# GIDAN-WAYA
# JOURNAL
## OF
# EDUCATION
# (GIJOE)

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The College of Education Gidan Waya Academic Staff Union Multidisciplinary Journal of Education show-cases research articles on contemporary issues using seasoned diverse research techniques and global perspectives couched on national and international best practices.

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Article(s) must be original and must not have been published or under consideration for publication in any other journal.

The title page should bear a clear title of the article, name, department, institution, rank, qualification and phone number of the contributor.

An abstract which should be preceded by the title page should be on a separate page and have about one hundred and fifty (150) words.

The article should be based on Empirical Research: analytical, descriptive and research reports on any educational disciplines geared towards solving educational problems.

Article(s) must be a computer typed and double spaced using the 'Times New Roman' font type and font size 12 respectively.

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Tables and figures must be kept to the bearest minimum.

Quoted passages of more than three lines should be indented 5 spaces and typed single spaced. While shorter quotations should be enclosed in either single or double inverted commas.

# EDITORIAL COMMENT

The Gidan Waya Journal of Education (GIJOE) is a Multidisciplinary Journal that publishes articles, research findings, and position papers. This year, the publication is the 3rd edition.

The Editorial Board received over seventy (70) potential articles from our subscribers both from within and outside the College community. After subjecting the articles to external and internal Peer review sixty six articles met the requirements needed for publication. On the basis of this development, the Editorial Board resolved to publish the articles in two volumes concurrently, that's Volume 3 No. 1 and Volume 3 No. 2.

I wish to inform our numerous subscribers that the Editorial Board intends to create a website for the journal to be in conformity with international best practices. I'm trusting God that all the necessary requirements to actualize this desired dream would be met before the next edition. I want to specially thank all the contributors for making the publication of this edition possible and worthwhile. Similarly, to our consultants, I appreciate and thank you for being very thorough in vetting the articles. I equally want to thank members of the Editorial Board for their efforts in making sure this edition is successful. The COEASU officials are also acknowledged and appreciated for the support and the confidence reposed on us to carry-out this onerous responsibility.

We crave the indulgence of our contributors and readers to pardon any observable lapses or errors for which we take responsibility while we strive towards improvement in subsequent edition.

Dr. Y. M. Abeku
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# PUBLIC PERCEPTION ON THE RELATIONSHIP BETWEEN MATHEMATICS AND ENTREPRENEURSHIP EDUCATION IN KAFANCHAN TOWN, KADUNA STATE

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## Abstract
*This paper sought the opinion of business men and women in Kafanchan and Gidan Waya towns on the relationship between mathematics knowledge and entrepreneurial education for national development. Descriptive method was adopted where the views of the respondents were sought on some level of relationship between mathematics knowledge and entrepreneurial education. A sample of 240 was used and a questionnaire of 12 items was constructed using 4-point likert scale of a continuum from strongly agreed to strongly disagree. The data was analyzed using mean, standard deviation and Pearson's Moment Product Correlation. The paper found that mathematics knowledge is really needed in developing entrepreneurial skills and also found that there is strong positive relationship between mathematics knowledge and entrepreneurial education. The paper recommends that teachers with strong mathematical background should be used in teaching entrepreneurship education. Entrepreneurship education teachers whose background is not in mathematics should embark on training and re-training to improve their mathematical traits.*
**Keywords: Publication, Percetion, Relationship, Mathematics, Entrepreneurship Education**

## Introduction
Joblessness remains one of the most critical problems facing every nation today, (including Nigeria). Development Policy Research Unit (DPRU, 2006) states that 8 million youths are jobless and it has been the fastest growing education cohort of unemployment since 1995. In the same vein, International Labour Organization (ILO, 2011) noted that despite the rapid recovery in the global economy and following two years of severely adverse labour market conditions, global unemployment remained

elevated in 2010. According to ILO (2011) the number of unemployed was 205 million (6.2%) in 2010. Specifically, Nigeria which is generally believed to be the most populous in Africa and the second largest economy in the continent with a population of over 160 million  (2006 Census) is endowed with diverse human and material resources. Yet, joblessness or unemployment among the citizens is high.

 This issue of joblessness has been the front burner of discourse in the nation in recent years. It is obvious that year in, year out, tertiary institutions made (Universities, Polytechnics, Monotechnics and Colleges of Education) about 322 in all excluding Technical Colleges (Educational and Employability Survey Report – March 2014) had been churning out graduates that have continued, to clog up the labour-market, thereby, increasing the growth rate of unemployed youths in the nation.

Unemployment Rate in Nigeria increased to 23.10 percent in the third quarter of 2018 from 22.70 percent in the second quarter of 2018. Unemployment Rate in Nigeria averaged 12.31 percent from 2006 until 2018, reaching an all time high of 23.10 percent in the third quarter of 2018 and a record low of 5.10 percent in the fourth quarter of 2010.

Looking at this increase, if measures are not taking to check the rate of joblessness, it will lead to more graduates being recruited into the rank of oil theft syndicates, armed robbers, kidnappers, militants and insurgents and so on.

 **The Concept of Mathematics Education**
The Encyclopaedia Britannica (1981) defines mathematics as the science of structure, order and relation that has evolved from elemental practices of counting, measuring and describing the shapes of objects. Mathematics has been described as a precision tool used by all scientists in their search for a clear understanding of the physical world. Mathematics as a school subject is recognized as the foundation of science and technology without which a nation can never become flourishing and economically autonomous. The Nigerian government has demonstrated this by adopting education as an instrument par excellence for achieving development (NPE, 2014). Nigeria believed in the crucial role of science, technology and mathematics education to national development. This is observed in two major policy documents namely: National Policy on Education {revised 1998) and the National Policy on Science and Technology (1986).The National Policy on Education advocates the teaching of mathematics at all levels of education. In a similar way, the National Policy on Science and Technology envisages an education system that shall emphasize all levels and re-orient the entire society towards scientific thinking in order to develop new technologies and adapt existing ones to improve societal well being and security.

According to Obanya (1990) a group of specialists in 1980 at UNESCO headquarters in Paris deliberated on the goals of mathematics education and drew attention to some of the following points. Mathematics permeates the whole of society, and its role would appear to be one of ever-increasing importance as its help is sought in handing situations and problems, which arise outside the field of mathematics itself. Mathematics methods are no longer the prerogative of scientists, engineers and technologists, they are increasingly being used to analyze individual behaviour, to study attitudes and trends in opinion within the society as a whole. This shows that there is no way a society or individual can develop without the knowledge of mathematics. Therefore, Mathematics is at the heart of every development in any country of the world.

## The Importance of Mathematics to Science and Technology

Today, the products of science and technology are glaring and enjoyable. The invention of satellite, the mobile phones, the high security gadgets etc are the products of science and technology. In Nigeria specifically, science and technology have been applied in many spheres especially in the oil industry. Mathematics is an instrument for fostering scientific and technological advancement. The usefulness of mathematics to the ordinary man is its ability to develop his reasoning faculty to the extent of modifying man's pattern of reasoning. Hence, the knowledge of geometry and trigonometry are most rapid in architecture, surveying, building, modelling, sculpturing and medicine, which consist major parts of national development. Internationally, the computer usage worldwide was made possible because of the knowledge of mathematics. Computer is a facilitative technology and merely allows those who are already doing something to do more of it faster and more accurately.

## The Importance of Mathematics to Business and Industry

Business and Industry Quantitative techniques, which are an aspect of mathematics, are those statistical and operations research or programming techniques, which help in the decision-making process especially concerning business and industry. They involve the use of numbers, symbols and other mathematical expressions, According to Kothari, (1978) some of the important operations research techniques often used these days in business and industry are as here under explained:

1. Linear programme: This technique is used in finding a solution for optimising a given objective such as profit maximization or cost minimization under certain constraints.
2. Game theory: is used to determine the optimum strategy in a competitive situation.
3. Decision theory: It concerns with making sound decision under condition of certainty, risk and uncertainty.

4.    Network analysis: This involves the determination of an optimum sequence of performing certain operations concerning some jobs in order to increase over time and/ or cost.

5.    Simulation: This is a technique of testing a model, which resembles a real life situation. And several other techniques.

All these techniques are not simple but involve higher mathematics. The tendency today is to combine several of these techniques and form into more sophisticated and advance programming models. All these are aspects of national development. A lot of mathematical knowledge is used in modern industries in determining which models of machine(s) would produce greater materials at a maximum profit within minimum time. This phenomenon was demonstrated by Hicks (1955).

In banks, basic knowledge of mathematics is needed for effective and efficient transaction between the bankers and their customers. Good knowledge of basic mathematics is essential for the manipulation of building blocks into dams, construction, machines and structures. Indeed without quality education system which is rooted in mathematics, the world will invariably have unimaginative and unpatriotic Engineers with roads that are substandard; Doctors that kill more than they can cure; Pharmacists that can mix inappropriate drugs that can kill thousands. Of course the cumulative effect would be non-development rather than development, and at times national retrogression instead of progression and development. Mathematical concepts are general ideals that first become apparent in one area can be readily be transferred to another. Examples include new development in Knot theory, arising, from mathematical physics and applied to molecular biology, a musical problem whose solution has illuminated the theory of waves, an optimisation problem that has led to fundamental questions about computability, and a new kind of geometry that originated in classical mechanics and is now of central importance in quantum physics (New Encyclopaedia Britannica, 1968 Vol. 23).

The National Policy on Education made mathematics compulsory for both primary and secondary school curriculum. It is also needed in every level of education. Over 90% of the courses in Nigerian universities, mathematics is an admission pre-requisite. Even after graduation, employers demand good performance in selection aptitude tests. Such tests have heavy dose of mathematics. As we can see, like a person's shadow, mathematics is applied to every human activity, and virtually every profession expresses some degree of numeracy. Mathematics is used in arts, business, commerce, law, medicine, politics, religion, sociology, war and so on. Since man cannot do without the basic ingredients for survival, coupled with the elementary fact that mathematics is the core ingredient of all these, man must as a matter of necessity,

learn, understand and apply the language of mathematics to sustain and maintain his existence. From the foregoing, the contributions of mathematics to other subjects and hence to everyday life in national development is paramount.

The aims of mathematics have been reiterated by scholars. For example, Sidhu (2006) states the aim of learning mathematics is not only for knowledge and understanding objectives, that it include; Skill Application, Attitude, Appreciation and Interest Objectives of which among other things, the learner;

i.      acquires and develops skill in the use and understanding of mathematics,
ii.     acquires and develops speed, neatness, accuracy, brevity and precision in mathematical applications,
iii.    learns and develops technique of problem-solving,
iv.     develops the ability to estimate, check and verify results,
v.      develop ability to think correctly, to draw conclusions, generalizations and inferences,
vi.     develops, appreciate skill in drawing, reading, interpreting graphs and statistical tables,
vii.    develops skill in measuring, weighing and surveying,
viii.   develops the ability to apply mathematics in his future vocational life,
ix.     develops the habit of systematic thinking and objective reasoning,
x.      develops self-confidence for solving mathematical / other problems,
xi.     Shows originality and

There are some traits/ attitudes which mathematically minded people / learners possess. This means if one acquires mathematics efficiently, these traits will be imbedded in him or her. The traits among others are; persistence, self-confident and patient, inquisitive, thorough, competent, risk-taker, resourceful, rationalization of every act, optimistic, realistic, systematic process, determined, very hardworking, resilience (Bolaji, 2002; Enukoha, 2002; Eshiet, 2002; Uka, 2006).

**Concept of Entrepreneurship Education**
Entrepreneur is said to come from a French word entreprendre, which means to undertake, i.e., one who undertakes to supply goods or services to the market for profit (Onyeniyi, 2003). Leebaert (1990) defines entrepreneurship as a process of organizing, managing, and assuming risk of a business. Butter (1990) also defines the entrepreneur, as one who manages and takes the risks of business enterprise. Therefore, it is the process of owning and managing a business enterprise with the hope of making profit. Entrepreneurs invest their own capital in a business and take the risks associated with it. Entrepreneurship elements are combination of motivation, vision with judgment, communication, determination, optimism, courage, endurance,

and the power of creating cooperation, which finds market opportunities (Bolarinwa, 2001). Ojukwu (2001) describes entrepreneurship development as a programme of human capital development inputs aimed at increasing the supply of adequately trained entrepreneurs who are motivated to make a success out of a business. Entrepreneurship education is defined by Bolarinwa (2001) as education provides training, experience, and skills that are suitable for entrepreneurial endeavours. Entrepreneurship education should, therefore, prepare graduates with entrepreneurial knowledge, competence, and skills needed to be self-reliant. Ashomore (1989) states that entrepreneurship education offers student's opportunity to anticipate and respond to changes. Iloputaife (1997; 2002) states that functionality in education would serve to: (1) Identify students that possess entrepreneurial traits; (2) Motivate and develop students for launching and managing their own small-scale business enterprises; (3) Create necessary awareness and motivation in students for promoting self-employment and alternatives to wage empowerment. Odo (2001) states three benefits of entrepreneurship as: (1) It fosters economic growth; (2) It increases productivity; and (3) It creates new technologies, products, and services.

There are some traits/skills/ behaviors which are expected of one to acquire if one has to be a successful entrepreneur. These skills among others include willingness to take risks, perseverance, ability to work under pressure, ability to initiate, take responsibility and make decisions, an innovative and creative thinker, self-motivated and disciplined able to research effectively, financial literacy, that is financial skills such as book-keeping and calculating tax, able to plan, coordinate and organize effectively, management skills(ability to manage time and people successfully), communication skills (e.g ability to sell ideas and persuade others), optimism, resilience, courage, determination.

This study is hinged on innovation theory propounded by Schumpter (1934) who marked innovation as a theory of entrepreneurship. The theory credited to him is also called Schumpterism. Schumpeter's theory of 1934 in his work in 1952 saw innovation as a major force behind entrepreneurship. In his postulation he argued that "every growth oriented venture is a function of innovation without which theory of entrepreneurship does not exist". The implication of Schumpter's theory of entrepreneurship is that entrepreneurs (graduate entrepreneurs) must not only be innovative but should also be creative which then is a function of mathematics.

The issue of joblessness is not peculiar to Nigeria, as it is a global issue. Countries have taken many measures, yet the problem is increasing every day. Entrepreneurship which required developing skills has been identified as a means of making students self-reliant. These skills need to be developed and their development needs adequate

knowledge of mathematics education. This study therefore, is targeted to ascertain if the knowledge of mathematics will enhance the development of the skills needed for entrepreneurship. It will determine to what extent the skills required mathematics knowledge.

## Objectives
The objectives of this study are to;
1.      Determine if mathematics knowledge is needed in developing entrepreneurial skills.
2.      Find out the relationship between mathematics knowledge and entrepreneurial skills.

## Research Questions
The following research questions were raised to guide this study
1.      To what extent does mathematics knowledge needed in developing entrepreneurial skills?
2.      What is the relationship between mathematics knowledge and entrepreneurial skills?

## Methodology
A survey research design was adopted for the study since the opinions of respondents were sought. The population was made up of business men and women within Kafanchan and Gidan waya of Jema'a Local government area of Kaduna State. The sample of this study consists of 240 literate business men and women from Gidan Waya and Kafanchan towns using purposive sampling method to obtain rich information on the subject matter.   Questionnaire name Public Opinion of the relationship between mathematics and entrepreneur education (POORME) was carefully designed with a validity and reliability indexes of 0.82 and 0.78 respectively. The questionnaire was divided into two sections. Section 1 dealt with the demographic variable of the respondents while section "B" consisted of 12 items on the relationship between mathematics and entrepreneurial education. A four-point likert scale rating was used using the continuum of strongly Agree (SA) to strongly Disagree (SD) with weighting ranging from 4 to 1 for positively cued items and vice versa for negatively cued items.

A total of 240 were administered to the respondents by the researchers but only 212 were retrieved after respondents have filled them but only 200 were valid and used in the final analysis. The research questions were analyzed using descriptive statistics (mean and standard deviation). To arrive at a decision, any item that is positively

worded which has a mean score of 2.5 and above is taken as accepted while an item with a mean less than 2.5 is rejected. For the negatively worded items the reverse is the case. Exceptionally in (POOME), to determine the extent the entrepreneurial skills needed mathematics, Pearson moment correlation was used to correlate the students' score Entrepreneurship Education and Mathematics.

## Results

The results collected are analyzed as follows;

Research Question 1: To what extent is mathematics knowledge needed in developing entrepreneurial skills?

Table 1: Mean and Standard Deviation scores of Respondents' (Public) Opinion on the need of Mathematics knowledge in Developing Entrepreneurial skills.

| S/NO | Item | Mean | SD | Remarks |
|------|------|------|-----|---------|
| 1. | I like mathematics. | 3.4 | .81 | Accepted |
| 2. | I like acquiring entrepreneurial skills | 3.7 | .76 | Accepted |
| 3. | I need Mathematics to do well in entrepreneurial skills. | 3.4 | .72 | Accepted |
| 4. | Good mathematics students do better in entrepreneurial skills than those who are not so good in mathematics. | 3.1 | .78 | Accepted |
| 5. | Developing entrepreneurial skills needs sufficient knowledge of mathematics. | 2.6 | .84 | Accepted |
| 6. | Mathematics is highly needed in every entrepreneurial skill. | 2.5 | .95 | Accepted |
| 7. | One cannot do well in entrepreneurial skills without mathematics. | 2.8 | .87 | Accepted |
| 8. | Knowledge of mathematics is not really needed in entrepreneurial skill development. | 2.2 | .98 | Rejected |
| 9. | Every entrepreneurial skill requires knowledge of mathematics. | 3.0 | .90 | Accepted |
| 10. | My doing well in entrepreneurial skills is hinged on my knowledge of mathematics. | 2.8 | .89 | Accepted |
| 11. | Without knowledge of mathematics I cannot do well in entrepreneurial skills. | 2.6 | .97 | Accepted |
| 12. | My entrepreneurial skills cannot be developed without mathematics. | 2.9 | .86 | Accepted |

From table 1, it could be observed that items 1,2,3,4,5,6,7,9,10,11,12, positively worded with mean 3.4, 3.7, 3.4, 3.1, 2.6, 2.5, 2.8, 3.0, 2.8,2.6 and 2.9 respectively were above the decision mean (2.5) and were accepted likewise item 8 had a mean of 2.2 and was rejected. All these indicate that mathematics is really needed in developing entrepreneurial skills.

**Research Question 2**: What is the relationship between mathematics knowledge and entrepreneurial skills?

Table 2: Pearson Product Moment Correlation of Respondents' Score in Entrepreneurial Skills and that of Mathematics knowledge.

| | Mean | Standard deviation | Correlation coefficient | p-value |
|---|---|---|---|---|
| **Entrepreneurship Score** | 70.89 | 16.87 | | |
| **Mathematics Score** | 67.94 | 15.96 | 0.71 | < 0.001 |

The table above shows the correlation analysis between entrepreneurship scores and mathematics scores of students. From the result obtained, one can infer that there is a strong positive relationship (0.71) between entrepreneurial skills and mathematics. This shows that the strength of their relationship is about 71%. This relationship is very significant with a p-value of less than 0.001.

**Findings**
Based on the results of the study, the following findings were made:
1. Knowledge of Mathematics is really needed in developing entrepreneurial skills.
2. There is strong positive relationship between mathematics knowledge and entrepreneurial skills.

**Discussion of Results**
The data on table 1 show that the knowledge of mathematics will enhance entrepreneurial skills development. This is in agreement to the opinion of Sidhu (2006) which says that the aim of learning mathematics is not only for knowledge and understanding objectives. It includes skills objectives which among other things, will help the learners and develop skills. It will also help him (learner) develop the ability to

apply mathematics in his future vocational life. This finding also agrees to the general saying that mathematics is needed in every facet of life.

The positive relationship between the students' mathematics score and that of their entrepreneurial education as stated in table 2 agrees with people's opinion that a good mathematics students can equally do well in other areas including development of entrepreneurial skills. Furthermore, it reveals that a good mathematician should be a good entrepreneur and therefore, agrees with Schumpeter's theory stating that entrepreneurs must be innovative and also creative which indeed are functions of mathematics knowledge.

## Conclusion

This study revealed that knowledge of mathematics is a crucial element in the teaching/learning and development of entrepreneurial skills. Every society needs to uphold mathematics as a discipline that is indispensable to scientific progress and national development. With the advances in science and the knowledge of mathematics, the role of mathematics has greatly increased from simply to complex. Students need knowledge of mathematics to really scale through in the acquisition of entrepreneurial skills.

## Recommendations

Based on the findings of this study, the following recommendations are made.
1.      There is need to enhance the mathematical background of students.
2.      Teachers with strong mathematical background should be used in teaching entrepreneurship education.
3.      Entrepreneurship education teachers whose background is not in mathematics should embark on training and re-training to improve their mathematical traits.

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# TRANSPORTATION COST VARIATION AND IT'S EFFECT ON AGRICULTURAL PRODUCTS IN ZANGON KATAF LOCAL GOVERNMENT AREA KADUNA STATE-NIGERIA

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## Abstract

*The study examines the effects of Transportation cost variation on agricultural output in Zangon Kataf L.G.A. Nigeria is seriously threatened by poor transport network and therefore, considered to be a major potential threat affecting Nigerians mostly on the part of agricultural production and socio-economic activities of the country. The major objective of the findings is to; Examine the nature of variation in transportation cost of agricultural products in the study area. Determine the reasons for transportation cost variation in the study area. Determine the effect of transportation cost variation on agricultural output in the study area. A Purposive sampling technique was used with a sample size of 250 respondents drawn from the study areas. Data was analyzed using a non-parametric statistical tool known as Chi-Square. Key findings of the study revealed that the area under study is affected by high amount of variation in transporting agricultural output from one geographical location to another simply because most of the areas are in the interiors and as such agricultural products cannot easily be access by traders and the farmers find it very difficult in bringing their products to the markets due to bad roads. Similarly, variation in transportation cost on Agricultural outputs in both urban and rural areas are considered as headache for the common people because transport cost does not reflect in the market price sold by the farmers. This is because of transportation problems like poor network connectivity, poor government policy on transport sectors with low agricultural production, discouraging mechanize farming in the interiors. As part of recommendations Government should create and adequately enforce a policy that will guide the selling and buying of agricultural products and farmers should be encouraged through loans, good access roads and Intermediary mode of*

*transportation (IMT) for easy movement of agricultural products.*
**Key Words: Transport, Cost, Agriculture, socio-economic and farmers.**

## Introduction

The concept of transportation is as old as mankind (Yakubu, 2014). During the ancient period, movement of goods and persons were through direct haulage by man using his head for as long as his legs could carry him. Subsequently, animals such as horses, oxen and donkeys were domesticated and were later used for that purpose. With the growth of trade, tracks were formed to accommodate animal traffic before wheels was developed and used to drag loads. This gave rise to animal–driven wheels culminating to the industrial revolution and the invention of engines. The invention of vehicles of different capacities and speed was further improved upon; this led to the emergence of trains, aero-planes and automobiles of today (Sanchez, 2017).

Transportation is a process that involves movement of commuters, goods and services from a given point of origin to specific destination (Asiyanbola and Akinpelu, 2012). Gbadamosi (2012) observed that transportation affects every human being in the course of his daily activities and it is difficult to conceive a situation where transportation does not play significant role in the life of any individual. Transportation helps to achieve the basic objectives of living in the city which is the functional efficiency of land uses, infrastructure, services and improvement in the quality of life. The structure, size vertical and horizontal spreads of any city are dependent on the nature and function of transport system. As a result of these, the ease, the spread, the cost and quality of movement between land uses and places in the cities are inextricably bound with the transport system, and directly linked with planning system (Osoba, 2012).

It is obvious that, among all modes of transportation, road transport is the common. Road transport has major advantage compared with others because of its elasticity, which permits it to function from door-to-door over short distances at the most competitive prices (Wough, 2019). In Africa, over 80% of the inter-urban freight and passenger movements are done by road (Kindaya, 2014). According to Ogunsanya (2012), the high incidence of road accidents tends to easily erode the positive effect of road transport in the nation's economy hence transport is described as the "maker and breaker" of the cities.

Roads transportation are essential for the sustainability of agricultural production as it impacts positively factors such as mobility, the adoption of high yielding varieties, high productivity crops and bigger farm size (Sieber, 2014). He further revealed that transportation plays an important role in agricultural development. This is because it is

the major means of transporting (moving) agricultural produce from the farm to the markets as well as to various urban communities (centre's). Transport is regarded as a crucial factor in improving agricultural productivity. It enhances quality of life of the people, creates market for agricultural produce, facilitates interaction among geographical and economic regions and open up new areas to economic focus. Improved transportation system will encourage farmers to work harder in the rural areas for increased production, add value to their products, reduce spoilage and wastage, empower the farmers as well as having positive impact on their productivity, income, employment and reduce poverty level in the rural areas since it will be easier to move inputs and workers to farm as well as products to markets and agro-allied industry (Sieber, 2014).

Rural transportation mostly include animal traction, car, truck, train and other intermediary means of transport (IMT) such as motorcycle, bicycle, boat and canoe mostly used for local transport with low and medium loads (Sieber, 1999). Intermediary modes of transportation (IMT) are crucial to farmers' timely access to farm, markets and agro-services though the level of adoption may not be unconnected with availability of quality road (Oyatoye, 2014).

Agricultural products encompass all categories of products related to agriculture. They range from raw and finished goods under the classifications of plants, animals and other life forms. Agricultural products can, therefore be referred to as crops and animals grown under cultivated conditions whether used for personal consumption, subsistence or sold for commercial benefits (Calestous, 2011).Agricultural products come in the form of fruits and vegetables, grains or cereals, livestock, forest and marine products (Adirika, 2011).

Agricultural production is very important to the economy of developing nations as a whole and Nigeria in particular. Agricultural production has been an important economic activity since ancient times. Human portage is the earliest means of transportation system whereby human beings transport goods on their heads. While animals portage transportation involves the use of animals in carrying goods and services from one place to another (Adirika, 2011).

Road transport is the most predominant mode of transportation in Zango Kataf L.G.A and this is a confirmation of the crucial role it plays in the socio-economic development of a nation, being it developed or developing, rural and urban especially in the movement of people, goods and services (Jegede, 2019). He further said that road transport has the most complex network, covers a wide range, physically convenient, highly flexible and usually the most operationally suitable and readily

available means of movement of goods and passenger traffic over short, medium and long distances in the area.

From the foregoing, it could be seen that agriculture and transportation are two words that go together. This is because the source of food, Raw-materials and other Agricultural products must be reasonably accessible to markets and factories through the instrumentality of transportation to have economic value. Therefore, adequate transportation network and efficient carrier services operation are necessary recipes for efficient physical distribution of agricultural products. Unavailability of these hinders the transportation of agricultural products to markets in the study areas and other areas. Again, poor transportation system also has the added effect of preventing farmers from specializing in the production of crops that offer them the best returns. Evidently if agriculture is to respond to the growing demand of consumers, then it will be necessary to evolve a good progressive rural roads system to expedite and reduce cost of the flow of agricultural commodities to points of demand to enable it contribute meaningfully to the economic growth of Zango Kataf Local Government Area, Kaduna State and Nigeria as a whole. The critical question is, what is the actual condition of transportation-related infrastructure in Kaduna State to drive the development of agriculture? There is also the issue of incentives for rural transportation.

Hui-Siang, Evan, Chin-Hong, and Shazali, (2011) examined the relationship between domestic petrol price and the ten major economic sectors in Malaysia, using quarterly data for the period 1990 to 2007. The study utilized a vector error correction model and it was found that: first, out of 10 economic sectors, only the agriculture sector, trade sector and other services sectors have a co-movement with fuel prices. Second, the significant coefficient for error correction term (ECT) in the sectoral equations showed that fuel price is the leading variable for these three economic sectors in the long run. Third, through the standard Granger causality test, unidirectional causality running from mining sector to fuel price was discovered. Lastly, using the generalized variance decomposition (GVDCs), it was established that the fuel price is able to influence some of these sectors over a longer period.

Arinze, (2011) examined the impact of oil price on the Nigerian economy. Specifically, the study analyzed the effect of change in petroleum product prices (that is petrol) on inflation rate between 1990 and 2007. Using a simple ordinary least square regression method, the study found that increases in petroleum prices leads to an increase in inflation rate. Thus, the study recommended that more resources should be tapped to diversify the economy.

From the work of Arinze, (2011) who examined the impact of oil price on the Nigerian economy and Hui-Siang et al, (2011) who examined the relationship between domestic petrol price and the ten major economic sectors in Malaysia we can clearly see that Fuel price, Transportation cost and Agricultural output are working hand in hand with each other. The long run regression estimate showed that gasoline price is a significant determinant of output growth in the agricultural, manufacturing, wholesale and retail; transportation and communication sectors of the Nigerian economy. In addition, the short run error correction estimate showed that only output of the agriculture and the manufacturing sectors of the Nigerian economy is affected by gasoline price increase in the short run.

To the knowledge of the researcher, no significant studies have appeared on the impact of road transportation cost variation on Agricultural production in Zango Kataf Local Government Area of Kaduna State which has been a major concern of the researcher and hence, the decision to carry out this research.

**Methodology**
Methodology is the theoretical framework to support the methods chosen. It is a perspective taken on the research, which dictates how it is approached. (Howell, 2013) Questionnaire was the instrument used for data collection. A research questionnaire containing questions covering the range of information needed for the study. The questionnaire consists of two (2) sections that is section "A" requires the respondents to tick in the appropriate option and section "B" requires the respondents to suggest the proper ways of handling transportation cost variation and its effect on Agricultural products.

 The population of the study comprises of farmers, traders and civil servants: The samples for this study were collected from Fadan Kamantan, Samaru Kataf, Zonkwa and Kamuru Ikulu representing the four chiefdoms in Zango Kataf Local Government Area namely Anghan, Kataf, Bajju and Ikulu Chiefdoms respectively. A sample size of 250 was selected purposively from the study area to represent the population but the target populations are those that engage in buying and selling of agricultural products. Fifty (50) respondents were selected from each of the location mentioned above. A Purposive sampling technique was used, which gives only the targeted population (Farmers, Traders and Civil servants) chances of appearing in the sample.

**Results And Discussion**
**Section A**
**Table 1: Is there variation in transportation cost on agricultural product?**

| S/N | ITEM STATEMENT | SA | | A | | D | | SD | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % |
| 1 | There is variation in cost of transportation of Agricultural products between different locations | 188 | 75.2 | 62 | 24.8 | 0 | 0 | 0 | 0 |
| 2 | Farmers far away from the market spend more money in moving their products to the market place | 188 | 75.2 | 62 | 24.8 | 0 | 0 | 0 | 0 |
| 3 | Farmers far away from the market spend more time in moving their products to the market place | 63 | 25.2 | 125 | 50 | 31 | 12.4 | 31 | 12.4 |
| 4 | The prices of agricultural products in the market are usually the same regardless of the distance covered by the farmers | 93 | 37.2 | 125 | 50 | 32 | 12.8 | 0 | 0 |
| 5 | Prices of agricultural products are mostly determined by the traders and not the farmers | 63 | 25.2 | 125 | 50 | 31 | 12.4 | 31 | 12.4 |
| 6 | Traders always consider their cost of transportation to remote areas before pricing agricultural products | 20 | 8 | 220 | 88 | 10 | 4 | 0 | 0 |

**Source: Field work, 2022**
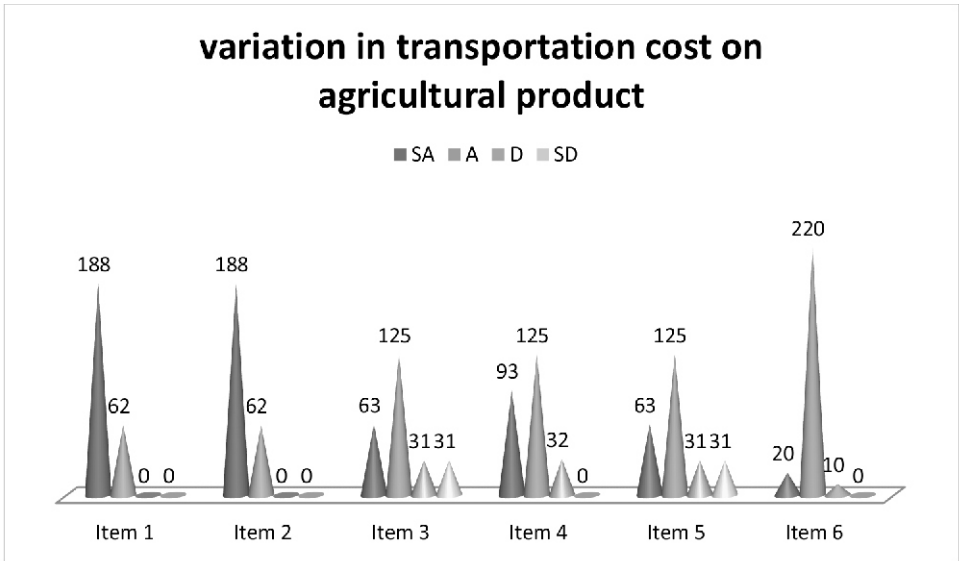
Item 1, table 1 shows that 188 (75.2%) of the respondents strongly agreed that there is variation in cost of transportation of Agricultural products between different locations, 62 (24.8%) agreed, 0 (0%) of respondent Disagreed and 0 (0%) respondents strongly disagreed that there is variation in cost of transportation of Agricultural products between different locations. This indicates that there is a great variation in cost of transportation of Agricultural products between different locations within the study area. This is in line with the work of Tinbergen (2019), who explained the bilateral trade flow between two countries as the way planets were mutually attracted to each other in proportion to their sizes and proximity. Countries which were similar in GDPs and proximity to their partners were more likely to trade.

Item 2, table1 reveals that, 188 (75.2%) respondents strongly agreed that Places far away from the market spend more money in moving their products to the market places, 62 (24.8%) respondents agreed, 0 (0%) of the respondents disagreed and 0 (0%) strongly disagreed that places far away from the Market spend more money in moving their products to the market places. This indicates that places far away from the market spend more money in Transporting their products or outputs to the market compared to places close by. This agreed with the work of Limao and Venables (2001) who estimated elasticity of transport cost and trade volume on distance and infrastructure. They did not only prove that the point estimates of trade towards transport costs were -6.47 base on distance and less than -2 base on partner infrastructure measures and border but also reflected the economies of scale through which higher volumes lead to lower costs of transport.

Item 3, table 1 shows that, 63 (25.2%) of the respondents strongly agreed, 125 (50%) of the respondent agreed, 31 (12.4%) of respondent Disagreed and 31 (12.4%) respondents strongly disagreed that Places far away from the market spend more time in moving their products to the market place.

Item 4, table 1 reveals that, 93 (37.2%) of the respondents strongly agreed that the prices of agricultural products in the market are usually the same regardless of the distance covered by the farmers, 125 (50%) respondents agreed, 32 (12.8%) of the respondents disagreed and 0 (0%) strongly disagreed that the prices of agricultural products in the market are usually the same regardless of the distance covered by the farmers. This indicates that the prices of agricultural products in the market are usually sold at the same price regardless of distance.

Item 5, table 1 shows that 62 (25.2%) of the respondents strongly agreed that Prices of agricultural products are mostly determined by the traders and not the farmers, 125 (50%) of the respondents agreed, 31 (12.4%) of the respondents disagreed, 31 (12.4%) of the respondents strongly disagreed that the Prices of agricultural products are mostly determined by the traders and not the farmers.

Item 6, table 1 shows that 20 (8%) of the respondents strongly agreed that traders always consider their cost of transportation to remote areas before pricing agricultural products, 220 (88%) of the respondents agreed, 10 (4%) of the respondents disagreed, 0 (0%) of the respondents strongly disagreed that traders always consider their cost of transportation to remote areas before pricing agricultural products. This implies that traders always consider their transportation cost before pricing agricultural products from the farmers.

**Table 2 What are the reasons for transportation cost variation on agricultural products?**

| S/N | ITEM STATEMENT | SA | | A | | D | | SD | |
|-----|---------------|----|----|----|----|----|----|----|----|
| | | F | % | F | % | F | % | F | % |
| 1 | Transport cost variation in agricultural products is caused by changes in fuel price | 35 | 14 | 125 | 50 | 90 | 36 | 0 | 0 |
| 2 | Poor/bad access roads also cause variation in transport cost of agricultural outputs | 50 | 20 | 200 | 80 | 0 | 0 | 0 | 0 |
| 3 | Distance from the market also leads to variation in cost of transportation of agricultural outputs | 100 | 40 | 135 | 54 | 15 | 6 | 0 | 0 |
| 4 | The variation in weight and quantity of the products also causes variation in cost of transportation of the agricultural products | 100 | 40 | 135 | 54 | 15 | 6 | 0 | 0 |
| 5 | Lack of operational farmers union also cause variation in transport cost of the agricultural products | 125 | 50 | 62.5 | 25 | 62.5 | 25 | 0 | 0 |
| 6 | The diversity in crop types also causes variation in transportation cost of agricultural products | 10 | 4 | 135 | 54 | 95 | 38 | 10 | 4 |

**Source: Field work, 2022**



**Reasons for transportation cost variation on agricultural product**

| | Item 1 | Item 2 | Item 3 | Item 4 | Item 5 | Item 6 |
|-----|--------|--------|--------|--------|--------|--------|
| SA | 14% | 20% | 40% | 40% | 50% | 4 |
| A | 50% | 80% | 54% | 54% | 25% | 54% |
| D | 36% | 0% | 6% | 6% | 25% | 38% |
| SD | 0% | 0% | 0% | 0% | 0% | 4% |
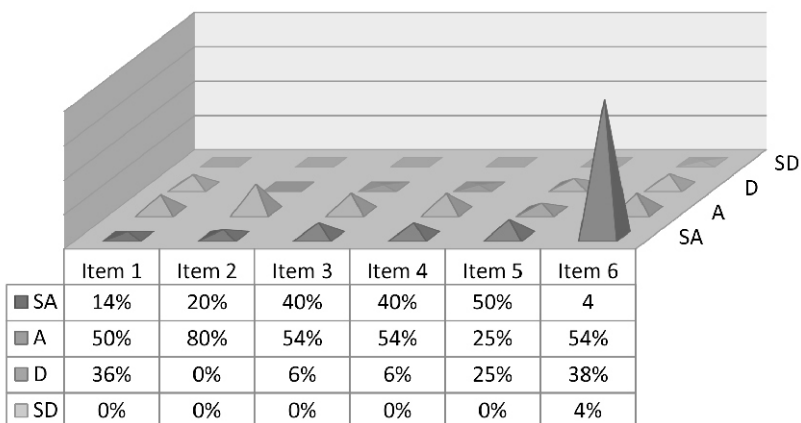
Item 1, table 2 show that 35 (14%) of the respondents strongly agreed that Transport cost variation in agricultural products is caused by changes in fuel price, 125 (50%) of the respondents agreed, 90 (36%) of the respondents disagreed and 0 (0%) respondents strongly disagreed that Transport cost variation in agricultural products is not caused by changes in fuel price. This study agreed with Arinze, (2011), who showed that gasoline price, is a significant determinant of output growth in the agricultural; manufacturing; transportation and communication sectors of the Nigerian economy. He further added that only output of the agriculture and the manufacturing sectors of the Nigerian economy is affect most by gasoline price increase.

Item 2, table 2 show that 50 (20%) of the respondents strongly agreed that Poor/bad access roads also causes variation in transport cost of agricultural outputs, 200 (80%) of the respondents agreed, 0 (0%) of the respondents disagreed, 0 (0%) of the respondents strongly disagree. This indicates that bad roads cause variation in transport of agricultural output in the study area.

Item 3, table 2 shows that 100 (40%) of the respondents strongly agreed that distance from the market also leads to variation in cost of transportation of agricultural outputs, 135 (54%) of the respondents agreed, 15 (6%) respondents disagreed, 0 (0%) of the respondents strongly disagreed.

Item 4, table 2 shows that 100 (40%) of the respondent strongly agreed that the variation in weight and quantity of the products also causes variation in cost of transportation of the agricultural products, 135 (54%) of the respondents agreed, 15 (6%) of the respondents disagreed, 0 (0%) of the respondents strongly disagreed.

Item 5, table 2 shows that 125 (50%) of the respondent strongly agreed that the variation in weight and quantity of the products also causes variation in cost of transportation of the agricultural products, 62.5 (25%) of the respondents agreed, 62.5 (25%) of the respondents disagreed, 0 (0%) of the respondents strongly disagreed.

Item 6, table 2 shows that 10 (4%) of the respondent strongly agreed that diversity in crop types causes variation in transportation cost of agricultural products, 135 (54%) of the respondents agreed, 95 (38%) of the respondents disagreed, 10 (4%) of the respondents strongly disagreed that diversity in crop types also causes variation in transportation cost of agricultural products.

**Table 3 What are the effects of transportation cost variation on agricultural output?**

| S/N | ITEM STATEMENT | SA | | A | | D | | SD | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % |
| 1 | Transportation cost variation discourages farmers from selling out their products | 50 | 20 | 150 | 60 | 50 | 20 | 0 | 0 |
| 2 | Transportation cost variation causes damage to crops | 70 | 28 | 150 | 60 | 30 | 12 | 0 | 0 |
| 3 | Transportation cost variation leads to low agricultural production by farmers | 25 | 10 | 125 | 50 | 75 | 30 | 25 | 10 |
| 4 | Transportation cost variation also hinders inter community trade in rural areas | 150 | 60 | 70 | 28 | 0 | 0 | 30 | 12 |
| 5 | Distance from the farm to the market has effects on perishable goods | 200 | 80 | 50 | 20 | 0 | 0 | 0 | 0 |
| 6 | Distance from the farm to the market does not have effects on perishable goods | 30 | 12 | 0 | 0 | 70 | 28 | 150 | 60 |
| 7 | Variation in cost of transportation on agricultural products affects the perception of farmers in producing agricultural products | 20 | 8 | 210 | 84 | 20 | 8 | 0 | 0 |

**Source: Field work, 2022**

Item 1, table 3 show that 50 (20%) of the respondents strongly agreed that transportation cost variation discourages farmers from selling out their products, 150 (60%) of the respondents agreed, 50 (20%) of the respondents disagreed and 0 (0%) respondents strongly disagreed that transportation cost variation discourages farmers from selling out their products.

Item 2, table 3 shows that 70 (28%) of the respondents strongly agreed that transportation cost variation causes damage to crops, 150 (60%) of the respondents agreed, 30 (12%) of the respondents disagreed, 0 (0%) of the respondents strongly disagree that transportation cost variation causes damage to crops.

Item 3, table 3 shows that 25 (10%) of the respondents strongly agreed that

transportation cost variation leads to low agricultural production by farmers, 125 (50%) of the respondents agreed that transportation cost variation leads to low agricultural production by farmers, 75 (30%) respondents disagreed, 25 (10%) of the respondents strongly disagreed that transportation cost variation leads to low agricultural production by farmers.

Item 4, table 3 shows that 150 (60%) of the respondents strongly agreed that transportation cost variation hinders inter community trade in rural areas, 70 (28%) of the respondents agreed, 0 (0%) of the respondents disagreed, 30 (12%) of the respondents strongly disagreed that transportation cost variation also hinders inter community trade in rural areas.

Item 5, table 3 shows that 200 (80%) of the respondents strongly agreed that distance from the farm to the market has effects on perishable goods, 50 (20%) of the respondents agreed, 0 (0%) of the respondents disagreed, 0 (0%) of the respondents strongly disagreed.

Item 6, table 3 shows that 30 (12%) of the respondent strongly agreed that distance from the farm to the market do not have effects on perishable goods, 0 (0%) of the respondents agreed, 70 (28%) of the respondents disagreed, 150 (60%) of the respondents strongly disagreed that distance from the farm to the market does not have effects on perishable goods.

Item 7, table 3 shows that 20 (8%) of the respondents strongly agreed that variation in cost of transportation on agricultural products affects the perception of farmers in producing agricultural products, 210 (84%) of the respondents agreed, 20 (8%) of the respondents disagreed, 0 (0%) of the respondents strongly disagreed that Variation in cost of transportation on agricultural products affects the perception of farmers in producing agricultural products, it is likely that higher trade will lead to higher production of agricultural goods. Pfaff (2000) and Pfaff and Walker (2009) found that when trade appeared as a consequence of the reduction in transport costs (the construction of the train between New England and the Midwest) deforestation in New England decreased significantly. Agricultural goods were shipped in from the Midwest at a cheaper price than what they were produced locally. This agrees with the study of Daykes and Ogbuli (2012) opined that market roads should be designed to follow the Christallers traffic principle and accordingly pass through the largest possible number of villages.

**SECTION B**
**Table 4 What is the nature of variation in transportation cost of agricultural output?**

| S/N | ITEM STATEMENT | SA | | A | | D | | SD | |
|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % |
| 1 | The nature of variation in transportation cost of agricultural output are high | 75 | 30 | 150 | 60 | 25 | 10 | 0 | 0 |
| 2 | The nature of variation in transportation cost of agricultural output are low | 25 | 10 | 50 | 20 | 100 | 40 | 75 | 30 |

**Source: Field work, 2022**

Item 1, table 4 shows that 75 (30%) of the respondents strongly agreed that the nature of variation in transportation cost of agricultural output are high, 150 (60%) of the respondents agreed, 25 (20%) of the respondents disagreed and 0 (0%) respondents strongly disagreed.

Item 2, table 4 shows that 25 (10%) of the respondents strongly agreed that the nature of variation in transportation cost of agricultural output are low, 50 (20%) of the respondents agreed, 100 (40%) of the respondents disagreed, 75 (30%) of the respondents strongly disagree that the nature of variation in transportation cost of agricultural output are low.

Nature of variation in transportation cost of agricultural output
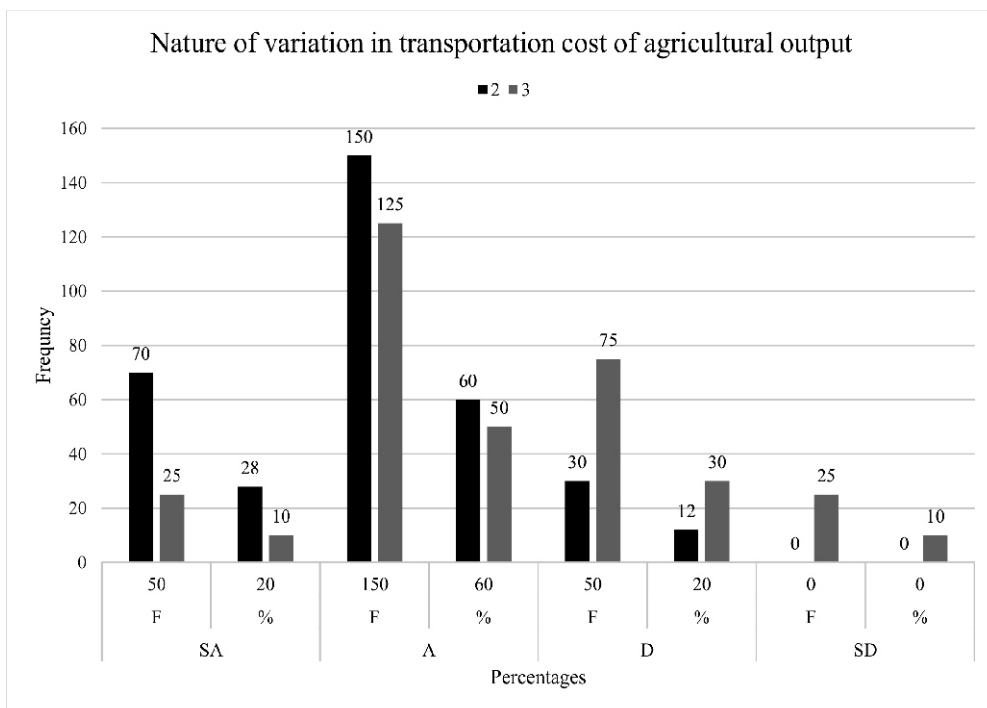
**Table 5 The Summary of Calculated Chi-Square Values**

| Calculated value | Df | Significant level | Critical value | Decision |
|---|---|---|---|---|
| 576.82 | 18 | 0.05 | 28.9 | Reject |

**Source: Field work, 2022**

The above table shows that the calculated value (576.82) is greater than the critical value (28.9) at 0.05 significant level. The above table revealed that the null hypothesis has been rejected and the alternative being accepted. This implies that, there is significant relationship between transportation cost and the price of agricultural product in the study area.

**Discussion of Major Findings**

An appraisal of Transportation cost variation and its effect on Agricultural production in Zango Kataf Local Government Area has gotten its result through purposive sampling of 250 respondents from four (4) areas in Zango Kataf Local government area of Kaduna state. Base on the analysis of the data collected two hundred and fifty

250 questionnaires were administered, two hundred and fifty was returned (250) because it was closely observed and the response rate was 250.

The studies is an attempt to determine whether there is variation in cost of transportation of Agricultural products between different locations in the study area. In table 4 item 1, the research revealed that 188 (75.2%) of the respondents strongly agreed and 62 (24.8%) agreed that there is variation in cost of transportation of Agricultural products between different locations within the study area. The study agrees with the work of Hine & Ellis (2001) whose observed that a reduction in transport cost by 20% is not generally distributed in all locations because of it diversified nature of road. They noted that road investment plays an important role in reducing transport costs, improving feeder roads may have little impact if "no change in transport mode occurs", that is "upgrading 5 km of feeder road from earth to gravel might only increase farm gate price by about 10% only, while bringing motor vehicle access 5 km closer to farms would increase farm gate price by over 100% as much". Though, transportation cost is not also unconnected with road roughness and seasonality. Thus, there is variation in cost of transportation of Agricultural products between different locations.

Road is an important transport component that encourages the use of Intermediary Mode of Transport (IMT). Access road of most farms is the un-tarred type with 61% of respondents using it to get to their farm, the remaining being footpath and tarred type of road. According to objective two of the study in an attempt to know the reasons for transportation cost variation on agricultural products in the study area. In table 9 item 2, the research revealed that 50 (20%) of the respondents strongly agreed and 200 (80%) of the respondents agreed that Poor/bad access roads causes variation in transport cost of agricultural outputs in the study area. This indicates that bad roads cause variation in transportation of agricultural output in the study area. This agrees with Akinola (2003), in his studies who found out that in Ile – Ife Area of Osun State, Nigeria that 28% of settlements were linked with footpaths and 79% of farmers trek to their workplace on bad roads. The walking time for most farmers, about 82% is within two hours, and farmers often combine other modes of transportation with trekking. The weekly time of work on the farm for most farmers is between 30 and 60 hours for about 60% of farmers while 35% are working less than 30 hours a week. These results denote disparate time allocation by food farmers to their farms during cropping season. Thus, Poor/bad access roads, changes in fuel price, distance from the market, diversity in crop types, and variation in weight and quantity of the products attributed to causes of variation in transport cost of agricultural outputs. This agrees with the study of Ninnin (2017) found in Madagascar that wet season fares were 70% higher than dry season fares while in Tanzania an increase in road roughness by 50% raises

the truck charges by 16% and pickup charges by a little below 100%. Oyatoye (2014), in Nigeria found that if road quality improves, farmers have lower marketing costs and gain access to wider markets. They experience little or no delay in moving their produce and hence undergo fewer losses. They also receive better market prices for their products as the realization of a new road always attracts more of transportation systems and eases access to farm.

In an attempt to know the effects of transportation cost variation on agricultural output in the study area the following were discovered. In table 4 item 3 the research result shows that 25 (10%) of the respondents strongly agreed and 125 (50%) of the respondents agreed that transportation cost variation leads to low agricultural production by farmers, while 75 (30%) of the respondents disagreed and 25 (10%) of the respondents strongly disagreed that transportation cost variation do not leads to low agricultural production by farmers. In item 3, 4 and 5 the study found out that transportation cost variation leads to low agricultural production by farmers, hinders inter community trade in rural areas and distance from the farm to the market has effects on perishable goods. This agrees with the study of Daykes and Ogbuli (2012) opined that market roads should be designed to follow the Christallers traffic principle and accordingly pass through the largest possible number of villages. Thus, transportation cost variation on agricultural output affects the perception of farmers in producing agricultural products. Therefore, improving transportation within a village is as important to the poor and very good as providing access to market outside the village Daykes and Ogbuli (2012).

## Conclusion And Recommendations

Nowadays variation in transportation cost on Agricultural outputs in both urban and rural areas are considered as headache for the common people. This is because there are lots of problems like poor network connectivity, poor government policy on transport sectors with low agricultural production, discouraging mechanize farming in the interiors.

Findings have shown that the area under study is affected by high amount of variation in transporting cost of agricultural output from one geographical location to another, because most of the areas are in the interior and as such agricultural products cannot be easily be access by traders and the farmers find it very difficult in bringing their products to the markets due to bad roads. Findings also revealed that majority of the agricultural output are from the rural/ interior areas where they have vast land for agricultural activities but poor road network becomes a huge problem for them in bringing out their products to the markets and even at that when such products are brought out to the markets, marketers (traders) don't always consider the distance they buy the products at a flat rate irrespective of where the seller is coming from.

Based on the findings, the following recommendations were made;
i. Accessible road networks to nearby markets should be constructed.
ii. A body meant to checkmate and implement prices of agricultural products should be introduced.
iii. Re-introduction of marking Boards.
iv. Establishment of strong farmers union
v. Government legislation on transportation of agricultural products.
vi. Cost of Transportation should be equal/stable so that farmers from the interiors can bring out their farm products to the markets.
vii. Government should have a policy that will guide the selling and buying of agricultural products.
viii. Farmers should be encouraged through loans, good access roads especially in the rural areas and electricity for the storage of perishable goods, so as to conquer perishability of goods.

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# EFFECTS OF MIND-MAPPING (MMS) STRATEGY AND EXPOSITORY METHOD ON PERFORMANCE IN ALGEBRAIC WORD PROBLEMS AMONG JUNIOR SECONDARY SCHOOL STUDENTS, KADUNA STATE-NIGERIA

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## Abstract

*This study investigated the effects of mind-mapping and expository methods of teaching on the academic performance of Junior Secondary School Students in Zaria Educational Zone, Kaduna State, Nigeria. The study was a pretest-posttest quasi experimental group design. The population of the study consisted of forty- three thousand, five hundred and four (43504) students from thirty-six (36) secondary schools. Two out of the thirty six schools were sampled using simple random sampling technique, the two schools were designated experimental group (EG) and Control group (CG). Intact classes were used for the study. Algebraic Word Problems Performance Test (AWPPT) was used to measure their performance. Two (2) research questions and a corresponding two (2) null hypotheses were raised with a view to finding out if there was any significant difference in the performance of students taught Algebraic Word Problem using mind mapping strategy and expository method of teaching respectively. The hypotheses were tested using t-test statistic at $P \leq 0.05$ level of significance. The findings of the study showed that there was significant difference between both groups in their performance after treatment. It was concluded that innovative teaching strategy enhance students' performance. Hence, teachers should be trained in the use of learner-centered instructional strategies such as mind mapping and concept mapping strategies of teaching.*
**Keywords: Mind-mapping, Strategy, Expository Method Programmes, Algebraic word problems**

## Introduction

Frequent changes have been made in the pattern of education from time to time to meet the needs of the society. This is due to the fact that the pace of time changes in the society. The remarkable progress of science, technology and economy have not been only causing changes in every aspect of society, but also bringing crucial changes in education (Anderson, 2005). Education is seen as most powerful instrument for absolute human development. Hence, the need by enlightened nations to attach priorities to their educational system.

The utility of Mathematics in the educational system of any country made it the world's inevitable course of school life. But what a great misfortune with such a significant subject that the majority of school growing population is afraid of it (Susan, 2006). This dread of Mathematics is due to the callous and weak approach of teaching mathematics. Students who are bright and shining in almost all other subjects of their study should not be blamed for this discrepancy. Mathematics taught at secondary level is not compatible with the needs of students and in line with the prevailing boom of technology in Nigeria (Sulman 2006).

Although, the textbooks elaborate the concepts logically, comprise of numbers of solved examples, illustrations and exercises. The situation of teaching mathematics in typical schools in Nigeria is that there is no room for participation, intellectual development, expositions of incorporating derivation, and theorem-proving exercises in which students verify mathematical facts in a symbolic computation environment. Learning mathematics include solving various types of problems, from those which require performing arithmetical operations to those which require problem solving skills. Students are faced with mathematical word problems consisting of both word and numbers as early as the pre-school age and also later in school age. Effective performance and retention of algebraic word problems requires affective approach (Anderson, 2006).

Mathematics which has been aptly described by many individuals as the queen and servant of all subjects has been of great importance to mankind very many years ago (Azuka and Harbour 2008). In contrast to other disciplines, the knowledge of mathematics has a boundless limit in terms of application and usage. In fact one would regard mathematics as a basic tool in realizing global aspiration in the areas of science and technology. Azuka, and Harbour, (2008) stressed the importance of Mathematics. They maintained that Mathematics is the foundation of science, and science as the bedrock of modern development is the foundation of technology. Hence, for any nation to achieve meaningful technological development there must be effective teaching and learning of Mathematics in the school system. So, what is Mathematics?

Von Neuman, (2008) described Mathematics as the language of nature which can satisfy a wide range of interests and abilities. It develops the imagination, and trains individual in a clear and logical thought. It is a challenge with a variety of difficult ideas and unsolved problems, because it deals with questions arising from complicated structures. Today more than ever before, all fields of knowledge are depending on mathematics for solving problems, stating theories and predicting outcomes. It is an indispensable tool in creating new knowledge.

According to the National Policy on Education (2010), Mathematics stands out among other science and technology oriented subjects to be the only core subject to be offered by all students up to their tertiary levels of education. This reaffirms the fact that no student can progress in science and technology oriented courses without a basic knowledge of Mathematics.

To this effect, the use of strategies such as problem solving, mind mapping and concept mapping to motivate students' prior knowledge are considered similar to preparing for a learning experience. The use of activating strategies have produced significant gains in learning potential by recognizing prior knowledge as the basis for familiarity with concepts, and have provided students with a context that argues strongly for new learning to occur, (Uchenna 2011). Meaningful learning is more efficient and lasting because of the integration and linkages made. In contrast to rote learning, the outcome of meaningful learning is that the new information is transferred into long term memory in a relevant linkage with prior knowledge. This study therefore employed the use of students' prior knowledge to help in the construction of maps such as concept map and mind map.

To buttress this point, Hugh (2003) stated that mind mapping is a convenient graphical tool that helps one think and learn by putting complex thoughts or interconnected ideas into simpler forms or ideas. He concluded that mind mapping can be used to take lecture note, plan an essay/dissertation/ thesis, outline a presentation/seminar, revise a topic being studied, make notes from text books, summarize articles/chapters, organize one's thought about any topic (either academic, emotional or personal).

Also, Buzan and Buzan (2006), sees mind mapping as a powerful graphical organization of ideas, which provides a universal key to unlock the potentials of the brain. Mind mapping or radiant thinking (as called sometimes) is a fairly good technique that allows one to brainstorm and structure his thoughts using graphics, colours and words in a free ranging of maps, Uchenna (2009).

Okeke (2011) is not left out in the definition of mind mapping, where he defined mind

mapping Strategy as a constructive and classified graphic organizer of ideas which uses the cortical skills to unlock the brain potentials.  Eugenia, (2009) also asserted that although, pupils' poor performance in school subjects may be related to their lack of interest and commitment to their studies and inadequate support from their parents and even the government, all that the teachers are used to, is the conventional (talk lecture, and descriptive) methods rather than strategies that involve pupils' participation. Oyadiran, (2009) posited that, students display poor performance due to lack of interest in the subject, inadequate preparation and failure to use instructional materials to teach mathematics, there is lack of consideration given to materials like textbooks. Consequently students are scared of the subject.

The question now is, what is the way out? Identification of a problem they say, is a step towards its solution. To the researcher, there is need to search for a strategy where students must be given sufficient opportunity for creative activity where every student can bring out his/her own talent and thereby display his/her personality. This process might be enhanced by having the students in small groups, to discuss about the concepts taught and connections to be drawn. Consequently, the students develop awareness of his/her own knowledge organization. Hence this study was motivated by the desire to adapt mind mapping in the teaching of algebraic word problems in junior secondary schools.

**Statement of the problem**
Despite all the importance of Mathematics as the basis of all sciences, results showed that poor performances have been consistently recorded. Students' performance in JSSCE Mathematics placement examination conducted annually in Kaduna state has generally been very poor and that they rarely or completely avoid attempting questions on algebraic word problems aspect of mathematics. Table1.1 below shows the summary of students' performance in JSSCE Mathematics from 2012-2020 in Kaduna state.

**Table 1:    Summary of students' performance in JSSCE Mathematics from 2012-2020**

| S/N | YEAR | Number of students examined | No of students pass | No of students fail | % Pass | % Fail |
|-----|------|-----------------------------|---------------------|---------------------|--------|--------|
| 1 | 2012 | 34263 | 18238 | 16025 | 53.23 | 46.77 |
| 2 | 2013 | 36129 | 13297 | 22832 | 36.80 | 63.20 |
| 3 | 2014 | 36996 | 14685 | 22311 | 39.69 | 60.31 |
| 4 | 2015 | 42338 | 20430 | 21908 | 48.25 | 51.75 |
| 4 | 2016 | 45949 | 24129 | 21820 | 52.51 | 47.49 |
| 5 | 2017 | 47248 | 22449 | 24799 | 47.51 | 52.49 |
| 6 | 2018 | 54829 | 26918 | 27911 | 49.09 | 50.91 |
| 7 | 2019 | 57575 | 28740 | 28835 | 49.91 | 50.09 |
| 8 | 2020 | 58767 | 30310 | 28457 | 51.58 | 48.42 |

**Source: Examination Resource Centre (2021)**

The selection of teaching technique is not an easy task, since there is no single method that seems to work well for everyone. Every teacher must identify appropriate methodology based on the nature of the subject matter to be covered, the expected effectiveness with a particular group of students and the teacher's relative comfort with the given technique.

The situation therefore calls for the use of other instructional strategies which have been found effective in some other subject areas and countries. Mind Mapping

Strategy (MMS) is one of such strategies. The strategy may produce the desired effective instruction of Juniors Secondary School Mathematics so that students' performance can be improved.

## Objectives of the Study

The purpose or aim of this study is to investigate the effects of Mind- Mapping Strategy and Expository Method on Performance in Algebraic Word Problem among Junior Secondary School Students in Kaduna State.

The specific objectives of the study are to:
   i. Investigate the effects of mind mapping strategy and expository method on the performance of Junior Secondary School Students in Algebraic Word problems.
   ii. Assess the effects of mind mapping strategy and expository method on the performance of male and female students in algebraic word problems.

## Research Questions

The study provided answers to the following questions:
   i. What is the difference between the mean scores of students taught algebraic word problems using MMS and those taught using Expository Method?
   ii. What is the difference between the mean scores of male and female students taught Algebraic word problems using MMS and those taught using expository method?

## Null Hypotheses

The following null hypotheses were formulated based on the research questions and were tested at $p \leq 0.05$ level of significance.

$Ho_1$: There is no significant difference between the mean scores of students taught
. algebraic word Problem using MMS and those taught expository method.

$Ho_2$ There is no significant difference between the mean scores of male and female students taught Algebraic Word Problems using MMS and those taught using expository method.

## Basic Assumptions

In carrying out this research, the following assumptions were made;
i. The students involved in the study have similar learning characteristics.
ii Mathematics teachers were assumed to be qualified to teach Mathematics at junior secondary schools.
iii. The secondary schools under this study are assumed to be homogenous on

regulations and syllabus used.

## Scope/Delimitation of the study

This study only compare the effectiveness of Mind Mapping Strategy on and expository method on performance in Algebraic word problems among Junior Secondary School students. It was conducted in junior secondary schools of Kaduna state. The study was restricted to only two junior secondary schools, one as experimental group (EG) and the other as control group (CG). The schools are government public schools having similar characteristics of funding, teachers qualification, curriculum, and co-education system.

Junior secondary schools II (JSSII) students of average age of 13 years were used for the study. This category of students were targeted for the study because they are relatively established and stable in secondary education more than (JSSI) students who have not yet settled down, and the (JSSIII) students who are busy preparing to write their Junior Secondary Certificate Examination (JSCE). The topic used is algebraic word problems concept of Mathematics, derived from the national curriculum for Junior secondary school Mathematics and it was selected because it features in (JSSII) Mathematics curriculum. These include definition of word problems, expression of word problems in numeric forms, word problems in sum and difference, word problems on product and quotient of whole numbers, word problems involving fractions, algebraic equations on word problems and application of word problems from everyday live situations. This study focuses on comparative analysis of the two methods (mind mapping strategy and expository method) for effective performance in Algebraic word problems among JSS students of Kaduna state, Nigeria.

## Methodology

This study is a pretest-posttest quasi-experimental group design. The population of this study covered all the junior secondary year two (JSS2) students of Zaria Educational Zone of Kaduna State. This was made up of thirty six (36) junior and four (43504).

**Table 2:    Population of the Study**

| S/N | Names of Schools | School Type | Males | Females | Total |
|-----|------------------|-------------|-------|---------|-------|
| 1 | GSS Zaria Jnr | Single | 1818 | 0 | 1818 |
| 2 | GSS Gallasu | Co-educational | 950 | 409 | 1359 |
| 3 | GJSS T/Wada | " | 1503 | 1201 | 2704 |
| 4 | GSS Muchia Jnr | " | 1077 | 1024 | 2101 |
| 5 | GGSS Chindit Jnr | Single | 0 | 1140 | 1140 |
| 6 | GSS K/Jatau | Co-educational | 1229 | 1024 | 2253 |
| 7 | GSS Yakasai | " | 219 | 157 | 376 |
| 8 | GSS K/Doka | " | 1486 | 1029 | 2515 |
| 9 | GGSS Fada Jnr | " | 1142 | 1008 | 2150 |
| 10 | GGSS D/Bauchi | Single | 0 | 108 | 108 |
| 11 | GSS Aminu | Co-educational | 56 | 20 | 79 |
| 12 | Barewa College | Single | 954 | 0 | 954 |
| 13 | Alhudahuda | " | 2426 | 0 | 2426 |
| 14 | GCC Zaria | Co-educational | 245 | 178 | 423 |
| 15 | GGSS Zaria Jnr | Single | 0 | 1818 | 1818 |
| 16 | GSS K/Bana | Co-educational | 1019 | 500 | 1519 |
| 17 | GSS T/Jukun | " | 0 | 2345 | 2345 |
| 18 | GSS K/Gayan | " | 2361 | 1106 | 3467 |
| 19 | SIASSS KarauKarau | " | 205 | 129 | 334 |
| 20 | GSS Chikaji | " | 432 | 259 | 691 |

| 20 | GSS Chikaji | " | 432 | 259 | 691 |
| 21 | GSS T/Saibu Jnr | " | 754 | 315 | 1069 |
| 22 | GSS Dakachi | " | 1040 | 601 | 1641 |
| 23 | GSS Awai | " | 229 | 101 | 330 |
| 24 | GSS Lukoro | " | 613 | 200 | 813 |
| 25 | GJSS Gimba | " | 468 | 256 | 724 |
| 26 | GJSS Mangi | " | 49 | 16 | 65 |
| 27 | GSS Richifa | " | 320 | 101 | 421 |
| 28 | GSS Magajiya Jnr | " | 528 | 301 | 829 |
| 29 | GGSS (WTC) Zaria | Single | 0 | 732 | 732 |
| 30 | SSS Kufena | " | 645 | 0 | 645 |
| 31 | GSS Kugu | Co-educational | 930 | 552 | 1482 |
| 32 | GSS Bogari | " | 481 | 210 | 691 |
| 33 | GSSAminu | " | 1651 | 507 | 2158 |
| 34 | GSS Dinya | " | 371 | 203 | 574 |
| 35 | GJSS Matari | Single | 186 | 0 | 186 |
| 36 | GJSS Kinkiba | Co-educational | 346 | 218 | 564 |

**Total**      25736      17768      43504

Source:  Zaria Educational Zone (2020),

From the population of this study, a sample of 90 participants was selected for the study. This is in accordance with Central Limit Theorem that regarded 30 sample size as the minimum and appropriate for experimental research (Tuckman, 1975; Usman, 2000; Frankler & Waller, 2000; Alice, 2011).

**Table 3: Sample Selected for Study.**

| S/N | Names of Schools | Group | Male | Female | Total |
|-----|------------------|-------|------|--------|-------|
| 1 | GSS Yakasai | Experimental | 26 | 20 | **46** |
| 2 | GSS Dakachi | Control | 23 | 21 | **44** |
| | **Total** | | **49** | **41** | **90** |

**Instrumentation**

For the purpose of this study, Algebraic word problem performance test (AWPPT) is the instrument developed by the researcher consisting of 30 objective test items using content on algebraic word problem concepts. This topic is derived from the national curriculum for Junior secondary schools.

The Algebraic Word Problems Performance Test (AWPPT) was validated by three qualified experts, Ph. D holders with minimum rank of senior lecturers in Science Education Department, Faculty of Education, Ahmadu Bello University Zaria.

The adjustments made were effected by the researcher. The algebraic word problems content coverage is shown in the table of specification below.

**Table 4: Table of Specification of Algebraic Word Problems Concept, Based on Bloom's Taxonomy.**

| S/N | Content | Know | Comp. | App. | Total | % |
|-----|---------|------|-------|------|-------|---|
| 1 | Direct Translation Problems | 4 | 3 | 3 | 10 | 20 |
| 2 | Geometric Problems | 3 | 3 | 2 | 8 | 16 |
| 3 | Mixture Problems | 3 | 3 | 2 | 8 | 16 |
| 4 | Uniform Motion Problems | 4 | 4 | 4 | 12 | 24 |
| 5 | Work Problems | 2 | 2 | 2 | 6 | 12 |
| 6 | Application Problems | 2 | 2 | 2 | 6 | 12 |
| **Total** | 18 | 17 | 15 | 50 | | |

**Source:** Adapted from Nitko and Brookhart (2007).

**Pilot Testing**

In order to refine the test items and to determine reliability coefficient of the research instrument, Pilot study was carried out in one of the secondary schools within the target population which does not form part of the sample (GSS T/SAIBU JNR). After two weeks a re-test was given to them following the same procedures of the first test as recommended by Tuckman (1975).

**Reliability of the Instruments**

The reliability coefficients of the instruments were determined after pilot testing, using test, re-test method. The results of the test was compared and computed using Pearson product moment correlation with the aid of (SPSS) software package and reliability coefficient was found to be 0.95.

**Results**

**Table 5: Descriptive Statistics for Performance between Experimental and Control Groups**

| Group | N | Mean | S.D | Mean Difference |
|---|---|---|---|---|
| Experimental Group | 46 | 20.06 | 3.17 | |
| | | | | 1.06 |
| Control Group | 44 | 19.00 | 3.45 | |

Table 5 presented data on the mean and standard deviation of the performance of students in experimental and control groups. From their mean scores, the experimental and control groups obtained 20.06 and 19.00 respectively with a mean difference of 1.06 which indicates that the experimental group had a higher mean score compared to the control group meaning a better performance by the experimental group. Also, the experimental group had a standard deviation score of 3.17, while the control group had 3.45 as its standard deviation. This implies that there is a difference in the spread of scores around the mean, showing a better performance in favour of experimental group. With this, The first research questions has been answered.

**Null Hypothesis One**

**H01**: There is no significant difference between the mean scores of students taught
.        algebraic word Problem using MMS and those taught expository method.

**Table 6:  T-test Analysis of the Post-test Mean Score of Experimental and Control Groups.**

| Groups | N | Mean | S.D | DF | t-value | P-value | Decision |
|---|---|---|---|---|---|---|---|
| Experimental | 46 | 20.06 | 3.17 | | | | |
| | | | | 88 | 0.00 | 0.01 | Rejected |
| Control | 44 | 19.00 | 3.45 | | | | |

$P \leq 0.05$

The results shown in Table 6 revealed that P-Value has a value of 0.01 for df = 88 and since it is 0.01 > 0.05, the null hypothesis is therefore rejected, this signifies that there is significant difference on the academic performance of students taught algebraic word problems using Mind Mapping Strategy and those taught the same concept using Expository Method.

**Research question two:**
What is the difference between the mean scores of male and female students taught algebraic word problems using mind mapping strategy and those taught using expository method.

**Table 7: Descriptive Statistics of Performance in Gender for Experimental and Control Groups.**

| Gender | N | Mean | S.D | Mean Diff. |
|--------|-----|-------|-------|------------|
| Males | 49 | 63.71 | 16.61 | |
| | | | | 8.29 |
| Females | 41 | 55.42 | 19.86 | |

Table 7 revealed that the mean score difference between male and female students is 8.29 from their mean scores of 63.71 and 55.42 respectively. The spread of scores around the mean for male and female students were 16.61 and 19.86 respectively. Therefore, it is evidently established that the male students performed better than female students.

**H02:** There is no significant difference between the mean scores of male and female students taught Algebraic Word Problems using MMS and those taught using expository method.

**Table 8:  T-test Analysis of the Post-test Mean Score of Male and Female Students for Experimental and Control Groups.**

| Groups | N | Mean | S.D | DF | t-value | P-value | Decision |
|---|---|---|---|---|---|---|---|
| Males | 49 | 63.71 | 16.61 | | | | |
| | | | | 88 | 0.00 | 0.02 | Reject |
| Females | 41 | 55.42 | 19.86 | | | | |

P≤0.05

Table 8 above shows that P-Value is 0.02, which is less than the observed P-Value of 0.05. Therefore, at P≤0.05 level of significance, there exist an evidence to conclude that there is significant difference between both genders.

**Discussion of Finding**
This study investigated the Effects of Mind Mapping Strategy and Expository Method on Performance in Algebraic among Junior secondary School Students, Zaria Educational Zone- Nigeria. To achieve this aim, students in experimental group were taught algebraic word problems concept using the mind mapping strategy while students in control group were taught the same concept using expository method. The students in the experimental and control groups were post-tested. Their performance changes were compared and measured.

The result of testing hypothesis one, showed that the students in the experimental group who were taught algebraic word problems concept using concept mapping strategy performed significantly better than their counterparts in the control group. This shows that the use of mind mapping strategy in teaching algebraic word problems has great effect and is viable in enhancing students' performance at Junior Secondary School level of education in Zaria Education Zone.

Hypothesis two centered on gender related difference on performance of male and female exposed to Algebraic word problem concept using the mind mapping strategy and expository method. The post-test result of testing hypothesis two shows that there is statistically significant difference between the post-test means score of male and female students. This implies that the level of performance in Algebraic word problem

concepts of male and female students exposed to mind mapping strategy and expository method is different.

The results of this study are in agreement with the findings in literature. These include Fennema & Leder (2010) who concluded that there were gender differences in Mathematical problem solving that favoured male students as they outperformed their female counterparts in their studies. Also Adaramola (2012) confirmed significant gender difference after investigating the effects of concept mapping on performance and interest of students with dyscalculia in secondary school Mathematics in Nigeria. On the other hand, the result of this study is not in agreement with that of Galadima and Yusha'u (2007) who investigated the mathematical performance of senior secondary school students in Sokoto state. Their findings revealed the existence of learning difficulties in Mathematics but confirmed no gender difference in performance. Also, Bichi (2008) conclusion in his finding is not in support of the result of this study. He concluded that girls performed better than boys in problem solving type of activities.

**Conclusion**

Based on the findings of this study, the following conclusions were made

1. Mind mapping and concept mapping strategies are effective instructional approach in teaching the concept of algebraic word problems to junior secondary school students.
2. Concept mapping strategy is relatively more effective than mind mapping strategy.
3. Mind mapping strategy and concept mapping strategy appear to improve students' interest and they are gender friendly.

**Recommendations**

Based on the findings, the following recommendations were made:

1. Teachers should employ the MMS in the teaching of algebraic word problems in junior secondary schools to enhance students' performance and improve their interest.
2. Workshops and seminars for mathematics teachers should be organized by the Ministry of Education for each educational zone in Kaduna State on the use of MMS.
3. Teachers of other science based subjects such as physics, chemistry and biology should utilize MMS in the teaching of some concepts.
4. The National Educational Research and Development Centre (NERDC) should encourage the use of MMS as methods of teaching algebraic word problems and mathematics. This would make MMS acceptable among teachers and students.

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# DEFICIT FINANCING AS AN INSTRUMENT OF ECONOMIC DEVELOPMENT

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## Abstract

*The phrase "deficit" financing is used to mean any public expenditure that is in excess of current public revenue. In advance countries, deficit financing is used to describe the financing of a deliberately created gap between public revenue and public expenditure of a budgeting deficit, the method of financing being borrowing of a tape that result in a net addition to national outlay or aggregate expenditure. This paper highlights what deficit financing is, role of deficit financing and the adverse effect of deficit financing. Equally highlighted are safe limit of deficit financing. This paper concludes that the use of deficit financing for economic development may be likened to fire which if unregulated produce havoc, while regulated, it gives light and warmth. The danger is, therefore , not so much in the instrument itself as in the use to which it is put. much depends on th degree of caution we exercise.*
**Keywords: Deficit Financing, Instrument, Economic Development**

## Introduction

Deficit financing, is a practice in which a government spends more money than it receives as revenue, the difference being made up by borrowing or minting new funds. A budget deficit occurs when a government spends more in a given year than it collects in revenue, such as taxes. As a simple example, if a government takes in ₦7billion in revenue in a particular year, and its expenditures for the same year are ₦10 billion, it is running a deficit of ₦3 billion. Deficit financing means any public expenditure that is in excess of current public revenue. Thus government expenditure financed by borrowing from the public is included in deficit financing. Another method usually followed is deficit financing by "created money." Deficit financing in the context of a Less Develop Country (LDC) has a different connotation. It excludes expenditure finance by borrowing from the public. In an LDC, income is low but the propensity to consume is high, thus voluntary savings are at a very low level. If investment is tied to

the current level of voluntary savings, the growth of real income will be retarded. Savings will remain low and so will investment. Deficit financing is thus seen as a way of breaking this deadlock by forced savings. Moreover, budget-deficit financed by borrowing from the public implies simply diversion of existing resources for capital formation. But the term deficit financing is applied to that expenditure which is financed only by such means as it tends to increase the total outlay in the country. As Rao (1973) puts it, "investment involves outlay, which constitutes either an addition to, or a re-allocation of national spending or both as the case may be. It is only in the former case that investment outlay involves deficit financing." According to an Indian Planning Commission, "The term deficit financing is used to denote the direct addition to gross national expenditure through budget deficits, whether the deficits are on revenue or on capital account. The essence of such a policy lies in the government spending in excess of the revenue it receivesin the shape of taxes, earnings of state enterprises, loans from public, deposit and funds, and other miscellaneous sources. The government may cover the deficit either by running down its accumulated balances or by borrowing from banking system (mainly from the central bank of the country and thus 'creating' money)." Thus deficit financing includes:

a. Withdrawal of past accumulated cash balances by the government,
b. Borrowing from the central bank, and
c. Issuing of new currency by the government.

**Role of Deficit Financing**
Deficit financing is the most useful method of promoting economic development in LDCs. The nature of an LDC is such that sufficient private investment is not forthcoming due to various social, economic and institutional factors. Therefore, the responsibility of augmenting the rate of net investment in the economy devolves on the government. On account of the lack of sufficient resources to finance public investment, governments have to resort to the method of deficit financing.

Deficit financing may be used for the development of economic and social overheads such as construction of roads, railways, power projects, schools, hospitals, etc. By providing socially useful capital, deficit financing is able to break bottlenecks and structural rigidities and thereby increases productivity. Moreover, the fiscal apparatus in LDCs is neither efficient nor can it be easily made so to enforce the required savings needed for capital formation.

Further, deficit financing by increasing money incomes augments community savings. It is an effective instrument of forced saving. When the government resorts to deficit financing, it takes away real resources from the people. The transfer of resources takes

place in a concealed manner when the government buys goods and services for its own use.  There being a shortage of real resources in an LDC, little is left to be used by the people who are forced to save more.  Moreover, deficit spending by the state on development projects leads to increased employment, output and income.  The increased incomes tend to raise the demand for consumer goods which leads to the rise in prices due to deficient supplies.  This process leads to inflation.  In such a situation, a part of the increased incomes can be taken away through taxation by the government.  It is another way of forced savings which can be utilized for capital formation.

However, "some prices rises may well occur in an economy trying to increase its real capital and improve its technique of production. A moderate, though not continuous, rise of prices is likely to have beneficial effects on the process of development itself; it may, for instance, provide greater incentives to and sources of finance for greater private investment.  The important point is to see whether a general and sustained price increase is taking place causing a perceptible and continuous depreciation in the value of money."

The rationale of deficit financing is that it tends to raise the income of the entrepreneurial class which has a high propensity to save.  During inflationary periods, wages and other fixed costs do not rise to the same extent as the rise in prices.  This tends to raise profits which are used for higher investment and capital formation.  At the same time, inflation tends to reduce the real income of the fixed employees and thereby their propensity to save.  But the loss in the propensity to save of the fixed employees is compensated more than proportionately by the rise in the propensity to save of the variable employees.  "Given such differential marginal propensities to save, each inflation-induced re-distribution of real income would increase the average propensity to save and the rate of growth of productive capacity for the whole economy."  Deficit financing thus combines in itself both the fiscal and monetary policies.  It acts as a fiscal measure when inflation operates as an engine of forced saving through taxation.  It is a monetary measure when it creates new money through a deficit budget.

Deficit financing is always expansionary in its effects.  As development gains momentum, the rate of investment in the economy is accelerated which requires additional doses of the quantity of money at every stage:(a) with a continuous increase in investment the total physical product is likely to be higher than before thereby necessitating a corresponding increase in supply of money for transaction purposes. (b) As the economy develops, the non-monetized sector is gradually transformed into the monetized sector, leading to an increase in the demand for money. (c) A process of continuous economic development leads to rise in incomes thus increasing the

demand for cash balances on the part of the people. (d) In the event of an import surplus due to increasing foreign aid, the demand for money is likely to be still greater. It is through deficit financing that the government can meet the increasing demand for money in all these cases. Thus a policy of deficit financing is an important and most fruitful instrument for capital formation in underdeveloped countries.

## Its Adverse Effects

Deficit financing as a tool of economic development is, however, not an unmixed blessing. It has its dangers. The dangers are inherent in its inflationary potential. When deficit financing merges into inflationary finance, it defeats its own purpose. A continuing rise in prices is a dangerous way of promoting economic development. Inflation is not only economically but also socially undesirable as a method of financing development, that is why, it is the most dreaded method of accelerating the rate of economic growth. When the government invests the newly created money on capital projects, incomes of the people engaged in these projects and related services increase, and with that their high propensity to consume is further intensified. The existence of various market imperfections, of the little excess capacity in plant and equipment, and of low elasticity's of food supplies stand in the way of increasing the supply of consumer goods in proportion to the expansion in money supply. All these factors tend to raise the price of consumer goods and if they are not checked in time, they spread over the entire economy. Dr. Rao assigns four reasons as to why "danger of the initial rise in prices taking on the character of inflation is greater in the case of deficit financing by government: (i)expansion of currency brings with it the possibility of a greater expansion of money supply through the expansion of credit; (ii) absence of direct return, i.e, absence of supplies of goods and services resulting from the outlay and saleable by government to the public, lessens the possibility of mopping up the additional incomes created by additional outlay; (iii) absence of saleable securities against which the government outlay is undertaken, lessens the chances of mopping up additional income created by the additional outlay; (iv) great possibility of waste and failure to promote greater productivity associated with government investment in the absence of an exceptionally competent and honest standard of public administration leads to a failure of output to rise and compensate the additional purchasing power created by the additional outlay. Because of these reasons, deficit financing by government has always been looked upon as containing inflationary possibilities even when it is undertaken for development.

LDCs are characterized by market imperfections. These are immobility of resources which leads to low elasticity's of supplies. Such economies also lack large volume of fresh resources the demand for which is created by increased government spending. Moreover, resources being immobile create shortages in particular industries, sectors

or regions. All these factors create more shortages in supplies in relation to a high demand, thereby leading to inflationary rise in prices.

When income increases as a result of deficit spending, they tend to increase the demand for food products. In underdeveloped countries the elasticity of demand for food being as high as 0.8, the expenditure on food increases more than proportionately to the rise in incomes of the people. Since the supply of food does not increase much due to low level of agricultural productivity, the prices of food articles rise and spread to the entire economy.

If the newly created money is used to finance quick-yielding projects which tend to increase output within a short period there is little price rise. Similarly, if it is used for producing consumer goods, deficit financing will not be inflationary as the supply of consumer goods will increase to match the increased purchasing power in the hands of the people. On the contrary, the use of increased money for financing long-term projects and for creating capital goods is bound to be inflationary, for such schemes require larger doses of investment and a longer gestation period. As such output lags behind the increased money supply. Lewis holds the view that "inflation for the purpose of capital formation is in due course self-destructive. It has three stages. Prices rise sharply in the first stage while the capital is being created. In the second stage, the inflation may bring out of its own accord because the rise in prices has redistributed income in such a way that voluntary savings are rapidly catching up with investment. Then in the third stage prices fall, as the additional output of consumer goods made possible by the capital formation begins to reach the market. It is only the first stage that is dangerous and painful." Thus the period of inflation will be short because increased investment will lead to the production of additional goods and services and to increased incomes and savings which can then be taxed by the state. Lewis view that inflation for the purpose of capital formation is self-destroying is based on the Keynesian multiplier theory and the assumption of stable marginal propensity to save and consume. In other words, it depends on how far the people in the LDCs who receive the extra money income will continue to save and spend it in stable proportions in the face of the rising prices of consumer goods. According to Myint,(2018) it seems very difficult to believe that inflation will be self-destroying in the face of acute shortage of consumer goods, and of the tendency of the marginal propensity to consume to be near unity in LDCs.

It is argued that inflation affects the habit of voluntary saving adversely and that its ability to force savings is also limited. In the face of rising prices, it is not possible for the people to maintain the previous rate of saving. Not only this, the real income of the

fixed incomists, will be reduced and they will save less or may even dis-save. An inflationary rise in price may even cause savings to be directed to profitable but unproductive forms of investment such as in real estates, speculation, inventories, gold, jewelry, precious stones and foreign assets. Hence inflation promotes that type of investment which is inimical to economic growth and discourages investment in economic infrastructure.

Further, inflation by bringing about uncertainty in future expectations affects investment decisions adversely. Inflation, in its early stage, encourages entrepreneurial activity. When prices rise, cost does not rise in the same proportion, thus there are higher profits. But when in the face of continuously rising prices, strong trade unions press for wage increases, and strikes, slow-downs and general deterioration in labour efficiency create uncertainty in future business expectations, thereby investment is adversely affected. Again, a continuous rise in prices leads to rising costs, and spiral inflation gets going in the country. If at this stage an attempt is made to prevent prices from rising, costs remaining the same, profits would fall and with them investment too. Thus ultimately inflation becomes self-defeating.

Inflation as a method of force savings gives rise to considerable social costs. Inflation, no doubt, helps to reduce consumption and increases savings yet from the social view point; it is a wasteful method of forcing savings. The loss in real consumption of the masses tends to be greater than the gain in total savings of the community. Moreover, as a result of inflation some sections of the community are made better off than the others. There is a redistribution of income in favour of the entrepreneurial class at the cost of the fixed incomes. This tends to increased savings and investment. Entrepreneurs seldom invest in productive channels. They fritter away increased incomes on non-essential conspicuous consumption under the impact of the demonstration effect and thus decrease total private savings to the detriment of economic development. Higgins(2021) writes that "the destruction of the middle classes, improvement of workers and enrichment of speculators and black marketers intensify social conflict and permit radical parties of right or left to take power. Underdeveloped countries prone to political instability cannot afford the added burdens of hyperinflation."

Inflation may retard economic development in another way. With the rise in the price level, the cost of development projects also rises resulting in larger doses of deficit financing on the part of the government. If not checked in the earlier stages, the rise in prices becomes cumulative. The vicious circle of more money chasing fewer goods develops which ultimately brings a total collapse of the monetary system.

Further, severe inflation also leads to balance of payments difficulties, rise in domestic incomes and prices may encourage people to import more commodities from abroad. But increased imports cannot be matched by increased exports due to lack of diversification in the economy. Efforts to restrict imports may lead to greater rise in prices by bringing excessive pressure on domestic supplies. A high price level as compared to foreign countries will also make exports dearer and difficult. Moreover, inflation discourages the flow of foreign investment into the economy. Foreign investors are, in fact, scared away by a situation in which costs are constantly rising. All this implies a depletion foreign exchange reserves which are important sources of developmental finance.

The sum up, "inflation holds particular dangers for underdeveloped countries… inflation encourages the speculative and unessential transactions which are major obstacles to economic development; discourages domestic savings as well as foreign investment; disrupts foreign trade relations, and lower the general efficiency of productions." Thus, there is little positive relation between deficit financing and economic development.

## Safe Limit of Deficit Financing

Deficit financing becomes inflationary only when it crosses the 'safe limit.' It is within the limits of safety so long as it is incurred in moderate doses, the rise in prices is creeping and appropriate measures are taken to keep the prices under check.

The question is: what is the 'safe limit' to deficit financing, and how to find it? In other words, what policy should be followed so that deficit financing leads to capital formation without inflationary rise in prices?

1. **Growth Rate of the Economy.** The first which determines the 'safe limit' is the rate of growth of the economy. Deficit financing is non-inflationary to the extent of the growth rate of economy. For example, if the economy is growing at the rate of 6 per cent per annum and the supply of money in the economy is Rs 2.000 cores, then it can absorb Rs 120 cores annually without any adverse effects whatsoever. If, however, this amount is not injected into the economy, it will have a deflationary impact on it. Further, in a developing economy, a large quantity of money than just the 'critically minimum' can be injected safely into the economy for development purposes. For instance, a 7 per cent increase in money supply will not be inflationary because development projects can absorb this much increase.

2. **Growth of the Monetized Sector.** To the extent the non-monetized sector is transformed into the monetized sector, the additional supply of money is not inflationary.

3. **Increase in Loans and Taxes.** Deficit financing is successful as an instrument of capital formation to the extent the deficit-induced additional income is mopped up in the form of loans and taxes. As Lewis observes, "If the government wishes the inflation to come out as soon as possible, by maintaining its new higher levels of expenditure (in real terms), and if it cannot rely on the savers hoarding their savings then it must get hold of the savings in some other way either by taxing them away or by offering favorable terms for government bonds."

4. **Control Over Wages and Prices.** The success of deficit financing also depends on the extent to which prices and wages are controlled in the economy. In order to prevent wages from rising, prices should be goods. The policy of 'credit-curb' and 'credit-regulation' should also be followed by the central bank.

5. **Creation of Import Surplus.** Deficit financing is non-inflationary to the extent the government is in a position to create import surplus. This can be done by the government buying foreign exchange from the central bank against its cash balances to finance imports of capital equipment, industrial raw materials and food grains, as is being done in India.

6. **Increase in Supply of Goods.** Deficit financing leads to inflation when more money is chasing fewer goods. To the extent this gap between money-supply and supply of goods is bridged, deficit financing is non-inflationary. For this purpose, in the earlier stages of economic development, those projects should be promoted which have a short gestation period, and thus increase the supply of consumer goods quickly.

7. **Increase in Equity Capital, Undistributed Profits and Budgetary Surpluses.** Kurihara (2019) suggests that 'one should have concrete information or projections concerning the relative importance of debt and equity financing, of external and internal financings and of private and public savings. For inflation is known to react favorably on equity dividends, corporate and business profits and government tax revenues. In the overall scheme of developmental financing equity capital, undistributed profits and budgetary surpluses may play so preponderant a role as to render superfluous all apprehensions about the destructive effect of inflation on private saving."

8. **Spirit of Sacrifice.** The safe limit to deficit financing depend upon the extent to which people appreciate and undertake sacrifices involved in deficit financing for economic growth. As Dr. Rao(2021)stresses, "I would like to emphasize the role of public understanding and public cooperation as a positive factor intending to diminish the price effect to deficit financing. In the popular view, deficit financing is associated with inflation. Not only is

understanding required of deficit finance for capital formation but also public cooperation in the implementation of the policies for minimizing the price effect of deficit financing for capital formation."

## Conclusion

To conclude, the use of the deficit financing for economic development "may be likened to fire which if unregulated produces havoc, while regulated, it gives light and warmth. The danger is, therefore, not so much in the instrument itself as in the use to which it is put. Much depends on the degree of caution we exercise."

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# ATTITUDE OF PARENTS TOWARDS GIRL CHILD EDUCATION IN KALLAH COMMUNITY, KAJURU LOCAL GOVERNMENT AREA, KADUNA STATE, NIGERIA

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## Abstract

*This research work was carried out in Kallah community, Kajuru local government, Kaduna state. The topic of the study is Attitude of parents towards the girl-child education in Kallah community. The objectives of the study are to investigate the influence of parent religion, cultural perception, and their socioeconomic background towards the girl-child education in Kallah community. Literature on the subject matter was reviewed. Theories of attitude formation and attitude change were also reviewed. A descriptive survey design was chosen for the study. 100 parents were sampled out of 4891. The researcher adopted random sampling technique. Self-structured questionnaires were used in obtaining the relevant information using Likerts scale measurement. 100 questionnaires were administered to the respondents and 98 were retrieved. The data collected was presented and analyzed. The researcher found out that there are no availability of girl schools in the area, early marriage is not a priority to parents in the area, some respondents are of the opinion that girls should be mixed with boys while learning takes place at school, respondents are of the view that their religious believes that western education cannot lead to change in faith of a girl-child. The study recommended that Kaduna state ministry of education should provide more special schools mainly for the girls in areas were girls are not allowed to mix with boys while learning takes place due to religion and also females who are successful in life through education should be given prominence in government.*

**KEYWORDS:** Community, Attitude, Parent, Religion, and Girl Child

## Introduction

The global literacy rate for all people aged 15 and above is 86.3%. The global literacy rate for all males is 90.0% and the rate for all females is 82.7%. The rate varies

throughout the world with developed nations having a rate of 90.2% in 2013; Oceania having 71.3%; South and West Asia having 70.2% in 2015 and sub-Saharan Africa at 64.0% in 2015. Over 75% of the world's 781 million illiterate adults are found in South Asia, West Asia and Sub-Saharan Africa Women represent almost two-thirds of all illiterate adults globally (World Health Organization (WHO, 2016).Globally, the youth literacy rate increased from 83 per cent to 91 per cent over two-decades, while the number of illiterate youth declined from 170 million to 115 million. Regional and gender disparities persist, however. Literacy is lowest in least developed countries and higher among males than females. In the most recent years for which data are available, young women accounted for 59% of the total illiterate youth population (WHO, 2016).

According to United Nations Educational Scientific and Cultural Organization (UNESCO) (2015), Institute for Statistics (UIS) on behalf of UNESCO with 2015 estimates based on people aged 15 or over who can read and write. Where data is taken from a different source, the data is collated by mostly using surveys within the last ten years which are self-declared by the persons in question. UIS provides estimates based on these for the year 2015 with a Global Age-specific Literacy Projections Model (GALP).

World's Women (2020), study says 496 million women are illiterate, with significant hurdles to overcome in achieving the global goal of gender equality. Despite large improvements in the expansion of basic education, and the continuous reduction of education inequalities, there are substantial challenges ahead. The poorest countries in the world, where basic education is most likely to be a binding constraint for development, still have very large segments of the population who are illiterate. In Niger, for example, the literacy rate of the youth (15-24 years) is only 36.5%.

An illiteracy rate among women in Nigeria is alarming. Women in Nigeria have had various challenges in order to obtain equal education in all forms of formal education in Nigeria. Education is a basic human right and has been recognized as such since the 1948 adoption of the Universal Declaration on Human Rights. A positive correlation exists between the enrolment of girls in primary school and the gross national product and increase of life expectancy. Because of this correlation, enrolment in schools represents the largest component of the investment in human capital in any society. Rapid socio-economic development of a nation has been observed to depend on the caliber of women and their education in that country. Education bestows on women a disposition for a lifelong acquisition of knowledge, values, attitudes, competence and skills (Umar, 2019).

Eight states in northern Nigeria have the country's worst girl child education and health indices. The latest scorecard by a group of nongovernmental researchers, says the report says Kaduna, Sokoto, Bauchi, Jigawa, Yobe, Zamfara, Katsina, and Gombe states have Nigeria s worst girl child education, highest female illiteracy, highest adolescent girl marriage, highest under 15 child bearing, and highest risk of maternal death and injury. Out of the twenty-one local governments in Kaduna state, Birnin Kebbi is one of local governments with highest number of early girl child marriage, low enrolment in secondary and tertiary institution (Umar, 2019).

Kallah Community is in Kajuru Local Government area of Kaduna State, in Northern Nigeria, which lies between latitudes 10°24'19" and 10°26'36" North of the equator and longitudes 7°53'36" and 7°53'21" East of the Greenwich meridian showing the square coordinate of the area. The elevation of Kallah Community is 639 metre above sea level. The coordinate of the community was collected using a conventional survey method, which GPS instrument was use in capturing the data in the field by the researcher.



**Figure 1: Map Showing Kallah Community**
**Source: Adapted and Modified by Dogo Simeon, 2022**
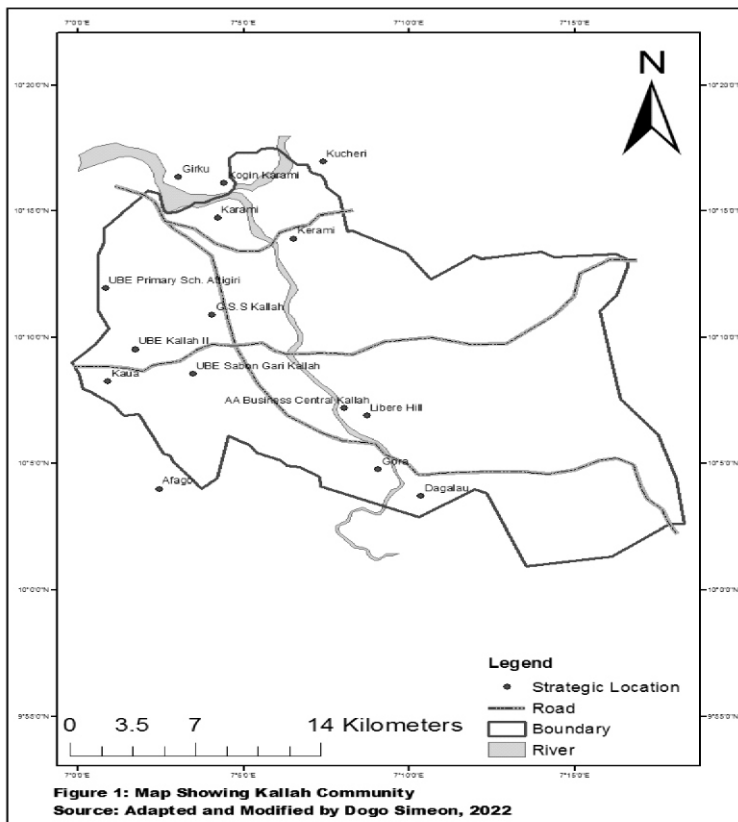
Kallah Community in Kajuru Local Government Area experiences an annual rainfall of 150mm (Ishaya and Abaje, 2008). The area has a uni-modal rainfall distribution in which rain increases in frequency and amount, beginning in May and peaking in August, this makes the area arable and support the cultivation of various food and cash crops, including rearing of animals. The temperature of the area is high with mean monthly temperature of $28^{\circ}$C    while the relative humidity is about 52.66% (Ishaya and Abaje, 2008).

According to National population census (2006) based on Kajuru Local Government Area, Kallah community comprises of linear, cluster and scattered settlements with a population of about 11,281 people. The dwellers of Kallah community largely depend on agricultural practices, trading and some of them into public and civil service. Adara people are the dominant ethnic groups in the area, followed by Gbagyi, Hausa, Fulani and other migrants. Kallah community is served by centrally located Government secondary and primary school built and operates primarily by the local government; private school operates by individual, a private clinic that provides basic preventive and curative services to the people of the community (Chief of Kallah Community, 2022).

Economically, Kallah is a community that the majority are agro farmers, and few civil servants. They are engaged in irrigation farming of perishable farm produce during the dry season and also cultivate crops like: yam, cassava, maize, beans, millet, sorghum, rice, ginger, and groundnut, and some other crops during rainy season. A significant number of families are involved in livestock production. The important livestock reared include poultry, cattle, sheep, and goats. Small scale farmers dominate the agricultural production in the area (Ishaya and Abaje, 2008).

According to UNESCO (2014), estimate, 130million girls between the ages of 6 to 17 are out of schools and l5million girls of primary school age half of them in sub Saharan Africa will never enter class room. In Nigeria only 4% of poor young women in the North West zone can read compared with 99% of rich young in the south east. In the year 1973-74, research showed that the number of male students compared to female is 5:3. Education of boys is considered more important because they are made to look after their parents and family, while the girls would be married out. This attitude of parents towards the girl child education was very common in native part of Nigeria. Some parents still believe that secondary school education is the highest they can offer their female children because they see them as temporal members of the family. In the northern region of Nigeria men and women have their role to play for the benefit of the society. Men are said to be the head of the family while the women take care of the children and house. This practice had been from generation to generation. Some girls

are married out even during their primary or secondary school and that marks the end of their western education (Allison, 2019).

In Kallah community, however, girl child enrollment in primary schools and transition to secondary and tertiary education seems quite low because of the above reasons. In view of the above problem, this study focused on assessment of attitude of parents towards girl child education in Kallah community and to stress out way forward on important of the girl child acquiring western education alongside the boy child.

**Objectives of the Study**
The specific objectives of this research are to: determine the influence of parent's religion towards girl child education in Kallah community, determine the cultural perception of parents towards the girl child education in Kallah community, and ascertain the influence of socioeconomic background of parents towards girl child education in Kallah community.

**Research Questions**
This study attempted to answer the following research questions
1. What is the influence of parents religion towards girl child education in Kallah Community?
2. What is the cultural perception of parents towards Girl child education?
3. What is the influence of Socio economic background of parents on girl child education in Kallah community?

**Methodology**
A cross sectional research design was adopted for the study. It involved the selection of a sample to represent the target population in the study area. A hundred (100) respondents were selected through the simple random sampling technique out of the 11,281 (NPC, 2006) population that makes up Kallah Community.

A wide range of collected primary data required for the study included the demographic characteristics of respondents; the influence of parent's religion towards girl child education in Kallah community, the cultural perception of parents towards the girl child education in Kallah community, and the influence of socioeconomic background of parents towards girl child education in Kallah community. The responses sought for were through a series of questions with a number of options for the respondents to tick appropriately the ones that appeal to them, but may freely make comments. The sources of the other information for the study were: the National Population Commission (NPC, 2006) for the population of the study area; Adapted and modified map of Kallah community by Dogo Simeon, 2022; while relevant

literature were obtained from textbooks, articles in academic journals and through internet searches.

A semi-structured questionnaire, which served as the main instrument, was constructed for the data collection exercise from the field.

In order to test the validity of the instrument, a pilot study was conducted in the study area. This was done to detect ambiguous questions and difficult expressions and amend them before the real field exercise.

In determining the sample size of the study area, Yaro Yamani's (1964) formula was used. The formula is given as follows:

$$n = \frac{N}{1 + N\,(e)^2}$$

Where; n = Sample size

N = Population

1 = Constant

(e) 2 = Margin Error

Note: this study allowed ten (10) percent margin of error in calculating the optimal sample size (i.e. 0.1). Noting that the population size (N) in this case is 11,281 the estimated sample size was calculated as:

$$n = \frac{11,281}{1 + 11281\,(0.1)^2}$$

$$n = \frac{11281}{11282\,(0.01)}$$

$$n = \frac{11281}{112.82}$$

$$n = 99.99$$

Approximate sample size then became:
n=100

The total number of questionnaires administered was 100 for the purpose of this study. A hundred copies of the questionnaire were distributed to selected respondents from the study area using the simple random sampling technique; ninety-eight copies of the questionnaires were dully filled and returned for analysis.

The descriptive statistical technique in the form of frequency counts, percentages and tables were used to analyse the data obtained from the field based on the above stated objectives of the study.

**Results of the Study**
**Demographic Characteristics of respondents**
**Table 1: Demographic Characteristics of Respondents**

| Variable | Frequency | Percentage (%) |
|---|---|---|
| **Gender of Respondents** | | |
| Male | 33 | 33 |
| Female | 66 | 67 |
| **Total** | **98** | **100** |
| **Age of respondents** | | |
| 20-25 years | 5 | 5 |
| 26-30 years | 13 | 13 |
| 31-35 years | 25 | 26 |
| 36-40 years | 10 | 10 |
| 41 years and above | 45 | 46 |
| **Total** | **98** | **100** |
| **Marital Status of Respondents** | | |
| Married | 55 | 55 |
| Single | 27 | 27 |
| Widow/Widower | 11 | 11 |
| Divorced | 5 | 5 |
| Single parent | 2 | 2 |
| **Total** | **98** | **100** |
| **Religion of Respondents** | | |
| Christianity | 86 | 88 |
| Islam | 12 | 12 |
| Traditional | 0 | 0 |
| Others | 0 | 0 |
| **Total** | **98** | **100** |
| **Educational Level of Respondents** | | |
| Informal education | 37 | 38 |
| Primary | 24 | 24 |
| Secondary | 31 | 32 |
| Tertiary | 6 | 6 |
| None | 0 | 0 |
| **Total** | **98** | **100** |
| **Occupation of Respondents** | | |
| Business tycoon | 38 | 39 |
| Farmer | 31 | 32 |
| Civil servant | 15 | 15 |
| Counter driver | 8 | 8 |
| Unemployed/applicant | 6 | 6 |
| **Total** | **98** | **100** |

Source: Author's Analysis, 2022

Table 1 revealed that the highest respondents were females with 66% while only 33% are males. The distribution of the respondents shows that both male and female were

involved in the study.

The above table shows that majority of the respondents are 46% with the age range of 41 and above years, respondents between 31-35year account for 26%, l3% of respondent's falls within the age range of 26-30 years, l0% of the population of the study are within the age range between 36-40 years, while 5% fall within the age group of 20-25 years.

Married respondents are the majority with 55%, followed by the single with 27%, widow/widower formed 11%, divorced forming 5%, while single parent are the least respondents with only 2%.

88% of respondents are Christians while 12% are Muslims. The table shows that 38% have informal education; followed by those with secondary education 32%, primary education 24% and those with tertiary education formed the least respondents with 6%. 39% of respondents are business tycoons, 32% are farmers, and 15% of the respondents are civil servants, 8% of the respondents are drivers, while unemployed/applicants were the least respondents with 6% each.

**Influence of Parents' Religion towards Girl Child Education in Kallah Community**
**Table 2: Responses of Respondents on Influence of Parents' Religion towards Girl Child Education in Kallah Community**

| S/N | ITEMS | SA | A | U | DA | SD | X | Remark |
|---|---|---|---|---|---|---|---|---|
| 1 | My religion encourage girl -child education | 48 | 35 | 8 | 5 | 2 | 4.2 | Agreed |
| 2 | My religion believe that western education cannot lead to change in faith | 21 | 38 | 16 | 19 | 4 | 3.5 | Agreed |
| 3 | My reli gion do not strictly prioritize early marriage over any form of education | 31 | 23 | 3 | 5 | 36 | 3.1 | Agreed |
| 4 | It is against my religion to take girl -child to western education | 6 | 9 | 4 | 51 | 28 | 2.1 | Disagreed |
| 5 | It is my religious belief that girls should mix with boys while learning take place | 29 | 48 | 2 | 12 | 7 | 3.8 | Agreed |
| | Grand mean | | | | | | 3.34 | Agreed |

Source: Field Survey, 2022

Grand mean = 3.34Decision rule: stated that the grand mean of 3 and above is agreed and below 3 is disagreed on 5 likert scale.

Therefore, the table above with total grand mean of 3.34 has agreed that parent's religion does not have negative attitude towards the girl child education in Kallah Community.Item number 1 indicated that the parent religion encouraged girl-child education. Item number 2 revealed that Western education cannot lead to change in one faith. Item number 3 shows that religion does not strictly prioritize marriage over any form of education. While Item number 4 disagreed that the girl-child should not be taken to the western schools. And item number 5 agreed that the girls should be mixed with boys while learning take place.

**Cultural Perception of Parents towards the Girl Child Education in Kallah Community**

**Table 3: Responses of Respondents on Cultural Perception of Parents towards the Girl Child Education in Kallah Community**

| S/N | ITEMS | SA | A | U | DA | SD | X | Remark |
|-----|-------|----|----|----|----|----|----|--------|
| 6 | It is a belief in my culture that girl -child marriage stood against girl -child education. | 19 | 14 | 17 | 26 | 22 | 2.8 | Disagreed |
| 7 | My culture belief that girl -child education is a meaningless expenditure. | 27 | 1 | 4 | 38 | 28 | 2.6 | Disagreed |
| 8 | My culture is against western education | 23 | 16 | 2 | 26 | 31 | 2.7 | Disagreed |
| 9 | My culture prefer marriage than girl -child education | 16 | 13 | 6 | 38 | 25 | 2.6 | Disagreed |
| 10 | It is my cultural believe that western education can make girl -child immoral | 15 | 17 | 2 | 41 | 23 | 2.6 | Disagreed |
| | Grand mean | | | | | | 2.66 | Disagreed |

Source: Field Survey, 2022

Grand mean = 2.66

The table above with the total grand means of 2.66 shows that cultural perception of parents does not affect the attitudes towards girl-child education. Item number 6 disagreed on the fact that girl-child marriage is more important than going to western schools. Item number 7 disagreed that my culture belief that girl-child education is a meaningless expenditure. Item number 8 indicated that most parents' culture in the area is not against western education; Item number 9 disagreed that respondent's culture prefers to marry out their girl-child than to send them to school while item

number 10 disagreed that western education can make the girl-child to be immoral.

**Influence of Socioeconomic Background of Parents towards Girl Child Education in Kallah Community**

**Table 4: Responses of Respondents on Influence of Socioeconomic Background of Parents towards Girl Child Education in Kallah Community**

| S/N | ITEMS | SA | A | U | DA | SD | X | Remark |
|-----|-------|----|----|----|----|----|----|--------|
| 11 | Girl-child education should be equally important to that of boys | 37 | 23 | 7 | 13 | 18 | 3.5 | Agreed |
| 12 | There are changes in behaviors of an educated girl-child | 21 | 54 | 4 | 14 | 5 | 3.7 | Agreed |
| 13 | Boys perform better than girl-child in school | 6 | 23 | 38 | 23 | 8 | 3.0 | Agreed |
| 14 | I can't sponsor my girl-child education | 7 | 23 | 4 | 35 | 29 | 2.4 | Disagreed |
| 15 | There was no educational institution near our residence so I can't sponsor my girl-child education | 16 | 14 | 17 | 21 | 30 | 2.6 | Disagreed |
| | Grand mean | | | | | | 3.04 | Agreed |

Source: Field Survey, 2022

Grand mean = 3.04

The table above with total grand mean of 3.04 revealed that socioeconomic background has great influence in girl-child education. Item number 11 agreed that the girl-child education should be equal with the boys. Item number 12 agreed that there is change in behavior among the educated girl-child. Item number 13 disagreed that boys performed better than the girl-child in school. Item number 14 shows that majority of parents can sponsor their girl-child education. Item number 15 disagreed that there is no school close to their residence therefore; they cannot take their girl-child far away.

**Discussion of Findings**

Findings on Table 2 with grand mean of 3.34 shows that parent's religion has impact on the attitude of parents towards the girl child education in Kallah community. The finding was in agreement with Denga (2010) various cultural and social values have historically contributed to gender disparity in education. One prominent cultural view is that it is better for the woman to stay home and learn to tend to her family instead of attending school but in Kallah community where is dominated by Christians is not like that.

The study discovered on table 3 with grand mean of 2.66 that there is no significant relationship of cultural perception of parents towards girl-child education in Kallah

community. This finding was not in agreement with findings of Aminu (2016) which stated that traditionally, the only roles available to women were those of wives and mothers. Women were thus seen as nurturers and mainly as providing support for men who worked to provide for the family. Being physically weaker, women were therefore also perceived being less capable and requiring the protection and guidance of men.

Table 4 with grand mean of 3.04 revealed that socioeconomic background has great influence in girl child education. This finding agreed with that of Qureshi (2017), which stated that many parents have concerns for both the physical and moral safety of their daughters in formal school environment. Beside the cultural prescription of gender role, this disparity is also due to inadequate number of vocational training and professional institutions for women (Khan, 2018).

## Conclusion

In conclusion, the researcher was able to explore the attitude of parents towards the girl child education in Kallah community, Kajuru local government area, Kaduna state. It was observed that religious belief in Kallah community encourages girl child education and that their religion does not strictly prioritized early marriage over any form of education. Cultural perception of parents towards the gender role such as domestic work does not affect the education of girl child in their area. Parent's religion do not encouraged girl child marriage but encouraged western education in the area; consideration of the girl child attendance in school is always improved as civilization advances. Creating awareness on the merit of girl child education, creating of girl's school, community mobilization, and participation of girl child in vocational training should be encouraged. The researcher comes to the conclusion that the girl child education should be more encouraged in Kallah community and other parts of the country.

## Recommendations

From the findings of this research and the conclusions drawn, the following recommendations are made:

1.     Kaduna state ministry of education should provide more special schools mainly for the girls in areas were girls are not allowed to mix with boys while learning takes place due to religion.

2.     Kaduna state government in collaboration with non-governmental organization such as WHO, UNICEF, UNESCO, P.T.A, CDC, etc should be contacted for financial assistance and infrastructure for free education and scholarship at all levels be given to girl-child.

3.     Kaduna state government should ensure adequate security, enforcement and litigation for any form of discrimination against girl-child education and other rights.

4.    Female who are successful in life through education should be given prominence in government.
5.    Kaduna state ministry of education should be organizing workshops, seminars, conferences for parents in collaboration with traditional leaders, religious leaders, with emphasis on importance of girl-child education.
6.    Traditional leaders, religious leader's influential should be involved in the programs of creation of awareness of girl-child education to parents who prohibit girl-child education.

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# ANALYSIS OF SCHOOL RETENTION AMONG FEMALE SECONDARY SCHOOL STUDENTS IN FEDERAL CAPITAL TERRITORY (FCT) ABUJA, NIGERIA

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## Abstract

*This study was carried out on the analysis of School Retention among Female Secondary School Students in Federal Capital Territory (FCT) Abuja, Nigeria. The aim of the study was to find out the rate of school retention among secondary school female students. The design of the study was descriptive survey and the scope of the study was senior secondary school female students in Government Secondary Schools in Federal Capital Territory Abuja. The population is made of two thousand three hundred and ninety five (2395) senior secondary school students which was purposively used as the sample of the study. School Retention Instrument (SRI) was adapted and used to collect data. Percentage on frequency count was used to analyse the data and the result reveals the extent of school retention among female secondary school students in Federal Capital Territory is positively moderate at 59%. And the extent of non-retained students among female secondary school students in Federal Capital Territory is as high as 41%. It was thus concluded that school retention is a problem existing among female secondary school students in Federal Capital Territory and that the extent of non-retained students among students in Federal Capital Territory is alarming. Therefore, is was recommended that educators and parents should value girl child education and make effort to sustain the retention of their female children in school to completion.*
**Key Words**: Retention, School Retention, Non Retained Children, Girl Child

## Introduction
It appears that though girls are now gaining almost equal educational opportunity just like their male counterpart as provided in the National Policy on Education in Nigeria

retention of the girl students in school to the point of graduation tends to be working against their educational prospects unnoticed. The concept of students' retention in school connotes the rate in which a school student stays until successful graduation. Many students who gain admission do not usually endure all it takes to remain in the school and graduate and that defines the concept of students' retention.

According to Cotter (2019), United Kingdom has been reported to have a relatively impressive high rate of retention of girl students: about 87% while countries such as Neitherland have as low rate of female students' retention as 40%. However, in African countries particularly in Nigeria, there appeared no accurate data in relation to students' retention rate in educational institutions. As preliminary investigations shows low rate of girl students' retention in all level of education in Nigeria schools, especially senior secondary schools. It is common to enroll many girls in a school but before taking their senior school certificate examination, such as West African Examination Council (WAEC), National Examination Council (NECO) for graduation, many of them have left the school for whatever reasons. Some leave out of school for early marriage, others for lack of sponsorship while others are sent into family way through unwanted pregnancy by boys or irresponsible men. Record gotten from Government Girls Secondary School (GGSS), Agbaji in FCT Abuja reveals that out of 385 students enrolled in 2013 only 139 remained till graduation in the year 2016 and sat for NECO and WAEC. This event places retention at 139:385, making up 36% retention rate in the school. This situation is likely to be a factor that causes an imbalance between male and female ratio in education. There are some who stop within the first term, some first year and others, just before taking their senior school examination (SSCE).

Poor retention rate is an ever present problem among educational institutions all over the world. Maintaining high student retention is vital to the survival of any educational institute. Female students' retention in school can be measured, as stated by Scotter (2019), by dividing the number of female students who progress to the next class by the number of female students admitted the previous year. Many education providers with poor retention rates are at risk of becoming unprofitable. Before they can combat the problem, higher education institutes must identify what is going wrong and the magnitude of the issue.

Why the variation in rate of girl child students' retention in school from country to country and one school to another? The remote cause of poor or high rate of students' retention in school cannot be determined at this level but it is assumed that parents' socio-economic background could play a role of some sort in influencing retention of

students in secondary school, particularly the female students. Ogioga (2020) states that socioeconomic background is an economic and sociological measure of a person's work, experience and of an individual's or family's economic and social position relative to others, based on income, education, occupation, culture, family and societal norms are likely to cause problems of school retention in some situation. When analyzing a family's socioeconomic status, the household income, earners' education and occupation are examined when their own attributes are assessed

It also appears that many studies have determined that there are significant disparities in students' cognitive skills due to their home environments. There is direct evidence that socioeconomic status and home environment play a major role in the achievement of mathematic skills of children thereby improving their retention in school (Crane in Belvin, 2015). Crane concluded there are other variables that can play a role in the student's performance including size of the family and cognitive genetics of the parents. The factor that most generally applies to mathematic performance of the student is the socioeconomic status.

Nevits (2008) sums up Scholarly description of elements of retention as follows:
1. Students meeting clearly defined educational goals whether they are course credits, career advancement, or achievement of new skills.
2. Students' successful academic and social integration into the college community, marked by the feeling that one fits at the institution and positive educational attitudes and experiences.
3. The match between students' motivation and academic ability and their academic and social characteristics.
4. The degree of direct involvement of students in the academic and social life of their institutions.
5. The by-product of student success and satisfaction and ultimately an indicator of institutional success.

The formulas and discussion presuppose that retention exists in one variety, that is the students either remain at an institution or they do not. The truth is that retention comes in multiple varieties. There are at least four basic types of retention: institutional, system, in the major (discipline), and in a particular course.
1. Institutional Retention: Institutional retention is the most basic and easy to understand and is the type measured in the formulas discussed in this research. In essence, institutional retention is the measure of the proportion of students who remain enrolled at the same institution from year to year.
2. System Retention: System retention focuses on the student and turns a blind

eye on which institution a student is enrolled. Using system persistence as a measure, a student who leaves one institution to attend another is considered a persister. Therefore, system persistence accommodates the frequent occurrence of transfer or re-enrollment at another campus, in another state, or in another institutional type.

3. Retention within a Major or Discipline: Another type of retention takes a more limited view of the topic by viewing retention within a major area of study, discipline, or a specific department.

4. Retention within the Course: The smallest unit of analysis with respect to retention is that measured by course completion. Studying at the course level allows the specific determination of which courses are not being completed even though a student may be retained within the institution.

Student retention rates are an important gauge of any educational institution's success. The student retention rate indicates the percentage of students who remain at an educational institution after they begin studying there. High schools, colleges and graduate institutes throughout the country care about improving their retention rates. A high retention rate suggests a school is supportive and enjoyable and that the workload is manageable. Especially at the college and graduate level, retention rates play an important role in attracting high quality students however, measuring retention is equally debatable.

One of the most common metric for measuring student retention is by dividing the number of returning students by the number enrolled the previous year (Hagedorn, 2016). Collect data at the beginning of the year on the number of students who enroll at a school for that academic year. For example, if 100 students sign up for a particular school at the beginning of academic year 2009, the number of students in the incoming class of 2009 is 100. Collect data the following year on the number of students from your sample in Step 1 who are still enrolled at the school. For example, if in Step 1 you noted the number of students enrolled from the incoming class of 2009 during academic year 2009, Step 2 requires you to note the number of students from the incoming class of 2009 class who are still enrolled during academic year 2010. Divide the number calculated in Step 2 by the number of Step 1. For example, 90 (Step 2) ÷ 100 (Step 1) = 0.9 or 90 percent. The result of this calculation is the student retention rate. Ninety percent of students of the incoming class of 2009 remained at the school after one year.

$$\frac{\text{Number of students re-enrolled the following year}}{\text{(Number of students in the yearly cohort - Exclusions) x 100}}$$

One of the most widely used dichotomous measures in educational research and practice is retention and dropout according to Hagedorn (2016). Typically defined as two sides of the same coin, retention is staying in school until completion of a degree and dropping out is leaving school prematurely. It seems simplistic that retention and dropout are just purely opposites. However, more than three decades ago, Alexander in Astin (1971) identified the dropout concept as a problem in his book "Predicting Academic Performance in College" in (1971).

Girls' education is a human right. Educating girls contributes significantly to the development of a stable, prosperous and healthy nation state whose citizens are active, productive and empowered. Yet data indicate that in Nigeria:

i.     Over 5.5 million girls are out-of-school (UNESCO, 2021)
ii.    40% women and 28% men have never attended school.
iii.   Nearly two-thirds of women in the North West and North East regions have no education, compared to less than 15% in the South South (ibid.)
iv.    The Net Enrolment Rate at primary school level is 56% for girls and 61% for boys (UNESCO, 2021)
v.     Drop-out rates are highest at the sixth grade of primary school and higher among girls than boys.

Empirically, Auma (2021) conducted study to establish the extent to which the factors that affect girl-child participation in secondary education in Migori district, Migori country, Kenya Bako (2016) carried out a study which was designed to identify and examine girl-child education and its challenges in Kagarko and Sabon Gari Local Government Areas of Kaduna state. The main objectives of the study are: to ascertain the level of girl-child education; to evaluate the contributions of the study areas towards girl-child; to identify and discuss challenges of girl-child education in the study areas; and to make recommendations that will improve girl -child education. It was found that despite the availability of schools and frequent enrolment of students in the study areas, the rate of completion is still low compare to their male counterparts.

A research was carried out by Owano (2020) to determine the factors that influence the retention of female students in secondary schools in Muhoroni division, Muhoroni District of Kisumu County. The results of these are observed on the low retention rate of female students in secondary schools in Muhoroni division. The results also indicate that the school administrators used various methods in handling female students' retention in schools and these included guidance and counseling, recommendations for bursary fund fees forms, punishments involving parents in matters of student disciplines and mobilization of the community members and well-wishers to pay for

the disadvantaged girls in secondary schools.

## Objectives of the study
The objectives of this study are stated as follows:
1. To find the extent of school retention among female secondary school students in Federal Capital Territory
2. To find the extent of non-retained students   among female secondary school students in Federal Capital Territory

## Research Questions
1. What is the extent of school retention among female secondary school students in Federal Capital Territory
2. What is the extent of non-retained students   among female secondary school students in Federal Capital Territory

## Methodology
The design of this research is descriptive survey study. Survey design appears suitable to enable the researchers to study the prevalence of the current problem. According to Price, Jhangiani, and Cheng, (2019), survey research is the type of research that makes it possible for the researcher to obtain data from a large population regarding a prevailing problem. The population of the study consists of all Senior Secondary Schools girls (SSS 3) from the six (6) selected government secondary schools in Federal Capital Territory (FCT). There are sixty two (62) Government Secondary schools in FCT. Six secondary schools were purposely selected from each of the six area councils in FCT. The population is made of two thousand three hundred and ninety five (2395) senior secondary school students which was used as the sample of the study.  The researchers used School Retention Instrument (SRI) adapted from Webster and Showers (2011). The Collected data were analysed through percentage on frequency count.

## Results and Findings
**Research Question one**: What is the extent of school retention among female secondary school students in Federal Capital Territory?

**Table one**: Extent of School Retention among Secondary School Students in FCT

| S/N | NAME OF SCHOOL | AREA COUNCIL | ADMITTED STUDENTS (2015) | GRADUATED STUDENTS (2018) |
|---|---|---|---|---|
| 1. | Govt. Girls Sec. Sch. Abj. | Abaji | 256 | 112 |
| 2. | Govt. Girls Sec. Sch. Garki | AMAC | 389 | 204 |
| 3. | Govt. Girls Sec. Sch. Dutse | Bwari | 552 | 445 |
| 4. | Govt. Girls Sec. Sch. Dukpa | Gwagwalada | 318 | 171 |
| 5. | Govt. Sec. Sch. Kuje | Kuje | 602 | 291 |
| 6. | Govt. Girls Sec. Sch. Kwali | Kwali | 278 | 197 |
| | **Total** | | **2395** | **1420** |
| | **School Retention= 1421/2395 X 100%=** | | | **59%** |

Table 1 above reveals school retention rate of 59% which shows moderate school retention among the secondary school female students in Federal Capital Territory (FCT). Thus, the rate of school retention in FCT is moderate which answers the research question raised on the rate of school retention among female students in FCT. **Research Question two**: What is the extent of non-retained students among female secondary school students in Federal Capital Territory?

**Table one**: Extent of School Non-Retained Students among Secondary School Students in FCT

| S/N | NAME OF SCHOOL | AREA COUNCIL | ADMITTED STUDENTS (2015) | NON-RETAINED STUDENTS |
|-----|----------------|--------------|--------------------------|------------------------|
| 1. | Gov't. Girls Sec. Sch. Abaji | Abaji | 256 | 144 |
| 2. | Govt. Girls Sec. Sch. Garki | AMAC | 389 | 185 |
| 3. | Govt. Girls Sec. Sch. Dutse | Bwari | 552 | 107 |
| 4. | Govt. Girls Sec. Sch. Dukpa | Gwagwalada | 318 | 147 |
| 5. | Govt. Sec. Sch. Kuje | Kuje | 602 | 311 |
| 6. | Govt. Girls Sec. Sch. Kwali | Kwali | 278 | 81 |
| | **Total** | | **2395** | **975** |
| | **School Retention=1421/2395 X 100%=** | | | **41%** |

Table 1 above reveals school retention and non-retained students as 41% students among female secondary school students in Federal Capital Territory. This means non-retained students high among female students in FCT. This answers the stated research question on the rate of non-retained students.

**Summary of Findings**
The followings are summary of findings of the research.
1. The study reveals the extent of school retention among female secondary school students in Federal Capital Territory is moderate at 59%.
 2. The extent of non-retained students among female secondary school students in Federal Capital Territory is low at 41%.

**Discussion of Findings**
In line with findings of the study, the study reveals the extent of school retention among female secondary school students in Federal Capital Territory is moderate.  This finding is in line with a previous study by Owano, (2020) who found similar result. Auma (2021) also found low school retention amount students which means that the situation is improving over the years.

The present study also reveals extent of non-retained students    among female secondary school students in Federal Capital Territory is low.  The present study is in agreement with a previous study by Bako, (2016) who found similar result. Auma (2021) similarly found low school retention amount students to the side of non-retained students in secondary school students.

## Conclusion

In line with the findings of the study the researchers conclude that school retention is a problem existing among female secondary school students in Federal Capital Territory is moderate. Conclusion was also made that the extent of non-retained students among female secondary school students in Federal Capital Territory is low.

## Recommendations

In line with the findings and conclusions from the study, the researchers make the following recommendations:
1. Parents should value girl child education and make effort to sustain the retention of their female children in school to completion.
2. Educators and government should encourage female students in school to influence their retention in school to completion.

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# APPRAISAL ON OBSTACLES FACED IN PREPARATION OF EARLY CHILD CARE, DEVELOPMENT AND EDUCATION [ECCDE] AND DELIVERIES IN ZARIA LOCAL GOVERNMENT AREA OF KADUNA STATE, NIGERIA

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## Abstract
*The study titled "Appraisal on the Obstacles Faced in preparation of Early Childhood Care, Development and Education [ECCDE] in Zaria Local Government Area of Kaduna State, Nigeria" three research objectives were generated; to determine if there are obstacles faced in the preparation of earl child education programme in Zaria Local Government Area of Kaduna, to ascertain the obstacles encountered in the preparation of early child education programme in Zaria Local Government Area of Kaduna, to determine the implication of the obstacles on the implementation of the early child education programme in Zaria Local Government Area of Kaduna and a corresponding research questions and hypotheses were also formulated. Descriptive research survey design was adopted for the study. The population of this study consist of 110. Out of which 60 respondents were purposively selected to sample as sample for the study, 3 respondents each were selected from public early care development and education centres of the Local Government Areas respectively. Questionnaire was the instrument used in data collected for the study. Test-retest was employed to determine the reliability of the instruments. Data collected were also analyzed using simple percentage and Chi-square test. The result revealed that there is significant relationship between obstacles and preparation of early child education programme in Zaria Local Government Area Council. The result also established that the*

*following are the challenges facing the preparation of early child education programme in some parts of Zaria Local Government Area of Kaduna State, Nigeria: inadequate provision of resources 'human and material, inadequate funding for preparation, inadequate data, inadequate preparation tools, politicking, political instability, administrative factor and inadequate capacity building programme for stakeholders. The result also portrayed that, the implication of obstacles facing the preparation of early child education programme in Zaria are responsible for inadequate implementation of early child education programme. The paper recommended that, the Zaria Local Government Area and non-governmental organizations should increase the rate of funding of early child education programme as required.*

**Keywords**: Appraisal, Obstacles, Planning, Childhood Care, Development, Education, Delivery

## Introduction

Kaduna state is blessed with twenty-three local government area councils. Zaria local government is among the local government area councils in the state. The Nigerian educational system consists of the Basic Education, Post-Primary Education and the Tertiary Education. The Nigerian government is so passionate about the children education and developed a national curriculum and national action plan for the early child education in Nigeria.  The Nigerian early child education programme is the largest within Africa. The programme is established to address the physical, cognitive and psycho-social needs of a Nigerian child at large.

The early child education programme is very important for the child education development. Children in the early child education programme (ECCDE) are expected to acquire, social skills, communication skills and learn good habit. The study is concerned with some public basic schools since in every school, there are fewer classes meant for ECCDE. The general objective of the Nigeria's early education programme includes: preparing the child for the primary level of education; effecting a smooth transition from the home to the school; providing adequate care and supervision for the children while their parents are at work (in the farms in the markets, offices, etc.). However, the objectives also include to inculcate social norms; inculcate in the child the spirit of enquiry and creativity through the exploration of nature, environment, art, music and playing with toys; develop a sense of co-operation and team spirit; learn good habits, especially good health habits, and teach the rudiments of numbers, letters, colours, shapes, forms and others (FGN,2013).

The administration and management of Early Children Care and Development Education (ECCDE) in Nigeria is a shared responsibility among the federal, state and

local government. The Federal government initiated Universal Basic Education Commission to coordinate, organize and manage all aspects of Universal Basic Education Programmes in Nigeria with the aims of promoting uniform policies, ensure functional and qualitative primary school education in all states across the country. The system of education in Nigeria places, the Basic education and ECCDE solely under the management of the local government administration and Universal Basic Education Commission. It is believed that the objectives of ECCDE can only be achieved when there are adequate professional teachers, adequate infrastructural facilities, adequate instructional materials and adequate supervision. (Nwuche, 2018) submits that in Nigerian early childhood education is beset by low quality teachers generally low.

In summary, ECCDE needs to be fully prepared and implemented with the view towards attainment of sound educational foundation in Kaduna state and Nigeria as a whole. Facet of obstacles encountered at the advent of its delivery figured great educational developmental departure.

There are many issues hindering the early child education programme in Nigeria, generally. These issues encountered by early child education programme and these problems include poor preparation of the entire educational system as outlined by (Abdullahi et al 2021).

In view of this submission, the objective of this study is to find out the challenges facing the preparation of ECCDE in Zaria local government area council of Kaduna, Nigeria. The early child education, basic education, secondary schools' education and the higher education are not freed from one challenge to the others. Pre-primary education encountered with problems, (Abdullahi et al 2021).

Meanwhile, looking on the Gap in the Policy and Practice of ECCDE, various researches were conducted in which Adeyemi, (2014) worked on the "problems militating against the teachers of the early child education in Nigeria", (Ishola's, 2016) focused on the "policies, disseminating and the attainment of the educational goals with a view to gaining insight into the sustainability of this level of education for the development of the Nigerian societies" while (Akindele, 2011) opined the challenges of ECCDE in Nigeria and Jocob (2020) worked on the problems of ECCDE in Abuja.. From the above, it is indicted that research on preparations of early child education programme is rare and no much empirical studies on the area in ZLG Area of Kaduna, Nigeria. Based on this research gap, the primary objective of the study is to appraise the obstacles encountered on the preparation of ECCDE in Zaria Local Government Area of Kaduna, Nigeria. This portrayed a distinct environment as well as a different

zone where cultural background differs. However, failure to carry out research on the sector perhaps yield a marred atmosphere in its deliveries.

**Research Objectives**:
The objectives of this study were to;
   i.   determines the obstacles encountered in the preparation of early child education programme in Zaria Local Government Area of Kaduna.
   ii.  ascertain the fund provision and the preparation of early child education programme in Zaria Local Government Area of Kaduna.
   iii. determine the implication of the obstacles on the implementation of the early child education programme in Zaria Local Government Area of Kaduna

**Research Question**
The following research questions were generated to guide this study:
   i.   Are there are obstacles encountered in the preparation of early child education programme in Zaria Local Government Area of Kaduna?
   ii.  What are the obstacles of fund and the preparation of early child education programme in Zaria Local Government Area of Kaduna.?
   iii. What are the implication of the obstacles on the implementation of the early child education programme in Zaria Local Government Area of Kaduna?

**Research Hypothesis**
$H0^1$: There is no significant relationship between obstacles encountered and the preparation of ECCDE in Zaria LGA.
$H0^2$: There is no significant relationship between fund provision and the preparation of ECCDE in Zaria LGA.
$H0^3$: There is no significant relationship between the implication of the obstacles on the implementation of the early child education programme in Zaria Local Government Area of Kaduna

**Methodologyu**
A descriptive survey research design was adopted for the study. The total population of the study comprised one hundred and ten (110) population who are educational planners selected from some public Early Child Care Development and Education Centres within of Zaria Local Government Area. At this point, the data collected were analyzed using frequency and percentages. Chi-square was used to test the null hypotheses. All the questionnaires distributed were retrieved for the analysis.
The data were presented in the Table for easy interpretation.

**Table 1          Total Population of the Study**

| S/N | School | Quality Assurance / Supervisors | Teachers & Heads |
|---|---|---|---|
| 1 | ECCDE Kofar Doka | 7 | 4 |
| 2 | ECCDE Nurul Huda | 8 | 4 |
| 3 | ECCDE Sarki Sambo | 7 | 5 |
| 4 | ECCDE Kofar Kuyanbana | 7 | 5 |
| 5 | ECCDE Sarki A/Salam | 7 | 5 |
| 6 | ECCDE Dr. M. Jumare | 4 | 6 |
| 7 | ECCDE M. Jafaru D. I | 7 | 5 |
| 8. | ECCDE Dr. Shehu Idris | 4 | 6 |
| 9 | ECCDE Bizara | 4 | 6 |
| 10 | ECCDE Dutsen Abba | 4 | 5 |
| | **Total** | **59** | **51** |

**Source**: Zaria Local Government Area (LGEA, 2022)

**Sampling Technique**

The purposive sampling technique was employed to select the sample population of (60) in the area council. Instrument for data collection. Questionnaire was used as data collecting instrument for the study. This does not include the pupils.

**Table 2: Sampled Size for the Study**

| S/N | School | Quality Assurance / Supervisors | Teachers & Heads |
|---|---|---|---|
| 1 | ECCDE Kofar Doka | 3 | 3 |
| 2 | ECCDE Nurul Huda | 3 | 3 |
| 3 | ECCDE Sarki Sambo | 3 | 3 |
| 4 | ECCDE Kofar Kuyanbana | 3 | 3 |
| 5 | ECCDE Sarki A/Salam | 3 | 3 |
| 6 | ECCDE Dr. M. Jumare | 3 | 3 |
| 7 | ECCDE M. Jafaru D. I | 3 | 3 |
| 8. | ECCDE Dr. Shehu Idris | 3 | 3 |
| 9 | ECCDE Bizara | 3 | 3 |
| 10 | ECCDE Dutsen Abba | 3 | 3 |
| | **Total** | **30** | **30** |

**Source**: Zaria Local Government Area (LGEA, 2022)

**Validity and Reliability**
The questionnaire was validated by two lecturers from the Department of General Education, Nuhu Bamali Polytechnic, Zaria. The instrument was adapted and objectively used to suit in measuring the concept of the study at hand. Copies of the questionnaire were administered to the Supervisor / Quality Assurance and Teachers / Head-Teachers of Zaria Local Government Education Authority in their respective centres for deliveries.

Three research questions and one hypothesis were used for the study. The research questions had fifteen sub-questions items. These were having below options with values assigned to them are:
Strongly Agree (SA).4; Agree (A).3; Disagree (D).2; Strongly Disagree (SD).1.
The data obtained were subjected to test for internal consistency using Pearson Product moment Correlation Co-efficient statistic. This test was considered appropriate in order to determine the level of homogeneity of the items generated. The scores of the first and second were correlated and yielded a coefficient of 0.78 and 0.68 respectively.

**Result Analysis and Discussion**
Research Question one: Are there obstacles Encountered in the preparation of Early Childhood Care, Development and Education [ECCDE] in Zaria Local Government Area of Kaduna, Nigeria?
Table 1: Responses on, if there are obstacles encountered in the preparation of early child education programme.

**Table 3: Responses on if there are obstacles encountered in the preparation of early child education**

| .S/N ITEMS | Agreed % | Disagree % | Total | DECISION |
|---|---|---|---|---|
| There obstacles encountered in planning of early child education programme in Zaria LGA | 52 (85%) | 8 (15%) | 60 | |

Result from research question one table one item one showed that 52(85%) of the respondents ticked strongly agree while 8(15%) of the respondents ticked disagreed that there are obstacles encountered in the preparation of early child education programme. It shown that majorities of the respondents agreed that there are obstacles encountered in the preparation of early child education programme.

Research Question two: What are the obstacles of fund provision and the planning of the early child education programme in Zaria?

Table 4. Responses on: the fund provisions and the preparation of early child education programme in Zaria.

| S/N | Agreed % | Disagree% | Total |
|---|---|---|---|
| The following are the obstacles encountered in preparation of early child education Programme in Zaria LGA | | | |
| 1. Inadequate data for preparation | 49(81%) | 21(19%) | 60 |
| 2. Inadequate funds for preparation | 50(83%) | 10 (17%) | 60 |
| 3. Inadequate planning tools | 52(86%) | 18 (14%) | 60 |
| 4. Political influence | 36(60%) | 24 (40%) | 60 |
| 5. Political instability | 45 (75%) | 15 (25%) | 60 |
| 6. Administrative Problems | 42(70%) | 18 (30%) | 60 |
| 7. Poor capacity development programme for quality assurance | 39 (65%) | 21(35%) | 60 |

The result about research question two, table two, item one, shown that 49 (81%) of the respondents ticked strongly agree, whereas 11 (19%) of the respondents disagreed that inadequate data/ information is one of the obstacles encountered in the preparation of Early-Child education programme in Zaria. This portrays that, the large number of the respondents agreed that, inadequate data/ information is one of obstacles encountered in the preparation of Early Child education programme in Zaria LGA. Meanwhile, (Ogunode, 2020) observes that another issue confronting the preparation of education in Nigeria, is skewed to inadequate or reliable data to plan appropriately. lack of reliable and creditable data for preparation purposes is one of the obstacles facing the entire educational sector in Nigeria. The early child education, basic education, secondary school education and the tertiary education system do not have a reliable data and update data that can be used for preparation and making decision. The data available in the various ministries and agencies of agencies saddled with the responsibilities of data management concerning institutions are outdated.

This issue of unreliable data for preparation purposes is due to poor funding, poor capable data managers for data collecting officers and corruption

However, result obtained from research question two table two item two showed that 50 (83%) of the respondents ticked agreed that, inadequate funding of preparation is among the obstacles encountered for the planning of Early Child education programme within Zaria while 10(17%) ticked disagreed that, inadequate funding of preparation is among the obstacles encountered in the preparation of Early Child education programme in Zaria. This portrayed that the large number of the respondents agreed that, inadequate funding of preparation is among obstacles encountered in the planning of Early Child education programme in Zaria. Inadequate planning, poor funding and inadequacies of the monitoring processes for the implementation of national policy on education contributed to a lack of adequate classroom. Result from research question two table two item three showed that 52 (85%) of the respondents ticked strongly agree while 18(15%) of the respondents disagree that inadequate preparation tools is one of the obstacles encountered in the preparation of Early Child education programme in Zaria. This indicated that the large number of the respondents agreed that, inadequate preparation tools is among the obstacles encountered in the preparation of Early Child education programme in Zaria. This result portrays that, 73.3% of the teachers strongly agree that there are no adequate classrooms nor laboratories or workshops. 26.7 % of the teachers agree that there is inadequacy of instructional aids. Teacher relied basically on blackboard, chalk and archaic textbooks. Result from research question two table two item four showed that 36 (60%) of the respondents strongly agree while 24(40%) of the respondents ticked disagree that that political influence is among the obstacles encountered in the planning of Early Child Education programme in Zaria. This implies that the most of the respondents agreed that political influence is among the obstacles encountered in the preparation of early child education programme Zaria. (Ogunode, 2020) posits that political nonchalance is among the obstacles of Nigerian educational system. Educational edicts and practices are always influenced to favour those politicians who are in power. Educational determinants in Nigeria are always influenced by politician or experiencing politicking in their governance. They influence location of educational institutions into their communities or localities as the case may be.

Meanwhile, result from research question two table two item five showed that 45(75%) of the respondents ticked strongly agree while 15(25%) respondents went for disagree that political instability is one of the obstacles encountered in the planning of Early Child education programme in Zaria. This implies that the majorities of the respondents agreed that political instability is among the obstacles encountered in the preparation of early child education programme. A situation where there are policies

instability and political instability, there is every tendency for poor output in terms of preparation. Result from research question two table two item six showed that 42 (70%) of the respondents ticked strongly agree while 18(30%) went for disagree that, administrative bottleneck is one of the obstacles encountered in the preparation of Early Child education programme in Zaria.

This portrayed that the majorities of the respondents agreed that administrative bottleneck is among the obstacles encountered in the preparation of Early Child education programme in Zaria. (Ogunode, 2020) submits that educational planners working in the ministries are been frustrated with the various due processes which is affecting the preparation of programme in the country. preparation of programme are subjected to distinct procedures from office to office before approval will be granted. Administrative bottleneck is another obstacle that is hindering effective preparation in the ministries and agencies of government. Result from research question two table two item seven showed that 39 (65%) of the respondents strongly agree and 21(35%) of the respondents disagree that poor capacity development programme of educational planners is one of the obstacles encountered in the preparation of ECCDE. This showcase that, majorities of the respondents agreed that poor capacity development programme of educational planners is among the obstacles encountered the preparation of ECCDE.

Many quality assurance personnel since joining the service are short of capacity training, workshops, seminar and conferences.
Research Question three. What is the implication of the challenges on the implementation of the Early Child education programme in Zaria?

Table 5. Responses on implication of the challenges on the implementation of the early child education programme in Zaria LGAC of Kaduna, Nigeria.

| S/N | Agreed % | Disagree% | Total |
|---|---|---|---|
| The following are the implication of the challenges of preparation of early child education Programme in Zaria. | | | |
| 1. It leads to poor implementation of the early child education Programme in Zaria | 56(93%) | 4(7%) | 60 |

Result from research question three table three item one showed that 56 (93%) of the respondents ticked strongly agreed while 4(7%) of the respondents disagreed that the

implication of obstacles encountered in the preparation of early child education programme in Zaria is responsible for the poor implementation of early child education programme in Zaria, Kaduna State. This portrays that, majorities of the respondents agreed that, implication of obstacles encountered the preparation of early child education programme is responsible for the poor implementation of early child education programme in Zaria, Kaduna State.

**Testing of HypothesesH0:**
There is no significant relationship between obstacles encountered and the preparation of early child education programme in Zaria
H1 There is significant relationship between obstacles encountered and the preparation of early child education programme in Zaria

**Table 6**

| Variables | N | Df | r-cal | r-table | Result |
|-----------|-----|-----|-------|---------|-------------|
| X | 60 | 58 | 0.365 | 0.195 | Significant |
| Y | 60 | | | | |

The table above shown that the r calculated is 0.365, which is greater than the calculated of value 0.195. This shows that, there is significant relationship between obstacles encountered and the preparation of early child education programme in Zaria of Kaduna State.

**Findings**
1. There is significant relationship between obstacles encountered and the preparation of early child education programme in Zaria.
2. There is significant relationship between provision of fund and the preparation of early child education programme in Zaria.
3. There is significant relationship between provision of fund and the preparation of early child education programme in Zaria.

**Conclusion**
Primarily, the objective of this study was to find out the obstacles encountered in the preparation of ECCDE in Zaria Local Government Area of Kaduna, Nigeria. Result was collected, analyzed and it was established that, there is significant relationship between challenges and the preparation of ECCDE in Zaria local government of Kaduna state. The result also determined that, the following are the challenges facing the preparation of ECCDE in Zaria of Kaduna State, Nigeria; inadequate funding for

preparation, political instability inadequate data, inadequate preparation tools, and political influence. Once these challenges are seriously tackled, ECCDE policies and practices will be positively attained it purposes.

## Recommendations
This study therefore recommended the following:

I.   The government at all levels are to increase the funding to be closed to 26% of its total budget as recommended by UNESCO on education sector as the case may be to that of early child education programme in Nigeria.

ii.  The government should provide all the preparation tools that educational planners need to carry out their responsibilities.

iii. Training and retraining workshop programmes should be organized for educational planners to improve their capacity of preparation.

iv.  The government that comes to power should have the political will to continue the preparation programme initiated by the previous government. Also, government should form proactive administrators for effective preparation of education in the various ministries and agencies of government.

v.   The politician and political actors should leave the educational planners to do their job professionally and should not influenced their school sitting preparation to favour their interest.

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# SOCIO-DEMOGRAPHIC FACTORS INFLUENCING DRUG ABUSE AS AFFECTING ACADEMIC PERFORMANCE OF STUDENTS IN KADUNA STATE COLLEGE OF EDUCATION GIDAN WAYA, KADUNA STATE

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## Abstract

*This study was carried out to investigate the socio-demographic factors influencing drug abuse as affecting academic performance of students in Kaduna state college of education Gidan Waya, Kaduna state. The purpose of this study was to investigate whether; (i) peer group; and (ii) mass media as affecting the academic performance of students in Kaduna state college of education Gidan Waya, Kaduna state. Survey research design type was adopted for the study. The population for the study comprised of all 100 and 200 level students in Kaduna state college of education Gidan waya, Kaduna state. A multi-stage sampling technique of simple random sampling techniques and accidental sampling technique were used to select three and two (302) respondents. The instrument used for data collection was a structured questionnaire which was validated by experts in the department of physical and health education was used for data collection. The reliability of the instrument was carried out using split-half method, the questionnaire were analysed using spearman brown prophecy formula and a coefficient of 0.76 was obtained. The data collected were subjected to frequency counts and inferential statistics of chi-square to analyze the postulated hypotheses at 0.05 level of significance using statistical package for social science version 23.0. The findings of the study showed that: peer group has significant*

*influence on drug abuse as affecting academic performance of students in Kaduna state college of education Gidan Waya, Kaduna state, because cal. $X^2$ value (184.36) is greater than critical value (16.92) at degree of freedom of 9. Mass media has significant influence on drug abuse as affecting academic performance of students in Kaduna state college of education Gidan Waya, Kaduna state, because cal.$\chi^2$ value (107.29) is greater than critical value (16.92) at degree of freedom of 9. The study concluded that, peer group, and mass media have influence on drug abuse as affecting academic performance of students in Kaduna state college of education Gidan Waya, Kaduna state. The study recommended that school health educator should sensitize students through organized seminars on peer group factors that can influence them to abuse drugs; government should reduce the rate at which media is been used for promoting the use of drug; and also banned the selling of abuse substance around the learning environment..*

**Keywords: drug abuse, peer group, academic performance, and mass media**

## Introduction

Stein (2016) defined drug as a chemical substance used in the treatment, cure, prevention, or diagnosis of disease or used to otherwise enhance physical or mental wellbeing. According to Mahoney and Evans (2008), a drug is very either the primary therapy or an adjunct to another medical procedure, as in the use of anaesthetics in patients undergoing surgery. World Health Organization (WHO) Collaborating Centre for Drug Statistics Methodology (2012) reported that drugs are often classified into groups based on the organ or system on which their active substances act and their therapeutic, pharmacological and chemical properties.

Proper drug use means taking in medication in the right dosage with the allocated time for the drug and discontinuing the medication on the advice of a medical personnel. Drug abuse is the misuse of medication out of medical prescription, through self medication and the use of illegal substances for personal use (Sharon, 2011).

The word "abuse" means wrong or bad use of drug or something. Drug abuse could be seen as making bad use of drugs, wrong usage of drugs; violation of laid down pharmacological use of drugs; or using a drugs in a manner that deviates from the approved medical or social pattern. Any substance capable of altering man's mood has the tendency of being abused. Most drugs are medicinal, hence prevent, heal, and relieve pain, as a result of which people in an attempt to achieve the above use drugs, and as the use become excessive, people start having problems and cases of misuse sets which finally lead to abuse (Hussar, 2016).

Osikoya and Alli (2006) asserted that socially, a student who abuses drug is always

preoccupied with how to obtain the drug of choice and so crave for the drug/substance. Attention is diverted from learning and other school activities as he or she is absent from school frequently. Majority of drug abusers have no respect for constituted authorities and criminal behaviours are often associated with drug abuse.

Early drug abuse has been associated with more severe addiction, delinquency, criminality, and psychological and behavioural problems. Igwe and Ojinnaka (2010) also reported that the rates of psychiatric disorders are much higher among adolescents, with high prevalence of mental health symptoms among drug-abusing adolescents than their pears who do not abuse drugs. Moreover, Olley (2008) discovered that the use of alcohol contributes 25 percent to the total explanatory power of sexual risky behaviours among adolescents which exposes them to a higher risk of Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome (HIV/AIDS) and other Sexually Transmitted Disease (STD).

In Nigeria, the issue of drug abuse has been a serious concern for the society. Youths have taken to drug abuse. In recent times, the rates at which the youth abuse drugs have been so alarming and worrisome that much effort has to be made to eradicate it (World Health Organization, 2008). As the youth are abusing drugs, efforts being made to eradicate it are losing strength (Odejide, 2006). Drug abuse and addiction have a destructive or devastating consequence but youths are still into drugs. Not only that it destroys the affected individual but it has a pervasive effect on all those who know or work with the individual (Barker, 2007).

According to Johnston (2000), social pressures often reinforce drug-taking as a sign of adult behaviour. In addition, as youngsters grow older, they become more economically dependent and group involved. As a result, they are more likely to indulge in drug abuse. WHO (2009) further stressed that alcohol may have more immediate and severe effects on young people because their muscle mass is smaller than that of adults. Oshodi, Aina and Onajole (2010) also stated that extensive use of caffeine has been associated with brain fatigue syndrome, a culture-bound syndrome among West African students.

Ngesu and Masese (2008); Otieno and Wafula (2009); and Kiumi, Bosire and Sang, (2011) have shown that drug abuse is among the major causes of indiscipline among students. Kiumi, Bosire and Sang (2011) asserted that drug abuse is usually associated with aggressive behaviour, irritability and over excitement among other anti-social behaviours. This leads to violence and destruction of property in secondary schools. The most commonly abused drugs are alcohol, cigarettes and bhang.

The power of advertising to influence children and adolescents is incontrovertible (Kunkel, 2001). According to American Academy of Paediatrics, Committee on Communications (AAPCC) (2006), advertising works; otherwise, companies would not spend billions of dollars on it. Many address use celebrity endorsers, humour, rock music, or attractive young models, all of which have been shown to be effective with children and adolescents. Advertising makes smoking and drinking seems like normative activities and may function as a "superpeer" in subtly pressuring teenagers to experiment (Strasburger, Jordan & Donnerstein, 2010).

**Statement of the Problem**
The researcher observed that students in Kaduna State College of Education Gidan Waya, Kaduna State use drugs for one reason or the other such as; to make them feel good, forget about the problem at hand and having fun etc, and so abuse drugs in various ways. Some have experienced hallucination, insanity, heart failure, paralysis fidgeting, death and so on. All of these outcome from drug abuse affect their daily activities, making some students to be absent from school, some to drop out of school.

The researcher witnessed a case of students fighting each other in the community where some students wielding dangerous weapons such as cutlasses, small axe, and broken bottles. It was later discovered that most of the students involve in the act were under the influence of drugs. On 13th April 2022, students of Kaduna State College of Education Gidan Waya were expelled because they were actively involved in cooking food mixed with cannabis with the intention of being intoxicated. It is on this premise that the researchers decided to embark on this study.

**Purpose of the study**
The purpose of the study is to investigating socio-demographic factors influencing drug abuse  affecting academic performance of students in Kaduna State College of Education Gidan Waya, Kaduna State.
i.      determine peer group and influence on drug abuse as affecting academic performance of students in Kaduna State College of Education Gidan Waya Kaduna State.
ii      examine mass media and influence on drug abuse as affecting academic performance of students in Kaduna State College of Education Gidan Waya Kaduna State.

**Research Questions**
The study was guided by the following research questions:
I.      Will peer group influence drug abuse  affecting academic performance of students in Kaduna State College of Education Gidan Waya, Kaduna State?

ii.     Will mass media influence drug abuse  affecting academic performance of students in Kaduna State College of Education Gidan Waya, Kaduna State?

**Research Hypotheses**
The following corresponding hypotheses formulated were tested in the study:
I.     Peer group will not have significant influence on drug abuse as affecting academic performance of students in Kaduna State College of Education Gidan Waya Kaduna State.
ii.     Mass media will not have significant influence on drug abuse  affecting academic performance of students in Kaduna State College of Education Gidan Waya Kaduna State.

**Methodology**
A descriptive  survey design  was  adopted for the study. Asika (2010) noted that the descriptive research is concerned with the collection and analysis of data XE "data" for the purpose of describing, evaluating or comparing current event or prevailing practices, event or occurrences. This design was deemed appropriate for the study. The population for this study comprised  of all 100 and 200 Levels students in Kaduna State College of Education Gidan Waya, Kaduna State. The target population for the study is 3,018 for 100 and 200 Level students study any of the 10 courses selected for the study.

The sample of the study were three hundred and two (302) students (both male and female). The sample were selected through a multi-stage sampling techniques of simple random sampling technique and accidental sampling technique  for the study. In stage 1: simple random sampling technique of the fish bowl method was used to select ten (10) courses from the sixty-nine (69) courses offered in Kaduna State College of Education, with a population of 3,018. Stage 2: proportional sampling technique was used to select 10% of the target population which gives three hundred and two (302) sample size. Stage 3: accidental sampling technique was used to select three hundred and two (302) students from the ten courses selected for the study.

The research instrument adopted for this study was  a  structured questionnaire title "Socio-Demographic Factors Influencing Drug  affecting Academic Performance of Students In Kaduna State College Of Education Questionnaire (SDFIDAAPSKSCEQ)"". The questionnaire was validated by given a draft copy of the instrument to a public health expert in the Department of Physical and Health Education, Kaduna State College of Education Gidan Waya, Kaduna State for both face and content validity. Comments and suggestions made by the experts were carefully studied and integrated to improve the quality of the research instrument.

The reliability of the instruments was carried out by adopting a split-half method of determine the internal consistency, by which the questionnaire was pretested among thirty students from another College of Education in Kaduna State who shared similar characteristics with the participants of this study. The result of the administration was analyzed using the Spearman Brown Prophecy Formula and a correlation coefficient of 0.76 was obtained, this shows that the research instrument was reliable enough for the study.

The instrument was administered with the help of three trained research assistants. The training covered sampling procedures, contents of the questionnaire, how to interpret the items in the questionnaire, and how to get participants' informed consent.

The researcher ensured where possible that completed copies of the questionnaire were collected back immediately to avoid loss of the instrument. Frequency counts and percentage was used to answer the research questions while inferential statistics of Chi-square was used to test hypotheses set for the study at 0.05 level of significance using Statistical Package for Social Science Version 23.0

**Results**

**Answer to Research Questions**

**Research Question 1**: Will peer group influence drug abuse  affecting academic performance of students in Kaduna State College of Education Gidan Waya, Kaduna State?

**Table 1**: Showing frequency counts, percentage and average mean score of peer group influence drug abuse as affecting academic performance of students in Kaduna State College of Education

| S/N | ITEMS | SA (%) | A (%) | Positive Responses | D (%) | SD (%) | Negative Responses |
|-----|-------|--------|-------|--------------------|-------|--------|--------------------|
| 1. | Students who wants to interact more easily with their peers take alcohol . | 72 (23.8%) | 100 (33.1%) | 172 | 87 (28.8%) | 43 (14.2%) | 130 |
| 2. | Students who move with peers who take alcohol are prone to the use of drug. | 72 (23.8%) | 93 (30.8%) | 165 | 97 (32.1%) | 40 (13.2%) | 137 |
| 3. | Students take drugs to feel belonging and accepted among their peers. | 74 (24.5%) | 106 (35.1%) | 180 | 88 (29.1%) | 34 (11.3%) | 122 |
| 4. | Many students are exposed to alcoholic drinks through the companions they keep and move with in school . | 104 (34.4%) | 81 (26.8%) | 185 | 76 (25.2%) | 41 (13.6%) | 117 |
| X̄ | | | | 175 (57.9%) | | | 127 (42.1%) |

The table above shows that 175 (57.9%), positively responded that peer group influence drug abuse as affecting academic performance of students in Kaduna State College of Education. While 127 (42.1%) negatively responded that it does not affect academic performance of student.

**Research Question 2**: Will mass media influence drug abuse as affecting academic performance of students in Kaduna State College of Education Gidan Waya, Kaduna State?

| S/N | ITEMS | SA (%) | A (%) | Positive Response | D (%) | SD (%) | Negative Response |
|-----|-------|--------|-------|-------------------|-------|--------|-------------------|
| 5. | Advertisement makes smoking seem like normative activities. | 81 (26.8%) | 86 (28.5%) | 167 | 54 (17.9%) | 81 (26.8%) | 135 |
| 6. | Advertisement makes alcohol users seem like happy people, who are to be emulated. | 79 (26.2%) | 102 (33.8%) | 181 | 89 (29.5%) | 32 (10.5%) | 121 |
| 7. | Students who spend much time watching movies tend to abuse drugs. | 76 (25.2%) | 111 (36.8%) | 187 | 83 (27.5%) | 32 (10.5%) | 115 |
| 8. | Bill boards on major roads promote alcohol abuse. | 56 (18.5%) | 102 (33.8%) | 158 | 84 (27.8%) | 60 (19.9%) | 144 |
| X | | | | 173 (57.3%) | | | 129 (42.7%) |

**Table 2:** Showing frequency counts, percentage and average mean score of mass media influence drug abuse affecting academic performance of students in Kaduna State College of Education

The table above shows that 173 (57.3%), positively responded that mass media influence drug abuse as affecting academic performance of students in Kaduna State College of Education. While 129 (42.7%) negatively responded that it does not affect academic performance of student.

**Hypothesis 1:** Peer group will not have significant influence on drug abuse as affecting academic performance of students in Kaduna State College of Education Gidan Waya, Kaduna State.

**Table 3**: Chi-square analysis showing students' perception of peer group on influence of drug abuse affecting academic performance of students

| S/N | ITEMS | SA (%) | A (%) | D (%) | SD (%) | Df | Cal. $\chi^2$ Value | Critical $\chi^2$ Value | Decision |
|---|---|---|---|---|---|---|---|---|---|
| 1. | Students who wants to interact more easily with their peers take alcohol. | 72 (23.8%) | 100 (33.1%) | 87 (28.8%) | 43 (14.0%) | | | | |
| 2. | Students who move with peers who take alcohol are prone to the use of drug | 72 (23.8%) | 93 (30.8%) | 97 (32.1%) | 40 (13.2%) | | | | |
| 3. | Students take drugs to feel belonging and accepted among their peers | 74 (24.5%) | 106 (35.1%) | 88 (29.1%) | 34 (11.3%) | 9 | 184.36 | 16.92 | H₀ is rejected |
| 4. | Many students are exposed to alcoholic drinks through the companions they keep and move with in school. | 104 (34.4%) | 81 (26.8%) | 76 (25.2%) | 41 (13.6%) | | | | |
| | TOTAL | 322 | 380 | 348 | 158 | | | | |

$\alpha = 0.05$

The table above shows the result of the hypothesis one which stated that Peer group will not have significant influence on drug abuse as affecting academic performance of students. The calculated chi-square value of 184.36 is greater than the critical value of 21.03 (cal. $\chi^2$ val > tab. > tab. $\chi^2$ val) with the degree freedom of 9 at 0.05 alpha level of significance. The hypothesis one was therefore rejected. This implies that peers who want to interact more easily, feels of belonging, groups/companion they keep and the kind of groups they move with will influence drug abuse as affecting academic performance of students in Kaduna State College of Education Gidan Waya, Kaduna State.

**Hypothesis 2:** Mass media will not have significant influence on drug abuse as affecting academic performance of students in Kaduna State College of Education Gidan Waya, Kaduna State.

**Table 4**: Chi-square analysis showing students' perception of mass media on influence of drug abuse as affecting academic performance of students

| S/N | ITEMS | SA (%) | A (%) | D (%) | SD (%) | Df | Cal. $\chi^2$ Value | Critical $\chi^2$ Value | Decision |
|---|---|---|---|---|---|---|---|---|---|
| 5. | Advertisement makes smoking seem like normative activities | 81 (26.8%) | 86 (28.5%) | 54 (17.9%) | 81 (26.8%) | | | | |
| 6. | Advertisement makes alcohol users seem like happy people, who are to be emulated | 79 (26.2%) | 102 (33.8%) | 89 (29.5%) | 32 (10.6%) | | | | |
| 7. | Students who spend much time watching movies tend to abuse drugs. | 76 (25.2%) | 111 (36.8%) | 83 (27.5%) | 32 (10.6%) | 9 | 107.29 | 16.92 | $H_0$ is rejected |
| 8. | Bill boards on major roads promote alcohol abuse. | 56 (18.5%) | 102 (33.8%) | 84 (27.8%) | 60 (19.9%) | | | | |
| | TOTAL | 292 | 401 | 310 | 205 | | | | |

$\alpha = 0.05$

The table above shows the result of the hypothesis two which stated that mass media will not have significant influence on drug abuse as affecting academic performance of students. The calculated chi-square value of 107.29 is greater than the critical value of 21.03 (cal. $\chi^2$ val > tab. > tab. $\chi^2$ val) with the degree freedom of 9 at 0.05 alpha level of significance. The hypothesis two was therefore rejected. This implies that advertisement makes smoking seem like normative activities, and Students who watch their models smoking on movies also copy them not regarding the dangers will influence drug abuse as affecting academic performance of students in Kaduna State College of Education Gidan Waya, Kaduna State.

**Discussion of Findings**
Hypothesis 1 result revealed that peer group has significant influence on drug abuse affecting academic performance of students in Kaduna State College of Education Gidan Waya, Kaduna State. This finding is in line with the finding of Ojikutu (2010), who stated that peer pressure can make even the most steadfast young adult submit to experimentation and a "just this once" mindset. Even with no other risk factors present, peer pressure can be one of the most influential forces in an individuals life.

Hypothesis 2 result revealed that mass media has significant influence on drug abuse affecting academic performance of students in Kaduna State College of Education Gidan Waya, Kaduna State. This finding is similar to the findings of Strasburger, Jordan & Donnerstein, (2010) which recorded that many advertisement use celebrity endorsers, humour, rock music, or attractive young models, all of which have been shown to be effective with children and adolescents. Advertising makes smoking and

drinking seem like normative activities and may function as a "super-peer" in subtly pressuring teenagers to experiment.

## Conclusion
Based on the findings of the study, the following conclusions were drawn:
Peer group influenced drug abuse as factor affecting academic performance of students in Kaduna State College of Education Gidan Waya, Kaduna State.

Mass media influenced drug abuse as factor affecting academic performance of students in Kaduna State College of Education Gidan Waya, Kaduna State.

## Recommendations
Based on the conclusion drawn the following recommendations were drawn:
I.      School counsellors should sensitize students on peer group factors (such as companions and keeping bad groups of friends) that can influence them to abuse drug through organized seminars and health counselling.
ii.     Government should try as much possible to limit the rate at which alcohol is been advertise on the mass media. And also banned the selling of abuse substance around the learning environment.

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# EFFECT OF INTERACTIVE INSTRUCTIONAL APPROACH ON HIGHER ORDER THINKING SKILLS OF FIRST-YEAR CHEMISTRY STUDENTS OF KADUNA STATE UNIVERSITY, NIGERIA.

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## Abstract

*The study investigated the effect of interactive instructional approach in stimulating higher order thinking skills (HOTS) of first-year chemistry students in Kaduna State University, Nigeria. Specifically, the study seeks to test the higher order thinking skills and academic performance of students in Organic reaction synthesis through group activities. The post-test control group experimental research design was used in this study. The sample of the study comprises seventy (70) first-year chemistry students enrolled in the 2021/2022 academic session at Kaduna State University. The instrument used in this study is the Organic Chemistry Performance Test (OCPT) and students' Higher Order Thinking Skills Test (HOTST). The results of the study showed that, interactive learning model made students more active and exercised their ability to analyze and synthesize. The conclusion of this study was that there was an influence in students' HOTS and academic performance on the use of the interactive learning model. This study recommends that teachers should focus on improving interaction and learning motivation, as well as learning strategy, to hone students' HOTS. Not only can the findings of this study be transferred to other contexts where chemistry is taught in tertiary institutions, but it can also be transferred to other science courses as well.*

**KEYWORDS:** Interactive approach, Higher-order thinking skills, chemistry learning, organic chemistry

## Introduction

Chemistry is one of the science subjects recognized as an engine room for national development and its role in daily life, industry and society is limitless (Okafor, 2013; 2012 & 2002). Chemistry, by its very nature, is highly conceptual. While much can be acquired by rote learning (this often being reflected by efficient recall in examination questions), real understanding demands the bringing together of conceptual understandings in a meaningful way (Johnstone et al, 1984). As the advancement in many aspects of science and technology in the globalization frame has been giving many advantages in human's life, there is the intense need for teachers to improve on the instructional approaches which guide students to not only learn by rote but also to think in profound and complex manner.

Originating from Bloom's taxonomy of learning, high order thinking skills is defined by three upper levels of cognitive skills in the learning hierarchy: analysis, synthesis and evaluation. Analysis refers to the ability of learners to deconstruct the structure of knowledge and categorize them into their respective groups as well as identify the relationship among the components of the knowledge structure (Marzano & Kendall 2006). For anything that is of original creation, it would be labelled under synthesis. This cognitive skill can be illustrated using the following verbs: assemble, design, formulate and develop (Narayanan & Adithan, 2015). On the other hand, the cognitive skill of evaluation requires learners to justify the value of a piece of information for its relevancy and consistency. Students never get to the point where they have the opportunity to engage in HOTs due to the traditional concept of teaching and learning being sequential and linear (Zohar, Degani & Vaaknin 2001). A study conducted by Choy and Cheah (2009) stated that lecturers exhibited a lack of understanding on the requirements needed in teaching critical thinking skills in their classrooms. It was suggested that a structured method of teaching is needed to assimilate both thinking skills and content in education.

Ramsden in (BouJaoude & Barakat, 2003) explained that an approach to learning represents what a learning task or set of tasks is for the student. Teaching for improvement of students' achievement in chemistry and high-order thinking skills always demands for appropriate teaching strategies. According to BouJaoude and Barakat (2003) new instructional approaches and methodologies should be used so that students would become meaningful learners of chemistry. Johnson et al., in (Rule & Lassila, 2006) opined that the highlight of new teaching paradigm is to help students construct their knowledge in an active way while working cooperatively with classmates so that students' talents and competencies are developed. The approach must not be about learning facts and concepts. Instead, it must be learning unrelated facts and learning the relation of facts to the concepts.

Students' conceptual researchers (Nicoll et al, 2001) in chemistry have established that students developed different conceptions in many concepts from those they are expected to learn and that these concepts can influence subsequent learning. Lee and Byun (2011) opined that the conceptions students bring to science classroom cut across age, ability, gender and cultural boundaries can hinder new learning or inhibit teaching effort. According to Wachanga and Mwangi (2004), successful teaching and learning of chemistry depends partly on methods whose activities target most learning senses. This may imply that there is need for teachers to vary the teaching technique in their instructions. Apart from the most commonly applied lecture method approach, there is need to employ other teaching methodologies which are more students involving. Thus, the main aim of this study is to assess the impact of interactive instructional approach on higher order thinking skills of first-year chemistry students in Kaduna State University, Nigeria. Specifically, the objective of this study is to:

1. Examine the effect of interactive instructional approach on first-year chemistry students' higher order thinking skills using organic reaction synthesis concepts.
2. Examine the effect of interactive instructional approach on the academic performance of first-year chemistry students in Kaduna State University.

The researchers queried whether the interactive instructional approach would affect the higher order thinking skills and academic performance of first year chemistry students in Kaduna State University. The researchers further hypothesized that interactive instructional approach would have no effect on higher order thinking skills and academic performance of first-year chemistry students in Kaduna State University.

This study was delimited to first-year chemistry student in Kaduna State University. The choice of first year is anchored on the fact that it is at these level that chemistry education become profound and learning is tailored to breeding future physicians, scientists, technicians and other professionals. The study covered only Kaduna State University and the content area of research only covered only organic reaction synthesis which is considered a difficult aspect of organic chemistry.

**Higher Order Thinking Skills in Chemistry**
According to Rajendran and Idris (2008), HOTS is the expanded use of the mind to meet new challenges. He viewed HOTS as a thinking function of the mind's ability to solving challenging situations. Research findings have revealed more about the underlying importance of HOTS in the teaching and learning process. HOTS involve analyzing information to determine the problem, evaluating the problem and creating new workable solutions. The continuous development of HOTS is a direct determinant

of continuous practice, and involving in tasks that stimulates the thinking faculties.

It is worthy of note that, problems which are very critical cannot be merely solved by direct application of previous knowledge. Rather such problems can be solved when the individual engage in critical and creative thinking, inferring from prior knowledge (Thomas. R, 1992). This is because HOTS is characterized by complex, self-regulative, meaningful, nuanced judgments, uncertainty, as we as multiple criteria (Yee et al., 2010; Yee et al., 2011). HOTS should be an important aspect of the teaching and learning process, because one of the major goals of teaching is to ensure that students can think and solve problems critically especially with regards to Organic reaction synthesis. This feat can be achieved when students are not just taught a series of routine activities, but are taught how to think and create for themselves. This corroborates with the views of (Kerka, 1992) and (Chinedu, Libunao, Kamen, & Saud, 2014) that the best way to prepare future employees and problem solvers, is to teach students how to think instead of what to think. Yee et al. (2011) also opined that thinking skills is fundamental to the educational process. A person's thought can affect his/her ability to learn, speed and effectiveness of learning. Therefore, HOTS cannot be separated from the learning process.

**Developing Higher Order Thinking Skills Using Interactive Instructional Approach**
Chemistry has been taught using several strategies like problem-based learning, concept mapping and lecture method but students still find it difficult to link some concepts to daily activities when confronted with abstract tasks that require critical thinking (Okafor, 2012).

The instructional approach described in this paper emphasizes the ability to think of students through group activities to investigate specific problems or topics in chemistry. Solving problems in chemistry needs Higher Order Thinking Skills (HOTS). This is because the problem needs to be solved with problem analysis and evaluation, based on the competency of the students. According to Rajendran and Idris (2008), students who were taught how to develop creative insights to solving problems were better suited for more complex problem solving than those who were not. Students use personal and social capabilities to work collaboratively with others in learning activities, to appreciate their own strengths and abilities and those of their peers and develop a range of interpersonal skills such as communication, negotiation, team work, leadership and an appreciation of diverse perspectives. Guleker, (2015) reports that collaborative learning is one technique often scarce in high educational settings where instructors rely on a combination of lectures and discussions as their primary instructional method (Palmer 2002). The peer support system makes it

possible for the learner to internalize both external knowledge and higher order thinking skills and to convert them into tools for intellectual functioning. According to Santhamarai (2018) interactive teaching:

Ø   Involves facilitator and learners
Ø    Encourage and expect learners to participate
Ø    Use questions to stimulate discussion, emphasizing the value of answers
Ø   Give participants hands-on experience
Ø   Engages the pupils in their learning
Ø   It is organized to meet objectives
Ø   Builds on existing skills
Ø   Provides for a range of learning styles
Ø   Cultivates transferable, independent learning.
Ø   Use teaching aids to gain and retain attention

According to Ardianto and Rubini (2016), the integration of socio-scientific issues into learning content is useful in developing the scientific literacy of students. Besides, "guided discovery and problem-based learning models" are also used to improve critical thinking skills and learning achievement in science literacy. As a result, these models yielded satisfaction for students in enhancing their scientific literacy within two aspects including science content and competency. However, the results in the study of Nurlaely et al. (2017) revealed that the science literacy score of students is relatively low, thus, it is important to build a learning innovation model to improve science knowledge and skills of learners (Jufrida et al., 2019).

Research literature has also shown that students who are trained to think critically demonstrate a positive impact in the advancement of their educational pursuit. Gordon, (2021) stated that critical thinking is the ability to examine information rationally and make reasoned judgement based on personal analyses. Martins (2021) further explained that skills developed can boosts data-driven decision-making ability and give methodology in tackling complex problem in science education. Cotton (2011) assessed students critical and creativity skills during laboratory activity and found that very few students were critical thinkers and can hardly solve higher order thinking problem. The higher order thinking skills assessed in this paper include; analytical thinking, creative thinking and critical thinking.

**Methodology**
This study adopted a posttest-only control group research design where intact classes were subjected to interactive instructional approach (experimental group) and Lecture method (control group) by the researchers. Treatment in the experimental group was done by explaining the topic of organic reaction synthesis, students then worked in

group of five to carry out investigations while the control group was taught same topic using conventional lecture method. The researchers handled both groups to make sure that the same lessons and test were carried out.

Treatment lasted for three days with each session lasting for two hours. The test was administered after to ascertain baseline treatment effects on organic reaction synthesis. Higher order thinking skills assessed include; analysis and synthesis of organic reaction synthesis questions. The sample of the study comprised of seventy (70) first-year chemistry students selected through simple random sampling of which forty (40) were males while thirty (30) were females. they were distributed into two sections of thirty-five (35) students each. Both groups were similar in terms of students' gender.

Two instruments were used for data collection to include: Higher Order Thinking Skills Test (HOTST), which was used during the post-test and Organic Chemistry Performance Test (OCPT) which were standard IJMB examination questions set by Professors of Chemistry from Ahmadu Bello University, Zaria, Nigeria. Hence, questions were considered valid. Data were analyzed using statistical analysis of the t-test at $\alpha = 0.05$.

**Results and Discussion**
In the final test on organic reaction synthesis given to both groups at the end of the experimental study, the "Analysis and synthesis" questions stated:

**Problem 1:** Outline the synthesis steps for the preparation of 5-Amino-2-methylbenzenesulphonic acid from methylbenzene

**Problem 2:** N-methylethanamine can be formed from methylbromide via three steps synthesis.
Describe the process

**Problem 3:** There are several non-cyclic structural isomers with molecular formula $C_6H_{12}$. One of theses isomers, 2-methylpent-2-ene, $(CH_3)_2C=CHCH_2CH_3$, reacts with hydrogen bromide. Name the major product and account for its formation by reference to the mechanism of the reaction.

**Problem 4:** Use reaction schemes to outline synthesis of the following compounds with benzene as starting material i) benzoic acid (ii) aminobenzene (iii) chloromethylbenzene

**Problem 5:** An organic compound contains, by mass 55.80% carbon and 7.04% hydrogen. On treatment with sodium hydrogen carbonate solution it liberates carbon (IV) oxide. It also undergoes an addition reaction with bromine in a 1: 1 molar ratio whereby 1.00g of the compound reacts with 1.856g of bromine. Calculate the empirical and

molecular formula of the compound.

The task involved analyzing different reactions, reagent and conditions necessary to arrive at the desire product. Students were provided with relevant materials in order to carry out investigation and thereafter, answer the questions.

**Testing of Hypothesis**
The research question presented in this study was whether the interactive instructional approach would affect higher order thinking skills and academic performance of first-year chemistry students in Kaduna State University? Posttest scores were obtained and analyzed for both experimental and control group. The results of the t-test on the mean scores were used to answer the research question along with testing of the hypotheses.

**Hypothesis One**: There is no significant effect of interactive instructional approach on higher order thinking skills of first-year chemistry students in Kaduna State University.
Results of the t-test regarding the HOTS post-test score are provided in Table 2 below.

**Table 1: The Post-test Score of Higher Order Thinking Skills**

| Group | N | Mean | SD | DF | $t_{cal}$ | $p_{value}$ |
|---|---|---|---|---|---|---|
| Control | 35 | 17.92 | 3.76 | | | |
| | | | | 68 | -1.86 | 0.02 |
| Experimental | 35 | 19.82 | 4.98 | | | |

According to Table 1, the mean post-test score of the experimental group was $M = 19.82$, the mean post-test score of the control group was $M = 17.92$, and the difference between the two groups was significant ($p < .05$, $t = -1.86$) in favor of the experimental group. Thus, $t_{cal} = 1.86$ and $t_{crit} = 1.664$ at $\alpha = 0.05$. Because $t_{cal} > t_{crit}$, therefore Hypothesis one is rejected, meaning that there is an effect of the group interaction learning model on Students HOTS.

**Hypothesis Two:** There is no significant effect of interactive instructional approach on academic performance of first-year chemistry students in Kaduna State University.

**Table 2: The post-test score of Organic Chemistry Performance**

| Group | N | Mean | SD | DF | $t_{cal}$ | $p_{value}$ |
|---|---|---|---|---|---|---|
| Control | 35 | 20.06 | 3.17 | | | |
| | | | | 68 | -2.34 | 0.01 |
| Experimental | 35 | 22.12 | 4.12 | | | |

In table 2 the result shows that p-value observed is less than t-calculated, the null hypothesis which says; there is no significant effect of interactive instructional approach on academic performance of first-year chemistry students is therefore rejected. Therefore, at $P \leq 0.05$ level of significant, there exist an evidence to conclude that interactive instructional approach improves the academic performance of first-year chemistry students.

Result of the HOTS test in Table 2 shows that first-year chemistry students exposed to Interactive Instructional Approach (IIA) had higher mean score than students exposed to Lecture Method (LEM). This corroborates with Okafor (2012) who stated that innovative pedagogies could enhance students' critical thinking abilities in chemistry, give corrective feedback and decreases cognitive load in the activity-oriented classroom. One of the reasons for the effectiveness of IIA over LEM in promoting high order thinking skills among first-year chemistry students could be its involvement of students during hands-on activities. Lecture method (LEM) was not very effective, and this was supported by McCarthy and Anderson (2000) and Allen (2008) who indicated that the traditional method of teaching has disengaged learners in meaningful understanding of concepts. The finding is also in line with Taasoobshirazi and Carr (2008) who explained that conventional approach involved memorization of concepts that hardly promotes deep understanding and skills acquisition. It becomes imperative that chemistry teachers should provide learning opportunities that would make students take ownership of their learning by compelling them to learn meaningfully, think critically, and criticize constructively as a team in solving problematic tasks through the application of IIA.

Also, table 3 shows the organic chemistry test mean scores of students. The result shows that first-year chemistry students exposed to Interactive Instructional Approach (IIA) had higher mean score than students exposed to Lecture Method (LEM). This

result is in line with the Heong et al (2011) who opined that HOTS has a vital role in improving students' learning ability, speed of learning, including the effectiveness of the learning process. This leads to an increase in students' academic achievement (Ramos et al, 2013). In general, the present work supports earlier findings that inquiry teaching and learning showed positive impact in stimulating students' high order thinking skills by training students to think divergently at a higher thinking level as well as training the co-development of reasoning strategies and domain knowledge (Echevarria, et al. 2003).

**Conclusion**
Based on the results of the study, it can be concluded that there was an influence of the interactive instructional model on students' HOTS and academic performance. The interactive instructional approach implementation has shown to enhance students' higher order thinking skills, particularly their analysis and synthesis skills. Further, the students mean score in organic reaction synthesis test was significantly higher for students subjected to interactive interactional approach than students subjected to lecture method. By fostering students' higher order thinking skills, this instructional teaching approach improved students' academic performance.

**Recommendations**
Based on the result of this study, it is recommended that chemistry teachers should apply the group interactive learning model to students in order to increase students' HOTS. Interactive instructional approach should be adapted in the teaching of difficult concepts in science courses at all level for multiplier effect. Also, the use of other learning models based on cooperative learning is also highly recommended so that they can be applied to improve students' higher order thinking skills abilities.

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# ASSESSMENT OF PERCEIVED CHALLENGES AGAINST THE REPOSITIONING SCIENCE AND TECHNOLOGY EDUCATION CURRICULUM FOR JOB CREATION IN NIGERIA

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## Abstract

*The study investigated the perceptions of science and technical education (STE) teachers on the challenges in repositioning STE for job creation. It is borne out of the need to forestall the tendency to operate in a state of oblivion that may be counter-productive in the bid to fashion a STE driven society that would promote Self-reliance and sustainability. A structured questionnaire was developed to help in the collection of data and a population of 648 STE teachers. Using a multi-stage sampling technique, data was collected from a sample of 120 STE teachers across four Secondary schools in two inspectional Zones/divisions of Kaduna State. The statistical mean and standard deviation were used to answer the 4 research questions that guided the study while t-test of statistic was used to test the four null hypotheses at 0.05% level of significance. The study result revealed among other things that funding, manpower needs as well as unstable government policies on education are major challenges against repositioning science and technical education for job creation. Based on these, recommendations were proffered to include that the government should take leading roles to provide sustainable funding that will put STE on a pedestal to bring economic to enhance all STE schemes to create jobs that will rhyme with the Federal Government economic diversification project for sustainable national development.*
Keywords: Perceived Challenges, Repositioning Science and Technical Education, Job Creation and National Development

## Introduction

Science and technology is always considered as an essential vehicle for national development through job creation. This is so since through science and technology, individuals acquire  useful skills and knowledge which enables them to contribute meaningful and   quality life, the critical areas like, agriculture, architecture, engineering, health, nutrition, transportation, communication, energy production and industrial development are important sectors capable of creating jobs.

Science and technical education (STE) has been identified as an important area in the education and training system of many nations around the globe. It has an international appeal of helping to develop a professionally skilled labour force much needed for economic and social growth of nations. More importantly the STE professional skills is a   base of job creation across nations. According to Edukugho (2015), no nation has actually developed without a sound base in STE. Okoro & Aturu (2017) looks at education as any form of education whose primary purpose is to prepare the beneficiaries for employment in recognized occupations. Technical education on the other hand has to do with the production of technicians. The Federal Government of Nigeria (FGN, 2003) defines STE as a term that refers to education involving the study of technologies and related sciences and acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various Sectors of economic and social life. The national board for technical education (NABTEB) according to Oranu (2014) listed the technical field as constituting technical education, agricultural and related trades, building and wood-works, commercial studies, electrical trade, mechanical engineering, trades, textile and related trades and hospitality trades. These are all offered at the pre-vocational vocational levels in post-primary schools and technical colleges, polytechnics as well as colleges of education (technical and conventional). Today, some universities also offer courses related technology.

The role of STE in job creation and national development has remained incontestable because of its impact on productivity and economic development. While preparing individuals through practical activities to develop occupational skills, it has many prospects. According to Olatunde (2016) STE can be used as a catalyst for creating employment opportunities which makes it a most relevant panacea for achieving the millennium development goals (MDGs) through job creation and ultimately sustainable national development. To McGrath (2005) STE is a system of education that focuses on addressing and combating the problem of youth unemployment through job creation.

Development-conscious nations like the U.S.A, the Dutch, Indias well as Singapore and world powers have thrived and earned their pride of place among nations because

of STE schemes. However, Nigeria still lags behind in STE driven economic programmes (Olatunde, 2016 and Oviawe, 2016). According to the STE authors, the wide gap between theoretical curriculum and practical skills needed in work settings leaves much to be desired. Nigeria like many West Africa Countries had inherited the Colonial systems of STE, which according to Akoogee, Gewer and McGrath (2005) is shaped powerfully by racialized notions of ability as well as a reliance on quite expatriate skills. Adepogu and Famade (2018) report that successive Nigerian government have made concerted efforts to give STE a pride of place in educational and national development, but it is more often than not fraught with problems which Duggan (2007) has summarized as ranging from cost intensiveness, counter-productive cost to poor training facilities and low quality products.

Repositioning STE in Nigeria is a fundamental drive that is necessary for subsequent expedite relevant action to mitigate the multiplicity of development needs of the country and especially to rhyme with the economic diversification of present government. Research findings by the Federal Ministry of Education (FME) in conjunction with the United Nations Education, Scientific and cultural organization (UNESCO, 2003) attest that countries which have placed more emphasis and invested substantially on STE have witnessed breakthroughs in socio-economic advancement. Repositioning STE in Nigeria has therefore become an imperative that will give STE a level of importance in relation to other aspects of education. This requires re-defining science and technical education through strategic planning and effective policy implementation.

Oranu (2014) note that the world is at the threshold of technical information explosion and knowledge-driven micro-electric revolution which will create a new way of living and new demands on the education system generally. These are likely going to pose challenges if STE in Nigeria is going to have a new definition for knowledge based job creation. It is against this backdrop that this study sets to examine the challenges that lay ahead in the bid to reposition STE in Nigeria. Two variables: gender and type of institution would be Involve in the study. Justifiable the wide dimension of STE course have adequate gender representation albeit biases might exist in the distribution of teachers across the wide dimension of STE related courses. The choice of college of Education and the University is to be understood as some of the key institutions offering STE related courses in Nigeria.

## Statement of the problem

The challenges in repositioning STE for job creation and greater productivity as perceived by STE in Nigeria education is plaque with multidimensional problems ranging from poor funding, misappropriation of allocated funds, dilapidated and

inadequate infrastructure, non functional curricula and obsolete instructional method. The societal neglect of STE is injurious socially and economically as it robs the nation of wonderful contributions which our youth beneficiaries could make in ultimate national development (Olatunde, 2016). The success stories of world class nations like South Korea, Japan and Singapore are reportedly due to their massive investment in STE. In Nigeria, it has become an imperative in the wake of stunting economic development and the frantic efforts of the challenges in repositioning science and technical education for job creation as perceived by the STE teachers in secondary schools in Kaduna State?

## Purpose of the study

The purpose of the study is to examine the challenges in repositioning STE for job creation in Nigeria for greater productivity as perceived by STE teachers. More specifically, the study Seeks to address the following:

1. Identify the Perceived funding challenges of repositioning STE for job creation in Nigeria
2. Assess the Perceived manpower needs challenges of repositioning STE for job creation in Nigeria
3. Identify the Perceived challenges related to government policies on repositioning STE for job creation in Nigeria.
4. Assess the Perceived challenges of changing public perceptions on repositioning STE for job creation in Nigeria.

## Research questions

Four research questions were posed to guide the study.

1. What are the perceived funding challenges of repositioning STE for job creation in Nigeria?
2. What are the perceived manpower challenges of repositioning STE for job creation in Nigeria?
3. What are the perceived policy challenges of repositioning STE for job creation in Nigeria?
4. What are the perceived challenges of public perception in repositioning STE for job creation in Nigeria?

## Research hypotheses

Two null hypotheses were formulated in the study and tested at 0.05confidence limit.
Ho1. There is no significant difference between the mean responses of the teachers' perception based on the type of institution.

Ho2. There is no significant difference between the mean responses of male and female

STE teachers' perception of the challenges involved in repositioning STE in Nigeria.

## Methodology
### Population, Sampling and Sample size
The survey design was adopted for the study to investigate the perceptions of STE teachers on the problems or challenges involved in repositioning STE in Nigeria. The target population was all the 648 teachers of STE ranging from science and technical education courses in the four Secondary schools in the two zonal inspectorate divisions of Kaduna State.

Multi-stage sampling technique was employed to select the sample for the study. At the initial stage purposive sampling technique was employed to select the four relevant Secondary schools in the two zonal inspectorate divisions. Two of the Secondary schools were from Kachia Inspectorate Division and the other two were all located in Kafanchan Inspectorate division in Kaduna State. Then a total of 30 respondents were randomly sampled from these four Secondary schools bringing it to a total of 120 drawn from four different Secondary schools namely; Government Secondary School Kachia, Government Secondary School Gumel, Government Secondary School Kagoro and Government Secondary School Magatah Kaura, all in Southern Senatorial Zone of Kaduna State.

## Instrumentation
A Self designed questionnaire titled Challenges in repositioning science and technical education questionnaire (CRSTEQ) was used to collect data. The instruments comprise two major Sections; (A) Is made up of respondents' personal data like type of institution, Sex and Segment of the STE in the state. Designed into 4-point scale of strongly Agree (SA) (4), agree (A) (3), Disagree (D) (2) and strongly disagree (SD) (1) the items addressed the different challenges on funding, manpower, public image and policy matters relating to STE in Nigeria.

The instrument was validated by two experts in the Departments of Biology and Technical Education, Kaduna State College of Education Gidan Waya. To authenticate the reliability of the instruments, 20 copies of the instruments administered during a pilot study conducted at Government Secondary School Godogodo and Government Secondary school Jagindi Tasha was subjected to reliability test using a split half with a Cronbach alpha of 0.78 obtained.

## Data Collection and Analysis
To collect data from respondents, the researcher went round the randomly selected secondary schools in the two zonal inspectorate divisions in Kaduna State and

obtained permissions from principals to interview teachers in their schools. The researcher therefore administered the 120 questionnaire to the randomly selected teachers and appealed to them to respond

Data collected were analyzed using the mean and standard deviation while hypotheses were tested using the t-test of significant difference. Results were presented in tables according to the research questions posed to guide the study.

**Research Question 1**. What are the funding challenges in repositioning STE for job creation in Nigeria?

**Table 1 – Mean and standard deviations of respondents' perception on funding challenges in repositioning STE for job creation in Nigeria.**

| S/N | ITEMS | X | SA | DECISION |
|---|---|---|---|---|
| 1 | Facilities and equipments needed for quality instruction are lacking | 2.53 | 1.09 | Agreed |
| 2 | Equipments and materials are not properly maintained due to lack of funds | 2.77 | 1.03 | Agreed |
| 3 | Some equipments and materials are obsolete and require updating | 2.90 | 1.08 | Agreed |
| 4 | Workshop and consumable accessories are not available | 2.63 | 0.95 | Agreed |
| 5 | Laboratories are ill-equipped | 2.83 | 1.01 | Agreed |
| 6 | There is poor payment of STE teachers and instructors | 2.57 | 1.03 | Agreed |
| 7 | STE training institutions are generally in poor state | 2.73 | 1.07 | Agreed |
| | Grand Mean | 2.66 | 1.04 | |

*All the items here indicate challenges in the aspect of funding to reposition STE for job creation and greater productivity.*

**Research Question 2.** What are the man-power challenges in repositioning STE for job creation and greater productivity?

Table 2 – Mean and Standard Deviation of Respondents' Perception of Manpower Needs, Challenges in Repositioning STE for Job Creation in Nigeria.

| S/N | ITEM | X | SD | DECISION |
|---|---|---|---|---|
| 8 | There has been over -reliance on imported manpower and Related technology | 3.40 | 0.76 | Agreed |
| 9 | Much of indigenous labour is un-tapped | 3.40 | 0.76 | Agreed |
| 10 | Over emphasis on paper/ certificate examination | 3.57 | 0.62 | Agreed |
| 11 | Most industrial automated machines require robot- Like routine which local operators cannot learn from | 2.90 | 1.02 | Agreed |
| 12 | There is lack of early career information and placement | 3.10 | 0.75 | Agreed |
| 13 | There are often no reliable statistics on man power Demands of STE. | 3.13 | 1.03 | Agreed |
| 14 | The cost of training in STE schemes is prohibitive with no Incentives to encourage trainees | 2. 83 | 1.01 | Agreed |
| 15 | STE schools are often out of reach of interested students/ Teachers | 3.19 | 0.85 | Agreed |
| | Grand mean | 3.19 | 0.85 | |

The grand mean above shows that all 7 manpower needs are challenges in repositioning STE for job creation in Nigeria.

**Research Question 3**- What are the policy challenges in repositioning STE for job creation in Nigeria?

**Table 3** – Mean and Standard Deviations of Respondents perception of the Policy, Challenges in Repositioning STE for Job Creation

| S/N | ITEM | X | SD | DECI SION |
|---|---|---|---|---|
| 16 | Government policies relating to STE seen mere Political talk because they are not faithfully pursued | 3.23 | 1.06 | Agreed |
| 17 | Political shifts are in keeping with economic and Industrial needs for STE to thrive | 2.23 | 1.09 | Disagreed |
| 18 | Lack of co -ordination between the Federal and state Government STE schools, brings a lot of setbacks | 2.77 | 1.18 | Agreed |
| 19 | Lack of update on new social, economic and techno - Logical order keeps STE relegated to the background. | 2.87 | 1. 18 | Agreed |
| 20 | Government policy on administration of STE is counter Productive. | - 2.50 | 1.18 | Agreed |
| 21 | Government is insensitive or completely igno rant of the Overwhelming short falls in STE. | 2.43 | 0.96 | Disagreed |
| | Grand Mean | 2.67 | 1.11 | |

*The items in this table is on policy challenges point to the fact that government policies in Nigeria do not always bring help to programmes of STE items 17 and 21 with means of 2.23 and 2.43 respectfully.*

**Research Question 4 –** What are the challenges of public perceptions in repositioning STE for Job creation in Nigeria?

**Table 4- Mean and standard Deviation of Respondents' on Challenges of Changing Public Perception in Repositioning STE for job creation in Nigeria**.

| S/N | ITEM | X | SA | DECISION |
|---|---|---|---|---|
| 22 | The present deplorable state of STE in schools Makes it quite unattractive to the public | 3.07 | 0.97 | Agreed |
| 23 | STE is viewed with disdain and a kind of drudgery That is not for the elite | 2.57 | 1.18 | Agreed |
| 24 | There has been more emphasis on academic Excellence pursuits than careers in STE | 2.83 | 1.13 | Agreed |
| 25 | Foundation education (secondary) is not Grounded in workshops subjects like metal, Wood work, technical drawing and electricity | 3.10 | 1.14 | Agreed |
| 26 | Outstanding competency in fieldwork is not re-Warded nor recognized in Nigeria Society. | 2.97 | 1.05 | Agreed |
| 27 | High cost of training in STE scares prospective Trainees. | 2.47 | 1.03 | Disagreed |
| 28 | STE teachers poor socio- economic status does Not inspire the youth. | 2.40 | 0.99 | Disagreed |
| | Grand mean | 2.77 | 1.07 | |

The data as presented in table 4 reveals that aside from items 27 and 28, all others have positive means that indicate existing challenges relating to changing public perception towards STE programmes.

**HYPOTHESES**
Ho 1 – There is no statistical significant difference between the mean responses of STE teachers perception based on the type of school.

**Table 5: t- test of Significant Differences between Responses of STE teacher's perception from the secondary schools.**

| INSPECTORATE DIVISION | MEAN | SD | N | Df | S.E | t | -calc. | t -test |
|---|---|---|---|---|---|---|---|---|
| Kafanchan | 2.93 | 0.95 | 60 | 118 | 3.48 | 0.06 | 1.66 | |
| Kachia | 2.92 | 088 | 60 | | | | | |

P≤0.05

*The result shows that, the calculated t-value is 0.06 while the t-table value is
1.66. This means that, there is no significant difference between the
perceptions of STE teachers from Kafanchan Inspectorate division and
those from Kachia Inspectorate division on the challenges in
repositioning STE for job creation.*

**Ho 2.** There is no statistical significant difference between the mean responses of
male and female STE teachers' perception of the challenges involved in
repositioning STE in Nigeria.

**Table 6: t-test of Significant Difference between Male and Female Respondents**

| Gender | Mean | SD | N | Df | S.E | t-crit. | T-table |
|--------|------|------|----|-----|-----|---------|---------|
| Male | 2.91 | 0.96 | 42 | 118 | 314 | 0.58 | 1.66 |
| Female | 2.80 | 1. 07 | 78 | | | | |

P≤0.05

*The calculated value of t is 0.58 while the table value at 118 degree of freedom
is 1.66. This means that there is no statistical significant difference between
the perception of male and female STE teachers on the challenges in
repositioning STE for job creation.*

**Discussion of findings**
The findings of the study as indicated in the tables above show an array of perceived
challenges that confront STE schemes in Kaduna State of Nigeria.
Table 1 shows a cluster of funding challenges in repositioning STE schemes for job
creation in Nigeria that range from funds needed for appropriate facilities/equipments;
update maintenance as well adequate and commensurate remuneration of STE
personnel. Anyakoha (2012) supports this finding noting that the development of
useful skills that would ensue from STE scheme can only be reinforced by adequate
provision of learning facilities like workshop, structure, working materials, teaching
materials, workshop tools and equipments. In a similar vein Uzuoagulu (1992) had
observed that inadequate facilities will deter skill acquisition. The problem of funding
challenges is also in line with the findings of Aina (1999) who gathered that some
colleges lack not only workshops and laboratories but basic equipments to enhance
STE teaching/learning. According to Umar and Abdullahi (2010), unless the shortages
of funds in procuring needed facilities in STE are addressed the goals for STE for job
creation are under threat of not being realized in Nigeria. The world bank also in

Olatunde (2011) asserts that providing good STE needs more money for practical workshop facilities, pedagogic systems and the multifarious expensive requirement such as curricular resources, support systems, personnel and management requirements which are not easily met.

Table 2 indicates challenges posed by dearth of manpower for STE teachers, just as reported by UNESCO (1999) the graduate of SE most often cannot be used for manpower as they come out without adequate skills needed in training others or even managing private businesses. These findings Are also in agreement with those of Moja (2014) who found that the problems of STE in Nigeria are worse by the inadequacy of training facilities which by extension foster development of quality manpower.

Table 3 contains items of perceived challenges relating to government policies with the grand mean of 2.67 indicating that such policies have been a clog in the wheel of progress in STE. Even though most of the respondents do not Seem to agree that government is neither actually insensitive nor ignorant of the short falls in STE they agree that it is the government policies relating to STE that are sometimes counter-productive. This seems to agree with Aturu (2013) who found that only lip Service is often paid to technical education. This according to Aturu (2013) is due partly to the peripheral role which the Nigerian government plays in international capitalism as mere rent Seekers and suppliers of raw materials. Accordingly, Aturu (2013) asserts that the Nigerian state does nothing as much as sloganeering but the political will to reposition science, technical and vocational education in the scheme of national education as provided in the national policy on education is quite weak. The government's lack of Seriousness is manifested in the non-adherence to the 1991 UNESCO convention on technical and vocational education.

Table 4 reveals that there are challenges that relates to the public image of STE in Nigeria. These stem from the deplorable state of STE, the drudgery and disdain in STE related jobs, poor remunerations, poor grounding in laboratories and workshops pre-requisites subjects as well as inordinate emphasis on academic excellence to the neglect of practical competence obtainable STE. This agrees with Oviawe (2016) who found among other constraints to entrepreneurship education in Nigeria poor societal attitudes to science and technical development. Law (2015) also found that the desire for a University degree is pervasive in Nigeria society; there is respect for the scholar and disdain for the mechanic. Adelabu (2016) caps it that Nigeria has the challenge of enhancing the social prestige of STE programmes by creating enabling psycho-pedagogical environments in the schools.

The analysis on table 5 and 6 show that both null hypotheses were not rejected since the

calculated t value for either values were less than the table values in each case, meaning there are no significant differences in respondents perceptions based on different schools nor on gender.

In conclusion, the need to reposition STE for job creation in Nigeria is faced with a number of challenges ranging from funding, manpower, policy and changing public perceptions. This study has shown that these challenges are very fundamental and if the nation must move forward with the economic diversification agenda, there has to be a return to address these basic challenges.

## Recommendations
Based on the findings of the study, it is recommended that:
1.  Sources of financing STE should be diversified to cover the use of foreign assistance, creating partnership with relevant organizations / industries with the view to getting them to assist in financing STE schemes.
2.  Career counseling should be made to commence early enough in schools to expose and sensitize the young person's on available STE career options they can choose and train in early enough.
3.  The government should take the lead to make STE programmes attractive to the youth by provision of adequate facilities and funds.
4.  Since much of the problems lie with the issue of funding and policy matters it behoves on Nigeria government to pay closer attention to them. The UNESCO recommendations of 26% annual budgetary allocation to education generally and a good percentage of this to STE in particular is advocated for.

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# THE ROLE OF RELIGION IN PROMOTING PEACE CULTURE IN NORTHERN NIGERIA

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Abstract
*In the history of human existence, peace is a very desirable phenomenon which no society can do without. The absence of peace in any environment dislocates sociopolitical and economic activities of that environment, while the presence of peace leads to religious activities, harmonious co-existence, economic prosperity, security and high living standards. Development of the community generally depends on the state of her peace. This paper is meant to examine the role of religion in promoting peace culture in Northern Nigeria. The paper in the final analysis, offered some recommendations on how to promote peace and peaceful coexistence and conflict free society.*

## Introduction

Islam recognises the entire mankind as having single parents, Adam and Hauwa, from them spread all males and females regardless of their differences. The following Qur'anic verse substantiate this statement.[1]

> *O mankind! Reverence your guardian Lord, who*
> *created you from a single person, created, of like nature,*
> *his mate, and from them twain scartered (like seeds)*
> *countless men and women...Q4:1*

From the above verse Allah inform mankind that He created them all from Adam (peace be unto him) and Hawwa (Eve) and from them, He created many men and women and cause their spread throughout the world in various locations, characteristics, colors and languages so that they feel compassion for each other and as well remain in peaceful coexistence. In this regards, He made His consciousness as the basis of superiority among them in order to promote peace and righteousness.

The religion of Islam considers mankind regardless of their classifications as servant of Allah (SWT) in which superiority of one over the other is determined by the level of awareness and respect to the injunctions of the Creator, Allah (SWT). Therefore, the essence of the differences among mankind is to build mutual understanding, respect and co-operation. It is therefore not intending to create misunderstanding or

disregarding other people. In view of this, the Prophet (SAW) was made to live in the community of polytheist first and then in the community of Jews and Christians neighborhood in order to demonstrate the true mission of Islam. The Prophet (SAW) therefore explicitly demonstrates by actions and wordings how Muslim can stay in multifaceted community. The following agreement with the Christian of Najran who were at boarders with the Muslim community, suffices as example:

> *For Najran and its environs (it hereby given) the protection of God and the pledge and covenant (dhimma) of Prophet Muhammad, the Messenger of God, for their possessions, their persons and their religion; for those present and those absent, for what they possess, little or much. No bishop should be removed from his bishopric, nor a monk from his monastery, nor a priest from his priesthood (Haykal, 1982:477)*

In the light of these agreements, it is a clear indication that Islam promotes peace with others, guarantees freedom of worship and provides security to possessions, sanctity and safety of life to all people regardless of their status and belief. The just and kind dealings with others are the basis of interaction and what Islam enjoins every Muslim to display. Of course the guidance and accommodative nature of Islam demonstrated by Islamic countries or Muslim communities is that of tolerance with other faiths. For instance, Egypt inspite of the long stay of Islam and the recognition of the country as among the Muslim states, yet Christians have equal voice and rights with the Muslims. Likewise, in the Northern States of Nigeria, places that Muslims are predominant are witnessing the proliferation of Christians places of worship and activities. However, on the other hand, places that the Christians are predominant are witnessing unceasing clashes and misunderstanding with minority Muslims and must often they were treated as foreigners with no right of worship and political voice. In view of this, this research is designed to view the causes of the unceasing clashes and umpeaceful situation among the religious adherence in the Northern Nigeria and as well to view how it affects the propagation of Islam.

### The Concept of Religion
In Northern Nigeria, there are three dominant religious groups: Muslims, Christians and traditional religions. All these coexist in the society. The followers of these religions share houses, markets, public transports and a large number of social services such as education, hospitals, public taps and electricity. Each religion has its doctrine and the adherents of each religion practice their faith in ways peculiar to their religion. The English Philosopher, Max Muller (2012:84), noted that the Latin term religion

was originally used to mean:-

> *reverence for God or gods, carefully pondering of divine things, piety.*

Max Muller further state that,

> *The term religio was probably nominalised from one of the following verbs: Relegere - to turn constantly, to observe conscientiously Religare -to bind oneself back Reeligare -to choose again. Each of the three verbs points to a different understanding of the Latin noun religio.*

This helps to understand the difficulty that is often encountered in any attempt to define its English equivalent "religion". Indeed, there is no universally accepted definition of religion. The following are however some of the classic definitions of religion. As to the literal meaning of religion as stated by Lawal (1983:54), is: A particular system of faith and worship

From the above, therefore, it shows that religion is any practice to which someone or some group is seriously devoted into it. An etymological analysis of "religion" reveals variations in the meaning of the term which point to the richness of its content and usage. In the ancient Roman world, the concept religion is said to originate from a Latin noun "religio". Religion to the Christians as stated by James (2002:2) perhaps means:

> *Believing in Jesus Chris not only as the son of God but also as God incarnate who was killed but resurrected the third day and that salvation is meant for people who believe Him as their personal savior and Lord.*

To the Muslims, as stated by lawal (2002:2) thus:

> *Religion could mean absolute believe in Almighty Allah, His Messengers, His Prophets, His Books, the day of judgement and the destiny whether good or bad. Generally speaking, religion can be defined as the man's awareness concerning the existence of Supernatural Being who is considered to be the creator of heaven and earth. Determinant of man's fate, provider of man his needs and the controller of heaven and earth.*

Muhammad kamil (1999:18) define religion as:

> *Religion refers to a set of shared ideas about the meaning of life, based on the concept of a divine force guiding the destiny of man*

From the above, it is important to note that all the definitions express absolute believe in the Almighty Allah (SWT) who is considered as the Creator and Sustainer of man. Religion gives the connotation of a body of doctrines to belief in the commandments and to adhere to the concept of a divine guiding the destiny of man. The definitions contain two elements: the supernatural and human being as elements of religion as well as indicates it vertical (man-God) horizontal (man-man) relationships. Religion in terms of faith and relationships deeply relates to spirituality but less deeply to moral values.

Human beings do not live entirely on individual lives there must be rules which govern their social behavior. The religious teachings are custodian of moral values, which instil consciousness of the creator in the hearts of the followers. Thus, every religion emphasizes on religious virtue and commanded its followers to imbibe and invite to its teachings. For instance, the Quran States:

> *Let there arise out of you a band of people inviting to all that is good, enjoining what is right, and forbidding what is wrong: they are the ones to attain felicity. (Qur'an 3:104)*

Yusuf (1410 A.H) said Muflih, aflaha, falah: the root idea is attainment of desires; happiness, in this world and the next; success prosperity; freedom from anxiety, care, or a disturbed state of mind; -the opposite of 'azab in the next verse which includes failure misery; punishment or penalty; agony or anguish. From the above quotation, Allah is commanding that let there be some people who will provide a service of commanding people to do what is right in the law and forbidding what is wrong i.e what Shari'a (the law) forbids. Infact, call to do good and forbidding the wrongs may not suit every body, such as the ignorant person. Those who are capable to invite people to the fold of Islam with sincerity and wisdom are definitely people that prosper in the sight of Allah. Islam has perfected organization and system enable Muslim to live a better and meaningful life. It is imperative therefore that a Muslim uses the Qur'anic provisions to reform his own behavior and to also mount pressure on others to abandon bad-doing for good.

Some of the Muslim community either does not realize its responsibility of enjoining what is good and forbidding what is wrong as ordained by Allah, or its ignorance of this

commandment. This duty bound on every one atleast even by demonstration of moral qualities should not be left to the rulers, the Imams, and honest leaders of the community.

Religion as an exclusive bearer of truth and justice help in building a society based on the practiced principles of brotherhood, equality and justice. It wields so much influence on individual and the collective lives in the society. It also stimulates social habits and checks antisocial behaviors. The Qur'an States:

> *O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other). Verily the most honoured of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things) (Qur'an 49:13)*

For the verse above Abubakar Mahmod Gumi (1426A.H) state that all people were created from single pair of a male and female (Adam and Hauwa), in order that you may know each other, not that you may wax proud with the loftiness of leniage, for pride should be based on piety(the fear of Allah). So mutual respect and confidence are duties expected from them to exhibit. Likewise, the evangelical message, as presented by Jesus Christ and made it precise by the New Testament is addressed to "all men of good will" no matter their ethnic, cultural, political or religious adherence. The kingdom of God is close at hand, it says and there is no discrimination: moreover, the small and the humble have a privileged place. Others are often designated by the term "neighbour" since God in Christianity is revealed as the Father of all:

**The concept of Peace in Christianity and Islam**
The term peace like many other terminologies in various disciplines avails itself to various but related to definitions by different scholars. The world book Encyclopedia (1974:183) gives the definition of peace as:

> *Peace is freedom from disturbance, a state of being calm and quiet.*

From the above definition it is understood that peace is a state of free from anger, anxiety, fear or other strong negative emotion. The concise oxford dictionary of current English (1998) sees peace in three perspective namely:-
   a. Quiet, tranquillity (b) mental calm. Serenity and (c) freedom from or the cassation of war.

In Metuh in Olupona (1992:88) maintained that peace means.

> *Beneficial adjustment of harmony between the individual and his creator on one side and his fellowmen on the other side.*

Peace is a concept that has to do with a state of being free from wars, conflict, civil disorder and disharmony. A variety of ways of defining the concept of peace include ideas such as absence of war, violence or conflict; a state of order; a state of law or social contract; a balance of power etc. For a clearer understanding of the concept of peace in relation to religion, this study has adopted an empirical definition that is rooted in social context. According to Best (2005, p.vii), peace may be defined as:

> *an atmosphere of tolerance, harmonious coexistence and mutual development; an atmosphere where peoples are not only aware of their differences but are also understanding and willing to live and work together.*

The view presented above has noted that the idea of social harmony or tranquillity is intrinsic to peace in many cultures and religions. Peace as social harmony involves creating dynamic process that would enhance a culture of tolerance, peaceful coexistence and mutual respect of differences among people of diverse religious and socio-political belongings. Peace in this context is not merely a socially imposed condition but a dynamic process that is promoted if proper education is given so as to encourage better understanding between people of different origins and diferent opinion. This will help in establishing trust and coorperation among groups.

Peace being the greatest concern of man, all religions attaches importance to it, indeed, peace is the essence of all religions, the reason being that the objectives of religion can never be fulfilled without peace. The aims of every religion, in principle, are man's spiritual development and the turning of each individual into a responsible citizen. This kind of education and training can never be imparted without a peaceful atmosphere.

Here, without going into much detail, the researcher would like to present briefly the teaching of various religions in this regard. Islamic concept of peace will be presented in a somewhat more detailed form, the reason being that in present times, violence is mostly spoken of with reference to the religion of Islam.

**Demonstration of the Peaceful Mission of Islam by the Prophet (SAW)**

Islam provides both theoretical and practical guidance on how to establish peaceful society in pluralistic environment such as Northern States of Nigeria. This is so, taking into consideration the nature of the Madinan settlement during the time of the holy Prophet Muhammad (peace be upon him). At that time, inhabitants from the Jewish communities, the Pagan Arabs and the Muslims, lived together peacefully. They played respective roles to protect, safeguard and develop the Nation although from different affiliations.

Gumi (2009:3) subtantiates the above statement in his introduction of chapter 2 of the glorious Qur'an, where he said:

> *Its main subject matter is the narration of the nature of the plural community of Madina at the time of the Prophet (peace be upon him). The inhabitants hailed from different religious and cultural backgrounds. Among them were true believers, and non-believers who were not willing to accept Islam. There were also hypocrites and people of the book (Jews and Christians). The chapter discusses about the attitudes by which each of the four groups, could be identified. The whole of them were later invited to Islam; and to keep hold to what will help them to continue to sustain the peaceful co-existence among them. This will become evident to the reader in the interpretation of the chapter, Allah willing.*

The approach of the Prophet (SAW) in Madina when he was confronted with heterogenous society was establishing friendly relationship between the Muslims and the Jews, among the residence of al-Madinah. The major clans of the Jews were Banu An-Nadeer, Banu Quraizah and Banu Qainuqaa. Thus, he enacted a peace pact of mutual obligations, forming them into a single community but allowing for differences between the two religions. Here are some of its provisions, as stated by Ibn Katheer (2009:463) which would clearly give an idea of the rights of non-Muslims in a Muslim State, thus:

> *The Jews of Banu Awf are one community with the believers. To the Jews is their religion, and to Muslims is their religion; those who behave unjustly and sinfully will not hurt but themselves and their families.*
> *The Jews must bear their expenses and the Muslims theirs. Each must help the other against whoever attacks people of this document*

From the above quotation, it is understood that non-Muslims are to be treated justly as equally commanded by Allah (SWT) in the following Qur'anic text.

> *Allah forbids you not, with regard to those who fight you not for (your) faith, nor drive you out of your homes, from dealing kindly and justly with them: for Allah loveth those who are just. (Qur'an 60:8)*

The verse allows a Muslim to treat non-Muslims justly and be kind with them, this is to develop harmonious relationship among members of community. The constitution therefore made by the prophet (SAW) treated and regarded all people in the city as equals. It spelt out rights of the Muslims to observe their religious activities freely. It also guaranteed the Jews the same freedom of religion and security of life and property. The right of each community member was ensured as long as it do not breach the peace in the city or breach the terms of the charter. So with the conclusion of the Madinan constitution, the Jews were given the freedom to worship and all other civil rights.

At the initial stage, the Messenger of God Muhammad peace be upon Him wrote a document between the Emigrants and the *Ansar*, and in it he made a treaty and covenant with the Jews, establishing them in their religion and possessions, and assigning to them rights and duties. The aim of this document was to provide the Muslims and the Jews with political and administrative guidelines on how to co-exist in one state. Both the Muslims and the Jews accepted to live under one leadership. That was the leadership of the Prophet. Secondly they all agreed that all disputes arising within the state must be referred to the Prophet. These two points made the Prophet the chief executive of the state. The remaining articles guaranteed the freedom of worship, security of the city of Madina, and joint effort in the defence of the state and the maintenance of neutrality by the Jews in the Prophet's conflict with the Quraysh.

In spite of the unambiguous religious and civic rights awarded by the prophet (SAW) to non-Muslims, yet some Jews of Banu Qaynuqa violated the right of a Muslim woman by forcefully exposing her nakedness. This brought the first confrontation between Jews and Muslims after the battle of Badar. Consequently, general fighting between the clan of the murdered muslim and Banu Quaynuga erupted. When the Prophet (SAW) was informed of the confrontation, he sent word to Banu Quynuqa asking them to stop the attacks and keep the covenant of mutual peace and security. Banu Qaynuqa responded by ridiculing the prophet's request, leaving the muslims no option but to fight.

Likewise, the campaign against Banu al-Nadir was triggered by their infidelity and misconduct, when they openly violated the provisions of their covenant with the Muslims by sending three of their leaders, Huyayy Ibn Akhtab, Salam Ibn Abu al-Huqayq and kinanah ibn al-Huqayq,, together with two leaders of the tribe of Banu Wa'il, to Makkah in order to instigate the Quraysh and their allies to attack the Muslim in Madina, to pledge their support. Indeed, the jewish delegation was able to mobilize the Pagan Arabs against the muslims, and their counsel led to the campaign of al-khandag, invoking the most horrible experience that the muslims had ever had in their struggle against the Quraysh and their allies.

In like manner, the fighting between the Islamic state and both Byzantium and Persia was commenced not because the muslims wanted to extend the dominion of the Islamic state, or dar al-Islam, using the classical terminology, but rather because both the Byzantines and the Persians either assailed Muslim individuals and caravans or prevented the communication of the Islamic message.

The campaign of Dawmah al- Jandal, the first campaign against the northern Christian tribes which were byzantine protectorates, was a punitive expedition to avenge the attacks on the Muslim caravans to al-sham (Syria) by some of these tribes, such as Qada'ah and Banu Kalb.

Likewise, the campaign of mu'tab was also a punitive expedition to avenge several grace violations against the muslim messengers and missionaries whom Muhammad had sent north to call people to Islam and introduce the new faith to the northern regions for example, the prophet sent al.Harith ibn Umayr to the governor of Busrah. Upon reaching mu'tah, al-Harith met with sharhabil Amir ibn al-Ghassani, who asked him, "are you a messenger of Muhammad?" Al-Harith answered. "Yes" 'Then sharhabil ordered his men to kill him, and he was executed. Haykal (1976:284) opined that:

> *The prophet also sent five men to Banu Sulayman for the sole purpose of teaching them Islam, and he endured their cold blooded murder by their hosts. Only their leader managed to escape, and he did so purely accidentally. The prophet also sent fifteen men to Dhat al-Talb on the outskirts of al-sham in order to call its people to Islam. There, too, the messengers of Muhammad and missionaries of faith were put to death in cold blood.*

Al-Daqs (1976:287-88) also reported that:

> *the northern Christian tribes killed those among them who had professed Islam, leaving the Muslims, therefore, no choice but to fight them for their aggression and tyranny. These incidents, and others, triggered the campaigns of mu'tab and Hudaybiyyah, and led eventually to the conguest of al- sham and Iraq.*

A systematic examination of Islamic text and Muslim history shows that peace is and has always been the original position and final aim of Islam. When can and must be fought however, to repel aggression and lift oppression, but only as the last resort war should not be seen as an instrument of the state to advance ideological commitments of the bearers of political power. Peace must be the governing principle of political

action, both locally and globally war is not, and should never be a political choice. War in Islam has specific objectives and these objectives revolve around defending human rights against brutal force. Advancing narrow interests and imposing religions beliefs are not legitimate objectives of war in Islam.

The Prophet (SAW) enjoins Muslim not to go beyond limit in their religion otherwise may lead them to blasphemy. He says:

> *You should restrains yourselves from committing excesses (ghulu) in religion. For it was due to their having gone to extremes in religion that the previous communities were destroyed (Al-Nisai, 16 Majah, Musuad Ahmad, 1/215, 347).*

Ghulu means extremism, the way of extremism is wrong whatever the circumstances, for it goes against the spirit of religion. Indeed, it is proneness to extremism which at times culminates in war and violence. Those who suffer from extremist tendencies remain dissatisfied with the path of moderation, since the strikes them as being far from the ideal. That is why they so easily incline toward violence, and are ever ready to open hostilities in the name of achieving their objectives.

Moderation, which is the opposite of extremism, is closely interlinked with peace. When people posses the virtue of moderation, they necessarily think in terms of peace and will engage in their struggle in a peaceful manner. Where there is moderation there is peace, and vice versa. In stark contrast to this an extremist attitude very soon leads to confrontation and violence. Extremism and violence are obviously interconnected. That is why extremism is held in religion to be abhorrent. It would not be wrong to say that violence is another name for extremism and hat moderation is to refrain from extremism.

## Islamic guidance on the relationship of Muslims with non-Muslims

Islam regards every human with respect unless such person exhibits certain character that requires carefulness in dealings. When such character exhibited irrespective of whether such person is a Muslim or non Muslim, then one has to take care with regards dealings or interacting with such person. Any Muslim who does not respect his fellow human is certainly not following the teachings of Islam. The Almighty Allah has enjoined Muslim to be good to all those who are good to them, to live in peace and harmony as well as respect fellow human whether it is a Muslim or non-Muslim. Also if a person treats a Muslim badly, it is permissible to treat him kindly as stated in the Qur'an, thus:

> *Allah does not forbid you to deal justly and kindly with those who fought not against you on account of religion and did not drive you out of your homes. Verily, Allah loves those who deal with equity. Qur'an 60:8.*

According to the above verse of surah al-Mumtahanah, Muslims are asked to deal with unbelievers kindly and justly unless they are rampant and out to destroy Muslims and their faith as was showed by the example of prophet Muhammad (SAW) in the treaties of Hudaibiyah and Madina.

**Recommendations**
In the light of the above discussion the following recommendations are being preffered:
1. Parent and religious clergies, should encourage their children or followers to live peacefully with one another. Acts of instigation or inciting utterances should be avoided.

2. The youth should desist from all such acts of crimes and violence that retards development and lead to unnecessary loss of lives.
Nigerians should learn to be patriotic and dutiful to their fatherland, and should not indulge themselves in rampant crises and vandalization.

3. The government should introduce more schools or review its curriculum to care for civic and moral education with emphasis on religious interaction and tolerance. It is true that the Nigerian Constitution guarantees freedom of speech and of religion, but it should be noted that exersiting such freedom should not, an anyway, infringe on the rights of others. It is in this respect that the Government has the enormous task of educating its citizenry.

4. It should also introduce additional economic empowerment programmes to alleviate poverty, because it is one of the most commonest causes of crises all over the glove.

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# PROMOTING NEW INNOVATIONS FOR TEACHING HEALTH EDUCATION IN THE PANDEMIC ERA: IMPLICATIONS FOR COUNSELLING.

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## Abstract

*The pandamic era has brought about numerous challenges that affected the social-economic, political and educational development all over the world. Schools and institutions of learning were closed down momentarily and students had to receive teaching and tutorials using new innovations in technology to promote effective teaching and learning of school subjects inn general and Health Education in particular. This paper focuses on the concept of Health Education, importance of Health Education and new innovations in teaching Health Education. The needs for innovation in teaching Health Education in the era of pandemic, challenges of innovation teaching strategies for Health Education and counselling implications are equally discussed. As part of recommendations, the government should organize seminars and workshops on new innovations for learning Health Education.*
**Key words:** Promoting new innovations, Teaching, Health Education, Pandemic era, Counselling.

## Introduction

Desirable changes in the health behaviour of persons remain the fundamental goal of health education at every location, community, home, school, workplace, hospital and other places. This can be achieved through the application and adoption of all appropriate strategies and the use of all necessary materials. Health behaviour is essentially a decision making process in which the learner decides to apply particular health measure(s) from a number of existing alternative. Health is a state of complete physical, mental, and social wellbeing and not merely the absence of disease or

infirmity (World Health Organisation 2014). Health education is any combination of learning experiences designed to help individuals and communities improve their health, by increasing their knowledge or influencing their attitudes (Johnson 2010). Health education is a needed approach to bridge the gap between scientific discoveries and man's application of these discoveries in daily life (Ajala 2000).

Health education is vital for students as it builds their knowledge and attitudes about health and does not only concentrate on being healthy. It also focuses on emotional, mental and social health too. Health Education is any combination of planned learning experiences based on sound theories that provide individuals, groups, and communities the opportunity to acquire information and the skills needed to make quality health decisions (Marcus 2012). Educating students on the importance of health builds their motivation, as a result, they strive to maintain good health, prevent diseases and avoid risky behaviour. Instilling the importance of good health in schools, helps students to make healthy life choices when they grow older and continue doing so throughout their lives.

A health educator is a professionally prepared individual who serves in a variety of roles and is specifically trained to use appropriate educational strategies and methods to facilitate the development of policies, procedures, interventions, and systems conducive to the health of individuals, groups, and communities. Northedge (2003) is of the firm opinion that students are unable to make use of discourse by themselves, finding it difficult to understand. For Northedge it is the teacher who is pivotal to enabling learning through discourse because it is the teacher (who is already a speaker of the specialist discourse) who led the students the capacity to frame meanings they cannot yet produce independently. The role of health educator include asking people to give their own ideas for solving the problems, helping people to look at their ideas so that they could see which were the most useful and the simplest to put into practice, encouraging people to choose the idea best suited to their circumstances, talking to the people and listening of their problems, finding reasons for people's behaviours, helping people to see the reasons for their actions and health problems among others.

The word innovation literarily means the introduction of new things, ideas or ways of doing things that has been recently discovered or identified. Humosocaine (2007) described innovation as the application of scientific and other organized knowledge in the solution of problems as well as the improvement of the society. To meet the criterion of teaching as an art in health education, there is need for effective identification and selection of teaching learning strategies and approaches that are innovative and creative to meet the dynamic world in order to facilitate effective learning. In teaching learning enterprise, innovative strategies are not necessarily or

completely new but many of them are not as common as they should be (Adeniran, 2002). Some teachers of health education on the field are often found utilizing existing teaching techniques designed for imparting information rather than search for new devices or approaches that can help in developing intellectual skills to facilitate the decision making process. Generally, innovative teaching methods are learner-centered. They may combine elements of familiar teaching techniques in a creative way or give them a new orientation.

Pandemic era is a period of outbreak of a disease that occurs over a wide geographic area such as multiple countries and typically affects a significant proportion of the population Coronavirus (Covid-19 outbreak in Hungary Proactive-19 2020). During this pandemic crisis, using innovative method to teaching health education becomes more important than ever to support the health and well-being of people in our communities. Innovative strategies promotes health and make essential contribution to fighting a global pandemic such as Covid-19. In modern societies, new innovative health education approaches are needed to be adapted. Hence, the only measure that we can adapt at the moment is to prevent its further spread and some of the preventive measures such as social distancing, frequent hand washing, wearing face masks and avoiding direct contact with sick people or suspected Covid-19 cases could reduce the risk of Covid-19 infection. However, appropriate and timely innovative health education messages could act as a catalyst in preventing the spread of Covid-19 infection.

This paper is anchored on Diffusion of Innovation (DOI) Theory, developed by E.M. Rogers in 1962, is one of the oldest social science theories. It originated in communication to explain how, over time, an idea or product gains momentum and diffuses (or spreads) through a specific population or social system. The end result of this diffusion is that people, as part of a social system, adopt a new idea, behavior, or product. Adoption means that a person does something differently than what they had previously (i.e., teachers of health education adopting new innovations in teaching etc.). The key to adopt is that the person must perceive the idea, behavior, or product as new or innovative. It is through this that diffusion is possible. Adoption of a new idea, behavior, or product (innovation) does not happen simultaneously in a social system; rather it is a process whereby some people are more apt to adopt the innovation than others. Researchers have found that people who adopt an innovation early have different characteristics than people who adopt an innovation later. When promoting an innovation to a target population, it is important to understand the characteristics of the target population that will help or hinder adoption of the innovation. There are five established adopter categories, and while the majority of the general population tends

to fall in the middle categories, it is still necessary to understand the characteristics of the target population. When promoting an innovation, there are different strategies used to appeal to the different adopter categories.

i.     **Innovators**: - These are people who want to be the first to try the innovation. They are venturesome and interested in new ideas. These people are very willing to take risks, and are often the first to develop new ideas. Very little, if anything, needs to be done to appeal to this population.

ii.    **Early Adopters:** - These are people who represent opinion leaders. They enjoy leadership roles, and embrace change opportunities. They are already aware of the need to change and so are very comfortable adopting new ideas. Strategies to appeal to this population include how-to manuals and information sheets on implementation. They do not need information to convince them to change.

iii.   **Early Majority**: - These people are rarely leaders, but they do adopt new ideas before the average person. That said, they typically need to see evidence that the innovation works before they are willing to adopt it. Strategies to appeal to this population include success stories and evidence of the innovation's effectiveness.

iv.    **Late Majority:** - These people are skeptical of change, and will only adopt an innovation after it has been tried by the majority. Strategies to appeal to this population include information on how many other people have tried the innovation and have adopted it successfully.

v.     **Laggards:** - These people are bound by tradition and very conservative. They are very skeptical of change and are the hardest group to bring on board. Strategies to appeal to this population include statistics, fear appeals, and pressure from people in the other adopter groups.

The stages by which a person adopts an innovation, and whereby diffusion is accomplished, include awareness of the need for an innovation, decision to adopt (or reject) the innovation, initial use of the innovation to test it, and continued use of the innovation. Innovation in health education will help disseminate health information, fostering the motivation skills and confidence necessary to take action to improve health.

**Concept of Health Education**
Health education can be defined as the principle by which individuals and groups of people learn to behave in a manner conducive to the promotion, maintenance, or restoration of health. However, as there are multiple definitions of health, there are also multiple definitions of health education. Morontola (2002), described heath education as a concept, discipline, course of study, approach or method which involves teaching individuals, families and communities what to do to be healthy and avoid illness with

the aim of promoting health of mind and body.

The World Health Organization (2005) define Health Education as "comprising of consciously constructed opportunities for learning involving some form of communication designed to improve health literacy, improving knowledge, and developing life skills which are conducive to individual and community health. The purpose of health education is to positively influence the health behavior of individuals and communities as well as the living and working conditions that influence their health. Smith, Tang, The World Health Organization health promotion glossary describes health education as not limited to the dissemination of health-related information but also "fostering the motivation, skills and confidence (self-efficacy) necessary to take action to improve health as well as the communication of information concerning the underlying social, economic and environmental conditions impacting on health, as well as individual risk factors and risk behaviours, and use of the health care system. Fasoranti, and Adeyeye, (2015) opined that Health Education helps provide health knowledge, enhance wellness behaviours, promotes health situations, facilitates healthful relationship and enables community members make responsible decisions. Health education is a formal or non- formal process of educating and equipping people with knowledge and practical skills to be aware of diseases, its occurrences, prevention and control to enable them make an informed decision to promote their health and live healthfully. Health education plays a crucial role in the development of healthy, inclusive and equitable social, psychological and physical environment. It reflects current best practices, using an empowering, multi-dimensional, multi professional approach which relates to all settings, organizations, the community, schools, health services and the workplace (Auld and Gambescia, 2016). The purpose of health education is to positively influence the health behavior of individuals and communities as well as the living and working conditions that influence their health.

**Importance of Health Education**
Health education includes classroom teaching, teacher training, and changes in school environments that support healthy behaviours. Health education seeks to foster sound health, knowledge, attitudes and practices both for the preventive and the sufficient curative values. It also empowers people to improve their health seeking behaviours and practices, change their life-styles and use health services effectively (World Health Organization, 2014). Health education is also important when it is considered that large numbers of children come from families that cannot afford the cost of private medical care. This makes the prevention of disease a major role for school. The goal of health education is to promote, maintain, and improve individual and community health through the educational process. Health education is generally aligned with the

behavioral and social sciences as one of the core dimensions of public health study and practice (Damilola 2018). The importance of health education in Nigerian schools according to Baum, Begin, Tanja, Houweling and Taylor (2009) revealed the following:

i.   Health education builds student's knowledge, skills, and positive attitudes about health. Health education teaches about physical, mental, emotional and social health that motivate students to improve and maintain their health, prevent disease, and reduce risky behaviours.

ii.  Health education help students to learn skills so that they will use to make healthy choices throughout their lifetime.

iii. Health education is vital for students as it builds their knowledge and attitudes about health. Health education does not only concentrate on being healthy but also focuses on emotional, mental and social health too.

iv.  Helps students to make healthy life choices when they grow older and continue doing so throughout their lives.

v.   It helps students understand the dangers of using illicit drugs, smoking and drinking alcohol. It helps prevent various injuries, diseases, such as, obesity and diabetes, and sexually transmitted diseases.

vi.  Health education is important to teach children awareness about living a healthy lifestyle. Health education encompasses social, mental, physical and social health.

vii. Health education teaches people of all ages about how diet and exercise contribute to a healthy lifestyle.

viii. It also encourages positive changes in behaviour and lowers the risk of addiction to drugs, alcohol and unsafe sexual practices.

ix.  Health education enables a person to remain physically fit and in proper health, a healthy person can enjoy life fully and can carry out his duties in a responsible manner, asset to the family, the society and to the entire nation, always full of energy, lives a long and happy life.

x.   Health education encourages a person to make healthy choices and also instructed students to avoid unhealthy habits because a sound mind lives in a sound body.

xi.  Health education also teaches about the emotional and mental health of the student, a healthy person is the happiest person in the world.

xii. Health education builds knowledge, skills, and positive attitudes about health.

xiii. It motivates people to improve and maintain their health.

## New Innovative Teaching in Health Education
Various forms of innovative teaching approaches or strategies include: conceptual

teaching approach, vicarious teaching strategy, programmed instruction, walking trips, research survey, resource open, musical video, soap operas, news coverage, documentary and computer assisted teaching among others will be discussed below:

i.  **Conceptual Teaching**: Forming a concept about something that relates to health which are either concrete or in an abstract form but may possess affective qualities which may lead to the development of emotions or feeling that will influence action on the part of the learners. Conceptual teaching is a way of presenting health instruction so that it focuses on concepts. It is different from traditional teaching methodology because it is more student centered, it is said concepts are not taught or memorized, but students can develop concept which will direct learning (Taba 1962). Teacher can select a concept in heath and develop a content and provide an opposite learning experience to facilitate the formation and internalization of the concept by the students. For example, eat one egg every day, obey your appetite, health is wealth and health education for heath behaviour, health education for healthful living etc. The above statements are concepts that are in abstract form that can only be made useful when learning experiences are provided. They aid internalization of the concepts are manifestation of behaviours commensurate with the tenets the concepts (eat one egg everyday can be provided with learning experiences such as functions of proteins, presence of protein in egg, effects of having too much egg leading to having too much cholesterol in the body which may be dangerous to the heart). The advantages of conceptual method innovative teaching includes, developing in the learners, natural ways from experience through which they develop their own concept from what they already know, it also give the learners the opportunity of making reference for life long behaviour, it provides factual knowledge as a means to the formation of the desired concept and lastly the development of intellectual skills by developing in the learner, the necessary independent and critical mind. The disadvantages include its proneness to attrition if necessary contents and learning experiences are not provided, It may also lead to acute memorization by students without the development of all necessary ingredients for the internationalization of its tenets. Lastly, it requires special skill on the part of the teacher which may not be readily available by most teachers.

ii. **Vicarious Teaching**: Vicarious teaching strategies are adopted using media or devices or appliances. The students view or listen to presentation of health instructions through the use of various available appliances such as television, radio, film, slides, transparencies, tape records etc. with the introduction of these appliances, the learners are actively involved in the learning process using various senses simultaneously (Robert 2010). Programmed radio or

television educational broadcast can be employed to augment health instruction in school or community which may handle various aspect of health education such as private section participation on waste disposal, nutrition education, consumer education, drug issues, etc. In vicarious teaching, films and slides for use should be previewed by teachers before use as a teaching procedure (Bandura 1995). The viewing should be preceded with an introduction and guidance on what the students are to expect. They should be asked for a post viewing evaluation. The advantages of vicarious teaching include the provision of direct participation of the learner in the learning process, and can be used to supplement information on selected aspect of health instruction. It can be effectively used to help the special students e.g. tape recorder for the blind vicarious teaching approach, helps to clarify basic concepts because they concretize all abstract concepts. While the disadvantages may include, time consuming, they can easily become obsolete and archaic. It is also expensive to procure some of the facilities; while some of the appliances may requires special skill that teachers may not possess.

iii.    **Musical Video:** Literature reveals that one of the best way for students to retain information is through song. Musician can reinforce and promote health message through their song, while people are being entertained by the music but are being educated by the information contained in them. By viewing musical video of practice, teachers can enter the world of the classroom without having to be in the position of teaching in the moment (Van ES and Sherin 2008). Video provide a glimpse into the instructional and socio-emotional dynamics of classroom interactions, either allowing teachers to notice aspect that would be difficult to use while teaching and reflecting upon instructional strategies, either individually or collaboratively, have great potential to improve teaching effectiveness and ultimately the learning of students for resent review (Gaudin and Chalies 2015: Mash and Mitchell 2014). Musical video can help teachers expand their knowledge about how students think of and learn the subject matter at hand which constitutes an important predictor of student's achievement (Kersting, Givvin, Sotelo and Stigler 2010). Students of health education actually get to see and hear the concept being taught, and they can process in the same way they process their everyday interaction, since they can be stopped and replayed as many times as needed. They can also be reviewed long after the initial lesson was taught. Musical video increases proficiency and students engagement which in turn help boost achievement if students are interested in the material, they will process and remember it better.

iv.    **Soap Operas:** Soap operas aren't often celebrated for contributing to the good of society, they are better known for being shallow and addictive than for

bringing about social change. But around the world the genre has succeeded in providing "educational entertainment". Soap operas generally have a bad reputation. They're thought of as vapid dramas that lack any real depth. However Stephanie Hearty argues that soap operas have a long history of educating people and changing established norms. This strategy has been effectively used to pass several health messages across to a large audience, it is a sentimental, melodramatic, serial broadcast on radio and television. A prominent example is the "Abue Oloke Merin" a radio drama programme talking about HIV/AIDS in such 'soap opera' health issues can be incorporated. Brown and Singhal (1993) showed that entertainment is not the sole purpose of motion pictures. Movies can send political messages, correct historical facts, bring viewers to the realization of the moment and even allow the viewers to vicariously experience other cultures, locations or settings or even lifestyles. Consequently, movies do influence our attitudes on a variety of levels. Viewing a single movie or exposure to a specific media message may be sufficient to produce effects on people's beliefs thus forming a perception (Jeffers 1997). Soap opera boost and make a better learning experiences because it delivery is packed with different learning styles which afford learners an all-round reach. Students are able to explore issues in health education, situation in varying context which make them develop skills as they engage activities. Let face the facts many students do not see learning as an enjoyable activity, it's regarded more as a necessity, yes it is a necessitated process but one that can be enjoyed. How? with the inclusion of Soap Opera/

## Needs for Innovation in Health Education in the Era of Pandemic

Here are some of the clear benefits why innovation is needed in health education:

- It makes learning interesting and engaging, especially for younger generations raised on the latest technology.
- It allows for faster and more efficient delivery of lessons, both in the classroom and at home.
- It reduces the need for textbooks and other printed material, lowering long-term costs incurred by schools and students.
- It makes collaboration easier. Students, teachers, and parents can communicate and collaborate more effectively.

## Challenges of Innovative Teaching Strategies for Health Education

Health education for most Nigeria seem not to make any meaning it is only considered as just another instructional material in physical and health education in colleges and universities despite the WHO, United Nations Educational Scientific and Cultural Organization emphasis on the importance of the inclusion of innovation in health

education in the curriculum of teachers' training institutions including universities. Still at that, teaching of health education has not receives any prominences in any educational reports (Oshodin, 2014). The major challenges facing the development of innovative teaching strategies in health education in Nigeria have been recognize as social, cultural and educational. The application of innovative teaching strategies will be faced with series of challenges as a result of several factors that limit Nigeria levels of developmental growth technologically among the factors are:

i.    Due to the advanced expertise requirement on the part of the health educator on the use of innovative strategies that are not readily available, the approach cannot be creatively employed. Okueso (2009) was of the opinion that many facilities that are necessary for effective teaching of health education, including qualified manpower for functional health education programme has not been provided in schools.

ii.   Because of the slowness in the manifestation of the outcome of its adoption in the learner, many operators/ teachers/health educators are often reluctant as its usage as a medium of teaching. Because it is slow due to several activities involved to compete the cycle of experience, it tends to be unpopular.

iii.  It has a limited space, few students can simultaneously use it because some of the devices consist of individualized activities while some consist of small group activities leading to several number of man-hour loss making it unattractive especially in Nigeria schools where students population is growing geometrically.

iv.   Some of the strategies require the use of equipment and appliances which may not be readily available due to several reasons and this will take use to the imitations inherent in the use of computer assisted programme. Glanz, Rimer and Lewis (2002) reported that the limiting factors to the use of computer assisted health education programme is that the cost structure for implementing programme are certainly changed by the use of new technologies, the cost of development and installation are high, the volume of content that is necessary to create for example if tailored programme is considerably greater than that required for generic print materials

## Counseling Implications on Health Education in the Era of Pandemic

Health education and counselling are closely linked. Both activities may take place at the same time. In health education, the aim is to make the students better informed, so that they can make an informed choice and practices. Health education is the provision of accurate and truthful information so that a person can become knowledgeable about the subject and make an informed choice. Counselling is one of the educational methods most frequently used in health education to help individuals and families. During counselling a person with a need (the client) is supported and encouraged by

(the counsellor) in such a way that the client gains confidence in his or her ability to find solutions to their problems. Counselling can be applied to any life situation, for example, counselling aims to encourage healthy living and requires the client to explore important personal issues and to identify ways of living with the prevailing situation, whether it is an infection or otherwise. Egbo (2013) it is not about providing advice or guidance but process assesses and addresses the client's needs to enable the person to cope with any health issue. Counselling helps clients understand themselves better as individuals, exploring their feelings, attitudes, values and beliefs. Equipped with the right knowledge, the client should seek to change behaviour as a result of counselling.

**Conclusion**
Health education plays a vital role in ensuring total wellbeing of an individual through knowledge acquisition, practical skills and positive change in behaviour towards healthful living. Health education have contributed immensely towards individual and community, as it patent to the continuous growth, development and promotion of health and practices of healthful living. The use of innovative teaching skills in health education can greatly enhance the learning environment and efficient support tools that enriches the quality of health education by delivering content through multiple modalities thus, new innovations in health education helps to build technology-based skills, allowing students to learn, early on to embrace and take advantage of the tools technology offers.

**Recommendation**
Based on the findings, the following are recommended to help of improve quality health education in Nigeria:
1. Increase funding to education sector: Both the government and the private sector should put in more fight and resources towards developing the education sector and is therefore necessary for the government to design a workable plan towards funding health education in the area of innovations.
2. Federal ministry of education should make a policy that permits only qualified professionals of health educators to handle the subject.
3. There should be budgetary allocation for new innovations in health education at every level of government to ensure constant available of materials and facilities for teaching with continuous monitoring.
4. Government should organize seminar and workshop on new innovations for teaching health education.
5. Government should develop materials that shows how to integrate innovations into curriculum provided the innovations have been shown to be effective for

students.

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# THE NEED FOR CREATIVITY OF CAREGIVERS IN THE HOLISTIC DEVELOPMENT OF CHILDREN IN EARLY CHILDHOOD CARE CENTRES

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## Abstract

*The paper examines the need of creativity of caregivers in the holistic development of children in early childhood care centres. The concept of early Childhood, creativity, and caregiver were clearly defined. Its Objective, the economic benefit of early childhood education was also stated. The paper further defined care and development; Consequently, the paper posited that every nation of the world aspires for development, early childhood education being the foundation of all levels of education should be given appropriate early attention by engaging trained and competent caregivers in nurturing the children holistically. The paper recommended that among others, regular conferences, seminars, training of specialist's, writing of books on early childhood education should be encouraged in order to update latest research findings in nurturing children in early childhood centres.*
Key words: Early childhood, Creativity, Caregivers, Holistic Development.

## Introduction

Early childhood is one of the major stages in once development in life, it is a period between toddler and preschool years (l to 5 years): it is the most formative and delicate period of the Childs life. Myers (2000) opined that children are the future: they perpetuate value of the culture; through children, humanity transmit its values, that transmission begins with infant, to change for the better, one most begin with children, living together harmoniously and appreciating and protecting their environment, by engaging caregivers/teachers who are creative, innovative and knowledgeable in assessing the children holistically:- physically, socially, emotionally, cognitively and morally. Ochuonye (2011) reiterated that it is a stage of growing up which extends beyond physical development to involve significant change in a child's behaviour through processes, emotion and attitude which largely determine the kind of adult such a child will come in future.

The federal government, the state government, parents and the society at large are looking up to shaping the young ones through education in order to succeed in a meaningful development. Education has the contributing rule of buttressing the economics of a nation, in order word; education is seen as a vehicle for national development.

## The Concept Of Early Childhood

Early childhood Education is the education given in an educational institution to children prior to their entering into the primary school. It includes creche, the Nursery and the kindergaten (FRN 2004).Going by the above definition , it is observed that early childhood education  refers to the educational provision which a child is expose to, from birth to the school age of six. This portrays  that, the child's early education is not influenced by formal system alone but also the child can learn from peers, siblings, parents, mass media, and   the environment, in which the child finds himself. Internationally it is viewed as the period of a child life from conception to age eight. There are two reason for including this age range. First, this term frame is consistent with the understanding within developmental psychology of the ways in which children learn; within this age level they learn best when they have objects they can manipulate when they have chances to explore the world around them within this age range; children enter the age of reasoning, they begin to view the world differently. Second reason; the period includes pre-natal development and continues through the early primary school years (age six to eight). Because of the importance of the continuity of experiences for children; from two through five years of age provide the child with the foundations for late learning and for formal education, as well as with baseline social skills mustard 1998', Camagie Comeration 1994).  However, in Nigeria it is the period between 0-5 years .These years according to (U B E 2013) training manual are critical to the holistic development of the child. It was pointed out that, the development of the child during this period is accompanied by the structuring of neural connections in the brain, physical growth in the general body, personality, development and socio emotional skills.

## Early childhood development and intervention

 The foundation for the future ECD has received much attention internationally from a number of organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO 2000), as well as the Commission of the European Communities (Commission of the European Communities 2006; Papatheodorou 2012). These international organizations and   the initiatives commenced through them, not only gave rise to an increase in research being done on ECD, but also shaped the manner in which ECD is being conceptualized worldwide. As a result, ECD is not viewed as a singular construct, but rather as a holistic concept that focuses on several

aspects of a child's development, including their cognitive, social, emotional, moral, spiritual, and physical well-being (American Academy of Pediatrics 2012; Chisholm 2004; Tinajero & Loizillon 2012).

According to Shonkoff, et al. (2011), debates about early childhood care and education often focus on education and the enhancement of children's cognitive skills and later academic progress. However, these authors stress the importance of viewing the development of children in a holistic manner as part of a bigger system. In this manner, early childhood care and education become a vehicle for enhancing the physical, cognitive, mental, social and economic wellbeing of individuals and the societies in which they live. In line with this, ECD is defined in South Africa as: 'an umbrella term that applies to the processes by which children from birth to at least 9 years grow and thrive, physically, mentally, emotionally, spiritually, morally and socially' (Department of Education 2001:9). Accordingly, the aim of ECD interventions is to protect and advance the basic rights of all children by actively supporting their full cognitive, emotional, social and physical developmental potential. Taking this into consideration, early childhood care and education within the scope of this paper refer to more than mere schooling and the cognitive development of children. As explained by Shonkoff J, Boyce W.T, McEwen BS l. (2011), ECD centres focused or enhanced multiple interdependent dimensions of a child's life; including health and safety, nutrition, emotional well-being, and social competence

**Purpose of Early Childhood Education**
Oduowoly (2000) observed that opinions differ on what the children should learn in order to achieve their aims. The parents, the society and the nursery schools are agents that compliment home efforts in the upbringing of the child. Some children come from homes that are educationally disadvantaged especially in the rural are. They have no access to toys, pictures radios televisions, colours books etc; Nursery schools provide these facilities for such children. The government of Nigerian is equally concern about the education of the pre-school child. As stated in the National policy on Education (2004) ,the objectives of Early Childhood Education are:

- ➢ Effect a smooth transmission from the home to the school.
- ➢ Prepare the child for the primary level education ,provide adequate care supervision and security for the children, while their parents are at work.
- ➢ inculcate social and moral norms. inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music, and the use of the toys, etc
- ➢ develop a sense of co-operation and team Spirit,
- ➢ stimulate in the child good habits, including good health habits; and
- ➢ Teach the rudiments of numbers, letters, colors, shapes, forms etc. through

play.
These objectives cover the developmental aspects of the cognitive, the affective and the  psychomotor domains.

## Steps to achieve the objectives
The FRN (2013) outlined steps by government which are   designed to achieve the objectives of preprimary education in Nigeria, they are as follows;
(I)      Encourage private efforts in the provision of pre-primary education
(ii)     Making provision in Teacher Training Institution for production of specialist teachers in preprimary education.
(iii)    Ensuring that the medium of instruction will be principally the mother-tongue or the language of the local community.in this regards proposes to:
          Develop the orthography for many more Nigerian languages, and produce textbooks in Nigerian languages, FRN reported that some of these developments are already being pursued in the Departments of linguistics in every Universities working on collaboration with  some state ministries of Education. Language centre will be expanded so as to have wide scope;
(iv)     Ensure that the main method of teaching in the pre-primary institutions will be through play and that the curriculum of teacher training colleges is appropriately oriented to achieve this.

## The Economic Investment on Early Childhood Education:
 An  investment in early childhood education can be an investment in the creation of a more educated citizenry. Society benefit economically from its investment through increase economic productivity over the child life's time.

The economic benefits of investment in ECCD opined that early childhood education can yield rich benefits to children not only individually and immediately but also socially and economically over a life time in term of the child's ability to contribute to family, community, and the Nation.   The benefit of Early Childhood Education includes changes in children psychosocial development. This brings improvement in the child's cognitive development, in the thinking: and reasoning, improvement in the child's social development such as relationship with others; improvement in the child's emotional development which includes self image, security, and also improvement in the child's language skills;

In the area of Health, there is an increase chance of survival, reduced morbidity Improvement in the child's hygiene. Similarly the child progresses and perform better in school and, less chances of repeating or being dropped out from the school, The Quality of life of the child in the society  will be improved too which lead to a healthier

population, reduced days lost to sickness. a more literate, educated population, greater social participation, and improve labor force reduce delinquency, reduced social inequalities. Indeed the ECD, the foundation of this child is laid through a strong and caring competent caregiver.

According to the participant manual ECD has, the following benefits: Promoting success for the present and the future.

- Yielding some of the highest rates of return to families, societies and countries.
- Equiping children to earn more as adults and contribute meaningfully to the society. Adults with ECD experience earn about 25 percent more than adults without ECD experiment .
- Boosting brain development especially in the first three years of life.
- Building children's confidence and self-esteem.
- Supporting increased achievement of education outcomes in primary school and in higher education.
- Reducing social and economic inequalities and is a key strategy for reducing out of school children through pre primary education (early learning). Improves health in Childhood through adulthood.
- Strengthening family and community relationships and values.

**Concept of Caregiver**
A caregiver is a male or female individual who is trained to nurture children in a preschool/ early childhood centre. According to Oberhuemer, Schreyer, and Neuman., (2010) there are different   professionals working in the field of early childhood education and care, bearing different names according to the country and the type of services they render, the qualifications they have and or the functions they performs. Their names may vary from caregivers, teachers, teaching assistants to educators or family day care providers with many different variations, for the purpose of this work, caregiver/teacher will be used alternatively. Today's society and classroom place challenging demands on caregivers who are confronted with complexity in many parts of their lives. These demands competencies that caregiver need to acquire as  observed by Keegan (1996) affirmed that a beautiful building and expensive equipment, stocked in, will not lead to effective learning without the qualified teacher/caregiver putting them into use and making children to participate actively in the classroom.

According to Thompson, (2008), relationships are essential for healthy brain development, that every relationship between the caregiver and children, between children and their peers, and between early childhood educators and family members permeates high-quality preschools education services. Although, experts agree that

the potential benefits of high-quality early care and education, many young children do not have access to such services. In order for all young children and their families to have access, there is need to be a coherent system with skillful, knowledgeable educators who are deeply committed to their profession (Thompson, 2010). The child's caregiver plays a significant role in the holistic development of a child in an early childhood care education centre. They play a powerful and influential role in children's lives. Pianta (2009) argued that caregiver-child relationships provide a resource for children's development. These relationships can nurture a child, improve developmental outcomes, or they can be a source of conflict and risk.

In recent years, growing knowledge of the critical importance of early childhood development for lifelong learning and growth has led to increased calls for the professionalism of early childhood educators, including higher standards for their training and education. The understanding that teacher-child interactions are crucial in supporting children's development and learning, the challenge is to improve caregiver's child interactions. Research works in early childhood education generally indicate that effective professional development through specific training on novel skills, in-service, seminars/workshops and others are needed (Sheridan, Pope, Marvin, &Knoche, 2009).

**Caregivers' Creativity**
Children are capable, creative and innovative when they are guided by caregivers who are competent. Margaret and Shelly (2007) opined that competencies are set of observable skills that reflect a caregiver's knowledge and understanding of core knowledge areas. Competences are a collection of knowledge, skills, behaviuor and power of judging which can cause proficiency in people without having enough practice and specialized knowledge. Heckman, J., and D. Masterov. (2004), posits that, the quality of preschools depends on the competence of caregivers working with children, families and community. Often, we associate the term competence with the quality of an individual practitioner, something that can be acquired through training and professional preparation (i.e. the integration of knowledge, skills, attitude, and motivation) hence, competence is a series of skills and pieces of knowledge that individuals need to possess in order to perform a particular task

This was in line with Anya, (1999) who opined that, the educational system in Nigeria today requires innovative, creative and well-trained caregivers who have the correct attitude and approach towards their jobs. Considering the important nature of pre-primary education, the study further reiterates that, the issue of quality must of necessity be brought to the fore especially as low quality of caregivers has been identified as one of the problems that characterize the Nigerian educational system.

**Creativity levels of caregivers in the holistic development of children**

Creativity is at the heart of 21st century global competencies because of how important it is for learning and personal development (Bellanca & Bellanca, 2010; Trilling & Fadel, 2012). In psychological terms 'creativity' is described as an activity which results in creation of new material, and or spiritual values (Concise Dictionary of Psychology, 1985). Creativity of a caregiver lies in the ability to reveal new virtues in child's personality, to encooparate elaborate new methods for creative self-fulfillment in learners. Creative potential is an intrinsic source of person's qualities that defines the limits of his/her capabilities. Thus the creative potential of creativity comprises a set of psychological personal qualities conductive to a successful pedagogic activity. According to Zakharchuk, (2007). The creative activity of a caregiver manifests itself by such indicators as a creative initiative, an ability to extensively apply one's knowledge and skills in professional activity, an originality and modernity of pedagogic solutions, a creative improvisation and an aspiration to fulfill creative demands and spiritual needs.

 Furthermore creative thinking can increase caregivers' capability to learn and nurture the children in a way that ignites interest in the classroom. Rapid changes taking place in the world today coincide with the definition of creativity given by Morris, (1985), in which creativity is regarded as the breaking away from old styles, and that which bring something new and valuable to the people to do new things. Caregivers these days are expected to assimilate reforms on a number of levels in their daily practice. According to Day, (2000, p. 125) "the reform agenda has created an environment where those who wish to survive and thrive must become involved in an increased rate of personal adaptation and professional development." According to Darling – Hammond (1997), the quality of teaching is the key to boost the success of children in learning and proficiency.

Additionally the environment has a direct influence over the creative behaviour of people (Amabile, Conti, Coon, Lazenby, & Herron, 1996). A nurturing environment will not only benefit learners, but also caregivers in their attempt to foster the creative potential of their learners. This is why the educational and school cultures are fundamental in pivoting creativity. In line with this many researchers argue that creativity improve reasoning, memory, problem solving abilities and engagement, because the skill associated with creativity is analyzing, evaluating, creating, and refining existing problems (Hondzel, 2013; However Robinson (2011) suggests that creativity needs to be nurtured in educational environments in order to foster children engagement and greater children satisfaction. In addition, creativity is considered a fundamental part of entrepreneurial activity.

Creativity is one of the crucial facets of humanity. It is considered as one of the key elements of Life satisfaction, a motivating factor in learning, as well as a driver of innovation and economic productivity. According to Concise Dictionary of Psychology, (1985). creativity of a teacher lies in the ability to reveal new virtues in child's personality, to elaborate new methods for creative self-fulfillment in children. In addition

The National Advisory Committee on Creative and Cultural Education (NACCE, 1999) defines creative teaching as 'teachers using imaginative approaches to make learning more interesting, exciting and effective. Addressing creativity in the classroom has become an imperative for caregivers around the globe, with policy documents and school curricula featuring it as an important desired children outcome in many countries (Craft, 2010; Heilmann&Korte, 2010; Shaheen, 2010). Similarly there has been an upsurge in caregivers-targeted books and articles on how to educate for creativity and the issue is now often tackled in initial caregivers education and advanced through professional development courses and materials offered both online and offline worldwide (e.g. (Beghetto, 2013; Beghetto, Kaufman, & Baer, 2014; Plucker, Kaufman, &Beghetto; Cachia& Ferrari, 2010; Starko, 2013; Tan, 2007). Furthermore, the implementation of creativity in education is supported by a wealth of research aimed at understanding, explaining and assessing the development of creative potential (Sternberg, 2015). Additionally, several studies have shown that creativity can be translated to various educational contexts (Beghetto& Kaufman, 2014; A. Cropley, 2011; Smith & Smith, 2010) and that creative skills cannot only be encouraged through appropriate instruction and guidance  but also that the development of such skills is inherently related to learning (James  Kaufman &Beghetto, 2009  Despite all the emphasis placed on nurturing creativity, classrooms are still struggling with accommodating children creative development (Cachia& Ferrari, 2010; Sternberg, 2015).

Cachia and Ferrari (2009) further maintain that creativity is a process that shows a balance of originality and value. It implies the ability to make unforeseen connections and to generate new and appropriate ideas. Similarly it is peculiar to the creative activity of a caregiver that his/her individuality, mannerism and uniqueness are being displayed. According to Zakharchuk, (2007), the creative activity of a caregiver manifests itself by such indicators as a creative initiative, an ability to extensively apply one's knowledge and skills in professional activity, originality and modernity of pedagogic solutions, a creative improvisation and an aspiration to fulfill creative demands and spiritual needs.

Research also suggests that environmental conditions also play a crucial role in

encouraging creativity in the classroom. In a recent literature review, Davies, D., Jindal-Snape, D., Collier, C., Digby, R., Hay, P., & Howe, A. (2013).identified several features of the learning environment that can stimulate student creativity. With respect to the physical environment the authors noted that the flexible use of space, flexibility and free movement around the space, and the availability and incorporation of a wide range of materials and tools including ICT can impact on learners' creativity. As for the main features of the creative pedagogical environment, they found that novel, exciting learning activities, authentic and realistic tasks, game-like and playful approaches, ensuring idea time and allowing students to have ownership over learning greatly contribute to the development of creativity.   Evidence from the literature suggested that relationships based on mutual trust and respect among children and caregivers as well as the incorporation of collaborative activities are characteristic features of a creativity-supportive psychosocial environment, with regards to the external features of learning.

Similarly creativity as a skill would be required to be successful as working professionals for the school children of today (Bellanca and Brandt, 2010; Trilling and Fadel, 2009; Wagner, 2012). Skills associated with creativity allow children to use, create, refine, analyse, and evaluate a wide range of ideas in order to improve and maximize creative efforts (Trilling and Fadel, 2009). In order to prepare children to be successful in the future, school administrators and teachers must understand and prioritize opportunities that allow students to become self-directed and creative learners, capable of independent work and clear communication. Since, the behavior of caregivers can impact the creativity of their children; it is important to measure the creativity fostering ability of caregivers.

The progress of being a creative classroom caregiver comes naturally, but for others, it does not. However, every caregiver has the potential to be a creative teacher.

Wayne, (2011) posited that teaching with creativity stipulates high motivation, high expectations, for pupils to communicate, listen and ability to interact meaningfully. The caregiver has what it takes to think about education differently right inside of him/her. A competent caregiver can study around creative colleagues and used his /her imagination to create engaging lessons and activities for the learners. Creative teachers aren't afraid to take risks. They are open-minded, and use what's around them to create innovative ideas for their classroom. They are willing to try new teaching strategies and methods and are not afraid of failure. They will step outside of the box and are always willing to hear and improve on new ideas.

Furthermore Taylor and Wash (2003), states thatCreativity is another important

indicator that a caregiver should possess. It takes creativity to nurture in a physical environment that is less ideal or when resources are limited. It takes creativity to nurture children from diverse backgrounds that might not approach education in the same way. It takes creativity to nurture children with differing learning styles and most of all it takes creativity to make learning fun. Creativity is a hallmark of an effective preschool caregiver. Below are a few more habits and teaching strategies of creative classroom caregivers.

Creative pedagogy is evident when teachers teach creatively and teach for creativity according to the circumstances they consider being appropriate, sometimes doing both simultaneously. Teaching for creativity may well arise spontaneously from teaching situations in which they were not specifically intended, and, according to Jeffrey and Craft, (2004, p. 84 and . Csoti (2001) "teaching for creativity provides opportunities for learners 'to take ownership and control and are more likely to be innovative" They further asserted that when children are given the opportunity to make their own choices they are more willing to participate when they can work together in activities that engage their minds..Similarly Cremin (2009), attest that creative teaching "involves teachers in making learning more interesting and effective and using imaginative approaches in the classroom". Creative teaching is about the teacher's personality, personal creativity and its manifestations in everyday practice. Teaching for creativity "is seen to involve teachers in identifying children's creative strengths and fostering their creativity" (Cremin, 2009).

Teaching for creativity is one of the most important priorities and is a heavily researched area in the scientific literature worldwide (e.g. Zachopoulou et al., 2006; Hodges Kulinna, 2008). Teaching for creativity becomes possible only if teachers are willing to teach creatively. There is an agreement that creative teaching has four features, namely relevance, ownership, control and innovation (Cremin, 2009). The personal creativity of the teacher is the main premise of creative teaching (Craft, 2009). Creative teaching manifests itself in the everyday activities of the teacher (Craft, 2009) and facilitates the personal development of the students in spiritual, moral, social and cultural domains (Eaude, 2009). Creative teaching is clearly conceptualized but little is known about the preconditions of the phenomenon.

## Development
Development can be defined as the process of change in which the child comes to master more and more complex levels of moving, thinking, feeling, and interacting with people and objects in the environment. Child development involves both a gradual unfolding of biologically determined characteristics and traits that arise as the child learns from experience. Both physical growth, and mental and emotional growth

are crucial in a child's over roll development (Meyers 1995).

In Nigeria's philosophy of Education, we believe that Education is an instrument for National development, it foster the worth and development of the individual, A key factor in economic growth is the quality of the workforce if the human being are developed educationally early enough ,then our economy will certainly change in our political institution ,, social institution, and other . For a Nation to have a free and democratic society, just and egalitarian society, a united, strong and self-reliant nation, a great and dynamic economy and ' a land full of bright opportunities for all citizens as pointed out in the National policy on education,(FRN 2004)  good education is key:

Education must be the instrument of change to bring stability in all the various institution and should be rated high in the national development plans, levinger (1992) viewed learning as a key part of the development process and the outcome of development is greatly affected by the quality of care that a child receives.  More literate, educated population, greater social participation, and improve labor force reduce delinquency, reduced fertility and early births, reduced social inequalities are outcomes good education which should start with early childhood education given.

**Holistic Development**
Holistic development is an approach to learning that emphasis the importance of the physical, emotional, Cognitive, Social, Moral, Spiritual and psychological well-being of children particularly in early childhood care and education. its aims is all round development of the individual

**Early Childhood Development (ECD)**
According to early childhood development (ECD) participant handbook (2022) Early Childhood Development refers to the Physical, cognitive, language, social and emotional and moral and spiritual development of a child from ages 0-8. Thus development is nurtured in variety of settings (home, school. community-based centers, and health centers). It involves a wide range of activities that can be captured into four areas: health, nutrition, protection, stimulating care and education especially in the first 5 years of life. The definition of ECD has three parts:
1. The "early childhood period of life.
2.  Development.
3. How development occurs.

The "early childhood period of life": This period encompasses several distinct phases
1. From conception to birth: prenatal care, attended births, registration and postnatal care

2. From birth to 3 years: Parent education, early stimulation care and nutrition
3. 3-5 years: Parent education, pre-school.
4. 6-8 years: Transition to primary school

## Why a Nigerian child need to be developed Holistically

Expert say catching children young with quality education remains a veritable tool to lifelong development. The future of a nation socio-economic and political well-being lies with the quality of children education, because they are the future leaders. If they have a shaky foundation when it comes to education, it will affect the nation. Many children in Nigeria have no opportunity to experience the much needed early childhood education as some of them at early stage start to help cater for the needs of the family. The early years from birth to five years of age are an important time in any child life. They go through a huge variety of learning stages during this time making great steps and what they learn at a young age offers an important foundation for their learning in later life. If the children are developed early enough in life the future of Nigeria will be brighter than what it is today. Okebukola (2009) in Maduike 2011.pointed out that education has the contributing role of buttressing the economy of a nation, in other word education is seen as a vehicle for national development. Similarly Maduewesi 2001) stated that the child should be well developed in basic skills, so that he will be able to contribute to the economic development of his society. Functional education of the early childhood level is governed for sustainable development.

## Conclusion

From the foregoing every nation of the world ascribes for quality education for sustainable development, Nigeria as a nation should not be left out. The quality of education of any country depends on the quality of the Teacher/Caregiver; No nation can rise above the quality of her education. For a Nigerian child to be of paramount importance and be useful to the society, effort must be geared toward educating the children early in life by engaging qualify teachers/caregiver who are skillful and innovative and creative.

## Recommendations

Base on the findings and opinions of most research are in the field of education, the following recommendation are put forward.

1. Ministry of education should ensure proper registration for all private nursery/primary schools.
2. They should ensure constant supervision and inspection for quality assurance in both the private schools and public early childhood programs.
3. Specialist need to be trained especially in the field of early childhood

education.
4.   Workshop/conference of this magnitude should be encouraged.
5.   Code of pre-school education mode of establishment, choice of facilities should be checked.
6.   Encourage writing of text books in the field of early childhood education.
7.   Sustainable development depends on the quality of man power, teachers should be motivated.
8.   Trained caregivers in the colleges of education should be employ to nurture children in early childhood care centers.

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# IMPLICATION OF LEADERSHIP TUSSLE ON THE SPIRITUAL GROWTH OF MEMBERS OF EVANGELICAL CHURCH WINNING ALL (ECWA) IN KADUNA STATE, NIGERIA

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## Abstract

*Leadership occupies a very unique position in every society, organization or community. A society where there is poor leadership, there is bound to be confusion, disorderliness and lawlessness. The formation of the Evangelical Church Winning All (ECWA) had a background such that its leaders in those days did not struggle for leadership. Also, they were not envious of one another and also, were not materially and financially minded as being done nowadays. This paper is aimed at examining the implications of leadership tussle on the spiritual growth of ECWA in Kaduna State, Nigeria. Descriptive survey design was adopted in the study with the population of 350,000 registered ECWA members. Also, a cluster random sampling of 880 respondents to represent the total population was adopted. Two instruments were used for the study: questionnaire and interview. One objective, one research question and one hypothesis were formulated for the study. Descriptive data analysis was done using percentages and mean rating: and inferentially using t-test. The finding revealed that, Leadership tussle has weakened the prayer life, the spirit of evangelism, commitment to Bible study of members and leaders which has led to moral decline of members. The paper recommends that, both members and Clergy should live a humble life which Christ taught the church to do. Leaders should shun hatred and malice and be committed in prayers, in-depth personal bible study, awaken the spirit of evangelism and be dedicated to church activities.*
**Keywords: Leadership tussle, Spiritual growth, Implication**

## Introduction

Generally speaking, leadership is ideal in the tenets of every existing society or organization. This is because leadership is important to human society. A society or an organization without leadership is like sheep without a shepherd and there is bound to be confusion, disorderliness, lawlessness and nothing positive can be achieved. The history of leadership is as old as that of creation. In the Old Testament, God created all other things before creating man, and gave man the power and authority to rule over all other creatures. The first man, Adam was to rule over all things created by God. However, when the son of men began to multiply on the face of the earth, God decided to make leaders from among them.

The world system of leadership is characterized by leadership tussle. That is why day after day, the world is always in a state of confusion, disorder, division and crises here and there. Thus, the Christian Church which is supposed to be the solution to the problems of the world especially that of leadership is now part and parcel of the problem. The world that is supposed to learn from the church, but reverse seems to be case. The secular way of political campaign, bribery and corruption is the order of the day in the church, thereby giving room to the fact that there is no difference between the secular politics and the church politics. Politics has eventually found its route in the church due to the quest for materialism, power and popularity. The early Christian church knew no leadership tussle but as the church grew, the quest for materialism, power and popularity crept in, thereby giving room for division. Currently, the system of leadership in ECWA has been bastardized, thereby given room for leadership tussle in the church which has spiritual implication for the growth of the church.

## Statement of the Problem

Leadership occupies a very unique position in every society, organization or community. A society or organization where there is poor leadership, there is bound to be confusion, disorderliness and lawlessness. Leadership tussle constitutes a major threat to the unity of Christian community in Nigeria. This is probably because of the pluralistic nature of the Nigerian society. However, the formation of ECWA was on a good ground and the few leaders in those days did not struggle for leadership. This was probably because they were not envious of one another and also not materially and financially carried away by greed, as the case may be today. They were all working for the common good of the church and not for their self-interest. Today in ECWA, the case is different; leadership tussle seems to be evident in church elections and in the transfer of church personnel, and this has brought a set-back to the growth of the church.

The anxiety to be in the church leadership is always evident before, during and after church elections by sometimes serving and would be leaders and the members. This has most at times led to open confrontation after the result of the elections has been announced and thus make some members to backslide and some abandoned the church and joined other churches. This could also make some ECWA members who attend ECWA Gospel (English section) to break away and join the Hausa section, verse versa. The secret campaign among the leaders and the members of the church before and during elections in-order to get into leadership just like the secular politicians has become worrisome. This is always seen when leaders and members bribe their ways into leadership.

## Objective of the Study
This study is aimed at examining the opinions of Clergy and laity on the implication of leadership tussle on the spiritual growth of ECWA in Kaduna State, Nigeria.

## Research Question
The following research question was formulated as a basis for inquiry into the topic under study: What is the implication of leadership tussle for the spiritual growth of ECWA in Kaduna State, Nigeria

## Research Hypothesis
The study was guided by the following hypothesis: There is no significant difference in the opinions of the Clergy and the laity on the implication of leadership tussles for the spiritual growth of ECWA in Kaduna State, Nigeria.

## Concept of Leadership
Leadership is a very important aspect of every organization. Human organization requires leadership. A leader is to direct and control its activities towards accomplishment of the organizational or societal goals. Therefore, leadership involves the use of power; authority and influence in the process of managing human and material resources at work in order to produce results. Stanko (2015), states that, a leader is a person who has a driving purpose in which he is leading people to achieve. He adds, "Without a life purpose or mission statement you will be like a sail boat following the wind direction of the moment." while Hagher (2015), defines leadership as a process of influence. This influence is exercised by those who lead their followers. It may be good or bad. Leadership is first being, and then doing. It is the ability to inspire others to achieve their set goals.

Christian' Concept of Leadership is viewed by Amadikwa (2018) as one who has a divine mandate to take others to a particular place or to achieve a particular aim. He teaches, corrects, rebukes and disciplines so long the purpose of leadership is achieved. His sole aim of ever-leading should be to obey the mandate of God and achieve desired goals.

## Types of Leaders
Thornton (2014) says, all leaders want to change the statuesque, but they use different means. Thus, he categorized leaders into four types:

### Thought Leaders
Though leaders harness the power of ideas to actualize change. They stretch their followers by helping them envision new possibilities. Sometimes a new idea can bring about a paradigm shift, which may provide a new lens for viewing or radically different context for understanding. At other times, the new idea leads to only incremental change. But all change, whether large or small, starts with a new idea. Thought leaders attract followers and initiate change by the power of their ideas.

### Courageous Leaders
Courageous leaders bravely pursue a vision in the face of considerable opposition and risk. They have strong convictions about their mission (purpose), vision (long-term goals) and values (right and wrong). They speak up for their core beliefs and fight for their values, even when their stand is unpopular. In addition, they seek truth and speak the truth. Courageous leaders attract followers and motivate people to change by their willingness to take risk and stand up for their beliefs and values.

### Inspirational Leaders
Inspirational leaders promote change by the power of their passionate commitment to ideas and ideals. They lift our eyes from present practicalities to future possibilities. Their words stir up our spirits, strengthen our convictions, and move us to action. Inspirational leaders have positive attitudes that create strong emotional connections with people. Their speech is enlivened with words such as justice, freedom, honor, respect, pride and love. Their affirming and encouraging demeanor builds the confidence of their followers and elicits their whole-hearted devotion. Their can-do attitude keeps hope alive during difficult times. Inspirational leaders attract followers and motivate people to change by the power of their passion and their strong convictions (Kore, 2016).

**Servant leaders**
Servant leaders care deeply about people. They seek to remove the barriers and obstacles that hold others back from achieving their full potentials. They strive to create an environment where their followers can do their best work. Servant leaders frequently ask, "How can I help?" Servant leaders focus on identifying and meeting the needs of others rather than trying to acquire power, wealth, and fame for themselves. Servant leaders attract followers and motivate people to change by helping to remove obstacle that are in the way of their growth and development. Herbster and Howerton (2016), state that, leaders whether pastors or deacons should know that they are servants of God, called by God to serve and not to be served. Therefore, they must learn to work together as servant of God.

**Leadership Qualities for Church Growth**
**Humility**
A leader who must become great must be a man or woman who takes the position of leadership with all humility and using his/her office for the good of others and to the glory of God. It is not the church that makes a leader but God. Therefore, he must wear the garment of humility before God and men. He must be the servant of all. Jesus said, "He who wants to be the greatest must be the servant of all" (Daily Guide, Fellowship of Christian Students, 2012).

**Leaders must be responsible to God and his ministry**
A leader leads by accepting responsibility; therefore, he ought to be faithful to God and to his ministry if he must truly succeed. He leads "in season and out of season". In his personal friendly conversations with his people, as well as in business meetings, he must show that he can be trusted (Olutunde, 2017).

**He must maintain or keep integrity**
He must be trusted by his members. There must be a full-grown confidence planted in his members. He is taken by his words. He should live a holy life inside and outside the church. Adair (2016), asserts that, a leader who sticks to values outside himself, primarily goodness and truth often makes people to trust a leader.

**He does not exploit his members for personal gain**
It is always good that a leader should be transparent in all his dealings with his members. He should be the chief servant of all; Jesus said, "He that is the greatest among you shall be your servant" (Mtt. 23:11). As one gains leadership abilities, he also gains leadership opportunities and responsibilities (Mamman, 2012).

### He learns to be simple, but equally tough

 A man who endures and knows the key to leadership will grow and his ministry. He must exercise   endurance; this is because he runs to finish. The running to finish reveals character not reputation. Reputation always functions under favorable circumstances while character functions under unfavorable circumstances. Adair (2016) opines that, a leader must be tough, demanding with high standards, resilient, tenacious and with the aim of being respected (not necessarily popular).

### He must be a model

 The word of God is filled with modeling. Moses had Joshua whom he built into  his life as a model before Joshua took over as general; Elijah has Elisha; the disciples had the Savior; Paul and Barnabas; Timothy and Titus. In Philippians 3:17, Paul says, "Brethren, be imitators of me, even as I am of Christ." A leader should be a model to others  (Daily Power, Fellowship of Christian Students, 2013:15)

### Confidence

 He must develop a high confidence quotient. To a believer who is a leader, self-confidence is Christ confidence. Paul said, "I can do all things through Christ, who strengthened me." For everything that God wants you to do, He has adequate strength with which to fulfill it. Adair (2016) is of the view that a leader must not be over confidence (which leads to arrogance), but with self-confidence which people know whether you have or have not got it.

### Perceived Causes of Leadership Tussle

Leadership which is seen as the heart of every ministry, organization and society has the power to sustain it to move forward if properly managed and can also scatter it if mishandled. Many people are crying for help both in the secular world and in the church due to the menace of some leaders today. The reason for this menace is tied on the means in which leaders often get into leadership (i.e. leadership tussle). However, to be able to handle the leadership problem in the church, there is a need to trace the remote causes of leadership tussle in the church of which ECWA is not an exception. Some of the perceived causes of leadership tussle among leaders and members of ECWA church in Kaduna, Nigeria include:

### The Quest for Material Things

Today by ECWA church leaders and members is a problem to the unity and the growth of the church. Ilessanmi (2013) states that, the world has become church and the church has become worldly. By this, he means, the church that is supposed to be the light to the world is learning from the world instead of the world learning from the church. In an attempt to become wealthy, some church leaders and members have

adopted the worldly pattern of corruption, thus, some leaders and members have become largely corrupt because of their quest for material things. Amos (2019) concurs with Ilessanmi (2013) that people go out after material things and feel they can get them at all cost not minding whether it endangers the lives of others as a result of their action or not. The practice of leaders' appreciation in ECWA at the end of the tenure of serving leaders is contributing in no small measure to leadership tussle in the church.

**Ungodly ambition** \This produces unjust leaders who cannot produce justice for anyone. However, ungodly ambition among leaders and members of ECWA church who are aspiring to be leaders can push them to struggle by all means to get into leadership so as to satisfy their own selfish desire. Gee (2014) defines ambition as the ardent desire to high position or to attain rank, influence, and or distinction.

**Envy**
Envy according to Akanni (2019) is to feel uneasiness, mortification or discontent, at the sight of superior excellence, reputation or happiness enjoyed by another, to fret or grieve one's self at the real or supposed superiority by another, and to hate him on that account. Rather than see the beauty of God's grace in another, he has an inversion, he see against. What others are seeing that makes them jubilate, the envious see it as an enemy in the progress of others. He feels uneasiness and discontent with himself at the sight of superior excellence, reputation or success enjoyed by another. Envy desires at the prosperity and progress of others. The envious thinks the other person has filled up his space. He does not remember that no one comes to take another person" place in life. However, people struggle to be leaders especially in lucrative office in the church because they want to be like others and be known like others. This is because they are envious of those who have made it in life, and thus want to make it like them.

**Quest for Money**
The quest for money can drive a man to go crazy, and thus can make a man to do whatsoever he can just to get it not minding whether the means by which he acquires the money will hurt others or not. However, many Christians in the church, just like the secular politicians, struggle to get into leadership not really to serve humanity but to make money out of it. Akanni (2019) also is of the view that so many leaders desire to get into leadership in the church not really because they want to serve God and lead their followers to rest in heaven, but they want to make ends meet out of their followers. This, however, he said is not healthy for the growth of the church.

**Greed**
Greed just like selfishness is said to be an excessive desire to acquire or possess more

than one need or deserves, especially with respect to materialism. It is an intense and selfish desire for something, especially wealth, power, or food. Greed seems to have taken over the hearts of people that they struggle to get into leadership to acquire wealth for themselves. People want to occupy one big office or the other because of what they will achieve and not what they will do for the people. Horton (2018) opines that, leadership is compatible with scriptural guidelines can only be others-centered; it can never be leader-centered. He added by saying, those who exercise authoritarian control to achieve their own objectives are not really leaders.

## Strong Desire to Rule and Dominate Others

The strong desire by men to rule and dominate others and to be known all over is one of the reasons behind leadership tussle. Everybody wants to command obedience (master) and never to serve others. This is, however, contrary to Jesus" teaching of how a Christian leader should be. A Christian leader, according to Jesus, is to serve others and not to be served; but the intense desire to rule over others and to be a celebrity in the Christendom has resulted to poor leadership in the church and thus brought a setback to the growth of the church (Akanni, 2019)

## Research Methodology

Survey research design, specifically, descriptive survey design which sampled the opinions and experiences of the respondents with the population of three hundred and fifty thousand (350,000) was adopted. The study had a sample of eight hundred and eighty (880) respondents to represent the total population. Questionnaire and interview were the instruments used for data collection. The statistical package used to analyze the data was frequency and percentages for demographic variables, mean for research question and t-test for testing the null hypothesis because of two independent variables at 0.05 level of significance.

## Results
## Data Analysis and Presentation of Results:
## Demographic Variables of Respondents

**Table 1: Distribution of respondents by position in the church**

| Item | Frequency | Per cent |
|------|-----------|----------|
| Clergy | 270 | 30.7 |
| Laity | 610 | 69.3 |
| Total | 880 | 100.0 |

Table 1 shows that two hundred and seventy (270) (30.7%) respondents were Clergy while six hundred and ten (610) (69.3%) were laity. The imbalance is due to proportionate distribution.

**Research Questions**

**Table 2: Perception on the views of Clergy and laity on the implication of leadership tussle on the spiritual growth of ECWA in Kaduna State**

| S/NO | ITEM | Response categories | | | | MEAN | STD |
|------|------|------|------|------|------|------|------|
| | | SA | A | D | SD | | |
| 1 | Leadership tussle weakens the prayer life of leaders and members in the church | 470 | 296 | 32 | 82 | 3.2578 | .9204 |
| 2 | Leadership tussle has weakened the spirit of evangelism of the church | 364 | 396 | 32 | 72 | 3.1773 | .9052 |
| 3 | Leadership tussle has weakened the spiritual commitment of leaders and members of ECWA | 394 | 366 | 44 | 76 | 3.2250 | .8907 |
| 4 | . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | 396 | 354 | 50 | 80 | 3.2114 | .9092 |
| 5 | Leadership tussle leads to poor turn out of members in church activities | 360 | 398 | 56 | 66 | 3.1955 | .8575 |
| 6 | Leadership tussle leads to moral decline among members in the church | 376 | 404 | 30 | 70 | 3.2341 | .8518 |
| | **Cumulative mean** | | | | | **3.2168** | |

**Decision mean = 2.5000**

Table 2 shows that the respondents' opinions on the implication of leadership tussle for the spiritual growth of ECWA in Kaduna State is negative and high. This is proved as the cumulative or overall mean of all the six items was 3.2168 which is higher than the decision mean of 2.5000.

**Research Hypothesis:** There is no significant difference between the Clergy and the laity in their opinions on the implication of leadership tussle on the spiritual growth of ECWA in Kaduna State, Nigeria.

**Table 3: Research Hypothesis**

| Variable | Position in church | N | Mean | Std.dev | Std.err | Df | t Calculated | T critical | Sig (p) |
|----------|--------------------|---|------|---------|---------|----|-----------|----------|---------|
| Impact of leadership tussle on the spiritual growth of | Clergy | 270 | 23.000 | 3.40348 | .20713 | | 0.785 | 0.273 | 0.05 |
| ECWA in Kaduna state | Laity | 610 | 23.0672 | 3.35386 | .13579 | | | | |

Data in table 3 shows that, the calculated p value of 0.785 is higher than the 0.05 alpha level of significance while the calculated t value of 0.273 is lower than the 1.96 t critical at df 878. Their calculated mean perception on the implication of leadership tussle on the spiritual growth of ECWA in Kaduna State, were 23.0000 and 23.0672 by clergy and laity respectively; indicating that both groups have almost the same level of perception on the implication of leadership tussle on the spiritual growth of ECWA in Kaduna State. Therefore, the null hypothesis which states that there is no significant difference between the clergy and laity in their opinions on the implication of leadership tussle on the spiritual growth of ECWA in Kaduna State is hereby accepted and retained.

**Summary of Major Findings**
The major findings from the analysis of the data collected for the study are summarized below:

1.      There are factors responsible for leadership tussle in ECWA, Kaduna State. Among so many others are: Desire for financial gain, greed and selfishness, quest for power and popularity, quest for materialism, nursing ungodly ambition, appreciation service for serving leaders during and at the end of their tenure and envy over other leaders were discovered in the research as the major factors responsible for leadership tussle in the church.

2.      Leadership tussle has great implication on the physical growth of ECWA in Kaduna State which in turns affect the church spiritual growth. It was discovered in the research that this phenomenon leads to jealousy, envy and wrangling in the church. It leads to a decline in the numerical growth of the church, as so many members of ECWA have abandoned the church and joined other churches and some broke away to form their own churches. A good example of this is the breaking away of Jerry Swam Sioli, a former member of ECWA Gospel, English section, G.R.A. Sabon Tasha, Kaduna to form his own ministry called Hopic Ministries in the same G.R.A. Sabon Tasha, Kaduna. Coupled with the fact that Jerry Swam is a popular gospel song minister; he was able to pull most of his members out of his former church (ECWA) especially the youths of the church and thus weakening both the physical and spiritual commitment of the members of the church.

3.      Leadership tussle has implications on the spiritual growth of the church as it has weakened the prayer life of members and leaders and also weakened their spirit of evangelism, and commitment to Bible study. It also led to the moral decline among members and leaders in the church, which in turns affect the turn out of members to church activities.

## Discussions on Findings

Analysis of the research question based on table 2 revealed that, the opinion of Clergy and laity concerning the implication of leadership tussle for the spiritual growth of ECWA in Kaduna State. are almost the same They were of the high opinion that leadership tussle weakens the prayer life of leaders and members in the church, as this item attracted the highest mean response of 3.2578 with details showing that with an overwhelming majority numbering 766 (87.1%) were in agreement, the rest of 114 (12.9%) were in disagreement with this item. In the same vein, leadership tussle leads to moral decline among members in the church, as this item had the second highest mean response of 3.2341 with details showing that 780 (88.6%) agreed while the rest of 100 (11.4%) were in disagreement with this view.

A good number of the respondents were of the view that leadership tussle had weakened the spiritual commitment of leaders and members of ECWA, as this item attracted the third highest mean response of 3.3350 with details showing that a total of 760 respondents representing 86.4% agreed with the fact while the rest of 120 respondents representing 13.6% disagreed with the fact. In the same vein, a good number of the respondents were of the view that leadership tussle weakens a person" personal Bible study life, as this item attracted the fourth mean response of 3.2114 with details showing that a total of 750 respondents representing 85.2% agreed with the view while the rest of 130 respondents representing 14% disagreed with the view.

Furthermore, a good number of the respondents were of the view that leadership tussle leads to poor turnout of members in the church activities as this item attracted the fifth mean response of 3.1995 with details showing that a total of 758 respondents representing 86.1% agreed with the view as against the 122 respondents representing 13.9% who were in disagreement with the view. Finally, a good number of respondents were also of the view that leadership tussle had weakened the spirit of evangelism in the church as this time attracted the sixth mean response of 3.1773 with details showing that a total of 760 respondents representing 86.4% agreed with the view as against the rest of the 104 respondents representing 11.8% who disagreed with the view.

With regards to hypothesis that was tested, the result shows that, there is no significant difference between the Clergy and the laity in their opinions as their calculated mean perception on the implication of leadership tussle for the spiritual growth of ECWA in Kaduna state, were 23.0000 and 23.0672 by the clergy and laity respectively; indicating that both groups have almost the same level of perception on the implication of leadership tussle for the spiritual growth of ECWA in Kaduna State. This null hypothesis was, therefore, accepted and retained. The study revealed that

leadership tussle lead to hatred and can weaken a believer's prayer and bible study life. In the same vein, leadership tussle leads to moral decline among members in the church.

## Conclusions
Based on the research findings the following conclusions are made:
1. There is leadership tussle in ECWA, Kaduna State which is affecting the growth of the church which is as a result of high quest for power, popularity, materialism and financial gain by members.
2. Leadership tussle has spiritual implication for the growth of ECWA in Kaduna State since it has weakened the prayer, evangelism and Bible study life of members and also, resulted to poor attendance in church activities; spirituality has gone low resulting in moral decline among members.

## Recommendations
Based on the research findings the following recommendations are made:
1. Both the Clergy and the laity should shun greed, selfishness, quest for power, popularity, and materialism. Leadership tussle can be overcome when members and Clergies see leadership as a means of serving God and humanity instead of self aggrandizement.
2. Both members and Clergies should demonstrate the virtue of humility and love which Christ taught us to do and shun jealousy, envy and wrangling in the church.
3. Members should shun hatred and malice and be committed in prayers, in depth personal bible study, awaken the spirit of evangelism and be dedicated to church activities.

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# RELATIONSHIP BETWEEN SCIENCE TEACHERS' QUALIFICATION AND STUDENTS' ACADEMIC PERFORMANCE IN SCIENCE SUBJECTS IN SECONDARY SCHOOLS IN SABON GARI LOCAL GOVERNMENT AREA OF KADUNA STATE.

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## Abstract

*The purpose of this study was to determine the relationship between science teachers' qualification and students' academic performance in science subjects in secondary schools in Sabon Gari Local Government Area of Kaduna State. To achieve this purpose, twenty five (25) science teachers were purposively selected from five secondary schools that were randomly selected for this study. A self-developed questionnaire was administered to the selected science teachers to determine their qualification. WAEC result covering a period of four years (2006-2009) were used as students' academic performance index. One null hypothesis was formulated to determine the relationship of the variables of the study or otherwise. The data collected were analyzed using the Pearson's Product moment correlation statistical technique at a significant level of $P \leq 0.05$. The results of the analysis showed that there was no significant relationship between science teachers' qualification and students' academic performance. Therefore, the null hypothesis stated was retained. Based on the findings of the study, it is recommended among others, that ministries of Education should stop attaching great importance to certificate but what actually the owner of the certificate can do.*

**Keywords:** Science Teachers' qualification, Students' academic performance, science subjects

## Introduction

Education plays an important role in the life of a man. Aggarwal (1997) described education as a continuous and a lifelong process. According to him, it is a process of development from infancy to maturity which includes the effect of everything that influences human personality. Habiba (2004) defined education as the life long process of acquiring new knowledge and skills through both formal and informal exposure to information, ideas and experiences.

To impact education, teachers plays pivotal role towards the students learning. A teacher is a member of the society. He lives and works in the society. In view of his special responsibilities and roles, he is expected to rise above the average member of the society. Sial (2005) in Shah (1995) opined that no system of education can be better than its teacher. A teacher is the king pin in the education set up.  Generally, it is claimed that a trained teacher knows well how to teach effectively. Ruhela and Singh (1990) explained that the schools could not succeed without trained teachers. This is because the general believe is that, the more trained the teacher is, the better the students' performance. Too little knowledge about subject matter on the part of a teacher can be a danger, since the teacher may be propagating error. Thus the importance of teachers cannot be over emphasized; because teachers play crucial roles in the society where they teach. Specifically, teachers have been referred to by Uju (2005) as agent of innovation. For meaningful innovations, teachers' academic qualifications are very important. This is because the efficiency of any institution depends on the academic competence of the teaching staff, since no educational system can rise above the quality of its teachers (FGN, 2004). If the explanation for the rise of any nation is sought, then one shall have to turn to the schools and examine the calibre of its teachers. It is therefore, not surprising that, both developed and developing nations of the world are today asking questions about their teachers and the relevance and adequacy of their academic qualifications.

The importance of a teacher in the field of teaching and learning cannot be over emphasized. For better understanding of the concept "teachers' qualification and the teaching of science", the definition of a teacher and his qualification are necessary.

Obile (2005) defined teacher as one whose function is to give instruction especially in school. According to Sial (2005), the primary purpose of all teaching is the promotion of learning. He asserted that the teacher fills many roles; examiner, vocational adviser, disciplinarian, moralist, administrator, variable source of information, and many more. But all are subsidiary to his chief function (teaching). What the teacher teaches vary from generation to generation, age group to age group, culture to culture etc. Yet

whatever he teaches, the intension is the same that his students will learn it.

Coleman (2004) defined qualification as a quality accomplishment which qualifies or fits a person for some office or function. In this context (or in this work), it is used to mean educational certificate which each individual science teacher obtained from a University, College of Education, Advanced Teachers College and even Polytechnics after completion of their courses. For example; NCE, B.ED and B.Sc(ed) (Biology, Chemistry, Physics), PGDE and Ph.D.

As clearly stated in the National Policy on Education (2004), teachers in our educational institutions especially in secondary schools are supposed to be professionally trained. It was further indicated that those of them that attend any of the following institutions are accepted as being professionally trained.

1. Grade II teachers College
2. National Teachers Institute Courses
3. Teachers Centre programmes

4. B.ED, B.Sc(ed), PGDE, M.ED and Ph.D courses from the university.

Therefore, to accept any secondary school teacher as being qualified to teach, he/she must have at least undergone training in any of the above named institutions. Asenuga (1997) also supported the above by admitting that only teachers who read education in Colleges or Universities are regarded as being adequately prepared for teaching.

A trader without a desirable knowledge of his trade could hardly succeed nor a farmer without a formal or informal training be professional in handling tools. Likewise a teacher without training or at least minimum qualification for teaching cannot achieve quality outcome from the learners. In this context, Ikeotuonya and Nwosu (2005) found out that, schools with graduate science teachers have better school certificate results than those schools without.

Teaching certificate cannot be effective unless the teachers themselves know what they have to teach. The qualification of teachers is very essential. Fasokun (2000) postulated that all teachers needs breadth and depth in the subject(s) they are teaching as well as the understanding of how new knowledge is generated in their field. Obile (2005) asserted that the academic qualification of a teacher does not only prepare him to acquire necessary skills, knowledge and technical competence, but also enables him to be more productive. Some of the causes of poor performance in science subjects could be directly attributed to poor teaching by ill-equipped teachers. Ruhela and Singh (1997) noted that, the potential of educational system is related to the ability of

its teachers and that poorly prepared teachers normally have difficulties in the classrooms and often leave the teaching profession or transfer to less arduous duties or professions. Hence, the more qualified and better trained science teachers are, the easier it is to effect curriculum development.

In Nigeria, the recognition of the importance of science and technology by federal, State, and Local governments as a tool for national development has resulted in the teaching of science in the primary, secondary and tertiary levels. This tasks is performed by teachers who in return receives blames and/or praises from the society, mass media and in publications due to the performance of students. For example, in 2009, the National Examination Council (NECO) results in science were generally poor all over the federation; about 90% failure was recorded (Daily Trust Nigeria, 2009).

But the question remains; are teaching personnel to be blamed on this? Can this poor academic performance of science students be attributed to teachers' academic qualification? Are students themselves be blamed on the poor performance? These and other questions are considered valuable to research on, in order to counteract or support and confirm the adage of the falling standard of education blamed on Nigerian teachers especially in the field of sciences. Also, because of the criticisms of teachers that, students' poor performance is due to poor teachers' qualification hence, the necessity to undertake this study. The researcher hypothesized that there is no significant relationship between science teachers' qualification and students' academic performance in science subjects in Secondary Schools in Sabon Gari Local Government Area of Kaduna State.

## Materials and Methods
## Population of The Study
The study consist of all the teachers teaching the three (3) basic science subjects (Chemistry, Biology and Physics) in Sabon Gari Local Government Secondary Schools. These schools are made up of both government and private owned Secondary Schools. The list of these schools is presented in table 1.

## Table 1: Population of the Study

| S/N | Names of schools | Type of school | No of science teachers |
|---|---|---|---|
| 1 | Demonstration Secondary School ABU Zaria | Private | 19 |
| 2 | Government Secondary School Kwangila | Government | 3 |
| 3 | Government Secondary School Bomo | Government | 5 |
| 4 | Government Secondary School Basawa | Government | 3 |
| 5 | Government Secondary School Sakadadi | Government | 3 |
| 6 | Government Secondary School Chindit Barrack | Government | 4 |
| 7 | Government Secondary School Dogon Bauchi | Government | 3 |
| 8 | Government Secondary School Muchia | Government | 3 |
| 9 | Government Girls Secondary School Samaru | Government | 5 |
| 10 | Federal Government Girls College Basawa | Government | 9 |
| 11 | Zaia Academy  Shika | Private | 13 |
| 12 | . . . . . . . . . . . . . . . . . . . . . . . . . .  . . . . .. | Private | 7 |
| 13 | Knowledge is Power Secondary School Samaru | Private | 6 |
| 14 | Total Child Secondary School Samaru | Private | 5 |
| 15 | Comprehensive College Sabon Gari | Private | 5 |
| 16 | Yusuf Dantsoho  Secondary School Shika | Government | 3 |
| 17 | BUKS International College Zango | Private | 12 |
| 18 | Therbow school Zaria | Private | 14 |
| 19 | Great Hallmark College Zaria | Private | 12 |
| 20 | Aminu Secondary School Marmara | Government | 3 |
|  | TOTAL | 20 | 137 |

## Sample of the Study
The schools used in this research were randomly selected from Table 1.

**TABLE 2: Sample of the study**

| Names  of schools | No of students |
|---|---|
| Federal Government Girls College Basawa, Zaria | 9 |
| Government Secondary School Bomo, Zaria | 5 |
| Government Secondary School      Samaru, Zaria | 5 |
| Government Secondary School Basawa, Zaria | 3 |
| Government Secondary School Kwangila, Zaria | 3 |
| TOTAL | 25 |

The target sample was made up of all the science teachers in the school that were randomly selected to administer the questionnaire.

## Instrumentation

The instrument used for collecting data in this study was a questionnaire. It was designed and administered to science teachers in all the secondary schools selected.

**Data Collection Procedure**

The researcher paid a visit to the five schools selected to administer the questionnaire to the science teachers. In each school, the Head of Science Department was given the questionnaires to issue to all the science teachers from whom the questionnaires were collected later in the day. SSCE results (WAEC) covering the period of four (4) years (2006-2009) were collected from the record office of each of the five selected schools.

**Results and Data Analysis**

The data collected from the administration of the teachers' questionnaire was assigned scores by the teachers in order to facilitate computation and analysis of the results obtained. Scores were awarded to the academic qualification possessed by each teacher beginning with OND and NCE as the minimum qualification. The OND and NCE were awarded 3 marks, first Degree and HND were awarded 6 marks, PGDE was awarded 2 marks, Masters Degree and Doctorate Degree were scored 9 and 12 marks respectively. Teachers who had B.Sc or HND and PGDE scored a total of 8 marks; this was obtained by adding up the scores for the HND or B.Sc (6) and that of PGDE (2). The academic qualifications of the teachers were scored using Obile's method of scoring academic qualification (Obile, 2005).

**TABLE 3: Scores awarded to teachers' qualification**

| QUALIFICATION AWARDED | SCORES |
|---|---|
| OND , ND and NCE | 3 |
| HND and Bachelor Degree | 6 |
| B.Sc/HND + PGDE | 8 |
| Masters Degree | 9 |
| M.Sc + PGDE | 11 |
| Ph.D | 12 |

The WAEC results in the three science subjects were collected and scored as it is done by WAEC according to the various grades: $A_1$ 75-100, $B_2$ 70-74, $B_3$ 65-69, $C_4$ 60-64, $C_5$ 55-59, $C_6$ 50-54, $D_7$ 45-49, $E_8$ 40-44, and $F_9$ 1-39. The score range for the various grades enabled the researcher to obtain the midpoint of each grade which was then used to calculate the average score of students in the subject.

**TABLE 4: Score range and the midpoint of the various grades**

| GRADES | SCORE RANGE | MIDPOINT (X) |
|--------|-------------|--------------|
| $A_1$ | 75-100 | 87.5 |
| $B_2$ | 70-74 | 72 |
| $B_3$ | 65-69 | 67 |
| $C_4$ | 60-64 | 62 |
| $C_5$ | 55-59 | 57 |
| $C_6$ | 50-54 | 52 |
| $D_7$ | 45-49 | 47 |
| $E_8$ | 40-44 | 42 |
| $F_9$ | 1-39 | 20 |

**Statistical Analysis**

The data collected were subjected to statistical analysis by use of Pearson's product moment Correlation Technique. The average performance in each of the science subject was calculated by multiplying the number of students for each grade and the midpoint of the grade. The total number of students for all the grades were summed and the product of the midpoint by the number of students for each grade was also summed. The mean was then calculated as:

$$\ddot{X} = \frac{\Sigma FX}{\Sigma F}$$

Where;

$\ddot{X}$ = Average performance in the subject

$F$ = Number of students in each grade

$X$ = Midpoint of each grade

$\Sigma$ = Summation

The schools' average performance in the three science subjects in each year was calculated using the mean ($\ddot{X}$) obtain for each subject, and total number of students that entered the three subjects. That is;

$$\text{School performance in science} = \frac{\ddot{X}B + \ddot{X}C + \ddot{X}P}{B + C + P}$$

Where; B, C and P are the student who took Biology, Chemistry and Physics respectively.

Ẍ is the mean score in each of the subject.

The coefficient of correlation between the science teachers' qualification and students' performance was calculated using:

$$r = x = \frac{N\sum XY - \sum X \sum Y}{\sqrt{(N\sum x^2 - \sum x)^2 \; (N\sum Y - (\sum Y)^2)}}$$

Where;

| | | | |
|---|---|---|---|
| N | = | Number of schools |
| X | = | qualification of teachers |
| Y | = | Students' performance |
| $\sum$ | = | Summation |

**TABLE 5: Actual qualification and scores awarded to science teachers in the schools**

| Schools | Ph.D | M.ed | M.Sc | M.Sc+PGDE | B.ed | B.Sc(ed) | B.Sc+HND | B.Sc/HND+PGDE | NCE/ND | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| GSS BOMO | - | - | - | 11 | - | 24 | - | - | - | 35 |
| GSS SAMARU | - | - | - | - | - | 12 | - | 8 | 6 | 26 |
| GSS BASAWA | - | - | - | - | - | 6 | - | 8 | 3 | 17 |
| FGGC BASAWA | - | 9 | - | 33 | - | 18 | - | 16 | - | 76 |
| GSS KWANGILA | - | - | - | 11 | - | 6 | - | - | 3 | 20 |

**TABLE 6: Students' average performance in Science subjects in WAEC in schools used in the study**

| YEAR | GSS BOMO | GSS SAMARU | GSS BASAWA | FGGC BASAWA | GSS KWANGILA |
|---|---|---|---|---|---|
| 2006 | 44 | 43 | 44 | 43 | 41 |
| 2007 | 42 | 42 | 43 | 43 | 42 |
| 2008 | 43 | 43 | 43 | 44 | 42 |
| 2009 | 45 | 43 | 42 | 43 | 44 |
| Average | 44 | 43 | 43 | 43 | 42 |

**TABLE 7: Science Teachers' Qualifications and Students' Performance in the Schools used in the Study.**

| Name of Schools | TSTQ | SAPS |
|---|---|---|
| GSS BOMO | 35 | 44 |
| GSS SAMARU | 26 | 43 |
| GSS BASAWA | 17 | 43 |
| FGGC BASAWA | 76 | 43 |
| GSS KWANGILA | 20 | 42 |

TSTQ = Total score of teachers' qualification

SAPS = Students' average Performance in Science

**TABLE 8: Correlation between Teachers' Qualification and Students' Performance**

| Schools | TSTQ (X) | SAPS (Y) | $X^2$ | $Y^2$ | XY |
|---|---|---|---|---|---|
| GSS BOMO | 35 | 44 | 1225 | 1936 | 1540 |
| GSS SAMARU | 26 | 43 | 676 | 1849 | 1118 |
| GSS BASAWA | 17 | 43 | 289 | 1849 | 731 |
| FGGC BASAWA | 76 | 43 | 5776 | 1849 | 3268 |
| GSS KWANGILA | 20 | 42 | 400 | 1764 | 840 |
| TOTAL | $\sum X=174$ | $\sum Y=215$ | $\sum X^2=8366$ | $\sum Y^2=9247$ | $\sum XY=7497$ |

**TABLE 9: Summary of Pearson's Product Moment Correlation between Teachers' qualification and Students' Performance**

| Correlation Coefficient (r) | P – Value | Level of Significance |
|---|---|---|
| 0.188 | 0.10 | Not Significant |

**Discussion of Results**

In Table 5 and 6, FGGC Basawa with the highest number of qualified Teachers had lower average performance scores in 2009 compared to GSS Bomo. This result is in sync with the research findings of Nwosu (1997) who posited that teachers'

qualification has no relationship with the performance of students. Arguing that experience plays a pivotal role in impacting relevant knowledge and discipline in students compared to the qualification of the teacher.

Other researchers such as Fasokun (2000), Habiba (2004) and Aggarwal (1997) asserted clearly in their various research findings that teachers' qualification has no significant correlation with the performance of students. As a matter of fact, institutions that depend solely on the academic achievement of candidates during recruitment interviews without checking their capacities and abilities risk employing sub-standard, inexperienced and ignorant staff with no idea of their job description.

From the result shown in Table 9, the observed level of significance in the test is 0.10 (P>0.05), while the observed correlation coefficient is 0.188. Therefore, the test reveals that there is no significant correlation between teachers' qualification and students' performance. This means that, the null hypothesis which says that, there is no significant relationship between teachers' qualification and students' performance is thus retained. This result is in agreement with the works done by Ikeotuonye (2000) and Obile *et al.* (2005).

Ikeotuonye (2001) lamented over the falling standard of education in the country. According to his assertions; parents and teachers involvement in academic irregularities such as exams malpractice, jumping a class so as the child graduates early, bribing teachers for marks and favours, and other related anomalies have compounded to the problems of education in Nigeria which to a large extent affects performance in relation to the academic qualification of the individual.

**Conclusion**

Base on the research conducted, it was found that the qualification of science teachers in Sabon Gari Local Government Secondary Schools ranged from NCE to Masters Degree. The researcher then arrived at a conclusion that there is no significant relationship between science teachers' qualification and performance of students in WAEC, in Sabon Gari Local Government Secondary Schools provided teachers have the minimum qualification for teaching.

**Recommendations**
1. The Science School Management Board and Ministries of Education should make available adequate funds for effective running of schools and provision of well-equipped laboratories.
2. The State and federal ministries of Education should stop attaching great importance to certificate but what actually the owner of the certificate can do.

3. Schools should be mostly concerned about the foundation of science in lower classes and not only the higher classes by giving the lower classes to qualify teachers and not ill-qualified ones.
4. Work load of teachers should be minimal to effect good teaching-learning atmosphere.

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# BASAL READING APPROACH AND LOWER BASIC PUPILS' INTEREST AND ACHIEVEMENT IN READING IN CHIKUN LOCAL GOVERNMENT AREA OF KADUNA STATE

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### And

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## Abstract

*This study investigated the effect of basal reading approach and lower basic pupils' interest and achievement in reading in Chikun Local Government Area of Kaduna State. The study was necessitated by pupils' lack of interest and poor performance in reading as well as teachers' inefficiency in teaching reading due to poor teaching methodology. A non-randomized control group, pretest – posttest quasi-experimental design was adopted for the study. Purposive sampling technique was used to select a sample of 231 primary 3 pupils' (126 males and 105 females) in eight intact classes from eight schools. Reading Comprehension Achievement Test (RCAT), Reading Interest Scale (RIS) and Lesson Plans (LP) were used for data collection. Mean and standard deviation were used to answer the four research questions while analysis of covariance (ANCOVA) was used to test the four hypotheses at 0.05 level of significance. Findings of the study revealed that basal approach has significant effect on pupils' achievement in reading. (P=0.00>0.05) and (p=0.01>0.05). The study further indicated that gender has no significant effect on pupils' achievement in reading. (p=0.13<0.05) and (p=0.84<0.05). Based on the findings, it was recommended that English language teachers should use basal reading approach to teach reading so as to increase pupils' interest in reading and enhance their learning*
*Keywords: Basal Reading, Interest, Achievement and Gender*

## Introduction

A major challenge facing the school system in Nigeria today is that of helping students not only to learn reading but also to become independent and successful readers. Success in academic work may not be achieved without the ability to read. The role of reading in intellectual development and knowledge acquisition is so paramount that it cannot be taken for granted. Reading is an important skill for everybody to fit into

today's technologically advanced world. The importance and necessity of effective reading will continue to increase in the years to come.

The National Policy on Education (NPE) (FRN, 2014) recognizes the importance of reading in the education of the individual as indicated in one of its objectives for the primary school level of education. It seeks to achieve permanent literacy along with permanent numeracy for every primary school leaver.

Reading is the art of getting meaning from text. Murphy (2012) defines reading as the ability to understand and decode written words, which culminates into the deep understanding of text. Reading involves a range of complex language underpinnings including awareness of speech sounds (Phonology), spelling patterns (orthography), word meaning (Semantic), grammar (Syntax) and patterns of word formation (Morphology), all of which provide a necessary platform for reading fluency and comprehension. For a learner to be successful both in school and the society at large, his or her reading skill is considered important. Furthermore, reading is defined as "a complex behaviour" which involves conscious and unconscious use of various strategies, including problem solving strategies to build a model of the meaning which the writer is assumed to have intended (Ukume, 2010).

Reading is an important language skill in the educational career of any child thus the ability to read paves the way for the understanding of all school subjects and subsequently academic achievement. Ezeokoli and Ezenandu (2013) observe that reading is an important school subject that deserves to be given proper attention in the school curriculum. This is necessary in order to achieve one of the goals of primary school education which stresses the importance of preparing the individual for useful living within the society and for further education.

Reading is in stages; the stages are classified as: emerging pre-reader stage, this is reading readiness stage, when a young child sits and listens to someone read stories to him. At this stage, they open books, 'read' books and tell stories as memorized. The novice reader stage; at this stage pupils figure out the alphabetic principle, learning to pronounce using phonics. The next stage is the decoding reader stage which is marked by painful pronunciation of words and trying to make meaning out of them. Some are able to mention or pronounce the words but without comprehension. It can be regarded as 'barking at print' (Oyetunde & Muodumogu, 2012). The next stage is the fluent comprehending reader stage: in this stage, reading shifts from learning to read to reading to learn. The learners have background of spelling, word knowledge and comprehension and can write meaningfully. This is the stage at which this work centered on. At the expert reader stage, it is marked with proficiency, both in speed, content, vocabulary, comprehension and confidence.

Basal reading approach differs from other reading instructions. Basal reading approach is sometimes referred to as a scientifically-based reading programme. Simply put, basal reading approach has been specifically designed to teach skills that have been proven to be helpful in learning to read and reading to learn such as text comprehension, vocabulary, phonetic and fluency.

Basal reading approach is a technique used to teach children reading skills. The word Basal comes from the word "base" or "basic". Reading instruction is one of the most important aspects in a child's education. In order to provide students with proper reading education, schools have to choose a programme for their teachers to follow. Basal reading approach covers all aspects of reading and learning (comprehension, vocabulary, phonic, and fluency) in a systematic, explicit and comprehensive way. Basal readers are a series of books designed to teach children to read. Basal reading approach include a series of readers, workbooks, activity sheets and a teacher's manual, with lessons planned according to class level (Unger, 2016).

Interest, on the other side is central to students' academic achievement. It has a dynamic influence on the way students read. Interest is becoming an increasingly important factor in the overall educational attainment and progress of learners. Various researchers (Ukume, 2010; Kpolovie, Joe & Okota, 2014; Agbum, 2015) have identified interest as a factor that stimulates students to have positive attitude towards academic achievement. Interest is a factor that language teachers cannot ignore. The lack of interest and poor attitude to academic activities, especially in reading is part of the root causes of students' under achievement.

According to Ukume (2010), knowledge and interest are said to be reciprocally related because a strong interest will induce a person to perform or achieve better in a subject. Students' interest contributes to their understanding of any subject they read. The relationship between interest and students' is seen every time students read. Interest in reading motivates a student to write. Whatever level of interest students bring to the classroom may either be made better or worsened, depending on what happens in the classroom. When students have interest in doing a particular task, they get actively involved and do it more effectively. Students' gender does not determine students' level of interest (Egbe, 2015).

In reading instruction, teachers set objectives which pupils are to achieve at the end. In this study, achievement is used in the context of ability to accomplish a task in reading successfully. According to Homby (2010), achievement is something done successfully with great efforts and skills. Merriam-Webster (2006) defines achievement as the act of accomplishing a task by using great efforts. Gender is a

factor to be considered as students' engage in reading. Gender can affect pupils' interest and achievement in reading. Pupils reading interest and achievement may not be the same for male and female learners. The researcher also wants to find out how gender affects pupils interest and achievement in reading.

In Maslin (2017) study, it was found that basal reading approach is designed for pupils to move up. The approach provides new challenges for the pupils as they move up the stage and provided them with the opportunity to increase their vocabulary range at the same time. It was discovered that as the pupils become better readers, the level becomes more difficult and new skills are introduced.

The work of Vance (2015) investigated the effectiveness of teaching reading using a literature based approach and a basal approach. It was found that students who were taught reading using basal approach performed better. From the work of Michelle (2017) it was found that basal reading approach group performed better on reading tasks than their counterparts.

In Egbe's (2015) study on effect of integrative language teaching approach on secondary school students' interest and achievement in English, it was found that gender does not determine students' level of interest.

## Statement of the Problem

Most methods of reading instruction currently in use in most Nigerian public schools have been found to be weak, poor and ineffective. Lack of effective methods of teaching reading on the part of the English teachers could also be a hindrance to pupils' interest and achievement in reading. It could be that some teachers who teach English Language especially at nursery and primary school levels lack effective methods of teaching reading. Oyetunde (2009) agrees that children are failing to learn to read because they are not being taught reading in any meaningful way. The author identifies poor methodology and blames the teachers of reading instruction at the primary school level. Reading methodology is either ignored completely or is poorly taught within the English Language methods. Teaching reading requires technical approach which anyone who has not gone through language education cannot handle effectively. This is likely to be a big problem to pupils' interest and achievement in reading since teachers who are supposed to help develop the reading skills in pupils lack the professional competence.

It is against this background that this study is designed to ascertain how basal reading approach can improve pupils' reading. When a child's reading interest is low the effect will be underachievement in all his academic pursuit.

## Purpose of the Study

The purpose of this study is to investigate the effect of basal reading approach on pupils' interest and achievement in reading in Chikun Local Government Area of Kaduna State. Specific aims were to:

1) To ascertain if basal approach to teaching reading can affect pupils interest in reading
2) Determine whether gender will affect pupils' achievement when taught reading using basal approach.
3) To find out if gender would affect pupils' interest when taught reading using basal approach.

## Research Questions

The study was guided by the following research questions.

1) What would be the difference in the mean interest score of pupil's taught reading using basal approach and those taught using conventional method?
2) What will be the difference in the mean achievement scores of male and female pupils when taught reading using basal approach?
3) How will the mean interest scores of male and female pupils' taught reading using basal approach differ?

## Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance

1) There is no significant difference in the mean interest scores of pupils taught reading using the basal approach and those taught using the conventional method
2) There is no significant difference in the mean achievement scores of male and female pupils when taught reading using basal approach and those taught using the conventional method.
3) There is no significant difference in the mean interest scores of male and female pupils' when taught reading using basal approach and those taught using the conventional method.

## Research Methodology

This study adopts a quasi-experimental non-equivalent pre-test and post-test control group design. This design is considered appropriate because in a typical school situation, schedules cannot be disrupted or classes reorganized in order to accommodate the schedules of the study. This is why intact classes were used. The researcher therefore uses students as he finds in classes. All the groups take a pre-test before the experiment and a post-test after treatment. The two groups were administered a pre-test and post-test on reading.

Intact classes were assigned to the experimental and control groups using the random sampling. The control group was taught using conventional method of teaching reading while the experimental groups were exposed to treatment using basal reading approach

## Results
## Research Question 1

What would be the difference in the mean interest score of pupil's taught reading using basal approach and those taught using conventional method?

Table 1: Pre-test and post-test mean interest ratings and standard deviation of the experimental and the control groups.

|  | N | Pre Test | | Post Test | | Mean Gain |
|---|---|---|---|---|---|---|
| Group |  | Mean | Std. Deviation | Mean | Std. Deviation |  |
| Experimental | 126 | 2.69 | 0.21 | 3.00 | 0.48 | 0.32 |
| Control | 105 | 2.68 | 0.22 | 2.82 | 0.25 | 0.14 |
| Mean Difference |  | 0.01 |  | 0.18 |  | 0.18 |

Table 2 shows the result of experimental group pre and post mean interest rating as 2.69 and 3.00 with standard deviation of 0.21 and 0.48 respectively. The post-test mean interest scores of experimental group were 66.35 with 15.52 standard deviation. The result of control group at pre and post interest ratings mean was revealed as 2.68 and 2.82 with standard deviation of 0.22 and 0.25 respectively. The mean gain of the experimental group was 0.32 while the control group had a mean gain of 0.14. The difference in the mean gains was 0.18 in favour of the students in the experimental group.

## Research Question 2

What will be the difference in the mean achievement scores of male and female pupils when taught reading using basal approach?

Table 2: Pre-test and post-test mean achievement scores and standard deviation of students in the experimental group based on gender.

|  | N | Pre Test | | Post Test | | Mean Gain |
|---|---|---|---|---|---|---|
| Group |  | Mean | Std. Deviation | Mean | Std. Deviation |  |
| Female | 59 | 50.68 | 16.60 | 66.44 | 16.16 | 15.76 |
| Male | 67 | 49.10 | 16.21 | 66.27 | 15.06 | 17.17 |
| Mean Difference |  | -1.58 |  | 0.17 |  | -1.41 |

Table 3 shows the result of male students experimental group pre-test mean achievement score of 49.10 and standard deviation of 16.21 and post-test mean achievement score of 66.27 with 15.06 standard deviation. Female students in the experimental group pre-test mean achievement score was 50.68 with a standard deviation of 16.60 and a post-test mean achievement score of 66.44 with 16.16 standard deviation. The mean gain of male students was 17.17 while the females had a mean gain of 15.76. The difference in the mean gains was -1.41 in favour of the male students.

**Research Question 3**
How will the mean interest scores of male and female pupils' taught reading using basal approach differ?

Table 3: Pre-test and post-test mean interest ratings and standard deviation of male and female students in the experimental group

| Group | N | Pre Test | | Post Test | | Mean Gain |
|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Mean | Std. Deviation | |
| Female | 59 | 2.73 | 0.22 | 3.09 | 0.48 | 0.36 |
| Male | 67 | 2.66 | 0.19 | 2.92 | 0.47 | 0.26 |
| Mean Difference | | 0.07 | | 0.17 | | 0.10 |

Table 3 presents pre-test and post-test mean interest ratings and standard deviation of male and female students in the experimental group. The table shows the pre and post mean interest ratings result of female students in the experimental group as 2.73 and 3.09 with standard deviation of 0.22 and 0.48 respectively. The pre and post mean interest ratings of male students was 2.66 and 2.92 with standard deviations of 0.19 and 0.47. The mean gain of female students was 0.36 while that of male students was 0.26. The difference in the mean gains was 0.10 in favour of female students.

**Hypothesis 1**
There is no significant difference in the mean interest scores of pupils taught reading using the basal approach and those taught using the conventional method

**Table 4:** Analysis of Covariance (ANCOVA) report on effect of basal approach on pupils' interest in reading

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Corrected Model | 33893.80 | 2 | 16946.90 | 97.64 | 0.00 | 0.46 |
| Intercept | 22084.42 | 1 | 22084.42 | 127.25 | 0.00 | 0.36 |
| Pretest | 21305.69 | 1 | 21305.69 | 122.76 | 0.00 | 0.35 |
| Group | 10529.49 | 1 | 10529.49 | 60.67 | 0.00 | 0.21 |
| Error | 39571.13 | 228 | 173.56 | | | |
| Total | 894300.00 | 231 | | | | |
| Corrected Total | 73464.94 | 230 | | | | |

**Table 4:** presents the Analysis of Covariance (ANCOVA) report on effect of basal approach on pupils' interest in reading. The table shows that $F_{(1, 228)} = 11.88$, $p = 0.01$. The result implies that $p < 0.05$ as such the difference reported in Table 2 between the mean interest rating of pupils in the experimental and control groups at post-test was considered to be significant. The partial eta square value for group was 0.05 which indicates that 5% of the variance between the means interest ratings of the experimental and control group was explained by the method of teaching. The null hypothesis of significant difference in the mean interest scores of pupils taught reading using the basal approach and those taught using the conventional method is rejected. This mean pupil's exposed to basal approach significantly attained higher mean interest ratings compared to those in the control group.

**Hypothesis 3**
There is no significant difference in the mean achievement scores of male and female pupils when taught reading using basal approach and those taught using the conventional method.
**Table 5:** Analysis of Covariance (ANCOVA) report on effect of basal approach on male and female pupils' achievement in reading.

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Corrected Model | 6154.12 | 2 | 3077.06 | 15.79 | 0.00 | 0.20 |
| Intercept | 24400.71 | 1 | 24400.71 | 125.23 | 0.00 | 0.50 |
| Pretest | 6153.20 | 1 | 6153.20 | 31.58 | 0.00 | 0.20 |
| Sex | 7.96 | 1 | 7.96 | 0.04 | 0.84 | 0.01 |
| Error | 23966.51 | 123 | 194.85 | | | |
| Total | 584800.00 | 126 | | | | |
| Corrected Total | 30120.64 | 125 | | | | |

Table 5 presents the Analysis of Covariance (ANCOVA) report on effect of basal approach on male and female pupils' achievement in reading. The table shows that F (1, 123) = 0.04, p = 0.84. With p>0.05 the difference reported in Table 3 between the mean scores of male and female pupils in the experimental group was not significantly different. The partial eta square value for sex was 0.01which indicates that 1% of the variance between the mean achievement scores of male and female pupils in the experimental group was explained by gender. The null hypothesis is that, there is no significant difference in the mean achievement scores of male and female pupils' when taught reading using basal approach and those taught using the conventional method was not rejected. This mean male and female equally benefitted from basal approach in terms of their achievement in reading.

**Hypothesis 3**
There is no significant difference in the mean interest scores of male and female pupils' when taught reading using basal approach and those taught using the conventional method.

**Table 6:** Analysis of Covariance (ANCOVA) report on effect of basal approach on male and female pupils' interest in reading

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Corrected Model | 3.79 | 2 | 1.89 | 9.20 | 0.00 | 0.13 |
| Intercept | 0.72 | 1 | 0.72 | 3.49 | 0.06 | 0.03 |
| Pre-int | 2.83 | 1 | 2.83 | 13.75 | 0.00 | 0.10 |
| Sex | .470 | 1 | 0.47 | 2.28 | 0.13 | 0.02 |
| Error | 25.32 | 123 | 0.21 | | | |
| Total | 1161.45 | 126 | | | | |
| Corrected Total | 29.10 | 125 | | | | |

Table 6 presents the Analysis of Covariance (ANCOVA) report on effect of basal approach on male and female pupils' interest in reading. The table shows that F (1, 123) = 2.28, p = 0.13. The result implies that p>0.05 therefore the difference reported in Table 4 between the mean interest ratings of male and female pupils in the experimental group was not considered to be significantly different. The partial eta square value for group was 0.02 which indicates that only 2% of the variance between the mean interest ratings of male and female pupils in the experimental group was explained by gender. The null hypothesis is that, there is no significant difference in the mean interest scores of male and female pupils' when taught reading using basal approach and those taught using the conventional method was not rejected. This mean male and female pupils' interest in reading was equally aroused when exposed to basal

approach

## Discussion of Findings

The findings of this study revealed that basal reading approach has a significant effect on pupils' interest and achievement in reading. The findings of this study is in line with an earlier research carried out by Maslin (2007) that basal approach are designed for pupils to move up; as the pupils become better readers, the levels become more difficult and new skills are introduced. The approach provides new challenges for the pupils as they move up the stage and provided them with the opportunity to increase their vocabulary range at the same time. The result of this study is also in line with Vance (2015) who found that students who were taught reading using basal approach performed better. Basal reading approach covers almost all aspects of reading learning (comprehension, vocabulary, phonic and fluency).

The result of this study therefore, implies that if English Language teachers use basal reading approach in teaching reading, pupils' poor achievement in reading could be addressed. The pupils' in The Control Group and the Experimental Groups 1 and 2 Improved in their mean achievement scores after being taught. There improvements were irrespective of the approach used. This shows that it is important for teachers to teach reading using basal approach. The result is in line with Michelle (2017) study, it was found that basal reading approach group performed better on reading task than their counterpart.

It was also found that participants in the study who were in the experimental group showed progress from pre-test to post-test. Pupils taught using basal approach achieved significantly better than those taught using the conventional method. The result was because basal approach covers almost all aspect of reading learning. The study also found that there was a significant difference in the mean achievement scores of pupils taught using basal approach. Basal approach helped students to achieve significantly in reading. This is because basal approach contains reading activities that helped students set reading target which resulted into improvement. This is in line with Unger (2016) that basal reading approach includes a series of reading workbooks, activity sheets and a teacher's manual, with lessons planned according to class level.

The finding revealed that the female interest rating was higher than the male basal experimental group. This means that female interest when exposed to basal reading approach was higher than the male pupils who were also exposed to basal reading approach.

Similarly, the result revealed that, the mean scores in the experimental and control

group at post-test is considered to be significant. It revealed that the null hypothesis of significant difference in the mean interest scores of pupils taught reading using basal approach and those taught using the conventional method was rejected. These mean pupils' exposed to basal approach significantly attained higher mean interest rating compared to those in the control group.

The findings from this study further revealed that gender has no significant effect on pupils' interest and achievement in reading. The result also revealed that both male and female pupils who were taught reading using basal reading approach improved in their mean interest and achievement scores. However, the ANCOVA analysis of the male and female result revealed that the differences are not statistically significant. This indicates that basal reading approach is effective in improving pupils' interest and achievement in reading. This means that male and female pupils equally benefited from the approach. This finding affirms Egbe (2015) finding which state that students' gender does not determine students level of interest.

**Conclusion**
Reading is the foundation and the pillar to all academic activity; an essential language skill. However, pupils often achieve poorly in reading while others have no interest in reading. It is in view of this situation that this study set out to find out how pupils interest and achievement can be enhanced. Based on the data collected, analysed and interpreted, basal reading approach has been found to be very useful in improving pupils' interest and achievement in reading.

Based on the findings of the study, it was concluded that the use of basal reading approach is capable of improving the interest and achievement of both male and female pupils in reading. This is because, in basal approach, all the aspects of reading (comprehension, vocabulary, phonic and fluency) are systematically and explicitly treated. The implication is that the low interest and achievement of pupils in reading is likely to be improved if teachers adopt basal reading approach in teaching reading during English Language Lessons. It could also be concluded that basal reading approach would enable pupils irrespective of gender to improve in their interest and achievement in reading.

**Recommendations**
      Based on the findings of the study, the following recommendations were made:
1.     Basal reading approach should be used by teachers in the teaching of reading from primary one to primary six levels so as to enhance pupils' achievement.
2.     English language text book publishers should incorporate basal reading approach in their books in order to enhance pupils' interest and achievement in

reading.
3.    Curriculum planners should modify primary English language curriculum to include basal reading approach, for the teaching of English language.
4.    Primary school management should organize seminars and workshops to train teachers on how to teach reading using basal approach.
5.    When pupils' interest and achievement in reading is observed to be low, teachers should endeavour to utilize basal reading approach to improve the pupils' interest and achievement.

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# ENHANCING GOOD CITIZENS IN NIGERIANS DEMOCRATIC GOVERNANCE THROUGH BASIC RIGHTS AND DUTIES

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## Abstract
*Nigeria as an independent political entity has not fully internalized most of democratic principles and values probably this could be so because, until recently (1999 to date). That we are battling with our nascent democracy. It is against this backdrop that the need for having good and responsible citizenry in an emerging democratic society such as Nigeria has become a child of necessity now than before considering the fact that the concept of democracy and good citizenship might sound strange to many Nigerians in the practical sense of the word. This write up therefore seek to explain what is democracy, who a responsible and good citizen is, what he is expected to do, what he does, what he doesn't do? The problems faced by the good citizen and the word forward.*
Key words **Democracy' good citizen, governance, Rights, Duties**

## Introduction
The need for good citizenship in every human society can never be over emphasized. It is this need for good citizenry that has motivated nations of the word both great and small, developed and developing to invest heavenly in the training of all round development of their citizens irrespective of age, sex, religion or tribal affiliations. These need has become more glaring in a democratic society like Nigeria where the citizen are expected to play leadership and good citizenship roles in the political, economic and social aspects in the affairs of the nation. Nigeria and Nigerians had grown up to face disturbing cases of poverty, undemocratic values and principles because most Nigerians have come to know only military form of government at the expenses of democracy which is a characteristics of the developed nations of the world. The citizens have kept mute in the face of military dictatorship. In short Nigerians over the years especially during military rule have not been able to fulfilled their expected responsibilities because of military dictatorship. It is against this backdrop that I have decided to make an appraisal on the role of the good citizen in a democratic governance in Nigeria.

## Conceptual Clarification of Citizen, Democracy and Governance.
Citizen, google. Go (2022) defined a citizen as a legally recognized subject or national of a state, either by nature or naturalization. i.e. A citizen is either born in a place or

onez can acquire it through naturalizations by renouncing the citizenship of his former country.

The (1999) constitution federal republic of Nigeria section 25 to 31 define a citizen as a legal member of community, state or nation.

The oxford advanced learners dictionary eight edition (2022) described a citizen as and individual possessing civil rights, responsibilities and privileges or a free man of a city. From the foregoing definitions we can deduced that there are two aspect of being a citizen. The first aspect deals with the rights a citizens has as a members of given society, while the second aspect deals with the obligations of a citizen toward the society.

**Democracy:** Jekayinfa, (2004) in Adebisi (2007) see democracy as the government of the people by the people and for the people. Sidi (2001) democracy is a system of government in which government is under the control of citizens as a whole rather than the few. This means leader are changed periodically depending on the stipulated tenure by the constitution or whenever the leaders are found wanting in the discharged of their duties. It should be noted that democracy goes beyond periodic election based on universal franchise. It involves the whole traditions and exercising fundamental human rights, such as; freedom of expression, freedom to form or joint association, freedom of thought, freedom of worship and religion, freedom from any discrimination, freedom to vote and be voted for provided you meet up the criterion just to mention a few.

**Governance:** oxford advanced learns dictionary of current English (2020) defined governance as a way in which a country is governed or institution is controlled. This means that governance is the activities of those in power in controlling the citizens in order to achieve the government objectives and purpose.

**Who is a good citizen?**
Thompson, (2018) defined a good citizen as a person who have internalized the four components of citizenship. These four components includes: Active participation in community work, Decision making, voting during election, and acceptance of equality of all men in the society.
Therefore a good citizen must be honest, loyal to constituted authority, patriotic in words and in deed, he should be able to welcome corrections, give positive advice when due, speaks out against injustice, just to mentioned a few.

**Duties and Rights of a Good Citizen**
The 1999 constitution Chapter 4 sub-section 33-38 spelt out the following as fundamental human rights as follows:-
1. right to life and dignity of human person.
2. right to freedom or liberty
3. right to fair hearing
4. right to freedom of private and family life
5. freedom of thought, conscience and religion
6. freedom of expression and press
7. right to peaceful assembly and association
8. right to acquire and own property.

**Roles of Good Citizens in a Democratic Government in Nigeria**
Good citizens in a democratic governance in Nigeria have significant roles to play among which includes those presented by Adebisi, (2007) as follows:
1.  Economic role: economically good citizens should strive to accumulate capital, exploit natural resources and build socio-political infrastructure (makoju, 2004) it is through functional literacy that unemployment can be minimized.
2.  **Mobilizers:** the role of a good citizen includes those of mobilizing themselves and the people around them in doing what will lead to societal development and creating awareness on certain things that the general public is ignorant about it.
3.  **Utilization of franchise:** another significant role of good citizen is to use their franchise wisely in a democratic government. They should vote for credible candidates of their choice during election, more so, they should participate in the determination of the right leader in a democratic governance and equally avoid being used by politicians as election touts.
4.  **Contest election position:** good citizen have a role to play in vying for any election position that commensurate to their age and qualification. These election position could be in the student's union government, clubs, party level and any other field of human endear ours.
5.  **Formation of parties,** clubs and associations, good citizens should participate in the formation of any legitimate party, clubs and associations geared toward the promotion of people's welfare, development and national Peace and security.
6.  A good citizen should render assistances to appropriate and lawful agencies in the maintenance of law and order, such as the police, military and the courts.
7.  A good citizen should lead and direct strangers appropriately without demanding payment for the service rendered.
8.  He should respect the dignity and the religion of other citizens and their rights,

the legitimate interest of others and to live in unity and harmony and in the spirit of common brotherhood with others.

9.    He should make positive and useful contributions to the development, progress and well - being of the community.

In conclusion a good citizen must practice what he or she knows is right render assistance to fellow citizens in kind,  deed or cash when the need arise without expecting any personal gains.

## Problems Facing the Good Citizen in a Democratic Governance in Nigeria
The good citizens in Nigeria over the years has been facing a lot of problems which has affected the practical demonstration of his/her roles in a democratic governance. These problems among others includes:

**Ethnicity/tribalism:** this is a super evil that is threatening the unity of Nigeria as a nation. Achebe, (1983). Stated that:

> "Nigeria is not only regarded as a mere geographical expression by the British who merged us together to satisfy their interest but also seen the same by our nationalist who fought for the independence of Nigeria. For instance in 1956 late Obafemi Awolowo was said to have use ethnicity to stole the leadership of the western legislature from Dr. Nnamdi Azikiwe and sent the great Zik of Africa scampering across the Niger bank to the eastern Nigeria where he belonged"

The most unfortunate thing to note is that it is mostly in democratic government, that ethnicity and tribalism always threatened our corporate existence as a united nation.

**Leadership problem:**
Achebe, (1983) content that trouble with Nigeria is squarely the failure of our political leadership to keep the country as a united nation, for instance Nigeria leadership within a short period of democratic dispensation 1979-83 cannot be said to have responsible leaders in any sense of the word,  because during her short period, corruption escalated to a very high proportion. Therefore corruption and bad leadership has hindered the good citizen to perform his role in democratic government in Nigeria.

**Religious bigotry:**
In Nigeria, religion had been manipulated at one time or the other by the politicians and religious leaders to suit their devilish plans and purposes, for instance the religious

disturbances which started in 1987 in Kaduna and spreads to other states in Nigeria has caused disunity and suspicions among people in Kaduna state and Nigeria at large this is a serious problem to the good citizen to condoned.

**Ignorance/poverty:**
Achebe (1983) opined that Nigeria has wallowed in ignorance, poverty and disease since independence" the implication is that majority of Nigeria hardly know what are their right duties and obligations as good citizens.

Due to ignorance and poverty they easily sold their franchise. This is yet another problem facing the good citizen in Nigeria.

**Lack of socially desirable attitudes and values:** Achebe, (1983) described Nigeria as a dirty, callous, noisy, ostentations, dishonest among others. This scenario is not a good place for the breading of good citizen. The situation is very ugly, perhaps because most Nigerians had imbibed wrong attitude ad values, such as; dishonesty, cheating, forgery, corruption and the desire to make money very quick and at all cost. The consequences had been that the good citizen had become a scarce commodity in Nigeria.

**The way forward for the Nigeria citizens to play their role in democratic governance**
1. The Nigerian citizen need to be adequately prepared by the adult citizen and the government for democracy and democratic governance for any meaningful contribution to democratic governance to Mani faced. Otherwise the result will continue to be a dream.
2. The Nigeria citizen need to be imparted with basic education which is the bedrock for any meaningful development. Basic education is the bedrock for learning through the inculcation of life skills, self-awareness, citizenship education, functional literacy, childhood care and socialization.
3. Inikori (2000) in Adebesi (2007) added that basic education also includes, the acquisition of non-formal skills for and apprenticeship training for adolescents and youths who have not had the opportunity for formal education. Therefore it is a non-facts that for any meaningful contribution to democratic governance to take place, the citizen has to be imparted with basic education to enable them contribute positively in democratic governance in Nigeria, more so, for the citizen to play their role effectively in a democratic governance.
4. The adult, in government should serve as role models for the good citizen to emulate. They should exhibit the right attitudes and values for the youth to see and do likewise. But if the adult fails to exhibit the right types of values

acceptable in a democratic governance, it will be very difficult for the citizens to play their expected role and the blame would be on the adults for whatever might be the outcome.

## Summary
This write up deals with the role of a good citizen in a democratic government in Nigeria, the paper traces the conceptual meaning of a citizen, good citizen and democratic governance. It further shed light on the roles expected of a good citizen in a democratic governance. It also emphasized the need for those in power to live exemplary life for the good citizen to emulate for a sustainable democracy. Furthermore, the paper discussed some of the problems faced by the good citizen which has prevented them from playing their roles as good citizens. In conclusion suggestions and recommendations were given on how the good citizen could be helped to play his role in a democratic governance.

## Conclusion
The topic the role of the good citizen in a democratic governance in Nigeria is very important, because of our present dispensation of democratic rule in Nigeria. The citizens need to be very enlightened on the principles an values of democracy and democratic governance. They also need to be enlightened on the roles they are expected to displayed in democratic governance. The concept of democracy, good citizenship, and governance were also discussed in this paper. We noted that democratic government is a guarantee to the promotion of investment within and outside world. In order to attract foreign investors, Nigeria must sing the same song as the developed nation are singing and that is "democratic governance". In conclusion, I submitted that even though the task of breading good citizenship in Nigeria is to demanding and frustrating as stated in the problems facing the good citizen in Nigeria, it is not completely an impossibility, with determination, love, tolerance, honesty, fairness and justice for one another on the part of every Nigerian, we shall surely build a united Nigeria.

## Recommendations
Adedeji, (1999) in adebisi, (2007) stated that effective democratic governance has not been implanted in Nigeria because our representatives in government have been self-centered, greedy and selfish, they have been more concerned with what they can get from governance than what they can contribute to be able to perform their expected roles in a democratic governance. The following recommendations must be adhered to strictly:
1.      **The government:** the political leadership of Nigeria over the years has performed below expectations, our leader should exhibit good leadership

qualities. They should uphold all the principles of democracy in order to achieve effective and successful democratic governance, rendering selfless services to its citizens, avoiding the temptation of abusing their offices, nepotism, greed, get rich quick attitudes and sectionalism.

2. **Tribalism/Ethnicity:** these are some of the instrument used by our leaders and the elite group to divide us. This should be removed from our mentality and replaced with other factors such as; unity, brotherhood, neighborhood, kinsman, progress, peace and love for one another.

3. **Education:** Education from all levels from primary to tertiary levels should be affordable and well planned in such a way that all Nigerians will benefit from one level to the next. The school to be well equip with both human and materials resources. This will go a long way in the production of good citizens willing and capable to contribute their quota to the development of Nigeria.

4. **The youths**: the youth should see themselves as youths of today and leaders of tomorrow and not involving themselves in to wonton destruction of life and property. They should avoid being used by the politicians as agents of destruction but as agents of reconstruction, rehabilitation and reconciliations (3rs General Gowon1970).

5. **Concern Nigerians:** all meaningful Nigerians, both the elite, rich, leaders and the poor should endeavor to speak vehemently against all forms of social vices including, injustice, corruption, intolerance, abuse of human rights, discrimination, human kidnapping, sponsors of criminal activities, vandalization of public utilities, just to mention a few. Those caught in the act beyond reasonable doubt should be punished accordingly as stipulated in the law to serve as a deterrent to others, as in the word of Soyinka, (1969) "the man dies in him that keeps silent in the face of tyranny". This of course does not imply limitless expression of human rights on part of the citizens.

Finally, all Nigerians must make frantic effort by living up to expectations as good citizens at all times, in our homes, school, place of work, on transit, in places of worship, markets in politics and everywhere we find ourselves in.

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# INFORMATION COMMUNICATION TECHNOLOGY (ICT) AND THE CHALLENGES ON ARABIC AND ISLAMIC TEACHERS IN NORTHERN NIGERIA
# PROBLEMS AND PROSPECTS

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Abstract
*The paper examined the concept of ICT and some derivable benefits that could be enjoyed by Arabic and Islamic teachers like provision of access to data bases, electronic journal, alerting service, online reference tools which would improve the quality of teaching and learning. The paper also highlights the poor level of significance attached to Arabic and Islamic teachers and poor funding among others as serious challenges against Arabic and Islamic teachers. In conclusion the study suggest solution to such problems.*
**Keywords: Information Communication Technology, Arabic and Islamic Teachers, Problems and Prospects**

## Introduction
Islam as an institute of learning which brought about changes when the world was in dark age, Muslims established an enviable civilization whose foundation brought strong culture of scientific discovery and learning, technological achievement and the progress of philosophy.

The Muslim world as the foremost civilization of the medieval period therefore, ruled and dominated the world and excelled all other civilizations. But today things fall apart, the Muslims world went into a long period of decline and the decline is moving rapidly to the extend in which if care is into taking, it will reach a stage beyond control. The interest of this paper is to explain the important of knowledge and the importance of ICT toward teaching and learning process and to examine the factors contributing to the backward of Arabic and Islamic teachers in times of newly advance technology in facilitating teaching and learning environment in respect of ICT.

## The Concept of ICT

The term Information Communication Technology (ICT) is an umbrella term that include all technologies for the manipulation and communication of information. Information communication technology encompasses any medium to record information (Magnetic disk, tape, optical, disk (CD/DVD/flash and paper record), technology for broadcasting information- radio, television and technology for communicating through voice and sound or images microphone, camera, loudspeaker, telephone to cellular phone. It includes the wide variety of computing hardware (Desk top computers, laptops, servers, mainframes, networked storage (Wikipedia 2008).

The term ICT is defined by World Bank as "the set of activities which facilitates by electronic means the processing, transmission and display of information" (Rodrigues and Wilson 2000).

Information and Communication Technology (ICT) has become a vital tool for facilitating and enhancing the process of education and learning worldwide.
There is general agreement that computer technology is a crucial resource in education today. Computer and ICT can bring benefits such as

a. The use of productivity tools like word processor, desktop publishing and spread sheet software for use in project and other school activities
b. The use of interactive teaching packages available on CD for many different subject
c. Access to the internet and thousands of online data bases.
d. Distance learning facilities for those who are unable to attend schools or college or for minority subject which do not justify a full time teacher in a single school.
e. Links with other schools or colleges, or with industrial or business organizations
f. Special facilities available for students with disabilities for e.g  partially sighted student may be able to change text size and background colour, blind people can use  text – to - speech conversion packages, people with arthritis or cerebral palsy may control the computer by speaking too it instead of using the keyboard or mouse.

## Significance of Education in Islam

Islam is a religion that value education; hence the first five Qur'anic verses revealed to prophet Muhammad centred on education. The significance of pen and writing to education is also stressed in Qur'an Allah said;
By the pen and by what they (the angels) write (in the records of men) (68.1)

Also prophet Muhammad emphasized in the significance of education and enjoined all Muslim to seek for it, the prophet said

"seeking for knowledge is mandatory on every Muslim (male or female)"

He also said:

"Person who goes out in search of knowledge is in the path of Allah until his return (Tirmdhi)"

Islamic education aimed at facilitating the balance growth of the total spirits, intellect, rational self, feeling and bodly sense.

Musa, A. (1990) outlined some objectives of Islamic education among which is vocational, technical and industrial education for earning livelihood.

Musa (1996:78) quoting Ibrashi (1967) who quoted A vicenna saying that, when the child finishes the study of the Holy Qur'an and the element of language, he should seek what trade he wishes and direct himself to it, He should undertake vocational preparation until he excel in a procession act or trade. He should be able to earn a living lead an honourable life preserving the moral and spiritual aspects.

Islamic education was predominately moral but did not neglects to prepare the individuals for the life and acquisition of livelihood, not forget to trains the body, mind and hearts, the emotions, will and taste, the hand, the tongue and the personality.

Allah has said in the Qur'an that he has created man as His vicegerent and bestowed on him potential mastery over the entire creation. Allah has repeatedly told man to study the universe, learn the essence of creation and acquire authority.

"Lo in the creating of the heavens and earth, and in the difference of night and day are tokens for possessors of understanding such as remember Allah standing, sitting and reclining and fonder over the creation of the heavens and the earth (and say) our Lord!. The created not this in vain" (111:190-191)

We can derived some teachings in this verse which are:

    a.   To understand the working of the environment and its impact on men.

    b.   To exercise a measure of control over the surroundings

    c.   To use resource of environment for meeting the immediate needs.

Today, the era of technology has dawned on us, Islam made it mandatory on every Muslims male or female to pursue all kinds of knowledge including science and technology, ICT has greatly affected our society in several dimension, ethical, social, political, educational. The vast opportunities in present is highly ranked in the catalog of the great achievement in the history of man's scientific and technological development.

The advancement in Information and Communication Technology (ICT) has transformed the world into a global village. The ICT today is the key success in teaching and learning process.

**The Importance of ICT in Teaching and Learning in The Field of Arabic and Islamic Studies**

ICT offers various technologies that can be used by Arabic and Islamic teachers to facilitate teaching and learning in the following;

a. Source of information: the World Wide Web (www) technology enables the users to conveniently obtained display textual information recorded sounds or graphic images from a variety of source on the internet. In the light of this a considerable number of Islamic websites have been developed with an objective to deliver information and knowledge e.g Qur'anic recitation, fiqh etc.

b. Information dissemination: Islam enjoins acquisition of knowledge, so also it emphasizes dissemination and transmission of the acquired knowledge to the world. It's worthy to mentioned that, our great  Nigerians Islamic scholars has contributed a lot in different fields of Arabic and Islamic studies e.g Qur'anic recitation, Qur'anic exegesis, Apostolic tradition, jurisprudence, scholastic theology, Arabic grammar, lexicography, Rhetoric, prosody, mathematic, literature, and astronomy etc. However, most of their works have not gone far their institutions. This has reduced most of them to mere local champions as their works are not known worldwide.  But ICT  has provided Muslim scholars the opportunity of creating website  for the purpose of providing information on the internet e.g

   www.islamicbulletin
   www.islamworld.net

c.  Teaching and learning environment: the internet is serving as primary, secondary and tertiary environment, some software put in place for effective teaching of Islamic studies and Arabic language. The Turath-Arabic  serve as a second language software, can be used effectively to teach Arabic within a period of three month, while al-qamusun-natiq which provide in both  audio and visual forms a  variety of series programming Arabic is considered a good companion for modern users of Arabic.

**Arabic and Islamic Teachers and The Challenges Of Ict**

The advancement in information technology (ICT) has transformed the world into a global village. The ICT today is all about skills acquisition which need successful and fully practicalization in order to manipulate it.

ICT is a capital –intensive venture both in the acquisition, installation, maintenance,

training and sustainability.

The Federal Government of Nigerian has very good ICT plans and policies for the country which are yet to materialize. The Federal government approved the National Information Technology Development Agency (NITDA) in 2001 whose aim is "use information technology for education, creation of wealth, poverty eradication, job creation and global competiveness.

With all these efforts, the Arabic and Islamic teacher's were suffering from bias compare to their counterparts. The major problems of skills acquisition among Nigerians in respect to Arabic and Islamic teachers in northern Nigerian in the areas of Islamic education lies in the careless attitude of the government at all level towards the teachers of Arabic and Islamic education in general. Teachers of Islamic education do not always enjoys the benefit of workshop/seminars attendance like their counterparts in the other fields of education. This is because they believe of many people is that the only tool needed for proper skills acquisition in Islamic education is the Holy Qur'an and hadith. This is in contrast of the other areas of education where books, materials and sophisticated equipment are provided to co-ordinate the activities of the teachers and student

The introduction of information technology in to teaching and learning field has brought about tremendous improvement. To cope with the changing character of information services the twin discipline tuitors need to impart some basic knowledge and skills of information technology in their field of discipline.

The teachers as the methodologist, one of the primary roles of the teachers is the promotion of learning in his pupils, Nweke et al (1997:22) in Ottaway (1962) put it, the teachers is expected to be an expert in the methods of teaching and learning. It is the teachers role to ensure that the child gets satisfaction out of the process of learning which is the primary goals of the class and should feel that the result will fulfill one of his genuine needs. In helping the pupils to learn the teachers role is that of a mediator, and it has been observed that the teacher is more successful the more he withdrawn himself from direct action and permit the class to learn from themselves.

The basic argument here is that, teachers are nation building, since they trained nation builders, to be effective in this job, teachers need proper skills necessary to enable them live up to the expectation of the societies about them.

Another problems associated with Arabic and Islamic teacher upon ICT, is that, most of them upon look ICT in a negative way being a new technologies generally create

new opportunities for crime, moral laxity etc the internet, for example is used not only by innocent members or for the  purpose of teaching and learning per say. Rather is also used by fraudulent traders, pedophiles, software pirate, hackers, and terrorist.

The modern technology advancement has aided the transmission of messages fed into it and this consequently has either positive or negative effect on the recipients of the message. This, in essence implies that, it might not be the means through which a message is transmitted that is wrong, but the nature of the message. The point here is that ICT is not harmful to Islam but the messages conveyed through it, need to be properly censored by the recipient so as to avoid the dangerous ones and adopt the positive one's. To these  reasons the negative part of ICT should not stop Muslim ummah especially the Muslim scholars from using  such facilities. Islam is not a blind religion, it look at things in every angle. Education in an Islamic setting in our age has three dimension

The first concern is the content which consist primarily of ideas. The idea of ICT in the educational sector is a major area that play a remarkable role. ICT found in schools most private and some public schools have computers used for teaching and learning process. These technologies help in facilitating learningship and exchange of educational materials, this system compliments the traditional face to face teaching and learning format. In the online system, students can access class notes, submit assignment and also join a discussion group with other learners.

The second dimension is the methods or techniques of evaluating information resources. According to M.Y Bichi (1998) evaluation refers to the judgment we make on the basis of the outcome of measurement. In other words it is concerned only with decision about the value or work of the object measured

Ololobou C. (2004) sees evaluation as the process of finding out the extent to which previously stated objectives have been achieved.

Information in other hand is used interchangeable as news, facts, data, knowledge and to some extent wisdom.

According to L.C Aina (2004) stated that information is a term that is difficult to defined because it has several dimension, but brought forward  some concept like fact, data, bit, and recorded knowledge which transmitted from one  generation to the other. Allen Kent (1977) defined resources as applied  to anything, person or action to which one turns for aid in time needed, therefore, information resources are materials that contained news, data or knowledge that provide useful information  to users. These material can either be print or non print. From the above definitions, we may understand that evaluation of information resources is the assessment of information

materials to determine their size, length, amount, degree, value, scope, usefulness, effectiveness, adequate , strength and weakness compare to their objectives. To access the electronic information resources you most consider the ownership/licenses. Accessibility cost, image, sound and users acceptance of the resources.

To access information resource on internet, you must consider the authorship, publishing body, point of view/bias, accuracy, referral to other sourse and signature of the Author.

The third dimension is its organization and management, the acquisition of ICT in teaching and learning environment especially in the electronically oriented society for information management, its proper to anticipate that problems and change are bound to confront the teaching and learning environment. The teacher who decide to integrate new system and techniques into his work will find that his innovation has implication beyond the confines of his own classroom. It may impinge on the work of his colleagues or create new demands on his time, accommodation and financial resources. The more obvious materials aspects of educational technology cannot sensibly be dissociated from consideration of organization and management, or curriculum content, innovation and development

It is an important aim in educational technology to promote an educationally constrictive interaction between new facilities it can offer and other element in educational theory and practice, its present prominence stems largely from the emergence of new technical aids and of new knowledge about learning and about the process of communication, and it embraces not simple the use of the new equipment and techniques but also their adoption and co-ordination to serve new patterns and system of learning

**Conclusion**

Having said on the important of knowledge and the vast development of ICT in all spheres of human life in respect to Arabic and Islamic studies. The paper stated the benefit to be gain through the ICT utilization in these two discipline, also the paper highlighted on some unique challenges facing Arabic and Islamic teachers in this information age, the paper suggested certain ways to solve the problems, there by recommending the Arabic and Islamic teachers to patronize these resources in order to facilitate their teaching and learning environment.

**Recommendations**
1. Government should review Arabic an Islamic curriculum by integrating ICT course at all levels.
2. Arabic and Islamic scholars should collaborate with ICT expert in developing

and designing software for research and educational needs.

3. Training and retraining of the twin discipline teachers should be apply. Training will provide teachers with the knowledge and skills that, they require in order to master the ICT facilities in time of use while re-training will upgrade their skills since we are living in a rapidly changing world, modern technology moves at a very fast pace, in order for the twin scholars to keep up with new developments they need to have their current skills update.

4. The two scholars of the twin discipline should try as much as possible to explore the world of ICT and contribute to Islamic webs.

5. Utilizing ICT in terms of seeking knowledge should be done with caution, since ICT does not guarantee accuracy, integrity or quality, the methods of measurement and  evaluation should be apply.

6. Muslim ummah should endeavor to upgrade their teaching and learning environment to cope with current global trends so that, they can fully participate in ICT.

7. Nigerian association of teachers of Arabic and Islamic studies (NATAIS) should call the attention of Arabic and Islamic curriculum writers to make ICT course part of Arabic and Islamic instruction in both secondary and higher institution of learning.

8. Government should develop infrastructures to support the use of ICT latest devises as while as create awareness and the benefits towards the twin discipline teachers in their field.

9. NATAIS should seek for both enternal and external funding from donor e.g government and non governmental agencies for support.

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# EFFECT OF COOPERATIVE LEARNING APPROACH ON SCIENCE PROCESS SKILLS AMONG SECONDARY SCHOOL BIOLOGY STUDENTS IN SOUTHERN SENATORIAL ZONE, KADUNA STATE, NIGERIA.

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## Abstract

*The study investigated the effect of cooperative learning approach on acquisition of science process skills in Senior Secondary School students in Southern Senatorial Zone of Kaduna state. The research design was a quasi experimental of non –equivalent and non- randomized control group, using intact classes for the experimental and control groups. The study focused on Biology students in Senior Secondary 1 in Southern senatorial zone of Kaduna state. 226 students were sampled using multistage sampling technique. An achievement instrument tagged Biology Process Skills Achievements Test (BPSAT) with reliability of 0.759 was used for data collection. Two research questions were raised to guide the study while two hypotheses were tested at 0.05 level of significance. Data collected were subjected to both descriptive (means and standard deviations) and inferential (ANCOVA) statistics. The findings of this study showed that students taught using cooperative learning approach did significantly better than those taught Biology with the traditional approach of instruction. The students in urban schools had a higher mean score than those from the rural schools. Based on the results of the findings, it is recommended that cooperative learning approach should be used more in teaching Biology lessons to enhance meaningful learning science process skills. In-service training in the form of workshops, seminar, and conferences on the implementation of cooperative learning approach should be organized for Biology teachers by professional bodies like Science Teachers Association of Nigeria (STAN)*

**Keywords**: Cooperative Learning, Traditional Learning, Acquisition, Science

Process Skills, Biology.

## Introduction

Science and technology is always considered as an essential vehicle for national development. This is because through science and technology individuals acquired various useful skills and knowledge which enable them to contribute meaningfully to the quality of life in such  critical areas like, agriculture, architecture, engineering, health, nutrition, transportation, communication, energy production and industrial development skills which are the most important agents for national development (Adejoh, 2007 & Akpan, 2008).

Biology is not left out in the attainment of these national objectives. But there are consistent reports on poor performance of students in the sciences in external examinations like the West Africa Examination Council (Ogunleye,1999 & WAEC Chief Examiner Report, 2014).

The implication of poor performances in the science subjects particularly Biology means that students who intend to pursue studies in Biology related courses in the universities cannot do so, as admission into any higher institution requires that students posses grades 1-6 in requisite subjects. It follows that students who fail to have these grade cannot offer courses such as pharmacy, medicine, biochemistry, environmental sciences and others (JAMB,2012 ). Eriba (2000) says such students switch to the arts and social science programmes due to insufficient pre-requisite science subject, leading to low enrolment and turnover in the science, thus creating a gap in national development.

Researchers like Adejoh (2006); Okoli, (2006); Nwachukwu and Nwosu, (2007), show that the poor achievement of students in Biology may not be unconnected with the ineffective instructional strategies employed by teachers. They observes that the traditional teaching approach appear to be the most dominant teaching approach employed by many science teachers. They points out that in using the traditional approach such as lecture and demonstration methods, the teacher talks most of the time while the students listen passively to the teacher and read about the content thereby making the classroom teaching environment teacher dominated, textbooks-bound and examination –oriented without recognizing the need for the development of science process skills in the students.

Many researchers agreed that there is a demand for a shift in the rethinking of curriculum content and ways in which students are taught (Okwilagwe, 2002; Johnson & Johnson, 2002; Kolawole, 2007, Adeyemi, 2008). This new trend which is child-

centered has led to the development of various instructional approaches among which are discovery learning, analogy, hands on, mind on, concept mapping, cooperative or collaborative learning amongst others. Cooperative learning approach is different from the traditional approach or other innovative approached because it involves the splitting of the students into small manageable learning groups with each group member having an assigned role to perform in the process of negotiating their learning. The role of the teacher becomes that of a facilitator of learning rather than a dispenser of knowledge. The cooperative learning can be defined as a learning approach in which students help one another on an academic subject, in small mixed groups formed both in class and in non-classroom environments which helps individuals gain more self-confidence and develop effective communication skills, problem solving and critical thinking abilities, and through which all the students actively participate in the learning – teaching process (Aydin, 2011).

Science process skills are transferable skills; they are cognitive and psychomotor skills which scientists employ in problem identification, objective inquiry, data gathering, transformation, interpretation and communication. The skills are applicable to many sciences and that reflect the behavior of scientists (Padilla, 2012). Possession of these skills is basic to scientific inquiry and the development of intellectual skills and attitudes needed to learn concepts. The science process skills have the enduring quality that will contribute to the student's ability to answer questions and solve problems even when the information base of science and technology changes.

Most studies carried out using cooperative learning approach as an intervention approach were done mainly in other parts of Nigeria as reported by Amosun (2002), Okebukola (2002), Kukuru (1999), Adeyemi (2008) and Omosehin (2003). All these were carried out in the south west zone of Nigeria and hence there is a need for this study to be carried out in Southern Senatorial Zone of Kaduna state which is in the North Western zone of Nigeria.

From the evidence and research study on the student's science process skills and method of teaching Biology in Kaduna State, it has been discovered that cooperative learning approach is not popularly used by Biology teachers. Cooperative learning according to researchers ensures that students become aware of their own learning, to think critically and to derive their own pattern of thought and meaning from the context presented through interaction. It is purely in an attempt to bridge the gap on the knowledge of the cooperative learning on science students process skills that this study investigated the effect of cooperative learning approach on the acquisition of science process skills among Secondary School I students in Biology in Kaduna State.

## Statement Of The Problem

One of the problems that have attracted public concern and outcry in Nigeria and Kaduna state in particular is the declining academic achievement of science students in public examinations. The low achievement of students in science subjects in general and biology in particular could be partly due to use of poor inappropriate teaching style. It is against this backdrop that the study sought to find out the effect of cooperative learning approach on acquisition of science process skills in Senior Secondary School students in Southern Senatorial Zone of Kaduna state.

To achieve this purpose, the researcher querried the mean science process skills scores of students taught respiration with cooperative learning approach and those taught with traditional approach of instruction and the differences in science process skills score of students in urban and rural areas taught respiration with cooperative learning approach? Furthermore, the researcher hypothesized that there is no significant difference in the mean science process skills scores of students taught respiration with cooperative learning approach and the lecture method of teaching and that there is no significant difference in the mean science process skills scores of students in rural and urban areas taught respiration with cooperative learning approach and the lecture approach of teaching.

## Methodology

The study adopted a quasi-experimental design of non-equivalent group. Students were assigned to conditions and were assigned to the treatment and comparative (control) conditions along with all the others in their existing groups. The population was 226 Senior Secondary School I Students in Southern Senatorial Zone of Kaduna State.

The instrument tagged Biology Process Skills Achievement Test (BPSAT) was used to collect data for the study. This was a 30-item practical question constructed by the researchers based on the Senior Secondary School I Biology curriculum. The instrument was validated by five Biologists, (two lecturers and three teachers of secondary schools) in Kafanchan, Kaduna State. The data was analyzed using frequency, standard deviation and ANCOVA.

## Results and Discussions

**Research Question 1:** What are the mean science process skills scores of students taught with cooperative learning approach and those taught using the traditional (lecture) approach of teaching?

**Table 1: Mean of Science Process Skills Scores of Students on Method of Learning**

| Approach | N | Mean | Standard Deviation |
|---|---|---|---|
| Cooperative learning | 113 | 20.19 | 4.89 |
| Traditional (lecture) | 113 | 17.73 | 4.14 |

Table 1: Revealed that cooperative learning approach had a mean score of 20.19 and standard deviation score of 4.89 while the conventional (lecture) approach had a mean score of 17.73 with standard deviation score of 4.14

**Research Question 2**: What are the differences in mean science process skills scores of students in rural and urban areas taught with cooperative learning approach?

**Table 2: Mean Science Process Skills Scores of Students Based on Location**

| Location | N | Mean | Standard Deviation |
|---|---|---|---|
| Urban | 121 | 3.91 | 0.53 |
| Rural | 105 | 3.34 | 0.49 |

Table 2: Shows that the mean scores of students in urban schools is 3.91 and a standard deviation of 0.53 while in rural schools have a mean score of 3.34 and a standard deviation of 0.49 respectively. The difference in mean scores is 0.57.

**Testing of Hypothesis**
**Hypothesis 1:** There is no significant difference in the mean science process skills scores of students taught Biology using the cooperative learning instructional approach and those taught using the traditional (lecture) approach of instruction.

**Table 3: ANCOVA Analysis of the Effect of Cooperative Learning Approach on science Process Skills Scores of SS1 Biology students**

| Source | Type III sum Of square | Df | Mean Square | F | Sig |
|---|---|---|---|---|---|
| Corrected model | 51.611 | 1 | 51.611 | 2419.200 | .000 |
| Intercept | 493.611 | 1 | 493.611 | 23137.541 | .000 |
| Approach | 51.611 | 1 | 51.611 | 2419.200 | .000 |
| Error | 4.779 | 224 | 0.021 | | |
| Total | 550 | 226 | | | |
| Corrected Total | 56.389 | 225 | | | |

Table 3: Shows that, F (1,224) = 2419.20,($\rho$ <0.05). Therefore the null hypothesis which states that, there is no significant difference in the mean science process skills scores of students taught Biology using the cooperative learning instructional approach and those taught using the traditional (lecture) approach of instruction was rejected.

**Hypothesis 2:** There is no significant difference in the mean science process skills scores of students in rural and urban areas taught Biology with cooperative learning approach.

**Table 4: ANCOVA Analysis of the Effect of Cooperative Learning Approach on Science Process Skills Scores of SS1 Biology Students Based on Location.**

| Source | Type III sum Of square | Df | Mean Square | F | Sig |
|---|---|---|---|---|---|
| Corrected model | 44.786 | 1 | 44.786 | 864.588 | .000 |
| Intercept | 470.361 | 1 | 470.361 | 9080.251 | .000 |
| Location | 44.786 | 1 | 44.786 | 864.588 | .000 |
| Error | 11.603 | 224 | 0.052 | | |
| Total | 550.00 | 226 | | | |
| Corrected Total | 56.389 | 225 | | | |

Table 4: Shows that, F (1,224)=864.588,($\rho$ < 0.05). Therefore the null hypothesis which states that, there is no significant difference in the mean science process skills scores of students in rural and urban areas was rejected.

**Discussion of Findings**
Based on the findings, the following discussions were made. The results on Table I revealed that the mean of science process skills scores of students taught with cooperative learning approach was 20.19 with standard deviation of 4.89 while those taught with traditional (lecture) approach had mean score of 17.73 and standard deviation of 4.14. This revealed that those taught with cooperative learning approach understand or achieve better than those taught with traditional (lecture) approach.

In addition, the hypothesis 1 which states that there is no significant difference in the mean science process skills scores of students taught Biology with the cooperative learning approach and those taught using the traditional (lecture) approach of instruction was rejected when F (1,224) =2419.20, $\rho$ < 0.05. This results is in agreement with the studies of Johnson, Johnson and Stanne (2000), Samba (2003) , Ndioho (2007),Slavin (2007 ), Johnson and Holubec (2006) who found significant differences in  science process skills scores of those taught with cooperative learning

approach and traditional learning approach. The results of the studies negates the studies of Chang and Lederman (1994), Abu and Flowers (1997) and Ogunkunle and Gbamanja (2006).

This result may be probably due to what Piaget and Vygotsky advocated in their theories that environment plays a vital role on students' achievements. The approach provided students opportunity to interact with their environment and this enhances learning.

The results on Table 2 revealed that students in urban schools had mean scores of 3.91 and standard deviation of 0.53 while those in rural schools had mean score of 3.34 and standard deviation of 0.49 respectively. The difference in mean scores is 0.57. This reveals that those taught with cooperative learning approach in urban schools learnt better than those taught in rural schools.

In addition, the hypothesis 2 which states that there no significant difference in the mean science process skills scores of students in rural and urban areas taught Biology with cooperative learning approach was rejected when $F_{(1,224)} = 864.588$, $p < 0.05$. The students in urban schools did better than their counterpart in the rural schools. This result is in agreement with the studies of Akubuilo (2004) and Chukwuka (2012) who found significant differences in student's science process skills scores in rural and urban schools.

This result may probably be due to what Chukwuka (2012) found that those in rural schools are at disadvantaged compared to their urban counterparts as a result of illiteracy among the rural populace which leads to under development and poverty thus affecting the learning of the students. The urban schools are exposed to certain materials which they come across almost on daily basis and this has enhances their learning.

**Conclusion**
Based on the result of the findings of the study, it is concluded that cooperative learning approach is more effective than the traditional (lecture) approach of instruction in the acquisition of science process skills. This is because the students did better in the cooperative approach of learning than the traditional (lecture) approach of instruction.

**Recommendation**
Based on the findings, the following major recommendations are made:
I.      In-service training on the implementation of cooperative learning approach should be organized.

ii.    Cooperative learning approach should be used in teaching Biology lesson in the classroom to enhance meaningful learning of science.,

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# THE IMPACT OF FEASIBILITY STUDY ON THE GROWTH AND DEVELOPMENT OF SMALL AND MEDIUM SCALE ENTERPRISE (SMEs) IN NIGERIA

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Abstract

*This paper sought to examine the impact of feasibility study on the growth and development of Small and Medium Scale Enterprises (SMSEs) in Nigeria. An in-depth analysis of the major concepts in the paper that feasibility study reduces the degree of risk in business by providing information concerning the circumstances and facts influences success or failure of a proposed course of action. It also provides information covering all aspect of the enterprise such as the product, the market system, the manpower, technical and legal requirement as well as the capital or credit services available. It therefore recommended among others that business owners especially SMSEs should always undergo feasibility study before embarking on the business. Similarly, the tax paid by these SMSEs serves as a source of government revenue for developmental projects. And the Job created by SMSEs could be a useable tool to control unemployment, insecurity and promote healthy leaving.*
**Key words:** Feasibility, SMEs, Growth and Development

**Introduction**

Feasibility study is an investigation carried out to access the economic viability of any proposed business. Every business establishment has a possibility of success or failure. Therefore, it is the responsibility of a prospective entrepreneur to know very well about the business. An intended business success or failure could be determined by the amount of information he or she has before engaging in a particular venture. (Cashman and Rosenblatt, 2012). This therefore, brings to the mind the issue of feasibility study

Feasibility is an assessment of a project or business opportunity to determine whether or not it is worthy of undertaking. It helps the investor to sharpen his judgment and not

replace it. All businessmen are advised to know all that they are capable of knowing about the enterprise, the product or services that they want to provide and the only way of doing this is by carrying out a well prepared feasibility studies. (Mohammed, 2014) affirms and added that this should be done by the businessman.

Carrying out any technical study involves planning. Planning reduces the degree of risk in operating in an organization by providing information concerning the circumstances and facts that influences success or failure of a proposed course of action. Planning is deciding to prepare the enterprise for the future and ensuring that decision regarding the use of human and material resources help achieve the objectives within an organization. A good feasibility study seeks information to cover all aspects of the enterprise including the product, the market, manpower requirements, technical requirements, capital requirement, legal requirements, credit facilities in the trade, services of fund and tenders requirement. It is also important when carrying out a feasibility study to find out how profitable the business opportunities is at present. Most businesses in Nigeria are Small and Medium Scale Enterprises (SMSE) in nature. They engage less than one hundred employees, provide goods and services for the citizens and industries. SMSE ought to be the catalyst for industrialization, poverty reduction and vital engine of growth and development in a country.

Since SMEs sectors is important, its dynamic significantly influences the overall development of national economic and even social sphere (through employment) in many countries, hence the needs for feasibility study before establishing them. This study focused on: concept of feasibility study; Goals of feasibility study; Business feasibility study; Components of feasibility study; Relevance of feasibility study; Problems involved in preparing feasibility study; Conclusion as well as Recommendations.

**Concept of Feasibility Study**
A business feasibility study can be defined as a controlled process for identifying problems and opportunities, determining objectives, describing situations, defining successful outcomes and assessing the range of cost and benefits associated with several alternatives for solving a problem (Alan, 2005). The business feasibility study is used to support the decision making process based on a cost analyses of the actual business or project viability. The business feasibility is conducted during the deliberation phase of the business development cycle prior to commencement of a formal business plan. It is an analytical tool that includes; recommendations and limitations, which are utilized to assist the decision-makers when determining if the business concepts is viable (Drucker, 2003: Hoagland and Williams, 2000). According to Thompson, (2003), it is estimated that only fifty (50) business ideas are actually

commercially viable, therefore, a business feasibility report is an effective way to safeguard against wastage of further investment or resources. If a project is seen to be feasible from the result of the report, the next logical step is to lead with the full business plan. The research and information uncovered in the feasibility study will support the business planning stage and reduces the research time. Hence, the cost of the business plan will also be reduced. A thorough viability analysis provides an abundance of information that is also necessary for the business plan. For example, a good market analysis is necessary in order to determine the business concepts of feasibility. This information provides the basis for the market section of the business plan. (Bird, 2008).

A feasibility study should contain clear support evidence for its recommendations. The strength of the recommendations can be weighed against the study ability to demonstrate the continuity that exist between the research analysis and the proposed business model. Recommendations will be relevant on a mixed of numerical data with quantitative experience based documentation. A business feasibility study is heavily dependent on the market research and analysis. A feasibility provides stakeholders with varying degree of evidence that a business concept will in fact be viable (Hoagland and Willamson, 2013).

**Goals of feasibility study**
The main goals of feasibility study is to access the economic viability of the proposed business. The feasibility study needs to answer this question. "Does the idea make economic sense"? Ii identifies main function of a feasibility report they include an aid in business planning which involves an examination of all aspects of the intended business such as cost, source of suppliers, technical data and expected profit. Secondly, it gives an evaluation of new business ventures. Technical data and expected profit. Thirdly, it gives an evaluation of new venture for determining feasibility and profitability. Lastly, it provides the basis for the bankers, promoters, suppliers of goods, the various government agencies on which to make their decision on how to assist the business.

A feasibility study helps an entrepreneur to know whether it is achieving set targets or not and where they are not being met, adjustment should be made. Few entrepreneurs follow the process from idea stage to the ultimate decision to initiate the venture.

At this juncture, it is important to state that most businesses in developing economic are small and medium scale enterprises and Nigeria is not an exception. For this reason, many economics have come to realize the value of feasibility studies to the survival of business. They are seen to be characterized by dynamism, witty

innovations, efficiency and their small size allows for faster decision making. With this facts, a good intentional feasibility study can result in enhancing the level of the growth and development of the business organization. It is however, tempting to overlook the need for a feasibility study. Often, the steering committee may face resistance from potential members on the need to do a feasibility study; many people will feel that they know the proposed venture as a good idea, so why carry- out a costly study just to prove what they already know? The feasibility study is important because it forces the company to put its ideas on proper perspective and to access whether or not those ideas are realistic. Bird, (2008) added that feasibility study also forces organization to begin formal evaluation, knowing what steps to take next.

## A Business Feasibility Study
According to Gofton (2015), a business feasibility study is an effective way to safeguard against wastage of further investment or resources. If a project is seen to be feasible from the result of the study, the next logical step is to proceed with the full business plan.

A Business Feasibility Study can also be seen as a controlled process for identifying problems and opportunities, determining objective, describing situations, defining successful outcome and assessing the range of cost and benefits associated with several alternative for solving problems.

The Business Feasibility Study is used to support the decision making process based on a cost benefit analysis of the actual business or project viability. The feasibility study is conducted during the deliberation phase of the formal business plan. It is an analytical tool that includes recommendations and limitations, which are utilized to assist the decision making when determining its business concept is viable. A Business Feasibility Study, based on understanding process of weighing the possibilities and the impossibilities of establishing and running of a business organization to determine whether to embark on the business or not.

## Component of Feasibility Study
The component of feasibility studies involve questions such as whether the technology needed for the system exist, how difficult it will be to build and whether the firm has enough experience using that technology. The assessment is based on an online designed of system requirement in terms of input, process, output, fields, programs and procedures. This can be quantifies in terms of volume of data, trends, frequency if updating in order to estimate if new systems will perform adequately or not.
The basic component of Feasibility studies are divided into several categories and given different opinions by different author: thus;

**i. Feasibility Analysis:** According to Myron (2015) Feasibility Analysis is an embodiment of the financial projections and has to do with proper estimates of project and the required cash for the smooth running of a firm operation. This takes into cognizant the following executive summary, demand and market study, technical and financial or cash flow study.

In writing a feasibility analysis report it can be a simple or complex exercise depends on the type of business. It should however be creativity. Kept Simple, Clear and concise, straight to the facts and figures. It must include,

a. Purpose Entrepreneur's Profit.
b. Team Members Names.
c. Email address.
d. GSM/Phone Numbers.
e. Position of team numbers in the business.
f. Postal and residential address.
g. Educational qualification e.t.c.

**ii. Schedule Feasibility:** According to Shelly Cashman (2010), schedule feasibility can be characterized as the way towards deciding if a venture can be executed inside a given time allotment in connection to the organizational due dates and constraints fundamentally, it is the way towards dissecting the time period as to when the venture might finish. This possibly covers how the assignment should be particular and the measure of time, therefore utilized for the effective cultivation of the ventures. The schedule feasibility looks into the operation of the ventures in relation to management support, employees, customers, suppliers, acceptance and government and other requirements.

**iii. Operational Feasibility:** According to Bentley (2017) operational Feasibility eludes to the measure of solving difficulties with assistance of a new proposed frame work. It helps in exploiting the opening and satisfies the pre-requisites as recognized amid the expansion of the venture.

**iv. Market/Financial/Economic Feasibility:** According to Shelly Cashman (2015), we must study the feasibility analysis which includes the current market demand. The projected growth in the market over the future projected cash flow estimating revenue and profile of the customers and organization associated. In the mind of Tompson, (2013), the motivation behind economic feasibility is to exhibit the next advantage of proposed project accepting or dispensing funds/ benefits taking into consideration the benefit and cost of the agency, other state agencies and the general public as a whole.

**v. Technical Feasibility:** According to Shelly, and Roseblantt (2012) is a procedure

determining if the organization has the innovations assets to create, buy, induce and operate the framework. Does the organization has the mechanical assets to embrace the venture? Technical Feasibility seeks to evaluate the technical capabilities of the organization. The relevant technology motive enough to be easily applied to solving the problem and the kind of technology to be used.

Feasibility Study report is a technical document therefore, it is complicated and needs the services of a management consultant. A writer of feasibility study has to be vast in different aspects that need to be treated in the market, marketing and the economic environment of a whole.

**Determining Business Growth**
Verheul and Van Mil (2008) found that entrepreneurial self-efficacy affects the growth ambition, Vassar (2007) established that entrepreneurs who are risk tolerant and are more likely to have an ambition to grow their business. In terms of external factors, Fairlie (2009) identified government policies to be one of the key external factors that impede the entrepreneurial activities. The excessive number of government policies and procedures such as procedural requirements for registration, entry barriers and the restrictions on import and export turn to have much more negative effects on entrepreneurship. Tomlin (2008) identified taxes as a government policy that impedes entrepreneurial activity. He argued that taxes and complex tax system put excessive pressure on SMEs, as the resources directed towards tax compliance are resources that could be used for investment in to the business to facilitate future growth. As such, he is of the opinion that reducing the tax rate and compliance cost will increase the profit margin of SMEs. Moreover, the availability of government assistance, training programmes and support services is another policy by most government all around the world where they provide direct financial assistance and support programmes to make loans available to SMEs and Business opportunities. Sadeghi etal (2013) stressed further a positive government policies creates a friendly entrepreneurship environment that encourage existing and potential entrepreneurs to take risk and spark up their own business.

Internal business growth is typically a steady policy expansion from within the firm. The owner of the business contribute more capital or plough back profit in to the business to acquire new assets, employ more staff, build additional plants or deploy new technology. The sum advantage of this approach are that the business is able to leverage it assets and experience over time. The main disadvantage are that it takes time and rivalry may be expanding and gaining competition advantage as well.
Business organization must grow in order to remain relevant and competitive. A firm is required to constantly search for and make use of knowledge of a changing market in

order to identify and exploit growth opportunity.

Business growth is a stage where the business reaches the part of expansion and seeks additional options to generate more profit. Business growth is a function of the business lifecycle, industry growth trends and the owners desire for equity value creation which are commonly achieve with a well business plan.

Business development entails task and processes to develop and implement growth opportunities within and between organizations. It is subset of the field of business community and organizational theory. Business development is the creation of long-term value for an organization from customers, markets and relationship. Business development activities can be facilitated through planning system which includes increase revenue, business expansion, and increase profitability, building partnership and making strategic business decision.

**Relevance of Feasibility Study**
It is estimated that only one fifth business ideas are actually commercially viable. Therefore, a business feasibility study is an effective way to safeguard against wastage of further investment or resources. If a project is seen to be feasible from the result of study, the next logical step is to proceed to the full business plan. The research and information uncovered in the feasibility study will support the business planning stage and reduce the research time. Hence the cost of the business plan will also reduce. A thorough and viability analysis provides an abundance of information that is also necessary for the business plan. For example, a good market analysis is necessary in order to determine the business concept feasibility. This information provides the basis for the market section of the business plan.

In addition, a feasibility study should contain clear support evidence for its recommendations. The strength of the recommendations can be weighed against the study's ability to demonstrate the continuity that exist between the research analysis and the proposed business model. Recommendations will be relevant on a mix of numerical data with quantitative and experience based documentation. A Business Feasibility Study is heavily dependent on the market research and analysis. A feasibility study provides the stakeholders with varying degrees of evidence that a business concept will in fact be viable.

According to Mohammed (2014), all businessmen are advised to know the enterprise, the product or service that they want to provide and the only way of doing this is by carrying out a well feasibility studies. This has to be done through the businessmen. As the name implies, a feasibility analysis is used to determine the viability of an idea such

as ensuring a project is legally and technically feasible as well as economical justifiable. It tells us whether a project is worth the investment in some cases, a project is not to be able. There can be many reasons for this including requiring too many resources which not only presents those resources from performing other tasks but also may cost more than organization would earn back by taking on a project that is not profitable.

A well designed study should offer a business background of the business or project or services, accounting statement, details of operations and management. Marketing research and policies, financial data, legal requirement and tax obligation. Generally, such studies proceeds technical development and project implementation.

A feasibility analysis evaluates the projects potential for success. Therefore, perceived objectivity is an essential factor in the credibility of the study for potential investors and lending institutions.

A standard feasibility study examine the following areas:

I. Technical feasibility: The assessment on the technical resources available to the organization. It helps organization determine whether the technical resources meets the capacity and whether the technical team is capable of converting the idea into working system. It also involves the evaluation of hardware, software and other technical components to the proposed system.

ii. Economic feasibility: This assesses the cost/benefit analysis of the project helping organization determine the viability, cost and benefits associated with a project before financial resources are allocated. It also serve as an independent project assessment and enhances project credibility helping decision makers determine the positive economic benefits to the organization that the proposed project will provide.

iii. Legal feasibility: This assessment investigate whether any aspect of the proposed project conflicts with legal requirement like zoning laws, data protection acts or social media laws. It might reveals the organization's ideal location isn't zoned to that type of business thereby saving considerable time, effort and finance in starting the business.

iv. Operational feasibility: This analysis and determine whether and how well the organization's need can be meet by completing the project.

v. Scheduling feasibility: This assessment is the most important for project success after all, a project will fail if not completed on time. In scheduling feasibility, an organization estimates how much time the project will take to complete.

**Reasons for not Preparing Feasibility**

A feasibility study is a plan, a written document prepared by the entrepreneur. It describes all the relevant external and internal elements involved in starting a business. A feasibility study prepared by the entrepreneur consulting many other sources in its preparations. These sources could include lawyers, accountants, marketing consultants and engineers who could be useful in the preparation of different levels to step in the plan.

Many projects leaders find themselves under pressure to skip the "feasibility analysis step and go directly to building a business. Individual from within and outside of the project may push to skip this step for the reasons: that they know the business is feasible because an existing business is already doing it well. Do not need another feasibility study when one was done just a few years ago. Somewhere or in another allied business, feasibility studies are mere means for consultant to make money. A feasibility analysis has already been done by the business that is going to sell us the equipment. Etc.

The reason given above, should not disguade one from conducting a meaningful and accurate feasibility study. Once a decision has been made about proceeding with a proposed business, they are often difficult to change. According to Cashman and Rosenblatt (2006), in many instances, entrepreneurs will had hire or offer enquiry (partnership) to someone or person who might provide the appropriate expertise in preparing the business plan but rather give important member of the management team to help make an objective assessment using his own skills than hiring a consultant.

**Conclusion**

Feasibility study provide an avenue for SMEs growth and development. It is not used because, SMEs do not know its values but where it is used, its enable the SMEs to provide their product with less competition, less close substitute and with less product wastage. It enable them employ the right number of man power needed to run the business thereby creating jobs and providing social services for the growth of the economy.

**Recommendations**

Based on the study, the researchers wish to make the following recommendations:

i. Business owners especially SMSEs should always undertake feasibility study before embarking on their business.

ii. The demand for a commodity is highly connected to the quality of the product produced. Therefore, high quality will bring high demand of the commodity. SMSEs should undergo feasibility studies to enable them

produce high quality products.

iii.     The taxes paid by SMSEs as source of income to government should be used to create community development projects.

iv.     A sound feasibility studies creates job opportunities to those planners. Therefore, reducing unemployment, reducing insecurities etc.

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# EFFECTS OF ACCUSATIONS OF WITCHCRAFT AND ON ITS VICTIMS: A MORAL AND CHRISTIAN RELIGIOUS APPROACH

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## Abstract

*Accusations of witchcraft have existed for centuries, and have proven to cause more harm than good. Accusations of witchcraft are loud in Africa because of the African peoples' belief in a human cause of misfortune over an inhuman cause. The paper discusses the concept of witchcraft and identifies why the beliefs and practices are prevalent in Africa, and also, the effects of accusations of witchcraft on the victims of such accusations. A critical study is made with primary sources of the problems of accusations of witchcraft and a Christian stance is given as a solution to the evil of accusations of witchcraft. This paper presents that all humans have equal dignity and the sanctity of life should to respected rather than violated with either the stigma of accusations or death.*
**Keywords:** Witchcraft, Accusation, Christian, Victims, Beliefs, Accused, Biblical, Effects, Stigma.

## Introduction

There have been so many ideas, beliefs and practices of witchcraft over the years, which have influenced people's reaction towards it. While some believe very much in the existence of witchcraft, some out-rightly deny its existence. It is a rare phenomenon in the western world because of its absence due to the emergence of science and technology, or probably, because it has been dealt with. In Africa on the other hand it is a common phenomenon. There is just no how you can convince an African against the existence of witchcraft. The African Traditional Religion is of no doubt an affirmation of this, with the presence of witch doctors, seers and herbalists. This belief is so rooted in Africa that Africans have a distinction even of witchcraft to be "white and black" witches. While the white witches are good witches, they regard

the black witches as evil, and the causers of misfortune. It is to this end that Kunhiyop (2003:19) presents it as a "major contemporary issue facing the African Christian community." Against the backdrop of the western belief of the existence of witchcraft amongst them, Africans believe that witches abound in the west; the only difference is that they use their witchcraft for scientific and technological advancement. Witchcraft in Africa is mostly viewed as the major cause of misfortunes, that is why anytime a witch is identified; the next move is to kill such identified witch. But the big questions are: how are witches identified since witchcraft is believed to be spiritual? How true are the accusations? Does eliminating the so called accused witches eliminate witchcraft? And what effect does accusations have on the accused? This paper may not answer all these questions but will attempt to consider the effects of accusations of witchcraft and its effects on the victims with a moral and Christian religious approach.

## The Concept of Witchcraft

Sometimes one is tempted to ask the question of the origin of witchcraft. It sounds absurd but Gardner (n.d:6) has this to say:

> These may be roughly divided into three schools. Firstly, those who take the severely rationalist view that witchcraft was a kind of mass hysteria, arising from psychological causes. Secondly, those who maintain that witchcraft is real, and that it is the worship and service of Satan, in whom its devotees appear to be great believers. This is the attitude taken by that very prolific writer, the late Montague Summers, and his many imitators. Thirdly, that school, headed by anthropologists like Dr. Margaret Murray, which has tried to look at the subject without either superstitious terrors or theological argument on the one hand, or materialistic incredulity on the other. This school of thought maintains that witchcraft is simply the remains of the old pagan religion of Western Europe, dating back to the Stone Age, and that the reason for the Christians' persecution of it was that it was a dangerous rival.

These three views show evidently that from its purported origin, witchcraft is evil. For the very fact that they all have a common evil origin, makes their origin almost the same. Taking a very distant look, one concludes that both mass hysteria arising from psychological causes and pagan worship is worship and service to Satan. The summation of these three views can be said to be that the origin of witchcraft is as old as the existence of the rebellion of Satan. Satan and his fallen angels have put all hands on deck to see that they pollute humans and the beautiful world created by God. Witchcraft is one of those schemes. It will not even be far from the truth to accuse Satan

of being the first witch as 1 Samuel 15:23 puts it that "for rebellion is as the sin of witchcraft, and stubbornness is as iniquity and idolatry." According to 1 Samuel witchcraft's origin is rebellion and it started with Satan who rebelled against his master, God.

Africans have a spiritual explanation to virtually every phenomenon. This could be said to be the effects of African Traditional Religion. Kunhiyop (2008:377), explains one reason for this belief as, "it is not irrational; rather, it is a serious philosophical attempt to deal with the question of evil." Africans do not believe that something just happens; rather they believe that everything that happens has a cause. But the problem one might always have with them is, they are not after what caused it, but always who caused it, they are never concerned about the cause but the causer, hence the firm belief in witchcraft and even ill treatments of those accused of witchcraft. It is to this effect that Kunhiyop (2003:95) posits that; "the belief in witchcraft is the traditional way of explaining the ultimate cause of evil, misfortune or death." Stabell (2012:461) in defining his concept of witchcraft says; "witchcraft will refer to ideas about dangerous occult power in social contexts where misfortune is attributed by many if not most members of society to the alleged mystical powers of individuals referred to as "witches."

This concept of witchcraft is so prevalent in Africa, so much that even certain animals have been stigmatised. Animals like cats seen in the night are seen and regarded as agents of witchcraft. There are abundant stories of injuring cats or some other animals in the night and the next morning some old man or woman is seen with an injury same as that of the cat injured the previous night. In Africa, it is not a big deal at all to ascribe witchcraft to anything, not even just misfortune, even fortune and uncertainties. This suspicion is so strong that has injected a very high level of fears in the minds and hearts of Africans. This might be a reason for Wyk (2004:1201) to say that; "Throughout the ages, witchcraft has been one of the big problems of humanity." The events in Europe in a supposed cleansing of witches in the 15th to 17th century are evident to Wyk's claims. But it is important to note that the main problem was not even with the accused witches but the so called witch hunters and killers, who turned out to be the devil's instruments in violating the sacredness of human life.

As Kunhiyop (2003:97), will always say that one of the ways witchcraft beliefs have thrived in the minds of Africans has been majorly by tales told by either aged grandparents to the grandchildren or stories of confessions of repentant witches or accused witches. He puts it like this: "the African believes that witchcraft is proven by the scores of stories of the activities and confessions of the perpetrators and victims alike." This is the kind of environment every African child grows up in, of which the

writer of this paper is not an exception, and he will like to share some of his experiences.

**Identifying Witches and Those mostly Accused of Witchcraft**
It sounds absurd that witchcraft can actually be identified by the physical world, due to the spiritual meaning accorded it, because a popular adage which says "only a witch can identify a witch." Identifying witchcraft physically can only be excused by it philosophical justification or attempt to deal with evil. It is most times pathetic that those accused of witchcraft are mostly the vulnerable in the societies; people who cannot defend nor fight for themselves.

In Europe witches were tried in court rooms with witnesses just like Gies and Bunn (1997:3) narrate the story of two women who were convicted in a court and sentenced, "the women had been convicted in a trial by jury for the crime of witchcraft. Because their case was presided over by Sir Matthew Hale, by far the most renowned and respected judge of the time, and featured testimony by the prominent essayist, philosopher, and medical doctor, Sir Thomas Browne."

In Africa, it is a different ball game all together, witches are identified sometimes even just by looks, their nature, their character, gender, their predicaments, and even by age. To this end, Kunhiyop (2019:24-6) outlines those been accused as: "widows, parents of the diseased, elderly people, children, especially orphans, elderly women, and prosperous persons whose family members, especially children die."

The south-eastern part of Nigeria have most cases of accusing the widow of the deceased of killing her husband and calls her a witch. Such a widow is most times forced to face some inhuman fates. It is also within the same region that a prosperous person is very much likely to be accused of witchcraft especially with the death of his children. He is accused of using them for money rituals. Parents of the deceased are also not left out in this, in the sense that there is an erroneous belief that the witchcraft society one belongs to often requires him/her to sacrifice his/her most loved child or person. Elderly people are mostly accused of witchcraft with no proven evidence, but maybe that they mysteriously kill the young ones so as to stay alive maybe by adding up the years of the deceased to the accused elderly person. Orphans too are mostly accused of sacrificing their parents to the witchcraft society they belong to, hence the basis for accusing them. It is quite pathetic that women unlike any other person have suffered these accusations. Baloyi (2014:7) and Barstow (1998:7) believe that; "females are mostly blamed for witchcraft and given that over 80 percent of the victims were women, this is a surprising and, I believe, a disturbing conclusion**.**"

**Effects of accusation of witchcraft on the victims**

Accusation of witchcraft is as old as witchcraft itself, for Satan was accused of rebellion before he was punished together with his accomplices. Ever since, people in their scores have been accused of witchcraft and most times the accusations are not really the problem but the ill treatment and stigma they will have to live with all their life. The abuse has risen to such an extent that the punishment for been accused of witchcraft is death either by burning, beating or stoning.

The belief in witchcraft is in a quest to answer the questions of evil, and that most times when a misfortune occurs, the question is not what caused it? But who caused it, which has given rise to witch-hunting to which Kunhiyop (2019:16) says is a "major tenant of witchcraft," and has brought about the ill treatment and abuse of the accused persons or children which has long term damages on victims; it is this that AFRUCA (2009:4) terms "witchcraft abuse."

Wyk (2004:1202), also affirms that "witchcraft has been a major problem in Africa, with the rapid spread of witch hunting and witch killing." He has a strong advocacy against such evil vices that has been dehumanizing. Such dehumanizing effects takes the life of the accused witches or if they are left alive are left with physical, emotional and psychological scars from the injuries of the abuse they had to go through. Innocent victims sometimes end up questioning God's power and sovereignty most times, or blaming him for creating them the way he did, because in Africa, one's structure, disability or nature may likely draw the accusation of witchcraft to such a person with the predicament, just like twins where one time killed with allegations of being demonic. In Southern Kaduna at some point, any child born with down syndrome was tagged evil and thrown into the stream; it is believed that such a child will cause misfortune and will block the womb of the mother from conceiving again, though some still practice such, but in secrecy. AFRUCA (2009:2), outlines a number of ways that makes children vulnerable to witchcraft accusations and afterward witchcraft abuses to be:

1. Children with disability including autism, epilepsy, down syndrome and dyslexia
2. Children living away from home in private fostering situations as well as in domestic servitude situations
3. Children living with a step parent, with one of the natural parents absent or dead
4. Children whose parents have been branded as witches
5. Children who are "naughty", rude or have challenging behaviour or involved in delinquent activity

6.	Children with learning disabilities or mental health problems
7.	Left handed children
8.	Children who are geniuses or exceptionally bright
9.	Children living in broken homes

It is quite unfortunate that children who need love have been given hate, all because of unwholesome fears of misfortune which men seem not to find answers to. People who need love have been made not just to feel hated but to hate themselves and probably their maker. Children and people with such disabilities or abilities are to be cuddled and given the best treatment they can be given, those with extraordinary intelligence and abilities are to be given attention to help them develop their abilities for the good of the community, but they are on the other hand accused of witchcraft and abused. This has not just caused them to hate themselves but also their communities and families who have meted such abuse and evil on them. With this built hatred, they are inspired towards been more vile, and do evil to the community.  Some of these victims are not even given the chance to be reconciled to their maker before taking their lives. People who do these evils of abusing accused witchcraft have over time proven to be the real witches, because they too cause misfortune, and are supposed to be abused too, but if the circle continues like that, then the whole of humanity may almost be wiped out, and Satan will rejoice because, men instead of doing the bidden of their maker, are doing that of *Satan the grand witch*.

This brings to light Strączek (2014:n.p), discussing the concept of Rene Girard's "violence of all against all, and the violence of all against one of scapegoating." The first he believes disintegrates the community, while the second returns the community to unity. The violence "all against all" makes everyone a culprit and should be executed, but it vanishes the entire community, so in a bid to preserve the community the second is mostly adopted which is the violence "all against one," which makes just one the culprit and sacrifices that one in the stead of the entire community. This is prevalent in African Traditional Religion. In stances where there is a violation and the gods are angry with the community, and begin to inflict its members with plagues, most times, one person is accused of witchcraft or causing the plague and then offered as a sacrifice to the gods to appease their wrath to stop the plague.

It is quite pathetic that this tragic issue of witchcraft has not just stayed with African Traditionalists, pagans and people of other religions, but has crept into the church; the very body of Christ which are ambassadors of the heavenly kingdom. Years ago in the northern part of Nigeria, there used to be stories of women fellowship leaders or choir mistresses being witches in the church and are sometimes said to change forms into

pigs. One common story was that, one night sounds of music was heard from the church and when the pastor or someone went in to check who were playing the music, lo and behold, the women fellowship leader, choir mistress and some of her members in form of pigs. And so a basis was gotten as to why she was good at coordinating the singing in church always. This grew to stigmatise virtually every choir mistress who coordinated her singing group to sing well, and even virtually all women fellowship leaders, and a base for justifying the accusations was that, that is why they gossip a lot, most especially, if they fight amongst themselves a lot, or their children die. Talking of the plight of women as to the plight of accusation of witchcraft Newell (2007:461) relates the European history too. Barstow (1998:8) concurs to say "one must remember that European women as a group were first subject to criminal persecutions on witchcraft charges. Having been kept out of the courts because they were seen by law as minors, women suddenly were held responsible for their actions once witch allegations are made." Sean Redding (2004:525) also documents the report of Hammond saying "certain people are believed to be witches who possess familiars which are sent to harm enemy, they usually believed to be possessed by women and are possibly a feminine reaction in a strongly patrilineal, male-dominated society."

These accusations have dealt a great blow on the church and have given Satan the chance to bring confusion into the church of God. Satan has so taken this opportunity to put Christians in the forefront of the accusation of witchcraft and witch hunting which has birthed so many prayers and deliverance ministries. And as Newell (2007:461) puts it that; "One of the primary roles of Pentecostal churches in the Ivory Coast seems to be their ability to combat the forces of witchcraft in modern society." Having prayer and deliverance ministries is not bad at all, but what makes it evil happens to be the method at which they use to identify the accused witches. Some of them flog the accused victims with brooms and sticks; sometimes they threaten to kill them with the power of God quoting Exodus 22:18 which says, "*suffer not a witch to live*" just to make them confess. Most times victims of such torture and abuse are compelled to confess falsely just to be relieved from the strokes and tortures.

Cases of witchcraft abound in African communities. It is almost practically impossible to find a community without a case of witchcraft or its accusations. Stubborn children are mostly accused of witchcraft, especially if their parents are late; they are accused of killing them even, and are tortured to confessing. Kunhiyop has a story of a boy named Daniel who had same experience in one of his books who was almost been driven from school by the instigation of parents of other children in the same school as Daniel for fear that that children may be initiated, because he confessed to have been responsible

for the death of his father.

## Christian Religious Approach to Accusations of Witchcraft

The prevalence of witchcraft in African Traditional Religion has so much influenced Christians that even after accepting Christ to be Lord and personal Saviour, Christians still find themselves subscribing to its practices, beliefs, accusations and even witch hunting. In debunking Christian's reliance on African Traditional Religion for understanding witchcraft, Kunhiyop (2008:381) says; "our understanding  of witchcraft must not be based on stories but on the teachings of the Old and New Testament, both of which warns the people of God to have nothing to do with any form of witchcraft.

Learning from the right source makes learning effective. If only the church will let go of the old myths and stories of witchcraft told in ATR, and cling to the teachings of the Bible as to the issue of witchcraft, they will be able to deal properly with such issues even when they peradventure arise. Kunhiyop (2008:382), believes that, "witchcraft has nothing good to offer; it encourages disrespect for parents and children, disunity and hatred among families, and even murder." As accusation of witchcraft brings about witch hunting and ill treatment of the accused, children tend to disrespect their parents and call them all sorts of names if accused, some of the children may even be the ones who will anchor the abuse of their parents especially, if their kids have died or are dying, and same is likely to happen if the children are accused too.  It is to this end that Baloyi (2014:7) posits that "the fact that, by biblical accounts, witches exist does not imply that they should not be treated as human beings who have a right to live." It is evident that witchcraft as Kunhiyop posits has nothing good at all, because it divides the family and breeds hatred which Christ says is equal to murder already (Matthew 5:21-22). Martin (2008:465) is of the opinion that Christians must go beyond just knowing or learning the right attitudes towards witchcraft and its accusations, he asks "do we sit on the side-lines wringing our hands, quietly quoting Bible verses? Or do we learn the biblical position and then take definitive action?" Gibbs (2015:11) reports that after a session of teaching about the fates of accused victims "some people committed themselves to making sure that witchcraft accusations and torture will not recur in their area."   One of such action is what Bayoli (2014:8) calls "communal counselling."

The reason why the belief in witchcraft has thrived as discussed somewhere in this paper is to proffer solutions or find answers to the question of evil, suffering and misfortune. The major problem is the fact that people, mostly Africans are not

concerned with what the cause is, rather they are more concerned about who caused it. It is to this effect that Kunhiyop (2019:51-8) and Martin (2008:464) give biblical and theological causes of suffering to be: "sin, natural or physical causes; human and moral causes, supernatural causes, multiple and interrelated causes, no known cause, and finally he believes that death is the universal experience of all humans." One might be tempted to say supernatural causes are listed, so witchcraft is part, but the joy is that witchcraft is not the only one. There are other causes, and so Africans should not ascribe every misfortune or suffering to witchcraft. If Christians will understand this and subscribe to it, then maybe, more than half of humanity's problem will be done away with.

Christians need to understand and affirm the sovereignty of God over witchcraft, as Kunhiyop (2019:59) puts it: "the inspired Word of God affirms the personal; self-existent God who created the universe and all that is in it (Genesis 1:2). This God is transcendental and independent of the world. His personal presence and purposive action pervades the cosmos ongoingly." Christians need to see God as who he is. If God is this sovereign, mighty and powerful, he who created the universe and everything in it, and as the Scripture puts it that *the earth is the Lord's and it fullness thereof,* (Ps. 24:1), what can he not do for his children? the very ones he call his own. Felicia (2001) in Baloyi (2014:4) is disappointed with Christians who "fail to see the saving power of God and she calls such Christians double minded Christians who patronise witchdoctors and sorcerers so they will not be tormented." As Christians, resorting to witchcraft to find the cause of suffering and finding solution in witch hunting and abuse of the accused is rubbishing God of who he is and saying God is powerless and incapable to protect, provide and sustain his children even in a fallen world. Kunhiyop (2019:64) reiterates that:

> *"there is nothing, absolutely nothing that is facing us, either as individuals, communities, a nation or world that escapes the rule, power and direction of the God of biblical revelation. Anything that distracts from this clear teaching of Scripture is an aberration and dangerous for authentic living. The devil, our traditions, superstition, stories would want us to elevate certain individuals and institutions above God. Here it is then: the Bible puts everything under the sovereign power and will of God. Witchcraft is no exception."*

Christians are children of light called to show forth their light, the power and authority of Christ to this dark world. God is all powerful and his children must depend on him

and his power to deal with every challenge of life. Christians are to disciple the world by the power of God as stated in Matthew 28:18-20; and not be yoked with the distractions of witchcraft practices, beliefs and accusations.

## Conclusion

It is evident from the discussions in this paper that witchcraft is evil, and so is its accusations, hunting, and abuse. Christians and the society for whom Christ died for to salvage and set free from the power of sin and darkness are to distant themselves from every form of witchcraft beliefs and practices. God is sovereign over all, and should be the resort of Christians in difficult situations or times of suffering, not witchcraft or witch doctors. Just like Kunhiyop emphasizes that at the point of repentance people reject and denounce any affiliation to every evil practices, witchcraft inclusive. To this extent, nothing of witchcraft should be heard in the church or among believers. The reality of witchcraft is nevertheless undeniable, but the supremacy and sovereignty of God should be the beliefs and practices of Christians not witchcraft. With this, the Christian community will be ready and fit to play a major role in combating the ill treatment and abuse meted on accused persons. For life is sacred and should not be taken by unlearned and angry mobs on the basis of witchcraft allegations.

## Recommendations

1. Pastors and Christian leaders should teach their congregation on the power and sovereignty of God over all of life, so that they do not resort to witchcraft when faced with difficult situations of life.
2. Pastors, Christian leaders and the legal practitioners should engage in mass literacy programmes to inform people about the sanctity and dignity of life, disabusing the public and society from the jungle justice of killing accused victims. The public should be continually reminded that no one is permitted to take the laws into their hands.
3. The Christian church must trust God for strategies on how to deal with witchcraft issues adequately, and strictly adhere to biblical injunctions in so doing.
4. Parents should train their wards on the way of the Lord and monitor the children they play and relate with to avoid having their wards meddling in affairs that have to do with witchcraft.
5. The Christian Association of Nigeria (CAN) and the Pentecostal Fellowship of Nigeria (PFN) should regulate the affairs of the so much proliferated deliverance ministries so as to minimize or end the abuse of witchcraft accused victims.

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# IMPACT OF DISCOVERY LEARNING STRATEGY ON ACADEMIC PERFORMANCE AMONG UPPER BASIC SCIENCE II STUDENTS IN KADUNA SOUTH LOCAL GOVERNMENT AREA OF KADUNA STATE, NIGERIA.

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## Abstract

This study titled Impact of Discovery Learning Strategy on academic Performance among Upper Basic Science Students in Kaduna South LGA of Kaduna state, Nigeria. The Design of the study was Quasi-Experimental design. The population comprised all the Basic Science Students from public junior secondary schools in Kaduna South LGA. Sample of 175 students from two randomly selected coeducational schools were used for the study. The Experimental Group was taught Basic Science Concept using Discovery Learning Strategy, while the Control Group was taught the same concept using Lecture Method. A validated Instrument called Basic Science Performance Test (BSPT) with a reliability coefficient of 0.88 was used for the data collection. Two research questions and two null hypotheses were formulated to guide the study. Inferential statistics were used to test the null hypotheses at $P \leq 0.05$ level of significance. Findings among others revealed that there is statistical significance difference between the Experimental Group and the Control group in favour of the experimental group among others, the researcher thus concluded that discovery Learning Strategy was found to be helpful in changing students' performance. It was therefore recommended among others that Junior Secondary school Basic Science Teachers should endeavor to use discovery learning strategy to improve students' Performance in Upper Basic Science.

**Keywords**: Science Education, Basic Science, Discovery Learning Strategy, and Performance

## Introduction

Science is a great enterprise which nations depend on, in-order to advance technologically. Science therefore, is receiving much emphasis in education because of its significance and relevance to life and society. According to Ezeh (2013), Science is both a process (scientific method) and a product (knowledge, fact and principles). Both the process and product of science are acquired through education and this is specialized type of education such as science education. Science plays important role in the society because it relates to our daily life and career. The importance of science and technology to national development in the life of any country cannot be over emphasized. This is because knowledge and skills in science and technology are very vital in the development of any society. Mulemwa (2005), points out that, the fast changing applications of science and technology and the global reliance on its processes and products in all areas of human endeavor have made them invaluable that any society or country without them risks being alienated from the global village. This means that for an individual to be well-grounded in science, and competent enough to face the challenges of life in his society, he or she must have gone through a science programme that is well planned, assessed and implemented.

Basic Science is one of the subjects taught in Nigerian Junior Secondary Schools. It is a subject meant to provide a solid foundation for the Senior Secondary Science subjects like Biology, Chemistry and Physics (Gadzama, 2012). Basic science aims at providing an integrated approach to the teaching of science, stressing the fundamental unity of its branch disciplines. Academic performance as observed by Shaibu (2017) is the exhibition of knowledge attained or skills developed by students in a subject designed by test scores assigned by teachers. It is influenced by a number of factors according to Salisu, (2016) such as instructional materials available, class size, qualification and experience of science teacher, teaching strategies employed among others. However, observations from the Basic science classrooms reveal that most teachers do not adopt instructional techniques and strategies that could stimulate students' performance (Olorukooba & Lawal, 2010). Basic Science pedagogy like in any other science subject revolves around the practical, but the theoretical teaching and rhetoric learning within the contemporary Nigerian classrooms have become obstacles in the bid to transform the knowledge of Basic Science into achievements (Banfe, 2013). According to Adamu (2021), poor teaching method is the genesis for students' poor academic performance in Basic science.

Therefore, there is need to look for a reliable teaching technique that will improve students' performance in basic science and science as a whole. Hence, this study intends to see if discovery learning strategy will improve students' performance in basic science.

Discovery method is a method of teaching which offers learners the opportunity to discover scientific facts, concepts and principles for themselves rather being told. According to Suryosubroto (2009), discovery method is a component of educational practice that covers teaching methods that promote the way of active learning, process oriented, self-directed, self-seeking, and relative so that the learning which is done by self-finding, self-investigating, it will last long in students' memory. Discovery learning gives learners the opportunity to discover and learn science from their own participation. The teacher is not only the manager in the class, but moreover the teacher acts as a mentor and facilitator who direct the students in building their own knowledge by giving the problems to be solved through scientific steps.

In view of the importance of basic science in all fields of sciences, the poor performance and of students in the subject at junior secondary school levels have been source of concern to education stake holders and government at different times. Results on students' performance in Junior Secondary School Certificate Examination (JSSCE) in basic science over the year have not been commendable as reported by the chief examiner. Table 1.1 represent the performance of basic science students in JSSCE from 2015-2021

**Table 1 Students Performance Trends in (JSCE) results of Basic Science 2015-2021.**

| Year | No of students that sat for the exam | No. of Students pass with (A1-C6) | % of Students that Pass (A1-C6) | No. of Students that Failed (D7-F9) | % of Students that Failed (D7-F9) |
|---|---|---|---|---|---|
| 2015 | 4311 | 1132 | 26.26% | 3179 | 73.74% |
| 2016 | 3982 | 1894 | 47.56% | 2088 | 52.44% |
| 2017 | 4321 | 1606 | 37.17% | 2715 | 62.83% |
| 2018 | 4669 | 2113 | 45.26% | 2556 | 54.74% |
| 2019 | 5176 | 2198 | 42.47% | 2978 | 57.53% |
| 2020 | 7913 | 2453 | 31.68% | 3132 | 69.32% |
| 2021 | 8666 | 2513 | 43.53% | 2943 | 56.47% |

**Source: Ministry of Education, Kaduna State, Nigeria.**

Result in Table 1 revealed that, there is dwindling performance of students in the previous years. Consequently, from the foregoing, if students are left unchecked and the same poor result continues, the Nigeria's dream of technological buoyancy and subsequent development would be a mirage. It is in the light of the above situational problems that this study seeks to see if discovery method of teaching will improve basic science students' performance in Kaduna South LGA of kaduna state, Nigeria.

## Objectives of the Study

The main objective of the study is to investigate the impact of discovery learning strategy on academic performance of upper Basic science students in Kaduna South LGA of Kaduna state, Nigeria.

I. Examine the effect of discovery method on student's academic performance in some selected Basic science concepts.

ii. Investigate the effect of discovery method on male and female student's academic performance in some selected Basic science concepts.

## Research Questions

The following questions were formulated to guide the study:

I. What is the difference between the mean academic performance scores of upper Basic science students taught some selected Basic science concepts using discovery learning strategy and those taught the same concept using lecture method?

ii. What is the difference between the mean performance scores of male and female upper Basic science students taught Basic science concepts using discovery learning strategy.

## Null Hypotheses

The following null hypotheses were tested at $P \leq 0.05$ level of significance:

**HO$_1$:** There is no significance difference between the mean academic performance scores of upper Basic science students taught some selected basic science concepts using discovery learning strategy and those taught the same concept using lecture method.

**HO$_2$:** There is no significance difference between the mean academic performance scores of male and female upper Basic science students taught some selected Basic science concepts using discovery learning strategy.

## Significance of the Study

This study will hopefully give an insight on the impact of discovery learning strategy on academic performance of upper Basic science students' in Kaduna South LGA of Kaduna state, Nigeria. The study will also reveal how discovery learning strategy will benefits; Basic Science Teachers, Basic Science Students, Parents, Curriculum Planners, Educational Administrators, and Non-Governmental Organizations (NGOs) among others in teaching and learning of science subjects at all level of education, the challenges encountered, the progresse and how to improve the teaching and learning in science education.

**Methodology**

The study employed Pretest Post-test Quasi Experimental control group design. The study involved experimental group taught using discovery learning strategy and a control group taught using lecture method. Both the Experimental and the Control groups consist of Male and Female students. The groups were pretested ($O_1$) on their Academic Performance before the administration of treatment to ensure their equivalence. The two groups were taught some selected Basic science concepts for a period six (6) weeks. The Experimental group was taught using discovery learning strategy while the Control group was taught using Lecture Method ($X_0$). Post-test ($O_2$) was administered after the treatment to determine the effect of discovery learning strategy and lecture method on students' academic performance in some selected Basic science concepts. The research design is presented in the figure 1 respectively.

$$EG \longrightarrow O_1 \longrightarrow X_1 \longrightarrow O_2$$

$$CG \longrightarrow O_1 \longrightarrow X_0 \longrightarrow O_2$$
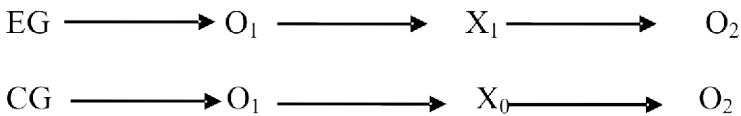
**Figure 1: Research Design.**

**Keys:**

EG: Experimental Group   CG: Control Group        $X_1$: Treatment

$X_0$: No treatment            $O_1$: Pretest            $O_2$: Posttest

The population of the study comprised all the second year Public Junior Secondary Schools (JSSII) in Kaduna South LGA of Kaduna state, Nigeria. Kaduna South was chosen for this study because of the large number of students' enrolment comprises single and co-educational schools.

Purposive and Simple Random Sampling Techniques were used in the study. Co-educational schools were purposely selected from the population due to gender involvement in the study. Four schools were randomly selected in the zone for participation. A general Basic Science Performance Test (BSPT) was administered to Basic Science II Students in each of the four schools selected from the zone to determine their equivalence in terms of Academic Performance. This was achieved by subjecting the students' scores to Analysis of Variance (ANOVA) and Scheffes post hoc test. ANOVA was used to determine the existence of any significant difference in the selected schools while the Scheffes Post Hoc test was used to separate the schools and determine which schools were significantly or not significantly different. Two

schools were found to be relatively similar statistically. The status of the schools was then determined by simple coin tossing. As a result of this exercise, one school became the experimental school and the other one became the control school. The total number of the male and female students from the two co-educational sampled schools chosen were 175 and this is in line with Usman (2010) who suggested that the sample of 175 was in line with Central Limit Theorem (CLT) which recommended a minimum of 30 subjects as adequate sample size. The experimental group were also labelled "School A" while the control school was labelled "School B" respectively. Because of the large number of students in the sample schools, one Arm was randomly selected and used from each of the selected school respectively. Table 1 represent the sample for the study.

**Table 2: Sample of the Study**

| S/n | School Name | Groups | Number of Students | | Total |
|-----|-------------|--------|------|--------|-------|
| | | | **Male** | **Female** | |
| 1 | School A | Experimental | 48 | 39 | 87 |
| 2 | School B | Control | 52 | 36 | 88 |
| **Total** | | | **100** | **75** | **175** |

For the purpose of this study, one instrument namely Basic Science Performance Test (BSPT) was used for data collection.

BSPT Consists of 40 multiple choice items with four options (A-D). Three among them are distractors while the other one is the correct option; it was developed by the researcher to determine the Academic Performance of Students in Basic Science. The instrument was validated by the panel of experts from science education to: Check the clarity of the statement, Check whether the time allocated to the instrument was sufficient., Check the Content of the test item if it is appropriate to the objectives of the study, Verify if the language used is at the same level with the ability level of the respondents of the study. Their comments, corrections, suggestions and recommendations regarding the face and content validity of the test items were noted and they helped in producing the final version of the Instrument.

The Instrument was pilot-tested in one of the schools that is part of the population but not among the sample of the study to determine its reliability. And the reliability was found to be 0.88 which is fit for the study based on the recommendations of Olayiwola (2010) that the closer the reliability is to o.1 the more reliable it is, and the closer the reliability is to 0, the more unreliable it is.

The experimental group was taught using the following steps:

**Step One: Asking:** The students ask questions at this step about the concepts/topic of discussion after the teachers' introduction of the lesson

**Step Two: Investigation:** At this step the students collect information about the concepts/topics. They make observations about what they discovered. And made an experiment to find out the accurate solution to the observed problem.

**Step Three: Creating:** At this step the students synthesized, made links and wrote a report based on their discovery about the concepts/topics

**Step Four: Discussion: T**his is the step where the students shared ideas and confronted ideas of themselves based on their discovery about the concepts/topics.

**Step Five: Reflection: T**his the point at which the students examined the results of their discovery and also asked further questions and made adjustment where needed.

The collected data were analyzed using descriptive and inferential statistics.

**Results**

The main objective of the study is to investigate the impact of discovery learning strategy on academic performance of upper Basic science students' in Kaduna South LGA of Kaduna state, Nigeria.

The data collected were answered and analyzed using descriptive statistics and inferential statistics using Statistical Package of Social Science (SPSS) and the level of significance adopted for rejecting or retaining the stated hypotheses were set at $P \leq 0.05$ level of significance. Results obtained are presented as follows. Table 4.1.

**Research Question One:** What is the difference between the mean performance scores of upper Basic science students taught some selected Basic science concepts using discovery learning strategy and those taught the same concept using lecture method? To answer the research question 1, the data generated via Basic Science Performance Test (BSPT) were subjected to descriptive statistics of mean and standard deviation and the summary of the result is presented in Table 3:

**Table 3. Mean and Standard Deviation of the Performance Scores of Students in the Experimental and Control Groups.**

| Factor | Groups | N | Mean | Std. D | M. df |
|---|---|---|---|---|---|
| Mean Performance | Experimental | 87 | 36.5 | 2.22 | 5.9 |
| | Control | 88 | 30.6 | 2.64 | |

From the descriptive statistics in Table 3, among the Experimental group the mean performance score for students in the Experimental group was 36.5 and a standard deviation of 2.22. While the mean performance score for the control group was 30.6 and a standard deviation of 2.64 with the mean difference of 5.9 respectively. This indicates that there is difference in the mean performance scores of experimental group and the control group when taught using discovery learning strategy and those taught using lecture method in favour of the experimental group respectively.

**Null Hypothesis One:** There is no significance difference between the mean performance scores of upper Basic science students taught Basic science concepts using discovery method and those taught the same concept using lecture method. In order to test the null hypothesis one, the data generated via Basic Science Performance Test (BSPT) were subjected to independent sample t-test statistics. The results obtained were computed and presented in Table 4.

**Table 4. Summary of t-test on the Difference Between the Mean Performance Score for Experimental and Control Groups.**

| Factor | Group | N | Mean | Std. D | M.d | D.f | T-cri | T-cal | P-val | Remark |
|---|---|---|---|---|---|---|---|---|---|---|
| Mean Performance | Experimental | 87 | 36.5 | 2.22 | 5.9 | 173 | 1.96 | 15.9 | 0.01 | Sig. |
| | Control | 88 | 30.6 | 2.64 | | | | | | |

Significant at $P \leq 0.05$ level of significance.

Results of the independent t-test statistics in Table 4 shows that there is significant difference between the mean Academic Performance scores of experimental and control group in favour of the experimental group. Reasons being that the T- critical of 1.96 is less than the T-calculated of 15.9 and the P-value of 0.01 is less than the adopted 0.05 alpha level of significance at degree of freedom (df) 173. This confirmed that the significance difference is in favour of the experimental group. This is as a result of the treatment discovery method on students in the experimental group. Therefore, the null hypothesis that stated there is no significance difference between the mean

performance scores of upper Basic science students taught some selected Basic science concepts using discovery learning strategy and those taught the same concept using lecture method is hereby rejected.

**Research Question Two:**
What is the difference between the mean performance scores of male and female upper Basic science students taught some selected basic science concepts using discovery learning strategy? To answer this research question, the data generated from Basic Science Performance Test (BSPT) were subjected to descriptive statistics of mean and standard deviation and the summary of the result is presented in Table 5

**Table 5: Mean and Standard Deviation of the Performance Scores of Male and Female Students' in the Experimental Group.**

| Factor | Gender | N | Mean | Std. D | M. df |
|--------|--------|---|------|--------|-------|
| Mean Performance | Male | 48 | 36.5 | 2.25 | 0.1 |
| | Female | 39 | 36.4 | 2.22 | |

From the descriptive statistics in Table 5, among the Experimental group the mean performance score for male students' was 36.5 with a standard deviation of 2.25. While the mean performance score for their counterparts in the same group female students was 36.4 with a standard deviation of 2.22 and mean difference of 5.9 respectively. This shows that there is relatively difference between the mean performance of male and female students in the experimental group.

**Null Hypothesis Two:** There is no significance difference between the mean performance scores of male and female upper basic science students taught some Basic science concepts using discovery learning strategy. In order to test the null hypothesis two, the data generated via Basic Science Performance Test (BSPT) were subjected to independent t-test statistics. The results obtained were computed and used to draw Table 6

**Table 6: Summary of t-test on the difference between the Mean Performance Scores for Male and Female Students' in the Experimental Group.**

| Factor | Gender | N | Mean | Std. D | M.d | D.f | T-cri | T-cal | P-val | Remark |
|---|---|---|---|---|---|---|---|---|---|---|
| Mean Performance | Male | 48 | 36.5 | 2.25 | 0.1 | 85 | 1.96 | 1.91 | 0.06 | N.S. |
| | Female | 39 | 36.4 | 2.22 | | | | | | |

Significant at $P \leq 0.05$ level of significance.

Results of the independent t-test statistics in Table 6 shows that there is no significant difference between the mean Academic Performance scores of male and female students in the experimental group. Reasons being that the T- critical of 1.96 is greater than the T-calculated of 1.91 and the P-value of 0.06 is greater than the adopted 0.05 alpha level of significance at degree of freedom (df) 85. This confirmed that there is no significance difference among male and female students in the experimental group. This is as a result of the treatment of discovery learning strategy on students in the experimental group. Therefore, the null hypothesis that stated there is no significance difference between the mean performance scores of male and female upper Basic science students taught in some selected basic science concepts using discovery learning strategy is hereby retained.

**Discussion of Findings**

The results in Table 6 showed that statistically significant difference exist between the mean performance of experimental and control group in favour of the experimental group. The rejection of the null hypothesis indicate that significant difference exist in the mean academic performance scores of upper Basic science students taught using discovery method and those taught the same concepts using Lecture method. This is due to the fact that discovery method enable the students to discover solutions to a given problem themselves. Unlike the Lecture method which is teacher centered. Student's active participation in learning leads to a more concrete learning which translates to better academic performance. This finding is in support of the findings of Muhammad (2010), who concluded from his findings that discovery method improved the performance of students significantly when compared to lecture method.

The results in Table 6 showed that statistically significant difference does not exist between the mean performance of male and female students in the experimental group, therefore, the null hypothesis was retained. The retaining of the null hypothesis indicate that significant difference does not exist in the mean academic performance scores of male and female upper Basic science students taught using discovery

learning strategy. This is due to the fact that discovery learning strategy enable the students to discover by themselves solutions to any given problem. This finding is in support of the finding of Dajal, (2019), who concluded from his findings that discovery method improved the performance of both male and female students significantly. However, the finding is in disagreement with the finding of Effiong, (2014), who concluded from his findings that the performance of male students improved significantly different compare to female student's performance.

## Conclusions

Based on the findings of this study academic performance of Basic Science students in Basic science concepts can be improved by the use of Discovery learning strategy because it was discovered that the academic performance of both male and female Basic science students taught Basic Science concepts using discovery learning strategy improved significantly.

## Recommendations

Based on the findings of this study, the followings recommendations were made;

i. The use of discovery method should be encouraged among Basic science teachers for teaching Basic science Concepts and other relevant concepts in order to make learning more meaningful and effective. Thus, it is obvious from the findings of this study that discovery learning strategy was effective in improving academic performance of basic science students.

ii. Professional bodies such as Federal and State Ministries of Education should organize seminars and workshops in order to encourage Basic science teachers to implement the use of discovery method for teaching and learning processes in the various concepts in the curriculum

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# PROMOTING ENTREPRENEURSHIP THROUGH VOCATIONAL BUSINESS EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT

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## Abstract

*This paper examined business education as having the potentials for promoting and encouraging entrepreneurship in the nation because; it equip its recipients with skills for identifying viable business opportunities, proper business management, financial management, proper marketing and avoidance of business failure. Business education is described as an education for business and about business. It equips its recipients with creative skills that would make them to perform well as entrepreneurs. Entrepreneurship is encouraged on the rational that it leads to self-employment, help in curtailing un-employment and contributes immensely towards development of the nation. As well as creating wealth through skill acquisition. This paper concludes that, if Nations really want to encourage entrepreneurship, curtail unemployment, and ensure that business ventures continue to be in operation, business education should be taken very seriously. Furthermore, the following recommendations were made which include: Youths should be encouraged to study business education, only business educators should be allowed to teach business education, and entrepreneurs that lack business education skills should be encouraged to acquire the skills, issues and challenges of business education should be taken care of.*
***Key words** – Entrepreneurship, Vocational Business Education, National Development.*

## Introduction

It is the desire of every society to achieve a sustainable level of economic development. This could be possible through embarking on entrepreneurial activities by the citizens of the society. This is because the public sector cannot single-handedly drive in the desired level of development. Furthermore, the success of a society in entrepreneurship. depends on skills (education) acquired by the entrepreneurs. This owes to the fact that education leads to creativity. Education also equip and individual

(person) with relevant skills which would lead to better performance in his or her chosen career. In line with this, vocational business education is a course of study that moves with time in order to achieve a sustainable national development. It has the potentials to promote entrepreneurship. Business Education according to Igwe (2017) is a subject of vocation education which provides the recipients with skills, competences, and attitude and general knowledge to enable the individuals live, function, imbibe and appreciate the present. Edokpolor and Egbri (2017) had stipulated that the actual goals of business education shall be to, prepare students for specific career in office occupations, equip student with the requisite skills for job creation and entrepreneurship and expose students with knowledge about business, including a good blend of computer technology, which incorporates Information and Communication Technology (ICT). They further explained that the first two goals involve education for business which is aimed at equipping recipients with requisite attributes to become gainfully employed in the world of work, whereas the later address education 'about' business which aimed at providing a sound basis for further studies at the graduate and post-graduate level. From the foregoing definitions, it becomes obvious that business education prepares one to become an entrepreneur, leader, administrator, manager and a responsible citizen. In this respect, business education has a very definite vocational objective. The course contents, such as typewriting, principles of accounts, office practice, data processing, shorthand and marketing taken in the secondary and tertiary institutions, provide the necessary skills and knowledge to secure initial employment in business and serve as benchmark for further study and advancement in the world of work.

The number of graduate turnout from different institutions every year is at the increase without corresponding jobs. After graduation, most graduates roam the streets in search of non existing jobs or jobs that are few in supply. Consequently, there is wide spread of poverty in the country because of unemployment. Dangana (2006) believed that the country is richly endowed with man human resources, natural and material, yet many people are still poor. The improvement of the country's economy will depend largely upon how the country reorients itself towards achieving sustainable national development. Sustainable development that meet the needs of present without compromising the ability of the future generations to meet their own development is based on improving the quality of life for all without increasing the use of our natural resources beyond the capacity of the environment to supply them indefinitely. Illemobode (2011) maintained that sustainable development reminds people about what is needed to understand and find innovative ways to change institutional structures and influence individual behavior. The goal of business education is primarily to produce competent, skillful and dynamic businessman and woman, and office administrators that will effectively compete globally in business. Skills,

innovation and expertise are the cornerstone of profitability and economic growth which is hinged on education.

The business education graduates are expected to apply the skills acquired in entrepreneurship, marketing, and others in general. These actions if undertaken, would have led to job creation and poverty reduction in the country thereby paving way for economic growth and development. Individual citizens and groups should be aware of the fact that no nation can survive without innovations. There is therefore need for new philosophy and orientation by the school graduates in approaching the changing nature of the economy. There is need for new concepts, methods and techniques of fruitful existence and co-existence. Nwaosa, Ojohwoh and Jegbeform (2013), stated that what is at stake now is the grim reality facing "a survival of the fittest" syndrome either you work it yourself or you perish. It is in this context that this paper addresses promoting entrepreneurship and innovative issues for sustainable national development through vocational business education.

## The Concept of Business Education

Igwe (2017) defined business education as a subject of vocational education which provides the recipient with skills, competencies, attitude and general knowledge to enable the individuals live, function, imbibe and appreciate the present. Furthermore, Akaeze (2014) described business education as that which equips its recipients with creative skills that would make them to perform well as entrepreneurs.

Also Abdullahi in Akaeze (2014) defined business education as an aspect of total educational programme which provides the recipient with knowledge, skills, understanding and attitude needed to perform well in the business world as a producer or consumer of goods and services. The National Open University of Nigeria (2008) also defined business education as an aspect of vocational education that equips people with necessary skills and theoretical knowledge needed for performances in business world either for job occupation or self-employment.

From the various definitions of business education enumerated above it is clear that business education is concerned with the acquisition of skills, competencies, knowledge, attitude and creativity for personal adjustment in society as an employer, employee, a producer or consumer of goods and services. The paper sees business education as an eye opener for business.

## Concept of Entrepreneurship

Entrepreneurship is a multi-disciplinary concept. Aruwa (2006) states that the concept of entrepreneurship is not restricted to business or economic operation. It is also obtainablein non-business operations. He however stated that in the business cycle,

entrepreneurship is a distinct resource and a necessary condition for business success. According to Igwe in Adeyeye (2008), entrepreneurship has to do with the process of bringing together creative and innovative ideas as well as management and organizational skills so as to be able to integrate man, machineries and other organizational resources for the purpose of satisfying the identified needs of the customer, thereby creating wealth. Similarly, Kutatko and Hodgett in Mainoma and Aruwa (2008) are of the conviction that entrepreneurship is a dynamic process of vision, change and creation which requires the use of energy and passion for the purpose of creating and implementing new ideas and creative solution. Finally, Hisrich and Brush in Mawoli and Aliyu (2010) define entrepreneurship as the: "process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risk, and receiving the resulting rewards of monetary and personal satisfaction and independence."

From the foregoing, it could be deduced that entrepreneurship is all about:

    i.   Identification of business opportunities
    ii.   Creativity and innovativeness
    iii.   Bearing risk to utilize opportunities or implement a new plan(s)
    iv.   Good management skills
    v.   Wealth creation

It should be noted that entrepreneurship is a risky venture, but yet, some people choose to become entrepreneurs. This choice may be due to the desire of becoming independent, personal and professional growth, profit making and ultimately contributing their quotas to the development of their societies.

This paper sees entrepreneurship as the ability to embrace reasonable risk by identifying viable business opportunities and explore.

**The Concept of Sustainable Development**

In order to clearly explain the concept of sustainable development, it is important to define, first the term. "Sustainable" and "Development". According to the Oxford Dictionary of English, sustain means to strengthen or support physically or mentally, cause to continue for an extended period or without interruption on the other hand. It defines development as a specific and state of growth or advancement. Therefore, putting the two meanings of sustainable and development together, sustainable development implies a continuous state of growth or advancement for an extended period. Sustainable development has also been defined as the development that meets the need of the present without compromising the ability of future generations to meet their needs (Data Revolution World 2020).

It is important to emphasize here that sustainable development stems from the present to project the future. The desired result of sustainable development is a state of human

living conditions in society and the use of resources to meet human needs while preserving the ability of future generations to meet their own needs.

## Business education and entrepreneurship promotion

As noted earlier, Business education is an education for and about business. Entrepreneurship also focuses on identification and utilization of business opportunities, setting up and properly running an enterprise. Based on these, the following are the ways through which Business education can promote entrepreneurship in Nigeria:

## Identification of viable business opportunities

Business education equips the recipients with skills that would enable them to identify viable investment opportunities in their societies. Through this, they would be able to see opportunities where others see chaos. It would also equip them with skills that would make it possible for them to use the SWOT (strengths, weaknesses, opportunity and threats) analysis to function well as entrepreneurs. With this background in mind, it could be observed that Business education could promote entrepreneurship by prompting people to strive towards the utilization of the identified opportunities through taking calculative risks.

## Skills for financial management

Accounting education is an integral part of Business education. It is thus, a potent tool for promoting financial prudence and business success. According to Adamu (2009), the inability of some small and medium-scale entrepreneurs to keep financial records negatively affect the growth of their businesses, ability to secure loans from financial institutions and determination of cost and profit. The knowledge of Business education would therefore help towards proper keeping of financial records. It would also guide the entrepreneurs in cost analysis, inventory control and profit determination.

## Utilization of proper marketing skills

Inculcation of marketing skills is among the focus of Business education. According to Gidado (2011), marketers conduct surveys leading to the identification of people's needs and wants and develop products that would meet those needs and wants. This implies that Business education could promote entrepreneurship through making entrepreneurs to properly perform their entrepreneurial functions. This is because the knowledge of marketing would prompt them to make good use of the four-ps of marketing namely; product, price, place and. promotion. it is expected that this would lead to the development of sound product idea which would be translated into an acceptable product in the market. Similarly, if it is a business of trading, an understanding of the product mix will make an entrepreneur to procure products that

will be appealing to the customers. Finally, acquisition and utilization of the right marketing skills will promote entrepreneurship by leading to proper and acceptable pricing of the product, making it available at the right place and time as well as using the right promotional technique(s) to stimulate customers to buy the product.

## Skills for proper business management

Management is crucial to the success of any entrepreneurial effort. As deduced from Aruwa (2006), managerial incompetence of some Nigerian entrepreneurs is among the problems of entrepreneurship in Nigeria. Business education can therefore help in ameliorating this problem and thus a tool for promoting entrepreneurship. This is because attaining proficient skills in economics and management is among the aims of Business education. The acquisition of requisite management skills would make both current and potential entrepreneurs to successfully manage their ventures through the processes of planning, organizing, directing and controlling the available human and material resources. Similarly, their knowledge of economics is expected to make them to be rational and also ensure proper allocation and utilization of the available resources.

## Avoidance of business failure

It is the desire of every entrepreneur to ensure that his business survives as a going-concern. But some business ventures do not last long. According to Gana (2001), once a business ceases to be in operation, it is said to have failed. Based on the nature of Business education, it has the potentials of helping entrepreneurs to avoid business failure. This owes to the fact that it equips its recipients with skills for identifying the symptoms of business failure. Some of these symptoms include; declining sales, deteriorating working capital, declining profit and high debt ratio. With this information in mind, the entrepreneurs stand the chance of avoiding the failure of their businesses.

## Competencies Required in Business Education for Sustainable Economic Development

Policy statement number 71 of the policies commission for business and economic education identified competencies provided by business education as critical element for sustainable development. These include:

1. **Accounting Competence:** According to the policy statement knowledge of accounting enables the individual manage organizations financial resources, understand how accounting procedures can be applied to decisions about planning organizing and allocating personnel and financial resources.
2. **Business Law Competence:** Business law establishes business relationships among business partners and clients. The statement exposed believed in ability

of skill in business law assists the business professional to analyze the relationship between ethnics and the law in conducting of business in the national and international market place, understand the laws affecting businesses, families and individual consumers.

3. **Career Development Competence:** Business education is a lifelong education. In Nigeria, it begins at the junior secondary school where it is referred to as a pre-vocational elective, as provided for in the National policy in education.

## Entrepreneurial Effects in the Growth and Development of Economy

The contribution of entrepreneurial to economic growth and development. Carree and Thunk (2002) has provided five stands of empirical evidence to show their involvement. The first evidence mainly deals with the turbulence effect of entrepreneurship on National or economic development. Turbulence can be viewed as the total entries and exists in region or industries and can easily be interpreted as one of the powerful indicators of entrepreneurial activities. The effect and changes in size distributions in regions represents the second stand of evidence as identified by distribution and its ultimate effects can have a significant impact on economic development (Carree etal – 2002) Thirdly, the number of market participants in any country will finally have an important impact on economic development and this is recognized as another strand of evidence of the role of entrepreneurship in economic expansion (Chell and Ozkan (2010).

## Socio-Economic Benefit of entrepreneurship in a Country

It is also accepted that the institution that is economic agent (Including entrepreneurs) operation in political legal and cultural, directly influence their activity and hence economic development. Economic development; the profit made by entrepreneurs, payments for the various factors of production by the entrepreneur flow as an increase into the national income. The entrepreneurial activities contribute about 37% to the Gross Domestic Product (GDP) and this makes it the second largest contributor to GDP. Entrepreneurship improves standard of living through innovation. Entrepreneurial activities reduce rural urban drift. One of the primary objectives of promoting entrepreneurship in developing countries is to mitigate Rural –urban drift syndrome. To crown it all, the importance of entrepreneurship to economic development cannot be over-emphasized in the voice of Okonji (2009).

## Entrepreneurship provides New Job Opportunities in the short and long Term

Africa economic outlook 2017 shows that about 22 percent of Africa's working age population is starting a new business, of which Africa is the most rated in the world and companies provides most of the job in African continent formal sector. Meanwhile,

about 44 percent of African entrepreneurs start business to utilize the chances in the market, although about 33 percent adopt this as a means of surviving because of the level of unemployment in Africa. Entrepreneurship is the beginning of a fresh start of citizen's financial empowerment that will help provide most of poverty stricken families with employment.

Unemployment is one of the highly proven challenges that are viewed to have a lot of effect on the sub-Saharan African countries with a high number of the affected population being under 25 youth who are unemployed.

Entrepreneurship stimulates employment growth by generating new jobs when entrepreneurs enter the market, Alexander (2014). Research has shown that many sub-Sahara economies are experiencing slow growth. They are exacerbated by the fiscal crisis; unemployment persists in developing labour markets, and despite sweeping government stimulus packages directed at large institutions, entrepreneurship emerge as one of a few sources of economic activity that can successfully contradict these trends (Perkins, Radelet, Lindaver, Block (2012).

The United States can be taken as an example of how efficient entrepreneurship can create employment and reduce poverty. For Africa countries to be committed to promoting sustainable job creation; they must foster entrepreneurship. Sub-Sahara African countries most demographical populous continent which accounts for more than half of her population under age of 25yrs and youth unemployment is the largest in absolute terms when compared with other parts of the world. Job creation for the younger generation is still lingered to be a bottle neck and it is the most critical issues for the future, according to the world Bank (2015). 600 millions jobs are required in the next one half decades in other for catching up with the growing global workforce majorly among mainly in Asia and sub-Sahara Africans, however, most of these formal jobs in developing economics are created within the arms of entrepreneur, Alexander (2014).

This shows that there is significant relationship between entrepreneurial growth and economic prosperity. Entrepreneurship can tap into the growing pool of African's youth, who are increasingly skilled and competitive meanwhile regional country has not significantly reducing poverty among youth without experiencing unemployment. In reducing poverty in sub-Sahara, development economic and economic history have previously given series of meaning to poverty and its solution such as (2011) Review Mccloskey (2010) strength economic prosperity and poverty reduction. Scientific scholars have often geared attention on scale and scope economies and maximizing output Naim (2013).

**Conclusion**

Business education is a skill-based course which inculcates entrepreneurial skills in the recipients. Entrepreneurship on the other hand, deals with creative identification and utilization of business opportunities. This paper establishes that Business education has the potentials of promoting entrepreneurship in Nigeria since it could lead to the acquisition of skills for identifying viable investment opportunities, proper marketing, financial management, proper management and avoidance of business failure. The implication of this work is that, for Nigeria to encourage entrepreneurship, reduce unemployment and help the practicing entrepreneurs to be successful and achieve the aim of making their ventures to be going-concerns, Business education should be taken serious and highly encouraged. Otherwise, the dire need of Nigeria to encourage self-employment through entrepreneurship may end up as a mirage.

**Recommendations**

Based on the presentation so far, as well as the conclusion drawn; the following recommendations are suggested as the way forward: -

1. Nigerian youths should be encouraged to study Business education
Our youths should be stimulated to study Business education. This could be done through career counseling both at home and school as well as creation of awareness through the National Orientation Agency (NOA). The essence of this is because Business education could lead to the production of high level and competent entrepreneurs. These people would also be able to encourage other people to venture into entrepreneurship and turn Nigeria for better.

2. Only business educators should be allowed to teach Business education
Teaching of Business education should be left exclusively to the business educators. This is because, by their training and orientation, they are in better positions of inculcating entrepreneurial skills in the learners.

3. There should be adequate funding for Business education
Business education is a skill-based course which requires a lot of money for the purpose of procuring the requisite teaching materials. To ensure that the society reaps from its benefits, it should be adequately funded by the stakeholders. These stakeholders are; government at all levels (Federal, State and Local), corporate organizations, Non-Government Organizations (NGOs), philanthropic individuals and the Parents-Teachers' Association (PTA). :

4. Entrepreneurs that lack Business education skill should be encouraged to acquire the skills.

The entrepreneurs that lack Business education skills should be encouraged to acquire the skills. This encouragement can be done by the government through its agencies such as Small and Medium-scale Enterprise Development Agency of Nigeria (SMEDAN) and National Directorate of Employment (NDE) as well as NGOs and professional organizations. The business education skills could be acquired through seminars and workshops to be organized by the aforementioned agencies of the government, NGOs and professional bodies.

5. Issues and Challenges of Business Education:

Inadequate provision of financial resources, inadequate supply of qualified man power, problem of infrastructural facilities, use of outdated curriculum, low public interest, should be taking care of by the Government and stakeholders.

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Encouraging Entrepreneurship and Economic Growth

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# SCHOOL BASED MANAGEMENT COMMITTEE PARTICIPATION IN THE PROVISION OF QUALITY BASIC EDUCATION IN KADUNA STATE

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## Abstract

*The provision of quality education is the responsibility of all, more especially the host community. This is because government cannot provide all the necessary facilities and manpower needed for the provision of quality education to its citizen. For this reason the Kaduna State Government established the School Based Management Committee (SBMC) to create an enabling environment to provide quality basic education. This paper therefore, highlights on the School Based Management Committee one especially its objectives, goal and mission. This paper also discusses on the role and membership areas of participation of SBMC in the provision of basic education. Some of constraints/weakness of SBMC are equally identified. It was recommended among other, that government should expedite actions to ensure that School Based Management Committees are instituted in all the public schools to harness the benefits the committee has bee enrolled to provide in public schools.*
**Keys words: School Based Management Committee, Basic education, Quality**.

## Introduction

Over the past decades, education systems all over the globe have been evolving from largely centralized structures to more decentralized ones. This has become the general trend in school management. Quality education involves not only physical input such as classrooms, teachers and textbooks but also incentives that lead to better instruction and learning. Education systems are extremely demanding of the managerial, technical, and financial capacity of governments, and, thus, as a service, education is too complex to be efficiently produced and distributed in a centralized fashion (King and Cordeiro-Guerra, 2005; and Montreal Economic Institute, 2007). At the World Education Forum held in Dakar, Senegal (2000) in which quality education was a

priority, evidence over the past decade showed that efforts to expand enrolment must be accompanied by attempts to enhance educational quality if learners are to be attracted to education, stay there and achieve meaningful learning outcomes.

It is in realization of this fact that the National Council on Education (NCE) in 2006 approved the establishment of School-Based Management Committees (SBMCs) in all schools in the country. The SBMCs have been established as mechanisms to provide platforms for communities and schools to work together to enrich school governance and promote improved management by education authorities, towards the achievement of better learning outcomes for children in basic schools. The essence of establishing SBMCs, among other things, is to bring schools closer to their communities (UBE, 2013).

## Definition of Concepts
### Basic Education
Basic Education is the transmission of fundamental knowledge to all facets of the Nigerian society from generation to generation (Eddy & Akpan, 2009). It is a policy measure initiated by the federal government of Nigeria as its own framework for meeting the goal of the millennium development goals. It has three main components - universal, basic and education. Universal connotes a programme that is meant for all facets of the society – the rich and poor, the physically fit and physically challenged, the brilliant and dull, the regular students and the dropouts including every other individual that is ready to acquire knowledge. The term basic connotes that which is fundamental or essential indicating that basic education is the starting point in the acquisition of knowledge and that it is for all citizens. It is that type of education that can help an individual function effectively in the society

### School Based Management Committee
School Based Management Committee involves the decentralization of authority from the government to the school level (Caldwell, 2005). He continued that "School-Based Management Committee are formal alteration of governance structures, a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision-making authority as the primary means through which improvement are stimulated and sustained.

The School-Based Management Committees (SBMCs) have been created as mechanisms to provide platforms for communities and schools to work together to enrich school governance, and promote improved management by education authorities, towards the achievement of better learning outcomes for children in basic education schools. The importance of establishing SBMCs among other things is to

bring schools closer to their communities. Though the SBMCs have been established in many schools in Southern Nigeria, only few are reported to have operated effectively. Some related studies have indicated the progress and achievement so far made by the few functional SBMCs in Nigeria ( UNICEF, 2011).

**The objectives of SBMC are to:**
a.  engender community's interest in school in their localities with a view to their assuming ownership of their schools
b.  Provide mechanisms for more effective management at school level.
c.  Provide a platform on which the community and schools pool resource together to enrich schools management.
d.  Provide communities and Local Government Education Authority (LGEAs) with a new mechanism to demand accountability from school managers (i.e. Head-teachers).
e.  Help the school in the formation of its mission statement and articulation of its vision.
f.  Provide legal framework involving stakeholder in planning, monitoring and evaluation of education at the school level.
g.  Provide and update a school development plan on an annual and longer-term basis (Akinsolu & Onibon, 2008**).**

**SBMC in Kaduna State**
i.  **The goal**
    The goal is to achieve high school performance and improved learning outcomes for all students through improving school management and ensuring wide participation of communities according to Kaduna State Universal Basic Education (2012)
ii.  **The vision**
    The vision (dream) of the Kaduna people is to have SBMCs which support and facilitate government drive in the development and improvement of education for all.

iii.  **Key roles and responsibilities of SBMCs in Kaduna State**

The following are some of the key roles that SBMCs are expected to perform in Kaduna State. All the roles as contained in the State Policy document are to:
❖  Encourage parents to send their children to school and support them to complete their education, especially girls.
❖  Engage in raising awareness about education and promoting it within the

community.

❖ Advise the school authority on teachers' behaviour and commitment to work;
❖ Monitor pupils'/students' performance.
❖ Facilitate the representation of children's voices in the decision-making processes;
❖ Participate in School Development Planning (Kaduna State Universal Basic Education, 2012).

The Kaduna State Policy requests that each SBMC will be constituted based on representations of the diverse groups with an interest in improving the learning outcomes of the pupils/students in schools. The membership of SBMCs shall be composed of a maximum of 17 members.

**SBMC membership**
The School Head will collaborate with the traditional leader in the area and a representative of the LGEA/SUBEB to select responsible and trustworthy members of the community to form the 17 members of the SBMC. Fair representation of all groups listed should be ensured. At least eight members of the SBMC should be women. In all cases, SBMC members must have shared values and behaviour to provide good governance for schools in line with codes of conduct establish by the State Education Laws (Kaduna State Universal Basic Education, 2012). SBMC members will select an executive from amongst its members including: Chairman (should as far as possible be a retired teacher); Vice-Chairman; Secretary (this will be the Head Teacher of the school); Treasurer (should not be a member of the school administration or a teacher); Public Relations Officer. SBMC members will Serve for a period of 3 years, renewable based on satisfactory performance Meet twice per school term call emergency meetings if important decisions need to be made between scheduled meetings not meet with fewer than two thirds of the SBMC membership present (Kaduna State Universal Basic Education, 2012).

**Areas of participation of school based management committee in the provision of quality basic education.**
**1.    Maintenance and Safety of School Infrastructure**.
In ensuring maintenance and safety of school infrastructure, School Based Management Committee members visit and inspect infrastructure in the school like classroom buildings, teachers table and chairs, workshop materials, school playing grounds and etc. The effective participation of communities' in education has several benefits including the provision of basic amenities and facilities such as construction of classroom blocks, Urinals, footballs, jerseys and land for farming.
**2.    Assisting teachers to improve teaching and learning**.

School Based Management Committees in the state have been doing a lot to; support teachers, regularly with specific teaching learning materials and text book, supporting schools in organizing in service training for teachers and motivating hardworking and brilliant students with cash (scholarships) and books in improving teaching as learning in class. Teachers and pupils need textbooks and other teaching and learning materials in order to improve teaching and learning in the class. Teaching and learning materials help promote intellectual curiosity, contribute to longer retention of learning and classify principles inside the range of ordinary experience.

**3.      Strengthening relationship between the School and Local Community.**
The involvement of the School-Based Management Committee in the school governance ensures sustainable inter-dependent relationship between the school and the community, by promoting good value system and recognizing the cooperation, participation and support of significant and relevant stakeholders in the setting of standards and ensuring quality in the management of school resources. This dynamic process of relationship strengthens the community intervention and mandate in education and instills sense of collective ownership, responsibility and commitment to the progress of the school's programs, activities, development of physical structures, learning facilities and improvement in learning outcome. This is a pro-active means of achieving the desired goals in community inputs, instructional process and outputs that guarantee quality human capital development in knowledge, technical and vocational skills, and character for sustainable self-reliance of the individuals and the overall development of the nation for mutual benefit of the citizenry.

**4.      SBMC Intervention on Access and Retention to Basic Education**
Access means availability or admittance. The Oxford Advanced Learner Dictionary of Current English defined access as opportunity or right to use something or to see something (Hornby, 2005). Access to basic education can then be described as the opportunity or right that an individual child has to enroll or register for basic education class. The Blue-print on Basic Education stated in one of the objectives of UBE that government shall provide free, universal and basic education for every Nigerian child of school-going age (FME, 2004).

The Kaduna State Government in 2010 recognized the involvement of the School Based Management Committee (SBMC) in helping to link the school with the community. The SBMCs are official bodies being established nationwide under government policy to strengthen the link between local communities and their schools and to check that schools are working. They are made up of voluntary representatives from across the local community who are committed to making sure schools make the best use of available resources so that children can learn well in a happy and safe

environment. These are neither Parent forum (PF) nor Parent Teachers" Association.

Improved access to basic education will take place with the supporting of the School Based Management Committee (SBMC) in sharing the School Self-Evaluation (SSE) with the community. The SSE had been done with openness and honesty, and the area of the school weaknesses are used to prepare school needs. These are later prioritized, the School Development Plan (SDP) prepared and implementation strategies developed. Monitoring of all these are embarked upon. The improved status of the school that is in a continuum aids enhanced access to education.

**Constraints/ Weaknesses of School Based Management Committee**
- Most of the SBMC members are not aware of the procedure adopted during the elections for SBMCs
- SBMC members are not aware of the purpose behind the formation of School Management committees.
- Some of the SBMC members are not even aware that they are the members of the executive committee i.e. they don't know the difference between SBMC members and the executive committee members.
- School Management Committees are not aware of accountability of executive committee.
- One of the major constraint or weakness of SBMC is that its role in the preparation of School Development Plan (SDP) is negligible. Very few SBMC members know about their active involvement in the making of such plan.
- Paucity of funds with the SBMCs further adds to the inactive role of SBMCs in the school development.
- Lack of support from the administrative authorities frustrates the committee members.
- Non-availability of teachers in some schools is a matter of grave concern since it is adversely affecting the learning of the students.
- Non-availability of the playgrounds in most of the schools is also a matter of concern so far as sports facilities are concerned.
- SBMC members from agrarian class find it difficult to spare time for SBMC meetings and for other activities of SBMC in other related activities.
- Although there is appropriate representation for the women but their role is just attending the SBMC meetings and they are not actively participating in the discussion of agendas or other activities.
- Since SBMC members have no academic expertise hence they cannot help the teachers in improving teaching learning processes in the schools.

**Suggestion for further improvement/strengthening of SBMCs**

❖ Roles and responsibilities should be made clear to all the SBMC members.

❖ Some incentives should be given to the committee members for encouraging their effective participation, first in the trainings of SBMC and then in the management of elementary education.

❖ There should be effective convergence and collaboration with other SBMCs at Local and district level.

❖ The construction work of school buildings, toilets, boundary walls and playgrounds etc. should also be given the SBMCs in order to spare the teachers completely for the teaching and learning activities.

❖ More grants and funds should be provided as there are various activities at the school level.

❖ For more involvement of the community in general and School Management Committee in particular frequent supervision and inspection of schools should be done.

❖ Teachers should be given training in order to encourage the community participation in the school affairs.

❖ More people should be involved in proper functioning of the school through media campaigns, poster campaigns and discussions through electronic and print media. School management committees should focus on tracking every child's progress and continuously monitor the school development.

❖ SMC members should drive a wedge between attending meetings and the quality of outcomes in the school.

## Conclusion

School Based Management Committees play and determine to a very great extent the academic achievement as they serve as a vehicle for promoting community participation in the provision of quality education. And that this call for serious consideration of strategies to be adopted in order to achieve the improvement of quality learning for better learners' academic achievement to be realized. Without well thought strategies to support the teaching-learning condition and provision of the necessary guidance in form of supervision, provision of funds, provision of infrastructures, ensuring the proper utilization of UBE grants to the schools, good working relationship with the school staff; absence this, learning can be difficult and this affects the learners' academic achievement and quality Basic Education in the state.

## Recommendations

The study recommended the following, that:

1. Government should expedite action to ensure those School Based

management committees are instituted in all the public schools as a matter of urgency to be able to harness the benefits the committee has been enrolled to provide in our public schools.

2.    The Government at all level of Education should intensify supervision and inspection of schools to ensure that School Based Management Committee are more effective and maintain positive relationship with teachers for quality basic education. This could be done through the establishment of functional quality assurance units in every education board headquarters.

3.    School Based Management Committee should take active participation in the funding and administration of public primary schools within their vicinity. This is because the schools are established for the community's benefit.

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# UNIVERSAL BASIC EDUCATION (UBE) CURRICULUM IMPLEMENTATION IN THE ERA OF INSECURITY, COVID-19 PANDEMIC IN NIGERIA; CHALLENGES AND PROSPECTS

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## Abstract

*The curriculum implementation process in respect to long-term impact on the education system in the era of insecurity and covid-19 pandemic in Nigeria cannot be overemphasized. The paper centres on curriculum implementation in the era of insecurity and Covid-19 pandemic in Nigeria: challenges and prospects. Insecurity as well as covid-19 pandemic might have influence on the country's education as witnessed in the high illiteracy level and the number of out of school children. The paper points out how the UBE curriculum implementation is challenges by insecurity and covid-19 pandemic leading to increase in kidnapping activities and the forcefully closure of most educational institutions in Nigeria. The paper recommends that government should address the security challenges by ensuring that borders are not left porous, combating kidnapping activities through controlling proliferation of arms and ammunitions and creating employment opportunities for the youth. E-learning should be encouraged and well finance, since it enhance learning and teaching process in the country. This is essential in the state of insecurity and pandemic as it ensures quality and better content delivery.*
**Keywords**: curriculum implementation. Insecurity, covid-19 pandemic, challenges and prospect.

## Introduction
It is impossible to overstate the importance of education in a country's development because it

equips its recipients with the skills necessary to contribute to society and sets them up for success in life. Globally, education is recognised as a key tool for fostering both personal and societal growth. Nigeria is giving credence to the crucial role of education in the life of a nation by making it an instrument par excellence for effective national development (Akinsuroju, 2008). It is equally argued that the Nigerian education system is at a cross-roads and on the verge of collapse. In spite of this criticism, the revitalization of lost hope rests on the shoulders of men and women of wisdom and knowledge.

However, these dreams and expectations cannot be attained by the mere setting of standards; rather, the quality of our educational system must be ensured. It is in line with this context that we intend to advocate for the implementation of the UBE curriculum to ensure the optimal attainment of gains in education for national development and the restoration of hope, confidence, and pride in the beneficiaries of the nation's educational system in Nigeria. As a result of insecurity, the COVID-19 pandemic, and disruption of education, it has become difficult for the UBE curriculum to be effectively implemented to enhance learners' performance in the class (Amadi and Urho 2015). This affects learners as they will not be adequately taught, which could affect their output in society upon graduation (Edinyang & Ubi, 2016). Thus, insecurity and the COVID-19 pandemic greatly affects UBE curriculum implementation in Nigeria. It is as a result of this that the paper surveyed the concepts of UBE and its curriculum, the prospect of UBE, and challenges of insecurity and the COVID-19 pandemic to effective implementation of the UBE curriculum and made recommendations and conclusions.

## The Concept of Universal Basic Education (UBE) Curriculum

The Universal Basic Education (UBE) program was introduced in 1999 by the federal government of Nigeria as a reform program aimed at providing greater access to and ensuring the quality of basic education throughout the country. The UBE program is an education policy formulated to represent Nigeria's government strategy for achieving Education for All (EFA). Okoro (2010) described the UBE program as an expression of the strong desire of the government to eliminate illiteracy by raising the level of awareness and general education opportunities of the entire citizenry in Nigeria.

According to the UBE Act of 2004, UBE's goals are to:

    i.    Foster a strong awareness of education and a strong commitment to its vigorous promotion among all citizens.

    ii.    Providing free, universal basic education to all school-age children in Nigeria.

    iii.    Significantly lower the rate of dropouts from the formal education system (by enhancing relevance, quality, and effectiveness); iv. Provide for the educational needs of young people whose schooling has been interrupted for one reason or another by using the proper complementary approaches to its delivery and promotion;

    iv.    Assure that students acquire the necessary levels of literacy, numeracy, manipulative, communicative, and life skills as well as the ethical, moral, and civic values to lay a strong foundation for lifelong learning. The UBE Act 2004 also provided the legal framework for the implementation of the UBE curriculums but despite all

these arrangements, the program is yet to be fully implemented after twenty-three years of its launching in 1999.

## Concept of Curriculum

A curriculum is what is taught in school. In other words a curriculum is a set of subjects. To define a curriculum as 'what is taught in schools' is indeed, very vague. It is for this reason that some often talk about 'school curriculum' in this general way and they tend to mean by this the range of subjects taught and the amount of teaching time given to each in terms of hours or minutes. Such an approach to education seems to limit learning to the school and then limiting a curriculum to academic subjects. Marsh (2009) also pointed out that there is an assumption in this definition that what is studied is what is learned. Another very common conceptualization of a curriculum is that of viewing it as content. Curriculum defined as content is another interesting emphasis and brings into question another term, namely the 'syllabus' and a 'course outline' as referred to especially in institutions of higher learning. A 'syllabus' is usually a summary statement of the content to be taught in a subject, course or unit. It is typically a list of content areas or topics of the subject matter. A syllabus or course outline is clearly a subsection of a curriculum and as such is subsumed within the broader concept. This emphasis on what content to be taught is a critical element of a syllabus but a curriculum includes more than this.

Curriculum is all the selected, organized, integrative, innovative and evaluative educational experiences provided to learners consciously or unconsciously under the school authority in order to achieve the designated learning outcomes which are achieved as a result of growth, maturation and learning meant to be best utilized for life in a changing society (Mulenga, 2018).

With all these varied definitions of curriculum from renowned curriculum scholars, there seem to be underlying elements that are commonly agreed as constituent of a good definition of a curriculum. Ughamadu (2006) listed these elements as (1) goals and objectives (the curriculum intent), (2) content or subject and subject matter, (3) learning experiences, and (4) evaluation. These four are referred to in the studies of curriculum as curriculum components, elements or simply pillars of the curriculum. These are what holds the discipline together and any curriculum specialist worth the name will have to understand them pretty well.

## Concepts of Curriculum Implementation

Roehrig, Kruse, & Kern, (2007) describes the concept of curriculum implementation as the actual engagement of learners with planned learning opportunities. Second, curriculum comprises planned or intended learning, calling attention to unexpected

situations which necessarily may occur in the classroom practices. Thirdly, curriculum and instruction are inextricable.

Another name for the teacher is curriculum implementer. The teacher is the one who translates the curriculum document into operating curriculum through a joint effort of his/her learners and other interest groups as viewed by Mkpa (1987). This implies that the task of implementing the curriculum lies on the teacher. The teacher does not just implement the content as it is, rather he breaks the content into teachable units.

Chen (2007), states it as a functions as a mirror that reflects cultural beliefs, social and political values and the organization.

Hidden curriculum contains underestimated importance of the dynamics of human interactions in organizational behavior which are imperceptible, but have a powerful influence on institutional culture/climate (Nieto, 2007). In this sense, culture refers to the values and symbols that affect organizational climate. According to Owens (1987), the symbolic aspects of school activities e.g. traditions, rites, and rituals are subsumed, for these are "the values that are transmitted literally from one generation of the organization to another"

**The Concept of Insecurity**
The word insecurity means uncertainty or anxiety about oneself; lack of confidence or the state of being open to danger or threat; lack of protection etc. According to Belad (2005), insecurity is a state of fear or anxiety due to the absence or lack of protection. The opposite of security, insecurity, has drawn common descriptors such as lack of safety, danger, hazard, uncertainty, lack of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection, and being unsafe, among others (Achumba, Ighomereho & Akpor-Robaro, 2013). Achumbia et al. (2013) Insecurity is also defined from two perspectives. Firstly, it is a state of being exposed to danger and the threat of danger, whereas danger is the state of being vulnerable to harm or injury. Second, insecurity is a condition in which one is exposed to risk or anxiety, where anxiety is a generalised unpleasant emotion felt in anticipation of a bad outcome.

**Concept of Covid-19 Pandemic**
The Corona viruses are a large family of viruses that can cause infection in both humans and animals. In humans, a number of corona viruses are known to cause respiratory infections, ranging from the common cold to more serious diseases like the Middle East respiratory syndrome (MERS). In December 2019, Wuhan, China saw the emergence of a new coronavirus that had not previously been identified in humans.

This new corona virus then spread to various locations around the world. It became a worldwide pandemic that caused significant mortality and mobility, according to the World Health Education, WHO (2020).

In order to stop the disease's spread, the Nigerian government issued a warning in March 2020 through the National Center for Disease Control (NCDC), stating that the pandemic was turning into a serious human rights issue that was likely to disproportionately affect the most disadvantaged and underprivileged members of society. The long-term harm that could be done to these people's educational, social, and economic well-being is potentially catastrophic. Governments and those in charge of education policy had to respond quickly, which is understandable, but it's possible that their decisions weren't always well thought out. Although it is generally agreed that the closure of schools, airspace, worship facilities, land borders, and schools as well as the prohibition of public gatherings and cancellation of events that could lead to mass gatherings were prudent precautions, there was little time for effective planning to support school-age children's learning at home due to the haste with which decisions were made. The federal capital territory (FCT), Lagos, and Ogun state were placed on long down for 14 days (Abati 2020). Laboratory testing centers were established in Lagos, Abuja, and Edo states. Isolation centers were opened by state governors. The strategies put in place to prevent the spread of COVID-19 crumbled the educational system from March 2020 to February 2021, which in turn affected the UBE curriculum implementation.

**The Need for a Universal Basic Education Curriculum**
The word curriculum is derived from the Latin word "curare", meaning "to run" or, probably more commonly, to run a course. Although the term "curriculum" has no single definition, it can be seen as a whole educational process, the total environment in which learning takes place (Fafuwa 1967 and Oyukotan 1993). The curriculum is therefore the life and program of the school. In view of the preceding, the UBE curriculum was introduced to breach the gap inherent in the former education system in the country. As a result, a decade after becoming independent, Nigeria's formal education system, which it inherited from the British, was insufficient and unsatisfactory for the needs of the country.

The UBE curriculum is therefore essential because it is the catalyst for a better society and a panacea for issues like illiteracy, ignorance, religious violence, insecurity, and political servitude. The educational system, in the opinions of Fafuwa (1992/2012), Nduka (1984/2013), and Obayan (1982/2012) were exclusive, parochial, and unresponsive to the needs and aspirations of contemporary Nigerian society. They maintain that the 6-5-4 system of education merely emphasises the "3Rs", i.e., reading,

writing, and arithmetic. However, in order to find a lasting solution to the problem faced by the formal system of education, the federal government of Nigeria made an effort to find the type of education that would meet the developmental needs of the emerging Nigerian society. This led to the creation of the 6-3-3-4 education system, which began in 1982 (Omovo, 2006).

Furthermore, despite the intended gains of this new system, such as ushering in an educational revolution in the country toward the technological development of the nation, the system suffered as a result of power and shoddy implementation (Uwaifo & Uddin 2009). Consequently, the federal government of Nigeria currently adopts a 9-3-4 system of education which is aimed at achieving the Millennium Development Goals (MDGs). Goal 2, i.e., universal basic education, This new educational program, through its curriculum, is aimed at eliminating or at least drastically reducing the rate of social vices such as examination malpractice, academic terrorism, unemployment, youth restiveness, poor quality of education, certificate racketeering, and other associated social vices.

Similarly, the new areas of emphasis in the 9 years of the Universal Basic Education curriculum Include:

- Value reorientation
- Basic Science
- Basic Technology
- Reflective Thinking
- Computer Science
- Home Economics
- Civic Education
- Moral Instructions and
- French

Again, the curriculum stipulates that the mode of assessment in the UBE program shall be principally school-based assessment or continuous assessment (C.A). Through this, the child should be able to advance from one level to the next while being required to repeat a level if certain requirements are not met. The new curriculum came on board in 2007 with only primary one (1) and junior secondary school. The old primary school curriculum was phased out in July 2013, while that of junior secondary school was phased out on July 6, 2010 (UBE 2012). Therefore, under this arrangement, the state ministry of education will conduct an external examination that will be moderated by a recognised national examination body, making up 40% of the overall students' assessment. The remaining 60% will be made up of school-based continuous assessment. Similar to this, there is no first school leaving certificate in the universal

basic education program. Additionally, the common entrance exam for JSS admission has been discontinued as of 2006. Hence, certificates shall only be issued at the end of JSS3. This certificate is known as the Basic Education Certificate (BEC) (UBEC 2011:4).

## Challenges to Effective Implementation of the UBE Curriculum
The following are envisaged challenges:

i.  **Poor planning:** Any proposed innovation must have careful planning. "The need for thorough and adequate planning is very important to minimise unforeseen problems," claims Aiyepeku (2009).

ii. **Poor Funding:** This program should be both free and required. However, Mbuk (2009) noted that the majority of primary and junior secondary schools are dangerously overcrowded and class sizes have grown too large for effective teaching to take place. This is because the government doesn't have enough money, which has led to bad infrastructure for putting the UBE program into action.

iii. **Inadequate coordination and oversight of basic education:** The (UBE) program is not properly monitored and overseen. According to the National Policy on Education (2009), the government must set up effective inspectorate services at the federal, state, and local levels in order to keep an eye on standards and make sure they are being met at all levels of education.

iv. **Lack of commitment on the part of the government and community leaders:** The UBE Act (2004) stipulates that education should be free and mandatory for the first nine years. But no parent or teacher has ever been fined or punished for taking their child out of a basic education center or for not filing a report because the child refused to go there.

## Prospects for Effective Implementation of the UBE Curriculum
There are many prospects for effective UBE curriculum implementation. First is through teachers' education, which entails training of individuals at various institutions of higher learning to acquire skills in special subject areas for them to teach learners after graduation. Secondly, the training teachers gain through going to seminars, conferences, workshops, etc., will enable them to effectively implement the UBE curriculum.

The UBE curriculum implementation is designed as a formal program and aimed at producing competent and qualified teachers who are expected to impart the needed knowledge to the present generation through different levels of the education system. Teachers and learners need safety both at home and at school. Safety is made up of a

peaceful learning environment, the availability of financial and non-financial resources, and the safety of learners and teachers from danger. Thus, it is necessary that all basic needs required by the school are met in order for teaching and learning to be effectively carried out. This will boost confidence and also the willingness to work and learn in school. According to Masitsa (2011), "to be safe is to be protected from any form of danger to life, property of learners and teachers, or opportunities in the process of learning." The absence of threats in the school makes UBE curriculum implementation easy and possible.

**Conclusion**

The challenges confronting Nigeria as a nation in ensuring adequate security and healthcare facilities that promote effective UBE curriculum implementation are as significant as the threat of insecurity and the COVID-19 pandemic in curriculum implementation. It is observed that the UBE curriculum implementation aims at promoting a learner and society-centered philosophy and strives to relate the art of literacy and numeracy to that of skills acquisition in primary school and junior secondary school. The curriculum consolidates the gains of training disciplines of languages, mathematics, and science, as well as pre-vocational subjects and technology.

The curriculum strives to produce children who are not limited in conduct to just knowing but also doing. It was discovered that insecurity and the COVID-19 pandemic result in many problems ranging from kidnapping, closure of schools, arm banditry, etc. The insecurity and COVID-19 pandemic could be eradicated by ensuring adequate measures such as borders are not porous, kidnapping is stopped, adherence to COVID-19 protocols, youth employment, the proliferation of arms and ammunition checked, and adequate information sharing between the citizens and the security agencies. E-learning is seen to be the only way out in the time of the COVID-19 pandemic, as it is a computerised interactive learning interface that will effectively serve both the teachers and learners. Therefore, it should be properly financed and encouraged, especially in this state of insecurity and pandemic.

**Recommendation**
1. The basic education curriculum should be reviewed to meet the tentativeness of scientific concepts and applications. Also, the curriculum should strike a balance between the acquisition of theoretical knowledge and practical work that will enable learners to solve practical problems relating to their lives and those of their environment.
2. There should be proper funding for the UBE program. Thus, the government should intensify strategies for poverty reduction and wealth creation in the

country. This will enable the communities and parents to effectively participate in the provision of infrastructural facilities that enhance teaching and learning in the nation's basic education center.

3.  Security management ought to be taught in Nigerian schools at all grade levels, according to the federal government. The youth of Nigeria will be able to understand the significance of security in a secular state like Nigeria as a result.

4.  The government should use electronic learning because it incorporates modern telecommunication equipment and ICT resources to improve learning and teaching, which can also help in the event of a pandemic.

5.  Through intelligence sharing, modern methods of intelligence gathering, logistics, and the use of cutting-edge technology, the government must be proactive in addressing security threats and issues. This will improve efforts to curb the nation's recurring violent crimes such as robberies, kidnappings, bombings, and armed robberies.

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# CITIZENSHIP EDUCATION WITH APPROACHES, AS A TOOL FOR NATIONAL UNITY IN NIGERIA.

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## Abstract

*The article evaluated approaches to citizenship education and national unity in Nigeria, generally teachers are always grappling with approaches to apply in classroom pedagogy and today Nigeria is at a crossroad with the problems of insecurity, ethnic and religious intolerance, terrorism, banditry, herders/farmers clashes and kidnappings. These problems are caused by poor citizenship education, disunity and disappointment within the polity. This paper attempts to clarify citizenship education as an aim of education and a tool of solving these problems, also the paper looked at the best teaching approach that can be used to apply citizenship education in Nigerian schools, in order to bring about national unity and also alleviate the problems mentioned above. Finally, the paper posited that the integrated/multidisciplinary approach is the best curriculum to actualize citizenship education for national unity and integration in Nigeria.*

**Keywords: Citizenship Education; National Unity and Approaches.**

## Introduction

The compulsion towards rejuvenating the process of learning and teaching citizenship education in schools across Nigeria has become very necessary considering the glaring lack of national unity and consciousness, no sense of nation hood, absence of patriotism and the open hatred among the people of Nigeria. The nation Nigeria as it is presently characterized by widespread disunity, insecurity, ethnic and religious intolerance, terrorism, Boko-haram, banditry, herders and farmer's clashes, kidnappings and so much more. Calls for restructuring, secession and control of resources or the air and are causing so much disunity in the country. Baba and Aeysinghe (2017), stated that there are browbeating of divisions ravaging the nation

every day, calls for secession from the southern regions of south east, south-south and south west in particular, ethnic hostilities towards one another is at its highest point. The spate of Armed banditry, terrorism and kidnappings has been on the increase on daily basis across the country and Niger Delta region that lays the golden egg have also been experiencing attacks on crude oil structures though minimal for now, when compare to previous years. Religious conflicts have also resulted in the loss of lives and properties especially in the northern part of Nigeria. Power sharing, corruption, control and allocation of resources to reflect federal character are some of the core issues causing disunity among Nigerians today. The present government of President Muhammadu Buhari has claimed to be making efforts towards maintaining peace and tranquility with little success, for instance the International Centre for Peace, Charities and Human Development (INTERCEP), Peace Initiative Network (PIN) and Interfaith Partners for Peace and Development (IPPD) are some of the committees set up by the government to maintain peace and unity. On the other hand, well-meaning Nigerians have been advocating and making useful suggestions for a united and peaceful Nigeria, were national unity among citizens will be very high. There is a high possibility of achieving this through citizenship education and this contribution will examine this gap.

Oluniyi (2011) highlighted how citizenship education evolved and the process that birthed Nigeria as a country. This was to be until more recently when civic education was introduced from the primary to secondary school levels. Oluniyi probed the cultural, historical and political undertone of the past, present and future challenges facing the introduction of civic education into the Nigerian educational system and considered the introduction of citizenship education into the school's curriculum to foster national unity. Citizenship Education maintained is a mandatory element in many developed countries throughout North America, Europe and the Pacific region, but this is not the scenario in Nigeria.

The ideas of citizenship education and its awareness is essential to the survival and growth of a sovereign nation like Nigeria. This can be ascribed to the fact that capable and reliable citizenry is the foundation of a strong and united polity as well as the development of any country, thus citizenship education will be a panacea for the promotion and sustainability of a united nation.

**Objectives of the Study**
This paper attempts to highlight on the concept of citizenship education and national unity. It discusses how citizenship education fosters national unity in Nigeria.

**Citizenship Education**

Citizenship Education cannot be succinctly discussed without First understanding the meaning of a "citizen" who is a citizen? Ezegbe (2012) defined a citizen as that person who resides in a particular geographical entity and receive the benefits of full rights and privileges lay down under the constitution of that country. Citizenship therefore refers to the situation or standing of being a full flesh citizen of a community or country (Ezegbe, 2012). In this sense, citizenship can be seen as legally becoming an integral component of the citizenry of a country and possessing the rights and prerogatives accrued to members of that country.

Esu&Enu (2010) therefore put that citizenship education means, acquiring the basic knowledge, values, skills and good attitudes that are required to become a reliable and active citizen, one that will contribute enormously to growth and development of a country. This development and greatness is needed in all spheres of the society be it educational, political, economic, cultural or social. Grooming responsible citizenship to stimulate unity, for growth and development of a country to be sustained in all aspects of society cannot be overstressed, as it is people who build nations, therefore citizenship education and national unity is a major part of human capital development.

Citizenship education by nature helps to develop in students the core values, basic cognition and reasoning that equip them to be involved in civic and societal life of unity, it makes them to be cooperative and active and not tools of disunity Edidiong and Mfoniso (2019). With citizenship education, they become well informed, well behaved and active members of the society. As issues of national development are multifaceted in nature, understanding and solving them will require a multifaceted form of education as that provided by citizenship education, thus citizenship education is that kind of education which is needed to build responsible citizens who will inevitably assist in solving national issues that will bring peace and unity.

UNESCO (1998), defined citizenship education as the knowledge of a country's institutions, the laws which relates to social and human interactions and civic rights as enshrined in the country's constitution, as well as the civic responsibilities of citizens. Meanwhile how can the citizens know and learn about these laws, rights and responsibilities without being taught by a teacher or a curriculum that encompasses citizenship education? The UNESCO definition therefore gave three major objectives to citizenship education, which are educating a country's citizens on human rights; acquainting citizens about national laws and institutions and obtaining a sense of individual and national unity. The following objectives proposed main discussion for citizenship education, which are:

1.      Creating an awareness of the relationship that exist between citizens and the

nation, this will help the citizens to reject any form of individual or group discriminations that can breed disunity.
2.   Build a relationship between individuals and government through democratic processes and state organization.
3.   To promote good relationship between the nations institutions, laws and the citizens.
4.   The roles and responsibilities of citizens towards social interaction and national unity.

Yusuf (2015) reported that many countries across the globe are increasingly making use of citizenship education as a tool for educating their citizens on their civic rights and responsibilities towards their countries, which include ensuring national unity. A situation which is different in Nigerian, educational stakeholders pay lip service to citizenship education with no meaningful roadmap to its implementation in Nigeria's schools. Also states and society is becoming more pluralistic and there is the need to introduce and sustain an education that will provide unity and integration such as the education provided by citizenship education. The federal government of Nigeria, through the National Policy on Education (NPE) (2013) has emphasized the roles of educational institutions from the primary to higher education institutions to develop good citizens who will contribute to the growth, development and unity of the country. Citizenship Education can become a useful tool in socializing our young citizens to develop a sense of nationhood, national unity, love for country and other Nigerians.

**National Unity**
Every nation or society that crave for sustainable growth and development needs unity as a necessity, this is because prosperity and development in economy, politics, social and national growth can only be obtainable in an atmosphere of peace and unity. National unity therefore is a condition where there is full agreement, harmony and one accord in national state of affairs . In a simpler sense, it is the co-operation and working together in unity towards the achievements of common goals and objectives for the betterment of everyone in a country. National unity in the Nigerian context can be said to have been achieved when there is general acceptance and tolerance of people from other ethnic nation by everyone Obinelo (2015). National unity is sharing the same identity as Nigerians and accepting other Nigerians as equals and not inferiors or superiors, but working in unity for the betterment of one indivisible country Nigeria. When there is national unity, equity, justice and fair play as rooted and ingrained in the nation's motto, unity will prevail and this has the potential of leading Nigeria to great heights in terms of growth and development.

National institutions of unity such as unity schools, National Youth Service Corps

(NYSC) and inter-ethnic marriages are supposed to elevate national unity, but these institutions have not helped as expected and national unity is still a far cry from actualization, rather the country is plundering into a state of disunity daily. There are threats confronting the unity of Nigeria, as well as the united Nigeria that was adopted through the 1914 amalgamation during the Britain colonial rule. According to these authors, the architects of this amalgamation never sought for the consent of northern and southern protectorate members whether they want to become a single nation and one government before merging them. By this singular act of these colonial rulers, an act of political blunder was committed, but the fact remains that both parties can hardly function without each other, therefore there is an urgent task before Nigerians to improve this national unity created since 1914.

The composition of Nigeria presently is complicated with diverse cultures, origins, history and religions, this has made national unity an illusion, irrespective of the fact that the motto of Nigeria is "Unity, Faith, Peace and Progress" If we take our minds backs to the civil war of 1968 down to the Niger Delta struggle and recent agitations for restructuring and Biafra republic, our unity as a nation has consistently been under serious threat (Baba and Aeyinghe, 2017) and unity is still a mirage.

The problems of dishonesty on the part of the political class, corruption and lopsided control of resources by a few are precisely some of the reasons for these agitations and divisions. The continuous existence of Nigeria as a sovereign nation is no more beneficial to the majority of ordinary citizens in the country but only a few elite and one section of the country. The present structure favor these elites and their immediate families, they are comfortable while a greater portion of the population wallow in abject poverty. There is no other period in the history of Nigeria with exception of the civil war period have Nigerians been so frustrated and disunited. All hope is not lost though; Nigerians can still be reoriented and mobilize through citizenship education, by using it to instill the spirit of oneness and unity back to the younger generation. This is very crucial because our strength as a country rest on national unity and integration. America one of the greatest nations on earth, is also a multi-ethnic and multi-religious country but its greatness is rooted in its diversity which the Americans have utilized to their own merit by promoting and propagating unity (Obasanjo (2016).

While Adeosun (2019) advocated true practice of federal character, zoning of leadership positions and autonomy of natural resources by states as ways of promoting National unity and integration, this author also believe that the use of citizenship education can also be a worthwhile attempt at national unity.

**Fostering national unity with citizenship education at all level of education**
National unity and citizenship education are interwoven and inter-dependent, this interdependence takes shape in the rights and responsibilities of citizens as enshrined in the constitution of nations. Nigeria is a multicultural, multiethnic and multi-religious nation, thus there is the necessity to take measures that will foster national unity and inclusion among the many cultures, ethnic groups and religions in the country. These are all good efforts inclined towards achieving national unity but more still need to be done considering the new trend of issues such as ethnic violence, conflict, killings, religious intolerance and widespread disunity across the country. Yusuf (2015) advocated the use of citizenship education as an instrument of unity and stability. Yusuf emphasized that citizenship education has to be implemented at every level of teacher education program in Nigeria, thus he maintained that this will equip and prepare teachers to implement citizenship education through pedagogy to children, teenagers and adolescents.

Citizenship education is of fundamental importance to national unity and by extension the educational system in particular posited that cases of war, health concerns, violence, environmental issues and other serious issues in nations demand the general effort of the citizenry to address, so giving credence to citizenship education should become of paramount interest to the government of every nation in order to give a holistic approach to these problems and issues. Active and participative citizenship education should also be a major objective of the educational curriculum of developing countries such as Nigeria, because even though the fundamental concepts of citizenship education remain the same over decades, contemporary issues and events around the world has necessitated a new outlook to the importance of citizenship education, therefore the Nigerian school curriculum should adopt it in order to accelerate national unity and integration.

In order to promote unity, peace, development, good governance and economic prosperity, emphasized true citizenship education that will inform citizens most especially children, teenagers and adolescents about the values we hold dear as a nation and a people, the right6s and obligations of the citizens and help fuse together people from various ethnic group in order to promote national unity. Through citizenship education people will be acquainted about their rights end where another person's right begins, individuals and groups will have to scrutinize their codes of ethnic and conducts for peaceful social interaction and co-existence, thereby fostering peace and national unity.

**Citizenship education approaches that lead to national unity**
A major issue in the front burner of the educational sector presently is pedagogical

practice; this is because effective learning is the major aim of teaching. Workshops, researches and seminars have been undertaken by scholars in education at all levels to find suitable approaches for conveying learning content to students and pupils so that the required changes can be achieved (Adeyemi, 2010). There is continuous search for effective teaching methods that will enhance teaching and learning worldwide and Nigeria cannot be an exception, thus quality approaches are also needed to deliver citizenship education for national unity to be achieved. The paper will x-ray three approaches to citizenship education, they include:

1. Experimental approach: this approach which was carried out by Dumitriu and Dumutriu (2014) was centered on students practicing the skills of self awareness, development of social and communication capacity and employing cooperation methods as components of citizenship education. This research was carried out on twenty-four (24) pupils, observation, conversation and analysis of pupil's activities were used to access their performance after introducing the pupils to lessons on citizenship education. The final evaluation showed major improvement on their relationship with fellow pupils after the experiment and also there was significant improvement in scores obtained in citizenship education compared to their pre test scores in the subject. The experimental approach carried out by Dumitriu et al revealed that play way methods, learning situations and physical participation as well as difficult circumstances can determine proper learning and functioning of learners in citizenship education.

2. Integrated/multi-disciplinary approach If we must make our children to become active and good citizens for national unity through citizenship education, we must infuse in them extensive learning that will last them a lifetime and not to dispose knowledge/subjects once they have completed school. Integrated curriculum which is also known as multidisciplinary curriculum design or approach is one major effective way to provide lifelong learning. Integrated approach refers to a curriculum which blends the differences among subjects and allows themes, concepts and areas of similar interest to be delivered by means of multiple subjects at different times. The indispensable element of an integrated or multidisciplinary approach is the building of learning around major themes or concepts which categorically stated that the major focus of an integrated approach is to connect learning and relate it to society, by focusing on concepts, issues and themes which pertains to real world. A second characteristic of multidisciplinary approach is the seemingly partnership or cooperation that exists between the learner and the teacher which enhances learning process.
Citizenship education can be constructed and integrated into major themes or concepts like citizenship, human rights and responsibilities, cultural similarities and differences

in Nigeria, national symbols of unity peace and progress, conflict and peace and so much more. In this regard, citizenship education need not to be reintroduced as a new and single subject but integrated into the multiple disciplines such as Social Studies (Geography, political science, history and economics) and civic education. Similarly, the Social Studies or civic education teacher can partner with learners to relate citizenship education to real life through illustrative and practical guided experiences.

Yusuf (2015) suggested also that the multidisciplinary approach that has been adopted in subjects like social studies and integrated sciences can be extended to study citizenship education, as it takes cognizance of the political, religious, social, cultural and economic aspects of national life. This will help in widening the mentality of learners and ethnicity.

On the contrary opinion that citizenship is an aim which education seeks to achieve, therefore it should not be taught as a subject, but it will be more beneficial to use other subjects as vehicle to teach the view and opinion of Brett (2005) that the integrated/multidisciplinary approach is too complex and has too many intricacies, also it consumes time. Brett stated clearly that when citizenship education is taught with the integrative approach, issues of citizenship will not be handled effectively and this may be caused by trained educators in other subjects who will be faced with the challenge of innovative approach in adding citizenship education to the curriculum of their own discipline.

3. The subject approach also named as traditional approach; this approach sees citizenship education as a subject area to be taught separately by a subject teacher who is qualified in citizenship education or its related discipline like civic education, political science or social studies (Adeyemi, 2010). Against this background, there should be a clear difference between citizenship education and other subjects, the subject boundaries are well defined from other subjects, which centered approach is by far the most widely used and oldest curriculum approach to subjects. The subject approach organizes a subject into a homogenous body of content and a sequence from simple to complex elements. Even though this approach may be appealing to be used for citizenship education, the huge number of subjects already existing in Nigerian schools may make the subject approach become an extra burden. Although making it an independent subject does not prevent teaching it alongside other subjects like social studies, political science, geography and political science.

After evaluating the experimental, integrated/multidisciplinary and subject approaches to citizenship education, it is pertinent to discuss which of these approaches will best promote citizenship education for fostering national unity. What

are the resources to teach the subject? And what will be the platform for Nigerians to understand the subject? Since it will be new. Teacher education program as it stands currently in Nigeria do not have departments/disciplines of citizenship education in higher institutions, so who will teach the subject? Will it be teachers of the social sciences or art subjects? These are some personal questions posed by the author that limits using the subject approach for citizenship education. The experimental approach which is student or learners centered as demonstrated by Dumitriu and Dumitriu (2014) is equally laudable but requires a lot of expertise which most Nigerian teachers do not possess. The integrated/multidisciplinary approach, in the view of the author seems to be the best approach to meet the challenge of using citizenship education in achieving national unity. This is in line with Syed (2013) who posited that citizenship education is an aim of education, therefore should be taught alongside other subjects. Many researchers (Spurgeon 1994; Arthur et al, 2001; and Davies, 2004) in Syed (2013) have all advocated for the teaching of citizenship education through other subjects like (Social studies, civic education, history geography, political science and English language) in the Nigerian school curriculum, therefore the integrated/multidisciplinary approach should be applied to citizenship education for national unity.

**Conclusion .**
Citizenship education as a tool for national unity play a vital role to the unity of Nigeria, Nigeria is a multicultural, ethnic, language and religious entity that can only be best understood, when taught in an integrated way. As an aim of education, citizenship education tries to provide good citizenship by educating the citizenry on their rights, obligations, national laws and proper social interactions that will foster national unity. Citizenship Education can foster national unity in Nigeria and the best approach to be adopted was a major focus of this discussion, it was finally posited that the integrated/multidisciplinary approach will be the best approach to adopt in order to look at national unity and citizenship education from a holistic perspective at large in Nigeria.

**Recommendation.**
Citizenship education as a tool for national unity should be constructed and integrated into major themes or concepts like citizenship, human rights and responsibilities, cultural similarities and differences in Nigeria, national symbols of unity peace and progress, conflict and peace and so much more. In this regard, citizenship education need not to be reintroduced as a new and single subject but integrated into the multiple disciplines such as Social Studies Geography, political science, history, economics and civic education. Similarly, the Social Studies or civic education teachers can partner with learners to relate citizenship education to real life through illustrative and

practical guided experiences.

**Summary.**
The ideas of citizenship education and its awareness is essential to the survival and growth of a sovereign nation like Nigeria. This can be ascribed to the fact that capable and reliable citizenry is the foundation of a strong and united polity as well as the development of any country, thus citizenship education will be a panacea for the promotion and sustainability of a united nation.

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# BOKO HARAM VIOLENCE IN THE NORTH-EAST GEOPOLITICAL ZONE AND ITS IMPLICATIONS ON PEACE AND SECURITY

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## Abstract

*When we rise in the morning and watch the television, listen to the radio, read the newspapers/dailies or the social media, we are confronted with the same sad news: violence, crime, wars, threat of wars, conflicts, insurgency, Fulani herdsmen, kidnapping, banditry, boko haram attack etc. Boko Haram sect happened to be in the forefront of these attacks which is leading to loss of lives and properties in an unimaginable proportions, hunger, threats, and psychological effects in continuum is a cause for concern among Nigerians and the world. The threat posed by Boko Haram is undermining the existence of Nigeria as one sovereign political entity. The Human-Development theory believes that grievances and inequalities between southern and northern parts of Nigeria as root causes of the crisis, while the Frustration-Aggression view postulates that aggression arises as a result of frustration. Therefore, the study examined the implications of Boko Haram's violence to peace and security in the Northeast geo-political zone of Nigeria. The study also adopted a "case study" method in investigating the contemporary phenomena within the real-life context empirically. The study revealed that Boko Haram insurgency has claimed a lot of lives and properties. That Boko Haram insurgency escalates to its present conditions simply because of the high rates of poverty in the geo-political zone which led to illiteracy and unemployment. The study concludes that Boko Haram insurgency has negative impact on the peace and security of the Northeast geo-political zone. The study however, recommends that counter-insurgency will be effective only when issues of power, corruption and bad governance are effectively addressed.*
**Keywords: Boko Haram, Violence, Peace, Insurgency, Security**

## Introduction

When we rise in the morning and watch the television, listen to the radio, or read the newspapers/dailies, we are confronted with the same sad news: violence, crime, wars,

threat of wars, kidnapping, banditry, etc. one cannot recall a single day without a report of something terrible happening somewhere. Even in these modern times it is clear that one's precious life is not safe. No former generation has had to experience so much bad news as we face today; this constant awareness of fear and tension should make any sensitive and compassionate person question seriously the progress of our modern world.

Nigeria has had a long and unfortunate history of communal conflicts and ethno-religious violence. For example, in Plateau state, of Nigeria's "middle belt," there have been many outbreaks of bloody violence between different communities since the return of democracy in 1999. There have also been riots in the urban centers of Kaduna and Kano, and for several decades there has been a simmering conflict in the Tafawa Balewa district of Bauchi and other parts of Nigeria.

When viewed from outside, it can appear that these conflicts boil down to religious differences, tensions between blocs of Muslim and Christian inhabitants. When one looks deeper, however, one finds that politics - more precisely, control of government patronage - is the primary cause of many of these conflicts. Election disputes have also led to breakdowns along Muslim and Christian lines, as was seen in the 2011 polls, when youths went on the rampage. When violence erupts in these circumstances, the genesis is usually in one group asserting control of the apparatus of government over another group or groups in a very heterogeneous and ethnically diverse part of Nigeria. There is also a history of Muslim sects growing in the cities of northern Nigeria. In the early 1980s, for example, the Maitatsine sect, which heretically claimed that 'Muhammad' was not the messenger of Allah, established itself in the slums of Kano. The sect was wiped out very brutally, with women and children of the sect attacking heavily armed military and police forces with bows and arrows and knives. The group scattered and was fully eliminated over the course of a decade.

Boko Haram is an Islamic sect that believes northern politics has been seized by a group of corrupt, false Muslims. It wants to wage a war against them, and the Federal Republic of Nigeria generally, to create a "pure" Islamic state ruled by Sharia law. Since 2009 it has been driven by a desire for vengeance against politicians, police, and Islamic authorities for their role in a brutal suppression of the group that year. But the group has proved itself to be very adaptable, evolving its tactics swiftly and changing its targets at the behest of a charismatic leadership. The group leapt onto the world's agenda in August 2011, when it bombed the United Nations compound in Abuja, killing twenty-three people. Some observers say Boko Haram (BH) has reached out to find allies in other global jihadist movements in the Sahel. The speed at which the group developed the capability to produce large and effective improvised explosive

devices and enlist suicide bombers to deliver them suggests outside help. But thus far there remains no evidence to say the group's intentions are to confront and attack Western interests inside or outside Nigeria (Andrew, 2012).

The North-East Geopolitical zone comprises six states: Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe. This zone has been the most severely affected by conflict of any zone in Nigeria over the last decade. Conflict and violence in North East Nigeria is primarily attributable to BH, the terrorist group responsible for human rights abuses across Nigeria, Chad, Cameroon, and Niger. The violent radicalization of the BH members and the resulting military operations have reportedly affected nearly fifteen million people since 2009 (NBS, 2018).

This attack has triggered an acute humanitarian and forced displacement crisis, with devastating social and economic impacts on the population, further deepening underdevelopment and regional inequalities. The most affected states are the Borno, Adamawa and Yobe. The most affected groups are women, children, and youth. Boko Haram's tactics have included multiple modes of attack, including suicide bombings, seizure and destruction of entire villages, forced displacement, abductions, sexual violence targeting women, and forced recruitment of men. Although Boko Haram-held territory has reduced in size over the last few years, the group continues to perpetrate consistent attacks in North Eastern states.

A much more likely development is that the group will continue to attack soft civilian targets, widen its war against the influence of corrupt authorities, and include itself in the ongoing conflictsin northern states.

**Theoretical Framework**
There is a plethora of competing theories explaining the origin of Boko Haram and its driving force, and as many approaches to curbing the crisis. These theories include: the Human-Development theory; the Political-Feud theory; the Elite-Conspiracy theory; the Islamic-State theory, Frustration-Aggression theory among others.

This paper looked at some of these theories (Islamic-State, Human-Development and Frustration-Aggression theories), and concluded with two most suitable for the research. The Islamic-State theory emphasizes Islamic extremism as the underlying cause of the ongoing violence, the Human-Development theory focuses on grievances and inequalities between southern and northern parts of Nigeria as root causes of the crisis, while the Frustration-Aggression view postulates that aggression arises as a result of frustration.

This study adopts both Human-Development and Frustration-Aggression Theories to examine the violent threat of Boko Haram insurgency on North East geopolitical zone and the Nigerian National Security.

**Human-Development Theory**
Many developmental studies and sociology scholars have tried to explain the root causes of the Boko Haram violent conflict. These scholars argue that government must respond to the pressing socio economic issues in northern Nigeria which are the reason for high levels of poverty and inequality. From this perspective, the crisis can be attributed to the failure of the government to meet the human needs of social actors. The fundamental hypothesis of this school of thought is that 'all humans have basic needs and failure to achieve these can lead to violent conflict as a way to survive'(Forest, 2012). This theory conceives poverty as the real threat to the security not only of individuals but of the entire country. Therefore, sustainable socio-economic development is seen as the solution to this crisis - as the most functional way to prevent violent conflict rooted in economic deprivation.

In many ways, penury and impoverishment in the midst of rich resources can lead to frustration, most especially in a country such as Nigeria, blessed with abundant mineral resources that can enhance the drive to attain higher middle income status and perhaps become a developed nation. Midlarsky, (1975) argues that the ever widening gap between the rich and the poor due to deprivation will not only produce frustration but also bring out aggression. Deprivation here is a perceived disparity between value expectations and value capabilities.

Therefore lack of a need satisfaction relies on the psychological state of frustration and the aggressive attitudes which arise from deprivation. In supporting this argument, Dougherty and Pham, (2012) opine that 'socio-economic deprivation is a major root cause of violent conflict' and argue that aggression is constantly a corollary of frustration and relative economic deprivation.

This causes frustration among the suffering masses particularly in northern Nigeria. Amalu, (2015) argues that when groups become frustrated they will by nature seek to lash out at the perceived cause of their grievance.

Based on this, the theory identifies the tenets of socio-economic deprivation as the root of the crisis. This was substantiated by the governor of the Central Bank of Nigeria, Lamido Sanusi, when he mooted the idea of a direct link between the very uneven nature of distribution of resources and the thirteen per cent derivatives given to oil producing states of the south as the cause of the rising level of violence in northern

Nigeria. From this argument, the government's inability to distribute resources equitably is the source of sustained political and social instability in the country. Some scholars also contend that an array of grievances and opportunities have pushed Boko Haram to extend its grip through extensive corruption among political and a selected few elites who are heavily invested in the status quo, while inequalities widen to frightening margins (Forest, 2012).

**Frustration-Aggression Theory**
The Frustration-Aggression theory was propounded by Sigmund Freud and Dollard Dupe (1939) and captured by Adesoji (2010) in his work "Boko Haram uprising and Islamic revivalism". Their view postulates that aggression arises as a result of frustration. When families, individuals and communities are troubled or enmeshed with excessive poverty, injustice, lack of good livelihood opportunities, discrimination, marginalization, lack of education and other basic necessities of life, they tend to get frustrated. This spirit of frustration often creates militant or violent laden consciousness among the people, especially able-bodied youth. Lending credence to the views of Sigmund Freud and Dollard Dupe, Adesoji, (2010) notes that: The main explanation of the Frustration-Aggression theory provides that aggression is not just undertaken as a natural reaction or instinct as realists and biological theorists assume but that it is the outcome of frustration and in a situation where the legitimate desires of an individual is denied either directly or by the indirect consequence of the way the society is structured, The feeling of disappointment may lead such a person to express his anger through violence that will be directed at those he holds responsible, or people who are directly or indirectly related to them.

In contemporary Nigeria, most, if not all of the existing militant organizations are made up of a large percentage of uneducated and unemployed people who express frustration by the existing unbalanced structure of governance in the Nigerian federation. For instance, the Odua Peoples' Congress (OPC) in the Yoruba dominated western part of the country was formed as a separatist reactionary group to express the frustration of the Yoruba people following the unfortunate annulment of the June 12, 1993 presidential election that was alleged to have been won by a Yoruba man, MKO Abiola. Since the formation of OPC, it had always used violent means in pursuit of objectives. In fact, this same reason among others have equally been given by other ethnic militia groups like the Movement for the Actualization of the Sovereign State of Biafra(MASSOB),Movement for the Emancipation of Niger Delta(MEND) Niger Delta Volunteer Force (NDVF) Egbesu Boys, Bakkassi Boys, among others (Shehu, 2014).

The relevance of this theory to this paper is thatits basic tenets illuminate the underlying issues that are imminent in Boko Haram insurgency in Nigeria. First are the issue of youth frustration which makes them to resorts to arm against the state and the failure of the state government to absorb the latent powers of the youth in development. Another critical issue in this theory relevant to understanding Boko Haram is the failure of government institutions to provide basic life-support and life-transforming mechanisms to the teaming population of North Eastern Nigeria. Frustration is therefore a precursor to aggressive tendencies imminent among Boko Haram insurgents. In supporting this argument, Dougherty and Pfaltzgrate, (1997) opine that socio-economic deprivation is a major root cause of violent conflict and argue that aggression is constantly a corollary of frustration and relative economic deprivation. While Olojo, (2013) contends that one significant factor that has stimulated the drive towards violent extremism, recruitment and support for Boko Haram are economic deprivation. Several scholars believed that poverty and longstanding economic disparities in the northeast part of the country made the youth join the sect.

## Conclusion of the two Theories
In many ways, the two major competing explanations for the Boko Haram crisis each has both fact and elements of flaws which necessarily affect decision making and responses to the crisis. The arguments raised by the proponents of the human-development theory notwithstanding, the frustration-aggression theory emerges as the more plausible in explaining the underlying causes of the Boko Haram crisis. However, it must be noted that the violence evidenced by Boko Haram is nothing new in Nigeria, and I contend that the violent actions of Boko Haram are embedded in both the human-development and frustration-aggression theories.

## Application of the Theories
Based on human development, the theory identifies the tenets of socio-economic deprivation as the root of the crisis. This was substantiated by the governor of the Central Bank of Nigeria, Lamido Sanusi, when he mooted the idea of a direct link between the very uneven nature of distribution of resources and the thirteen per cent derivatives given to oil producing states of the south as the cause of the rising level of violence in northern Nigeria. From this argument, the government's inability to distribute resources equitably is the source of sustained political and social instability in the country. Some scholars also contend that an array of grievances and opportunities have pushed Boko Haram to extend its grip through extensive corruption among political and a selected few elites who are heavily invested in the status quo, while inequalities widen to frightening margins (Forest, 2012).
The application and relevance of frustration aggression theory to this study is that its

basic tenets illuminate the underlying issues that are imminent in Boko Haram insurgency in the North East and Nigeria as a whole. First is the issue of youth frustration which makes them to resorts to arm against the state and the failure of the state government to absorb the latent powers of the youth in development. Another critical issue in this theory relevant to understanding Boko Haram is the failure of government institutions to provide basic life-support and life-transforming mechanisms to the teaming population of North Eastern Nigeria. Frustration is therefore precursor to aggressive tendencies imminent among Boko Haram insurgents.

## Background and Origin of Boko Haram

The Northern Nigeria in particular had witnessed a religious conflict in 1980s known as Maitatsine crisis, which caused havoc in major cities of Northern Nigeria. Muhammed Marwa was an Islamic scholar who migrated from the town of Marwa in Northern Cameroun to the city of Kano in 1945. While in Kano he became an Islamic zealot concerned with the purification of Islam. He believed that Islam had been corrupted by modernization (Westernization) and the formation of the modern state. His constant preaching became very abusive and provocative, especially against established institutions like the emirate and the political class to the extent that the then Emir of Kano, Alhaji Sanusi Lamido, expelled him from Kano. Marwa found his way back to Kano in 1966, presumably after the death of Alhaji Sanusi. Between 1972 and 1979 Marwa was detained in prison several times for his provocative preaching and acts of lawlessness against the state (Danjibo 2009).

There is a growing suspicion among Nigerians about the real identity and motive of Boko Haramsect. Most Muslims see it as an extension of Maitatsine sect which was established in 1945 to transport turmoil to Islam as it was confirmed that Maitatsine was not a Muslim until his death, while a reasonable number of Christians see it as an attempt to Islamize Nigerians while some are indifferent (Shehu 2014).

Boko Haram is an Islamic sect like Maitatsine sect of 1980 believes that northern politics has been seized by a group of corrupt, false Muslims. It wants to wage a war against them, and the Federal Republic of Nigeria generally, to create a "pure" Islamic state ruled by Sharia Laws. However, its practicing of religious violence forms part of a larger struggle for liberation, justice and what its members conceive of as a better sociopolitical order (Walker 2012).

The term Boko Haram was derived from the Hausa word 'Boko' which means Western education. Haram is an Arabic word which literally means 'forbidden'. Therefore, Boko Haram means Western education is forbidden. Ideologically: Boko Haram

notonly opposes western education but also rejects western culture and modern science (Ekanem, 2015).

## The Ideology of Boko Haram

For the past years, the Nigeria government has demonstrated clearly that it is fighting the war against Boko Haram insurgency without a clear understanding of the sects world view. For a sect that morphed from a mere group of bandits to a group with international reach and armed with sophisticated weapons, it is imperative to understand its ideology. Boko Haram was founded as a Sunni Islamic fundamentalist sect advocating strict form of Sharia law. It developed into a Salafist-Jihadist group in 2009, influence, perhaps by the Wahhabi movement (Blanchard 2014). Members of the sect believe that their interpretation of the Quran is the 'true' Islam. Also they are convinced that this 'true' Islam in holistic and embraces all aspects of Muslims life in preparation for eternity.

Initially, the founder of Boko Haram (Mohammed Yusuf) setout to establish Sharia government in conjunction with Borno State Government in northern Nigeria in the administration of Ali Modu Sheriff. In fact, speculation has it that "owing to its growing influence, Governor Sheriff courted the group and rode on its popularity to win his re-election in 2007" (Osun Defender 2015).The sect's main grudge against the Nigeria state is that the existing socio-economic condition is both wrong and repressive. Primarily, it is wrong according to this perspective because it does not correspond to Islamic principles. Thus, in order to get rid of this condition of repression and wrongdoing, Boko Haram seeks to establish an Islamic state.

Furthermore, the need to 'rid' Nigeria of immoral and imperial Western domination and influences through the adoption of an Islamic path forms its basic objective. Therefore, to Boko Haram the solution to this problem lies in an embrace of Islamic teaching and an understanding that all 'true' Muslims compose a single cohesive community and must work together to resist the encroachment of corrupt Western influences. As such, any Muslim that works contrary to this dictum is classed with 'unbelievers'. To realize this goal, the group intends to leave no stone unturned. Its leader, Shekau notorious threat that gained international currency summarizes this position: "I enjoy killing anyone – God commands me to kill - the way I enjoy killing chicken and rams"(The Guardian 2014).

Furthermore, main pillars in the overlapping ideas in Boko Haram's ideology, as formulated by the former leader Mohammed Yusuf, are: FIRST, a rejection of democracy and politics entailing that the Nigerian state should be replaced with an Islamic state based on Sharia law. This aim may be shared by other Salafist groups, but

the difference lies in the way Boko Haram perceive that this aim should be achieved through violent means. Specifically, in a situation where the secular government holds the majority of power, and the excessive use of force may cost the lives of fellow Muslims; an issue that is source of overt contestation within global jihadist groups (Crone, 2014).

SECOND, rejection of Western education has been a defining characteristic of the group. Wahhabi scholars believed that European colonialism introduced modern secular education to Islamic societies as a conscious strategy to maintain hegemony and disrupt Islamic pietistic morale. Consequently, Boko Haram rejects various subjects of modern education they regard as contradicting Salafi doctrines of Islam (Anyadike, 2013). This claim resonates with the local historical conditions in northern Nigeria, where education was brought in by the British colonial administration. Although the practice of Islam has historically been a means of resistance to the imposition of indirect colonial rule through education and state formation in general, the extremely violent expression of this resistance is new (Mohammed 2014).

THIRD, rejection of working for the un-Islamic government in general and in particular in areas of judgment and law enforcement. Through this assertion Boko Haram indirectly defies more organized institutionalized groups like the Izala whose members may work for the government and enjoy more developed relationships with local state actors.

FOURTH, Boko Haram is motivated by stark feelings of injustice by the Nigerian state, which they consider to have terrorized them. As such revenge constitutes leitmotif of Boko Haram's actions in response to the atrocities carried out by the state security forces.

**Tackling the Boko Haram Crisis**
From the analysis of the root causes of the insurgency, it emerges that finding a durable solution requires a comprehensive, coherent, and well-coordinated response from both local and international actors. Meanwhile, the complex nature of the causes further reveals several challenges that need to be overcome in order to deal with the crisis successfully. In addressing the crisis and finding a durable solution the response of the government is key. However, the mixed outcomes of the response by the government have been heavily criticized in various quarters. Undoubtedly, the killing of Mohammed Yusuf by the Nigerian police radicalized the group as Zenn, (2013)had predicted would happen. Thompson (2012), also argues that the activities of the group were benign before the killing of Yusuf, and marked a tipping point in the use of lethal force in the years that followed. From this perspective, it is clear that the time is ripe for

the government to adopt policy changes to alleviate the grievances advanced by the group as their driving force. This would bring significant issues to the negotiating table which is critical in the quest for a sustainable solution.

The introduction of curfews and crackdowns has had no real impact as they previously had, in that the group appears to be gaining the upper hand. After the killing of over 200 people in January 2015, the government's response appeared to be succeeding, as the number of attacks decreased, became less complex and less deadly.

However, by relying solely on force, the government is in all likelihood making a mistake (albeit an understandable one) - its heavy-handed reactions of the past have exacerbated the situation and may even have pushed Boko Haram to intensify its actions. Further, as we saw above, the sympathies of the local populations tend to shift to the insurgents when the government reacts harshly. This is critical as sympathy may translate into additional manpower and resources.

In opposing this view, Campbell (2014) argues that the government should rather go the route of amnesty and negotiation as it did in the past when it co-opted the Movement for the Emancipation of the Niger Delta by agreeing to an amnesty deal and equitable distribution of resources for the people in the region.

In the meantime, the government's attempts at negotiation appear somewhat half-hearted and without agreement on a middle-ground essential to agreement between the parties, and cannot be regarded as propitious. This impasse may be attributed to the vast 'gap' between the demands of Boko Haram - that the entire country be brought under Shari'a law - and what the government is willing to offer. As a former US ambassador to Nigeria, Campbell forcefully advances that whether the government likes it or not, it may be forced to consider some review of the basic political and economic issues at stake and pursue significant changes in policy and approach.

Any attempt to neutralize Boko Haram requires a comprehensive plan to address the group's operational capability, the discredited security environment, and the long-term grievances as regards the economy and governance in general. Arguably, the most immediate of these concerns is the need to improve the professionalism and competence of the Nigerian police and armed forces while reducing the operational capability of Boko Haram. In an effort to stay ahead of Boko Haram's evermore sophisticated operations, the Nigerian government needs further to improve its law enforcement and security operations (Zenn, 2013).

Nigerian government needs to know that no amount of fighting can possibly

extinguish the ideological fervor emblazoned by indoctrination. Instead, there is need for rethink in terms of strategy and logistics needed to see through the campaign against Boko Haram insurgency in the country. As it stands, Boko Haram appears to have assumed a commanding position in northern Nigeria. Regardless of its numerical strength, the group appears able to easily overrun the region (except there is a difference in tactics by the Nigerian government), especially against the backdrop of poor law enforcement and impose its interpretation of Sharia Laws.

While it is true that peace would be achieved by removing all kinds of violence, such as war, environmental destruction, violation of human rights, cruelty against women and children, exploitation and oppression of the weak, poor and illiterate and the powerless, it will amount to grandstanding to believe that peace is merely a state of non-violence or absence of wars. We must understand peace in all its dimensions. First, we must understand it theoretically at the personal or mental level, that is, the inner state of calm or tranquility. Second, we must also understand it as social in terms of the state of social justice and development. Third, peace should be understood at the national level in terms of nation-state stability, progress and freedom from civil disorder. Fourth, at the international level, peace or peaceful relation is needed among all nations for global security and prosperity. Global peace, that is, peaceful co-existence is therefore necessary for the continued existence of the human race. Therefore, peace has a global phenomena and no nation can survive without others. Relationships must be global, because it is the foundation of the survival of humankind (Kantiok, 2016).

**Summary**

In summary, the study examined the implications of Boko Haram's violence to peace and security of the Northeast geo-political zone of Nigeria, believed that Boko Haram violence has led to loss of lives and properties of unimaginable proportion - leading to hunger, threats and psychological effects in continuum which is a major concern to the nation and the world as a whole

**Conclusion**

The discourse on Boko Haram insurgency clearly revealed that Nigeria is confronted with security challenges. This is made manifest in the Boko Haram murderous campaigns against securities, government institutions, religious cleric and members of the general public.

For any solution to a security situation like that of Boko Haram to be effective, a multi-dimensional approach that address both the symptoms of terrorism and root causes must be adopted to address the problems and create enabling environment. Understanding the evolution, development and behaviour of terrorists and terrorism is

complex, so also in understanding the genesis, causes and strategies adopted by Boko Haram, because of the ever-changing nature of terrorism. Terrorist behaviour is dynamic: it varies both internally and externally. Moreover, the study of Boko Haram overtime can be used to understand the reasons for the ever-changing nature of a terrorist group behaviour. Despite repeated claims that Boko Haram has been degraded, decimated, and defeated, the group has retained headlines with a series of attacks against both military and civilian targets. It is now very obvious that neither the Nigerian government nor Boko Haram will accept that it is losing a 'war' which is bringing unprecedented levels of fear, pain and deprivation to civilians and the entire nation.

The activities of Boko Haram have heightened serious fears among the Nigerian populace, especially those in Borno, Adamawa and Yobe state. The trend has led to loss of lives and property. Business ventures and shops have remained closed. Boko Haram has succeeded in instilling fear and hatred among the people who have been living in peace and harmony for decades.

As earlier noted, the Nigerian polity is grossly saddled with poverty, illiteracy and worse of it, bad and unaccountable government. The Northern parts of Nigeria are the worse hit with regards to poverty as well as illiteracy. Although an earlier decision by Northerners not to be taught via western education (English) could have also contributed to the high rate of illiteracy experienced in the region. But then, people who are poor can hardly afford education which in the Nigerian case is very expensive, perhaps also same for other countries. Similarly people living below the poverty line are likely to spend their time thinking of what to eat on daily basis than of getting education. For a country like Nigeria where the government hardly cares about the citizens' welfare, frustrated people could easily fall victims of being recruited into an insurgency especially when the recruiter capitalizes on the loopholes in governance.

My argument and final conclusion therefore, is that the root cause of insurgency is traceable to bad leadership as one or two or even ten persons cannot successfully conduct insurgency. It is a collective of many who are often given almost cogent reasons why they have to join, and if they are already frustrated by bad leadership, they easily become victims.

Having said that, am of the opinion that Nigeria need regional cooperation among its West African neighbors. Most of the respondents pointed out that, since Boko Haram hub of operations still remained with borders of these West African states, notably among them; Cameroon, Chad and Niger Republic, then Nigerian government must joint effort and work closely with these countries irrespective of their colonial history

or other differences to tackle the problem. On the other hand, the establishment of constant border patrol teams, and sharing of intelligent information and logistics could surely assist in defeating Boko Haram insurgency.

Consequently, the conceptual explanations of the paper shows that poverty remains the major problem that causes frustration among the youths which later became the recruitment target of the insurgents group.

## Recommendation

The government should develop the political will to expose and prosecute the high caliber individuals both within and outside the government who has been linked with the Islamist militant group. This will cut the life source of the terrorist group and serve as a deterrent to other negative minded individuals who might be nursing similar ambition in the future.

Every counter measure undertaken by the Government will also only be effective if issues of poverty, corruption and bad governance are addressed transparently.

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# EFFECT OF ENVIRONMENTAL CHANGE ON THE PRODUCTION OF NUTRITIONAL DIETS AMONG FARMERS FOR CONSUMERS WEL – BEING IN NORTH CENTRAL NIGERIA

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## Abstract

*Environmental changes are likely to affect agricultural production over the next decades. The interactions between environmental change, agricultural yields and crop quality, and the critical pathways to future diets and health outcomes are largely undefined. There are currently no quantitative models to test the impact of multiple environmental changes on nutrition and health outcomes.Using an interdisciplinary approach, we developed a framework to link the multiple interactions between environmental change, agricultural productivity and crop quality, population-level food availability, dietary intake and health outcomes, with a specific focus on fruits and vegetables. The main components of the framework consist of: i) socio-economic and societal factors, ii) environmental change stressors, iii) interventions and policies, iv) food system activities, v) food and nutrition security, and vi) health and well-being outcomes.The framework, based on currently available evidence, provides an overview of the multidimensional and complex interactions with feedback between environmental change, production of fruits and vegetables, diets and health, and forms the analytical basis for future modelling and scenario testing.*
**Keywords: Environmental Change, Production, Nutritional diets, Farmer Consumers Well-being**

**Introduction**

In the next decades, the world population will continue to be confronted with environmental changes that pose increasing challenges to our food systems, health and well-being. These changes – such as climate change, increased ground-level ozone, changes in water availability, carbon dioxide fertilisation, soil degradation, deforestation and land use change – can directly and substantially influence agricultural production. In addition, variability in abundance and spread of pests, pathogens and pollinators – which are also related to environmental change – could form an additional, indirect impact on agriculture. Without successful and widespread implementation of adaptation and mitigation strategies aiming to overcome and/or reverse these environmental changes and their consequences, global food security, health and well-being could be significantly affected (ICPCC, 2014).

The scale of impacts of environmental change on food systems and health will depend on a variety of environmental, behavioural and economic factors. Firstly, the magnitude of environmental change will depend on the current level and trends of different environmental stressors and the *mitigation* actions taken by both individual countries and the global society as a whole. For example, several countries are taking individual action to ban nicotinoid pesticides to protect insect pollinators, and the Paris agreement (UN, 2015) has committed the global community to mitigating future climate change. Secondly, the effects of environmental change will depend on the *adaptation* mechanisms developed and adopted. This could include changing agricultural production methods and altering the types of crop grown in certain areas that are less sensitive to certain environmental stressors. Thirdly, markets play a key role in distributing food between production and consumption locations. Globalised agricultural systems may be better placed to respond to changes in environmental conditions for food production, whereas food systems in areas that are strongly dependent on local markets may be more vulnerable to environmental change. Fourthly, food prices have an influence on consumer behaviour – consumption of some foods is much more sensitive to price changes than other foods. Finally, the effect of changing food availability on nutrition and health is likely to differ between countries and population groups, due to both price responsiveness and differences in pre-existing dietary patterns. Therefore, predicting the impacts of environmental changes on diets and health requires a detailed understanding of the various interactions and feedback loops between numerous actors and processes, as well as information on environmental, social and economic contexts.

Past research has been largely one-directional and limited to single steps in the pathways linking environment, food and health, e.g. concentrating on the impacts of environmental change on crops or the impacts of different diets on health. Research

related to the impacts of environmental change on food production has mainly focused on the effects of climate change on staple crops (Challinoret al.., 2014; Knoxet al., 2012; Porteret al., 2014) , whereas the impacts on other foods and impacts from other environmental stressors have been less studied.

## Impacts of environmental change on production of fruits and vegetables
## Climate change
Climate change has been predicted to impact agricultural production through multiple direct and indirect pathways (Porter et al., 2014; Smith et al., 2014). Changes in temperature and water availability combined with increased variation in weather conditions and more frequent episodic weather events will have a direct impact on crop yields (Lobell & Gourdji, 2012). Increased temperature results in faster crop growth, and therefore, shorter cropping seasons and lower yields. Temperature also impacts on photosynthesis rates and respiration. C4 crops (maize, sorghum, sugarcane, etc.) have higher optimum temperature for photosynthesis than C3 crops (cereals and most vegetables and fruits).

Besides the direct effects, increased temperatures may indirectly affect fruit and vegetables yields due to decreased labour productivity of farmers, affecting agricultural productivity (Kjellstrom et al., 2016). Many fruit and vegetable crops require high labour inputs, especially for planting and harvesting and hence climate change induced heat stress may disproportionately affect this sector.

## Historical ozone depletion & current ozone layer recovery
The stratospheric ozone layer, protecting the earth from solar ultraviolet (UV) radiation, has been depleting over the past decades due to anthropogenic emissions of chlorofluorocarbon and nitrous oxides, although the recent evidence indicates healing of the ozone layer due to reduced cholofluorocarbon emissions.  However, in Antarctica, ozone depletion continues to occur each year, whereas the Arctic ozone shows high year-to-year variability (Andrady et al., 2015).

Many factors such as cloud cover, altitude, ground reflectance and atmospheric path length, impact on the level of UV-B reaching plants. Due to the natural variations of those factors, the effect of stabilization of the ozone layer is not yet detected in the measurements of UV-B radiation.

UV-B radiation has been found to damage DNA, RNA, proteins and membranes of plants and to impair photosynthesis. A meta-analysis of the effect of increases in UV-B on yields found that herbaceous plants including most vegetables (e.g. beans, tomatoes, spinach, radish, carrots, cucumber and gourd) and many fruits (such as

strawberries and sea-buckthorn) showed a more significant decrease in yield due to the UV-B exposure than woody plants (Liet al., 2010).

**Water quality**
The quality of irrigation water has a direct impact on crop quality and quantity. In the past decades, several trends in water quality – with a strong link to environmental change – have put increasing pressure on the agricultural sector, and it is expected that these trends will continue in the future (Turral et al., 2011).

Salinization is major threat to irrigation water quality. Salt tolerance levels vary greatly from crop to crop. Predominantly, salinization decreases yields, but the impact on crop quality is mixed (Hoffman et al., 1989). Many vegetable crops are negatively affected and salinity can substantially reduce their market value. However, in some crops, such as carrots and asparagus, salinity can increase sugar content, whilst in tomato and melon it can increase soluble solids. Generally, however, salinity-induced decreases in yield outweigh any beneficial effects (Hoffman, 2010).

Climate change may exacerbate salinity problems which in turn impact health through drinking water and diet (Khan et al., 2014; Scheelbeek et al., 2017). In several low-lying coastal areas, the increased frequency of tropical cyclones and inundations can have a serious impact on the sodium (and other salts) content of soils as well as ground- and surface-water. In climate-vulnerable coastal areas, such as Bangladesh, an additional problem arises when farmers move away from saline irrigation sources and obtain water from deeper groundwater layers; high arsenic concentrations have been measured in these groundwater sources. Arsenic can remain on the crop's surface after harvesting and could form a serious health threat to its consumers (Das et al., 2004; Su et al., 2014) . Further inland, changing precipitation patterns and drought can cause significant increase in sodium concentrations in freshwater bodies, affecting irrigation and drinking water quality  (Jeppesen et al., 2015).

A third important water quality threat is the occurrence of excessive nutrients in irrigation water, notably nitrogen. This is often the result of (over)fertilization of agricultural land, whereby excess fertilizers end up in water sources used for irrigation and may damage marine ecosystems. In susceptible crops - such as apricot, citrus and avocado - high nitrogen concentrations trigger excessive vegetative growth and delay of maturing. In leafy vegetables, this causes a decrease in harvestable product and could negatively affect fruit quality parameters, such as sugar content (Ayers & Westcot, 1985). It could also cause crops to grow taller and hence to be more vulnerable to lodging (bending over of stems) in extreme weather events, such as tropical storms.

**Non-renewable resource depletion**

Non-renewable resource depletion includes reduced availability of minerals used for fossil fuels, fertilizers or infrastructure, and depletion of aquifers that can be used for irrigation water. The reduced availability of these resources can have an impact on crop production, unless alternative technologies are adopted (e.g. use of renewable energy sources or organic fertilizers).

For example, it has been estimated that the current economically exploitable phosphate reserves will be depleted in approximately 50–100 years (Cordell et at., 2009). Therefore, options to recycle nutrients back to the fields from bio-waste and sewage sludge may become more financially attractive. Similarly, industrial agriculture relies heavily on the use of fossil fuels for producing nitrogen fertilisers, running farm machinery and other uses. The depletion of fossil fuel reserves or the inability to exploit them because of climate change imperatives may pose a threat for agricultural production unless renewable energy sources can be significantly scaled up. However, this will be more of a problem in industrial farming systems than in subsistence farming that relies mainly on manual labour.

Finally, the depletion of water resources can have negative impacts on agricultural production, especially in areas where aquifers provide an important source of irrigation water. The depletion of aquifers is linked to changes in precipitation levels, exhaustion of rivers and increased use of water. Climate model simulations project precipitation increases in high latitudes and parts of the tropics, and decreases in some tropical and lower mid-latitude regions (Bates et al., 2008). Poor rural farmers in the arid and semi-arid tropics and Asian and African mega-deltas are likely to be the most vulnerable to these changes in water availability. Furthermore, international food trade contributes to the decline of aquifers in the producing countries. Most of the irrigation water globally is used for staple crops (mainly for wheat) and less than 10% of all irrigation water is used for fruits and vegetables, which is in line with the percentage of land used for fruits and vegetables (FAOSTAT, 2017).

**Land use**

Agricultural land is a limited natural resource. It is estimated that nearly a third of global arable land has been lost due to soil erosion and pollution during the past 40 years. Other reasons for loss of agricultural land include urbanisation, sea level rise, and renewable energy production (e.g. solar panels on agricultural land), as well as land requirements for bio-fuels and other non-food crops. At the same time, forests have been converted to agricultural land, mainly driven by increased consumption of meat and need of land for feed production. Therefore, the percentage of agricultural area of the total global land area has been relatively stable during the past decades.

However, deforestation contribute to the acceleration of many environmental changes, such as climate change and loss of biodiversity, and therefore, can have negative indirect impacts on food security, e.g. through loss of wild foods (Section 6).

Soil degradation typically refers to multiple processes, such as erosion, desertification, salinization, compaction and encroachment of invasive species (Gibbs & Salmon, 2015). Soil organic matter plays a vital role in maintaining the long-term productivity of soils. The increased use of industrial farming practices, such as mono-cropping, minimal use of organic fertilisers and removal of crop residues from fields, is one of the main reasons for decline in soil organic matter contents.

Acidification of soils is caused by acid rains or use of synthetic nitrogen fertilisers in some conditions. Acid rains generally result from the reaction of water molecules and sulphur dioxide or nitrogen oxide in the atmosphere, which mainly originate from anthropogenic sources, such as energy generation and industrial processes (Klimon et al., 2013) . Soil acidification can alter nutrient availability, and has generally negative impact on plant growth, except in alkaline soils some acidification can be beneficial (Lee et al., 1981) . Application of lime and balanced fertilisers help to mitigate crop losses caused by acidification  (Mason et al., 1994).

Phytotoxicity means the toxic effect on plants caused by compounds such as trace metals, allelochemicals, pesticides, phytotoxins or salinity. Contamination of soil with toxic metals, such as cadmium and high concentrations of aluminium, has negative impacts both on crop yields and human health (Khan et al., 2015). Metals cause oxidative stress for plants, which reduces biomass accumulation.

**Biodiversity loss**
In some cases, losses of biodiversity can have direct impacts on food availability in areas where wild food, including wild fruits and vegetables, comprise a substantial proportion of diets. Field-grown crops and livestock are also heavily dependent on multiple ecosystem services, such as pollination, natural predation of pests and services provided by soil macro- and micro-organisms.
During the past decade, the numbers of pollinators have declined, due to combined stress from parasites, pesticides and habitat loss (Goulson et al., 2015). As many fruit and vegetable species rely on pollinators, a complete loss of pollinators has been predicted to reduce global fruit supply by 23%, vegetables by 16% and nuts and seeds by 22% with major adverse effects on health (Smith et al., 2015).

**Impact of drivers, influencers and activities on food security and health outcomes**
**Links between agriculture and food security: From subsistence farming to international trade**

The most direct link between agriculture and food security occurs in subsistence farming communities and involves the production and quality of crops and their impact on the availability of nutritious food to producing households. Most people living in the rural areas in low income countries, especially in sub-Saharan Africa, are dependent from subsistence farming, and 72% of all farms in the world are under 1 hectare (FAO, 2014; Herreroet al., 2017).

Considering the predominantly negative influences of environmental stressors on both fruit and vegetable yield and quality (see previous sections), populations heavily reliant on subsistence farming appear likely to have food insecurity in the future (Morton, 2007; Shrestha & Nepal, 2016; Tibesigwa et al., 2015). The extent of these influences on their nutrition and health depends on the farmers' ability to adapt to these environmental changes (Shisanya&Mafongoya, 2016). Many subsistence farmers are particularly vulnerable due to a high dependence on rain-fed agriculture and limited adaptation strategies: rain-fed agriculture accounts for approximately 95% of farmed land in sub-Saharan Africa and 90% in Latin America (Wani et al., 2009). Moreover, in contexts where agricultural surpluses are sold at the local market as critical sources of cash, reduced yields will likely decrease household incomes.

In larger and more complex trade systems – ranging from farmers producing for the local markets to agribusinesses and international trade – a more complex interplay of mechanisms determine the impact of suboptimal yields on food security, including market mechanisms and food choices (Figure 1, ■ D), possible technological or political interventions (Figure 1, ■ C) and the influence of social factors (Figure 1, ■ A). Compromised production – and therewith reduced availability – of a locally important vegetable could, for example, push up local or regional prices, and make the specific vegetable unaffordable for the less affluent (Brown et al., 2012). Households' purchasing power and preference will determine their substitution strategy, e.g. buying another cheaper vegetable if available, buying more staples, or not substituting the "missing" vegetable. The price elasticities of fruits and vegetables tend to be higher than those for cereals, which means that consumers reduce their demand more in response to an increase in price (Cornelsen et al., 2015). The household substitution strategy used will partly determine the scale of health impacts (UNSCS, 2010)

Crop quality, including nutritional content, may affect dietary micronutrient supplies of consumers and subsistence farmers. Especially in areas where nutritional needs are

only marginally met or where there is a widespread marginal nutrient deficiency, slight changes in vitamin and mineral concentration in crops – even without any actual change in diet – could be crucial for food and nutrition security. Fruits and vegetables are therefore particularly important as they provide a rich source of essential micronutrients that are present in much lower concentrations in other food groups.

**Links between food security, consumption, health and well-being**
There is a substantial evidence base on the impact of food security on population diets. Furthermore, the links between diets, health and well-being are the most well-researched parts of the framework (Figure 1, ▲ 14). Non-optimal diets are estimated to account for ~10% of the global burden of disease (Forouzanfar et al., 2016).

There are two main pathways leading from nutrition to population health: non-optimal *quantity* of food intake (under- and over-nutrition) and non-optimal *quality* of food intake (nutrient deficiencies due to poor dietary composition, toxins, pathogens, etc.). In terms of the former pathway, overweight and obesity increases the risk of various NCDs, including diabetes, certain cancers and cardiovascular disease, whilst undernutrition can lead to several deficiencies, affecting, for example, child growth and development and immune system function (Figure 1, ■ F).

As well as contributing to daily dietary energy requirements, fruits and vegetables play a key role in the second pathway, linking sub-optimal quality of food intake and poor health. For many populations around the world, fruits and vegetables provide several essential vitamins, minerals and amino acids usually found in limited amounts in other components of the diet, particularly where consumption of animal-source foods is low. Low fruit and vegetable intake is associated with increased risk of vitamin deficiencies, all-cause mortality, coronary heart disease, strokes, and several types of cancer (Forouzanfar et al., 2016; Miller et al., 2017; Wang et al., 2014).

To further explore the importance of the pathway between fruit and vegetable consumption and health, full dietary composition (i.e. consumption besides fruits and vegetables) should be considered, as well as the drivers for food choices. Low fruit and vegetable intake can in some situations be the direct results of food insecurity (i.e. limited access, affordability of stability of fruits and vegetables), whilst in other situations it reflects the population's preferences to consume foods high in sugar, salt and saturated fats instead of fruits and vegetables.

**Feedback loops from dietary choices and agriculture to environmental change**
The framework highlights that – in addition to the described "environment – food system – health" pathway – there are several feedback loops linking dietary choices

and nutrition back to agricultural strategies (Figure 1, ▲ 15) and environmental change (Figure 1, ▲ 1).

A remarkable example of these feedback loops is based on the rapid global shift towards a more "Western" diet, which is driven by urbanisation, economic growth and changes in technology and culture (Popkin, 2006; Tilman& Clark, 2014). Western diets are characterised by greater consumption of animal source and highly processed foods often in parallel with a reduction of the consumption of vegetables and pulses. To meet the growing demand in animal source products, livestock and dairy farming has increased enormously (FAO, 2015), contributing directly to increased greenhouse gas emissions, eutrophication (the enrichment of an ecosystem with nutrients), and loss of biodiversity due to intensification of agriculture and conversion of forests and natural habitats to agricultural land ( Gerber et al., 2013). Currently, livestock production occupies approximately 80% of global agricultural land (including arable and grassland), whereas only a few percent of the land is used for fruits and vegetables (FAO, 2017).

Agriculture is also one of the main contributors to climate change, accounting for ~25% of global anthropogenic emissions ( Vermeulen et al., 2012), while livestock production alone has been estimated to account for 14.5% of global greenhouse gas emissions ( Gerberet al., 2013). It has been estimated that the consumption of fruits and vegetables accounts for only 7% of all food related GHG emissions globally ( Springmann et al., 2016b). Generally, fruits and vegetables have a lower carbon footprint compared to livestock products and grains when measured per unit of product weight, although this is not necessarily the case when measured per unit of energy content, especially if the fruits and vegetables are processed ( Drewnowski et al., 2015).

Particulate matter emissions from agriculture originate from field operations such as ploughing, tillage and harvesting, and from livestock bedding materials and manure.

**Conclusion**

Industrialisation of agriculture has also contributed to the losses in biodiversity due to simplification of agroecosystems, reduced number of crops and crop varieties grown, use of chemical fertilisers and pesticides, intensification of agriculture, increase in field size and clearance of natural forests for agricultural land. The increased demand for agricultural products is causing a pressure for converting forests to agricultural land, especially in tropical regions (Laurance et al., 2014). Extensive farming systems, such as organic farming systems, generally have higher on-farm biodiversity compared to intensive farming (Bengtsson et al., 2005; Tuomisto et al., 2012a). However, many studies have questioned whether land sparing, i.e. using intensive farming systems and leaving land out from agriculture for biodiversity conservation

would lead to higher total biodiversity benefits compared to land sharing (Phalan et al., 2011; Tscharntke et al. (2012); Tuomisto et al., 2012b points out that there is a clear difference between the type of biodiversity that land sparing and land sharing approaches support. The land sparing concept can under value functional agrobiodiversity that helps to increase the resilience of the farming systems to environmental changes.

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# AN OVERVIEW OF COMMUNICATIVE LANGUAGE AND TOTAL PHYSICAL RESPONSE APPROACH ON TEACHING ENGLISH AS A SECOND LANGUAGE IN NIGERIAN SCHOOLS

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## Abstract

*Every Nigerian child born in Nigeria learns English language as a second language, thus, the approach used to teach is very crucial in helping the child learn the language. This paper is an overview of using the Communicative Language Teaching (CLT) and the Total Physical Response (TPR) approach to teach children English as a second language. First, children are activity oriented and action or demonstration is the visual they see which help them to gain understanding. Second, Children are egocentric, their interest and self-supersedes. The focus at this level is for children to attain some level of competence that is, the ability to communicate in the target language which can be facilitated by their physical response. If children listen well (which is the essential skill needed in using the CLT), and some form of demonstration is incorporated, comprehension will take place. This is the fulcra of this overview.*
*Therefore, this paper puts forward a prospect that the Nigerian child is able to communicate in English and learns the language better when the approach used is a combination of demonstration and listening activities so that the child is actively involved in the learning process. The CLT and TPR approaches suit the children because they enhance children's participation. This active participation in the language class is what enhances effective learning of the second language.*

## Introduction

Learning begins at childhood whether formally or informally. Second language learning is rigorous and tasking because it involves learning and not naturally acquiring. There are so many factors that affect or pose a challenge to the learning of a second language(Hinkel,2005; Ellis,2015).For most Nigerian children, English Language is learnt formally when they begin school with all the challenges that go with the process(Crystal,2003). This is chiefly because English is Nigeria's official language and medium of instruction in schools (Dearden, 2014; Crystal, 2003).English as the most widely spoken language in Nigeria has however not automatically imposed itself on the Nigerian populace except for what can be called the 'sub-standard' English like the pidgin and Nigerian English varieties which are just for communicative purposes (Burns, & Coffin, 2001; Crystal, 2003). These varieties which were born out of the need to speak what others can understand are learnt

informally. They also form part of the 'World Englishes'; the varieties spread and spoken across the globe. Although, these varieties do not fall into that of the inner circle, that is, the original English spoken by the English people, their existence is very important to global communication. In addition, they are not taught in schools and are not used for academic purposes (Crystal, 2003; Crystal, 2000). There also seems to be no deliberate emphasis and focus on the four language skills: listening, speaking, reading and writing. Speaking takes preeminence, thus, negates the purpose of academic English and learning a language by acquiring all the skills involved. Learning a language presupposes that it is learnt in totality especially that English Language in Nigeria is the language of instruction in schools and the language for every subject taught besides French and Arabic. This brought the issue of scholarly language which becomes for every Nigerian learning English as a second language as he begins school.

In school, the focus is acquiring the four skills of language, thus, the necessity for an approach to teaching a language for the beginner. For language teaching, approaches include: the Grammar Translation, Audio-Lingual, Silent Way, Natural Approach, Task Based, **Content and Language Integrated Learning (CLIL**), Total Physical Response, Communicative Language Teaching, the Direct Method and the Suggestopedia Method (Richards, 2006 &Matamoros-González, 2017). This overview focuses on the Communicative Language Teaching (CLT) and the Total Physical Response in teaching children English. The characteristics of the learners in question will be enumerated so that there is a true picture of the level of children. Defining and explaining these approaches is eminent for the overview that will be presented. The explanation will give the comprehensive analysis of the CLT and the TPR in teaching children English as a second language. Practically illustrating the usage of the CLT and the TRP through a lesson plan is an essential part of this overview.

## Characteristics of the Target Learners

The research work of Ellis, 2014 cited in Copland &Garton, 2014; Pinter, 2006; UNESCO cited in Ellis, 2014,state that young learners are within the age of 0 – 18.Pinter (2006), states that there is a difference between young learners and olderlearners. The older learners, even within the age range of children are a step ahead in the analytical process.  This distinction made by Pinter (2006) seems to put young learners fitting well with children who are of the lower level of learning. Ellis (2014), argues that, there are many differences between the pre-school child and the secondary school student in terms of physical, cognitive, emotional, psychological development and social concept. According to Hedge (2000), the characteristics of young learners arethe inability to analyse language, limited knowledge of themselves and the

language learning process, egocentric, little knowledge of the world around them and having a flair for fantasy, imagination, and physical activities. From the preceding sentences, it is clear that combining the CLT and TPR to teach children English language is ideal. It is in the light of the above that this discussion drives.

The learners are at the beginning of primary education so need approaches that will enable them engage with the target language. Language teaching at this level should involve interaction and stimulate a response that shows comprehension.

## What is Communicative Language Teaching (CTL)?

The CLT is one of the modern approaches for teaching English with its focus on communication as against the traditional old approaches like grammar translation which focuses on grammatical elements. Richards (2006), defines CLT as an approach that focuses on the interest of the learner through active engagement with the language for the purpose of communication. According to Sadeghiyan (2014), CLT is an approach that focuses on meaningful communication and not structure. He argues that it is the use of language through engaging and completing tasks and not studying the language. Russell (2016), while defining the CLT argues that the approach hinges on speaking fluency and learning the language by doing tasks amidst other key issues about the CLT that were raised. These definitions and arguments imply that the focus of teaching the child who is a beginner using the CLT is not first grammar but the skill of speaking. Speaking however, may not go on if listening is not on; which of course brings in the need for active interaction and participation.Comprehension can only take place when the children are engrossed in listening, a skill that needs to be developed at this point.It is by interaction, that communication skills is developed and sustained. This explains the need for a lot of focus on oral English, drilling in sound production and verbal skills before reading and writing. The English language teacher also plays a vital role of organizing and facilitating rather than just instructing. The learners' environment purposefully created is one in which communication goes on and the language is being learnt through several practice and interaction between the learners and the teacher. Listening is therefore an integral part of the CLT so meaningful materials and activities need to be carefully selected by the teachers (McDonough, Shaw &Masuhara, 2013).

A very vital aspect in using the CTL is the aspect of listening which is geared towards speaking since the concern here is for the child to communicate rather than acquiring linguistic components. In the light of this, the activities should focus on sounds, the children listening to sounds and being able to reproduce. These activities range from singing (rhymes), sound imitation (oral drill), watching and listening to video clip and the use of minimal pairs and so on. (Ceneta, 2022; Herrell, Jordan& Jordan,2014).It is

also very important to note that in using the CLT, children must be given tasks to carry out if they must be actively engaged in the learning process. This is essentially because in the CLT class, the interest of the child is paramount. The CLT is therefore, child-centred. However, teachers must endeavour to give tasks that are possible by the children (Nikolov, 2009; Okon, 2014). Pinter (2006), makes a distinction between young learners and older learners which teachers must note. This distinction also portrays children at the lower level of learning who are not analytic enough so cannot carry out some task even though being activity oriented. There has to be a lot of interesting activities and games incorporated into the lesson which are not far from the integration of the TPR. Discussing the TPR will throw more light on the issue of children activeness.

## What is Total Physical Response (TPR)?

The TPR approach of teaching English is a process of language learning that is associated with physical activities, actions and physical responses (Ceneta, 2022; Asher, I972). When learners have not come to the point where they can speak out the second language, they may rather act the language as they understand it. This can include drama, play lets, demonstrating with the teacher and actions seen in movies and acting adult roles. Although, the physical activities is time consuming and could hamper the achievement of learning objectives but it gets the children actively involved. In relation to the CLT, approaches to teaching children, and fitting into their characteristic of being activity minded, the TPR is a good match. Using the TPR also creates an atmosphere of fun or play which facilitates learning in young learners. However, teachers must be careful to strike a balance between fun, teaching and learning. This, as argued by Pinter (2014) is by ensuring that children play their role within the time schedule.

## Why the Integration of the TPR and CLT?

TPR needs to be integrated into the CLT in the children's language class because for communication to occur there has to be comprehension. Aside listening activities for the child at this level, TPR activities need to be added because communication at this point demand some form of demonstration or sign language.

Although exposure to the target language is paramount in enabling the child acquire the language which classroom exposure alone may not be sufficient. This can be implicative in the teaching of a foreign language, which explains why child action is necessary because then is he involved (Pinter, 2014).As Hall (2004) rightly pointed out, language learning comes with being able to interact. This interaction for the child should go beyond just speaking but acting that incorporates the teacher (the model) and peers. The teacher is the one that will create that enabling environment and for this

set of learners, a combination of verbal input (communication) and actions (gestures) is needed.

A very essential aspect of this integral lesson if the ability to communicate must be achieved is the issue of input of the foreign language by the teacher. As argued by Krashen&Tarrell (1983), input is the most important thing needed if a foreign language must be learnt. Listening is a major factor as there can be no comprehension if nothing is heard and the teacher a model for this. The learners cannot learn the new language in isolation without inputs. Also the lesson must be abstract in nature but must be concrete. These inputs should come in form of scaffolding by teacher or a peer whose knowledge of the target language is higher than that of the learner. It entails providing support to the learner to assist the child in understanding the target language and build his confidence (Gibbons,2002).The learner having been provided with the inputs should be allowed to construct the language himself so that child-centeredness is achieved. Thus, the teacher is a facilitator while the learners are actively engaged in the learning process. He achieves communication at this point which is the focus of the CLT. The TPR was integrated for the lesson to be more real.

### An Illustration of the Integrated CLT and TRP Class

This section is a compressed practical illustration (Lesson Plan) of an English class where the TRP and the CLT approached has been used. The principle behind the way this lesson has been planned is the theory, Zone of proximal Development (ZPD) raised by Vyosky (1978). This principle states that learners have to be raised by an authority who is the teacher of the language to an appreciable level of development above the level they were. However, this can only be achieved when the teacher gives the children inputs so that they can get to the level of development necessary Krashen &Tarrell (1983). Thus, the design of the lesson relates to Krashen's hypothesis of input. Since the learners do not have sufficient knowledge of the second language the input will be done through scaffolding as earlier explained. For the child to be able to communicate in the target language the input gives the child an aid. The scaffolding process can take the pattern of demonstration or illustration which sums up the TRP. The teacher and the child's action is necessary. The necessity of the child's action is because then is he involved (Pinter, 2014). In addition, there is interaction between the child, the peers and the teacher (the model) which is a combination of verbal input (communication) and actions (Hall, 2004).

### Lesson Plan
   ▶ **Class: Primary 1**
   ▶ **Topic of the Lesson: Objects at Home**
   ▶ **Aims of the Lesson**

There has to be inputs of the second language for communication. Pupils should be able to demonstrate understanding of the language input by responding to the request made by the teacher. Responding to the teacher illustrates a development of the learners' listening skill. For example, showing the teacher and identifying the objects mentioned or calling names of objects seen. Children may be limited in speech but demonstration is a sign of total physical response which also indicate that learning is taking place.

The main aim therefore is to prepare pupils to communicate in the target language. The focus at this level of education is to see how learners can attain some level of competence either verbally or by action.

Also, one of the aims is for children to enjoy the English class which may increase their motivation in learning the target language. All activities are channelled towards this.

▶ **Previous Knowledge**

Learners recognize English sounds.

Learners also recognize English as a foreign/second language.

Pupils know names of home objects in their first language.

▶ **Learning Outcomes**

At the end of the lesson the pupils should be able to:

▶     List a lot of inputs they received during the lesson.

▶     Recognize and say some words in the foreign language referring to home objects, for example, brush, cup, comb, spoon and plate. These are familiar things as that could motivate and facilitate learning.

▶     Answer some questions related to identifying some home objects. Children who cannot say should be able to demonstrate comprehension by being able to identify, point or touch objects and not necessarily speaking.

▶     **Lesson Activities**

The following activities and resources will be used to meet the aims of the lesson.

Listening to a song by the teacher and singing with the teacher. The aim of this is that children should be able to demonstrate comprehension by acting the song.

Drama; dramatizing and performing acts to show uses of objects. Physical response by imitating teacher to show uses of (acting the song and performing with objects) identifying objects by showing the teacher objects mentioned.

Identify objects that are not home objects in groups so as to make the learning process interactive. This also promotes engagement with the language, listening and speaking or demonstrating thus achieving the goal

of communication.

Realia: The use of real objects like brush, spoon, comb, plate and cup will facilitate understanding and retention of language used.

▶ Lesson Presentation

Step 1: Objects used in the morning

**Pre-task:** The teacher will ask pupils to bring some objects they like from home for the day's lesson.

Step 1 is focused objects pupils use at home in the morning. Input will be provided by the teacher in the foreign language through a song sung by the teacher with demonstrations. Pupils will sing the song with the teacher initially. Thereafter, the children will be made to sing the song and encouraged to replace some few words with new ones. This is scaffolding the children to bring them to a point that they can produce the language. This is to enable pupils know objects in the foreign language through listening to the song. This is also to boost children's participation.

Step 2: This step focuses on the uses of the objects which is a follow-up of the first step.

The teacher will create a performance with the real objects involving the pupils. This is to help learners identify the uses of the objects and facilitate their listening skill and comprehension.

This performance will entail the teacher talking and demonstrating, involving and asking children to respond in action. In this activity, some objects used were brought by the pupils, which will personalise the learning process.

Real objects are used to concretise the lesson and appeal to children's sense of sight and feeling.

Step 3: Step 3 is on healthy living which involves playing. Thus, step 3 will centre on objects children love, play with, which are part of home objects. Thus, the children will watch and listen to a short video. The video shows children who are native speakers of English playing with teddy bears. This is to promote the listening skill which may not be demonstrated in this step but in the next step or at a later part of the learning process.

Step 4: is also on healthy living but looks at objects used for eating as eating is part of healthy living. The children will be made to recognise objects used for eating. The real objects brought by the teacher or pupils will be used. The teacher will demonstrate and talk while doing the action like using the spoon and mentioning the objects being used. Pupils watch and listen, answer questions and imitate teacher's action.

**Evaluation**

The type of assessment to be done is the formative assessment (not end of term's assessment) to check pupils' knowledge, skills

acquisition and comprehension of the foreign language.

Evidence of learning cannot be known if the pupils are not assessed (Mackay, 2006). Assessment will ascertain progress of pupils and give room for improvement in subsequent lessons. The assessment is to check level of skills acquisition and the language input the children have gotten. This is demonstrated in the assessment task. Self-assessment will focus on teacher's teaching and that is dependent on children's performance.

All assessment considers children level and characteristics

Ask pupils to show or identify cup, spoon, comb and other objects used in the lesson when they are mentioned.

Ask pupils to identify odd objects from a set of objects (put home objects and an object used in school and pupils to pick out the odd one). In groups of three ask children to match same objects. Ask children to mention names of objects in foreign language as teacher points or hold the object (It should be noted here that children will not be forced to speak if they are unable to speak).The teacher can encourage pupils to demonstrate what the objects are used for which if done indicates that learning took place.

**Conclusion**

In conclusion, this overview contains an abstract, introduction, the characteristics of the target learners, the discussion on TPR and CLT with an illustration. The illustration is a lesson plan. This overview has not highlighted the challenges of learning English as a second language as that is not the focus of the article.

The overview has however presented these approaches in such a way that if teachers of English in Nigeria come into this understanding, children will be taught and will learn English effectively.

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# COMBATING INDISCIPLINE AMONG TEACHERS IN *ISLAMIYYAH* SCHOOLS FOR THE DEVELOPMENT OF THE NIGERIAN CHILD: THE ISLAMIC PERSPECTIVES

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Abstract

*Islamiyyah schools in most cases, are centres of elementary learning in the Islamic system of education. Teachers in those schools are the principal stakeholders in developing the learners' intellect and inculcating in them the desired moral values. Other stakeholders include the parents and the school management. Any laxity from any of the stakeholders is an impediment to actualization. However, the role of the teacher is more salient in this regard and therefore becomes imperative. It is disheartening that some of the teachers indulge in various acts of indiscipline that thwart their very important role. Many children and the school suffer from the menace. This paper examines the commonest acts of indiscipline found with the teachers to include sexual harassment, unfriendliness, bullying and so on and; how they affect the learners. The paper would also try to identify the causes of the indiscipline and proffers some solutions in order to curb the problem for the development of the Nigerian child; but all from the Islamic perspectives. The Glorious Qur'an, traditions of the Holy Prophet Muhammad (Peace be upon him), as well as views of scholars on the subject matter under study will be surveyed to do the work.*

## Introduction

A person is said to be disciplined if he behaves well and in accordance with the societal norms. Discipline depicts how sound a person was brought up by his parents, teachers and the larger society standard. A disciplined person is he who valued the educational pursuit and moral values of the children and the society stand. The primary responsibility of a teacher in every system of education is to develop his learners' intellect and to inculcate in them the desired moral values in order for them to become disciplined. The responsibility could only be discharged successfully by a disciplined

teacher. However, it has been observed with dismay that some teachers in *Islamiyyah* schools are not disciplined because they indulge in several acts that are detestiful to moral eyes. Some of the acts include sexual harassment, siphon, and lukewarm attitudes to work, unfriendliness and rudeness to the school management.

The Nigerian child can hardly be developed as expected if his fate is left at the hands of teachers that are not worthy of emulation. It is to this end that this paper intends to identify the causes of indiscipline found among teachers in *Islamiyyah* schools and to as well proffer some valid solutions to them from the Islamic perspectives in order for the child to be developed soundly, that being part of what the National Policy on Education intends to achieve. National Teachers Institute in its contribution to Islamic Religious Studies Volume I, Module 8 (2000:69) added that:

> *The new National Policy on Education is supposed to produce God-conscious and responsible citizens for Nigeria. Responsible citizens who value their country cherish their cultural values and are ready to safeguard the interest of their country. Most of the things one may find impressive in the National Policy on Education are consistent with what most scholars explain as the aims of Islamic Education.*

Teachers in *Islamiyyah* schools are among the principal stakeholders that will play greater roles towards achieving the laudable aims and objectives mentioned above. A lot of confidence is imposed on them by the parents and the larger society and they should therefore be very unquestionable in their character. But what then went wrong that some of these teachers do not keep up to expectation? This paper will answer the questions as could be understood from its contents right from conceptual clarifications to the types of indiscipline, their causes, how they affect the Nigerian child and how to solve them through the solutions that would be proffered from the Islamic perspectives.

## Conceptual Clarifications
### *Islamiyyah* Schools
*Islamiyyah* schools in most cases are elementary informal institution mainly for children to learn the religion of Islam. Subjects taught in the school include the recitation and memorization of the Glorious Qur'an, traditions of the Prophet (Peace be upon him), Islamic Jurisprudence (Fiqh), Islamic History, Arabic language and so on. The schools operate in similar manner with formal school system of education in designing its curriculum, placement of learners, graduation and teaching methodologies. It is owned either by individual or community and is run through co-education certification system. Salaries in the school is mostly negotiable but is paid in

meager amount. Formal supervision is lacking in *Islamiyyah* schools because the government has no say in them.

## A teacher in Islamiyya School (Malam)

A teacher in Islamiyyah school (Malam or Ustaz) as he is otherwise known, is any qualified personality employed to help in developing the children's intellect and in the inculcation of desired moral values. Some teachers in Islamiyyah schools are not paid salaries but collect *Kudin Makaranta* (School fees) from their learners either on weekly or monthly basis. Sometimes the teachers also take their learners on payable jobs for them on a specified days in a week or during farming season.

## Indiscipline

Parents and the society imposed greater confidence on the teachers to see that their children are developed in both character and learning. The type of teacher needed here is the one with high personality who shows decent and decorous conduct worthy of emulation, or in other words, a disciplined personality. Any personality who is not decent and who engages in the teaching profession is called an indisciplined teacher. Aliyu M. in Jekayinfa A (2016:67) added that:

> *Indiscipline is simply the opposite of discipline, and discipline is the readiness or willingness of an individual to demonstrate decent and decorous conduct, respect for authority, high sense of responsibility, love for orderliness, eagerness to discharge duties with promptitude and efficiency. When an individual fails to discharge these characteristics, indiscipline is said to have occurred.*

## A Child

Criteria like age, ideas and attitudes are some of the aspects that scholars look into consideration when defining a child. Hornby (2010:243) for example put forward these three different definitions of a child. "*A child is a young human being who is yet to be an adult*". Secondly, he said: "*A child is a son or daughter*". Finally, he said: "*A child is a person who is strongly influenced by the ideas and attitudes of a particular time or person*".

In a similar approach to the above, the Oxford word power English-Arabic Dictionary (2001:1212) defined a child as "*Tiflun*" in Arabic. Its English translation has two different meanings to include that "*A child is a boy or girl (that is) human being who is not yet fully grown*". Secondly, it said that "*A child is a son or daughter of any age*".

From the above definitions, an inference could be made that in order to ensure a sound development of a child, his age, sex, ideas and parental status should be taken into

considerations.

## Types of Indiscipline found among Teachers in *Islamiyyah* Schools

Some teachers in *Islamiyyah* schools indulge in several acts of indiscipline that hamper them in discharging their noble responsibility of developing their learners' intellect and in the inculcation of the desired moral values also. However, for the purpose of this paper, only five (5) of them will be explained; which include: indiscipline in sexual harassment, indiscipline in financial misappropriation, indiscipline in teaching, indiscipline in relating with the school authority and indiscipline in relating with the parents.

## Indiscipline in Sexual Harassment

Sexual harassment here, means those immoral behaviours that has to do with illicit sexual relationship between the teachers and their learners. Cases have been reported on several occasions and; from different corners, revealing that some teachers in *Islamiyyah* schools are guilty of putting their female learners in the family way and making them to abort unwanted pregnancies. Victims are ashamed to disclose the 'culprit' in order not to put their family to shame, or in psychological instability. The affected female learners, suffer from the trauma, which consequently affect their performance and; turbid their relationship with the culprit teacher. Additionally, the menace leads to breaking marriage ties if it occurred with a married learner, thereby bringing about broken home and loss of integrity.

## Indiscipline in Diversion of Funds

*Islamiyyah* schools do not receive grants from the government. They are run through the money collected from learners as school fees or what they got from donations, voluntary charity, Zakat (Poor rate) and so on. Due to lack of provision made for proper financial record keeping, some teachers take advantage to siphon what is forthcoming. They sometimes collect money from the learners but deliberately refuse to remit same to the appropriate quarters. This is done in similar manner with Zakat and donations. Receipts are not in most cases given to show the little that was remitted if it occurred accidentally.

## Indiscipline in Teaching

Teaching in *Islamiyyah* schools, like in all other institutions of learning is supposed to be a composition of series of activities. Some of the activities like lesson planning and provision of teaching aids are preliminaries; like mastery of subject matter are needed in the delivery at appointed given time. Additionally, teaching involves evaluation of learners in order to ascertain their level of comprehension or otherwise, to conduct examination and to issue them their results respectively.

However, the teachers exhibit acts of indiscipline by refusing to prepare their lessons adequately, truancy to work, bullying, giving severe punishment, narrating some history of unnecessary events that affect the teacher himself or somebody else, just to impress the learners. Examination and issuance of result are neglected in most cases also.

## Indiscipline in Relating with the School Authority

*Islamiyyah* schools operate in similar manner with the formal school system in respect of administrative styles. The headteacher is at the top, followed by other subordinates that each and every one of them is charged with certain respective responsibilities and in accordance with hierarchical or bureaucratic ranking. The leadership is not supervised by any superior authority outside; and which of course leads to acts of indiscipline from the teachers like that of refusal to accord respect to the head or to safeguard the integrity and honour of the school. School rules and regulations are not in most cases being respected because disciplinary measures to serve as deterrent are not taken on the 'culprit' teacher.

## Indiscipline in relating with the parents

Parents are among the most important stakeholders in the *Islamiyyah* school system. Maintaining a good and sound relationship with them by the teachers is of paramount importance towards developing the learners soundly. This is because, it is the parents that send their children to school, pay their school fees and monitor their attitudes towards learning in order to enhance it. Indiscipline in this case is shown by the teachers especially when resolving issues of misunderstanding as a result of bullying, severe punishment that inflicts injuries or sexual intimidation. When the parents made complaints, they sometimes receive vehement rejection, abuses and taunts leading to quarrels or even physical combat and as well as subsequent dismissal of their children at long last.

## Causes Of Indiscipline

Indiscipline among teachers in *Islamiyyah* schools is mostly caused by co-education system that permits intermingling between the opposite sexes. Other causes include:

1. Lack of formal supervision.
2. Laxity to work.
3. Greed for the fleeting enjoyment of the world.
4. Pressure from the parents.
5. Faulty wages.
6. Employment of incompetent teachers.
7. Absence of disciplinary measures to erring teachers.
8. Absence of Parent Teachers Association (PTA).

9. Absence of visitation to schools by the parents.

**Combatting Indiscipline Among Teachers From The Islamic Perspectives**
Co-education system and lack of sterner disciplinary provision play greater role in the un-godly conduct of teachers in *Islamiyyah* schools. This poverty paved way for the menace of indiscipline among the teachers that has direct adverse effect on the Nigerian child. The worrisome nature of the problem attracted several attempts to be made from different corners all with the view to curbing it to the bearest minimum. However, all of the attempts made are yet to yield the expected result. The menace could be addressed Islamically to enhance discipline among the teachers and to help in developing the Nigerian child in the following ways:

**1. Employing God-fearing and competent teachers.**
It is never easy at all for a healthy human being to escape the temptation of the devil in an environment or system that allows intermingling between opposite sexes in the name of teaching and learning process. Teachers in *Islamiyyah* schools intermingle freely with their matured female learners and some married women and widows. A learner is expected not to appear in shamble when going to school, but to dress decently and remain neat and tidy. Teachers are free to invite the learners to their offices or to stay alone in some other private places. This interaction is indecent and a skilled temptation of the devil to involve them in unlawful things. Al-Munajjid S (Nd: 74) added that:

> *Satan runs like blood in the body of human beings. Among the means whereby Satan pushes one into indecency is the privacy with a lady other than one's wife or sister. For that reason, the Shari'ah has put a close to this very way as it comes in a Prophetic tradition that "a man will never be in privacy with a 'foreign' lady except Satan becomes their third party.*

It is imperative to whoever is responsible for employing teachers in *Islamiyyah* schools to look for God-fearing personalities inorder to avoid increasing the tragedy of illegitimate offspring. The issue should not continue to be taken lightly either because of self-confidence or otherwise since it can lead to ugly outcome. Competent teachers should also be employed on the other hand; because the teaching responsibility is a trust against which Allah will querry in the Hereafter. The teachers should not be denied of their dues or forced to receive them through court appeals.

**2. Financial Accountability**
Teachers in *Islamiyyah* schools should not take advantage of lack of proper financial accountability to siphon the school resources. In order to prevent them from doing that,

there is the need to provide for adequate financial accountability through cash receipt, proper financial record and auditing exercise. All those should be done in accordance with the Islamic teaching that prohibits the consumption of wealth belonging to the person or any other party unjustifiably. The teachers and all other stake holders that are involve in the illegal consumption are to bear in mind that, in addition to being punished in the Hereafter; their prayers to God in this world will never be answered. Azzahabi I (2006:121) supported while relating a Hadith narrated by Al-Asbahani from Anas that:

> *Anas requested the Prophet to pray for him to be among those that their prayers will be answered by God whenever they pray; the Prophet said: "Earn your means of livelihood through lawful ways so that your prayers would be answered; verily the prayer of the person who takes to his mouth what does not belong to him lawfully, no matter how little, will not be answered even if he has bent in doing it for fourty days.*

## 3. Introducing effective disciplinary committee

Allah the Almighty created paradise and hell deliberately so as to reward the obedient servants and to punish the disobedient ones respectively; although He is forgiving and Merciful. This is done in order to show that human beings must make provisions for reward and punishment as appropriate before their earthly life becomes meaningful. Some kind of authority must be exercised in the conduct of human beings, because they misbehave in all endeavours. This therefore necessitate the introduction of disciplinary measures in *Islamiyyah* schools to curb indiscipline among teachers. Parents, *Islamiyyah* schools management and the entire public should not take it kindly with any teacher who indulges himself in acts of indiscipline like sexual harassment or siphon funds that has direct adverse effect on the children and can tarnish the image of the school. Punishment of this nature can serve as deterrent to others and are in conformity with the Islamic teachings of justice and fair-play to which Musa M. (2017:21) opined that:

> *Justice and fair-play is a generally accepted moral value in the society. It has no regard to tribalism or any other form of affiliation. The Prophet (Peace be upon him) showed his interest in participating in any activity that promotes justice for about twenty years before the prophethood. It is worthy to be a publicised act of moral value irrespective of the source from which it emanated.*

## 4. Enhancing the Teaching Activities

In addition to teachers being God-fearing and competent, the school management

should as well enhance the teaching activities by ensuring that materials and other equipments are made available. Constant supervision should also be enforced at intervals in order to have update of whatever is happening in the school; as good salaries and good working relationship should be paid to and maintained respectively. The learners should be encouraged to appreciate the fact that they could only succeed in their assignment through obedience to their teachers, the school authority and mutual interaction with their colleagues. Enhancing teaching activities by the responsible stakeholders is a fulfilment of an entrusted trust; while any laxity in doing anything that is an act of hypocrisy condemned by the Prophet (Peace be upon him). Amra M (2012:177) added by relating a tradition related by Abu Hurairah, in which the Prophet was reported to have said that: "*The sign of a hypocrite are three; if he talks he lies, he deceives when something is entrusted unto him and; he fails in the fulfilment of promises after taking them*"

## 5. Constant Visitation by Parents

Constant visitation by parents to *Islamiyyah* schools will enhance good relationship with the teachers. It will also provide them with an update regarding the way the school is run and how its resources are managed. Parents should act as sheep-heard that are responsible to look after the teachers and the learners inorder to boost their attitude to work and learning respectively, and to as well inculcate moral values. Al-Tawafir M (2014:803) pointed out that, Allah shall certainly ask about a responsibility if entrusted to whoever by relating a Hadith to Ibn Umar in which he said:

> *"I heard the Prophet (Peace be upon him) saying all of you are guardians and responsible for your wards, and things under your care. The Imam (leader/ruler) is a guardian of his subjects and is responsible for them. And a man is a guardian of his family, and responsible for them, a woman is a guardian of her husbands' house and is responsible for it. A servant is a guardian of his master's belongings and is responsible for them".*

## 6. Avoiding Co-Education System

Menace of indiscipline that has to do with sexual intimidation or harassment in Islamiyyah schools is most common in co-education schools. To remedy the situation therefore; it becomes imperative to make provisions to introduce and adopt a single-education system. If the female students are separated from the male, and probably female teachers are employed to take care of them, deliberate gaze at alien male teachers would surely be reduced to the bearest minimum. The Glorious Qur'an instructs thus:

> *"And say to the believing women that they restrain their eyes and guard their private parts, and that they disclose not their natural and*

*artificial beauty except that which is apparent thereof…". (Surah an-Nur:32).*

**Conclusion**
Original attempt in the foregoing is made in order to identify the acts of indiscipline found among teachers in some *Islamiyyah* schools, and to proffer solutions to them using Islamic teachings. It is understood from the work that five major acts of indiscipline are found among the teachers; which include sexual harassment, diversification of funds, indiscipline in teaching, indiscipline in relating with the school authority and the parents. The paper then recommended the employment of God-fearing and competent teachers, provision for financial accountability and periodic auditing, introduction of disciplinary measures, constant visitation by parents, enhancing teaching activities, government at all levels be leased with, and finally, the introduction and adoption of single co-education system. The paper has a categorical stand that, if the proffered solutions would be accepted and implemented appropriately, indiscipline among teachers in *Islamiyyah* schools would be a history of the past; and with that, the teachers in question would develop their learners' intellect and inculcate in them the desired moral values by Allah's willing.

**Recommendations**
For a way forward, the following recommendations are made:
1.  Co-education system of education should be discouraged as much as possible and be replaced by single-education system. This will provide opportunity to employ teachers of the same sex with their learners and would reduce severe temptation.
2.  Accountability in any business that has to do with finance (monies) and other resources is of paramount importance that should not be taken with levity or unseriousness in any case. In order for *Islamiyyah* schools management to minimize or prevent indiscipline among their teachers in this regard, they should introduce and intensify means of checkmating whatever income that was incurred or spend through receipt, proper financial record keeping and periodic auditing.
3.  Parents should maintain cordial relationship with teachers in *Islamiyyah* schools and learn to resolve un-foreseen problems amicably.
4.  The teachers should take their jobs with zeal and interest and should as well be of God-fearing in order for them to discharge their responsibility diligently and consume lawfully whatever stipend or salaries they were paid no matter how small it is for it is considered Islamically as a legally earned (Halal).
5.  Children or learners in *Islamiyyah* schools should show readiness to learn and abide by the school rules and regulations as being guided by the teachers, the

school management and the parents. Acts of bullying the juniors by their seniors when been asked to take care of them for certain reasons should be avoided.
6.      The overall school system should be improved through the provision of all necessary materials, infrastructure and good remunerations to enhance quality delivery.

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# EFFECTS OF RAINFALL VARIABILITY ON RICE PRODUCTION IN ZANGO KATAF LOCAL GOVERNMENT AREA OF KADUNA STATE.

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## Abstract

*This research was focused on the Effect of Rainfall on Rice Production in Zangon Kataf Local Government Area of Kaduna State. The objectives of the study were achieved by employing the use of Secondary data which were collected and analyzed using descriptive statistics, time-series analysis, correlation and regression with the application of SPSS Package, 20 version. The results revealed a strong positive relationship of 0.782 between rainfall and rice production and a regression of 0.20. The result revealed the extent of relationship to be 20%, implying that about 80% of the influence was dependent on other factors such as edaphic factors, variety of seedlings, chemical usage and other climatic variables. One interesting thing the study revealed was the fact that rainfall variability can be overcome with time. The study concluded that rainfall variability affect rice production in the study area just for 20%, therefore, a safe zone for rice production. Finally, the study recommends the need for farmers in the area to adopt climate-smart agriculture as an integrated approach to mitigating climate change effects, among others.*

**Keywords:** Climate Change, weather Variability, Variables, Rainfall, Rice production

## Introduction

Rice is an important staple food that plays a significant role in sustaining food security, creation of employment and income in Nigeria (Tiamiyu et al., 2015). Akinbile et al., (2020) asserts that rice is currently the staple food for over 4.7 billion people in the world. Sub-Saharan Africa's annual demand has increased at the rate of 6% per year, and with the current population increase, the demand is expected to increase. The production of rice in Nigeria is said to rank 6th relative to crops like sorghum, millet, cowpea, cassava, and yam (Longtau, 2003). Six rice growing environments (RGEs) have been identified in Nigeria to include Upland, hydromorphic, Rain-fed Lowland,

Irrigated Lowland, Deep Inland Water and Mangrove Swamp (Longtau, 2003). The study by Akinbile et al., (2020) revealed that Nigeria has increased the land area for the cultivation of rice from 1 million ha, representing 22% of the total potential available land area to 1.6 million ha but has not yet attain self-sufficiency in production. This suggests the need to intensify the creation of the enabling environment for more production.

Climate play a dominant role and exert a direct impact on crop production as confirmed by Busayo and James (2020) that both rain-fed and irrigated conditions hinge on climatic factors. Akinbile et al., (2020) identified climatic factors like precipitation, temperature and solar radiation as the most critical environmental factors affecting rice production. Tiamiyu et al., (2015) asserts that the short-term departure of these factors from normal either positively or negatively is refers to as climate variability as against climate change; where changes are observed and, or remain constant for a very long period of time, ranging from 30 years and above. Furthermore, climatic variability has been discovered to be very fast, while climate change is very slow. According to Longtau (2003) rain variability in space and time is one of the most relevant characteristics of climate that has socio-economic and ecological implications because extreme rainfall variability triggers environmental problems such as flood, gully erosion, drought and desertification, which have serious effect on the yield of rice. He observed that rainfall variability has generated a lot of influence in the level of agricultural products.

In recent studies to assess the effect of climate variability on rice production in Nigeria, Ogundari et al., (2021) carried out a study to understand the dynamics of climatic variability over time reported a negative (declining) linear correlation between rainfall coefficients of variation. Meaning that rainfall variability decreased with time. The study used a sigma convergence hypothesis test to indicate evidence of convergence of rainfall. This means States with lower average annual rainfall are catching up on States with higher average annual rainfall over time. Agriculturally, this result shows that the threat of rainfall variability to rice production is not a matter to worry about. Therefore, the risk and uncertainty in food crop production associated with rainfall variability can be overcome with time.

Akinbile et al., (2020) used descriptive, unit root and regression analysis statistical tools to analysed 25 years data on rainfall and temperature to investigate the effect of climate change on rice production in Adamawa State. The finding shows that 1% increase in rainfall leads to 22.2% increase in rice production and 1% increase in minimum temperature resulted in 37% reduction in rice production. This means that rainfall is the positive factor and temperature a negative factor in rice production in

Adamawa State. This result is uncommon and may be attributed to the variety of rice under cultivation.

Tiamiyu et al., (2015) used descriptive statistics and regression model to determine the probable effect of rainfall variability on average yield of rice in Nigeria for a 22 year period. The results revealed a significant variation in mean annual rainfall from swamp forest to Sudan Savanna. Mean rainfall was adequate for rice production in all the vegetation groupings except Sudan Savanna where rainfall was less than the prescribed minimal quantity for rice production. Results also revealed positive relationship between rainfall and yield of rice in all vegetation groupings except Sudan Savanna. However, relationship was not statistically significant at 5% level. In addition, annual rainfall variability had statistically negligible effect on national average rice yield. This finds relevance in the work of Ogundari et al., (2021), that rainfall variability could be overcome with time. Meaning that the cultivation of rice could go along with farming practices that aimed at mitigating adverse effects of rainfall variability on rice production in the Sudan Savanna, while Guinea Savanna where this paper was focused on remain a save zone.

Bulus (2022) recommended climate-smart agriculture as an integrated approach to managing climate change which comes in form of increasing temperature, weather variability, shifting agro-ecosystem boundaries, hostile crop and pests, and frequent extreme weather events: climate-smart agriculture will enable farmers to introduce innovative practices and systems that mitigate these adverse effects of climate change on food production.

Three types of rice are cultivated in Nigeria: African rice, Oryza glaberrima, Asian rice Oryza sativa and West African Rice Development Authority (WARDA, 1999) hybrid rice. According to Longtau (2003), the history of the African rice, 'Oryza glaberrima' dates back to 3500 years ago and originated from the wild rice, Oryza barthii. It was probably domesticated in the inland delta area of the Niger from where it spread through the upper Niger valley to the rest of West Africa. The rice was cultivated both as a field crop and a paddy crop. Deep water varieties of Oryza glaberrima exists which are specific to the unusual flood conditions that occur in the inland Niger Delta; the Sokoto-Rima Valley and other floodplains of the extreme north of Nigeria. It is also a common rice type on the floodplains of the Benue trough. The indigenous African rice is one of the least-known major cereals until only recently when scientists using biotechnology techniques began to unlock its great genetic potentials. The Asian rice Oryza sativa was the major rice type grown in Nigeria. The exact zone of its domestication remains uncertain, although it is certainly South East Asia. Longtau (2003) suggested that it may have been domesticated twice in Mombai, once in India

and once in China. Classical sources suggested that it was being cultivated in Mesopotamia and Persia by the 2nd century BC. Unlike its African relative, Oryza glaberrima, Asian rice has a relatively short history in Africa. The rice was available only to farmers under WARDAs PVS programme.

Uduma et al., (2020) revealed three different forms of rainfall variability; Spatio-temporal, Inter-annual and Intra-annual rainfall variability. Spatio-temporal variability is said to be the differences in total rainfall received between places located within a region over a period of time. Inter-annual rainfall variability is the annual deviation from the long-time mean or differences in rainfall between years and Intra-annual rainfall variability refers to the distribution of rainfall within a year. This paper was focused on the effect of Inter-annual rainfall variability in rice production in Zangon Kataf Local Government Area of Kaduna State.

**Statement of the  Problem**
Recently, there has been response to climate change (rainfall variability) through adaptation strategies. Farmers do this by selecting crop combination that will survive harsh condition such as maize, beans, cowpea sorghum, millet and groundnut. However, the accelerating pace of climate change combined with global population increase threatens food security everywhere including Zangon Kataf Local Government Area of Kaduna State. Ede and Oshiga (2014), Goyol and Pathirage (2016) reported increased of 1.6 mm of rainfall as at 2014 and monthly decreased of 3.5 mm of rainfall; mean annual temperature increase of $0.8^{oc}$, and predicted mean annual temperature increase of $1.1 – 2..5^{oc}$ by the year 2060, which suggests more variability. Reports show that the little that is being done to mitigate the situation is not enough. This is an indication that agriculture is still extremely vulnerable to climate change because change in rainfall patterns increase the likelihood of short-run crop failures and long-run production declines. More so, evidences show that developing countries, especially Africa would have more biting effects of this weather variability, due to their low level of coping capabilities, among other factors. Therefore, much is needed to be done to mitigate the situation.
The matter in Zango Kataf Local Government Area is not different. It has been observed that the production of rice fluctuates over the recent years and so far, there is no significant studies done on the effect of rainfall variability on rice production in Zangon Kataf Local Government Area, despite the large scale participation of the Zangon Kataf famers in rice production. It was on this note that this research work was carried out.

**Aim and Objectives of the Study;**
The aim of the study is to assess the effect of rainfall variability on rice production in

Zangon Kataf Local Government Area of Kaduna State.

## Objective of the study;
i.  To determine the trends of rainfall and rice production of the period under study.
ii. To determine the correlation coefficient of rainfall variability and rice production
iii. To examine the relationship between rainfall and rice production and the extent of effect of rainfall in rice production.

## Study Area
Zangon Kataf is one of the twenty three local governments Areas in Kaduna State, Nigeria. The study area shown in figure 2 below is located in the southern part of the state between longitude 7° 58' and 8⁰ 32'E latitude 9° 32" and 10⁰ 10" N with its Headquarters in Zonkwa. It has an area of 2,668Km2 and a population of 316,370 persons, according to National Population Census (NPC, 2006). The area is bounded to the north by Kajuru LGA, northeast by Kauru LGA, west by Kachia, southwest by Jaba, to the south by Jema'a, and southeast by Kaura LGA (See figure 1).
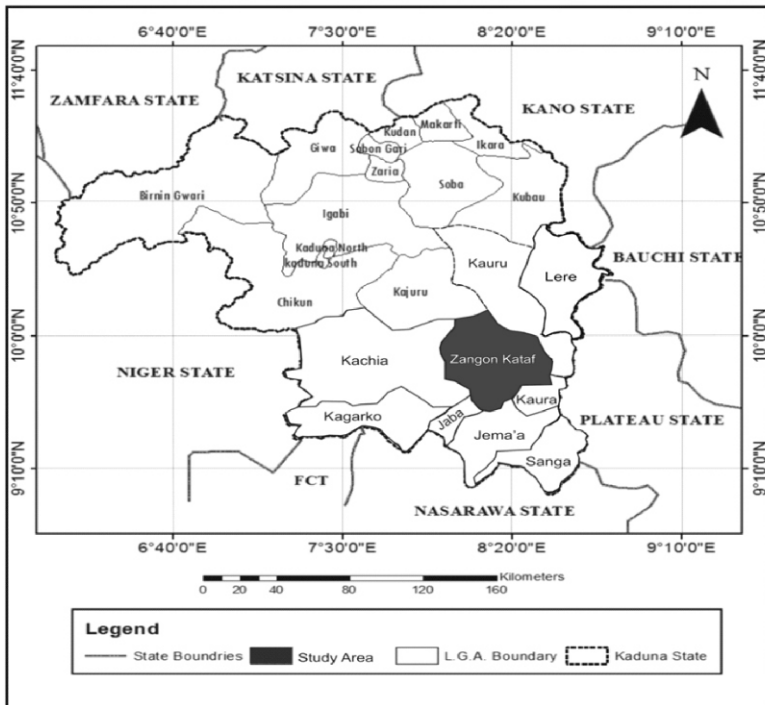


**Figure 1.1 Map of Kaduna State Showing Zangon Kataf Local Government Area**
Source: Modified from the administrative Map of Kaduna State

**Figure 1: Map of Kaduna State Showing Zangon Kataf Local Government Area**
*Source; Modified from the Administrative Map of Kaduna State (2018)*

## Climate

There are two distinct seasons in a year: wet and dry seasons. The wet seasons often last for seven months, April- October with a mean annual rainfall of above 1500 mm, while the dry seasons often last for about five months: November-March .The climate lies within the Tropical Savannah Climatic Zone (Akande et al., 2017) and precisely within Aw climate classification, the temperature of the area varies due to the climate change, as shown in table 1 below.

**Table 1: Monthly Temperature of Zangon Kataf LGA**

| Months | Temperature C $^o$ |
|---|---|
| January | 31 $^0$C |
| February | 31 $^0$C |
| March | 33$^0$C |
| April | 31 $^0$C |
| May | 29$^0$C |
| June | 28 $^0$C |
| July | 28 $^0$C |
| August | 29$^0$C |
| September | 28$^0$C |
| October | 28$^0$C |
| November | 31$^0$C |
| December | 31$^0$C |

*Source: KADP (2018)*

## Research Questions

This study attempt to ask the following questions in order to arrive at a possible solution

i. What is the trend of rainfall and rice production from 2007-2016 in Zango Kataf Local Government Area?
ii. What is the correlation and relationship between rainfall and rice crop production?
iii. What is the effect of rainfall variability on rice production in the study area?

## Methodology

The data for the study are basically that of secondary sources: Data on rainfall and rice production for a period of 10 years (2001-2016) were obtained from the Nigerian

Meteorological Unit of the Kaduna Agricultural Development Project (KADP, 2018) Samaru Kataf. The data for Rice production was obtained for the same 10 years from the Kaduna State Agricultural Development Project, Kaduna (KADP, 2018).

The study used descriptive (Time Series Analysis) to determine trend of rainfall and rice yield variables using SPSS package version 20, Product moment Correlation Coefficient (r) to determine relationship of the variables, Regression to determine the extent of the relationship of the variables, Residual Variance and R-Square to evaluate model fit of the variables.

The following critical values of correlation by Agu (2002) were used for degree of relationship;
Values of    0.00 - 0.20 shows negligible relationship
           0.21 - 0.40 shows low relationship
           0.41 - 0.60 shows moderate relationship
           0.61 - 0.80 shows substantial relationship
           0.81 - 1.00 shows high relationship
           -1 shows negative perfect correlation
          +1 showspositive perfect correlation

**Results of Data Analysis**
**Trends:**
The data were shown as frequencies and later as measures of central tendencies (mean) and standard variation of the same variables was calculated. The resulting summaries subsequently are presented in tabular and graphical forms:

**Table 2: Rice Production Figure in Zangon Kataf Local Government Area**

| S/n | Year | Production Figure (metric tonnes) |
|---|---|---|
| 1. | 2007 | 51990 |
| 2. | 2008 | 51500 |
| 3. | 2009 | 53182.5 |
| 4. | 2010 | 53890.5 |
| 5. | 2011 | 52274.38 |
| 6. | 2012 | 56133.44 |
| 7. | 2013 | 54203.91 |
| 8. | 2014 | 83235.39 |
| 9. | 2015 | 67821.60 |
| 10. | 2016 | 65317.92 |

*Source: KADP, 2018/NBS 201*

Tables 2 and 3 shows least production of rice (51,500 metric tonnes) in 2008 with 1,377.7 cm rain received. The highest production of 83,235.39 metric tonnes of rice was recorded in 2014 with 1,440 cm of rain received. There was high variability of rainfall received from 2007 to 2013, then a sharp and high increase above average in 2014 and 2015. 2016 records sharp decrease in rainfall received. Rice production generally records low production from 2007 to 2013 but production went high in 2014 and decreased in 2015 and 2016. See figures 2 and 3 for pictorial clarity.

**Table 3: Mean Annual Rainfall (cm) in Zangon Kataf Local Government Area.**

| S/n | Year | Mean Annual Rainfall (cm) |
|-----|------|---------------------------|
| 1. | 2 007 | 1 443.6 |
| 2. | 2 008 | 1 377.7 |
| 3. | 2009 | 1 468.8 |
| 4. | 2 010 | 1 382.4 |
| 5. | 2 011 | 1396.7 |
| 6. | 2 012 | 1 439.4 |
| 7. | 2 013 | 1 407 |
| 8. | 2 014 | 1 440 |
| 9. | 2 015 | 1 351.3 |
| 10. | 2016 | 1 342.6 |

*Source: KADP Meteorological Unit, Samau Kataf, 2018*
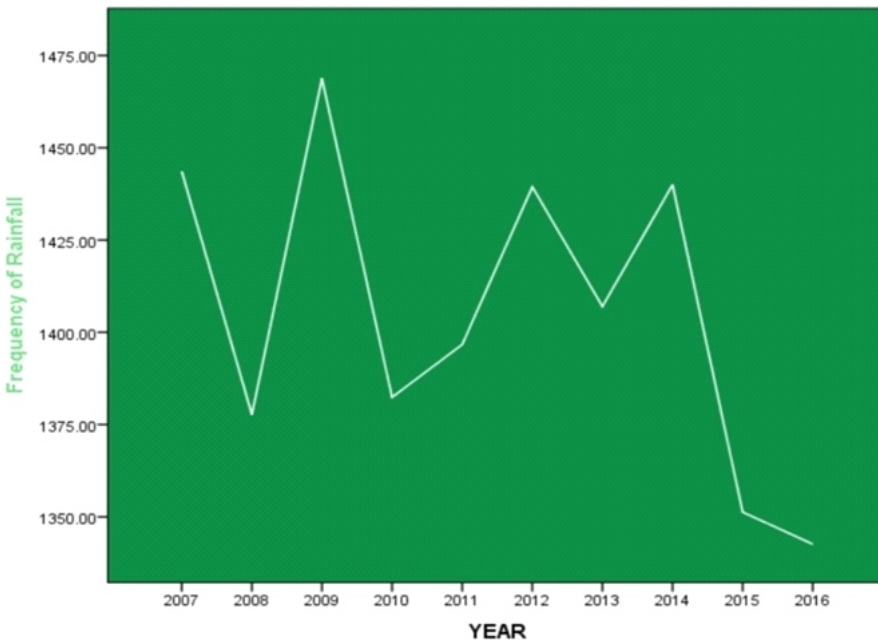
**Figure 2:** Trend of Rainfall (cm) in Zango Kataf Local Government Area of Kaduna State
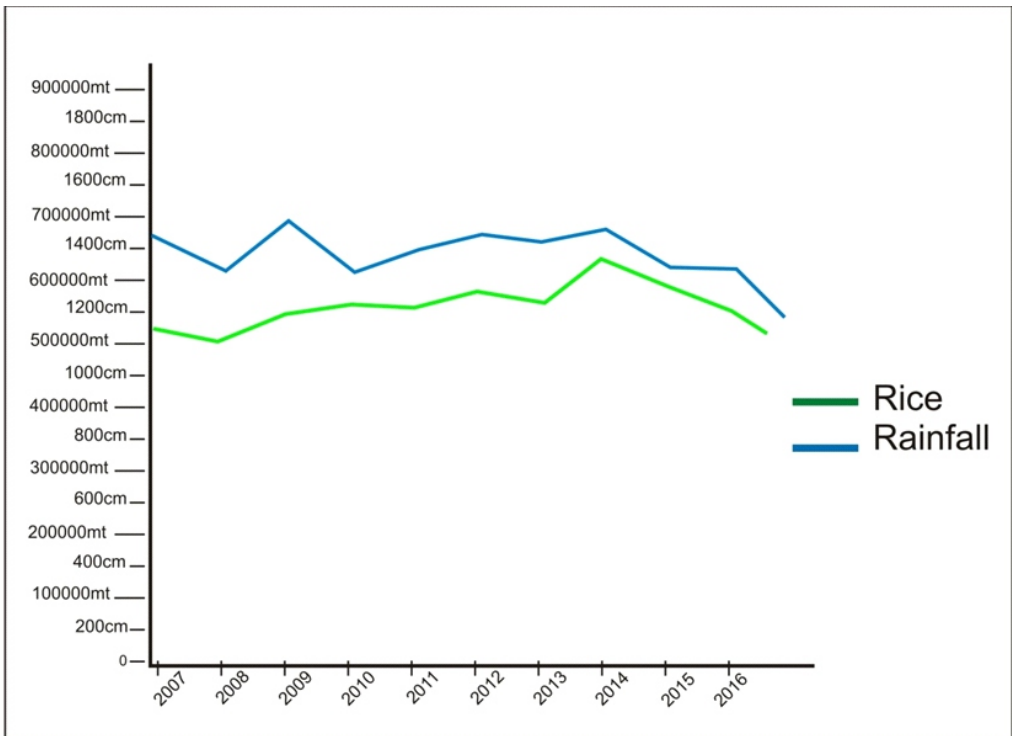
*Source: Data Analysis, 2018.*

Figure 2 is the trend of annual rainfall in Zango Kataf Local Government Area. The graph revealed fluctuation of rainfall received within the period under study. Rainfall rises in 2007, decline in 2008 and later rises to its peak in 2009 with a total rainfall of about 1,468.8cm. Rainfall continues to decline gradually after 2009, and remains steady and low within the period under review and record the lowest in the year 2016.

Figure 3 below revealed low rice production from 2007-2013, but with a sharp increase in 2014 followed by a sharp decline in 2015 and 2016. The period under review recorded the highest rice production output in 2014 with a figure of about 83,235.39 metric tonnes and the lowest in 2008 with about 51,500 metric tonnes.
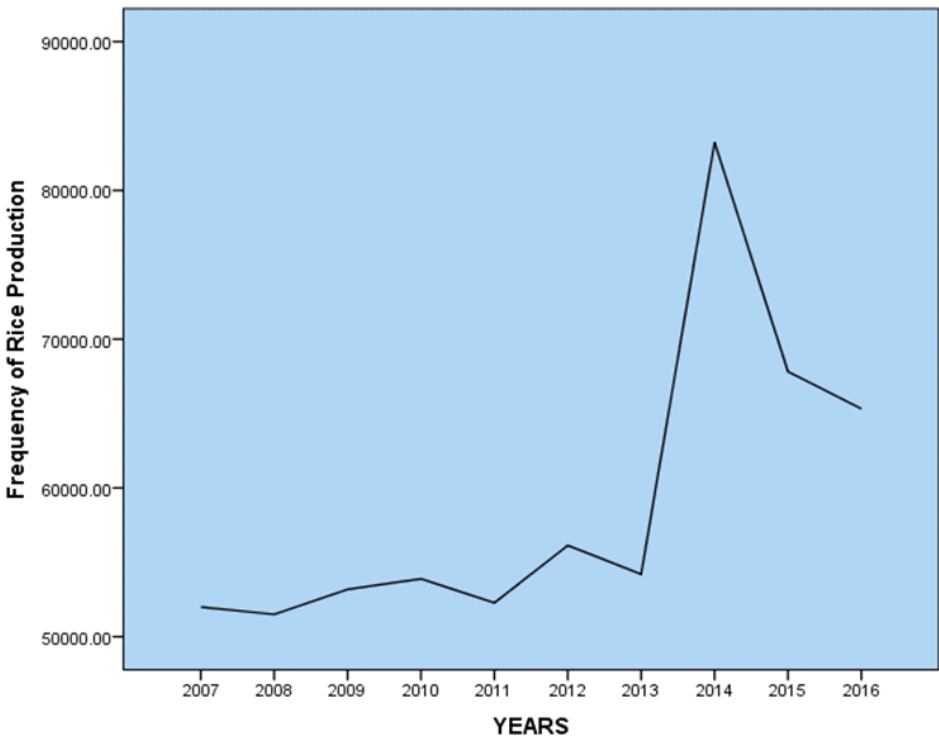


**Figure 3:** Trend of Rice Production in Metric Tonnes in Zangon Kataf Local Government Area.

*Source: Data Analysis, 2018.*



**Figure 4:** Trend of Rainfall and Rice in the Study Area
*Source: Data Analysis, 2018*

It is observed that rainfall in southern Kaduna of which Zangon Kataf Local Government Area falls into is generally high. However, there are fluctuations within the period under review. Figure 4 shows that from the year 2010, there have been steady increase in rainfall which has its highest peak in 2009 with records of 1,468.8.cm. For the rice, there is almost closely steady increase of rice production output continuously with 83,235.39 metric tonnes in 2014 and finally with a sharp decrease in 2015 and 2016.

The graph revealed highest production output in 2014 which is proportionate to the rainfall received in that same year. This indicate that rainfall enhances rice production in Zangon Kataf Local Government Area. This is because as rainfall increased, rice harvest increased and vice versa.

## Table 4: Descriptive Statistics of Rainfall and Rice Production

|  | N | Range | Minimum | Maximum | Mean | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|
| Rainfall | 10 | 126.20 | 1342.60 | 1468.80 | 1404.9500 | 42.26257 | 1786.125 |
| Rice | 10 | 31735.39 | 51500.00 | 83235.39 | 58954.9640 | 10257.05498 | 105207176.904 |
| Valid N (listwise) | 10 | | | | | | |

> *Source*: *Data Analysis, 2018*

Table 4 is descriptive statistic, showing the mean and standard deviation of the variables, that is rainfall and rice production in the study area. It revealed that rice has the minimum production figure of 51,500.00 metric tons corresponding to 1,342.60 rainfall record and a maximum of 83,235.39 metric tonens corresponding to 1,468.80 cm rainfall received within the period under study. It also show the mean of 58954.9640 and standard deviation of 10257.05498 corresponding to 1404.9500 mean rainfall and 42.26257 standard deviation respectively.

This implies that deviation from the usual rice production per metric tonnes was 10,257.05 high with the slighted deviation in rainfall of 42.26mm within the period under review.

## Table 5: Correlation Matrix of Rice Production and Rainfall

|  |  |  | RICE | RAINFA |
|---|---|---|---|---|
| RICE | Pearson Correlation | | 1 | -.10 |
| | Sig. (2 tailed) | | | .78 |
| | N | | 10 | 10 |
| | Bootstrap | Bias | 0 | -.08 |
| | | Std. Error | 0 | .39 |
| | | 95% Confidence In Lower | 1 | -.85 |
| | | Upper | 1 | .52 |
| RAINFAL | Pearson Correlation | | -.10 | 1 |
| | Sig. (2 tailed) | | .78 | |
| | N | | 10 | 10 |
| | Bootstrap | Bias | -.08 | 0 |
| | | Std. Error | .39 | 0 |
| | | 95% Confidence Inte Lower | -.85 | 1 |
| | | Upper | .52 | 1 |

*. Correlation is significant at the 0.05 level (2 tailed

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

c. Unless otherwise noted, bootstrap results are based samples

*Source*: *Data Analysis, 2018*

Table 5 shows the result of Pearson moment correlation coefficient (r) between rainfall and rice production in study Area. The result reveals the existence of a positive correlation (r) of 0.782 between rainfall and rice production. This means there is substantial relationship between rainfall and rice production in the study area in line with the critical value of degree of correlation by Agu (2002).

**Table 6: Summary of Regression Model**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change | |
| 1 | .101ᵃ | .020 | -.114 | 10823.73187 | .010 | .082 | 1 | 8 | .782 | 1.346 |

**a. Predictors: (Constant), RAINFALL**
**b. Dependent Variable: RICE**

*Source*: *Data Analysis, 2018*

Table 6 shows the summary of regression model measuring the degree of influence of rainfall on rice production the study area. The result revealed that rainfall influence rice production for only about .020. This imply that rainfall is accounting for about 20% influence on rice production in Zango Kataf Local Government Area of Kaduna State.

**Table 7: Coefficient of Variation in Rainfall and Rice Production**

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| 1 (Rainfall) | 93358.622 | 119987.909 | | .778 | .459 |
| Rice | -24.487 | 85.369 | -.101 | -.287 | .782 |

**Dependent Variable: RICE**

*Source Data Analysis, 2018*

The coefficient of variation of rainfall in table 7 indicates t-value of 0.778 (high rainfall variability) and the p value 0.459 (low variability) which is significant at P> 0.05 level set as acceptance criterion for the study. While on the other hand, Rice indicates t-value of 0.287 (Low yield) and the p value 0.785 (high yield) which is significant at P> 0.05

level set as acceptance criterion for the study. The null hypothesis which states that there is no significant effect of rainfall on rice production in Zango Kataf Local Government Area is rejected, while the alternative hypothesis which state that there is a significant effect of rice production on rain in Zango Kataf Local Government Area is therefore accepted. Though rainfall influenced only about 20% of rice production.

**Discussion of Findings**

The study revealed fluctuation in rainfall looking at the trend of rainfall in the study area within the period under review (figure 2). A continuous and gradual decline in rainfall was also observed. This agreed with the World Bank (2006) report in Africa, which observed that most African Countries have been experiencing increase in temperature, drought frequent and intensity due to decrease in the trend of rainfall as a result of climatic variability. The findings also revealed that rainfall influenced only about 20% of rice production in the study area. By implication, the remaining 80% significant impact is as a result of other climatic elements, socio-economic or edaphic factors within the period under consideration. This concurred with Inter-Governmental Panel on Climate Change (IPCC, 2007) who observed that apart from precipitation other elements could have significant impact on crop production. The elements include: variation in temperature, variation in length of growing seasons, increase in crop pest and disease and alteration of soil fertility. The findings were also in line with the work of Holmen (2013) who reported that rice production in Australia is not influence by rainfall but strong solar radiation and increase evapotranspiration. In terms of relationship, the study revealed a positive relationship between rainfall and rice production. In figure 4, rainfall is found to be a good predictor that influenced rice production in the study area. The noted trend was that, as rainfall increased, rice production increased and vice versa.

**Conclusion**

This study investigated the effect of rainfall on rice production in Zangon Kataf Local Government Area of Kaduna State. The study revealed correlation and high relationship between rice production and rainfall variability. It shows that rainfall variability affect rice production over the study area. Inferential tools used revealed significant effect of rainfall variability on rice production at two tailed significant level of 0.05. However, rainfall variability influences only about 20% of rice production, meaning other factors such as climatic factors (temperature, sunshine, and humidity), fertilizer, land tenure, variety of seed, among others influences the remaining 80%. One good thing the study revealed is that rainfall variability could be overcome with time. This means the study area remain a safe zone for rice production. This preliminary study is not exhaustive. Therefore, more studies geared towards understanding the relationship between rainfall variability and rice production is

recommended.

**Recommendation**
Emanating from the study, the following recommendations are made:

I.      The need of initiating deliberate efforts to improve small holder agriculture for sustainability and mitigation of the deadly effect of climatic change variability. The effort should include enhancing rain water harvesting technologies, and irrigation infrastructure.

ii.     There is urgent need to institutionalize interacted weather forecasting in order to enhance early warning and enable farmers adjust their farming systems accordingly.

iii.    There is a need for adaptation to rely on projections of future impacts. This might argue for immediate adoption measures in case of such impacts as oppose to a "wait" and "see" strategy.

iv.     There is also need to adopt climate-smart agriculture as an integrated approach to managing climate change by introducing innovative practices and system to mitigate the adverse effects of climate change on food production.

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# EDUCATION AND THE DIALECTICS OF INSECURITY IN KADUNA STATE

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## Abstract

*In the face of current insecurity and its resonating impact on the fabric of Kaduna State, this study empirically highlighted the imperative of insecurity and its implications on state institutions, one of which is education. The study argued that the state security architecture is overwhelmed, massively ill-equipped and incapable of taming emerging and existential threats--banditry, terrorism, farmer-herder conflict, ethno religious violence, and organized crimes-- which steadily undermined the educational status of the state as the "center of learning". Hence, school kidnapping, cattle rustling, religious violence, unprovoked attacks, and acts of terrorism, have risen astronomically. The paper holistically relied on secondary data, and qualitative analysis. We recommended that to reverse the impact of insecurity on education, the idea of state police, which will infuse a new dynamism, and also reduce the dependence on the centralized federal security outfit should be adopted.*
**Keywords: insecurity, education, Kaduna State.**

## Introduction

The dynamics of insecurity in Kaduna State, seemingly alarming in scope, scale, and frequency, demonstrate vicious and heinous circle of violence, considerably incubating a frightful tale of terror, with repercussions on virtually every facet of life.

Existential and emerging threats have astronomically and steadily risen. Coordinated and highly networked attacks have skyrocketed. Across the length and breadth of Kaduna State, in almost all the 23 local governments, attacks have been launched on people and their cherished possessions.

Attacks on communities, schools, roads, rails, airports, and military bases have inflicted monumental loss of lives, destruction of cherished possessions, economic fortune, and government infrastructure. Banditry is surging, inflicting heavy casualties on civilian population as well as law enforcement officials. Ansaru terrorist elements have scaled up their attacks on rural communities. Cattle rustling is grossly affecting the socio-economic activities of pastorals. Herdsmen aggression against farming communities have triggered humanitarian crisis. Ethnic and religious violence keeps rearing its ugly head. This, by all means, illuminates the daily tragedies of Kaduna State's sorry story. According toEuropean Asylum Support Office (EASO) report (2020), Kaduna state is reportedly surpassing Borno State as the 'epicenter of violence', with approximately 400 people reportedly abducted for ransom by criminal gangs, more than 200 violent incidents resulting in almost 1000 fatalities, and 50000 IDPs. These figures have since risen exponentially.

Fundamentally, security is intimately linked to the effective functioning and survival of every facet of human existence. The state and its institutions largely depend on well-secured atmosphere devoid of fear of threats to life and valuables. When the equilibrium and tranquility of state structures are undermined by existential threats, they fundamentallyunlock contradictions with inherent and devastating outcomes. Like other institutions in Kaduna State, education has grossly been undermined by the mindless carnage of violence. Report of Safe School Declaration(SSD), (2018) stressed that in Nigeria, attacks have ranged from hoodlum attacks, break-ins, and vandalism of school property by hoodlums and drug addicts to attacks involving the burning of schools, kidnapping, detaining or torturing students, teachers, and academics. The focus on who precisely is responsible for any single attack or series of attacks, however, misses a more important emerging reality: that contemporary Kaduna is increasingly insecure, and as such, mass abductions are only part of a broader political economy of violence and insecurity, which largely affects the stability of the entire functioning of the society (Aly &Kwaja 2021).

It is in this light that this paper ultimately aims at investigating the implications of insecurity on education within Kaduna State. Attempts will be made to profile the security challenges in the state, and elucidate how these drivers of insecurity principally undermined education in Kaduna State.

2 Conceptual Clarification and Theoretical Framework

**Insecurity**

The word insecurity has numerous connotations. It signifies danger, hazard, uncertainty, lack of protection, and lack of safety. Beland (2005), defines insecurity as the state of fear or anxiety stemming from concrete or alleged lack of protection. It refers to a lack of inadequate freedom from danger. This implies that insecurity is the absence of peace, order, and security.

Insecurity to Achumba, Ighomeroha & Robaro (2013) could be viewed from two perspectives. Firstly, insecurity is the state of being open or subject to danger or threat of danger, whereas danger is the condition of being susceptible to harm or injury. Secondly, insecurity is the state of being exposed to risk or anxiety, where anxiety is a vague unpleasant emotion that is experienced in anticipation of some misfortune. These definitions of insecurity underscore a major point that those affected by insecurity are not only uncertain or unaware of what would happen but they are also vulnerable to the threats and dangers when they occur.

Lastly, to Rosenje and Adeniye (2021), insecurity is the state of being exposed to risk or anxiety, where anxiety is a vague unpleasant emotion that is experienced in anticipation of some misfortune. From the exposition above, the phenomenon of security or insecurity implies both physical occurrence and psychological state of mind that constitutes a challenge to peace and development of both the individuals and the society.

**Education**

Education is critically essential to the development of every society. Freire (1970), asserted that education is a major weapon of social change and should not be neglected by any human society that craves development in all ramifications of the word. In a similar vein, Fahd al-Qudah cited in Ekpo and Is'haq (2014), submits that: if a nation is successful in developing education, its people as strong and complete individuals, it will be able to realize a glorious future for herself, promote peace within her boundary and defend her sovereignty. However, if a nation fails to develop (educate) its citizenry and makes them deficient in carrying out some of the activities of life effectively, then that nation is doomed to weakness, destruction, and obscurity.

Jekayinfa and Kolawole (2008), saweducation as a lifelong process that aims at imparting skills needed to live a meaningful life and for individual to adjust well to his immediate environment and the ultimate world in which he finds himself. Education, therefore, quips learners to live useful lives by contributing to the growth and development of the society.

## Theoretical Framework

To better explain the impact of insecurity on education in Kaduna State, functionalist theory will help drive the objective. The major proponents of functionalism theory of society were Max Weber, Auguste Comte, Emile Durkheim, and Talcot Parson. Functionalism sees society as a structure with interrelated parts, designed to meet the social needs of the individual. Functionalism grew out of the writings of English philosopher and biologist-Hebert Spencer-who saw similarities between society and the human body. He argues that just as the various organs of the body work together to keep the body functioning, the various parts of society work together to maintain the survival and effective functioning of the system (Spencer, 1898). The theory sees society as the sum of its components. Every aspect of the society works for the stability of the whole system. Durkheim envisioned society as an organism; each component plays a necessary role but can't function alone. When one-part experiences crisis, it will affect the working of the whole system. The theory contends that the various components of society ultimately comprise social institutions, designed to fill different needs. These institutions, such as family, education, government, media, and religion, are important aspects of the society. Consequently, if the political structure, which oversees the effective functioning of the society is replete with contradictions and plethora of problems like insecurity, it will grossly negate the smooth functioning of the whole system. To Osaat and Okechukwu (2021), since education is one of the structures that makes up the society as well as security of the state, in this case, whatever happens to security will certainly affect the education sector and the entire society; and to sustain the society entails that government should strategize in order to maintain high level of security.

As Kaduna State increasingly faces insecurities and vulnerabilities, the failure of the security architecture to design strategies that will checkmate these monumental challenges, has however affected the operational capabilities of her institutions, principally undermining the educational giant stride of the government and her citizens. In value and volume, education has been hugely affected across the state, with some institutions shutting down indefinitely.

## Mapping the Kaduna Security Environment

Some of the vulnerabilities to security in Kaduna State include:

### 1 Banditry

Kaduna State is recently beset with insecurity, top of which is banditry, which has risen exponentially. Across the state, most local governments have seen dramatic and alarming surge in attacks on educational institutions. Several factors have attributed to the causes and prevalence of banditry in the state. These include shamefully ill-equipped security forces, massively understaffed law enforcement, poorly governed

spaces, the porosity of Nigeria's borders with her neighbors, arms proliferation, poor leadership, corruption, unemployment, and mass poverty.

## 2 Terrorism

The International Crises Group Report (2020), posited that since its rise in 2009, the Boko Haram insurgency has adversely affected some 15 million people, displaced over two million people, and caused an estimated 20000 to 30000 deaths. In an intolerable and dramatic fashion, Ansaru terrorist group has recently intensified its attacks in Birnin Gwari and Igabi Local Government Areas. Recently, Boko Haram has formed a workable alliance with bandits and they have scaled up their attacks on different communities, government infrastructure, military installations, and institutions of learning across Kaduna State. The attack on the Kaduna-bound train buttresses the unfortunate success of the unholy alliance between bandits and Boko haram elements.

This demonstrates that the scourge of terrorism has become the regular signature of the country's political and social memoirs. Aside from the tragedies of socio-economic and political upheavals which incubate a series of unfortunate tragedies, the sudden emergence of a supercilious army of extremists has not only exposed the polity's vulnerabilities for such an intimidating challenge, but has also brought an unprecedented, albeit overwhelming fight to the doorstep of the Nigerian defense community.

## 3 Farmer -Herder Conflict

Global warming has triggered a multi-layered threat not just to the atmosphere and extra-terrestrial life, but also to the environment. Deforestation, draught environmental hazards, have created intense and increased competition for limited resources which oftentimes play out in violent confrontations between herdsmen and farmers, in many parts of Kaduna State. An International Crisis Group Report (2018), indicated that the conflict's roots lie in climate-induced degradation of pasture and increasing violence in the country's far North, which has forced herders south; the expansion of farms and settlements that swallow up grazing reserves, and block traditional migration routes; and the damage to farmers' crops wrought by herders' indiscriminate grazing. The violent conflict, over time, has assumed a more dangerous dimension as the herdsmen now carry sophisticated ammunition with which they attack any opposition to their claims to the scarce resources. European Support Office (EASO) report on Nigerian Security Situation (2021), asserted that the Herdsmen-Farmers conflict is precipitated by the struggle for economic means of survival. Growing insecurity has led to groups of farmers and herders forming militias, which are often backed by political, religious, or ethnic leaders.

As Okoro (2018), puts it, the struggle for survival and protection of economic livelihood (including, farmlands, crops, and cattle) appears to precipitate conflict between herdsmen and farmers across many communities in Nigeria. As Okoro further observed that between 2015 and 2018, it has been estimated that at least 3641 people have been killed and an estimated 300000 have been displaced as a result of the conflict.

## 4 Ethno Religious Crises

One of the existential threats that has beleaguered Kaduna State over the years is ethno religious differences, that sometimes play out in violent conflict with destructive outcomes. While these crises continue to exhibit ethnic and religious colorations and portray clear manifestations of criminality and frustration coming from widespread religious intolerance and superiority, political hegemony sometimes plays a monumental role. These spontaneous attacks have become premeditated scorched-earth campaigns between Christian and Muslim communities.

Sadly, some of these conflicts in the past took place in institutions of higher learning, where educational activities were adversely affected, students were attacked, raped, killed and some traumatized, and the infrastructures were destroyed. Some of these infamous attacks took place in: the Federal College of Education Zaria, in 2000, 2002, and 2006, Ahmadu Bello University Zaria in 1988, and Kaduna State College of Education Gidan Waya in 1987.

## The Impact of Insecurity on Education in Kaduna State
## 1 Kidnapping and Loss of Lives

Loss of life is another effect of insecurity on education. Violence by bandits, ethno religious conflict, and attacks by Fulani herdsmen have tremendously undermined education. Insecurity has claimed the lives of many parents who would have been in the position to train their children, students of school age, teachers who impart knowledge and other stake holders in education.

In 2017, five students of Kaduna State College of Education Gidan Wayawere killed by herdsmen (Binniyat, 2017). On 26th August 2019, three students of Ahmadu Bello University were kidnapped (Sadiq, 2021). Again, on the ill-fated 16th of November2020, gunmen kidnapped 17 ABU students along Kaduna-Abuja Road. In another incident, armed bandits attacked a secondary school in Kaduna, northwestern Nigeria, on August 24, 2020, killing one person and kidnapping four students and a teacher. The gunmen who arrived at Damba-Kasaya village in Chikun Local Government Area, Kaduna State, at around 7:45 a.m. on motorbikes first raided the community, where they reportedly killed Benjamin Auta, a farmer,  gunmen then

proceeded to Prince Academy Secondary School, where they abducted teacher Christianah Madugu, and four students: Favour Danjuma, 9, Miracle Danjuma, 13, Happy Odoji, 14, and Ezra Bako, 15. Again, on October 11, gunmen have abducted three students from Saint Albert the Great Institute of Philosophy, a Catholic church-owned seminary in Fayit community in Kagoma Chiefdom of Jama'a Local Government Area of Kaduna State.

Similarly, on June11, 2021, a student was killed in an attack by gunmen on Nuhu Bamalli Polytechnic, Zaria, Kaduna State (Shibayan, 2021).   On March 12, gunmen attacked the Federal College of Forestry Mechanisation, Afaka, Igabi LGA of Kaduna State, and abducted 29 students (Shehu, 2021).   On March 15, another gang of suspected bandits invaded UBE primary school in Rama, Birnin-Gwari LGA of the state.   On April 18 2021, another group of bandits abducted 20 students from Greenfield University, Kaduna State, and the criminal trend assumed a bloodier dimension.  Five students wereeventually killed by the armed bandits.

Again, on July 5th, 2021, two persons are said to have lost their lives after bandits invaded Bethel Baptist School, a private college in Kaduna State, kidnapping 129 students. Also, on July 4th, 2021, at least eight people were abducted from the National Tuberculosis and Leprosy Centre in Zaria early on Sunday morning. Two nurses and a 12-month-old child were among those seized (Wuyo, 2021). These attacks have sent shockwaves across institutions of learning across the State. The intolerable attacks on the academic community have created the feeling that the educational environment has gradually snowballed into a hostile environment inimical to educational growth and development. Fear, despair, frustration, and psychological trauma have consistently gripped students, teachers, lecturers, and the whole educational stakeholders around most schools in the state.

The insecurity demonstrates that a nation's development and its political, economic, and social trajectory, are intimately linked. It therefore suggests that amidst cash crunch, disorder, and disturbance, no tangible budget can be made to address the challenges of education and to promote the level of education needed to match the desired developmental threshold in Nigeria.

## 2 Disturbance of Academic Activities

Essentially, learning takes place in a secured and conducive environment. For knowledge to be effectively imparted, it must take place in a setting with features such as a serene space, supportive people, and infrastructure. Sustainable Education thrives better in a healthy environment. Generally, nothing goes well in an insecure environment, and particularly, a learning environment that is characterized by

insecurity would not only threaten effective learning. This will considerably affect the behavior and interaction of both learners and teachers, and also capable exacerbating other factors such as the destruction of available facilities, scaring qualified teachers/trainers and learners away, and causing a shortage of resourceful materials.

In recent times in Kaduna state, insecurity has grossly affected education. In 2021, the Kaduna State Government ordered the closure of 13 schools it considered vulnerable to bandits' attacks. In August 2021, school resumptions were affected because the state government special military operations delayed schools' resumption. In March 2021, all schools in Birnin Gwari, Chukun, and Kajuru Local Government Areas have been shut down by the Kaduna State Government. Greenfield University located along the Abuja-Kaduna expressway is still under lock on account of insecurity.

Furthermore, the attacks by herdsmen on farming communities and the inevitable internal displacement in some local governments like Zango Kataf, Kaura, Kachia, Kajuru, Igabi, Kauru, and Giwa, have unfortunately distorted the academic activities of students. Some have to endure the tragedy of losing their loved ones, means of livelihood, and humanitarian crisis of internal displacement.

## 3 Psychological Effects on Education

Mental health is indispensable to teaching and learning. The psychological state of mind is instrumental to the success or failure of learning. Zahra (2019), posited that the academic success of students is largely influenced and conditioned by their psychological stability. Psychologists have summarized the factors that affect learning into three classes: factors resident in learners, factors resident in teachers, and factors resident in the environment. However, generally, insecurity and tension often cause emotional, psychological, and mental imbalance. It creates an atmosphere of fear, instability, and horror. According to Abraham Maslow's Hierarchy of Need, after the fulfillment of man's needs for survival, psychological needs such as the desire for peace, and the need for a secure and safe life among others are the next most basic category of needs. For example, in a volatile environment with impending doom and a plethora of threats to life, fear, anxiety, and trauma preoccupy learners and teachers. The kidnapping of students in different institutions of learning in the state sent shockwaves across all institutions of the state. The fear of who is next sends psychological imbalance to educational stakeholders in the state. Similarly, the attacks by herdsmen on defenseless civilians, the loss of loved ones, and means of livelihood and shelter undermine the psychological stability and economic viability of sponsors.

## Conclusion

As discussed above, the effects of insecurity on education is not only multifaceted but overwhelming and dynamic in nature. It is important to understand that insecurity,

within or outside the education environment, has spillover impacts on virtually every gamut of society. The case of Kaduna State's recent insecurity is both sobering and discouraging, particularly for academics, stakeholders, and interested members of the public, all of whom are products of formal systems of education. We argued that the proliferation of numerous incidents of kidnapping, terrorism, herdsmen attacks, and religious violence, have monumentally frustrated the academics across the state. Consequently, lives of students and teachers have been lost, academic activities have been drastically affected, infrastructures of institutions affected have been destroyed. Tragically, this security dilemma has distorted students enrollment and graduation of prospective applicants to the labour market which affects national productivity and development index.

## Recommendation

Nigeria's insecurity is multidimensional,with each challenge requiring a uniquely designed strategic response. Despite Nigeria's many security challenges, however, solely treating school abductions as security problems to be solved by scaling the coordinated response of military and police, and by fortifying schools, does not translate to resolving the state's security nightmares, but only its symptoms. To address this shortcoming, we proffered three solutions.

i. Firstly, without adequately addressing the trust deficit between the state's security actors and the population, the credibility of any state-led security response to violence—whether committed by bandits or other actors—will always be in question. Since few Nigerians see state security actors as credible because of their checkered history of corruption, violence, and systemic abuse of civilians, simply pouring more resources into the security sector will not have the desired results of reducing insecurity. It instead risks further militarization and repression in the country.

ii. Primarily, the deteriorating state of insecurity in Kaduna State and Nigeria at large is correlated with the rising spate of unemployment and poverty. To reverse this unfortunate reality, the government has to create an enabling environment for foreign direct investment. This can be done by fixing the power problems, improving business-friendly policies, assure and guaranteeing investors' utmost protection. This will go a long way in promoting gainful employment.

iii. Thirdly, the security architecture of Nigeria is overtly stretched and overwhelmed by the scale and volume of criminal activities. However, the over-centralization of the Nigerian security architecture has profoundly crippled rapid responses to security dialectics across the country. Amidst the seemingly intractable internal security contradictions, the quest, agitation, and call for more robust, well-equipped,

technologically driven state police that will ultimately infuse a new dynamism in the fight against insecurity has been advanced as a panacea. The creation of state police is seen as a step towards actualizing the sustained campaign for community policing. This will effectively allow the Kaduna State government to adequately secure its educational establishments.

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# THE ROLE OF INFORMATION & COMMUNICATION TECHNOLOGY AND VIRTUAL LIBRARY IN ENHANCING QUALITY LANGUAGE EDUCATION FOR SUSTAINABLE DEVELOPMENT

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## Abstract

*This paper examines the role that Information & Communication Technology and Virtual Library play in enhancing quality language education for sustainable development in Nigeria. Education has witnessed a dramatic change in the last two decades. The change is as a result of the introduction of Information Communication Technology (ICT) in teaching and learning in the academic context to facilitate effective learning process. This transition in the learning process is an indication that education has to be of certain quality to bring about development. Most academic libraries now move from the conventional way of information handling and delivery to more sophisticated methods where 'access' is more emphasized. As a result, virtual libraries have become increasingly important in the learning environment. They play important roles in providing access to a wide range of information resources across the globe. Beyond what the traditional libraries can offer, virtual libraries break the barrier of time and location to facilitate sharing of scholarly information for academic excellence, which was practically impossible in the past as outlined in the paper. The paper concludes that the integration of ICT and education will have a tremendous positive impact on education, by giving greater access to quality education to distant learners or distant education seekers. Finally, the paper recommends that: ICT and multimedia should be integrated in the teaching and learning of foreign or second language L2, software for language teaching should be made available in all schools and language teachers, modern language laboratories should be made functional in all tertiary institutions of learning, and should be handled by teachers who are knowledgeable enough to in using them, and language teachers should be encouraged and motivated to learn and use computer to teach their learners.*
**Keywords:** Education, Quality Education, Language Education, Virtual Library, Sustainable Development.

## Introduction

The centrality of education in the context of nation building and national development does not need gain-saying. Education is a powerful tool and fundamental requirement for idiosyncratic and societal development. It has been responsible for the economic, social, political and human resource development worldwide. It spurs a nation's economy by producing the man-power to harness and manage its natural resources, businesses, and other aspects. It holds the key to the production of skilled human resources necessary for development in all spheres of human endeavours. In this regard, the library provides the resources (learning materials such as books, journals, e.t.c.) with which education thrives. Whether formal or informal education aims at providing individuals with knowledge, skills and competence that will make him/her a productive citizen. The concept of education is concerned with human development in different perspective. It improves and empowers societal status and their social welfare. It moulds individuals to fit into the society. Education entails the total process of human training in which knowledge is imparted, trained and skills are developed. The development of any country depends not on the abundance of its natural resources but its educated citizens.

## Language Education

Language education is simply the teaching and learning of foreign or second language. There is a huge industry of language teaching in many countries of the world today, particularly English language teaching, because of its great influence in the global realm. The growth of education, trade, technology, mass media and tourism created a dire need for people to communicate in different languages based on the different language environments, and China has been putting enormous importance on foreign language learning, especially English language (Kim 2009). In the 21st Century, English language education become an important factor in international development programmes. In Nigeria, English language has been the medium of education.

## Information and Communication Technology (ICT)

Globalization today has tremendous impact on human life. The integration of education with Information and Communication Technology (ICT), is a breakthrough for improvement in education and other aspects of human endeavours. Modern societies depend heavily on the use of Information Technology in their daily life. The world keeps becoming a global village as it gets connected with modern technology. Technology has aided the development and sustenance of information dissemination, retrieval and use as a decision support system. Through connected computers, messages like voice, data and graphics are transmitted across the world. According to Becta (2007), Information and Communication Technology deals with the generation, collection, organization, storage, retrieval, and dissemination of recorded knowledge.

Technology is a general term for the processes by which human beings fashion tools and machines to increase their control and understanding of the material environment. It is the processing and maintenance of information, and the use of all forms of computer, communication, network and mobile technologies to mediate information (Toumasis, 2000). Communication technologies include all media employed in transmitting audio, video, data or multimedia such as cable, satellite, fibre optics, wireless (radio, infra-red, Bluetooth, WI-FI). Network technologies include personal area networks (PAN), campus area network (CAN), intranets, extranets, LANs, WANs, MANs and the internet. Mobile technologies comprise mobile phones, PDAs, palmtops, etc. These technologies have information as their material object. Information is not reserved for use in isolation, but, rather communicated among users (Idowu, 2001).

Many historians of science argue not only that technology is an essential condition of advanced, industrial civilization but also that the rate of technological change has developed its own momentum in recent centuries. Innovations now seem to appear at a rate that increases geometrically, without respect to geographical limits or political systems. These innovations tend to transform traditional cultural systems, frequently with unexpected social consequences. Thus, technology can be conceived as both a creative and a destructive process (Adeboye, 2003). An Information Technology (IT) system concerns the processing, storage and/or transfer of Information. Information can take many different forms such as words, numbers, pictures, sounds or video (Richard 2011).

A good way to think about ICT is to consider all the uses of digital technology that already exist to help individuals, businesses and educational organisations use information. Information and Communication Technology (ICT) covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form. For example, personal computers, digital television, email, robots. Information and communication technology ICT is therefore taken to mean technologies that support communication through computers, tablets, androids ios etc. As a result, the virtual library therefore, serves as an effective access to quality education for sustainable development.

**Quality Education**
Education is said to be a veritable tool for national development across the globe. It is "a process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills" (Homby 2016). The concept of education is concerned with human development in different perspectives, improves and empowers societal status and their social welfare. It moulds individuals to fit into the

society. Education entails the total process of human training in which knowledge is imparted, trained and skills are developed. Edward (1999) maintained that the introduction of Information and Communication Technology (ICT) in education is key in ensuring duality in education. It creates a unique electronic communication system through which both teachers and students have a  large share of ideas which they all know what each other is thinking. It is imperative for teachers to make use of information technology in teaching in other to improve its quality and effectiveness.

The above submissions stressed that key national development and transformation is the ability of a nation to give its citizens sound-footing education that can bring about sustainable transformation and development. In his submission, Luther, cited in Okoh (1995), states that "The prosperity of a country depends not on the abundance of its resources, nor on the beauty of its cultivated buildings, but in its cultivated citizens, in its men of education, enlightenment and character". This implies that the power, beauty, success and progress of any nation or country depends largely on the depth and quality of education its citizens have. Hence, the need for quality education.

The word 'Quality' connotes excellence, perfection and superiority in terms of value. Aina and Oyetakin (2015) assert that "Quality is the ability of something to perform or serve the purpose it is meant or designed to serve". Hornby (2016) posits that quality education is equipping leaners with skills and knowledge that would help develop psychologically and benefit them in future, being able to employ the skills they learnt in the days of training, live their lives to sustain themselves even after graduation. Simply put, quality education refers to high standard knowledge and skills in which educational systems effectively inculcate, provide, and train its people, so as to create or inspire creativity and innovation for national development. Quality education is vital for human and societal development. It envisages a glittering future that will emancipate and positively transform the live of the people for good, as it provides people with knowledge, skills and attitudes needed to address challenges, both locally and globally. Quality education is a necessity to all nations or countries for development. Therefore, improving the quality of education should be a priority for most developing countries like Nigeria, which could lead to structural shift in productivity and boost long-term economic growth that will sustain development. Moreover, one of the fundamental ways of improving and sustaining quality education is to key-in to the current realities of globalization, knowing fully that one of the implications of the $21^{st}$  Century globalization is the growing popularity of Information and Communication Technology (ICT).

**Virtual Library**

Libraries are the academic nerve centre of all academic pursuits in the world. They are the pivot around which all levels of educational systems revolve. According to Islam (2004):

> Library is an instrument of self-education, a means of knowledge and factual information, a centre of intellectual recreation, and a beacon of enlightenment that provides accumulated preserved knowledge of civilization which consequently enriches one in mental vision, and dignifies his habit, behavior, character, taste, attitude, conduct, and outlook on life.

The terms "Virtual library" and "Digital library" are Siamese twins and often used interchangeable to refer to "a library that provides access to a collection of distributed information in electronic format through pointers provided locally or a collection of digital objects housed in the same place, virtual or physical" (Kaliammal & Selvi 2004). They further describe *Virtual library* as an information system targeted towards a specific community, where content from different sources is collected and managed, content is structured and enriched with metadata, and set of services offered to make the content available to a user community via a communication network, typically the Internet". A virtual or digital library is a library in which collections are stored in digital format, (as opposed to print, microform, or other media) and accessible by computers. It is an online database of digital objects that can include text, still images, audio, video, or other digital media formats. Objects can consist of digitized content like print or photographs, as well as originally produced digital content like word processor files or social media posts.

The idea of virtual library is that anyone who has computer and connection to the library networks can access resources of that library and variety of information available through National and International Networks such as Internet and Intranet without being physically present in library. The virtual library is the electronic counterpart of traditional (conventional or physical) paper library, which provides great and improved access to information, increased content availability, and fast retrieval of documents or information. It is a kind of library which provides portal to information that is available electronically elsewhere, and one that people will have very little reason to visit in order to gain access to information sources." (Lancaster, 1983).

> A Virtual Library has also been defined by Gapen (1993) as:
> the concept of remote access to the contents and services of libraries and other information resources, combining an on-site collection of current and heavily used materials in both print and electronic form,

with an electronic network which provides access to, and delivery from, external worldwide library and commercial information and knowledge sources.

The fast and wide access to current information contents makes virtual libraries a global symbol of the information access area. It is a library in which the holdings are found in electronic stacks.

This kind of Library has changed the traditional mind-set of librarians on the selection, cataloguing and management of information resources such as books and periodicals. The virtual library puts emphasis on access without need for time required by these technical processes. Virtual Libraries have induced libraries, scholars, publishers and document delivery vendors to develop new partnerships that are working for the good of scholarly communication in both developed and developing countries.

**Sustainable Development**
Sustainable is the ability of something to be sustained, supported, upheld, or confirmed so as to maintain a certain state or position for a particular period. Development, on the other hand, can be viewed as a state or condition-static, or as a process or course of change- dynamic. From the latter perspective, development is a process of improving the quality of all human lives. It is a shift from commodity to human approach with investment in education and skill training. Thomas (2000) explains three ways the word 'development' is used:
* Development as a Vision: a vision or description of how desirable a society is.
* Development as a Historical Process: social change that takes place over long periods of time due to inevitable processes. For example, arguments have been made that both capitalism and communism are unavoidable results of progress.
* Development as Action: deliberate efforts to change things for the better.
For example, providing food aid to alleviate hunger.

In sum, it is creating conditions conducive to the growth of peoples' self-esteem through the establishment of educational, social, political and economic systems and institutions which promote human dignity and respect.

Sustainable development has been defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs (United Nations General Assembly, 1987, p. 43). It is a development that is likely to achieve lasting satisfaction of human needs and improvement of the quality of life of people. A development that can be sustained, upheld and maintained for the use and progress of the future citizens.

**Benefits of ICT in Education**

ICT applied to education could be deployed in modes of e-learning, blended learning, mobile learning, distance education and online learning. E-learning though, seems to be a bigger umbrella over distance learning, online and mobile learning. E-learning is learning mediated by an open set of all kinds of technology. The set is open because new technologies are yet to come. It is the use of ICT which includes computer, networks, communication and mobile technologies to enhance and extend learning. These technologies help deliver and make education and information accessible to whoever needs it. In the traditional education setting, the students' assimilation of knowledge, excluding other factors, always depends on how well the teacher or lecturer passed the knowledge. With e learning, the focus is no longer on the teacher, but both teacher and student especially, who takes advantage of technology to varied resources of knowledge made available by existing technology. E-learning has many benefits which include the enhanced and consistent mode of delivery of knowledge; easy and regular administration of individual and group assessments; awareness of the institution; unhindered interaction among teachers and students; collaboration with other institutions like universities. This collaboration decreases the digital divide between institutions in developing countries and developed countries. E-learning, needless to say, makes learning self-paced for the student, and puts the student on the driving seat on the highway of learning. The student in other words has a better control over the learning method. Learning is personalised. Learning when it is online or distance learning removes the geographical barriers of learning for the students and teachers. There might be no need for study leave for workers running a programme in school. E-learning makes knowledge available on demand anytime, anywhere and anyhow (Mugenda, 2006).

Though implementation of e-learning in any institution is costly, however, it is cost-effective to the students and staff when implemented, and of great benefit to the institution on the long run. It is evident that e-learning has a lot of advantages, but, there could be a few drawbacks such as the time consuming preparation of lecture materials for lecturers; a lack of motivation in learning especially in asynchronous modes; cultural rejection and isolation. These drawbacks are highly minimized when e-learning is made a flexible and blended learning (Kosko, 2000).

Blended learning is a flexible form of learning that constitutes a proper blend of all the components of technological enabled learning and face-to-face teaching and interaction. Blended learning incorporates models that enhance the delivery of e-learning for the students and teachers involved in learning. The proper variation and blending of resources made available by technology, including face-to-face interactions makes e-learning a blended learning. E-learning that is well blended

easily adapts to the students needs and obviates student adaptation to e-learning against their convenience. Hence, it can be said that the delivery of e-learning is flexible and well blended with face-to-face learning (Mugenda, 2006).

## The Role of ICT and Virtual Library in Enhancing Quality Language Education

The ICT and virtual library play significant roles in education. Below are some roles of ICT and virtual library in enhancing quality language education for sustainable development in Nigeria:

- ➢ Exploiting ICT in language education tends to promote language skills achievements of the participants.
- ➢ New innovations such as softwares that recognizes voices and records what is dictated and converts to texts, lessens the stress of manual handwriting of typing lesson notes.
- ➢ Using projector in the classroom tends to increase not only the interest of the student but also careful attention is paid on the voice-notes of the instructor, which can be played, replayed, rewind and reviewed for optimal and better comprehension of the learners.
- ➢ Electronic technology, ICT in particular, via the internet can provide captivating environment for active participation of learners, the curiosity and motivation to learn, through webcasts, newsrooms, videos from YouTube, Whatsapp, and Video Conferencing via Zoom or Duo etc.
- ➢ It Provides Great and Remote Access to Information: As stated earlier, a virtual library underpins learning and acquisition of knowledge, to provide a more solid basis for education and to enhance quality of life by drawing on digitally available (most time on-line) books, materials and journals via ICT-based tools. It provides remote (on-line or CD-ROM-based) access to a variety of national and international content services traditionally offered by libraries and other information sources. It uses materials in electronic format with an electronic network to ensure access to and delivery of those materials, so that an individual, researcher, a teacher or lecturer searching for material or information can easily surf or download/copy and print the information. Also, software that recognizes voices, records what is dictated and converts it into text are available and digital compatible, and can be printed thereafter. Nowadays, the virtual library is one of the facilities for accreditation by accreditation commissions such as National Commission for Colleges of Education and National University Commission.
- ➢ It is a Boon for Quality Education: In a country like Nigeria where basic facilities and amenities, including education are restricted mainly to the urban centres, the virtual library today provides speedy, affordable and wide access to

updated information globally for prospective users: students, teachers, researchers and academics. It gives emphasis to building up collections that are in the public domain and that are easily accessible. Riccio (2001) submits that virtual libraries make electronic books and journals accessible to an unlimited audience at the same time, anytime and anywhere. The virtual library provides access to databases, electronic journals, alerting services, online reference tools and quality-selected web resources that improve the quality of teaching and research. A virtual library is a strategy for effective learning and it provides access to the electronic super highway.

➤ It Makes Learning Easier: The virtual library has made virtually all forms of learning easier. A country like Nigeria with infrastructural challenges, the virtual library will be a great access to quality education for its sustainable development because of its ease, round-the-clock availability, and multiple usership. This is not to say that virtual library is per excellence, rather, it has its challenges; such as total reliance on power supply to power the computers and tablets, and dependence on networks to connect with the library if one is from a distance.

➤ It Gives Access to Wide Range of Learning Resources: In the 21st century, digital libraries have a tremendous positive impact on education, as sharing of learning resources increases and supports not only distance education but also on-campus and independent discovery-based learning. As such, high-quality resources of all types will be contributed by diverse sets of authors directly into virtual library archives, which leads to vast increase in use of rich multimedia for quality academic work.

➤ It Provides Quick Access to Information: Virtual libraries in tertiary institutions of learning are new ways of gaining quick access to a great number of research information and dissemination globally. Sequel to the potential benefits offered by virtual libraries, they have been embraced by universities. Students, would benefit from the digital collections if they are well harnessed as they will provide excellent opportunities to access scholarly information which are beyond the reach of libraries due to geographical barrier and limited finances

## Conclusion

Quality education is very vital in every human existence and societal development. It enhances the rate of development and increases standard of living. Whoever acquires quality education, receives the pivot for further development both of himself, the society and the nation. Meaningful information for quality education is no longer confined to the traditional (physical) structure called library, where printed materials are catalogued and numbered for reference, yet readers, researchers waste much time

looking for particular material.

With globalization and the integration of education with Information and Communication Technology (ICT), virtual libraries have a tremendous positive impact on education, as it serves as a greater access to quality education. It also increases and supports sharing of learning resources to distant learners or education seekers. Virtual library provides an effective means to distribute learning resources to students and other users. It plays an prominent role in facilitating access to required information by the users in an easy and quick manner. In reality, it has now become essential in the academic environment as it provides learners the opportunity to transmit, acquire or download and disseminate information on any subject of interest. Also, it becomes possible for users to access new tools and applications for information seeking and retrieval. Enhancing access to quality education for sustainable development in Nigeria is of great necessity, and requires the leadership function of heads of Institutions of higher learning. To this, government should make concerted effort to establish virtual libraries in all institutions of higher learning in Nigeria, to further enhance access to quality education for sustainable development in Nigeria.

## Recommendations

In view of the roles of ICT and Virtual Library in enhancing language education for sustainable development given above, the following recommendations were made:

1. ICT and multimedia should be integrated in the teaching and learning of foreign or second language L2.
2. The software for language teaching should be made available in all schools and language teachers.
3. Modern language laboratories should be made functional in all tertiary institutions of learning, and should be handled by teachers who are knowledgeable enough to in using them.
4. Language is the sole medium of instruction in education, so, language teachers should be encouraged and motivated to learn and use computer to teach their learners.

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