha India. Using questionnaire, data was collected from 150 women entrepreneurs, result showed that business risk taking has influence on business performance. This implied that there is a clear connection between business risk taking and business performance as SMEs operators emphasize taking risk in their business.

3. Methodology

The study adopted a cross-sectional survey design to collect data from a sample of 396 owners, managers and staff in Kano state, selected using purposive and stratified random sampling techniques. Only those SMEs registered with the Ministry of Trade, Commerce and Industries Kano state and had operated for two years and above and were in manufacturing, education, trade and other services were selected. Data was collected using questionnaire and interview guide. The instrument/questionnaire was based on a five point Likert scale as used (Morgan & Hunt 1994) where 1 = very low; 2 = low; 3 = moderate; 4 = high; 5= very high. The questionnaire had ten items on IV entrepreneurial risk taking and 13 items for DV SMEs performance formulated by the researcher using literature. The questionnaire was tested for using validity and reliability using face validity, content validity, construct validity, convergent validity and internal reliability. Cronbach alpha test average was 0.848 for entrepreneurial risk taking and .952 for SMEs performance meaning that the instrument adequately measured what was intended since it was above the recommended value of 0.70 (Zainudin, 2014). Data cleaning was through checking for multi collinearity, missing values, checking outliers, testing for normality, linearity, sampling adequacy and test for sphericity. All these tests were first confirmed with the required rules of humbly before analysis was done. Analysis was done using means, standard deviations, Pearson's linear correlation coefficient and linear regression.

4. Findings and discussion

The main objective for this study was to investigate the effect of entrepreneurial risk taking on the performance of SMEs in Kano State, Nigeria. Data on entrepreneurial risk taking and SMEs performance were collected using ten and 13 question items respectively with questionnaire. Respondents rated the extent of their entrepreneurial risk taking and SMEs performance on a five point scale where 1 = very low; 2 = low; 3 = moderate; 4 = high; 5= very high. Their responses were summarized using descriptive statistics as presented in table 1.

Table 4.1 Means and standard deviations on entrepreneurial risk taking of SMEs' owners, managers and staff in Kano state, Nigeria

Entrepreneurial risk taking items	Mean	SD	Interpretation	Rank
Meeting up with customers' demand	3.63	.827	High extent	1
Meeting up with competitors	3.20	.976	Moderate extent	2
Obtaining finance for business activities	3.16	.992	Moderate extent	3

Seeking for supplier and management	3.08	.855	Moderate extent	4
Seeking for business linkages/ networking	3.02	.997	Moderate extent	5
Using new methods to produce and deliver your product or services	3.00	.776	Moderate extent	6
Innovating /creating new products or services/initiating change into better business direction	2.91	919	Moderate extent	7
Taking legal matters like business registrations	2.90	1.031	Moderate extent	8
Engage in research and development for new products/services	2.81	.867	Moderate extent	9
Strategic plans (setting targets for three years and above)	2.67	.960	Moderate extent	10
Average mean	**3.04**	**0.600**	**Moderate extent**	
SMEs performance indicators	**Mean**	**SD**	**Interpretation**	
Competitive strength	3.63	0.833	High performance	1
Customer satisfaction	3.54	0.707	High performance	2
Sales volume	3.48	0.932	High performance	3
Increase in number of customers	3.45	1.042	High performance	4
Increase in profit	3.42	0.989	High performance	5
Supply of inputs	3.36	0.808	Moderate performance	6
Meeting benchmark	3.31	0.852	Moderate performance	7
Personal satisfaction	3.26	0.718	Moderate performance	8
Constant innovation	3.17	0.711	Moderate performance	9
Business survival	3.16	0.836	Moderate performance	10
High business asset	3.16	1.111	Moderate performance	11
High working capital	3.10	0.862	Moderate performance	12
Staff strength	3.04	0.740	Moderate performance	13
Average mean	**3.31**	**0.690**	**Moderate performance**	

Source: Primary data (2017)

Mean range	**Interpretation**
1.00 – 1.79	very low
1.80 – 2.59	low
2.60 – 3.39	moderate
3.40 – 4.19	High
4.20 – 5.00	Very high

The results in table 1, revealed that entrepreneurial risk taking variables hurt their businesses moderately, this can be seen with average mean of 3.04 as depicted on table 1. Only one item in the construct (Meeting up with customers' demand) was rated high with mean of 3.63. Based on this self-perceived level of entrepreneurial risk taking, it would be expected that SMEs' owners, managers and staff in Kano state, Nigeria can take risk to excel in performing their entrepreneurial business activities. Generally, respondents rated their SMEs performance as being moderate, as indicated by the average mean of 3.31, with a low score on standard deviation, suggesting that scores did not deviate much from the mean. The highest scored aspect of SMEs performance was competitive strength, with a mean of 3.63 and standard deviation of 0.833 suggesting that SMEs viewed their business competitive strength as being the best asset they had. The overall picture on SMEs performance suggested that the owners, managers and staff were not very satisfied with the current level of their performance, since they were not able to rate any aspect of the performance variables very high. It is also important that the SMEs were able to identify what was not doing well in their enterprises, an indication that they could improve.

Relationship between Entrepreneurial risk taking and Performance of SMEs in Kano state, Nigeria

To establish the extent to which entrepreneurial risk taking correlated with SMEs performance in Kano state, Nigeria, the two variables were correlated using Pearson's linear correlation coefficient and it show that correlation coefficient was 0.290 and significant at P< 0.000 as indicated in table 2.

Table 2: Pearson's Linear Correlation Coefficient Results for Entrepreneurial risk taking and Performance of SMEs

Variables correlated	r- value	Sig value	Interpretation
Entrepreneurial risk taking Verse SMEs performance	0.290	P<0.000	Significant correlation

Correlation Sig. (1-tailed). Source: Researcher's Computation from primary data (2017)

By this result in Table 2, entrepreneurial risk taking positively and significantly correlate with performance of SMEs since the sig value is below 0.05. This implied that an improvement on entrepreneurial risk taking is likely to increase performance of the SMEs in Kano state, Nigeria.

Testing the null hypothesis

Null hypothesis was stated that entrepreneurial risk taking has no significant effect on the performance of SMEs in Kano State, Nigeria. To test this, data on entrepreneurial risk taking (Table1) was regressed with the data on small and medium scale enterprises performance. Results are indicated on table 3.

Table 3: Regression analysis for Entrepreneurial Risk taking and Performance of SMEs

Variables Regressed	Adjusted R square r^2		F-value	Sig.	Interpretation	Decision on Ho3
Entrepreneurial risk taking vs SMEs performance	.082		35.959	.000	Significant effect	Rejected
Coefficients	**B**	**Std. Err.**	**t**	**sig**		
(Constant)	2.211	.186	11.896	.000	Significant effect	Rejected
Entrepreneurial risk taking	.344	.057	5.997	.000	Significant effect	Rejected

Source: Researcher's Computation from primary data (2017)

The results of linear regression in Table 3 show that the model was significant since the sig value (0.000) was less than 0.05. The adjusted r square (r^2) indicate that the predictor (entrepreneurial risk taking) explains 8.2% variations in SME performance (Adjusted r square = 0.082). The F statistic and p- value show that the model significant is significant at 0.000. Based on these results the null hypothesis is rejected and we infer that entrepreneurial risk taking can significantly affect SMEs performance in Kano state Nigeria. The coefficients suggest that a one unit increase in entrepreneurial risk taking can bring a 0.344 improvement in SMEs performance and vice versa (Beta = 0.344) and this is statistically significant (sig = 0.000, t = 5.997).

Regarding interview on entrepreneurial risk taking and its effect on the performance of SMEs in Kano state Nigeria, respondents show that entrepreneurial risk taking has truly assisted them and that if they do not take risks, their businesses will generally be hurt. The opinions of the respondents were also in line with the quantitative description of the findings on entrepreneurial risk taking and SMEs owners, managers and staff in Kano state, Nigeria. On their performance, respondents perceived low improvement during the years under study from the discussion. Therefore if all the SMEs owners, managers and staff in Kano state, Nigeria do take entrepreneurial risks in carrying out their accomplishments, there will be improvement in their firms.

4.1 Discussion

The research question was on whether entrepreneurial risk taking can significantly influence the performance of SMEs in Kano State, Nigeria. In line with this research question, the study hypothesis was not supported. The results did provide empirical support that entrepreneurial risk taking can significantly influence the performance of SMEs in Kano State, Nigeria. The findings indicated that entrepreneurial risk taking is among the significant factors that have been empirically supported by various studies to have positive influence on SMEs outcome. For example, practice of good entrepreneurial risk taking was found to have significant power in predicting organizational commitment among employees (Scheepers, 2008; Esra and Kunday, 2014; Roy, Tripathy and Tripathy, 2017; Haider, Asad and Minaa, 2017). Increased employee's commitment had a strong attachment to customer satisfaction and loyalty to the service providers and the worst performing entrepreneurs were those with low risk perception and high risk propensity not to take risk (Martijn and Daan, 2017).

Accordingly, the present study did not support the findings of Eggers, et al (2013), they opined that to drive firm's growth, the firm needs to deploy strategy centered on entrepreneurial risk stagnation. This present study findings indicates that entrepreneurial risk taking is critical in helping entrepreneurs address problems effectively and thus improve their performance. Accordingly, the study supported Fatoki, (2011) findings, who indicated that entrepreneurial risk taking was considered indispensable conditions for achieving sustained competitive advantage when he investigated the impact of human, social and financial capital on the performance of SMEs in South Africa. The result of his findings is in line with this present study that entrepreneurial risk taking positively and significantly effect on performance of SMEs. Similarly, Yazeed (2017) found result similar to the present study that risk taking positively and significantly effect on the profitability of SMEs in Kaduna State, Nigeria.

5. Conclusions

The performance of SMEs have been acknowledged and believed in accelerating the economic development of countries, which were the reasons, roles and importance that they have increased prominently throughout the world (Wolcott et al., 2008; Maad and Liedholm, 2008; Karpak and Topcu, 2010; European Commission, 2011). Results from this serves as reference to anyone who is interested in establishing his personal business which will provide insight into entrepreneurial risk taking in starting a business and also for any organization that is interested in achieving profitability or continue sustaining effective business in order to achieve growth and sustainable development. Methodologically, the process for collecting the primary data ensured a value or interest free atmosphere in which research assistants that administered the questionnaire to the respondents had no vested interest on the outcome of the study. The study also had added valuable practical upshots to the growing body of knowledge in the field of entrepreneurial development activities.

6. Recommendations

Entrepreneurial risk taking exerted significance influence on performance of SMEs in Kano State, Nigeria. Entrepreneurial risk taking is necessary part of everyday activities of SMEs, taking into consideration that any legislative changes, economic impacts, and global fluctuations result with greater intensity on SMEs, therefore operators should always identify and assess the trends of the opportunities impending before taking risk not just dare risk, this will help to address the rate at which risk taking will influence their performance.

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Information and Communication Technology: A Drive for Entrepreneurial Education for Sustainable National Development

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Abstract. The study looks at the possible entrepreneurial opportunities inherent in information and communication technology. The paper briefly defines the concept of information and communication technology and entrepreneurial education as given by some authors. The study explains the various ICT entrepreneurial possibilities which young Nigerians and other people can venture into become job creators. For instance, people can engage in data management services, networking, computer hardware and software engineering, data base and soft ware design, management and administration of ICT, computer repairs, handset repair and other related entrepreneurial ICT possibilities. It also identifies some constraints to entrepreneurial education in ICT which include lack of funds for establishment and maintenance of ICT facilities and services, problem of constant power failure, lack of entrepreneurial mindset of the people, lack of sufficient ICT experts to run the programme and problem of constant technology change which quickly make some ICT equipment to be outdated. The study concludes by urging government, private sectors and organizations to encourage people to exploit the entrepreneurial opportunities in ICT.

Keywords: Information Communication technology-drive, entrepreneurial, education, sustainable, national development.

1. Introduction

The existence of human being in this 21st Century is highly influenced by Information and Communication Technology (ICT). This is because of the vital roles ICTs is playing in every facet of man's existence in the recent years. The ICT revolution has really created jobs for several thousands of people and has greatly improved the scope of communication and interaction in the society. ICT is also a vital tool in development of entrepreneurial education for sustainable national development. This is because several components of ICT's equipment and services are embedded with different forms of entrepreneurial opportunities.

The current economic down-turn of the country is making everybody to source for ways of creating jobs rather than seeking for white collar jobs which are no longer there. The positive thinking by most Nigerians towards entrepreneurial development will ensure adequate sustainable development in Nigeria. ICT is a good way to knowledge about all forms of development in human endeavour. ICTs should be focused toward better entrepreneurial mindset for positive sustainable development in Nigeria. For instance, good ICT's knowledge and skills should expose Nigerian citizens especially the youths and working class to better ways of improved agricultural yields, better creativities in engineering, architecture, fine and applied arts and even in medicine. The trust of this paper is to identify ICTs entrepreneurial possibilities that will promote entrepreneurial education for sustainable national development in Nigeria.

2. Concept of Information and Communication Technology (ICT)

Information and communication technology and has been defined in various ways by experts in ICTs, educationist, scientists and other experts in other disciplines. Mangal and Mangal (2009) defines information and communication technology as the type of technology employed in the shape of tools, equipment and application support which helps in the collection, storage, retrieval, use, transmission, manipulation and dissemination of information as accurately and efficiently as possible for the purpose of enriching the knowledge, developing communication, decision making and problem solving ability of the user. Olateju (2013) asserts that ICT includes all devices of communication that make information gathering and dissemination possible in an integrated and automated manner. It encompasses radio, television, networks, software, satellite system and other related systems that allow people to access, analyse, create and exchange data information and knowledge.

Adedeji and Adedeji (2013) states that in the world of today, information and communication technology has become an indepensable part of our educational system. It has been embraced at almost all levels of our education. Computer, internet and other areas of ICT are now being taught in our schools. The question is, to what extent? What is the level of mastery of the learners in ICT for eventual application?

The term information and communication technology is an expansion or comprehensive name for information technology (IT). Hasan (2010) asserts that the term information technology (IT) is sometimes said to have been coined by Jim Domsic of Michigan in November, 1981. Momsic who worked as a computer manager for an automotive related industry. He supposed to have created the term to modernize the outdated phrase "data processing".

The oxford English Dictionary however, defines information technology as the branch of technology concerned with the dissemination, processing and storage of information, especially by means of computers. Hassan (2010) equally defines IT as the study, design, development, implementation, support or management of computer based information systems, particularly software applications and computer hardware.

3. Concept of Entrepreneurship

Production is carried out through four major factors. These are land, labour, capital and entrepreneur. Entrepreneur co-ordinates other factors of production. An entrepreneur is manager of other factors of production he/she is able to identify and economic opportunity and later brings together a package of resources and implement action in other to maximize the value of the identified opportunity with minimum financial risk for his/her personal gains. Entrepreneurs are found in all professions such as education, engineering, architecture, social works, law, medicine and the hosts of others. Olowa (2013) states that Kuratko and Hodgetts (2007) asserts that entrepreneurs are both thinkers and doers, not by birth alone but with environmental nurturing refined by experiences, and they take calculated and moderate risks when they see opportunities.

Adelokun and Obe (2013) states that entrepreneurship is a key driver of economic growth and job creation. It provides many people with career opportunities that better fit their preferences than waged employment. In addition, self-employment or business start-up is a response by significant numbers of people to job losses in the current global economic crises and from the collapse of small and medium scale businesses resulting from lack of formalized training, ignorance and requisite skills.

They equally assert that in becoming successful entrepreneurs, many different inputs are required for successful entrepreneurship. One of the most important is entrepreneurial skills. Motivated people need the right skills to identify entrepreneurial opportunities and to turn their entrepreneurial projects into successful ventures. It follows the process from when motivated people with entrepreneurial attitude make the decision to start up with the skills they need to help their business survive and grow on supports provided through vocational training, universities, infirm support, chambers of commerce, business associations and so on.

Adedokun and Obe (2013) also asserts that the advancement of any nation in terms of economic and technological know-how hinges on the successful entrepreneurs of small and medium scale business, hence, all over the world entrepreneurial development has become a tool for total poverty alleviation and national wealth creation.

In line with Adedokun and Obe (2013) assertion, there is the need for Nigerian government to develop entrepreneurial education in Nigeria. This is very essential especially in this era of massive unemployment of people and dangling national economy. The government at all levels should venture into development of entrepreneurial education in line with ICT programme. This is an era of ICT, many people and organizations use it and there is the need to develop, maintain and service the ICT facilities. The development of entrepreneurial education that will expose people to the inherent entrepreneurial opportunities in the ICT will definitely create jobs for Nigerians and move our nation forward.

4. Information and communication Technology entrepreneurial possibilities

There are several ICT entrepreneurial possibilities which people can be engaged in to become job creators. Hasan (2010) states that IT professionals perform a variety of duties that ranges from installing applications to designing complex computer networks and information databases. He listed some of the duties IT professionals perform. These include data management, networking, engineering computer hardware, database and software design, as well as the management and administration of entire systems. The above listed duties that IT professional perform can be a good focus of entrepreneurial education.

Data management is a very lucrative aspect of IT. People can be trained in the skills of data management, on the completion of their training they can secure work in different companies that specialize in data management or other jobs that are related to data management. They can as well set up their own data management companies.
Today, there are very few computer networking engineers. These people are over worked due to large volume of networking that need to be done in the country, for instance, both small and big business organization, government ministries, departments, agencies and non-governmental organizations need computer networking to function. These computer networking may be local area networking (ICAN) or wide area networking (WAN) of these organizations. There is need for more people to do several networking services that a yet to be done.

More people can be trained or retrained in computer networking in order to make them employable and job creators. The focus on this IT entrepreneurial education will definitely reduce unemployment rate in Nigeria which will eventually lead to sustainable national development.

The working of IT rests heavily on hard ware engineering. It is the work of hard ware engineers to put adequate and functional hard ware architecture in place to ensure proper functioning of the IT networks. There are still very few hard ware engineers compared to the several jobs available in this area. Entrepreneurs can look into a way of creating jobs for the unemployed people in hard ware engineering. More people can be trained as hard ware engineers through short, medium and long time training programmes. This area of entrepreneurial education will turn several jobless graduates in Nigeria to job creators and employable employees to several ICT companies, ministries, departments, agencies and private business organizations.

There are also the possibilities of creating jobs through training and retraining of software developers and managers.

In IT or ICT world, the duties of software engineers, developers and managers are inevitable. These groups of experts are very crucial and essential in ICT based organizations. The rate of which ICT is embraced by different organizations calls for the training of more software engineers, developers and managers. In fact, unemployment is almost in existence in ICT related organizations. On daily bases, new areas of ICT development spring up in telecommunication sector, oil and gas sector, aviation sector and other related sectors. The training and retraining of more people in software development, software engineering and software management can create more jobs for the unemployed people in Nigeria including old and young people. The training or retraining of more people in the above areas will definitely reduce unemployment rate in Nigeria.

The ICT development also creates room for systems managers and administrators. The work of systems managers and administrators are in every ICT based organizations. They see to the smooth running of the networks and to prevent systems collapse or system malfunctioning. For instance in banking industry which is majorly computerized now, every customer's account is computerized.

The customers can cash their money in the bank hall or use automated cash machine (ATM). The customers can also use on –line banking facilities through their phones. At times, customers can withdraw with their ATMS from other banks apart from where their accounts are domicile. All these banking services are possible through ICT facilities in the banks. These facilities are managed and administered by training systems managers and administrators. Entrepreneurial education will expose more people to the opportunities inherent in the training as systems managers and administrators. Through training or retraining of several jobless Nigerians in systems management and administration, more people will be employable and useful to the economy of the country.

Entrepreneurial education can also be designed for technicians on how to service and repair computers of different types. Today, different types and brands of computers are found in our schools, homes, offices and even religious houses. The computers will need capable technicians to service them and repair them when they get spoilt. This kind of training and retraining programme can be organized for secondary school leavers, diploma certificate holders and other groups of people that may be interested in such training programmes. This training or retraining programme if effectively organized and managed will address problem of unemployment in our society.

ICT entrepreneurial education can also include training people in how to service, maintain and repair handsets. This is another lucrative business when one looks at the number of people using different types of handsets. To train or retrain as handset technician will only require a short period of training.

The government can incorporate computer and handset repairs in the curriculum of introductory technology in the Junior Secondary School and curriculum of technical education in the Senior Secondary School. When this is done, it will translate to production of junior and senior secondary school students with some dependable skills that will make them have a means of livelihood after their education.

5. Constraints to Entrepreneurial Education in Information and Communication Technology

There are several problems to the development of entrepreneurial education in ICT. Everybody knows that to set up ICT systems, a lot of funds are needed, this is a major constraint to the programme especially now that the government is broke and there is economy depression in the country.

In the same vein, there is the problem of constant power failure. ICT is power driven, no matter how small the ICT entrepreneurial project is, it needs electricity to power it. The situation of power supply in the country now is not reliable for adequate powering of ICT entrepreneurial projects. This is a very big blow to the development of entrepreneurial education in information and communication technology.

In addition to this problem is the problem of poor entrepreneurial mindset of the people. Most Nigerian especially the young school leavers and university graduates rely highly on looking for white collar jobs, this has blind folded them to the inherent entrepreneurial opportunities in ICT projects through which they can earning good living and turned job creators. Many of the people do not even think of retraining in ICT entrepreneurial skills that will make them employable and job creators. Till today the mass demand for white collar jobs is still high among Nigerians.

There is the need for sufficient ICT experts to take up ICT entrepreneurial education in Nigeria, but this not the situation in the country. Most of the ICT experts always get different lucrative jobs which will not make them accept programme of training and retrain of people in ICT entrepreneurial programmes. These experts are still very few in Nigeria and until there is appreciable increase in the number of ICT experts, the running of ICT entrepreneurial programmes will still be a mirage.

Another problem of accessing the benefits in ICT entrepreneurial education is the problem of constant technological change that is affects the sector. On regular basis, new model of computers and other ICT components are made. This requires a lot of funds and retraining of experts to cope with the dynamism in technology. This is a big problem to ICT entrepreneurial education development.

6. Conclusion

It is not a new thing talking about the economic situation in Nigeria today. The poor economic situation is felt by every Nigerian either rich or poor. This situation is majorly caused by insurgent problem in the North East, unpatriotic activities of the Niger Delta youths, poor price of the oil in the world market and large scale of corruption among Nigerians in influential places. This economic down turn can be improved upon if Nigeria government can find a way of promoting ICT entrepreneurial education through setting up of small scale apprenticeship training programmes. The government can also engage in regular campaign to the youths on the lucrative entrepreneurial opportunities inherent in ICT entrepreneurial education.

Private sectors and Non-governmental organizations should also be encouraged by government to development ICT entrepreneurial education in order to reduced unemployment and poverty among Nigerians. If everybody sees ICT entrepreneurial education as a means towards wealth creation, more Nigerians will be interested and poverty in the land will be reduced and there will be sustainable national development.

Recommendations

A major problem in Nigeria today is youth unemployment. This is because many of the youths are not skillful in any particular trade because of the nature of education they went through. The education they received has only made them to be white collar job-seekers. The only solution to this problem is to blend it with some entrepreneurial skills which will promote entrepreneurial mindset of the youths. This solution could include exploring several areas of ICT which can make them more functional in the society.
They can be trained or retrained in practical data management services, networking engineering, computer hardware and software engineering, database and software design, management and administration of information and communication technology, computer repairs, handset repairs and general computer services management. When the youths received adequate practical skills in these different ICT entrepreneurial skills, they will be highly skillful in these areas. This will turn them to be employable and job creator individuals and it will definitely promote sustainable national development in Nigeria.

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Vocational Education: An Instrument for Achieving the Seven-Point Agenda in Nigeria

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Abstract. Nigeria government's 7-Point Agenda focuses on power and energy, food security and agriculture, wealth creation and employment, mass transportation, land reforms plus qualitative and functional education which are the needs to be met in the year 2020. The detailed objectives of the 7-Point Agenda are subsumed in the objectives of vocational and technical education which are considered an instrument for the achievement of the Agenda for national development. Vocational and technical education is capable of training more than the required manpower for Agenda reforms because it covers over one thousand careers which are germane to the national vision. The timing for mission accomplishment appears to be one of the problems facing the efforts. Furthermore, vocational and technical education with its impressive potentials for enhancing reforms in the nation's problem areas faces a lot challenges as explained in the paper. If Nigeria must be a truly industrialized nation, it has to integrate technology in all its ramifications into her culture because the technological development is culture-based.

1. Introduction

The Seven-Point Agenda is the brain child of Yar' Adua's administration in 2007. It is a dream or visualization of an era of prosperity, comfortability and secure living for all Nigerians by the year 2020. The agenda can be thought of as a reform process for Nigeria. There is apparently a link between 7-Point Agenda and Vision 2020 (Susu, 2010.). Vision 2020 is the target while the agenda is the strategy of substance for reaching the target. According to Dike (2009), the Agenda customises the decisions and actions for achieving the vision. The 7-Point-Agenda aimed at achieving certain goals and objectives by the year 2020. The major goals of the Agenda/Vision is to develop a united and secured society by strong democratic principles and a modern industrialized economy which is fair, just and especially socially inclusive, environmentally responsible and a key player in the regional and global economy (Dike, 2009). The Vision is a long-term project but the 7-Point Agenda constitutes the strategy for addressing basic immediate development needs afflicting Nigeria as a nation. The objectives, which the agenda seeks to achieve according to Ola (2009) include:

(a)Address the current development challenges facing the nation.

(b)Make significant progress towards the attainment of MDG's

(c)Propel Nigeria into one of the 20 largest economics in the world by 2020.

(d)Run a responsible, accountable and transparent government

(e)Reform and strengthen the democratic and political process

According to Susu (2010), the contents for meeting the stated 5 objectives are clearly spelled out in the 7-Point Agenda. The items on the agenda constitute the contents for pursuing the foregoing objectives. The Agenda items are power and energy, food security, wealth creation, transport, land reforms, security and education as qualitative and functional as possible with two special interests or issues such as Niger Delta and Disadvantaged Groups. The question to be raised at this juncture is “why does the Agenda focus oil the foregoing targets”? And what is really wrong in the seven areas identified for attention?

There are two answers to the foregoing questions according to Susu (2010). Firstly, the 7-Point Agenda was one of the president's political campaign promises to the people. Secondly, the seven areas have been problems afflicting most Nigerians over the years. The seven points in the agenda when achieved can be seen as the goals of freedom from the sinister dimensions of the targets.

In the light of the above observations, Ola (2009) has outlined the several problems afflicting Nigeria and needing planned information. In the first instance, Nigeria with a population of 140 million as at the time was experiencing inadequacy in power supply. The current supply then was 200 MW out of the 6000 MW expected. This was by far below what South Africa, USA and other industrialized nations are producing. By virtue of its population, Nigeria should be generating 174000 MW. Power was concentrated in areas where the privileged reside at the expense of the poor majority. In many instances when a community requires over ten transformers, only one is made available. Many factories closed down due to inadequate electricity thereby leading to lay-off of workers. The consequence is increase in unemployment figures. The Power Holding Company of Nigeria (PHCN) staffs are not even improving matters with their gross corruption in the bid to augment their low wages. Electric power became the tonic for national development and in its absence, the nation is at cross roads.

Also, the Land Use Act which was promulgated to make land easily accessible to every Nigerian as at this time was failing in its objective and it’s less available to the ordinary Nigerian than it was before. Consequently, majority of the citizens are held in a perpetual state of tenancy of development. The failure of the government, both past and present, to resolve the land use problem caused millions of Nigerians to continue sleeping under bridges and in slums throughout the country (Dike, 2009). Nigeria as an agricultural nation with over 60% of her workforce engaging in farming is still witnessing the use of old or traditional implements like hoes and machetes to cultivate their land. The modem farm equipment are beyond the reach of ordinary farmers. Thus, the pace of farm work is slow with subsequent low productivity. Additionally, 70% of arable land is not used. In the circumstance, agriculture cannot keep pace with Nigeria's population growth. To solve the problem, Nigeria has to rely on import to feed itself (Uhi and Nkanu, 1998 in Susu, 2010).

Eyo and Usoro (2006) cited by Ola (2009) declared that the present state of education in Nigeria is pathetic as Nigeria has a low literacy rate compared to those of the industrialized or newly industrialized nations. He further explained that the present engineering and technical curriculum is unsuitable because it was borrowed from Britain and the U.S.A where there are very substantial technical infrastructures based on more than a century of industrial development. Pupils sit under trees to learn as they learn in roofless buildings and bare classroom floors. Teachers' wages are grossly poor and it is difficult for them to look after their health while they are also not properly trained. Instead of making education free and compulsory at all levels, government have introduced tuition fees in almost all the public schools with standards dropping on daily basis (Evans, 1980 in Usoro and Ogenye, 2002). Students who cannot afford the high tuition become dropouts roaming the street. The literacy rate in Nigeria is at thus becomes less than 20% on daily basis while Asia and Japan record literacy rates of 90% and 100% respectively. In Nigeria's case, the rate keeps on dropping due to improper funding as Nigeria allocates less than 10% of its national budget to education as against the 26% as recommended by UNESCO and about 80% of her youths are unemployed and 10% are under-employed due to improper education (Spencer, Dygdon and Novak, 2003 in Dike, 2009).

Transportation system in Nigeria is another serious issue which is beset with poor road network. Most roads are death traps and poor transport system has caused high cost of food items which have to be transported with serious difficulties from production sites to consumers (Ola, 2009).

Aslo, Eyo and Usoro (2006) declared that Nigeria has one of the worst environments for doing business in the world. This is inimical to wealth creation. The poverty incidence rose from 15% in 1960 to over 66% in 1996 and this keeps on increasing on yearly basis. Since then, more than 91 million Nigerians are said to live on less than one dollar or N199.00 per day. Higher institutions in Nigeria lack training tools for equipping the students with skills the employers' need. Wealth creation becomes an uphill task under the aforementioned conditions. Factories that are expected to employ people are folding up due to lack of power and high cost of running generators to maintain production 9Dike, 2009; Susu, 2010).

Ola (2009) further noted that the high rate of unemployment among the educated men and women does not guarantee security of life. Armed robbery and kidnapping incidents render security expectation a ridiculous goal. The ruling class in Nigeria is insensitive to the well-being of other fellow Nigerians and this also constituted another major treat to peaceful realization of the Agenda-Vision 2020.

Based on foregoing, the Seven-Point Agenda came into existence even though in a dream state till now. However, time is not on the side of this Agenda if the vision must be achieved in 2020 which is two years from now. The Seven Point Agenda, though in the mind and on the paper is visionary in outlook. Its focus on making Nigeria a Great Nation may not be in 2020 but sometime in the future. Unrelentless efforts by all agents are essential in the pursuit of the dream. One of such agents or instruments is vocational and technical education which has not been given the attention it deserves despite its proven contributions to the manpower needs of Nigeria (Dike, 2009). The neglect of vocational and technical education in the scheme of things has apparently been one of the causes of shooting unemployment and poverty in Nigeria. The potentials of vocational technical education as an instrument for achieving the 7-Point-Agenda are fantastic.

2. Vocational and Technical Education as an Instrument for Achieving 7- Point Agenda

Dike (2009) listed the objectives (identified earlier) of the 7-Point Agenda as those which indicate the certain targets such as tackling the development challenges facing the nation, progress towards attaining MDG's, propel Nigeria into one of the largest economies, run responsible, accountable and transparent government as well as reform and strengthen the democratic and political process.

3. Major Service Area of Vocational Education and Career Training for National Development

Elias(2000),Thompson,(2003), Bias (2001) and Fryklund (2005) have identified some major service areas of vocational education for career development to include Distributive Education, Home Economics Education, Health Occupations, Trade and Industrial Education, Business and Office Education as well as Technical Education. These have been added to computer education which is the eighth member in the family of vocational and technical education. A breakdown of the eight service areas yields well over one hundred occupations. Most of the occupations in vocational education are multi-block in nature while very few others are single block (Roberts, 2001). A multi block occupation of industrial nature is made up of divisions of work each of which is practically an occupation in itself. For example, automobile technology consists of auto electricity, auto mechanics, auto body repair, vulcanization, wheel alignment, spray painting among others. Each division is an occupation in which training is provided for skills development. A single block occupation just has one division while drafting technology is another multi-block occupation. It has over sixteen divisions which are full careers in themselves with animal production in Agriculture having a multi-block occupation of ten divisions (Elias, 2000; Spencer, Dygdon and Novak, 2003).

Since almost all the occupations in the eight service areas of vocational are multi-block, a breakdown of all the occupations contained therein yields over one thousand careers (Simpson, 2007). Skills training in more than one thousand careers can produce more than the required manpower for reforms in 7-Point Agenda-Vision 2020. Here lies the hope of 7-Point Agenda for national development and vocational as well as technical education being evidently a viable instrument for achieving the purpose (Ola, 2009).

In pursuing the attainment of Vision 2020 through vocational and technical education, the nation must not lose sight of the reality of timing among other constraints and with this vision in mind, in two years from now (2020), Nigeria is to become one of the 20 industrialized nations of the world meaning that Nigerians will enjoy all-round prosperity, good and sufficient food, stable school calendar, steady and affordable power, good health and a host of other blessings of miraculous technologies (Susu, 2010). The question to be raised at this junction is how feasible is it for Nigeria to attain the Agenda or Vision in less than two years from now? The industrial development of a nation is not a magical venture, it requires proper education based on realistic curriculum, talents, patience, commitment and sincerity of purpose. All of these put together consume time which is a commodity no one can pass by. The aforementioned requirements imply that the foundations for the achievement of Nigeria's dream could have been laid long before now. For example, it took European countries several centuries to develop the great technologies that sustain the revolutionary leap from poverty to prosperity while Americans accomplished this within a century. It took the Japanese even less and China and the Asian Tiger countries lesser (Susu, 2010 citing Krathwoth, Bloom and Masia, 1964). These countries according to him were able to jump start the technological hurdle because they all embrace the technological code. He further pointed out that to reap the fruits of technological innovations evolved through centuries, sweat and toils, these countries developed a trend of strategies for rapid integration of science and technology in their national life. In other words, science and technology constitute part of the culture of the foregoing nations. The implication of Susu's observation is that Nigeria must make science and technology the bases of vocational education a part of her culture. Up to this moment, formal technology as offered within the four walls of Nigerian schools is an alien. Children in the said other countries are exposed to technology right from their homes. Technology exploration takes place in the elementary, secondary and tertiary levels of education. Whatever skills the youth acquire are perfected in the world of work. Vocational education as an instrument for national development suffers a disadvantage in the above regard.

The attainment of Agenda-Vision 2020 in the light of the above information according to Dike (2007) becomes elusive as it will take Nigeria beyond 2020 to achieve her vision even through vocational and technical education with its impressive potentials for reforms because the evolution of technologies for solving any nation's economic and industrial problems takes time, hard work and commitment. An acceptance of this point places a big question mark against Nigeria's attainment of 7-Point Agenda and her Vision even in ten years from now. However, the relatively short period before her should not discourage efforts towards the target even if it will be achieved in a later period. The most important concern is to get there like other developing countries have done.

There are other factors that interfere with the efforts of vocational education in its task of enhancing national development. These, as reviewed by Susu

(2010) citing Giachino and Gallinton (1974) are:

a. Low Adult Literacy Rate as Compared to those of Industrialized or Newly Industrialized Countries: The adult literacy rate (15 years plus) is 66.5% for Nigeria as compared to those of China (95%), Singapore (92.5%) and even South Africa (865) exceeds that of Nigeria.

b. The Level of Government Sector Expenditure on Education: Nigeria's total expenditure on education is 0.6% of GDP compared to 43% for South Korea or 4.9% for Mexico, 4.8% and 5.0% for UK and USA respectively.

c. The Percentage of Degrees Awarded in Sciences in the Universities: For example, the figure for South Korea is 48.4%, South Africa is 18% and Nigeria 11%. These account for the number of Scientists and Engineers engaging in Research and Development per million of population. For Nigeria, the number is 15, 165 for Brazil, 459 for China and 158 for India. The above factors constitute the indicators for assessing economic development of nations. It is from the

Research and Development group that a modern economy derives its stock of technological and scientific innovations.

Other problems hindering the contributions of vocational education towards national development according to him include lack of integration of computer service into vocational education related to technical training, unsuitable curriculum, dearth of qualified teachers, large class sizes, lack of indigenous texts, weak dependence on locally produced training materials, lack of training equipment, inadequate teaching aids and so on.

Vocational and technical education has suffered an unnecessary neglect to the detriment of national development. Dike (2007) has observed that not everyone needs University education. In Nigeria, technical degrees are regarded as inferior to regular academic degrees but in the industrialized nations, those vocational and technical degrees are highly regarded. Vocational and technical education system is yet to admit students on the basis of aptitude test into vocational technical institutions. The importance of aptitude test is to identify learners who are likely to excel in vocational and/or technical education pursuits. The current JAMB and aptitude test measures are grossly inadequate for vocational educational system admissions (Ola, 2009).

4. Conclusion

The Seven-Point Agenda-Vision 2020 is a fantastic dream worthy of pursuit into manifestation. The time to achieve the goal is too short beside unserious attitude of the Nigeria government in pursuing the vision in all honesty. Without integrating technology into the Nigerian culture, her strive to belong to the industrialized community of the world is apt to be an uphill task, wasteful or impossible. Technology must not continue to be an alien to Nigeria. Vocational and technical education, on the bases of its skills-based potentials is the engine for economic growth and the progress of Nigeria lies in the productivity and resourcefulness of its citizens, quality education and genuine vocational education programmes, these hold the key.

5. Recommendations

Sequel to the discussion on vocational and technical education as an instrument for national development, the following recommendations are proffered:

(i)The period for the achievement of the Agenda-Vision should be extended beyond 2020 and while extending the time for continued efforts towards Agenda’s achievement, the nation must maintain its focus prudently on the target.

(ii)Rising of the level of adult literacy rate is imperative. This is apt to assist those who could not complete their primary and secondary education to acquire basic skills for the retired who constitute greater pail of the unemployed group in the society to be retrained for a second career.

(iii)Vocational education should be made a major point of the business of Agenda - Vision for national development.

(iv)Vocational and technical education should be accorded the statutory recognition it deserves and properly funded for the well-being of the nation.

(v)The Federal Government of Nigeria should empower its citizens for a prosperous future by laying adequate foundation for it. It is not just enough to predict the future but also to create it. The Nigerian governments should encourage families to establish mini vocational and technical workshops for their children. The strategy will give the children vocational awareness at home. This awareness will lay the foundation for the pursuit of vocational education at primary, secondary and tertiary levels. The skills so developed will be polished at workplace as this is a way of integrating technology into our culture and a dependable foundation for the industrialization of Nigeria.

(vi)Vocational and technical education staff who do not have the depth of training skills necessary for manpower preparation should be periodically exposed to current industrial practices through deliberate school-industry interactions fostered by the government.

(vii) Computer services and other aspects of Information Communication Technology (ICT) should be integrated into vocational and technical education training.

(viii)The present curriculum in vocational and technical education is unsuitable. It was borrowed from UK and the USA where vocational education has undergone more than one century of industrial development. Nigeria should develop a new curriculum based on her culture, types of environment, social needs and the level of technology it is trying to evolve.

(ix)Vocational and technical staff should be encouraged and financially aided to produce curriculum guides to facilitate students' skills' acquisition in the various vocational education careers. Dependence on foreign texts is expensive and can lead to abstract reasoning by students.

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Financing Agric-Business for the Visually Impaired in Nigeria: Issues for Consideration

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Abstract. Issue of finance has always been controversial. This is particular so especially when it comes to the provision of services for special needs individuals in Nigeria. This paper attempts to examine the feasibility of financing agri-business for the visually impaired in Nigeria. This is against be background that concept of financing the visually impaired in agri-business. It examines the benefits and problems of financing such venture for the visually impaired in Nigeria. The paper concludes that through agricultural credit facilities, the visually impaired can benefits from agri-business thereby contributing effectively to sustainable national development.

1. Introduction

Vision is a person's primary method of gaining information about the environment in which he or she lives. It is said to act as a counter-check for all other sensory information (Andzayi&Yakwal, 2004). Lack of sight or inadequate vision therefore serves as an impediment for the successful performance of individual in activities that can ensure their economic survival. This is especially so when considered against the background that needs to be mobile in order to carry out his or her daily life activities safely and satisfactorily.

The acquisition of orientation and mobility skills by the blind is therefore considered necessary for independent, safe and component movement through familiar an unfamiliar environment, which in turn is necessary in agri-business. Moreover, in order to obtain adequate financing for successful involment ion agri-business, one needs to impress upon financier that one is competent to justify the confidence that may be reposed in him or her.

It is in the light of this that the paper attempts to examine the issues for consideration in financing agri-business for the visually impaired in Nigeria.

2. The Concept of Finance

According to Umoh (1993:2-9) finance is generally defined as a body of principle with raising and employing funds by individuals and organizations in the public sectors of an economy. Similarly, Sulaiman (1999) stated that finance is concerned with the techniques of rising and allocation of funds with a view to maximizing the wealth of individuals, corporate bodies, communities and nations. Umoh posits that finance as an economic discipline grew out of economics in the early 1990's in the United State of America and still borrows heavily from economic theory especially micro economic theory. In the light of the above, Okpara (1997) agree that finance deals with the sourcing of funds to initiate an activity or keep the various factors of a going activity on.

According to Okpara, finance can be said to, be direct or indirect. Direct finance exist when the deficit unit and the surplus unit come together or negotiate through the service of specialized agents or brokers, the granting of credit to the deficit unit. Indirect finance, on the other hand, involves the mediation of the financial intermediaries between the surplus units and the deficits separating these units to the extent that neither one is aware of the other's existence.

3. The Visually Impaired as deficit Units

Sykes and Ozoji (1992) descried visual impairment as the reduce function of the eye which is measured by specific visual tests such as those for visual acuity, visual field, colour vision and near vision. Visual impairment results in visual disability which Sykes and Ozoji view as the reduced abilities of an individual in tasks such as reading, mobility- and daily living skills. No doubt, these are some of the skills needed to successfully participate in any agri-business venture by the visually impaired.

The visually impaired can be regarded as a deficit unit not because of their disability resulting from visual impairment. They are deficit units because they are essential the unit that obtain financing for agri-business through visual the service of specialized agents or brokers.

4. Involving the Visually in Agric-Business

Person in whom the sense of vision is defective could range from ability to see a little or total blindness. Such person, according to Ozoji (2003 are visually disabled when they cannot perform visual task such as reading. Thus they become visually handicapped when they encounter difficulties that prevent them from total integration into the society. There is no doubt that the above position echoes the fact that to participate effectively in agri-business one need to be able to obtain information about the business, which may require vision.

In order to involve the visually impaired in agri-business successfully, there are certain issues that need consideration. These include the process of education, training and vocational rehabilitation, which may or may not include community based rehabilitation. The visually impaired have been known to obtain education and training successfully. They also were known to have benefited in immensely from vocational rehabilitation which includesparticipation in agricultural oriented vocations. Having been involved in farming, marketing accounting, law and public education among others, it is believed that they can be successfully involved in the agric-business, not only in Nigeria but throughout the African Continent and the world at large.

So the question may be asked, what are the types of agri-business that the visually impaired may be involved in? it has been suggested that they can be involved in all facets of agri-business including commercial farming, direct marketing of farm produce as well as farm inputs like organic fertilizer, farm chemical, tools and equipment's as well as management of agricultural personnel and other resources.

5. Financing Agri-Business for the Visually Impaired

Okpara (1997: 144) posits that finance consists of various field of study such as

- Financial institutions and markets and how that are managed;

- Security and investment analysis, which focus on the decision of individuals and firms in choosing securities for their investment portfolios ;
- Financial management, which is concerned with marketing decision about the provision and use of a firms finance;
- Public finance involving the financial of the public sector and its effects on resources on resource allocation and the entire economy and
- International finance which is concerned with the international system etc.

In considering the financing of agric-business for the visually impaired in Nigeria, emphases need to be placed how this can be done successfully. Since the credibility of the visually impaired who might want to be involving the agric-business in Nigeria is not to be doubted, there is actual need to consider all the financing.

6. **Direct Financing through Agricultural Credit**

Mohammed, Musa, Abdu and Kushaha (1999) are of the view that in development theory, agriculture credit is supposed to encourage the development of agriculture through facilitating adoption, purchase of inputs as well as increasing the scale of operation of fanners. In this respect, it is hereby suggested that one of the ways financing agric-business for the visually impaired in Nigeria could be carried out is through agricultural credit schemes. The then Nigerian Agricultural and co-operative Bank L TD demonstrated the fact that it was and may still be a viable method of financing such ventures for this category of special needs individuals. At the time it came on stream, the bank:

- Had the highest exposure to agriculture in Nigeria with its load portalio;
- Operated successfully a small Holder Loans Scheme; had the highest number of agricultural credit beneficiaries in the country;
- Pioneered the involvement of government and no-governmental institutions in channelling credit facilities;
- Championed the introduction of credit schemes that cut across all of the Nigerian agricultural industry.
- Involve other banks in syndicating loans for the purpose of mobilizing funds to finance local production of agrochemicals. (NACB,Undated)

Sulaiman (1999), identified other sources of financing which may be useful for the visually impaired .According to him, these includes:

- Line of credit which an arrangement between a bank and a customer with respect to the maximum amount;
- Transaction loans given to customers wishing to undertake special projects such as completion of a contract and
- Overdraft facilities, which enable a customer to overdraw his or her bank account by an agreed sum of money.

7. **Benefits of Financing Agric-Business forthe Visually Impaired:**

As Ijere (1998) argued credit is a necessary ingredient in the various aspects of farming operation including agric-business. That is why Nwagbo (1989) posits that if well-applied agricultural credit can increase size of farm, productivity and income as well as improve farm practices, encourage capital formation, improve marketing efficiency and smoothen farm family consumption expenses throughout the year.

Some of the benefits of financing agric-business for the visually impaired include:

- The provision of adequate food for the population;
- Creation of employment opportunities for other less privilege individuals;
- Supporting the nations
- Industrial development through the provision of raw materials for industries as well providing markets for industrial product;
- Providing investment opportunities in agriculture through large-scale farming for industry oriented d crops and fruits as well as processing, packaging, casting and conversion of agric-based by-products like livestock and daily product as well as feeds and feed mills etc.

For the visually impaired, these sources of financing, in addition to numerous others from family resources to government and non- governmental funding, can create enabling environments for them to excel and thereby contribute their own quota to national development.

Apart from that, it will create a whole new vista for the visually impaired to become economically independent and therefore accepted in the communities in which they live. As pointed out by Ozoji (2003), the disabled as a member of the society must necessarily interact with the significant aspect of the society. He stated that because of this, the social relay involving the disabled and the society is mediated by attitude. In view of this, what are some of the problems facing the visually impaired in obtaining financing for agri-business?

8. Problems Associated with the Financing of Agric-Business for the Visually Impaired:

Attitude of the society towards the disabled is perhaps the single most critical problem area in their being accepted as useful members of the Nigerian society. Helen Society. Helen Keller, the veteran deaf –blind genus during the peak of her life made a statement of attitudes, which according to Ozoji, has now become legendary. She said "Notblindness but the attitude of the society towards blindness that is the greatest burden to bear". Attitude is a human expression that is made of three interrelated components; belief, feelings and behaviour. In this respect, society's attitude towards the disabled are negative and obstructive of the effort to improve the life of the disabled while attitudinal barriers remain a critical obstacle against the meaningful acceptance of the disabled in the society.

Based on the attitudes towards the disabled, the visually impaired who may perhaps be more qualified and competent are defined certain rights and privileges. Even though they may have demonstrated coping ability, are independent, graceful and have attained social maturity as well as being productive, they are not accorded equal treated and acceptance.

This indeed practically, shows that many of the problems militating against the financing of agri-business for the visually impaired centre around the negative attitudes for the society towards them. Government and non-governmental institution responsible for the financing of agro-allied business are suspicious of the abilities of the visually impaired and therefore shy away anything to do with granting and financing muscle to them.

9. Suggestions/ Recommendations

There is need for concerted efforts to be ensured attitude change towards the visually impaired. This change could generate adequate recognition and acceptance of the visually impaired as competent enough to benefit from such service and thereafter contributing positively to national development.

A comprehensive and sustained public education programme should be introduce to enlighten members of the society on the rights privileges of the disabled generally and how they can be adequately assisted.
Deliberate government policies and legislation should be enacted to provide guideline for the provision of funding for agri-business activities that the visually impaired may want to engage in.

The visually impaired should themselves be provide with avenue of obtaining adequate information about loan facilities that may be open to them from time to time through the workshops, seminars and conference.

Government should make funding available for the visually impaired through the agricultural credit loan schemes as well as small holder loans schemes.

Non- governmental organizations like the African Farm Management Association and the Farm Management Association of Nigeria (FAM AN) could be involved in the identification of visually impaired individuals that should be assisted, their training through community based rehabilitation programmes and subsequent provision with financing for viable agri-business ventures.

10. Conclusion

The paper examined a number of issues to the financing of agri-business for the visually impaired in Nigeria. In view of what has been discussed, suggestions and recommendations were offered as way of facilities the financing of such ventures for this category of persons with special needs. The paper concludes that through agricultural credit facilities, it is possible for the visually impaired to benefit favourably from agri-business in Nigeria and thus enabling them to contribute own quota towards sustainable national development.

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