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Prof. Samuel Amaele
Editor – In – Chief
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INNOVATIVE LEADERSHIP SKILLS AND SUSTAINABLE GROWTH IN THE CENTER FOR CONTINUING EDUCATION IN RIVERS STATE UNIVERSITIES

Prof. Samuel AMAELE
Department of Educational Foundation, Ignatius, Ajuru University of Education
amaeleph@yahoo.com

Dr. OKOROGBA, Lucky Joel
Department of Business Education, Faculty of Education,
Ignatius Ajuru University of Education, Port Harcourt, Rivers States.

And

MMADUBUKO, C. M. D
Department of Management, Faculty of Business Studies,
Ignatius Ajuru University of Education

Abstract

The study investigated Innovative leadership skills and sustainable Growth in the Centers for Continuing Education in Rivers State owned Universities. The population of the study consist of 567 teaching staff of the Centers for continuing Education in Rivers State University and Ignatius Ajuru University of Education. The entire 567 teaching staff of the centers in the two state owned Universities was sampled to the study. Three Research questions and three hypotheses guided the study. The study adopted the correlational research design. Two structured research instrument titled: 'Innovative leadership Style Questionnaire (ILeSQ) and sustainable Growth Questionnaire" (SuGQ) were designed for the collection of quantitative data. The Pearson Product Moment Correlation coefficient was used to analyze the research questions and hypotheses at a significant level of 0.05. Based on the analysis, the findings revealed that innovative leadership skills such as leadership creativity and problem solving skills correlate with sustainable growth in the Center for continuing Education in Rivers State Universities. Based on the findings, it was recommended among others that for the Universities to continue to achieve sustainable growth in their continuing Education centers, they should always appoint leaders with leadership creativity, problem solving skills and critical thinking skill to pilot the Centers affairs. Also, training programmes that can enhance the creativity and problem solving skills of the leaders should be organized for the leaders from time to time.

Keywords: Growth, Innovative Leadership, Sustainable.

Introduction

The modern world's vigorous nature is seen in the rapidly changing and competitive society in which the capacity of the educational institutions to get used to the changes and transformation in the contemporary society has a considerable value for good leadership skills. It can be viewed that classroom digitalization, technological revolution and the determination towards academic globalization have meaning that innovation is regarded as a vital factor for higher institutions to attain a competitive advantage to confront the academic challenges that relate to uncertainty, thereby making sure that success in turning out quality graduates is achieved (Vargas, 2015).

The need to ensure that higher institutions have a competitive edge over their counterpart makes innovation a significant factor (Tohidi & Jabbari, 2012). Innovation especially in aspect of leadership is the effort to create purposeful focused changes in an enterprise's economic and social potential (Drucker, 2018). Academic ideas that are relevant to time need, and purpose of the organization are feasibly taken through innovative processes for better outcome.

Innovation occurs as a result of the knowledge and the creation of inventions that are accessible; these are considered as the source of attaining the competitive advantage for the organizations between the speedy changes that take place in an academic environment. The risk of unsustainability increases with the failure to innovate, thus it is vital for Educational institutions and their program center leaders to think and raise a climate in which the innovation can strive and be established inside the organization (Shanker et al., 2017). This is the reason for successful

Institutions, particularly the ones that have effective decision makers, give the foremost priority to the expansion of mechanisms and methods of attaining organizational leadership styles that fosters innovation.

Educational institutions at all level achieve their goals through innovative leadership styles. Innovative leadership is the demand of all time for organizational growth. Innovative leadership style gives organizations a competitive edge over their competitors. An innovative leader is one who employs creative thinking skills, critical thinking skill and problem solving strategies to influence people or a society towards achieving a goal. Study of leadership theories reveals that a lack of consensus idea of leadership divides experts, business organizations, and government organizations in their opinions. An educational service provider such as the Centers for continuing education need innovative leader who can do the miracle of enhancing productivity.

Innovative leadership style is a process of fostering innovation through developing innovation friendly culture and setting strategic direction that guide and build trust among the employees to innovate (Wali, 2018). *According to Rumo (2018),* Innovative leadership refers to a management technique that focuses on the integration of various leadership styles in an effort to increase creativity, competency, problem solving abilities and collaboration within the workplace**.** It is a style of leadership that involves applying innovation and creativity to managing people and projects. Innovative leaders often inspire productivity in new ways and through different approaches than have typically been used or taken.

The ability to apply innovation is important in times of uncertainty, ambiguity and risk,

so industries and educational institutions that often encounter such situations can benefit from bringing on innovative and creative leaders. Leaders who promote an innovation-friendly workplace culture are crucial in a constantly changing world filled with turbulent transformations. Without innovation, leaders and organizations are doomed to failure. Innovative leadership style may occur in various forms. This research measures innovative leadership style in terms of creativity, problem solving skill and critical thinking skill (Makinde, 2019).

Creativity in leadership is the ability of a leader to create and realize novel solutions especially in the face of structurally complex or changing situations. It refers to those leaders who, when all is shifting and new approaches are yet unknown, can still create clarity of purpose for their teams. Creativity in leadership is a style of leadership based upon the concept of working cooperatively to develop innovative ideas. Those who employ creative leadership tend to do so by creating conditions which promote novel solutions through group brainstorming, communication, among others (Emeka, 2020).

Problem solving leadership skill is another vital innovative Leadership element. Today's leadership responsibilities and roles aren't limited to delegating and management. Instead, when it comes to problem solving leadership style, leaders have an aptitude for problem-solving and the ability to analyze, diagnose and deal with problems effectively (Johnson, 2011).

Leaders who apply problem solving leadership style have a natural propensity to discover and help lead others to solutions. They employ collaborative problem-solving facilitators, instead of solitary master problem-solving. Problem-solving

skill is a multi-faceted competency that uses other skills through conceptual thinking, planning and organizing processes.

Another measures of an innovative leadership style used in this study is the leaders Critical thinking skills. A leader with critical thinking skill has the ability to think in an organized and rational manner in order to understand connections between ideas and facts. Such leader decides what to believe in. In other words, such leader uses his skills in identifying, analyzing, and then fixing flaws in the way subordinates carry out responsibilities (Asiwaju, 2019). According to Malawi (2017), an innovative leader with critical thinking skill ensures that he or she identify the problem, gather data, analyze and evaluate the data, **i**dentify assumptions, establish significance, *and* reach a conclusion before Presenting or communicating it to all stakeholders. Daniel (2019) opined that Critical thinking skill is the cornerstone of economic growth and improvement. That's why such is so vital for leaders to have in today's job market. Amala (2020) is of the view that Critical thinking skill enables leaders at every level to understand the impact of their decisions on the business as a whole and ensures both alignment with organizational goals and accountability for results. It's exactly the type of leadership behavior demanded in modern days academic environment.

According to Williams (2020), innovative leadership style is a sine qua non for sustainable growth. An organization that witnesses sustainable growth has its evidence on increase in output, quality staff welfare, market expansion, product diversification, social inclusion among others. According to James (2020), sustainable growth aims to improving the welfare of the society, to meet human needs and aspirations. Sustainable growth is

basically intended to seek equitable distribution of development between generations in the present and the future. The targets of sustainable growth include equal distribution of benefits (intergeneration equity), Utilization and management of human and material resources solely for the sake of Maintaining the welfare of the people (community) which is sustainable both now and in the future by emphasizing on quality output rather than quantity , Maintaining the benefits of development or the management of natural resources through product diversification as well as maintaining the quality of human life between generations in accordance with their habitat.

This research measures sustainable growth in the areas of quality output, staff welfare and product diversification. An increase the quality of output is a significant positive change in the quality of services offered at a given point in time using the available labour and material resources. The quality output per working hour depicts how effectively organisations resources are been utilized to meet the need of the society without compromising the environmental health of the society, Asama (2015) is of the view that increase in quality of output is a major determinant of the sustainable growth in an organization.In the educational sector,the quality of output can be seen in the standard of service delivery which may include teaching standard, availability and utilization of quality lectures, students capacity ,among others. The teaching and learning standard of any educational institution could serve as a determinant of growth and development of the society. Another element of sustainable growth is staff welfare. The quality of the working environment to which the staff find themselves, the remuneration and all welfare packages shows how the leadership of an organization value their staff and the

society at large. Staff welfare is a major indicator of sustainable growth in an organization.

This research is designed to investigate innovative leadership styles and sustainable growth of the centers for continuing education in Rivers State Universities.

Statement of the Problem

Over the years, Universities all over the world run regular programmes for learners, and part time programmes to accommodate learners who cannot meet-up schooling in regular hour either as a result of working activities or age. The centre for continuing education in Rivers State Universities has been providing such educational training program for those who are working but desire to continue their studies on part time basis. From this program, trainees are turn out yearly in thousands to join other graduates in the labour force. Graduate of these program are awarded same class of degrees like their regular program counterpart and records has shown that they are making positive impact in the society, yet researches carried out on this area is scanty. The researchers observed the need to empirically identify what facilitate sustainable growth in such vital unit of the educational sector. Available literatures are focused on leadership styles and sustainable growth of Universities with major emphases on regular programmes in Universities while that of Centre for Continuing Education programmes are neglected. The researcher also observed that Universities are making millions from such centers and thousands of graduates are turned out from such programs for the growth of the society. This implies that both the society and the universities are benefiting from activities of such enormous program which in turn culminate to adequate human capital development, yet empirical evidence on what can lead to

sustainable growth in Centers running such programs in Rivers State is lacking. To keep the temple on, there is need to identify what can facilitate sustainable growth of the centers. Could innovative leadership style facilitate sustainable growth of the Centers? This research is designed to answer this question. The study is designed to empirically investigate the relationship between Innovative Leadership styles and Sustainable Growth in the Centre for Continuing Education in Rivers State Universities.

Aim and Objectives

The main purpose of this study is to examine the relationship between Innovative leadership skill and Sustainable growth in the Centre for Continuing Education in Rivers State Universities. Specifically, the study sought to determine

(1)   How creativity as an aspect of innovative leadership skill relate to sustainable growth in the Center for continuing Education in Rivers State Universities.
(2)   How problem solving skill relate to sustainable growth in the Center for continuing Education in Rivers State Universities
(3)   How critical thinking skill relate to sustainable growth in the Center for continuing Education in Rivers State Universities

Research Questions

Based on the objectives outlined above, it is apt to pose the following questions to guide this study.

(1)   How does creativity relate to sustainable growth in the Center for continuing Education in Rivers State Universities?
(2)   How does problem solving skill relate to sustainable growth in the

Center for continuing Education in Rivers State Universities?
(3)   How does critical thinking skill relate to sustainable growth in the Center for continuing Education in Rivers State Universities?

Research Hypotheses

The following hypotheses are formulated in null form.

Ho$_1$:   There is no significant relationship between creativity and sustainable growth in the Center for continuing Education in Rivers State Universities

Ho$_2$: There is no significant relationship between problem solving skills and sustainable growth in the Center for continuing Education in Rivers State Universities

Ho$_3$: There is no significant relationship between critical thinking skill and sustainable growth in the Center for continuing Education in Rivers State Universities.

Methodology

The study adopts the correlational research design. The population of the study consists of 567 facilitators in the Centers for continuing Education in Rivers State University and Ignatius Ajuru University of Education. The entire 567 facilitators of the centers in the two state owned Universities was sampled to the study. Three Research questions and three hypotheses guided the study. Two structured research instrument titled: 'Innovative leadership Style Questionnaire (ILeSQ) and sustainable Growth Questionnaire" (SuGQ) were designed for the collection of quantitative data. To determine the content and face validity of the questionnaire, the instrument was submitted to two experts. One in Measurement and Evaluation and the other in Business Education Department in

Rivers State University. Their comments and responses were used to effect corrections on the final copies of the questionnaires before administration to the respondents. The reliability of the instruments (ILeSQ and SuGQ) were determined through test-re-test method. The questionnaires were administered twice to facilitators of center for continuing education Business Education in Bayelsa State university to which four (4) set of scores were correlated two each using Pearson Product Moment Correlation Coefficient (r) to determine the reliability of the two research instruments. A coefficient value of 0.83 and 0.89 were obtained which indicates high level of reliabilities. A total of five hundred and fifty seven (557) copies of the questionnaires were administered the respondents while 420 copies were

successfully retrieved which indicate 74% retrieval rate. The Pearson Product Moment Correlation coefficient was used to analyze the research questions and hypotheses at a significant level of 0.05. The decision rule for the research questions was based on the real limit of r-value. If the r-cal is positive, it is considered high, otherwise, it is considered low. Also, if the r-cal is >r- crit at 0.05** the null hypothesis is rejected. Otherwise, the null hypothesis is accepted and the alternative rejected.

Result

Research Question 1: How does leadership creativity relate to sustainable growth in the Center for continuing Education in Rivers State Universities?

Table 1: Correlation result of how leadership creativity relate to sustainable growth in the Center for continuing Education in Rivers State Universities.

Variables	N	$\overline{X}$	SD	$\sum X^2$	$\sum Y^2$	$\sum XY$	R	Es
LC		3.4	0.12					
	420			56	69	244.8	0.945	High
SG		3.2	0.15					

Source: Field survey, 2022

Key:

LC: Leadership Creativity
SG: Sustainable Growth
Es: Effect size

Table 1 revealed the outcome of the analysis of responses obtained from the sampled respondents which investigated how leadership creativity relate to sustainable growth in the Center for continuing Education in Rivers State Universities. The result showed a coefficient of 0.945 indicating that

leadership creativity relates with sustainable growth in the Center for continuing Education in Rivers State Universities. This implies that an increase in leadership creativity will result in adequate sustainable growth in the Center for continuing Education in Rivers State Universities.

Research Question 2: How does problem solving skill relate to sustainable growth in the Center for continuing Education in Rivers state Universities?

Table 2: Computation of respondent's responses of how does problem solving skill relate to sustainable growth in the Center for continuing Education in Rivers State Universities

Variables	N	$\overline{X}$	SD	$\sum X^2$	$\sum Y^2$	$\sum XY$	R	Es
PSS		3.4	0.49					
	420			86.4	99.6	197.44	0.823	High
SG		3.8	0.45					

Source: Field survey, 2022

Key:

PSS: Problem Solving Skill
SG: Sustainable Growth
Es: effect size

Table 2 above revealed the outcome of the analysis of responses obtained from the sampled respondents for research question 2 which investigated how problem solving skill relate to sustainable growth in the Center for continuing Education in Rivers State Universities. The result showed a coefficient of **0.823** indicating that problem solving skill relate to sustainable growth in the Center for continuing Education in Rivers State Universities. This implies that an increase in leadership problem solving skill will result in sustainable growth.

Research Question 3: How does critical thinking skill relate to sustainable growth in the Center for continuing Education in Rivers state Universities**?**

Table 3: critical thinking skill relate to sustainable growth in the Center for continuing Education in Rivers State Universities.

Variables	N	$\overline{X}$	SD	$\sum X^2$	$\sum Y^2$	$\sum XY$	R	Es
CTS		3.4	0.12					
	420			24.6	29.6	90.65	0.76	High-Extent
SG		3.2	0.15					

Source: Field survey, 2022

Key:

CTS: Critical Thinking Skill
SG: Sustainable Growth
Es: effect size

Table 4.1 revealed the outcome of the analysis of responses obtained from the sampled respondents which investigated how critical thinking skill relate to sustainable growth in the Center for continuing Education in Rivers State Universities. The result showed a coefficient of 0.76 indicating that critical thinking skill relates to sustainable growth in the Center for continuing Education in Rivers State Universities. This implies that an increase in critical thinking skill will result to adequate sustainable growth.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between creativity and sustainable growth in the Center for continuing Education in Rivers state Universities

Table 4: Computation of the relationship between relationship between Leadership creativity and sustainable growth in the Center for continuing Education in Rivers State Universities

Variables	N	$\bar{X}$	SD	∑X	∑Y	XY	df.	r-cal	r-crit.	p>0.05	Dec.
LC	420	3.4	0.12								
				36	66	104.8	418	0.93**	0.0978	0.05	**
SG	420	3.2	0.15								

Source: Field survey, 2022

Key:

LC: Leadership Creativity
SG: Sustainable Growth
Es: effect size

In table 3. The calculated r is 0.93** and the critical value of r was 0.0978. This means that the calculated r is statistically significant at p > 0.05, since it is greater than the critical value of r. therefore, the hypothesis (Ho1) is rejected and the conclusion is that there is a significant positive relationship between Leadership Creativity and Sustainable Growth in the Center for continuing Education in Rivers State Universities. This implies that the r-crit is statistically significant at p > 0.05 which means that the strength of the calculated r is adequate.

Hypothesis 2: There is no significant relationship between problem solving skills and sustainable growth in the Center for continuing Education in Rivers state Universities

Table 4. Computation of the relationship between problem solving skills and sustainable growth in the Center for continuing Education in Rivers State Universities

Variables	N	$\bar{X}$	SD	∑X	∑Y	XY	df.	r-cal	r-crit.	p>0.05	Dec.
LC	420	3.4	0.12								
				26.4	29.6	97.44	418	0.932**	0.0978	0.05	**
SG	420	3.2	0.15								

Source: Field survey, 2022

Key:

PSS: Problem solving skill
SG: Sustainable growth
Es: effect size

Table 3 above shows that the calculated r was 0.932**and critical value of r was **0.0978**. This shows that the calculated r is statistically significant at p = 0.05, since it is greater than the critical value of r. To this end, the hypothesis (HO₂) is thus rejected (that is, not accepted) and the conclusion is that there is a significant positive relationship between problem solving skills and sustainable growth in the Center for continuing Education in Rivers State Universities.

Hypothesis 3: There is no significant relationship between critical thinking skill and sustainable growth in the Center for continuing Education in Rivers state Universities.

Table 4.7: Computation of the relationship between critical thinking skill and sustainable growth in the Center for continuing Education in Rivers State Universities

Variables	N	$\overline{X}$	SD	$\sum X$	$\sum Y$	XY	df.	r-cal	r-crit.	p>0.05	Dec.
CTS	420	3.5	0.12								
				27.2	29.6	100.57	418	0.85**	0.0978	0.05	**
SG	420	3.4	1.15								

Source: Field survey, 2022

Key:

CTS: Critical thinking Skill
SG: Sustainable Growth
Es: effect size

In table 4.7, the calculated r was 0.85**and critical value of r was 0.85**. This means that the calculated r is statistically significant at p = 0.05, since it is greater than the critical value of r. That being so, the hypothesis (HO₃) is therefore rejected (that is, not accepted) and the conclusion is that, there is a significant positive relationship between critical thinking skill and sustainable growth in the Center for continuing Education in Rivers State Universities

Summary

Leadership creativity relate to sustainable growth in the Center for continuing Education in Rivers State Universities.

Problem solving skill relate to sustainable growth in the Center for continuing Education in Rivers State Universities.

Critical thinking skill relate to sustainable growth in the Center for continuing Education in Rivers State Universities.

There is a significant positive relationship between Leadership Creativity and Sustainable Growth in the Center for continuing Education in Rivers State Universities.

There is a significant positive relationship between problem solving skills and sustainable growth in the Center for continuing Education in Rivers State Universities

There is a significant positive relationship between critical thinking skill and sustainable growth in the Center for continuing Education in Rivers State Universities

Conclusion

Innovative leadership styles variables such as critical thinking skill, problem solving skill and creativity correlate with sustainable growth variables. This implies that, The Sustainable growth in the Centre for continuing education in Rivers State Universities is influenced by the innovative leadership skills of their management.

Recommendation

Based on the findings of the study, the following recommendations were made.

1. Leaders of industries should develop their Critical thinking skill as this will help them enhance sustainable growth across their organisation.

2. Organization should enroll their leaders in regular training that can develop their problem solving skills as this will aid them the capacity to manage the affairs of the organization.

3. Organizations should try to appoint leaders with creativity skill as this will help them initiate ideas to diversify products which in turn will lead to expansion

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MORAL EDUCATION: A TOOL FOR CURBING THE MENACE OF CORRUPTION, INSURGENCY AND TERRORISM IN NIGERIA

Prof. Samuel AMAELE
Department of Educational Foundations, Faculty of Education
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt
Email: amaeleph@yahoo.com

And

Emmanuel MGBOMO
Department of Educational Foundations, Faculty of Education,
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt

Abstract

Moral education is an important aspect of education because to educate a person in mind and not in morals is to pass out a menace to society. In this work, the authors argued that one of the major problems with Nigeria is lack of moral education. Immorality in Nigeria is on the increase and the Nigerian educational system has failed to instill the required moral values among Nigerians which has led to increased corruption, insurgency, terrorism, murder, dishonesty, etc. Irked by this anomaly, this study investigated how moral education could help in curbing the menace of corruption, insurgency and terrorism in Nigeria using the descriptive research methodology. Findings from the study revealed that to remedy the challenges posed by corruption, insurgency and terrorism, we need to recover the belief that there is a transcendent, unchanging moral order, and restore it once more to a central place in the educational process because moral training works to make human society a better place. Based on the outcome of the study, it was concluded and suggested that there is need for Nigeria to chart an education that is holistic in nature. An education that is based on the paradigms of lifelong learning and the four pillars of learning to be, learning to know, learning to do and learning to live together

Keywords: Corruption, Education, Insurgency, Moral Education, Morality and Terrorism.

Introduction

Education is the key to development. It is the greatest catalyst to individual and collective development of any nation. It is the main thrust for national development. In every sphere of life, be it in industry, sciences, arts and humanities, education takes the lead. It involves a pedagogical process, which if properly carried out should lead to the maturing of the person who has received it to the extent that he is in a position to think and act meaningfully an in relevant interaction with members of the society to their mutual benefit.

As bedrock of development, education plays a fundamental role in shaping the character of humans in such a way that they begin to exhibit conducts that attract admiration. Fafunwa (1974) avowed that education denotes the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and forms which are positive values to the society in which he lives. The position of Fafunwa

.clearly attests to the power of education in shaping humans by instilling in them the requisite character, knowledge, foresight, values and attitudes needed to galvanize socio-economic and political development. Strengthening Fafunwa's view, Amaele (2010) asserted that in acquiring knowledge through the process of education, our focus is on the kind of knowledge that has value and which can foster development.

Indeed, what makes a process educational is the virtue it carries and inculcates. It could therefore be baseless to describe a mere process of mental, spiritual and or physical training as education and its products as educated, except such process has with it element of worth-while-ness. Everybody expects a kind of behavioral change among the educated ones. Peters (1966) pointed out that it would be as much a logical contradiction to say that a person has been educated and yet change was in no way desirable. Okeke (1989) equally supported the above view and thus, opined that education as an evaluative concept connotes betterment, worth-while-ness or improvement.

Obviously speaking, the task of education cannot be limited to mere intellectual culture only. This therefore means that inculcation of proper moral behaviors is an essential aspect of education. This fact, of course, is consistently revealed in the Nigerian situation. For instance, the National Policy on Education (2013) has as one of its cardinal objectives, "the inculcation of moral values". Nigerian education the refore is expected to inculcate the required moral values among Nigerians but unfortunately, the entire country is increasingly permeated with corruption, dishonesty, fraud, selfishness, embezzlement of public funds, arson, murder, pen robbery, armed robbery, falsehood, abuse of power, greed and

numerous other vices. These unfortunate acts are found among the leaders and the led, among the elites and non-elites. They are found in our various institutions of learning, our political, social and even religious institutions and our homes (Amaele, 2010).

It is quite relevant to state at this point that our nation cannot develop economically, socially and otherwise when we have lost the sense of morality in our society. A good number of our leaders who should be custodians of integrity and morality are now master mind in economic, financial fraud and other sorts of unethical practices. Day in day out, we hear of misappropriation of funds, improper accounts keeping and falsification of receipts to embezzle funds. Some companies do substandard jobs just to get more money into their bank account. Corruption is on the increase and almost every corporate institution in Nigeria is occupied by people who are desperate to use their position to loot and siphon funds. The height of unethical practices in Nigeria is so permissive and alarming that it will not be an exaggeration to say that immorality which has breed corruption, insurgency, and terrorism and capable of undermining development, has its root in Nigeria.

It is against this backdrop that this work sifts the relevance of moral education in curbing the menace of corruption, insurgency and corruption. This is necessary due to the deplorable moral situation of the country; the economy of the nation, like other structures (political, social and religious) has collapsed, thereby exposing the masses of this great country to unprecedented suffering. In this paper, it is our contention that moral education will serve as an elixir in building a nation free from corruption, insurgency and terrorism. We strongly believe that it is only when moral education is restored once more to its

central place in educational process that the skewed situations in Nigeria - socio-political, economic or religious would begin to receive the needed elixir to cure and remedy the ailing situations in the country. With this in mind, this paper will begin with an effort define or describe various concepts involved in this paper.

Education

The concept of education or definition of education is not an easy task to tackle because educators have not unanimously come out with "the" definition or "clear-cut" concept of education. In other words, education as a concept is defined in various ways that some seems to contradict others. Each definition is based on the bias, understanding and background of the author. However, bearing in mind the limitation, scope and purpose of this work, we would consider some definitions of education that lays emphasis or emphasize the need to promote the cognitive, psychomotor and the affective (moral) domains of an individual's life.

In his attempt to define education, Kneller (1964) opined that education can be viewed from two senses and they include the broad and the narrow/technical sense. He asserts that in the broad sense, education deals with the act or experience that helps to create a formative effect on the mind, the behavior or character of a person or the physical ability of a person or an individual while in its narrow/technical sense, education is the process by which any society through schools, colleges, universities and other institutions deliberately transmit its cultural heritage that is, its accumulated knowledge, values, skills, etc. from one generation to the other.

On his part, Azenabor (2005) described education as a continuous reconstruction of experience and the adjustment of the individual to the society, to nature, to his fellow human being. In this definition, education is concerned with the moral, physical, mental, societal, cultural, intellectual and spiritual adjustment of an individual. In the same token, Meroyi (2011) posited that education entails the development of learners intellectually, morally, that is expected to result in positive transformation of the individual. This point is aptly reiterated by Fafunwa (1972) who stated that education is the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behavior which are of positive value to the society in which he lives.

Morality

The concept of morality has been the subject of controversy and has provided fuel for many heated philosophical discourses during the entire range of human history. Morality covers a vast arena of human conduct that examines our interaction with other human beings. It involves the evaluation of the consequences of our actions for others and their actions towards us (Amaele, 2010). It touches every aspect and every moment of our life. Our morality governs all of our contacts with members of our family, with our co-workers, with our church, and with all aspects of our government. Morality determines our attitude to politics, to war and peace, to our children, to our parents and to spiritual questions such as life after death (Mgbomo & Amaele, 2019).

Morality as a concept as submitted by Mgbomo and Amaele (2019) is the ability to establish differences between what ought to be done and what ought not to be done. This is related to conduct of individual's behaviors or attitudes. It deals with the goodness and badness of an action, character and disposition. Morality

provides the rules by which people love each other, fight with each other in every conceivable way. From the above definitions, it is imperative to uphold that morality deals with human behavior to his fellow human beings. Such behavior may be acceptable or unacceptable within the Society. It is expected that reasons must be given for any action taken by an individual in the Society.

Moral Education

Peters in Oroka (2005) avowed that education is the intentional bringing about of a desirable state of mind, and relates to processes and activities that can contribute to or involves something that is worthwhile. Flowing from the above definition of education, it is necessary to emphasize here that; implicit in the above definition of education is the fact that education is a moral enterprise. Moral education is a part of the educating process, through which each new generation acquires its human values and is prepared to participate in the process of humanization (Anita, 1993). It is a process aimed at promoting in the individual a desire to gain the greatest possible knowledge and understanding of his ability which includes the communication and inculcation of values for the common good (Kohlberg, 1981). Supporting the above view, Mala (1986) submitted that moral education should include the cultivation of the learners towardsconformingtheir conduct to the tenets of moral law, as well as the formation of moral habits encompassing both the individual and the society.

Moral education means developing an individual intellectually in line with the principles of right and wrong conduct, in order to endow him with psychological ability to use his knowledge to achieve a balance in his interpersonal relationship with other individuals and groups. It

involves the teaching of ethics, social conducts as well as grooming individuals to uphold proper co-existence within a given society. Moral education involves the internalization of the societal values in relation to the 'dos and the donts' of a given community to her citizens. Similarly, Masqud (1994) stated that moral education should be able to produce an individual who could manifest the following behavioral trait:

a. A positive commitment towards the value of morality
b. Ability to communicate with others
c. The ability to understand feelings of others and those of his own

Moral education implants in each individual such dispositions that enable them to live and work harmoniously with others on every level of human interaction (Thelen, 1994). It can be said to mean any activity/process geared towards helping the individual imbibe the societal norms or moral values in order for such an individual to become useful to himself, others and the society in general. In essence, moral education should be seen as character education which is intimately connected with social and moral laws.

Corruption

The word corruption has not yet received a particular definition acceptable by all but it is a word that is associated with negativism in all spectrums or dimensions. Summers (2014) asserted that corruption implies any act of impairing integrity and enhancing depravity.

Corruption from every perspective is very costly. It aggravates income and inequalities and poverty. It undermines confidence in government and its moral authority is diminished. It adversely affects economic growth, as it acts as additional tax on enterprise, raises costs and reduces

incentives to invest. Economically, corruption entails leakage just as misallocation of resources is worsened. It reduces domestic savings and investment and stimulates capital flight, as it weakens domestic banking systems. Corruption can only exist if there are opportunities for people to be corrupt. In a society where corruption exists amongst its leaders, it becomes extremely hard to fight the scourge because the leaders will not press for change in the regulations from which they enrich themselves (Owolabi, 2004). Amadioha et al (2019) equally supports the above view and therefore argues that corruption is one of the most important inhibiting forces against investment, growth and development, thereby lowering the living standards of the people.

Insurgency

Insurgency in Nigeria has become an endemic social ill taking toll on all categories of members of the Nigerian society as terror is unleashed with a corresponding incidence on the various classes of people in the society (the wealthy and poor; young and old; male and female; indigenes and aliens almost alike). The concept of insurgency integrates many dynamic fields, including the economy, politics, sociology, philosophy and military disciplines. Insurgency is a condition of revolt against a government that is less than an organized revolution and that is not recognized as belligerency (Peter, 1964). It is the rising up against what is believed to be a constituted or legitimate authority. The term "insurgency" is used in describing a movement's unlawfulness and capacity to pose a threat to a state or seen as such by another authority, especially when viewed from the backdrop of its not being authorized, and therefore executing a cause that is illegitimate (Shafer, 1988). When used as in the consideration above, those

causing the uprising are seen as rebels, whereas those rising up will see the authority itself as being illegitimate.

Insurgency is an act of rebellion against a legitimate authority. However, such an authority would have acquired the recognition by an international body such as the United Nations, while those taking part in the rebellion are not recognized as belligerents. It becomes deduced from the foregoing that if there is a rebellion against the authority (for example Nigeria) and those taking part in the rebellion are not recognized as belligerents, the rebellion is an insurgency. The United States Department of Defense (DOD, 2007) defined insurgency as an organized movement aimed at the overthrow of a constituted government through the use of subversion and armed conflict.

Terrorism

Attempts to unravel the meaning of the concept "terrorism" have reduced it to equivocal standpoint. This is on the backdrop that the concepts used in characterizing terrorism in them have overlapping imports and associated with ambiguities. For instance, some scholars define terrorism as the use of political violence against individuals or the functionaries of the state; but in some cases, it is clear that violence can be used against the state and individuals but cannot be regarded as terrorism; this some may call civil disobedience or political demonstration.

However, of all the antisocial phenomena and events that affect man, terrorism has proven to be the most adverse and detrimental to both human and environmental development. On this note, most acts of terrorism are treated as national issues, being that it is mostly government targeted for a particular self-centered desire.

This assertion is suggestive of the lexical definition of the concept as the use of violence such as bombing, shooting or kidnapping to obtain political demands or create an unwarranted awareness. Obviously, terrorism has been a phenomenon of unrest and restiveness which could be religiously or politically motivated.

Chomsky (2003) avowed that terrorism takes a country backward in terms of development and the drive of peaceful coexistence: and that the engine room of this violent crisis is the youths, who due to lack of gainful employment and pre-occupation, are being negatively influenced by ethnic warlords and religious bigots to perpetrate violence, leading to unnecessary loss of lives and property.

Challenges Posed by Corruption, Insurgency and Terrorism in Nigeria

The challenges posed by corruption, insurgency and terrorism are enormous. The problems can be subdivided into social, economic and political problems.

The social aspects of the challenges posed by corruption, insurgency and terrorism include insecurity, hunger, loss of lives and properties, religious intolerance (where the Christians or Muslims may likely retaliate the killing of their members or burning of their churches or mosques), backwardness of the country in its developmental projects and a host of others (Osaat & Ekwe, 2012). Nwaigbo (2012) observed that the escalation of corruption, insurgency and terrorism could be traced to the failure of the family unit in Nigeria to carry out its societal bound responsibilities by inculcating the right morals to their children. Many parents no longer give adequate attention to their children and as a result of this negligence; their children involve themselves in all sorts of negative activities. What this suggests is that children who lack good character behavior or morals cannot maintain or display peaceful, friendly and cooperative attitude the society requires of them. Little wonder there is an increase in the wave of violent crimes which have engulfed the societal landscape in Nigeria.

Economic challenges include loss of manpower (that is resource persons who were killed and those who left the country because of corruption, insurgency and terrorism), loss of property, high rate of unemployment due to burning of industries and kidnapping of business owners, relocation of industries and companies to other countries thereby reducing Nigeria's Gross Domestic Product (GDP) and employment opportunities, driving away foreign investors and discouraging of the domestic ones from further investments, oil pipe vandalism and spending money on security among others. This and other social maladies present a negative image on the country. The restive militants from Southern Nigerian oil-producing region have over the years ravaged and undermine the oil economy, (the lubricating mainstay of Nigerian nationhood) and have largely eroded Nigeria's revenue earning capacity. Acts of terrorism and kidnapping in Nigeria such as perpetrated by the Boko Haram sect in many parts of Northern Nigeria, but particularly in the North-eastern part as well as the Fulani herdsmen sect is devastating, and cripples economic and social development.

Corruption, insurgency and terrorism can also be promoted politically because what those in government do invariably affect everyone in the society. As Obafemi (2012) puts it, the effort of the government towards curbing corruption, insurgency and terrorism in the country is not yielding the desired result. To him, these programmes

are politically motivated instead of a genuine strategy to tackle poverty and unemployment among youths and this defines the reason for the escalation of corruption, insurgency and terrorism across the country. Citizens are used to achieve the goals of politicians during elections as they are recruited to serve as political thugs, assassins for political opponents, ballot papers and boxes snatchers, the machinery for political opponent intimidation among others. Lack of moral education on the part of politicians have often resulted in losing of prominent political figures to corruption and other negative activities, destruction of electoral processes (killings, kidnapping, etc. to disrupt voting and to discourage voters) and so on.

From the foregoing, it is obvious that the threat to achieving the overall objectives which Nigeria as a nation pursues emanates from the nature and character of the Nigerian state. The exploitative, oppressive, marginalization and negative tendencies of the nation are attributable to the utter disregard of moral education.

Moral Education: A Tool for Curbing the Menace of Corruption, Insurgency and Terrorism in Nigeria

Since her independence in 1960, Nigeria has not made much progress as expected despite all the abundant blessings of natural and human resources at her disposal. There is hardly any period of political transition that is not characterized with loss of lives and property. Terrorism, conflict, insurgency, bribery and corruption appear to be a norm or order of the day. Patriotism is one of the values that have long disappeared from the country. Part of the reason for these vices and many other issues confronting the nation is not farfetched, it is due to the country's inability to invest or restore moral education to its rightful place. No meaningful development can be realized

in a country whose business environment is epileptic. All these have resulted to breakdown in human relationship, lack of patriotism, socio-political and economic instability, high level of unemployment, ethnic bias, poverty, inequality, militancy, sabotaging of public utilities, internal theft, lack of social amenities, security challenges, individual irresponsibility to mention but a few. Nigeria appears to be a fertile soil for corruption, insurgency and terrorism to strive and blossom, it seems evil is more appreciated and cheer than good in Nigeria. This explains why Nigerians especially politicians are reputed to be one of the most corrupt people in the world, criminal cases on money laundering ranging from millions to billions of dollars. In the Nigerian perspective, morality has been 'watered down' and trampled upon, it is more of a cliché than it is practice. This outlook indeed has encouraged vice instead of virtue.

Commenting on development and argument against colonialism as the cause of under-development, Carsodo (2017) averred that Brazil, a former slave settlement are in 8th position globally and have an economy that is doing much better than Portugal a former colonial imperialist state who are in 24th position globally. Countries that were formally considered to be world power are now being taken over by previously colonized and under-developed countries. For instance, Britain was known to have colonized China, but today China and Japan have an economy that is ahead of Great Britain, France and Portugal. The argument that Europe is the cause of Nigeria's under-development as then populated by Rodney (1972) no longer hold water. Such argument only proves the habit of not taking responsibility and blaming others for our failure to develop economically, socio-politically and otherwise. The implication therefore is that we cannot blame any

outside mysterious or spiritual force as some contemporary Nigerians who tend to blame God or some demonic forces for our failure to achieve a sustainable national development.

Nevertheless, to remedy the challenges posed by corruption, insurgency and terrorism, we need to recover the belief that there is a transcendent, unchanging moral order, and restore it once more to a central place in the educational process because moral training works to make human society a better place. Moral education is basically a training which shows us the right and just way to lead our lives. Being honest, just, legitimate, accommodative, generous, to share love and care, show consideration and sensitivity are basic principles of moral education. It is more of a practice which enriches the way of our lifestyle. It is geared towards correcting bad behavior in order to achieve high societal sanity and orderliness. Moral education talks about character molding, positive attitudinal changes, dedication to duty, honesty, perseverance, love, patience, trustworthy, truthfulness and is against all forms of bribery and corruption, kidnapping, sexual abuse, drug abuse, brutality, insurgency, terrorism and other vices that have clouded the contemporary society.

Various literatures have stressed the centrality of moral education in the process of education. Sirotnik (1990) avowed that education is more a process of building moral character than a process of building knowledge-based skills, and expertise (not that the latter are unimportant). The concern over moral character is indeed a mission of every teaching or learning institution, irrespective of geographical location. Most scholars, especially educational psychologists acknowledge that, although children are born with certain innate endowments, they are not born with ethics or morals. Instead, children are taught moral qualities which develop as they grow up. Parents and other close relatives are responsible for this early moral education. Such moral education calls for appropriate nurturing and exemplary conduct in terms of moral awareness on the part of parents and others (Herrick, 2003). In principle, parents are the first teachers of children's moral education and development. This obligation, however, is not only limited to the family setting since the teaching of moral and ethical values also extends to school and college settings.

In countries like China, moral education is taught right from elementary school to university (Xiaoman & Cilin, 2004). Teachers are directly involved in teaching behaviors that are right and correct those that are wrong to students in school. They also function as role models to student. This does not imply that all teachers are good role models to students and that all teachers teach good morals, yet the fact remains that teachers have very important roles to play in the moral development of the child. They teach children to respect the right of others and also promote the acceptance of responsibility for one's actions. They are responsible for the teaching of the importance of honesty, dedication and right behavior. Success or failure in the achievement of the building of a society that is made up of morally sound and upright citizens depend upon the teachers and adoption of education methods calculated to effect the change than upon anything else.

The school on its part as a primary institution of change in the society should feed the society with healthy products stated in the convocation pledge has been "worthy in character and learning". Therefore, in educating the students, the school must teach them to observe basic rules needed to be observed in considering the interest of

others outside them. They must learn that it is worthwhile to pursue the interest of man in general for the survival and development of man and his society. As those who desire to serve public interest, must be made to understand that it is a very absorbing activity. They should be told to practice virtue, justice, fairness, equality, respect for persons, etc. in their choice of fields of endeavor or in leadership roles. Students must be taught that pursuing public interest is more or less an endless activity which must be done based on standards and principles of morality and should be directed towards building a better society which men would be proud to live in.

The education system is generally believed to be the formal way through which the values of society are preserved, modified and transmitted to succeeding generations. It is against this recognition that the Federal Government of Nigeria asserts that education should facilitate the inculcation of the right type of values and attitude for the survival of the individual and the society (FGN, 2013). From this perspective, we can now see the relevance of education which is the development of the right habits and attitude needed for disciplined and civilized conduct. The process of education is thus expected to get the individual as well as the society on the inside of what Peters (1966) calls "worthwhile activities". This may include the determination to get things done right, to find out and defend the truth, doing things with precision, accuracy or dedication (Onyeukwu, 2008). Consequently, therefore, the process of education may be described as the socialization process through which human beings are introduced and shaped into the existing moral values of a given society. Besides, since morality is coterminous to society, no society whether primitive or complex can effectively progress or advance without its basic ingredients. These

ingredients (i.e. moral values) according to Ideri (2019) are identified as prerequisites for effective and qualitative, disciplined and civilized conduct.

It must be noted however that moral education is not only limited to children but adults are also involved. For this moral education to have meaning, the entire behavior pattern of the society must change. A situation where knowledge acquired through education is not seen to conform to the behavioral pattern in the society does not encourage the younger ones and leads to contradiction of knowledge. The high level of corruption, insurgency and terrorism in the society put the children to question the use or importance of moral education. The adults especially the elites has so bastardized the Nigerian economy in such a manner that the younger ones see their behavior as a standard and try to emulate them and because they are not able to reach there so easily, they tend to resort to all levels of criminalities, violence and negative activities to get there fast.

Suggestions

Based on the outcome of this study, the study suggested the following:

i.   There is therefore the need to restore moral education once more to its central place in educational process. Nation building is a process of creating higher loyalties that supersede parochial loyalties to subnational communities, tribes, language groups, or regions and these goals are readily achieved through moral education by creating openness of mind, shared values, tolerance, discipline, respect, civic virtues and love for the truth above tribe, community and self.

ii.   The Nigerian school system needs to braise up in the teaching and practices of moral education as enshrined in the

school curriculum in order to foster peaceful coexistence and harmony among our young ones. Moral values such as accountability, transparency, fairness, tolerance, social justice, equity and rule of law must be upheld.

iii. The Nigerian state should review and vigorously implement environmental policies and rejuvenate relevant institutions in order to regulate anthropogenic activities and protect the environment. Traditional chieftaincy institutions should be respected and traditional rulers should avoid partisanship. Basically there should be increased in economic activities particularly agro-based business that has multiplier effect because when the people, especially the youths are gainfully engaged in productive ventures, it will drastically reduce crime, violence and general insecurity. This will attract investors, as no investor would invest in a precarious atmosphere of crime, violence and general insecurity.

iv. The fight against corruption, insurgency and terrorism in the country should be intensified, comprehensive and there should be no "sacred cow". The change begins with you programme of the present administration should be intensified and be made a national value.

v. Above all, we need a holistic and integrated vision of education based on the paradigms of lifelong learning and the four pillars of learning to be, learning to know, learning to do and learning to live together. Learning to know emphasizes the importance of a sufficiently broad general education for everyone with the possibility of in-depth work on a selected number of subjects. It is learning how to learn by developing one's concentration,

memory, skills and ability to think. Learning to live together focuses on how people from childhood can be taught how to discover people, and how education can instill in them the love for diversity, the need for tolerance, and respect for the rights of others. Additionally, it helps them to achieve common projects and team spirit. Learning to be complements that by helping people to also find themselves, their being, their voice and not to be drowned by the cacophony of noises and opinions. Finally, learning to do involves more than just learning a particular work. It entails acquisition of competence that enables people to deal and cope with situations expected, unforeseen and unpredictable.

Conclusion

We should realize that even the best laws, policies and programs, though sanctioned by every citizen will be of no importance if the citizens are not trained habitually in proper education. We need a type of education that will develop our potentials and at the same time, enrich us with new stock of knowledge and human values for the common good. This is the type that will cultivate genuine values in us, that will nurture and foster our spirit of patriotism, pride for our nation, loyalty and love for our country; hence, a stop to massaging, fertilizing and promoting corruption, insurgency and terrorism. This is the type of education that will go a long way in achieving the goal of living in a just and egalitarian society, built on principles of constitutionalism, rule of law sustained by transparent patriotism, sovereignty, solidarity and motivated by developmental initiatives for the sake of the common good. A society where political, religious and cultural differences, opinions of the people, including the minority, individual talents,

are creatively harmonized and encouraged in a spirit of effective solidarity, for the overall development of the human person and society at large; instead of culminating into violence. In essence, what we need is moral education.

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THE IMPACT OF PROMOTION AND TERMINAL BENEFITS ON TEACHERS' JOB PRODUCTIVITY IN PUBLIC SENIOR SECONDARY SCHOOLS IN PORT HARCOURT METROPOLIS, RIVERS STATE

Goddey WILSON, Ph.D
Department of Political Science, Faculty of Social Sciences
Ignatius Ajuru University of Education, Port Harcourt, Nigeria.

And

Robinson A. EJEKWU, Ph.D
Department of Educational Management, Faculty of Education
Ignatius Ajuru University of Education, Port Harcourt, Nigeria.
__ejekwurobinson@gmail.com__

Abstract

The main focus of the study is to examine the impact of promotion and terminal benefits on teacher job productivity in senior secondary schools in Port Harcourt Metropolis, Rivers State. The study adopted the descriptive and the correlational research designs. The study randomly sampled 400 teachers, with 100 teachers from each of the 4 selected metropolitan local governments, namely Port Harcourt City Council, Obio/Akpor, Eleme, and Oyigbo Local Government Areas. The variables were influence of promotion and terminal benefits, and teacher's job productivity. The questionnaires were structured on the 4-point Likert scale. 2 research questions, 2 objectives and 2 hypotheses guided the study. The study adopted Maslow's Hierarchy of Need theory as its theoretical framework. The mean and standard deviation were used to answer the research questions, while Pearson Product Moment Correlation (r) was employed to test the research hypotheses at 0.05 level of significance. The result shows that there is a significant relationship between teacher's promotion and their job productivity in public secondary schools in Port Harcourt Metropolis; and there is a significant relationship between terminal benefits and teacher's job performance in public secondary schools in Port Harcourt Metropolis. Based on the findings, it was recommended among others that teachers promotion and general motivational packages should be the priority of the government in payment to teachers in the state at all levels.

Keywords: Impact, Promotion, Terminal Benefits, Job productivity

Introduction

In every organization, including educational institutions, job productivity is the key determinant of the organizational performance. Job productivity in educational institution is noted as how well or how poorly the individuals in the educational institution uses both material and immaterial possessions in achieving educational goals. It has to do with the total skill used in achieving set educational goals. Teachers' job productivity depends to a large extent on some factors. As noted

by Egonwa (2008), an actual staff is a mixture of a good skill set and a creative work situation. Several stakeholders accounts for the job productivity of the educational institution, such as the head teacher, principal, students, non-teaching staff and government personnel. Productivity in the classroom may be influenced by factors such as advancement opportunities and retirement perks. An essential component of a teacher's motivation is the possibility of advancement in their career and favorable termination benefits. The sum of all the different compensation and welfare packages that are available to secondary school teachers is referred to as benefits. The dedication of the educators to the organizations' various services is a critical factor in determining the level of success such organizations achieve. Thus, the promotion and payments of benefits, including terminal benefits as motivational force becomes important. Motivation is essential to the long-term growth of any educational system, as it accounts for the job satisfaction of the teachers and their productivity. And promotion benefits become a lead way to promote teachers skill for productivity in the schools.

Ololube (2004) states that a high level of motivation increases production, which is obviously in the best interest of any educational institution. The level of success achieved by educational institutions and systems is directly proportional to the calibre of the individuals who are actively involved in the educational process as well as the degree of enthusiasm with which those individuals carry out their respective tasks. It is clear that any nation that desires to achieve the objectives of its educational system must recognize the teachers and also make the environment conducive to enhance productivity. This can only be achieved when the teacher is satisfied with

their job, and promotion and terminal benefits appears to be some of such instrument for teachers' job satisfaction. Although some teachers have not seen any correlation between promotion, terminal benefits and teachers job productivity. In the view of Nakpodia (2008), there is a connection between the two since both are the product of the individual's personality of the worker. The Nigerian Union of Teachers (NUT) and the Nigeria Labour Congress have been consistent in their demand for improved conditions of service and salary structures for teachers in primary and post-primary schools. This demand is part of the teachers' effort to increase their level of job satisfaction. These request appears on white papers, awaiting proper implementation. Upon the above, this study tends to examine the impact of promotion and terminal benefits on teachers job productivity in senior secondary schools in Port Harcourt Metropolis, Rivers State, Nigeria.

Statement of the Problem

The Rivers State Government has made improving the educational system one of its top priorities. Despite the fact that the government has prioritized education, researchers and the teaching services board have identified a number of issues that continue to plague the teaching profession in the state. These issues include a fluctuation in the gross net pay of staff salaries, teachers who are not promoted in a timely manner, salaries that do not adjust upward even after the acquisition of additional qualifications, and an inability on the part of the government to pay the agreed upon 25% increase from the federal government. These issues, along with a number of others, make the conditions of teachers' service poor. Teachers are not paid their pensions and gratuity, sometimes till death. The terminal benefits are what

they are meant to fall back to after service. It appears irregular and no-implementation of promotion and payment of terminal benefits affect teachers' job productivity. The problem elements of this study therefore bother on whether: teacher's promotion, and terminal benefits have any significant effect on teachers' job productivity?

Research Questions

This study was guided by the following questions:

i. How does teachers' promotion enhance their job productivity in senior secondary schools in Port Harcourt Metropolis, Rivers State?
ii. How does terminal benefits enhance teacher's job productivity in senior secondary schools in Port Harcourt Metropolis, Rivers State?

Objectives of the Study

The general objective of this study was to examine the impact of promotion and terminal benefits on teachers' job productivity in senior secondary schools in Port Harcourt Metropolis, Rivers State. Specifically, the study seeks to achieve the following;

i. To determine the relationship between teacher's promotion and their job productivity in senior secondary schools in Port Harcourt Metropolis, Rivers State.
ii. To ascertain the relationship between terminal benefits of teachers and their job productivity in senior secondary schools in Port Harcourt Metropolis, Rivers State.

Research Hypotheses

The following null hypotheses were formulated to guide this study:

H_{o1}: There is no significant relationship between teachers' promotion and job productivity in senior secondary schools in Port Harcourt Metropolis, Rivers State.

H_{o2}: There is no significant relationship between terminal benefits and teachers' job productivity in senior secondary schools in Port Harcourt Metropolis, Rivers State.

Conceptual Review

The concept of job productivity is not limited to any aspect or field of endeavor, whether formal or informal setting, religious or non-religious, profit or non-profit making organization. The idea is universal. Job productivity determines if an individual carries out a particular task well or not. In the field of industrial and organizational psychology, job productivity is studied as a branch of psychology. It also includes many activities which are part of the official reward system. In terms of invention or manufacturing organizations, this includes series of task that changes raw resources into finished goods. On the other hand, in terms of service, it involves all those actions that help impart either a physical or mental alteration in a person. Given the importance of the work in any group, it is noted that how one can measures job performance is equal significant as the concept itself. This implies that what a person could see as productivity might be dissimilar from what others think it is. Also they are facet of productivity which needs an individuals' mental aptitudes which could be problematic for an ordinary person to access or appraise. The use of questionnaires like the rating scale, test of job knowledge, hand on job sample are all recognized ways and manners which job productivity can be evaluated.

Promotion

A promotion is upward mobility that elevates an individual from his or her

present position to one with more responsibilities. In addition to earning more money, promotions have a more motivating impact and serve as an indication of individual performance being recognized. A promotion might be seen as evidence that an employee is doing well. It has been observed that promotion tends to increase an individual's knowledge, abilities, and level of dedication to the organization's objectives. On the other side, if workers at a firm are refused advancement, they will withdraw, resulting in poor employee retention (Muheeb, 2004). When promoting personnel, Muheeb (2004) suggested that crucial factors like as experience, training, talent, and intellect be considered. In addition, he emphasized that the desire for development may be driven not just by the need for status, but also by the need for accomplishment or acknowledgement of skill. Therefore, receiving the desired promotion at the appropriate moment will motivate the employee to do well. Thus, despite the fact that Act. 77 sec. 9 of the National Education Act (2004), FRN (2004) mandates that promotion opportunities would be provided at each level of education to facilitate professional growth at each level, merit-based teacher advancement has not been implemented. Favoritism, nepotism, and the use of political weapons determine promotions.

Teacher's Productivity

It has been said that teachers are the most precious and crucial human resources in the educational system. They are seen as being on par with the single most essential aspect of the educational system; more vital than the quantity of available equipment, materials, or funding. Muheeb (2004) determined that instructors are the individuals who start and encourage activities associated with teaching and learning. In addition, teachers work as

agents of change inside their own educational systems. As a consequence of all of these responsibilities, instructors may be regarded as the foundation of any quality improvement approach. Therefore, if we want teachers to be productive, we must pay careful attention to the amount of job satisfaction they feel and create an environment that is favourable to their productivity so that it may be raised and enhanced. The results of students' tests, the absenteeism rate, and the staff turnover rate are the three indicators that he used as criteria for productivity. In addition, he emphasized that the degree of a worker's productivity may be assessed depending on whether or not any or all of the criteria are satisfied.

Measurement of Teacher's Productivity

Instructors' performance and output are assessed by comparing their activities to the duties and responsibilities that are demanded of them within the framework of the school system and that are necessary to the teachers' attainment of predetermined educational objectives. According to Evans (2006), the following variables influence the efficacy and productivity of a teacher in the classroom:

i) Teaching that is successful, as shown by the academic performance of students on tests (ii) Students who arrive on time to school and class (iii) Students who are respectful of others (iv) Offering the students extra lessons (v) Contributing to the school's growth by participating in extracurricular activities and committee assignments as instructed by the principal.

According to Taiwo's (2002) thesis, a teacher is successful if he motivates his pupils to strive for their own personal growth and progress. The result of the senior certificate examination is utilised as an assessment of both the instructors'

classroom productivity and student accomplishment. The individual financial management of teachers within the framework of the school budget is an additional way for measuring productivity. This strategy may be based on the perspective of individuals in authority, as well as specific quantitative facts.

Review of Empirical Literature

The hypotheses that there is a relationship between promotion and teachers' work effectiveness and job productivity and that there is also a relationship between promotion, terminal benefits, and teachers' job productivity in senior secondary schools in the state of Rivers were both demonstrated to be true. Although there is a correlation between work happiness and job performance, (Alimi, 2002) hundreds of blue-collar and white-collar employees demonstrate that one does not inevitably lead to the other. This illustrates that timely promotion, retirement benefits, and attractive compensation may motivate it instructors to perform well. There seems to be a widespread belief that workers who are satisfied with their jobs should also be more productive. According to him, not even researchers are certain of the relationship between the two objects. According to him, the status of services and performance are related for the straightforward reason that each is the result of the employee's personality. The act of bowing revealed a person's personality by revealing characteristics such as self-esteem, emotional stability, extroversion, and conscientiousness. Regardless matter how well they work, individuals with a typically negative attitude on life are less likely to enjoy job satisfaction, according to studies. In addition to performance, the personality attributes of an employee, namely their emotional stability, play a key impact in this phenomena. Studies indicate that workers

with high self-esteem are more likely to be pleased with their jobs than those with lower self-esteem. Regardless of the number of occupations they attempt, he said that nervous or unhappy individuals often do not find fulfilment. He emphasized that the same holds true for those with poor self-esteem.

Ofo (2002) referenced Etom (1984) for their study on the connection between work satisfaction and absenteeism. This study contradicts the frequently held idea that contented employees are expected to come early in order to reap the perks they enjoy at their workplace. According to a meta-analysis, the average correlation was just 0.09, which is an extremely low figure. This indicates that a happy worker is not always a hard worker or a better worker; rather, a productive worker is one who enjoys their work. Likewise, the same held true for performance. According to the study, the correlation between satisfaction with compensation and promotion is the highest.

Theoretical Framework

Teachers' job productivity calls for the explanation of motivation theory, particularly the Maslow's Hierarchy of Need. Durosaro (2002) adds that motivation may be described as the internal drive or vital energy that pushes an individual to work. As a consequence, there are several methods for inspiring employees to enhance their performance, not just one. According to Khan (1995), cited by Ubom (2002), motivation is a psychological process that provides meaning and direction to behaviour. Motivation is the skill of inspiring an individual to take action that maximizes his or her productivity. In addition, he defined it as the complex dynamics, driving needs, stress, condition, or other mechanism that originate and maintain voluntary behaviour intended at achieving personal goals. Specifically, he

said that it was the process that motivates individuals to attain their objectives. This theory notes that humans are capable of carrying out extraordinary accomplishment. He quoted Gandi who led a non-violent revolution that liberated India from colonial rule. It notes that people can actually carry out task not because the task is easy, but because goals to achieve will measure the best form of our energies and skills input and the reward therein. Also according to Ball (2012) wonderful accomplishment also occurs in our day to day practice in higher education. Hence, since individuals' accomplishment are attained on high-level performance, the theory's usefulness is various context cannot be overemphasized. This theory also posits that the performance of every system depends on the various components of the organization as well as the interactions between these components. Therefore, to improve on productivity, the performer mindset must be in tune with the work. This includes the performer's actions that elicit good feelings, such as setting challenging goals, recognising failure as a natural part of achieving high performance, and creating environments in which the performer feels an appropriate level of safety. In addition, it involves "immersion." The concept may be applied to any facet of human nature inside an organisation. According to the following hierarchy of needs chart, needs span from the most fundamental to the most complex.
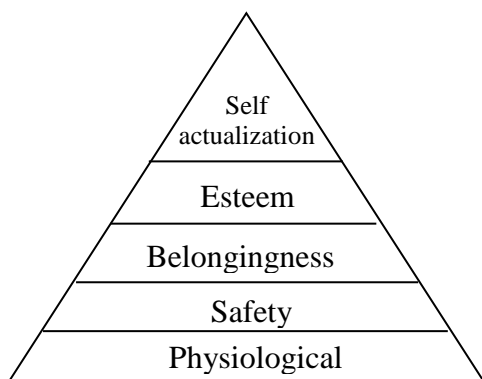
Figure 2:1: Maslow's Hierarchy of Need

(a) **Physiological needs:** These are sometimes referred to as biological requirements. These include food, shelter, health, clothing, and all other basic need. When these needs are fulfilled, the desire for further wants emerges. These are the fundamental necessities of all people.

(b) **Safety needs**: It is said to be the next thing that a human person requires, and it is necessary by all human beings whether they are working, at home, or playing. People need protection, safety, security, comfort, and tranquilly in their lives, in addition to the long-term sustainability of their economic well-being.

(c) **Love and Belongingness needs**: This category is also referred to as social requirements in certain circles. This is related to a sense of acceptance and love for one another among those involved.

(d) **Esteem needs**: The recognition, prestige, self-assurance, and leadership potentials found in people are the distinguishing characteristics of these. Since they are often present in human beings, administrators at schools should always try to encourage their staffs to develop them.

(e) **Self-actualization needs:** These requirements are related to achieving self-actualization or self-fulfillment through rising to a hard circumstance, as well as intellectual ambition for power and authority.

The above theory proves that when teachers are motivated at different levels of their services, such motivations including promotions, and payment of their terminal benefits encourages them, leading to job satisfaction and enhance their job

productivity in the schools. To Borg (2012), motivation is a connection staff input and output.

Methodology

The research design adopted for this study is the survey research design. The survey design was adopted because it involved the use of questionnaire to elicit data that will describe the opinion of certain group of people. Stratified Random Sampling Technique was used to select the sample from selected public senior secondary schools in Port Harcourt Metropolis, Rivers State. The study randomly sampled 400 teachers, with 100 teachers from public secondary schools in each of the 4 selected metropolitan local governments, namely Port Harcourt City Council, Obio/Akpor, Eleme, and Oyigbo Local Government Areas of Rivers State. The factors under question were teachers' employment productivity, as well as the effect of promotions and retirement perks. With a total of 10 different questions, the surveys followed the format of the Likert scale and were scored out of a possible 4. The mean and standard deviation were used in order to provide answers to the research questions, and the Pearson Product Moment Correlation (r) statistic was utilized in order to assess the research hypotheses using a significance threshold of 0.05.

Data Analysis

This deals with the data presentation, analysis and discussion of findings generated from the research instruments. Four hundred (400) questionnaires were administered and retrieved successfully.

Research Question 1: How does teacher's promotion affect their job productivity in Senior Secondary School in Port Harcourt Metropolis, Rivers State?

Table 1: Shows means, standard deviation and criterion mean analysis of promotion affecting teacher productivity.

S/N	ITEMS	SA	A	D	SD	$\bar{x}$	S	REMARK
1	Promotion of teachers enhances their job prestige	245	155	0	0	3.61	0.48	Accepted
2	Irregular promotion of teachers demoralizes teacher interest in the teaching profession.	191	161	35	13	3.32	0.76	Accepted
3	Unilateral promotion of teachers by principals is not a motivational factor to dedicated teachers	22	30	28	320	1.38	0.84	Rejected
4	Promotion through written examination enhances effectiveness in teachers job performance	89	67	155	111	2.32	1.10	Rejected
5	Promotion of teachers based on merit encourages teacher job performance	90	78	128	104	2.38	1.09	Rejected

Result shown in table 1 above reveals that items 1 and 2 with mean scores of 3.61 and 3.32 respectively were accepted because they were up to the criterion mean of 2.5. This means that irregular promotion demoralizes their interest in teaching. On the contrary, items 3, 4 and 5 with mean values of 1.38, 2.32 and 2.38 were rejected because their mean were not up to the criterion score. This means that unilateral promotion of teacher by principals does not motivate them; promotion through written examination does not enhance their effectiveness while on the whole, promotion of teachers based on merit does not encourage their job productivity in Port Harcourt Metropolis, Rivers State.

Research Question 2: How does a terminal benefit given to teachers influence their job productivity in senior secondary schools in Port Harcourt Metropolis, Rivers State?

Table 2: Shows mean, Standard and criterion mean analysis of influence of terminal benefits on job productivity of teachers.

S/N	ITEMS	SA	A	D	SD	$\bar{x}$	S	REMARK
6	Free medical treatment given to teachers and their families encourage job performance	170	202	17	11	3.32	0.68	Accepted
7	Consistent payment of pension encourages teachers job performance	225	155	9	11	3.48	0.67	Accepted
8	Contract awards by ministries of education to teachers enhances their job performance	75	125	56	144	2.32	1.14	Rejected
9	Payment benefits of teachers encourages job performance	288	83	29	0	3.64	0.61	Accepted
10	Availability of free accommodation improves teachers job performance	125	85	33	157	2.44	1.28	Rejected

Table 2 above reveals that items 6, 7 and 9 with mean values of 3.32, 3.48 and 3.64 respectively were agreed as they were up to the criterion mean of 2.50. This means that giving teachers or them knowing that at the end of their service they still receive free

contracts at the end of service to teachers as well as giving them free accommodation does not influence their job productivity Port Harcourt Metropolis, Rivers State.

medical treatment, contract payment, pensions as well as payment of all their benefits at the end of service enhances their job productivity. On the contrary, items 8 and 10 with mean values of 2.32 and 2.44 were rejected. This means that giving out

Test of Hypothesis

Hypothesis One: There is no significant relationship between teacher promotion and their job productivity in Senior Secondary School in Port Harcourt Metropolis, Rivers State.

Table 3: Shows Pearson Moment Product Correlation between promotion and teacher job productivity.

Variables	N	$\bar{x}$	Std.D	Cal(r)	Crit.	Df	Sig.	Decision
Job Productivity	400	3.64	0.611					Significant
				0.712	0.195	398	0.00	(Rejected Ho2)
Promotion	400	2.60	0.76					

Data on table 3 show that the (r) calculated (0.712) is greater than the critical (0.195) at 0.05 level of significance and df 398. The null hypothesis (Ho) is therefore rejected. And we therefore, state that there is a significant difference between the means score of job productivity and promotion of teachers in senior secondary schools in Rivers State.

Hypothesis Four: There is no significant relationship between terminal benefit and job productivity of teachers in Senior Secondary School in Rivers State.

Table 4: Shows Pearson Product Moment Correlation between terminal benefits and job productivity of teachers.

Variables	N	$\bar{x}$	Std.D	Cal(r)	Crit.	Df	Sig.	Decision
Job Productivity	400	3.64	0.611					Significant
				0.806	0.195	398	0.00	(Rejected Ho4)
Terminal benefits	400	3.0	0.808					

Data on table 4 show that the (r) calculated (0.806) is greater than the critical (0.195) at 0.05 level of significance and df 398. The null hypothesis (Ho) is therefore rejected and we therefore, state that there is a significant difference between the means score of job productivity and terminal benefits of teachers in senior secondary schools in Port Harcourt Metropolis, Rivers State.

Summary of Findings

The findings are summarized below;

1. Promotion enhances teachers job prestige, while irregular promotion demoralizes teachers interest. On the other hand, it was not acceptable that; unilateral promotion by principals motivates the teachers, promotion through written examination enhances job productivity, and promotion based on merit encourages teacher job productivity Port Harcourt Metropolis, Rivers State.
2. Terminal benefits inform of medical treatment, constant payment of pensions as well as payment of all benefit at the end of service year enhances job productivity of teachers. It was agreed that giving out contract to teachers as well as availability of free accommodation does not enhance teacher job Productivity.
3. Promotion has significant relationship with teacher job Productivity.

4. Terminal benefits have significant relationship with teacher job Productivity.

Discussion of Findings

The analysis of data collected for this study provide some insight into the main objectives of the study, which was to find the relationship between Influence of Promotion and Terminal Benefits on Teachers' Job Productivity In Senior Secondary Schools In Rivers State.

The Impact of Promotion on Teachers Job Performance

In discussing the above, questionnaire item number 1 on table 1 proves that teachers promotion enhances their job prestige leading to high performance as indicated in 3.61 acceptable variable. The questionnaire item number 2 on table 1, proves that irregular promotion of teachers demoralizes teacher's interest in teaching as indicated in 3.32 and was acceptable variable.

Questionnaire item number 3 on table 1 proves that teacher's unilateral promotion by principles is not a motivational factor to dedicated teachers indicated in 1.38 and was rejected. Questionnaire item number 4 on table 1 proves that promotion through written examination does not enhance teachers' effectiveness in their job performance as indicated in 2.32 and was rejected.

Questionnaire item number 5 on table 1 proves that teacher's promotion based on merits encourages their job performance which was indicated in 2.38 and was rejected.

The Impact of Staff Terminal Benefit on Teachers' Productivity

In discussing the above, questionnaire item number 6 of table 2, proves that medical treatment given to teachers and their families freely encourages their job performance as indicated in 3.32 and was acceptable variable.

Questionnaire item number 7 on table 2, proves that payment of teachers' pension consistently encourages their job performance as indicated in 3.48 and was acceptable variable. Questionnaire item number 8 on table 2, proves that constant award given by ministries of education to teachers does not enhance their job performance as indicated in 2.32 and was rejected variable.

In questionnaire items 9 on table 2, proves that payment benefit of teachers encourages their job performances as indicated in 3.64 and was acceptable variable.

In questionnaire number item 10 on table 2, proves that free accommodation made available for teachers does not improve their job performance as indicated in 2.44 and was rejected variable.

Conclusion

The teaching and learning in secondary schools is a function of willingness of the teacher to teach learners accordingly in an acceptable and conducive environment. It requires the teachers' readiness with good emotion to teach, hence, the need for the teachers to be satisfied in their job schedule and activities. The job satisfaction comes when the teachers are motivated through regular promotion and payment of terminal benefits. Hence, the impact of promotion and terminal benefits on teachers' job productivity is significant. The teachers need regular motivation in such areas as promotion and payment of terminal benefits in secondary schools in Port Harcourt Metropolis, Rivers State. However, when the promotions and benefits are given to the teachers as at when due, it affects negatively the teachers job performance in Port Harcourt Metropolis, Rivers State.

Recommendations

Based on the findings of the investigation, it is recommended that;

i. Government as well as education boards should also ensure prompt promotion of teachers with full right attached to such promotions.

ii. Adequate terminal benefits such as payment of pensions, gratuity, free medical treatment, accommodation till death etc should be given to teachers because the researcher proves that such benefit can help to improve the performance of the teachers.

iii. Generally, all manner and forms of motivation should be provided to teachers in order to help them carry out their work without grudges or sentiments.

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AKPOR SECURITY PLANNING AND ADVISORY COMMITTEE AND RUMUEKINI COMMUNITY DEVELOPMENT IN OBIO/AKPOR LOCAL GOVERNMENT AREA, RIVERS STATE, NIGERIA

Goddey WILSON, Ph.D
Department of Political Science, Faculty of Social Sciences
Ignatius Ajuru University of Education, Port Harcourt, Nigeria.

Macdonald Silas ECHEONWU
Department of Political Science, Faculty of Social Sciences
Ignatius Ajuru University of Education, Port Harcourt, Nigeria.

And

Chukwuemeka GAHIA
Department of Political Science, Faculty of Social Sciences
Ignatius Ajuru University of Education, Port Harcourt, Nigeria.

Abstract

The study examined the activities of Akpor Security Planning and Advisory Committee and its impact on Rumuekini community development. This study was guided by three research questions on issues of activities of Akpor Ssecurity Planning and Advisory Committee and its impact on Rumuekini community development. The study reviewed the concepts of community police and community development. Functionalist theory was used as the theoretical frame work of analysis. Both primary and secondary data were used to achieve the objectives of the study. The study administered 203 copies of the questionnaire on the subject matter, but successfully retrieved 200, and used same for the study. Simple percentage was used to analyse the primary data, while the secondary data were analysed using content analytical model. The study findings proved that Akpor Security Planning and Advisory Committee have significant activities in development of Rumuekini community, and such activities have significant impacts of development of the community. The study further noted that there are challenges facing Akpor Ssecurity Planning and Advisory Committee (ASPAC) in Rumuekini community development. The study therefore recommends among others, adequate funding of ASPAC by both the Runuekini community and Obio/Akpo Local Government Council, and encourage better the co-operation of the ASPAC with Nigerian Police Force to improve community policing and development in Rumuekini community. According to the study's findings, ASPAC authorities should be urged to create a stronger security and conflict management framework to prevent crime in the Rumuekini community.

Keywords: ASPAC, Community Development, Conflict Management, Planning and Security.

Introduction

The provision of security is among the most essential social services that can be achieved via community development. This makes safety an essential aspect of the community. It is impossible for communities to manage concerns of security on their own; thus, it is necessary for the government and state security agencies, such as the police, to work together. In the same vein, the police cannot guarantee safety or combat crime on their own; instead, a partnership with the community is required. In order for there to be progress made in communities like Rumuekini, it is necessary to have a high level of security, since lives and properties need to be safeguarded. Security ushers in peace, investment and mutual coexistence in the community, and accounts for better livelihood of the community people. It requires making and enforcing laws and order in the community, and citizens' willingness to explore the peace for their development, hence, community policing is required. In Nigeria, community policing is both desirable and required for community development (Wrobleski & Hess, 2003)

Community policing is becoming an international trend, especially in the 21st century. However, community policing's essential components are neither alien or novel in Africa, including Nigeria. In the majority of villages, multiple community social institutions, including the age grade, youths, community development committee, and village assembly, etc., organise themselves to offer community security (Aniche, 2018). Although with the advent of state security, the community policing mechanisms in some communities are weakened (Bayley, 2012). So far, it appears community policing is becoming prominent in Nigeria, as the services of Nigerian Police Force is becoming

inadequate. This is noted in high crime profile and insecurity established in communities, including Rumuekini. Thus, insecurity, crimes and disorder have scared investors and dwellers away from Rumuekini community, thereby crippling economic and development activities in the community.

There are cases of insecurity and security challenges as reported at different time at Rumuekini, ranging from the emergence and clash of cult groups activities, such as Deegbam and Dewell cult groups, street gang groups, street stealing, burglary attacks, raping, etc., in the community, with its associated results on the both the community and the citizens. In recent times, there are cases of assassination, like the assassination of the CEO of Ndu Best Electronics on 10th June, 2016 by unknown gun men at Rumuekini as reported by (Daily Newspaper, 2016), cult related clashes, beheading of rival cult members, robbery cases, raping of young girls at the primary school, the kidnap of Mr, Anthony Akatakpo alas Akas Baba of Wazobia FM on the 13th of March, 2014 (Punch, 2014), etc. Effort to curtail this menace by Nigeria police, Council of chiefs, community development committee, and youths body was an exercise in futility, businesses collapsed, shops were closed down, tenants packed out and those who survive through house rent suffered severely, as property owners took to their heels abandoning their lands and buildings in Rumuekini.

In response to the emerging security challenges in Rumuekini community, local vigilante groups started emerging to complement government agencies in crime prevention. This warranted the emergence of Akpor Security Peace Advisory Committee (ASPAC) in 2019 in Akpor communities of Obio/Akpor Local Government Area of Rivers State to address

Rumuekini insecurity issues. The ASPAC has some activities for community security and community development in Rumuekini. This will generally enhance the wellbeing of the citizenry and state development at large (Garba, 2015). Upon the above, this research is to examine the activities of ASPAC and its effects on Rumuekini community development in Rivers State, Nigeria.

Aim and Objectives of the study

The broad objective of this study is to examined the activities of Akpor Security Planning and Advisory Committee and its impact on Rumuekini community development. The specific objectives include to:

i. Examine the activities of Akpor Security planning and Advisory Committee in the development of Rumuekini community.
ii. Discuss the impacts of Akpor Security planning and Advisory Committee on Rumuekini community development.
iii. Identify the challenges of Akpor Security Planning and Advisory Committee in Rumuekini community development.

Research Questions

The following research questions served as guide to this study:

i. What are the activities of Akpor Security Planning and Advisory Committee in Rumuekini community development?
ii. What are the impacts of the activities of Akpor Security Planning Advisory Committee on Rumuekini community development?
iii. What are the challenges of Akpor Security Planning and Advisory Committee in Rumuekini community development?

Conceptual Review

Concept of Community Policing

Community policing evolved in the United States of America in the late 1970s and early 1980s as a method of transitioning police from a traditional, and reactive strategy to a more proactive one. During this period, there was a shift in the United States from traditional, professional police to more community-based, proactive officers (Wrobleski & Hess, 2003: pp134-135).

Community policing, in the view of Wrobleski and Hess (2003, p.134), is an organizational-wide concept and management style that emphasises community government and police collaboration, proactive issue resolution, and community participation to address the causes of crime and other community issues. They also noted that:

> "the essence of community policing is to return to the day when safety and security are participatory in nature and everyone assumes responsibility for the general health of the community- not just a select few, not just the local government administration, not just the safety forces, but absolutely everyone in the community" (134).

Ikuteyijo and Rotimi (2012) say that community policing needs participation from the community to keep everyone safe and secure in a place where people take charge of their own lives. In a similar way, Stipak (1994) said that "community policing" is a style of management that emphasises the fact that both people and police are responsible for the safety of their neighbourhoods through partnerships and personal ties. Community policing is also known as partnership policing. In a similar

vein, Rooyen (2001) described community policing as a concept and method that emphasises community and police collaboration in order to find new solutions to contemporary community problems, crime, and other related concerns. Community policing is based on police and community collaboration to discover new solutions to contemporary community roblems, crime, and other related concerns. Community policing is defined by the South African Police Service as a concept that governs police-community interactions and an approach to problem-solving that is sensitive to the requirements of the community (Reyneke, 1997). According to Masrofski et al. (1995), community policing involves fostering stronger cooperation between the police and the general public. According to Adams (1994), "community policing" refers to a change away from a military-influenced approach to combatting crime and toward a strategy based on developing connections with community people.

As a result, professionals and academics increasingly substitute community policing for a variety of other terms, including foot patrol, crime prevention, problem-oriented policing, community-oriented policing, and police-community interactions, among others. As a result, community policing is a strategy or philosophy of policing based on the notion that community engagement and support may aid in reducing crime and reducing fear, with community members supporting police in identifying suspects, apprehending vandals, and reporting concerns. In other words, community policing is a programme or philosophy based on the notion that involvement and support from the community may benefit in crime control and fear reduction (Friedmann, 1996).

Community policing is a concept that promotes organisational solutions that allow for the systematic use of partnerships and problem-solving techniques. These remedies are aimed at addressing the root causes of public safety concerns, such as crime, social disorder, and fear of crime. Therefore, community policing is a concept that fosters collaboration. Community policing is said to be democracy in action due to its democratic, consultative, and bottom-up nature. Perhaps the most obvious conclusion from these criteria is that community policing, in contrast to traditional police, is a bottom-up strategy (Okafor & Aniche, 2015).

Community policing is a law enforcement strategy in which police officers build relationships with members of the community in order to better understand and address their concerns. Community policing encourages collaboration between police and community members to prevent and solve crimes, improve the quality of life, and strengthen the relationship between law enforcement and the public. This approach to policing includes a variety of tactics, such as foot patrols, neighborhood meetings, community problem-solving, and youth outreach. (Ikuteyijo & Rotimi, 2012). And these are the strategies applied by ASPAC in Rumuekini.

Community policing is an important part of creating a safe and secure environment for all members of the community. It helps to build trust and foster relationships between police officers and community members, which can lead to better communication and understanding. By building relationships with members of the community, police officers are more likely to gain intelligence and insight into local crime patterns and can use this information to prevent crime and protect citizens. Additionally, community

policing can help to address underlying social and economic issues that can contribute to crime, such as poverty and lack of access to resources.

According to Bayley (2012) in Nigeria, community policing is being implemented in a number of ways. The Nigerian Police Force is introducing a Community Policing Programme (CPP) which is focused on building relationships between police and the public, as well as improving the quality of service delivered by the police. The programme includes initiatives such as the establishment of joint police-community safety committees and the use of local informants. Additionally, the Nigerian government has established the Nigerian Police Force Community Relations Unit, which is responsible for engaging with local communities and providing them with crime prevention advice and support.

Furthermore, Greene (2000) added that community policing has broadened the scope of police forms to cover issues like as public safety, crime fear, and community quality of life. As a result, communities are seen as stakeholders in the creation of police goals and operations, as well as the assessment of such processes. The fundamental goals of community policing capacity development, also known as community-police collaborations, are crime prevention and victim support. The police improve people' ability and willingness to face crime and recover from its consequences. As a result, the efficacy of community policing is dependent on increasing the frequency of positive contacts between patrol officers and people of the community. Therefore, the first choice that must be taken in terms of personnel, i.e., recruitment and training, is whether or not community policing should be conducted by freshly trained specialists or by police with more traditional training. Community policing personnel may operate out of centralised headquarters, local police stations, or decentralised offices that have been formed, often with the help of resources or cash donated by the community. The challenge with volunteers is whether community policing is carried out only by the police or if community people, especially in the form of volunteers, are to be recruited to work alongside the police.

Concept of Community Development

Community development is an interdisciplinary approach to addressing the needs of a community. It is based on the idea that the people of a community have the best understanding of what their needs are and that they are in the best position to make decisions about how to address those needs (Ajieh, 2014). Community development practitioners use a variety of approaches to create a vision of a vibrant and healthy community, develop strategies for achieving that vision, and facilitate the implementation of those strategies. These approaches may include capacity building, advocacy, community organizing, economic development, housing, education, and social services. Community development is anchored on the following principles:

- Involvement of local stakeholders: Community development projects are based on the idea that local stakeholders have the best understanding of their community's needs and have the right to make decisions about how to address them.
- Grassroots initiatives: Community development projects are often initiated by local people and are driven by their ideas and energy.
- Sustainability: Community development projects strive for long-term sustainability. This includes both economic and social sustainability.
- Collaboration: Community development projects are often

implemented in collaboration with other organizations and institutions.

- Equity: Community development projects strive for equitable outcomes for all members of the community. This includes addressing issues of power and privilege (Ajieh, 2014).

Theoretical Framework

This study used functionalist approach. The name "functionalism" was created by Emile Durkheim, who was widely recognised as the most influential early thinker of the functionalist movement. Durkheim's theory posits that society is not a unified whole, but rather a collection of interconnected parts. It investigates society as a structural system comprised of interdependent parts. For the social system to continue to operate smoothly, it is essential that some basic conditions be met. These needs are referred to as "functional prerequisites." This means that each component, as well as the system as a whole, will be affected in some way by each other component. Consequentially, the system's continuance is dependent on the compatibility of its many components. Due to the fact that the Nigeria Police Force is an integral part of Nigeria's social structure, its inefficiency or poor performance on the job has repercussions for the degree of community safety. The functionalist's premise is that the behaviour of society's members is organised. This suggests that the relationships between members of a community, including Rumuekini are governed by social standards. Consequently, social ties are repeated and conform to certain patterns (Haralambos & Holborn, 2005: p10).

Functionalists believe that there is a value agreement in all social realities and that members of a society typically agree on what is desirable, good, and undesirable. It is often believed that a society's opinions, practises, and values are shared by its whole population. Members of a community, regardless of whether it is democratic or communist, may form an integrated and cohesive entity if there is a high level of consensus. Similarly, functionalists consider civilizations to be characterised by consistency. For a social system to be effective in the long term, there must be order and consistency, according to this viewpoint. The conflict that occurs between various social groups in society is minimised by functionalists, who believe that if norms and principles were adhered to, there would be no more conflict.

Other security-related organisations' activities are significantly impacted as a result of the Nigeria Police Force's inefficiency in carrying out their responsibilities. This deficiency has a severe effect on the nation's overall security since it causes people to feel highly uncomfortable going about their daily activities, which in turn hinders the development of communities. This problem is pertinent in Rumekeini due to the inability of the Nigeria Police Force to perform its responsibilities efficiently, which has led to the foundation of ASPAC. As a consequence, the residents of Rumekeini face several dangers to their safety. Consequently, the inability of the police to carry out their duties effectively has an effect not only on the economy, but also on politics and families. No wonder the ASPAC has emerged with is functions of providing community security.

Background information on Akpor Security Planning and Advisory Committee

Akpor Security Planning and Advisory Committee was inaugurated as community security outfit in 2019. The bye-law establishing its operation was assented in October, 2019, in accordance with sub-section (4) of section 1 of the Rivers State neighbourhood & Safety Corps Law No. 8

of 2018. Members were recruited from adult male citizens of various communities in Akpor Kingdom. ASPAC is a community base security outfit to fight community insecurity arising from cultism and related activities in Rumuekini. Its principal objective is to restore security in Akpor Kingdom, thereby enhancing peaceful living in the communities.

Mode of Operation

ASPAC members were handed guns and machetes, so they patrol with them. They utilise charms and juju to defend themselves and identify criminals; they also have spies who tell them where unlawful operations are taking place. They give over the offenders to the police after apprehending them, although they occasionally use jungle justice on their suspects. ASPACis a community security agency with a paramilitary tendency. ASPAC looks to be more focused and unwilling to compromise their responsibilities, providing value to the security system in Akpor villages. Its activities are confined to the kingdom of Akpor.

Functions of ASPAC

The functions of ASPAC as enshrined in paragraph 2 of its bye-laws are;

i.   To help the police and any other agency in the state keep law and order;
ii. To make rules for how the "Watch Corps" and any other local vigilantes in the area work;
iii. To set up a uniform Akpor Security Planning and Advisory Committee (called ASPAC) in the community with the power to carry light arms with a police permit and as recommended by the Rivers State Neighbourhood Safety Agency.

Methodology

This research made use of both primary and secondary data. The study's projected in 2016 is 10,502, which includes the people and residents of the Rmuekini community. The study's sample size is 203 participants drawn at random from the eight (8) autonomous families that made up of Rumuekini Community. 15 participants were drawn at random from each of the families, totalling 120 participants from the various families, while 83 participants were drawn from members of the Akpor Security Planning Advisory Committee. The primary data were collected from respondents using a four likert scale questionnaire. The primary data were analysed using simple percentages, whereas the secondary data were analysed using a content analytical approach.

Data Presentation and Analysis

Table 1: Questionnaire Distribution

S/N	Questionnaire	Frequency (No)	Percentage (%)
	Distributed	203	100%
	Returned	200	98.5
	Not Returned	3	1.5
	Total	**203**	**100%**

Source: Field Survey, 2022

From the table above, a total of 203 copies of questionnaires were administered, 200 copies of questionnaire representing (98.5%) were properly filled and returned, while 3 copies of questionnaire representing (1.5%) were not returned.

Table 2: Gender

S/N	Gender	Frequency (No)	Percentage (%)
1	Male	105	52.5
2	Female	95	47.5
	Total	**200**	**100%**

Source: Field Survey, 2022

The above table shows that 105 of the respondents representing 52.5% were males and 95 respondents representing 47.5% were females. This shows that the number of males outnumbered their female counterparts.

Research Question One: What are the activities of Akpor Security Planning and Advisory Committee for Rumuekini community development?

Table 3: Percentage distribution of responses of the respondents to questionnaire items 1-5 on activities of ASPAC.

S/N	Items	SA	A	D	SD
1	Provision of security	95(47.5%)	77(38.5%)	16(8%)	12(6%)
2	Creating Security awareness	100(50%)	61(30.5%)	20(10%)	19(9.5%)
3	Maintaining orderliness	96(48%)	76(38%)	10(5%)	18(9%)
4	Ensuring peace	82(41%)	66(33%)	18(9%%)	34(17)
5	Surveillance and intelligence reports	95(47.5%)	77(38.5%)	12(6%)	16(8%)

Source: Field Survey, 2022

Charts Representation of Items 1-5

Item 3

Item 4

Item 5
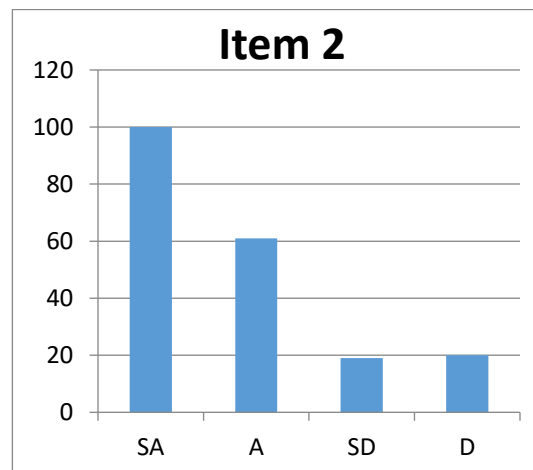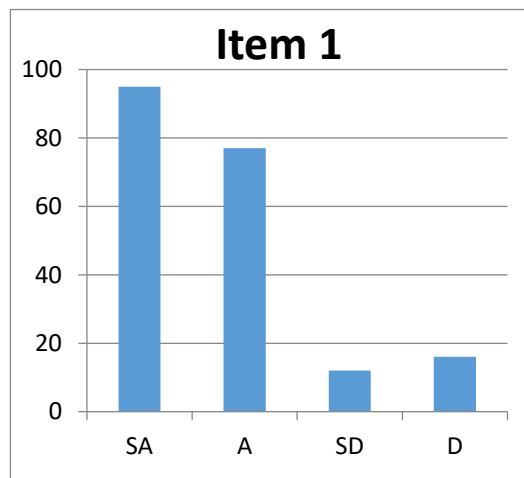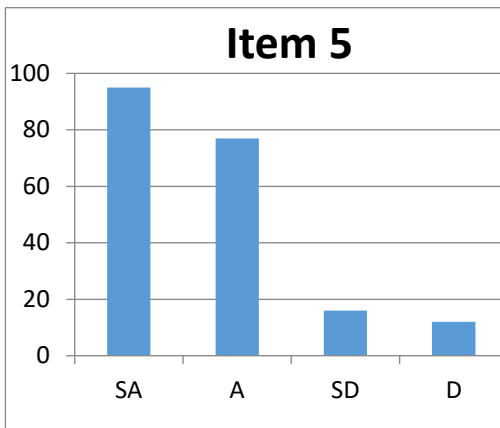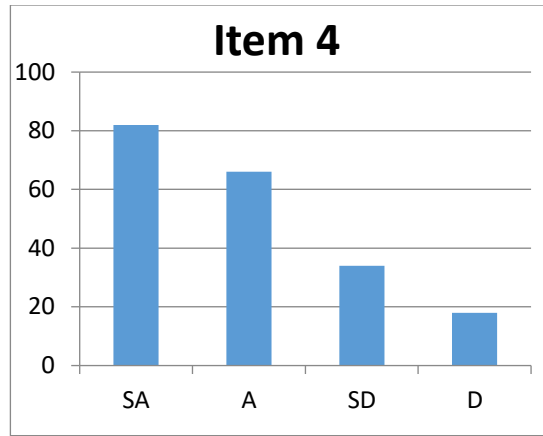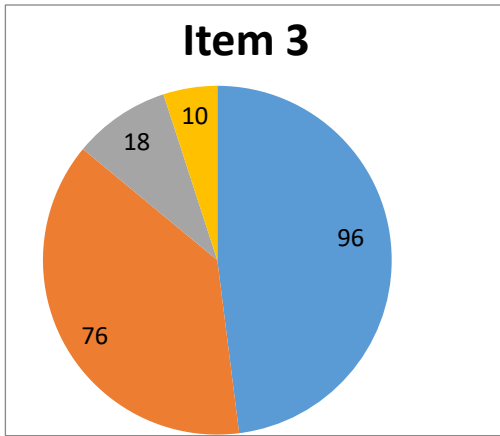
Table 3 and charts above indicated the percentage of the respondents' responses on the activities of ASPAC in development of Rumuekini community. Questionnaire item 1 on provision of security has 95(47.5%) respondents which strongly agreed on the subject matter, 77(38.5%) respondents agreed, 12 (6%) respondents disagreed, while 16(8%) respondents strongly disagreed. Questionnaire item 2 on creating security awareness has 100(50%) respondents who indicated strongly agreed, 61(30.5%) respondents who indicated agreed, 19(9.5%) respondents disagreed, while 20(10%) respondents strongly disagreed. Questionnaire item 3 which is on maintaining orderliness, 96(48%) respondents strongly agreed on the subject matter, 76(38%) respondents agreed, 18(9%) respondents disagreed, while 10(5%) respondents indicated strongly disagree. Questionnaire item 4 on ensuring peace has 82(41%) respondents who strongly agreed on staff motivation, 66(33%) respondents agreed, 34(17%) respondents disagreed, while 18(9%) respondents strongly disagreed. In questionnaire item 5, 95(47.5%) respondents strongly agreed on surveillance and intelligence reports, 77(38.5%) respondents indicated agreed, 16(8%) of the respondents disagreed, while 12(6%) respondents strongly disagreed.

The above finding agrees with Zakariyya, and Usman (2016) who conducted an assessment of the accomplishments and problems of community policing in Nigeria, found that community policing has helped in crime prevention and the provision of security reports to the police by the community. It also corroborates the findings of (Ngwu & Ahuruonye 2017), who conducted an investigation into the effectiveness of community policing in

"order maintenance, crime prevention, and fear reduction in the community. (Orji, 2012) also argued that law and order, which are founded on national security, are essential to the existence of every civilization.

Significantly, the study proved that ASPAC has several activities for Rumuekini community development.

Research Question Two: What are the impacts of the activities of Akpor Security Planning Advisory Committee on Rumuekini community development?

Table 4: Percentage distribution of respondents' responses to questionnaire items 6-10 on the impacts of the activities of ASPAC on Rumuekini community development.

S/N	Items	SA(%)	A(%)	SD(%)	D(%)
6	Security improvement	86(43%)	66(33%)	20(10%)	28(14%)
7	Restoration of peace in the community	95(47.5%)	78(39%)	12(6%)	15(7.5%)
8	Security of lives and properties	102(51%)	72(36%)	14(7%)	12(6%)
9	Kidnapping and robbery reduction	96(48%)	81(40.5%)	8(4%)	15(7.5%)
10	Restoration of farming and business activities	82(41%)	66(33%)	18(9%)	34(17%)

Source: Field Survey, 2022.

Charts Representation of Items 6-10

Item 8

8 15

81

96

Item 9

14 12

72

102

Item 10
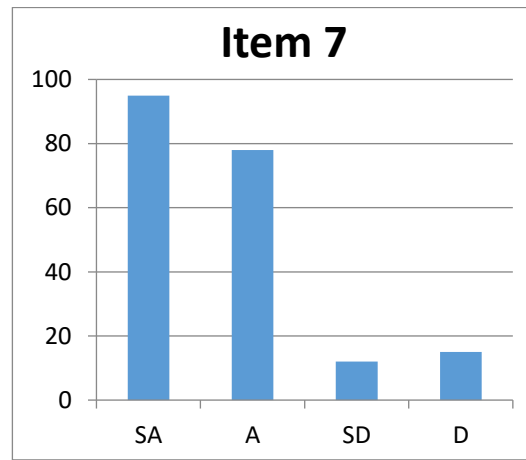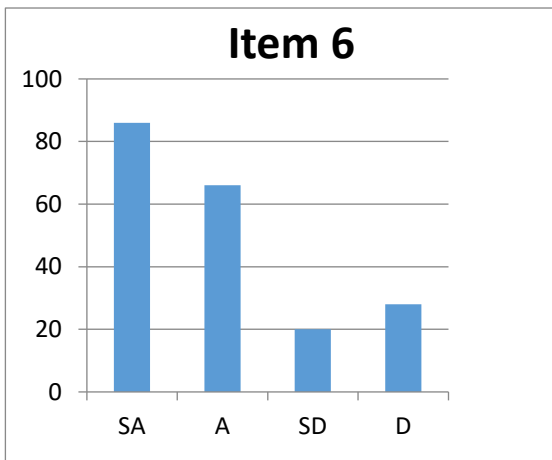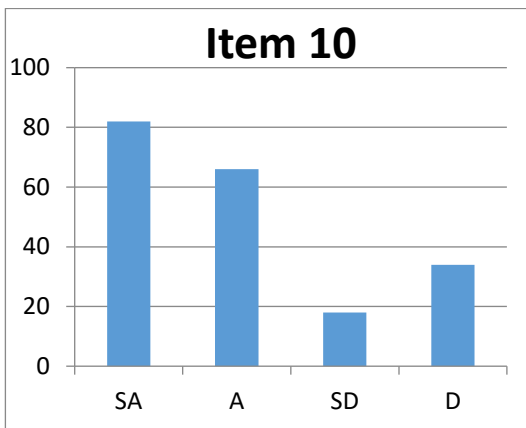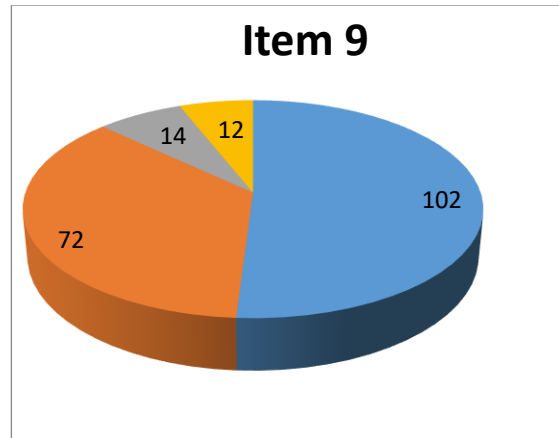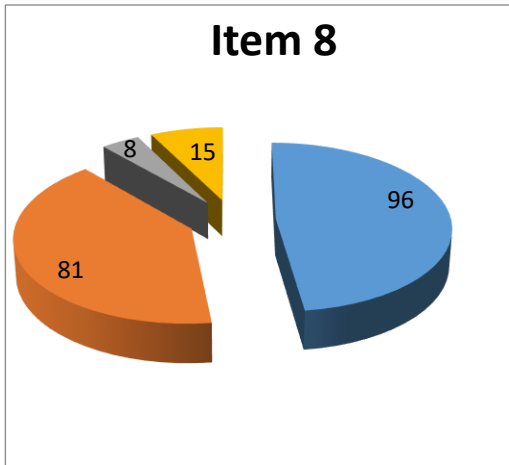
Table 4 and charts above showed the percentage of the respondents' responses on the impacts of ASPAC activities on Rumuekini community development. The table and charts indicated 5 different areas of the impacts. Questionnaire item 6 on security improvement has 86(43%) respondents which strongly agreed, 66(33%) respondents agreed, 2(10%) respondents strongly disagreed, while 28(14%) indicated disagreed. Questionnaire item 7 on restoration of peace in the community has 95(47.5%) respondents who strongly agreed, 78(39%) respondents indicated agreed, 12(7%) respondents strongly disagreed, while 15(7.5%) respondents disagreed. Questionnaire item 8 on security of lives and properties has 102(51%) respondents who strongly agreed, 72(36%) respondents

agreed, 14(7%) respondents strongly disagreed, while 12(6%) respondents disagreed. Questionnaire item 9 on kidnapping and robbery reduction order has 96(48%) respondents who strongly agreed, 81(40.5%) respondents indicated disagreed, 8(4%) respondents strongly disagreed, while 15(7.5%) respondents indicated disagreed. Questionnaire item 10 on restoration of farming and business activities has 82(41%) respondents who strongly agreed, 66(33%) respondents agreed, 18(9%) respondents strongly disagreed, while 34(17%) respondents indicated disagreed.

In Rumuekini community, before the formation of APSAC in 2019, there were several rival cult and gang groups such as Greenlanders, Icelanders, deygbam, etc., and their activities resulting to the killing of

some notable persons in the community. Notable among such killings was the one that occurred on 1st January 2007 which led to untimely death of Mr Jerry Nna, David Chukwu, Chimenum Jonah and four other Rumuekini youths, while several others ran for their lives with bullet injuries of various degrees (punch newspaper 2nd January 2007). On 24th May 2019, there was the killing and beheading of Mr, Chima Jona in Rumuekini community by a rival cult group (Punch newspapers, 2019). During the 2015 electioneering period, some cult boys invaded a pulling unit and shot sporadically which led to the death of Mrs, Ndubuish Dike (Vanguard Newspaper, 2015). On 21th September, 2019 as reported by Nigerian Info Radio Station, some suspected cultists beheaded one Mr Anebo Amadi a.k.a VUGA, which looks like a retaliation mission by rival cult group, his wife and son were also casualties. There were a lot of cult related killings, kidnapping, armed robbery cases and brutality against innocent citizens, land buyers and land developers. Extortion of shop owners, bikes and commuters; fight for supremacy was the reason for the senseless killing and the list is endless. Consequently, between November 2006 and August 2018 the activities of rival cult groups turned Rumuekini community into an Armageddon town.

A name that evoked fear during this period of heightened insecurity and violence conflict and crisis in Akpor kingdom was one Nna Dede (alias godfather) from Ogbogoro, Mr George Abbey (alias Da George) from Rumuokparali, while in Rumuekini, you have, Anebo Amadi (alias Vuga) and Chima Jona (alias elder), While they lived, they were described as Lords of the manor who dared to walk where angels feared to tread. They enjoyed patronage from multinational oil companies and politicians. In the cause of time, they

became more ruthless and a menace to society.

Conflicts in Rumuekini -Akpor kingdom became rife in 2014 as the electoral process was turned into a 'do or die' affair by the politicians, giving rise to election thugs and subsequently resulting in cultism, kidnapping, robbery, bunkering, raping, carnage, pillage, and arson of opponents. Compounding the issue at hand is the problem of struggle for supremacy. The area became more insecure as various cult groups led by Chima Jona, Vuga and their likes began to fight over compensations from land buyers, land developers, shop owner's and commuters, resulting in more loss of lives and properties – people were killed, houses were destroyed down and properties amounting to millions of naira were destroyed. As the crisis escalated, community members and residents began fleeing to other cities for safety.

Today, with the short space of their operation in Akpor kingdom, ASPAC has been able to bring back reasonable peace and sanity to community life, in Rumuekini for instance, people who abandoned their homes and took to their heels because of the incessant, kidnapping, robbery and clashes between the Islanders and the De-Gbam and the various warring factions have resettled back in their homes; land buying business has commenced and developers has returned to site, the incessant gun battles between the youths, neighbouring communities, community leaders have subsided to a great extent in the Rumuekini community . In the very words of Royal highness of Rumuekini Eze Luis Amadi people can now sleep with their two eyes closed"(Nig info, 92.7fm, 2019).

The Aruma farm property along the Rumuekini-Aluu road, for example, was a hotspot for robbery, murders, and abduction, but with the arrival of ASPAC,

many of these criminals were apprehended while others fled, helping to restore peace and safety in the area. Another example is the Igbogo igwumini field, which was formerly a hideout for kidnappers. ASPAC guards demolished their stronghold, and the field is now quite peaceful. There is relative peace and security, hereby attracting land buyers, developers and tenants to invest in Rumuekini community, leading to community development.

**Research question three:** What are the challenges of Akpor Security Planning and Advisory Committee in Rumuekini community development?

Table 5: Percentage distribution of respondents' responses to questionnaire items11-15 on the challenges of ASPAC in Rumuekini community development.

S/N	Items	SA(%)	A(%)	SD(%)	D(%)
11	Negative attitude of Police towards vigilantism	83(41.5)	68(34)	25(12.5)	33(16.5)
12	Poor personnel training	122(61)	58(29)	10(5)	28(14)
13	Poor funding	95(47.5)	68(34)	20(10)	17(8.5)
14	High cost of vigilante registration	112(56)	66(33)	16(8)	6(3)
15	Poor wages and working conditions	84(42)	60(30)	26(13)	30(15)

Source: Field Survey, 2022.

Charts Representation of Items 11-15

Item 13

Item 14

Item 15
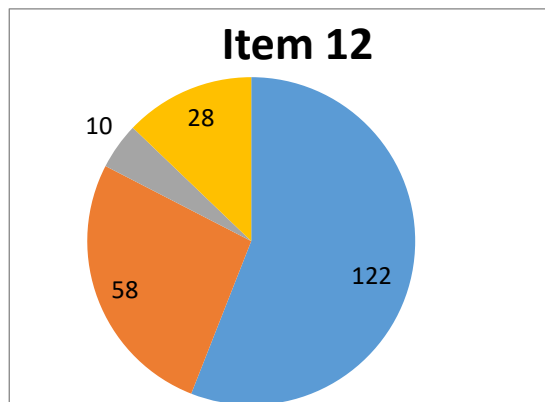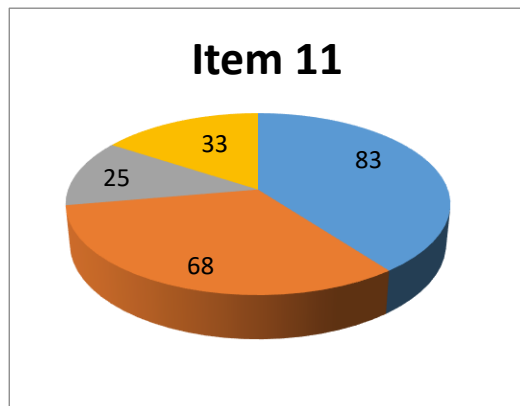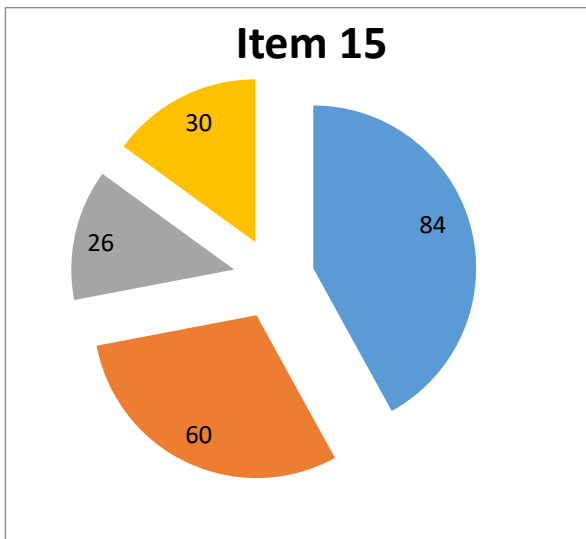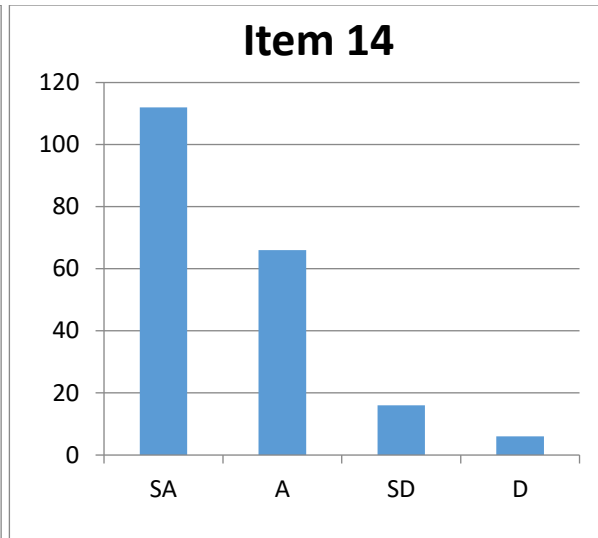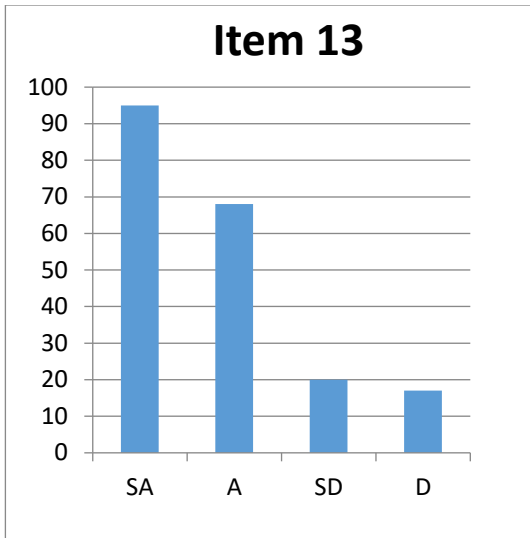
Table 5 and charts above showed the percentage of the respondents' responses for the subject matter on the challenges of Akpor security Planning and Advisory Committee in Rumuekini community. The table and charts indicated 5 different challenges. Questionnaire item 11 on negative attitude of Police towards vigilantism has 83(41.5%) respondents who strongly agreed, 68(34%) respondents who agreed, 25(12.5%) respondents as strongly disagreed, while 33(16.5%) disagreed. Questionnaire item 12 on poor personnel training has 122(61%) respondents indicating strongly agreed, 58(29%) respondents agreed, 10(5%) respondents strongly disagreed, while 28(14%) respondents strongly disagreed. Questionnaire item 13 on poor funding has 95(47.5%) respondents strongly agreed on the subject matter, 68(34%) respondents agreed, 20(10%) strongly disagreed, while 17(8.5) respondents indicated disagreed. Questionnaire item 14 on high cost of vigilante registration has 112(56%) respondents who strongly agreed, 66(33%) respondents who agreed, 16(8%) respondents who strongly disagreed and 6(3%) respondents disagreed. Questionnaire item 15 on poor wages and working conditions has 84(42%) respondents who

strongly agreed, 60(30%) respondents indicated agreed, 26(13%) of the respondents strongly disagreed, while 30(15) respondents disagreed.

ASPAC has the difficulty of insufficient finance as a local security organisation since the community or local government cannot effectively supply the cash required to guarantee successful duty fulfilment. Another key obstacle for the organisation, like other private security firms in Nigeria, is training. They have a bad tendency of hiring personnel with little or no training. Many members of the ASPAC are only trained in physical fitness and are unaware of other aspects of security training such as intelligence collection and analysis, martial arts, crowd control, riot control, data management, and automated data analysis in crime mitigation. The abnormalities seen in their operating mode and the unique manner in which they fulfil their duties might be attributed to a lack of sufficient training.

Another issue that confront ASPAC is the expense of registration. As a result, it is not registered with the Nigeria Security and Civil Defence Corps (NSCDC), the regulatory body in charge of registering and regulating all private or municipal security companies in Nigeria. All private security agencies who want to register must have a minimum capital base of N10 million (NSCDC Act No. 2 of 2003 and Amendment Act of 2007). As a result of the high cost of registration, many private security services operate without a licence, making government regulation and monitoring difficult.

In Akpor kingdom, and Rumuekini in particuar, the problem of low pay and poor working conditions hinders the ASPAC's ability to do their duties effectively. Despite the high cost of living, many earn low income (Abrahamsen & Williams, 2005). It is not unexpected that the government has never considered prioritising the wellbeing of guards commissioned by different private security communities as an important component of regulatory activities, since this reflects the government's general stance toward the welfare of its residents.

The above findings agree with that of Odekunle (2000) who found discouragement in terms of remuneration and conditions of service as one of the major challenges of effective community policing. The members of the community police complain of poor and inconsistent pay, poor arms equipment, and poor incentives to them. The findings are consistent with those of Ibeanu (2007), Iwarimie-Jaja (2003), and Igbo (1999), who observed that community policing in Nigeria faces a number of challenges, including institutional weaknesses such as inadequate manpower (in terms of both strength and expertise), inadequate education and training, inadequate equipment, and poor service conditions for the average citizen. The findings are consistent with those of Ibeanu (2007), Iwarimie-Jaja (2003), and Igbo (1999).

Recommendations

i.   The government should enact favourable, workable, and relevant policies that involve proper training of the local security groups in particular and the other private security agencies without impeding or jeopardising their unique operational modes, as failure to do so would put them on par with the public security agencies.

ii. The officials of ASPAC groups should be encouraged to develop a more effective security and conflict management framework to rein in the excesses of the militia-oriented agencies in the Rumuekini community without impeding their efficiency in providing security,

creating security awareness, and maintaining order.

iii. There should be collaboration between Nigerian Police and ASPAC members to enhance security architecture of Rumuekini community in terms of protection of lives and properties.

iv. Akpor Security planning and Advisory Committee should be properly funded by Rumuekini stakeholders and Obio/Akpor Local Government Council to maximise result, when this is done, it will motivate them in dispensing their duties.

v. Community members should be made aware of the necessity to provide pertinent information to improve security and dispute resolution. This is only possible if community members have faith in these agents, thus the necessity to limit their excesses

vi. Local security services in Rumuekini, as represented by ASPAC, have made significant contributions to community development, the restoration of peace, the improvement of life and property security, and the decrease of armed robbery and abduction. For best performance and efficiency, the government must minimise the cost of registration to improve the registration and regulation of these organisations, whose activities have been proved to need adequate control.

vii. There is also a need to provide a decent and conducive working environment for them so that they can carry out their duties effectively and reduce the likelihood of injustice. And there should be proper funding of the ASPAC activities.

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INNOVATIONS IN SECONDARY EDUCATION AND THE CHANGING FOCUS FOR NATIONAL DEVELOPMENT: A CASE STUDY OF PUBLIC SECONDARY SCHOOLS IN EMOHUA LOCAL GOVERNMENT AREA, RIVERS STATE, NIGERIA

Eme Allswell IGOCHARACHA, Ph.D
(MTRCN, MNAEAP, MCEAM, MASSOTIN)
Department of Educational Management, Faculty of Education
University of Port Harcourt, Rivers State.
allswelligo@gmail.com, 08064748786

KELVIN-NWANWA, Victorial Ruwhuoma
Department of Educational Management, Faculty of Education
Rivers State University, Port Harcourt
Vickykelvin90@gmail.com, 08032939919

OFFIA, Ogochukwu Judith
Department of Educational Management, Faculty of Education
University of Port Harcourt
kenchyzdoffia@gmail.com 07036681806.

And

MMADUBUKO, C. M. D
Department of Management, Faculty of Business Studies,
Ignatius Ajuru University of Education

Abstract

This study examined innovations in secondary education and changing need for national development. To guide this study, three research question guided the study. Descriptive survey design was used for the study. The population of the study comprise all the 235 teaching and non-teaching staff 18 are non-teaching staff while 217 teaching staff. A sample size of 144 respondents were drawn using stratified random sampling technique representing 59% of the population, a self-developed questionnaire was used to collect information from the respondents, the instruments were duly validated and the reliability of the questionnaire was tested using test re-test method, calculated with Pearsons Product Moment Correlation yielding an index of 0.957. Mean, standard deviation, rank order scores and percentage were used to answer the research questions. The findings however revealed that students, teachers, principals and government i.e. everybody should be involved in innovations in secondary education for national development. Also that government should improve funding for the provision of facilities and equipments that will aid the teaching and entrenchment of innovation into the curriculum and also provide management of human and material resources. Based on the findings, the research recommended that proper funding for the provision of both human and material resources and other strategies such as development of entrepreneurial culture, creating alternative education market, a shift from a mono (oil) based economy to a multi-directional economy, adequate internal profile and fiscal development will enhance national economic development.

Introduction

Education is an important tool for the development of the society. No society can be classified to be developed without measuring the success and achievement of such society's educational system. It is a universal practice for development at all stages. Education either, primary secondary or tertiary is so important that, the Federal Republic of Nigeria (2004) states that education is a government affair in which free education is to be provided by government at all levels when and practicable. United Nation Education Scientific and Cultural Organisation (2002) asserts that investment in and adequate funding on education are essential conditions that facilitate change since the value of education hinges on teaching, learning, research and production of qualified personnel which are needed for national development.

95% of education funding come from government grants and subventions (Aminu 1986) while the remaining come from Internal Generated Revenue (IGR). However, innovations in secondary education and its changing focus for national development may depend on how well they are funded for effective teaching and learning process. Provision of factors like funding, qualified staff, equipped laboratories and studios, computer or ICT centers, facilities, other equipment and proper management will aid to bring changes and innovations in secondary schools hence being commensurate with national needs, population, growth and demand (Federal Ministry of Education 2009). Some scholars have argued that the level of funding is secondary education is inadequate from inception. Akintoye (2008) states the rationale for public funding of education is to equip people with requisite knowledge, skills and capacity to enhance the quality of life, productivity and capacity to gain knowledge of new techniques in the development process.

The first secondary education was established in 1859 in Lagos and it is called the Christian Missionary School (CMS) Lagos. Although, interpretations for the delay in establishing secondary school lies on the assumption that the missionaries thought that secondary education would induce some critical thinking in people which may affect their colonial policies. However, secondary education plays a vital role, it is the next educational level after the primary level that brings about national development through training and hatching of main power. Its goals are to bring about human capital formation, production and utilization for national development through science and technology, apart from science and technology it also foster coming value and cultural coherence.

Innovations in secondary education and its changing focus for national development may be hinge on developing entrepreneurial culture which will intensify revenue and bring about diversification of the economy, training experience to students, market oriented approach, and industrial partnership through development of innovation centres, computer centres, and art centres. Also helpful is creating alternative education market to respond to challenges and opportunities presented by globalization and the use of information communication technologies (ICT) fiscal development. More so, economic strategic development of shifting away from the mono (oil based) economy to a multi directional economy is necessary for national development. Samuel (2003) opines that a realistic macroeconomic strategy will go a long way in improving the Gross National Product, Gross National

Income and the Income Per Capita that would enable the government and households have more resources to effectively fund education. Ogbondo (1995) postulates that an internally efficient school system would require more funds for any level of operations. Therefore, adequate internal profile and proper utilization of resources will bring about national development.

Statement of the Problem

Innovations in secondary educations and the changing focus for national development in secondary schools may be dependent on how well secondary education is funded. This is because teaching and learning process as well as changes and innovation cannot be achieved without factors such as: qualified teaching staff, teaching facilities and equipment (building, laboratories, study workshop etc) management/administration which are all dependent on funds. The lukewarm attitude of government and private sector towards paradigm shift from a mono economy to a multi directional economy or diversification has led to the relegation of technical, science and innovative educational programs to the background resulting to unemployment, dwindling economy and in most cases insecurity. Apart from this, there seems also to be a problem of curriculum content development in the inclusion of change and innovation for education in secondary schools.

Aim and Objectives

The aim of this study is to examine innovations and change in secondary education and how it brings about national development. Specifically, the objectives sought to:

1) Determine who should be involved in innovations in secondary education for national development

2) Determine factors of innovations in secondary education for national development

3) Ascertain the extent innovations in secondary education would improve national development

Research Questions

1) Who should be involved in innovations in secondary education for national development?

2) What are the factors that will enhance innovations in secondary education for national development?

3) How would innovations in secondary education improve national development?

Methodology

This study was conducted to examine innovations and change in in public secondary schools in Emohua LGA. To guide this study, three research questions and one hypothesis were used. Descriptive survey design was used for the study. The population of the study comprise all the 235 teaching staff and non-teaching staff in public secondary schools in Emohua L.G.A. Rivers State. While 18 are non-teaching staff, 217 are teaching staff. A sample size of 144 respondents were drawn using stratified random sampling technique. A self-developed questionnaire item titled Innovations in Secondary Education Assessment Questionnaire (ISEAQ) following the modified likert type model was used to collect information from the respondents, the instruments were duly validated and the reliability of the questionnaire was tested using test re-test method, calculated with Pearson Product

Moment Correlation Coefficient yielding an index of 0.957. Mean, standard deviation, rank order scores and percentage were used to answer the research questions while z test was used to test the hypothesis at 0.05 level of no significant difference.

Results

Research Question 1: Who should be involved in innovations in secondary education for national development?

Table 1: Percentage analysis of who should be involved in innovations in secondary education for national development?

S/N	Items	SA	A	D	SD	%	Rank Order	Remarks
1	Students	65%	35%	Nil	Nil	100	4th	Adequate
2	Principals	75%	25%	Nil	Nil	100	2nd	Adequate
3	Government (Local State, Federal)	80%	20%	Nil	Nil	100	1st	Adequate
4	Teachers	70%	30%	Nil	Nil	100	3rd	Adequate
5	Organisation (Non-Governmental Organisations NGOs, Civil Society Organisations CSOs), Multinationals, etc.	60%	40%	Nil	Nil	100	5th	Adequate

Table 1 reveals that items: 1, 2, 3, 4 and 5 are adequate since they have their various percentages above the average acceptable percentage of 50%. Grossly on the aggregate, it is shown that 100% of these items are adequate as everybody should be involve in innovation in secondary education for national development.

Research Question 2: What are the factors that will enhance innovations in secondary education for national development?

Table 2: Percentage analysis of factors that will enhance innovations in secondary education for national development.

S/N	Items	SA	A	D	SD	%	Rank Order	Remarks
6	Autonomy should be given to secondary schools	Nil	10%	30%	60%	100	6th	Inadequate
7	Adequate furniture for student's population in secondary schools	65%	25%	5%	5%	100	3rd	Adequate
8	Recruitment of teachers that poses ICT knowledge in secondary schools	80%	20%	Nil	Nil	100	2nd	Adequate
9	Employment should be made by the principals	5%	15%	30%	50%	100	5th	Inadequate

S/N							
10	School administrators should provide class room spaces, functional workshops, well equipped library, computer lab, technical and science tools and other machines for innovations in secondary schools	90%	10%	Nil	Nil	100	1st	Adequate
11	Facilities and equipments for teaching and learning process should be adequately supervised in secondary schools	50%	20%	30%	Nil	100	4th	Adequate
12	Only schools in urban areas should have ICT facilities	Nil	Nil	30%	70%	100	7th	Inadequate

Table 2 reveals that items: 7, 8, 10 and 11 are adequate since they have their various percentages below 50%. While items 6, 9 and 12 have their various percentage below 50% this entails that they are not adequate. Grossly on the aggregate, it is shown that 60% of these items are adequate while 60% are not adequate while 40% are inadequate.

Research Question 3: How would innovations in secondary education improve national development?

Table 3: Weighted mean and rank order statistics on how would innovations in secondary education improve national development

N = 144

S/N	ITEMS	Teaching staff 133		Non-Teaching staff 11		Mean set	Rank Order	Remark
		X_{TS}	SD_{TS}	X_{NTS}	SD_{NTS}			
13	Adequate supervision of teaching and non-teaching staff	3.03	1.29	3.27	0.79		5th	Agreed
14	Public enlightenment campaign to awaken students consciousness on innovations	1.91	1.06	1.91	1.38	1.91	6th	Disagreed
15	Review secondary school curriculum to include entrepreneurship, technical, vocational, science and computer education	3.17	0.79	3.36	1.03	3.27	2nd	Agreed
16	Improved funding and budgetary allocation should be made to enable principals supply ICT facilities that will meet the demand of students	3.45	1.00	3.18	1.25	3.32	1st	Agreed

No	Item								
17	Diversification of economy from mono (oil) based to multi directional economy through the development of entrepreneurial culture	3.29	0.85	3.18	1.17	3.24	3rd	Agreed
18	Proper administration/ management of both human and material resources in secondary schools	3.03	1.10	3.27	1.27	3.15	4th	Agreed
	Grand Mean and Standard Deviation	**17.88**	**6.09**	**18.17**	**6.89**	**18.04**		
		2.98	**1.02**	**3.03**	**1.45**	**3.01**		

Table 3 shows that item with serial number 13, 15, 16 and 17 have their various mean set above the criterion mean values of 2.50 and therefore, agreed by teaching and non-teaching staff on how innovations in secondary education will improve national development. While item with serial number 14 have mean set below the criterion mean value of 2.50 and is therefore, disagreed by teaching and non-teaching staff on how innovations in secondary education will improve national development.

Discussion of Findings

The findings revealed that those who should be involved in innovation in secondary education include; Government (Local State, Federal), teaching/non-teaching staff, Students, Multinationals/Transnationals MNCs/TNCs, Organization (public, private) and Social groups (Non-Governmental Organizations NGOs, Civil Society Organizations CSOs). This reveals that people do not possess the all hand must be on deck attitude. This makes them feel reluctant in managing the e-facilities and equipment's for innovations in secondary schools. An example of this is the Government and teaching staff who are supposed to be key functional managers in terms of involvement in innovative education are lopsided in their management

attitude. It is for a similar reason like this that Oranu (2009) has stated that a teacher play an indispensable role in any educational system and therefore, must be adequately equipped to function effectively since their functionalism is dependent on the materials they are made up of as well as those they face up with daily. Agreeing to this, Ogushi (2008) opined that the problems faced by administrators in managing vocational education programmes in Nigeria amongst others include incompetent technology teachers. However, the finding agrees that the involvement of everyone in the State is the pre-requisite for good management of technology education hence economic development of Nigeria.

The findings also revealed that factors that will enhance innovations in secondary education for economic development of Nigeria such as; adequate furniture for student's population in secondary schools, recruitment of teachers that poses lCT knowledge in secondary schools, provision of classroom spaces by school administrators, functional, workshops, well equiped library, computer lab, technical and science tools other machines for innovations in secondary education, facilities and equipments for teaching and learning process should be adequately

supervised in secondary education are adequate while autonomy should be given to secondary schools, employment should be made by principals and only schools in urban areas have ICT facilities are inadequate.

Further findings has it that adequate supervision of teaching and non-teaching staff, review of secondary school education curriculum to include entrepreneurship, technical, vocational and computer education, improved funding and budgetary allocation should be made to enable principals supply ICT and other e-facilities that will meet the demands of students, diversification of economy from mono (oil) based economy to multi directional economy through the development of entrepreneurial culture and proper management of both human and material resource in secondary schools will enhance national economic development.

Conclusion

Based on the findings there is no doubt that improper funding will affect the innovations in secondary school because without fund, neither the quality of teachers with innovative skills nor review of curriculum, reforms, diversification, availability of material resources and management will be possible. Also, since the trending society has necessitated a changing focus on innovations, there is need for policies and programmes on innovations that will have greater impact on the educational sector thus national development.

Recommendations

1) Developing Entrepreneurial Culture

Other than the philanthropic gesture, grants and donation, entrepreneurial culture will intensify revenue and bring about diversification of the economy, training

experiences to students, market oriented approach and industrial partnership which will provide basis for institutional development and support its autonomy. This new centers and institutes operate differently from the faculties and departments to spare head teaching and research as well as create innovation centers, computers centers and center for arts.

2) Creating Alternative Education Market

Tertiary/higher education must change their mode of operation to meet the global standards. A paradigm shift is required in tertiary (higher) education to not only respond to this challenges but to also respond to their threats and opportunities presented by globalization and the use of new information and communication technologies ICT (Daniel, 1999) with the advent of knowledge society, higher education ought to change to embrace distance and part-time education through ICT to attract foreign students who will pay premium tuition fees thus national development.

3) Fiscal Development

Funding of higher education should be equivalent to the forces of supply and demand. However higher education should think on how to increase the source of funds through diversification other than the normal tuition fees and others.

4) Economic Strategic Development

Apart from the main revenue base of Nigeria, there is need to shift away from the mono (oil based) economy to a multi directional economy. Supporting this Samuel 2003 opines that a realistic macro-economic strategy will go a long way in improving the Gross National Products, Gross National Income and the incoming

per capital that would enable the government and households have more resource to effectively fund education.

5) Adequate Internal Profile

Supply must represent demand thus adequate use of resource. Relating to the Ogbodo (1995) rightly notes that an internally efficient school system would require more funds for any given level of operation. When resources are adequately internally utilized in higher education more achievements and developments that will effect both the higher education system as well as national developments. Also thi achievements and development will attract more centre that will partner with industries, involvement of stakeholders, international aids etc.

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UTILIZATION OF ELECTRONIC LIBRARY AMONG STUDENTS IN UNIVERSITIES IN RIVERS STATE

NWOKORO, Chukwudi Obinna

Research Scholar, Department of Educational Management, Faculty of Education
University of Port Harcourt, Rivers State.
nwokorochukwudi9@gmail.com 08063000500

OBINACHI, Chinmanma

Research Scholar, Department of Educational Management, Faculty of Education
University of Port Harcourt, Rivers State.
chyroyal1@yahoo.com 08036637717

And

IGWE, Lawrence Emenike Bull

Lecturer, Department of Educational Management, Faculty of Education
University of Port Harcourt, Rivers State, Nigeria

Abstract

This study investigated the utilization of electronic library among students in universities in Rivers State. Three research questions were raised and three null hypotheses tested at 0.05 level of significance. Descriptive survey design was adopted in the study. A sample size of 400 male and 350 female students were purposely selected from the population of 6,419 registered students of the e-libraries in the three public universities. The instrument used for the generation of data was a 28 item questionnaire designed by the researcher titled utilization of electronic library among students in universities questionnaire (UELSUQ). The instrument was validated with its reliability coefficient established at 0.89 using Cronbach alpha. Arithmetic mean ($\bar{X}$) and standard deviation were used to answer the research questions while z-test was used to test the null hypotheses. The study found out that the level of awareness of e-library among students is high however, there is insufficient training for students to enhance their interest in e-libraries; the e-libraries are also faced with the problem of low amount of local online publishing, poor internet connections and inadequate power supply among other things. There is no significant difference in the opinion of male and female students on the level of usage of e-libraries to enhance academic performance in universities in Rivers State. The study concluded that there is need to provide security and guide in the use of the e-library, so as to assist students to remain focused as they log-on to the e-library system. It was recommended inter alia that training and re-training be introduced to enhance students' knowledge and encourage the level of usage; universities should make effort to enrich e-libraries with local publications. The introduction of high speed technology will improve internet connectivity; also there is need for an uninterrupted power supply and periodic battery maintenance.

Keywords: Electronic Library, Students, University and Utilization.

Introduction

Libraries serve as major knowledge-based support at every level of the educational system, and are indispensable in tertiary institutions because of their role in providing quality learning opportunities to meet the needs and interests of all people. The importance of tertiary education in the pursuit for knowledge, man power development, community service and research cannot be underscored. Therefore, many concerns are being raised on the need to improve quality of university degrees in Nigeria. It is based on this that the Nigerian National Policy for information technology in 2001 was borne, ensuring that the use of Information Communication Technology (ICT) is made mandatory at all levels of the education system. One aspect of the application of ICT is the establishment of electronic libraries (e-library) in institutions of higher learning. E-libraries use Information Communication Technology as a shorthand for the computers, software, networks, satellite links and related systems that allow people to access, analyse, create, exchange and use data in ways that were almost unimaginable (Association of African Universities, 2000).

A library can be seen as a place where knowledge is infinite because students and scholars can go at will to learn, research to acquire information for the present or future use. The role of a library in a school system is very important and indispensible. Akande and Bamise (2017) reiterated its support in the implementation of the school curriculum; providing up-to-date information to keep teachers and students well-informed of new developments. Thus, the school library compliments the task of classroom teachers who usually have too many goals to pursue. It ensures that students have equal access to academic resources, and also increases the level at which they can collaboratively learn and share information. The school library is being referred to as the power house of educational organizations such that without it, an educational institution can be adjudged lifeless. According to Daniel (2014) it is as a motor car that has no engine or a body that has not a soul. Libraries in schools afford students the opportunity to engage in critical thinking and lively academic discussions. Students can also be engaged in innovative and inquisitive problem solving in the process of learning.

Library systems have always been a subject of interest because of the great need for scholars to improve in their existing knowledge, increase their search for knowledge and have quick access to information. According to the National policy on education (NPE, 2008), library is an important service that promotes the educational sector, it is also seen as the heart of the educational system based on the important role it plays. Many institutions of higher learning in Nigeria offer General Studies (GST/GNS) which focus on the usage of library with the objectives; to prepare students for continuous independent reading after school; to bridge the communication gap that exists between the users and librarian in the use of library resources; to develop skills in presenting, accessing and retrieving bibliographic sources; to inculcate in the minds of the users, the information resources available in the library; to develop life-long reading habits in the individuals. As a result of these objectives some universities integrate the use of library at 100 Level, while some others have separated it as a full course. The use of library as a course is compulsory for all students, as it will enable them to master the skills needed to acquire knowledge and information through the effective use of libraries.

Trivedi (2010) gave a brief history on how e-library came to existence; it was first pronounced by the National Research Initiatives (NRI) in 1988 and it became popular by Digital Libraries Initiative (DLI) in 1994 and is now called Digital Library or electronic library. It was created as an easy access to resource and for quick distribution of information; all these were achieved with the effort of Digital Library Federation (DLF) (Shiri, 2003). The adoption of e-libraries in universities has created a huge difference from the traditional library system to a digitalized form. The tables below show the differences.

Table 1: The contrast between traditional and electronic library

Traditional Libraries	Electronic or Digital Library
Print collection	All resource in digital form
Stable, with slow evolution	Dynamic and ephemeral
Individual objects not directly linked with each other	Multi-media and fractal objects
Flat structure with minimal contextual metadata	Scaffolding of data structures and richer contextual metadata
Scholarly content with validation process	More than scholarly content with various validation processes
Limited access points and centralized management	Unlimited access point, distributed collections and access control
The physical and logical organization correlated	The physical and logical organization may be virtual
One way interactions	Dynamic real time dialogue
Free and universal access	Free as well as fee based.

Adopted from Trivedi (2010, p. 2).

A lot of transition has taken place especially in the area of knowledge transfer. Ravel and Dalwal (2005) gave a rich picture of the process of knowledge transfer from traditional to electronic or digital library as shown below:

Table 2: Progress of traditional library and electronic library

Knowledge transfer methods	Traditional Libraries	Electronic or Digital Libraries
Between Users	Personal meeting. "Users meet for discussion and conversation over telephone, Fax and Letter".	Message boards/discussion groups. Email, charts, alerts, electronic comments on resource.
Between Library staff and users	Library orientation programmes, seminars, reference service, letter, notice, CAS and SDI services, newsletters, and brochure.	Online message board, email, online alert, online announcements, online and news online learning.
Between Library staff/ Administrative staff	Letters, paper files, memos, notice, meetings.	Email, alerts, schedules, calendars, online address book, document clusters.

Adopted from Trivedi (Ravel and Dalwal, 2005, p. 244).

Table 2 shows that the e-library system is enriched with depository, thereby ensuring that information can be easily distributed, accessed and transferred from one place to another. In line with these innovations, the question that comes to our mind is, are there e-libraries in our Nigerian universities, especially in universities in Rivers State**?**

Currently, Nigeria universities are gradually gaining grounds in the use of information in electronic forms and electronic services, with the help of the e-library. As a result of these innovations the Federal Ministry of Education approved the establishment of the Nigerian Virtual Library (NVL) in 2002. Bassey and Odu (2015) reported that NVL project was not implemented as proposed however, it gave birth to the development of electronic libraries by individual universities and other academic institutions in Nigeria. Today, the virtual library is being administered by the National Universities Commission (NUC). The virtual library has a lot of electronic resources for research, and to support the teaching and learning process in Nigerian universities. For individuals to gain access to the virtual library from any institution, they must have a password to access the virtual library from the e-library. So many universities in Nigeria have keyed into e-library services. How this works is still not clear enough, but it is no gain saying that most students and staff do not have a good understanding of e-library services, neither are they encouraged to. In most e-libraries that exist, users have access to Google or search database which are restricted to particular schools.

The emergence of technologies in educational institutions has become the major mechanism to disseminate information and improve on good service delivery. Most times, students are forced to get access to library by simply logging onto the university web portals to print out their registration forms, and to process it. This act helps to grant them access to the library, as well as expose the students to the

developments that have taken place in university libraries.

As students gain access to the library the concern is on whether there are adequate materials available in these libraries? Since the introduction of the e-library, the library system has become more digitized in the collection of academic materials, journals and books in electronic forms; accessed by computer database. A database is a set of related data table and other objects, such as dictionaries, academic materials of the same field and different fields that are organized as a group (Pankaj, 2012; Nagral, 2011). It is also a collection of data organized to service many applications at the same time, for example PubMeb, PLOS Journals, Global Health Research and SAGE Journals. Norris library of medical.net database keeps more of materials that concerns medicine. African Journals Online, IEEE (an open access or xplore digital library), JSTOR and British Council, are used to subscribe for information; these database are set up based on a particular need or subject matter. Access to Global Online Research in Agriculture (AGORA) was set up by the Food and Agriculture Organization of the UN (FAO) together with major publishers, to enable developing countries gain access to an outstanding digital library collection in the area of food, agriculture, environmental science and related social sciences. AGORA offers a collection of 1900 journals to institutions in 107 countries (Ugwunna & McAlbert, 2014). With these functions, the e-library is capable of storing so many materials electronically so that individuals and scholars can have quick and equal opportunity to information.

Universities need to make sure that they are connected to database, so that information can be easily gotten in adequate amounts and by so doing it will increase the use of e-libraries. Akande and Bamise (2017) encouraged the use of the e-library, from their study they found out that students' usage of e-library in Osun State was low; their result was compared with South Western States in Nigeria which had 57.7% usage of e-library. They also compared it with the United States of America and obtained a result of 80% of students' use. They went further to explain that students visit the e-library twice a week. Agil and Ahmad (2011) in their study found that 52.64% of e-library uses are for academic purpose, while 39.5% use it to access other internet resources.

The use of the e-library is as endless as the pursuit for knowledge and because of the dependence of learners on its resources, it becomes necessary to ensure that e-libraries are up-to-date with current research reports, books, projects, magazines and other materials containing global knowledge to enable users make quality use of the library. The introduction of technologies has had a profound effect on e-library in the academic world, making sure that users' academic goals are met. However, the e-library is faced with problems as outlined by Uwandu and Okere (2016), Zander et al. (2006), Kumar and Kumar (2008), Eze and Eze (2006). They are:

1. **Inadequate Fund:** Acute inflation in developing counties has also resulted in high cost of e-library database. The amount libraries receive is based on the whims and caprices of heads of the institutions and council members. The financial predicament of libraries has made it impossible for them to order more academic database from the developed counties, thereby leading to poor e-library infrastructure.

2. **Underdevelopment of the Local Publishing Industry and Book Trade Industry:** Publishing is not well developed in developing countries like Nigeria. Although the number of indigenous publishers has improved over the years, most of them publish only textbooks. The quality of job done by some of the indigenous publishers needs improvement. This poor quality affects the building of standard library collections.

3. **Foreign Exchange Problem:** It is usually impossible to procure materials published overseas without obtaining the appropriate foreign currency. This means that libraries that acquire foreign books must pay at least thrice the publishers price given the rate of exchange. This is detrimental to libraries, given the low book vote in revenue allocation.

4. **Lack of Collection Development Policy:** Some libraries do not have written or articulate collection development policy. They tend to take decisions on the improvement of the library collection when the need arises. This is bad because it can lead to subjectivity and misplacement of priority. It is important that every library should have a written collection development policy. This will make for effective and efficient development of library collection.

5. **Inadequate Bibliographic Tools:** The selection of library materials in developing countries is based on bibliographic tools published in developed countries. The problem is that most of the tools available to developing countries are obsolete. Bibliographic tools like British National Bibliography (BNB) and Choice are so expensive that most libraries cannot purchase current editions. Also, there are little or no indigenous bibliographic tools.

6. **Lack of Automation/ICT:** Few libraries in developing countries are automated, so it is difficult to carry out collection development through on-line process. Information and communication technology which is based on on-line access to bibliographic tools, book supplies, ordering and financial transaction has reduced the drudgery associated with collection development in developed countries.

7. **Transport, Communication and Postal Problems:** In Nigeria the telecommunication and mail delivery service are far from being effective. Our roads are in deplorable conditions.

All these, make the process of procuring library materials very cumbersome and time consuming. The e-library system needs periodic maintenance to enable users achieve their desires, and such maintenance can be institutional or technical. Institutional maintenance can be carried out in a traditional library; this has to do with collection of materials as one major function of an e-library system. It also involves retrieval of files, document or books through the use of index, catalogue and many others; these processes must be secured so that users' requests can be made available. Technical maintenance on the other hand has to do with making sure that users are assisted with e-library services where the systems fail to respond, as a result of low storage facilities, poor internet connection, breakdown of server, result obtained cannot be shared, and or information gotten cannot be retrieved. To this end, it is necessary to have on standby an experienced librarian to assist e-library users. A good storage device has a way of promoting the effective use of an e-library; these devices may be in form of internal and

external storage. Internal storage is located inside the system as network storage, and hard disk storage, while the external storage device are devices we can carry along such as Floppy, CD-ROM, CD writer, DVD, USB port, Pen drive, External hard drive and Cloud storage (Ravel & Dulwadi, 2005; Mulla, Shivakumra & Chandrashekara, 2005). These storage devices are tabulated in table 3 below:

Table 3: Description of different types of readily available storage devices

Storage Device	Type Size & Capacity	Features
Floppy	1.44 MB	Very cheap, easily available and small data transfer; it is very useful.
CD Drive	700MB, 900MB / 80Min 52X combo drive	CD Drive provides only reading facility 52x combo drive.
CD Writer (D+R+W)	52x internal and external	writer Backup and restore eight times faster than tape, drag-and-drop files.
DVD	USB 2.0 interface built 4GB to 64GB	Digital multimedia information, larger storage capacity for audio-visual content and Buffer under runs eliminating.
REV up	35GB/90 GB drive128 bits	1 Transfer speed up to 8x faster than tape and data encryption & password more than twice as fast as DVD for immediate protection.
		2 Proven hard disk technology for ultimate reliability.
		3 Professional backup software included.
Pen Drive	Up to 1 GB or more	High quality
USB Memory Key	64MB to 20 GB capacity	Stores and shares loads of information with your choice of flexible, high-quality portable storage drive.
AIT Drives	70 GB to 1 Terabyte (compress)	Highest density in tape with a 3.5 inch form factor, AIT is one of the fastest tape formats in terms of data retrieval and also more reliable with a lower cost.
DDS Data Cartridge	72GB 10 years archival life	High performance reliable back-up at a great value.
Zip Drive	100 MB to 250 MB internal and external drive	More speedy and capacity compared to floppy.

Ultrium Cartridge GB	200 GB to 400	A tape is exhaustively qualified for better use.
Network Attached Storage (NAS)	Multiple Hard drive connected together	A good option for local backup mainly for network. Large data can be stored and it has the ability to run automatic backup.
Cloud Storage	Based on Service providers like Google drive or sky drive and many more	Offline access, fast and can be accessed anywhere.

Adapted from Raval and Dalwadi (2005, p, 247)

The above table gave a pictorial explanation of the use of storage devices and how they can be used. Storage facilities cannot function without a good power supply thus, it is necessary to have a standby electrical power in form of solar power, Uninterruptible Power Supply (ups) or electric power generators for individuals to access the e-library.

Statement of the Problem

Technology has permeated every facet of the educational system, easing access to information. The introduction of the e-library is a common feature in tertiary institutions with a major aim of enhancing the opportunity of staff and students to source academic information. E-libraries require installation of computers with internet connections to access information that are in electronic form. Fortunately, the use of electronic equipment has made library systems to gain grounds in the educational world, passing through various digitals processes to distribute information. Despite this upgrade, it seems that its awareness and usage especially among students in higher institutions are not measurable enough to produce the much needed academic improvement in our institutions of higher learning. Reading and writing skills are more on the decline among students of tertiary institutions, not to mention deficiencies exhibited by young graduates in content, with respect to their various fields of specialization. Libraries may have acquired computers however, it matters what these computers are used for. Hence, the problem of this study can be summed up as; to what extent are electronic libraries utilized among students in universities in Rivers State?

Aim and Objectives of the study

The aim of this study is to examine the extent of utilization of electronic libraries among students in universities in Rivers State. In specific terms, the objectives of the study are to;

1. find out the extent of awareness of e-libraries among students in universities in Rivers State;
2. examine the level of usage of e-libraries among students in universities in Rivers State;
3. identify the factors militating against the effective utilization of e-libraries in universities in Rivers State.

Research Questions

In addressing the problem of this study, the following research questions were posed:

1. What is the extent of awareness of e-libraries among students in universities in Rivers State?
2. What is the level of usage of e-libraries among students in universities in Rivers State?
3. What are the factors militating against the effective utilization of e-libraries in universities in Rivers State?

Hypotheses

The following null hypotheses were formulated to guide this study at 0.05 level of significance:

1. There is no significant difference between the mean ratings of male and female students on the extent of awareness of e-libraries among students in universities in Rivers State;
2. There is no significant difference between the mean ratings of male and female students on the level of usage of e-libraries among students in universities in Rivers State;
3. There is no significant difference between the mean ratings of male and female students on the factors militating against the effective utilization of e-libraries in universities in Rivers State.

Methodology

The study adopted a descriptive survey design. The population of the study was 6,419 registered students of the e-libraries in the three public universities in Rivers State. A purposive sampling technique was used to select 400 male and 350 female students from the population. Instrument used for data collection was a validated 28 item questionnaire tagged utilization of electronic library among students in universities questionnaire (UELSUQ). It was patterned on a four point Likert (Modified) response scale rating (Very High Extent, High Extent, Low Extent Very Low Extent and Strongly Agree, Agree, Disagree, Strongly Disagree). The instrument was tested for reliability using Cronbach Alpha to establish an index of 0.89. Mean set was used to answer the research questions using a criterion mean of 2.50. Mean values of 2.50 and above were considered high while mean values less that 2.50 was considered low, and z-test was used in testing the hypotheses. Statistical Package for Social Sciences (SPSS) software was used for analyses.

Results and Discussions

Research Question 1: What is the extent of awareness of e-libraries among students in universities in Rivers State?

Table 1: Analysis of mean score ratings of students opinions on the extent of awareness of e-libraries among students in universities in Rivers State

	Awareness of E-Libraries Among Students in Universities in Rivers State	Female Students			Male Students		
		$\overline{X}$	SD	Decision	$\overline{X}$	SD	Decision
1	Students have adequate knowledge of the introduction of e-library facilities	3.39	1.61	High Extent	2.27	1.08	Low Extent

		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
2	Students have a good understanding of e-library services	3.40	1.62	High Extent	2.68	1.28	High Extent
3	Students are proficient in the use of electronic resources	3.43	1.63	High Extent	2.74	1.30	High Extent
4	Trainings are available for students to enhance their interest in e-library	2.49	1.19	Low Extent	2.12	1.01	Low Extent
5	Students are encouraged to use the e-library	3.49	1.66	High Extent	3.51	1.67	High Extent
6	Students are familiar with the facilities and services of e-libraries	4.02	1.91	High Extent	2.50	1.19	High Extent
	Aggregate mean	3.54		High Extent	2.64		High Extent

From data in table 1 above, the calculated mean scores in items 2, 3, 5 and 6 are higher than the criterion mean of 2.50. This indicates the areas where students have adequate awareness of e-libraries; students have good understanding of e-library services ($\bar{x}$ = 3.40 and 2.68), students are proficient in the use of electronic resources ($\bar{x}$ = 3.43 and 2.74) because they are encouraged to use the e-library ($\bar{x}$ = 3.49 and 3.51), which has made students to be more familiar with the e-library facilities and services ($\bar{x}$ = 4.02 and 2.50). The mean scores for items 1 from the male students' responses are below the criterion mean of

2.50. It shows that the respondents disagreed that students have adequate knowledge of the introduction of e-library facilities ($\bar{x}$ = 2.27), and in item 4 both respondents disagree that there are trainings available to enhance students interest in e-library ($\bar{x}$ = 2.49 and 2.12). The aggregate mean of 2.64 and 3.54 from male and female students' responses are in agreement that the level of awareness of e-library among students is high.

Research Question 2: What is the level of usage of e-libraries to enhance academic performance of students in universities in Rivers State?

Table 2: Analysis of mean score ratings of respondents' opinions on the level of usage of e-libraries among students in universities in Rivers State

	Usage of E-Libraries Among Students in Universities in Rivers State	Female Students			Male Students		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
7	Users have unlimited access to retrieve information	3.14	1.50	High Level	2.80	1.33	High Level
8	The e-library is under-utilized	2.04	0.97	Low Level	2.48	1.18	Low Level
9	There are database available for research work	3.08	1.47	High Level	2.76	1.31	High Level

10	Students possess skills to manipulate activities encountered in e-libraries	3.61	1.72	High Level	2.40	1.14	Low Level
11	Old students make use of the e-library more	3.30	1.57	High Level	2.80	1.33	High Level
12	New students make use of the e-library more	2.20	1.05	Low Level	1.80	0.86	Low Level
13	It has increased social interactions outside the school system and beyond.	3.44	1.64	High Level	2.76	1.31	High Level
14	Scholars have quick and equal opportunity to information	3.22	1.53	High Level	2.76	1.31	High Level
15	Students usage of the e-library is low	2.23	1.06	Low Level	2.43	1.16	Low Level
	Aggregate mean	2.92		High Level	2.55		High Level

Data presented in table 2 shows that items 7, 9, 11, 13 and 14 have a positive reaction rate with weighted mean scores which are all greater than the criterion mean of 2.50. This implies that respondents agree that users have unlimited access to retrieve information ($\bar{x}$ = 3.14 and 2.80), there are database available for research work ($\bar{x}$ = 3.08 and 2.76), old students make more use of the e-library ($\bar{x}$ = 3.30 and 2.80), the e-library has increased social interactions outside the school system and beyond ($\bar{x}$ = 3.44 and 2.76) and scholars have quick and equal opportunity to information ($\bar{x}$ = 3.22 of $\bar{x}$ = 2.92 and 2.55 for female and male students, this is also greater than the criterion mean of 2.50 and it implies that the respondents agree that there is a high level and 2.76). Responses from the male students on item 10 have a low mean score on the statement that students possess skill to manipulate activities encountered in e-libraries ($\bar{x}$ = 2.40), but the female students responses are of a contrary view ($\bar{x}$ = 3.61). Respondents' opinions in items 8, 12 and 15 are all low. Male and female students disagree that the e-library is underutilized ($\bar{x}$ = 2.04 and 2.48); new students make use of the e-library more ($\bar{x}$ = 2.20 and 1.80) or that students usage of the e-library is low ($\bar{x}$ = 2.23 and 2.43). The analysis on this research questions gave an aggregate mean of usage of e-libraries among students in universities in Rivers State.

Research Question 3: What are the factors militating against the effective utilization of e-libraries in universities in Rivers State?

Table 3: Analysis of mean score ratings of respondents' opinions on factors militating against the effective utilization of e-libraries in universities in Rivers State

	Factors militating against the effective utilization of E-Libraries in Universities in Rivers State	Female Students			Male Students		
		X	SD	Decision	X	SD	Decision
16	Information in the e-libraries are up to date	3.03	1.44	Agreed	3.04	1.45	Agreed
17	The e-library meets students' academic goals	3.28	1.56	Agreed	3.00	1.43	Agreed
18	There are poor e-library infrastructure because of poor funding	3.59	1.71	Agreed	2.40	1.14	Disagreed
19	Low rate of local online publishing has affected the library collection	3.41	1.62	Agreed	2.48	1.18	Disagreed
20	Students pay a fee to use the e-library	3.09	1.47	Agreed	2.08	0.99	Disagreed
21	The libraries undergo periodic maintenance	3.44	1.64	Agreed	1.88	0.90	Disagreed
22	Users are assisted with e-library services when the systems fail to respond	3.44	1.64	Agreed	2.56	1.22	Agreed
23	Libraries have low storage facilities, poor internet connections and breakdown of server	3.41	1.62	Agreed	2.20	1.05	Disagreed
24	There is uninterrupted power supply to access the e-library	3.37	1.60	Agreed	2.08	0.99	Disagreed
25	E-library instruction is part of general course	3.34	1.59	Agreed	2.36	1.12	Disagreed
26	There is high cost of internet browsing	3.37	1.60	Agreed	2.28	1.09	Disagreed
27	There is high cost of printing information	3.31	1.58	Agreed	2.16	1.03	Disagreed
28	Organization of workshop on the use of e-library resources	3.53	1.68	Agreed	1.92	0.91	Disagreed
	Aggregate mean	7.27		Agree	5.07		Agree

In table 3, respondents are positive on items 16, 17 and 22 that information in the e-libraries are up to date ($\bar{x} = 3.03$ and 3.04), that the e-library meets students' academic goals ($\bar{x} = 3.28$ and 3.00) and users are assisted when the systems fail to respond ($\bar{x} = 3.44$ and 2.56). However, respondents have contradicting views on most of the factors militating against the effective utilization of e-libraries in items 18, 19, 20, 26 and 27. While female students agree to the existence of these factors, the male students interestingly are in complete

disagreement to its existence. These factors are poor infrastructure due to poor funding ($\bar{x} = 3.59$ and 2.40), low rate of local online publishing ($\bar{x} = 3.41$ and 2.48), students paying fees for the use of the e-library ($\bar{x} = 3.09$ and 2.08) with a high cost of internet browsing ($\bar{x} = 3.37$ and 2.28) and high cost of printing information ($\bar{x} = 3.31$ and 2.16). Other challenges have to do with the e-library not undergoing periodic maintenance ($\bar{x} = 3.44$ and 1.88) in item 21 and libraries having low storage facilities,

poor internet connections and breakdown of server ($\bar{x}$ = 3.41 and 2.20) in item 23.

The female students on the other hand do not agree that these factors militate against the effective use of e-libraries in items 24, 25 and 28, but the male students agree that there is the problem of interrupted power supply ($\bar{x}$ = 3.37 and 2.08) and e-library instruction is not part of the general courses

($\bar{x}$ = 3.34 and 2.36). Also there is the inability of the school to organize workshops on the use of e-library resources ($\bar{x}$ = 3.53 and 1.92).

Hypothesis 1: There is no significant difference between the mean ratings of male and female students' opinion on the extent of awareness of e-libraries among students in universities in Rivers State.

Table 4: Z-test analysis of the difference between the mean score ratings of male and female students opinion on the extent of awareness of e-libraries among students in universities in Rivers State.

Variables	N	$\bar{X}$	SD	Df	Cal-Z-Value	Critical Z-value	Decision
Female students	350	20.4629	4.70658				
				748	.3818	±1.96	HO1 Accepted
Male students	400	15.2250	5.62525				

In table 4 there is the analysis of z-test difference between mean scores of male and female students' opinion on the awareness of e-libraries among students in universities in Rivers State. The result of the z-test shows that the calculated z-value of .3818 is less than the critical of ±1.96 at the degree of freedom 748 with 0.05 significant level of confidence. The null hypothesis is thus accepted; therefore, there is no significant

difference between the mean ratings of male and female students' opinion on the extent of the awareness of e-libraries among students in universities in Rivers State.

Hypothesis 2: There is no significant difference between the mean ratings of male and female students' opinion on the level of usage of e-library among students in universities in Rivers State.

Table 5: Z-test analysis of the difference between the mean score ratings of male and female students opinion on the level of usage of e-library among students in universities in Rivers State.

Variables	N	$\bar{X}$	SD	Df	Cal-Z-Value	Critical Z-value	Decision
Female students	350	29.7629	8.38188				
				748	.6376	±1.96	HO2 Accepted
Male students	400	22.9175	8.98820				

From data in table 5 the result of the z-test shows that the calculated z-value of .6376 is less than the critical value of ±1.96 at the degree of freedom 748 with 0.05 significant level of confidence. Consequently, the null hypothesis is accepted. Therefore, there is no significant difference between the mean ratings of male and female students' opinion on the level of usage of e-libraries among students in universities in Rivers State.

Hypothesis 3: There is no significant difference between the mean ratings of male and female students' opinion on the factors militating against the effective utilization of e-libraries in universities in Rivers State.

Table 6: Z-test analysis of the difference between the mean score ratings of male and female students opinion on the factors militating against the effective utilization of e-libraries in universities in Rivers State.

Variables	N	$\overline{X}$	SD	Df	Cal-Z-Value	Critical Z-value	Decision
Female students	350	42.0429	13.28251				
				748	.9458	±1.96	HO6 Accepted
Male students	400	38.9225	12.59834				

From data in table 6, the result of the z-test shows that the calculated z-value of .9458 is less than the critical value of ±1.96 at the degree of freedom 748 with 0.05 significant level of confidence. The null hypothesis is therefore accepted. Consequently, there is no significant difference between the mean ratings of male and female students' opinion on the factors militating against the effective utilization of e-libraries in universities in Rivers State.

Discussion of Findings

In the study a critical look at table 01 reveals that students have a good knowledge of e-library services, students are proficient in the use of electronic resources and they are familiar with the facilities and services of the e-library. Respondents' opinions confirm the non-availability of training to arouse students' interest; however, students are encouraged to use the e-library. Statistical analysis The present result is in agreement with some past research findings, for instance

shows that there is a difference between the opinion of female and male students on whether they have adequate knowledge of the introduction of e-library facilities.

This result explains that students are aware of e-library service in the universities, notwithstanding all students need to have adequate knowledge of these services and the use of its facilities, so that their academic goals will be achieved. In time past students find it difficult to access relevant materials from the library and this caused a limitation to its effectiveness. The introduction of ICT in the library system has made it easy for students to access information as required. Therefore, there is need for students to have adequate knowledge of its enormous importance through training. Periodic training for librarians is also of great essence to help improve the quality of e-library services for students at every level of academic pursuit.

Bassey and Odu (2015) in a study to evaluate the extent of utilization of

electronic library resources and services by undergraduate students, found that respondents are aware of the e-library. Amusan and Umma (2009) in their study on the effects of information literacy skills on the use of e-library resources among students found out that students are aware of the e-library but the level of usage needs to be encouraged. Space and availability of seats also determine students' use of the e-library. The test of hypothesis in table 04 showed that there is no significant difference between the mean ratings of male and female students' opinion on the extent of awareness of e-libraries among students in universities in Rivers State.

The result in table 02 indicate that users have unlimited access to retrieve information, there are database available for research work and old students make use of the e-library more. Findings have also shown that there are increased social interactions outside the school system and beyond, scholars also have quick and equal opportunities to information. Respondents' do not agree that the e-library is under-utilized, or that student's usage of the e-library is low. Male respondents on the other hand disagree that students possess skills to manipulate activities encountered in e-libraries. Looking at the aggregate mean responses, it can be summed up that there is a high level of usage of e-libraries to enhance academic performance of students. This result is in line with the findings of Agboola and Bamigboye (2001), which revealed that students make use of the e-library and as students move to the next level of study, their usage of the e-library increases. Also in agreement, is the study of Amusan and Umma (2009) that most students are aware of the e-library resources but do not use them because they lacked the skills. However contrary to the results of the present study is the finding of Tiemo (2016) which reveals that federal and

state universities in South-South, Nigeria do not subscribe to a wide range of electronic information resource databases in their libraries for teaching, learning and research work. Agboola and Bamigboye (2011) findings is contrary to the present one on the result that students use more of printed materials than electronic facilities; as a result, the resources are not well utilized. The hypothesis in table 05 was accepted because there is no significant difference between the mean ratings of male and female students' opinion on the level of usage of the e-library to enhance academic performance of students in universities in Rivers State.

The research findings in table 03 reveals the following factors militating against the effective utilization of e-libraries in universities; poor infrastructure due to poor funding, low rate of local online publishing affecting library collections, low storage facilities, poor internet connections and breakdown of server. Other factors include interrupted power supply, high cost of internet browsing, and high cost of printing information. These are in agreement with the study of Ganiy et al. (2014) findings which identified some challenges encountered while using e-resources as poor internet connectivity, lack of assistance from library staff, lack of ICT skills personnel, irregular power supply and most of the computer systems not being up-to-date. Uwaifo (2012) in support discovered that poor electric power supply, inadequate localized softwares, absence of functional information network and high cost of internet browsing were among the major barriers to the students' effective use of electronic information resources.

Furthermore, Uwaifo and Eiriemiokhale (2013) revealed that the available facilities for using electronic information resources are not encouraging. Amusan and Umma

(2009) found that the students have not been formally taught the use of e-library resources and Mulla (2011) revealed that the information available in the electronic resources are always inadequate; faculty members indicated lack of training as the main problem while using electronic resources. Tiemo (2016) in his study found out that universities do not subscribe to a wide range of electronic information resource database in their libraries, which could be that enough funds were not released for the subscription. On the contrary, Uwaifo (2012) in his findings revealed that library and information science students are aware of a wide range of electronic information resources, princi pally through several internet courses offered by the university. Sharma (2009) discovered that the practical use of e-resources is not up to the worth in comparison to investments made in acquiring these resources because the infrastructures to use these resources are not adequate and can hinder the ability to meet the requirements of users. Access to information is one of the major factors which cannot be over-emphasized in ensuring the functionality of an e-library. Hypothesis 3 in table 06 was accepted which means that there is no significant difference between the mean ratings of male and female students opinion on the factors militating against the effective utilization of e-libraries in universities in Rivers State.

Conclusion

There is a high quest for students to meet their academic goals through the use of the library. Previously, the library system was faced with a lot of challenges such as lack of learning materials, textbooks, video and audio documentations. Since the amalgamation of ICT in the library system, the library has improved in terms of services provided; students and researchers are motivated to make better use of the library facilities. While making efforts to increase awareness among learners and researchers, there is need to ensure that the e-libraries are used for what they are meant for and not connected to a place where students can go to watch movies and engage in other irrelevant social interactions as observed by the researcher. As a result, there is need to provide security and guide in the use of the e-library, so as to assist students to remain focused as they log-on to the e-library system, thereby restricting users to aim at their purpose of academic search.

Recommendations

1. There is need for students to have a better understanding of the modern technologies that are introduced to make e-library services effective and easy for researchers to use. Therefore, training and re-training should be introduced to enhance their knowledge and encourage the level of usage.
2. The universities should ensure that the undergraduates are enlightened on the existence and skillful use of the e-library, through continuous orientation of new and old students.
3. In addition, the use of e-library should be introduced as one of the main or sub courses to be taught in the universities, as students prepare for research work and findings.
4. Universities also should collect soft copies of projects and conference proceeding for the e-libraries to enrich them with local publications.
5. The introduction of high speed technology will improve internet connectivity. Consequently, there is need to provide an uninterrupted power supply and periodic battery maintenance. This will help to ensure an effective use of the e-libraries.

6. Schools should subsidise the cost of printing information from online, so that students can pay less, to encourage the use and retrieval of information from the e-libraries.

7. Nevertheless, the study failed to consider respondents' academic year of study, so as to check the level of students' performance in the use of e-libraries.

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A COMPARATIVE STUDY OF HISTORY EDUCATION AND HISTORY AND INTERNATIONAL STUDIES STUDENTS ON LEARNING OUTCOME IN UNIVERSITY OF ILORIN

Aminat O. ABURIME (PhD)
Department of Arts Education, Faculty of Education
University of Ilorin, Ilorin
aminataburime@unilorin.edu.ng 07038703054

Oyeyemi JEKAYINFA (PhD)
Department of Arts Education, Faculty of Education
University of Ilorin, Ilorin
Yemijek@yahoo.com, 08149332414

And

Chibueze, DAVID
Department of Arts Education, Faculty of Education
University of Ilorin, Ilorin

Abstract

The main purpose of this study was to carry out a comparative analysis of the learning outcome of History Education and History and International Studies Students of University of Ilorin (2017 – 2019). The population of the study comprises of 800 students in both Department of History Education, History and International Studies. Two research questions guided the study. A stratified sampling technique was used to extract the data (results) of 10 students from each level in the Department of Arts Education (History Education). This same process was repeated in the Department of History and International Studies. The total numbers of sample used for the study were eighty (80) which includes 40 from each of the Departments. A researcher designed pro forma was used to elicit information from the respondents. Data obtained from the respondents were subjected to analysis of t-test and Analysis of Variance (ANOVA) at 0.05 level of significance. The results obtained from the data gathered and analyzed in this study indicated that the majority of the History Education students graduated with second-class lower and thus, having average learning outcome. The majority of the History and International Studies students graduated with second-class lower and thus, having average learning outcome. There was no statistically significant difference in the learning outcome of History Education and History and International Studies students of University of Ilorin ($t_{(689)} = 2.66$, $p > 0.05$). There was no statistically significant difference in the learning outcome of male History Education and History and International Studies students of University of Ilorin ($t_{(410)} = 2.74$, $p > 0.05$). Based on the findings of this study, the following recommendations were made: students should brace up and take their studies and courses seriously. School authorities should organize and integrate academic seminars, workshops, and conferences etc. as part of the compulsory courses for the students.

Introduction

Education is a valuable resource for every nation. Education as described by Oyekan (2010) is a process of refining and preserving the collective values embedded in the culture of the society. Education is a cooperative teaching-learning process of preparing an individual from birth and all through his/her life for happy useful living in the society within the culture and resources (Oyekan, 2010). Also, Oloyede (2019) asserted that education is often conceived as a systematic action of imparting relevant knowledge, skills and habits to the learners in their preparation for meaningful life and contribution to better society. Education has been diversified into different fields; the field of sciences, arts and commerce. Subjects such as Chemistry, Physics, Biology are categorized under the science field. In the field of social science, History is well recognized.

Osokoya (1989) stated that History education is an academic field which concerns itself with the study of how societies have transmitted culture from one generation to another. The author goes further to say that it is also a study of how education became a tool for problem solving activity and its evolution down the ages. It is often said to be the "queen" or "mother" of the social sciences. It is the basis of all subjects of study which fall under the category of Humanities and Social Sciences. It is also the basis of the study of philosophy, politics, economics and even art and religion. Study of history deepens understanding of the potentialities and limitations of the present. It has thus become a future-oriented study related to contemporary problems.

Bilal, Fakhar, Muhammad and Zahoor (2013) stated that the scope of history includes both human and nature, all activities of human, the study of economic and social change which is gaining greater prominence in recent year, also, the scope of history has been enlarged from objective empiricism to historicism. Objective empiricism means the establishment of facts as they really were. It is sometimes like presenting a photographic copy of how things really existed in the past. Historicism means tracing the growth and development of an event from its early stages. It is like a genetic process which takes into account evolutionary trends and how progress has been made from age to age. Finally, the scope of history was further widened when attempts were made to develop a new concept called 'historical relativism' (Bilal, Fakhar, Muhammad & Zahoor, 2013).

According to Kosemani (2011), History teaching began in the nineteen sixties when history of West Africa was included in the School Leaving Certificate Examination syllabus. The inclusion of history in the examination syllabus demands a thorough knowledge of the aims, content and techniques to be adopted to achieve effective teaching and learning. History teaching and learning in Nigeria witnessed different epochs in scope, nature and characteristics (Kosemani, *20*11). History education has assumed the role of a human science. Furthermore, history has been diversified to encompass international studies.

History and International Studies refers to a discipline, what a person is studying in that specialized Political Science class in which the learning of politics among nations takes place. It is the field or body of knowledge that examines the totality of human relations across national boundaries. Goldstein (2010) submited that International Studies is that branch of Political Science that deals with interactions between state and non-state actors in the international system. Ola (2009) on the

other hand argues that International Studies is the study of all forms of interactions that exist between members of separate entities or nations within the international system.

History and International Studies encompasses International Relations and other aspects of human society such as the cultural, scientific and economic areas, which may or may not be studied in relational or comparative contexts. International Studies not only examines the relational situations between states, but looks at international relations and other aspects of the world. International Politics is just one of the sub-fields of History and international studies. International Diplomacy is the nearest in meaning and content; but its teaching sometimes excludes other non-political areas (Folarin, 2010). History education and History and international studies are being studied in different tertiary institutions with varying learning outcomes.

Zane (2018) stated that learning outcomes are described as written statements of what a learner is expected to know, understand and/or be able to do at the end of a period of learning. According to Steve (2000), learning outcome can be measured by academic achievement and accountability. The author also stated that mission and goals of the education system usually determine learning outcome. Northern Michigan University (2000) also defined learning outcome as the ability to write, interpret, develop positive attitude and speak clearly and effectively which will enhance their learning as undergraduate and throughout their lives after graduation. Learning outcomes are statements of what learners is expected to know, understand and/or be able to demonstrate after completion of a process of learning (Prøitz, 2010). According to Moon (2002), learning outcome is a statement of what a learner is

expected to know, understand and be able to do at the end of a period of learning and of how that learning is to be demonstrated. Hence, ascertaining the learning outcome of students is of utmost importance.

Despite the studies that have been carried out on learning outcome, this paper will take a different dimension by assessing and comparing the learning outcome of History Education and History and International Studies students of University of Ilorin (2017 – 2019). Several studies have been carried out by researchers on learning outcome. Chugh and Audichya (2004) studied the learning outcome of the orphan boys of 6 to 12 years and concluded that family variables like parents' education, occupation, socio-economic status, age did not affect the academic achievement. Also, Norsida (2010) examined the learning outcome of the mathematics students according to their gender and concluded that women achieve better learning outcome compared to the men. Simonton (2001) observed that Lehman found correlation between age and achievement in a series of studies conducted.

Statement of the Problem

Learning outcome can be measured by academic achievement and accountability. Mission and goals of the education system usually determine learning outcome. However, the learning outcome of students has been the major concern of parents, government and lecturers. Interest of students in History Education coupled with History and International Studies are on the decline despite its importance. The researcher observed that loss of interest in the course has invariably affected the learning outcome of student's. Also, several similar researchers (Glass, 2002; Stevenson, Shin-Yin & James, 2001; Lincove & Painter, 2006; Abdu-Raheem, 2012; Oshima & Domaleski, 2006) have

stressed on variables such as age, gender, environment on the learning outcomes of students in various fields but none of these researches compared the learning outcome of History Education and History and International Studies.

This study will therefore fill this gap by carrying out a comparative analysis of the learning outcome of history education and History and International Studies students of University of Ilorin from 2017 to 2019.

Aim and Objectives

The aim of this study is to carry out a comparative analysis of the learning outcome of History Education and History and International Studies students of University of Ilorin from 2017 to 2019). Specifically, the study sought the following objectives:

  i.   Differences in the learning outcome between History Education Students of University of Ilorin and History and International Studies students of University of Ilorin.
  ii. Difference in the learning outcome of male and female History Education and History and International Studies students of University of Ilorin

Research Questions

The following research questions were answered in the course of this study.

  i.   What are the difference in the learning outcome of History Education and History and International Studies students of University of Ilorin?
  ii. What are the difference in the learning outcome of male and Female History Education and History and International Studies students of University of Ilorin?

Research Hypotheses

Ho1: There is no significant difference in the learning outcome of History Education and History and International Studies students of University of Ilorin.

Ho2: There is no significant difference in the learning outcome of male and female History Education and History and International Studies students of University of Ilorin.

Methodology

An expo factor design was adopted. it is a method in which group with qualities that already exist are compared on some dependent variables. In respect to this study, this design guides the collection of relevant data which were used in making a systematic description of the existing situation vis-à-vis the comparative analysis of the learning outcome of History Education and History and International Studies students of University of Ilorin between 2017 and 2019. A stratified sampling technique was used to sample 10 students from each level in the Department of Arts Education (History Education). This same process was used in the Department of History and International Studies. The total number of sample used for the study was eighty (80). A profoma was used to elicit information from the respondents. Data obtained from the respondents were subjected to t-test and analysis of variance (ANOVA).

Results and Discussion

Question One: What is the learning outcome of History Education students of University of Ilorin?

Table 2: Trend in Learning Outcome of Graduates of History Education of University of Ilorin from 2017 to 2019

Year	1st Class	2nd Class Upper	2nd Class Lower	3rd Class	Pass
2017	4 (1.6%)	49 (20.6%)	106 (44.6%)	58 (24.4%)	2 (0.8%)
2018	2 (0.8%)	56 (23.6%)	119 (50.1%)	51 (21.5%)	5 (2.1%)
2019	5 (2.1%)	61 (25.7%)	138 (58.1%)	49 (20.6%)	7 (2.9%)
Grand Total = 712: Mean = 237.33					

Table 2 shows the percentage of graduates of History Education with respect to their learning outcomes from 2017 to 2019 academic sessions. The percentage of graduates of History Education that had 1st class in 2017 was 1.6 and this decreased to 0.8 in 2018 but rose to 2.1 in 2019. graduates of History Education with 2nd Class Upper was 20.6% in 2017 and this increased to 23.6% in 2018 and 25.7% in 2019. The proportion of graduates of History Education that had 2nd Class Lower in 2017 was 44.6% and this increased to 50.1% in 2018 and 58.1% in 2019. The percentage of graduates of History Education that had 3rd Class was 24.4 in 2017 and this decreased to 21.5% in 2018 and 20.6% in 2019. Graduates of History Education with Pass in 2017 was 0.8% which increased to 2.1% in 2018 and 2.9% in 2019.

It could therefore be observed that the trend of learning outcome of graduates of History Education with 2nd-Class-Upper, 2nd-Class-Lower and Pass is upward (increasing) while 3rd Class is downward (decreasing), though the highest proportion of graduates of History Education, graduated with 2nd-Class-Lower followed by 2nd –Class-Upper and 3rd -Class while only few graduates of History Education graduated with 1st Class/Pass from 2017 to 2018 in University of Ilorin.

Question Two: What is the learning outcome of History and International Studies students of University of Ilorin?

Table 3: Trend in Learning Outcome of Male and Female Graduates of History and International Studies of University of Ilorin from 2017 to 2019

Year	1st Class	2nd Class Upper	2nd Class Lower	3rd Class	Pass
2017	3 (1.2%)	62 (23.9%)	102 (39.3%)	66 (25.4%)	7 (2.7%)
2018	5 (1.9%)	71 (27.3%)	121 (46.6%)	57 (21.9%)	5 (1.9%)
2019	2 (0.7%)	79 (30.4%)	143 (55.1%)	54 (20.8%)	2 (0.7%)
Grand Total = 779: Mean = 259.67					

Table 3 shows the percentage of graduates of History and International Studies with respect to their learning outcomes from 2017 to 2019 academic sessions. the percentage of graduates of History and International Studies that had 1st Class learning outcome in 2017 was 1.2 and this increased to 1.9 in 2018 but fell to 0.7 in

2019. The proportion of graduates of History and International Studies with 2nd Class-Upper was 23.9% in 2017 and this increased to 27.3% in 2018 and 30.4% in 2019. Graduates of History and International Studies that had 2nd Class-Lower in 2017 were 39.3% this increased to 46.6% in 2018 and 55.1% in 2019. The percentage of graduates of History and International Studies that had 3rd Class was 25.4 in 2017 and this decreased to 21.9 in 2018 and 20.8 in 2019. Graduates of History and International Studies that had Pass in 2017 were 2.7 which decreased to 1.9 in 2018 and 0.7 in 2019.

Hypotheses

Ho1: There is no significant difference in the learning outcome of History Education and History and International Studies students of University of Ilorin

Table 4: t-test Statistics showing the difference in the learning outcome of History Education and History and International Studies students of University of Ilorin

Courses of Study	N	Mean	SD	Df	t-value	Sig.	Remark
History Education	339	12.87	1.37				
				689	2.66	0.72	**NS**
History and International Studies	352	12.38	1.18				

*Insignificant at p>0.05

As revealed in Table 4, the t-value 2.66 was obtained with a p-value 0.72 computed at 0.05 alpha level. Since the p-value of 0.72 is greater than 0.05 level of significance, the null hypothesis one is retained. This shows that there is no statistically significant difference in the learning outcome of History Education and History and International Studies students of University of Ilorin ($t_{(689)} = 2.66$, p>0.05).

Ho2: There is no significant difference in the learning outcome of male History Education and History and International Studies students of University of Ilorin.

Table 5: t-test Statistics showing the difference in the learning outcome of male and Female History Education and History and International Studies students of University of Ilorin

Courses of Study	N	Mean	SD	Df	t-value	Sig.	Remark
History Education	213	12.83	1.31				
				410	2.74	0.12	**NS**
History and International Studies	199	13.60	1.64				

*Insignificant at p>0.05

As revealed in Table 5, the t-value 2.74 was obtained with a p-value 0.12 computed at 0.05 alpha level. Since the p-value of 0.12 is greater than 0.05 level of significance, the null hypothesis one is retained. This shows that there is no statistically significant difference in the learning outcome of male History Education and History and International Studies students of University of Ilorin (t $_{(410)}$ = 2.74, p>0.05).

From the findings of this research, it was discovered that History and International Studies students and History Education students are both struggling when it comes to their learning outcomes. This is obviously so, because they do not study hard enough as it befits undergraduates. However, to emerge successful or be a high flying student in any field, students must pay particular attention to their studies. The level of exposure given to learners on materials learnt is equally very important in goal's attainment. Thus, effective evaluative strategies must be put in place by universities to assist learner's learning outcomes.

Discussion

Higher education institutions have acknowledged the importance of assessing student learning outcomes. Research by Al-Shammari (2010) has shown that assessment of student learning outcomes can provide valuable information to analyse learning outcomes in any course of study. Importantly, assessment offers clear and useful information on student learning outcomes that may be used as indicators of students' learning-related strengths and weaknesses. Another reason to use assessment is its capacity to aid educators in identifying, classifying, and evaluating a specific performance indicator that points to

success or failure in student learning outcomes. Furthermore, the assessment of learning outcomes is to help instructors identify course-related weaknesses and implement specific improvements. (Carey & Gregory, 2003).

This implies that the trend of learning outcome of graduates of History and International Studies with 2nd-Class-Upper, and Lower is upward (increasing) while the proportion of graduates of History and International Studies with 3rd Class and Pass is downward (decreasing), though the highest proportion of History and International Studies students graduated with 2nd-Class-Lower followed by 2nd–Class-Upper and 3rd -Class while only few History and International Studies students graduated with 1st Class/Pass from 2017 to 2018 in University of Ilorin.

Recommendations

The following recommendations were made, based on the findings of this study.

1. Students should brace up and take their studies and courses seriously
2. School authorities should organize and integrate academic seminars, workshops, conferences etc. (in the area of learning) as part of the compulsory courses registered by male and female students in their various departments so as to improve their academic commitment and learning outcomes.
3. School management, guidance counsellors and the relevant authorities should find a means to motivate and counsel male and female students on the need to knuckle down and graduate with higher learning outcomes.

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APPLICATION OF RELIGIOUS SYSTEM AS A PEACE-BUILDING MECHANISM OF THE IZON PEOPLE IN BAYELSA STATE: A REMEDY TO SECURITY CHALLENGES IN NIGERIA

Moses Onyendu OKAI, Ph.D
Department of Religious and Cultural Studies, Faculty of Humanities
Rivers State University, Nkpolu-Oroworukwo, Port Harcourt, Rivers State Nigeria
moses.okai@ust.edu.ng +2347065763202

And

Ugiazibe EGEGE
Department of Religious Studies, Faculty of Arts, Niger Delta University
Wilberforce Island, Bayelsa State, Nigeria.
francaegege@gmail.com, +2348147458824

Abstract

It is obvious that Nigeria is bedeviled with inter and intra communal, ethno-religious, economic and political conflicts, including the endless struggle between militants, bandits and terrorists. These endless ugly phenomena had provoked the sympathy and engagement of persons from many sectors in a bid to find solutions for resolution and management of the conflict situations. But their efforts had not yielded the desired objective. Hence this paper focuses on the application of religious system and the adoption of indigenous peace-building mechanisms as an alternative to dispute resolution. The paper sought to establish how the Izon people of Niger Delta in Nigeria have used it as an effective indigenous peace-building mechanism to prevent, mitigate, manage, and resolve conflicts. The paper adopted the method of collection of information from primary sources through interviews as well as from secondary sources through library research and the internet. The paper discovered that the Izon people have developed widely used and effective indigenous mechanisms for the prevention and resolution of conflicts. The study concluded that there are latent political, socio-cultural, and economic conflicts threatening the peace of the Nigeria; and recommends that these indigenous preventive mechanisms of the Izon people should be recognized, practiced, and backed by law to complement the efforts at resolving disputes in Nigeria.

Keywords: Challenges, Mechanism, Peace-Building, Izon People and Security.

Introduction

Although conflict is an inevitable part of human existence, yet the quest for peaceful society cannot be overemphasized. It is based on this fact that the current security challenges in Nigeria has become a serious concern to every individual within and outside the nation. It is a known truth that as long as people live in society or group, there are bound to be conflicts arising from differences of interests, prejudice, needs and ambitions, hence the need to manage and resolve conflicts. But the approach adopted to prevent or resolve such difference of interests determines its resolution. In other words, when a conflict happens, the crucial point should be the effective adoption of the necessary principle of the resolution.

The pervasive armed banditry and its associated threats to human security in the North-West region of Nigeria, particularly, Zamfara, Katsina, Kaduna, Sokoto and Niger States, have become a subject of national security and public concern. The multifaceted layers of criminality involved, and recurrent nature of the armed banditry call for effective mechanisms to mitigate the threat it poses to peace and security in the affected States. But it did appear that every mechanism put in place to curb this menace had lost its potency, hence the suggestion for the adoption of indigenous mechanisms.

Indigenous mechanisms are grass root approaches to solve conflicts by the society. The most important elements involving in this mechanism include the tradition of forgiveness, respect for elders because of their symbolic authority to enforce decisions and transfer of resource as compensation. Indigenous conflict resolution typically incorporates consensus-building based on open discussions to exchange information and clarify issues. This paper adopts some of these principles while discussing thereligious system and peace-building mechanism of the Izon people of Bayelsa State, Nigeria, and indeed encourages its adoption in tackling the security challenges in Nigeria.

Conceptual Clarification

Izon People

The Izon or otherwise known as the Ijaw people as a result of historic mispronunciation of the name Izon, are an ethnic group majorly found in the southern part of Nigeria at the heart of the Niger Delta. The Izon people are predominantly farmers and fishermen with very few traders due to their terrain. The Izon people of Bayelsa is made up of the Izon speaking people, the Ogbia, Epie/Attisa, as well as Nembe/Brass people.

It is worthy of note that the Izons were the first people in Nigeria to have contact with the Westerners and were active as go-betweens in the trade between visiting Europeans and the people of the interior, particularly in the era before the discovery of quinine, when West Africa were still known as the *White Man's Grave* due to the endemic presence of malaria. (En.m.wikipedia.org.)

Origin of the Ijaw People

According to Owonaro (1949), the Izon, or Ijaw People are one of the oldest peoples of Africa and one of the oldest in present day Nigeria. Language studies indicate that the Ijaw language is one of the oldest languages of Africa and differentiated from a parent language at a very early period at least 5000 years before the birth of other neighboring language groups. (p. 56) He further postulated that based on language studies, thousands of years ago, the Ijaw People originated from a north eastern location, around Lake Chad and beyond to the Sudanic Nile Valley. This north eastern and Sudanic origin is also traced to the ancient aquatic civilization that stretched across middle Africa on the ancient waterways linking West Africa River Niger and Benue with the Lake Chad Mega Sea and Nile Valley. Using these language studies, it is stated that the Ijaw People, migrated in ancient times following the waterways and rivers that connected the Nile valley with the Lake Chad inland sea and the Niger/Benue river systems. Some also followed overland routes that traced through the waterways of antiquity. Consequently, they were one of the first and aboriginal (autochthones) peoples of the West Africa region of the Niger/Benue.

Religious System of Izon People

Most of the Ijaw people are now practitioners of the Christian religion. A greater percentage of them are members of the Roman Catholic Church, Zion Church, Anglican and Pentecostal. There are also a small number of converts to Islam. However, they also have elaborate traditional religious practices of their own. Veneration of ancestors in Ijaw traditional religion plays a vital role, while water spirits, known as *Owuamapu* figure prominently in the Ijaw pantheon. More so, the Ijaw also practice a form of divination called Igbadai or Aganaga in which deceased individuals are interrogated on the causes of their death. The Ijaw religious belief system is built on a very high moral standard where issues of criminality and misconduct are not condoned and considered as a taboo. Their religious system is built on truth telling, fair judgement, communal living and unity. Thus, people with questionable character were not given leadership position. The elders were the custodians of law as well as symbol of authority, thus they had final say in all matters regarding the well-being of the people and maintenance of peace.

The role of prayer in the Izon religious system of beliefs is to maintain the living in the good graces of the water spirits among whom they dwelt before being born into this world, and each year at a particular season (especially during raining season), the Izon hold celebrations to honor the spirits lasting for several days. Central to the festivities is the role of masquerades and cultural displays in which men wearing elaborate outfits and carved masks dance to the beat of drums and manifest the influence of the water spirits through the quality and intensity of their dancing. Particularly spectacular masqueraders are taken to actually be in the possession of the particular spirits on whose behalf they are dancing. (sdgs.scout.org.)

Another notable religious system of the Izon people is their belief in sending forth the diseased to the spirit world. Burial rights are usually very expensive among the Izon people as many traditional rights are demanded and a lot of preparations are required. While the burial last for days, lot of responsibilities are expected from the members of the family. However, every celebration is done in the spirit of love and oneness of heart and the pain of one is the pain of all.

Peace-Building

This is an activity that is geared towards bringing a lasting solution to an existing problem or conflicts. According to Kofi (2011), Peace building is a long-term process of encouraging people to talk, repairing relationships, and reforming institutions. In order words, Peace-building addresses an underlying causes of conflict, seeks to help people or group to resolve their differences amicably and lays the foundation to prevent future violence. For a lasting positive change to occur, every group affected by conflicts should be involved in the process of peace-building. Thus peace-building helps to build people's relationship in order to enhance a better working environment. Even the Christian Bible states "can two walk together except they agree" (Amos 3:3). This means understanding and dealing with why people are fighting or in conflict, and identifying ways of bringing a lasting solution is key. For instance, the introduction of the amnesty program during late Yara'Adua's administration was able to put an end to the agitation of the Niger Delta youth.

Peace-building is a necessary tool in nation building because it is key to the development of any nation and the well-

being of its citizenry. Violence and conflicts only leads to underdevelopment, poverty, loss of lives and property, insecurity etc. Thus, everyone and every aspect of the human society is affected directly or indirectly by conflicts of any kind within a society. Hence it is imperative for every individual to work towards peace-building. Ensuring peace ultimately requires a strong commitment and extraordinary courage in order to ensure a permanent end to conflicts and violence.

Mechanisms for Peace Building

In order to ensure peace-building in any nation, the following mechanisms are usually considered.

1) Consultation of Actors

Actors here refers to those who are involved in conflict. That is those mostly affected by violence. Hence for conflict to be resolved between two nations or group, there has to be due consultations by a third party whose major aim is to end an existing conflict between two or more groups. It is therefore worthy of note that consultation of actors is one of the mechanism usually applied in conflict resolution. This is done in order to better understand the nature of the conflict and the measures to be considered.

2) Dialogue

Dialogue according to Ebosele (2005) is one of the means of creating proper understanding to enhance an enduring co-habitation. Dialogue helps people to live together irrespective of their religious and ethnic affiliation. The use of dialogue enables groups into conflict to better understand themselves for it is an attempt to explain, communicate, and to enlighten. Therefore, the use of dialogue in conflict management and peace building is not to cancel the diversity of ideas but rather to

have an insight in the world of the partner in dialogue in order to find a common agreeable point of contact. Dialogue involves a give and take sides, patient listening to each other's views and willingness to co-operate in a common ground. Thus, is it seen as a pathway to peace building which is why it is often applied? (p. 42)

3) Policing

The police are a constituted body of individuals or persons empowered by a state, with the aim of enforcing law in order to ensure safety of citizens and for the prevention of crime. Their lawful duties include arrest and the use of force legitimized by the state through monopoly on violence (en.m.Wikipedia.org).

Policing in the view of Zouev (2019) is a core element in building peaceful and prosperous society. This means the use police plays a vital role in ensuring sustained peace and order by preventing, detecting and investigating crime, protection of lives and property as well as maintaining order and safety. In order words, policing helps to reduce the fear of crime and insecurities within a locality or region. Policing ensures that crises do not arise or escalate beyond control. It contributes to a better understanding of major causes of conflict by helping to address potential disputes and underlying tensions before they escalate. (police.un.org)

4) Militarization

According to the Merriam Webster Dictionary, militarization means to give a military character, to equip with military forces and defenses and to adapt for military use. Hence, militarization is the process of equipping certain individuals with military

powers in order to help fight against certain violence in a state or nation. The anthropologist view militarization as a social process designed to bring about support for the military and shape social structures to support the military. It is an intentional process that is set out by a state government. This is done in order to empower military forces.

5) Amnesty

According to Azinge (2013) amnesty is a governmental act generally granted to a group of people who are bent on violated state laws or given to crimes. It is an act of pardon for past acts, granted to persons who have been guilty of politically inclined crime. He further posited that amnesty is a political tool of compromise and reunion following a war. For Ntoubandi (2007) amnesty is usually granted in order to ensure peace in the mist of ongoing war. This is one mechanism that has always been applied by government for peace building. It is a measure that is often designed to remove criminality or wrongdoing in a society. Amnesty is often granted during armed conflicts or as part of negotiation process for peace settlements.

6) Security Reforms by the Governments

This refers to the process of transforming or rebuilding the security sector to ensure good secured environment. It is the application of principles and ideas that could possibly lead to good governance and the smooth running of day-day activities without any form of threat. Security reforms are mostly organized by a state government in order to strengthen accountability as well as to maintain peace. Security sector here means those government institutions whose major aim is to safeguard a country and its citizens from any form of danger or harm; such as the Military, Police, SSS, JTF, DLEA, etc. The major aim of security reform is to

create an atmosphere of peace, good governance and development. It is designed to maintain law and order in any given society. Hence these security agencies are usually called upon either by government or groups in times of conflict or violence.

The above mentioned mechanisms are power tools often used by government, groups, and individuals during conflict or violence of any kind. However, in recent time the above mechanisms have proven abortive to issues of conflict and crimes. In fact, the security agencies are now being threatened as most of them are murdered with their base set ablaze by bandits and other threatening groups. Consultations of actors and dialogue have not also yielded much progress as series of dialogue and consultations have been done without a major change in terms of insecurity in Nigeria. This is as a result of corruption on the part of government or groups and insincere individuals who are considered as high and mighty. It is also a result of greed and accumulation of unending desire for wealth, lack of respect for state laws, government inability to sanction offenders, religious intolerance, and lack of brotherly love. We now live in a society where religion and ethnicity are more valued than human life. Hence, the traditional mechanisms of the Izon people of Bayelsa State are worthy of considerations for effective peace building in present Nigeria.

Security Challenges in Nigeria

Below factors are perceived to threaten peace in Nigeria:

1. **Ethnicity:** Nigeria's type of federalism brought together over 300 ethnic groups, with over 1000 dialects, and with different cultures and histories. This has made 'national question' in Nigeria one of the most complicated in the world. The main ethnic groups in the nation are the Yorubas,

Hausa-Fulani, and the Igbos who constitute the majority in terms of the nation's population. The multi-ethnic nature of the nation over the years has been one of the factors that breed conflicts. In the past few years, thousands of people have been killed in ethnic clashes. The fear of being schemed out of politics and socio-economy of the nation by the different ethnic groups has always generated political worry and tension that consequently led to conflicts. Different ethnic groups had from time to time been trying to outsmart one another, and for this reason, it has always resulted in conflicts.

2. The Control of Natural Resources: One of the major causes of conflict in Nigeria is the issue of economic and resource control. The neglect of the Niger Delta region of Nigeria, where the country's wealth is mainly derived from through the exploration and exploitation of crude oil has remained one of the sources of conflict and hostility in Nigeria. Oil bearing Niger Delta communities have remained economically marginalized and underdeveloped. This has continually forced the people to agitate for empowerment, development and to even control the resources in their domain. The fact that the areas are subjected to massive exploitation of natural resources without any meaningful development in terms of social services delivery has made the conflicts a recurrent one as the people in the areas continued to agitate for what they see as their rights.

3. Land Ownership: All over the world, due to the importance attached to land ownership and usage, people continue to struggle for it. The land conflict has thus become a widespread issue that occurs in different parts of the globe. The land is one of the most common factors that breed conflict in Nigeria, be it intra-ethnic or inter-ethnic. The issues attached to land

includes the struggle for the ownership of land, land boundaries, or land demarcation as well as land inheritance. Conflicts and disputes do occur among neighboring communities, as well as between and among towns living close to one another. In the middle belt and many parts of northern Nigeria for example, there have been several cases of land invasion by the Fulani herdsmen. This has resulted in the killings of many Nigerians by the arms carrying Fulani herdsmen.

4. Religious Intolerance: Religious intolerance is another source of conflict in Nigeria. Nigeria's vast population is fragmented into two main religious lines (Islam and Christianity). In Nigeria's Fourth Republic, the formal introduction and implementation of the criminal aspects of the Muslim sharia legal code in some states in the northern part of Nigeria, in October 1999 sparked off conflict. The northern Muslim political and religious leaders established the Supreme Council for Sharia in Nigeria (SCSN) to further promote sharia to other parts of the nation. The Christian groups in the southern and Middle Belt of the country reacted against this. The Christians alleged that the step was a calculated attempt by the Muslim, and the northern agenda to Islamize the nation. In recent times, there had been the killing of persons for what some Muslim extremists called blasphemy against Islam and her Prophet.

5. Youth Unemployment/ Restiveness: Grossly 200 million Nigeria's population, youth constitute more than 70%. There is no gainsaying the fact that youth are important factors in the development of a state, hence, they should always be put into consideration while formulating governmental policies. Failure to consider them in the policies of the state could mar the developmental activities of the state as it

could lead to their restiveness. Youth restiveness has been a recurring issue in our contemporary time, as there have been an upsurge in violence and conflicts across the nation. In the northern part of the nation are the cases of Boko Haram insurgencies that have led to the killing of several people and destruction of properties. In the south are the activities of different insurgents that specialize in hostage-taking, oil bunkering, etc., all these insurgents are parading not less than 98% of youths as their members.

Stakeholders for Peace-Building

Stakeholders are those people, or group of people who have 'stake or interest', or those who are affected or concerned by a particular problem. It could also be those who can be affected by a particular problem. Regarding peace-building, different sets of people or groups of people from different walks of life are the stakeholders. They include:

1. Political Actors: These are leaders of recognized political parties, state actors (e.g. government at different levels, ministries, departments of government), the legislative bodies, and the judiciary.

2. Military/Security Actors: The security sector comprised the Military, the Police, the Air Force, the Navy, and other Para-military segments). Constitutionally, these sets of actors are saddle with the responsibility of providing adequate security for the people and their properties as well as to protect the nation against external invasion or aggression.

3. Economic Entrepreneurs/Business Actors: These are the people managing companies, multinational companies, business mogul, and traders, who are in the areas of economic and business activities in the country. These sets of people need their business to be protected and where there is

no peace there cannot be any business transaction.

4. Civil Society/Non-Governmental Organisation: Civil society denotes a collection of organizations such as community groups, Non-Governmental Organizations (NGOs), labour unions, indigenous groups, charitable organiza-tions, faith-based organizations, professional associations, and foundations. These groups; for the fact that their member covers an array of organizations; they are very useful and indispensable in peace-building activities.

5. International/Regional Organisations: These include the United Nations, African Union, ECOWAS, etc. who from time to time seek peace and strive that peace is maintained regionally and internationally.

6. The Media: The media is referred to as the collective communication channels or apparatuses involved in storing and disseminating information especially to the people. The media include specialized communication businesses such as print media or the press, photography, advertising, cinema, broadcasting (radio and television). The media report any breakdown of peace, as well as sensitize people on the need to maintain peace and on the essentiality of peace-building.

7. Professional Groups: this includes the academia, the businessmen, journalists, bankers, engineers, medical personnel, etc. these sets of professionals can mobilize their members to support peace initiation and equally involve in peacebuilding across the nation as they have member across the nation.

8. Religious Groups: In Nigeria, the major religious affiliation of the citizens are Christianity, Islam, and traditional religion. Although under each of the religions there are different sects. The religious leaders too

are usually involved in peace-building in Nigeria. Their involvement could be physical when they preach peace to their followers; or when they are involved in the settlement of conflicts. Their involvement could also be spiritual when they ask to pray or propitiate for peace to reign.

9. Traditional Institutions: Traditional institutions are also stakeholders in peace-building. The leaders of traditional institutions include Oba, Emir, Sultan, Obi, Eze, and other titleholders who are spread all over the country. The institutions do involve in keeping peace in their domains, besides, conflict cases that are brought to the palaces are amicably settled by the Oba/Emir/Sultan/Obi, and other titleholders. The traditional institutions equally go all-out to maintain an atmosphere of peace.

Peace-Building Mechanisms of Izon People of Bayelsa State

As was noted earlier, the Ijaw people practice an elaborate traditional religious system which encourages peace building. Some of the notable ways the Izon religious system encourages peace building includes;

The Tradition of Forgiveness: Due to the high moral standard of the Izon traditional religious system, one of the mechanism used in peace building is the tradition of forgiveness. Forgiveness was the watch word of every one and this strengthened the bond of unity among the people. Despite the language difference, they saw themselves as people who originated from one ancestor. Issues of dispute was addressed by the elders in council in the local court in a peaceful manner. The essence for the tradition of forgiveness in place of offence, they believe is a natural occurrence which cannot be avoided. Therefore, for an offender to be punished for a crime committed, he/she must be given a second

chance as a test for loyalty. This tradition gives the individual or group the opportunity to turn a new leave. However, if the individual/groups who are found guilty refuses to adhere to the judgement of the Obeni-ibe/Amayanabo and their elders in council, they are summoned before the clan deity to be dealt with which sometimes entails massive death. And if its conflict between two individuals, the offender is made to pay fine with his wife or goat to the family of the offended depending on the gravity of the offence. This is why the Obeni-ibe/Amayanabo must be a person of a compassionate heart and forgiveness must be one of his core values. For this to be ascertained the Obeni-ibe/Amanyanabo before his installation is made to take oath of allegiance before the clan deity to stand on the path of truth and forgiveness. This was done to encourage brotherly love and togetherness. This is why the Izon people are not quick to respond to inter-ethnic or inter-tribal war or conflict except issues of injustice which must have been perpetuated for a number of times. Hence till date the religious system of forgiveness is still well very much in practice in order to promote peace and harmony. This means one of the core values of peace building among the Izon people is the tradition of forgiveness.

Respect for Elders/Leaders: The traditional religious system of the Izon people accorded so much respect for elders and leaders. Disobeying them was a taboo which attracted certain punishment such as isolation, flogs, and payment of fines due to their position as custodians of law and symbol of authority in the community/clan. Ikimi (2001) posited that community laws, customs and taboos were well known and taught to family members as they grew up. This is to enable members of the community obey the laws of the land. Respect for elders/leaders was as a result of

the ethical roles they played in decision making, care for the people, fair judgement, etc. they maintained high integrity and won the trust of the people.

Also, the moral conduct among the Izon people had supernatural influence which facilitates peace and harmony. This is so as individuals in all sincerity keep to the ethical rules which enhance peace and concord, lest they invite the wrath of the supernatural. (Oyitsoet al, 2013). Thus, issues of conflicts are taken to the council of elders who stands as a mediator. All issues of disputes within the Izon society were addressed by the council of elders/leaders because it is believed that the elders are endowed with so much wisdom. Their judgement were based on truth without any form of impartiality. Hence they were people of high moral standard who handled all issues of conflict in sincerity and fostered peace amongst the Izon people. Also, Egbo, a native of Kpansia community mentioned that most of the judgments or decisions regarding settling of disputes were decided in the presence of a deity which the people dreaded the most. Unlike today's society that respect for elders have been downgraded due to moral decadence.

Oath Taking: Another powerful weapon for peace-building mechanism in Izon religious system is the belief in oath taking. According to Ayisi (1979), oath taking is a significant feature of the administration of injustice. In Izon religious system, oath is sworn when issues of offence need to be addressed. In the view of Olaoba (2005) oath taking is the process of conflict resolution in African society which hinges on the recognition of the ancestral power and authority. It portrays the involvement of the ancestors in settling disputes and this often induces fear of the supernatural in the hearts of people. Oath taking is a mechanism designed to establish peace and prevent conflict among the Izon people. Oath taking is done through consultation of the most dreaded oracle in the clan for truth finding. In fact, issues of theft are also handled by oath taking. Through this method; those involved in conflict and those called for settlement are forced to speak the truth. In most land disputes oath taking was used as a remedy for peaceful settlement. By this practice, the Izon people were able to establish peace in their clans.

Spirit of Community: This means the bond that exist between the people within the community/ clan. This bond is another strong weapon used in peace building among the Izon people. This is so because the people inter marry and produce children, it automatically makes them members or close relatives of the same community. The Izon people live together in oneness and see the success of one as the success of all and the pain of one as the pain to all. As a result, issues of disputes or violence is addressed in that regard.

Aside marriage, another way the communal spirit or life is used in peace building is during the celebration of festival. These traditional festivals were means of bringing people of all walks of life together and every crisis or disputes are settled in a peaceful manner. During this period, so much love and care is shared among members of the same community/clan and it is in that spirit that all offences are forgiven. This is so as masquerade display instill fear in the mind of the people and also due to the high regards the people have for their king, as his orders cannot be disobeyed. Thus, it becomes a mechanism of peace building among the Izon people of Bayelsa state of Nigeria. Oziogu (2011) postulates that cultural festivals are periodic celebration by people of a community to commemorate a notable event and a home –

coming of the sons and daughters of the soil from various towns/cities after a long period of time.

Transfer of Resources as Compensation: The Izon people also settle dispute and foster peace through their religious system by transfer of resource compensation. This they do by calling for a dialogue that is headed by the elders in council and judged by the king. In this mechanism, the numbers of those who lost their lives during the time of crisis are counted on both sides and the group who lost the highest number are compensated with women equivalent to the number from the other group who lost the lowest. And those women are taken as wives into the families of those who lost their loved ones due to the crisis, and this usually served as a bond between both communities. Also, if it's a land dispute, the help of a third party is sorted and a land survey is carried out in the presence of both parties involved to ascertain the actual owner of the land. And the actual owners are compensated and if a building has already been erected in the said land, both the building and land is returned to the original owner no matter how much has been spent. Hence, the Izon religious system run a transparent and accountable government where every issue is addressed without any atom of injustice.

The Application of the Religious and Peace-Building Methods of Ijaw People as a Remedy to the Security Challenges in Nigeria.

In order to ensure peace in Nigeria, the Izon religious method of peace building is highly recommended. Nigeria has come to the point where other methods of peace-building should be explored. This is because one cannot keep doing a particular thing and expect different result. There must be innovations in managing the conflicts that bedeviled us. Hence the engagement of the Izon religious system of peace building will be a welcome idea as it will create a reform of our political system and social structures. This means our political leaders and all office holders need to function in a manner that their leadership is not questionable. That is, they need to have a heart for the people by working for their progress and betterment.

Indeed, love and forgiveness as well as justice must be demonstrated by our leaders. By so doing, the people will trust in their judgement and leadership skills just as the Izon people had on their king and council of elders/chiefs. More so, our Nigerian leaders need to earn the respect of the youths and all the people they are leading. All these cannot be achieved in a government where corruption, greed and injustice is the order of the day. The Izon people had so much respect for their elders and leaders due to their selfless service to the people and standing for the truth. No judgement was given in impartiality no matter who was involved. Their moral values were of the highest order.

In like manner, our political leaders can set the pace for a strong moral system in order to earn respect and trust of the people. But how can they earn trust and respect of the people when they are used as tugs in political arena, false promises during political campaigns, leaving them in abject poverty and bringing policies that only favors the political class. Because it may interest you to know that most of the crisis faced by the Nigerian nation is due to bad governance and selfishness of our political leaders, injustice, unfair judgement etc.

Another religious mechanism that can be applicable in order to restore peace in Nigeria is oath taking. This is required in order to seal every agreement between the state and federal government as well as any form of agreement between the people and

the government. Through this, agreement or signing of contract will not be bridged which usually leads to conflict. The nation is faced with a lot of strike and protest due to bridge of agreement and false promises. Thus, oath taking is required in every decision reached between the people, group and government. Oath taking should also be applied during the swearing in of all categories of political leaders. This will instill fear in the heart of the people to do right.

Also, the Nigerian nation need to work towards communal bonding irrespective of religious/ethnic affiliation. The leaders need to create an awareness that we are one and as such no inciting word, hate speech or maltreatment of any religious/ethnic group should be condoned. There has to be a written law stating that no religion or ethnic group is superior to the other with some punishable consequences. This, the Izon religious system did by summoning any offender to a dreaded deity and due to that, they were able to establish peace in every region.

To achieve this, the Nigerian nation can launch a program that will accommodate everyone and usher them into the spirit of unity and together no matter the religious/ethnic affiliation just like the traditional festivals that brings people from all walks of life among the Izon people.

Another effective mechanism of the Izon people that could salvage Nigerian situation is restoring and compensating the aggrieved group what rightfully belong to them after due consideration. For instance, issues of resource control and leadership position should be given to those whose right it is. Contract awarded to a particular region should be carried out in sincerity of heart just the way land and houses were compensated among the Izon people. In order words no religion or ethnic group should be denied their right. Everything should be done in fairness, transparency, truth, justice, and accountability. Like the Izon religious system, every act of criminality and corruption no matter who is involved were treated according to the law of the land. In order words, the law should take its full course.

Suggestions

Based on this research, the following suggestions are needed for peace-building in Nigeria.

1. The wisdom and knowledge of the local peacemakers should be sort. Training and workshops focusing on their method of peace-building should be organized.

2. National programs that focus on indigenous peace-building mechanism should be organized by the federal government in order to rekindled love among members of the state.

3. Nigerian leaders need to opt their game by building a strong moral value system. Hence, they need to look within themselves to know if they are practicing justice and equity.

Conclusion

From this paper we understand that conflict resolution is a vital tool for peace and development. No meaningful developmental activity can survive in a conflict and violent driven environment. Moreover, it was discovered that the judicial and military approaches are not working thus the need for a change. The study recommend among others the need to empower traditional intuitions with improved skills, strategies and techniques for conflict resolution and maintenance of peaceful relationship with the efforts of the government and non-governmental organizations in partnership with change agents, the people will be

better empowered to resolve their conflicts and join hands for the development of their communities.

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INSTRUCTIONAL SLIDES AND INSTRUCTIONAL VIDEOS AS A CORRELATE FOR STUDENTS ACADEMIC ACHIEVEMENT IN SENIOR SECONDARY SCHOOL GENETIC BIOLOGY IN PORT HARCOURT METROPOLIS

NWUCHEGBUO, Blessing Iheanyichukwu PhD
Educational Psychology, Guidance and Counseling
Ignatius Ajuru University of Education, Rivers State

And

IGBOH Nkem Queen
Department of Curriculum Studies and Instructional Technology, Faculty of Education
Ignatius Ajuru University of Education, Rivers State

Abstract

The study investigated the comparative effect of Instructional Slides and Instructional Videos on senior secondary schools students' academic achievement in Genetic Biology. The study employed a quasi-experimental research design. The study utilized pretest – posttest non randomized group design. Two research questions and two null hypotheses guided the study. The study was carried out in Port Harcourt metropolitan area of Rivers State. The population of the study consisted of all the Senior Secondary three (SS3) students who offer Biology in the public senior secondary schools within Port Harcourt Metropolis. Two public senior secondary schools were purposively chosen for the study and are randomly assigned to treatment groups. Group one was taught Genetic Biology lessons using Instructional Slides; treatment group two were taught using Instructional Videos. The researcher developed and packaged the Instructional Videos and Instructional Slides for two separate lessons and Genetic Biology Achievement Test (GBAT) served as instrument for data collection. The instruments were validated by three experts, one from Measurement and Evaluation Unit, one from Educational Technology Unit and one from Biology Unit of the Ignatius Ajuru University of Education. The instruments for data collection (GBAT) were trial tested to determine the internal consistency of the GBAT using Pearson correlation coefficient and Spearman-Brown prophecy formula was used to obtain a reliability coefficient of **.83** thus; the instrument was reliable enough for the study. The data collected was analyzed using mean, standard deviation, and analysis of covariance (ANCOVA). The findings of the study revealed that: there is significant difference in the mean performance of students taught using Instructional Slides and those taught using Instructional Videos in favour of those taught using Instructional Videos. Also, there is statistically significance difference between the male and female students in the two groups in favour of male students. Based on these findings, it was recommended that: Secondary school teachers should incorporate the use of Instructional Slides and/or Instructional Videos in teaching topics in Genetic Biology.

Keywords: Correlate, Genetic, Instructional slides and Instructional video.

Introduction

Education is the transmission or passage of information from one generation to another. It is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. The definition of "modern education" can be seen as "the act or process of imparting the knowledge about our present world and society". Education is a gradual process which brings positive change in human life and behaviour. We can also define education as "a process of acquiring knowledge through study or imparting the knowledge by way of instructions or some other practical procedure".

An enabling environment is necessary for the smooth sail of the teaching and learning process as it is psychologically and clinically proven that environment affects an individual either positively or negatively. In other words, an enabling environment is a conducive classroom or space equipped specially for learning. Another important factor that enhances education is instructional media; it is the medium through which the teacher connects with the learners. Instructional media is also seen as the vehicle that conveys the content of the subject matter from the teacher to the learner. By the use of instructional media, the students will easily understand what the teacher is saying in the classroom as it aids the teaching and learning process.

Instructional media can be classified or categorized in many ways. An adoption of the sensory mode of categorization process shows that instructional media can be divided into audio, visual and audio-visual (Mandah, 2004). However, (Dike, 2004) identified seven specific categories of instructional materials which are: graphics materials, non-projected still pictures, motion pictures, audio materials, three-dimensional materials and computer-based interactive media, slides and videos. Instructional slides and Instructional videos are examples in the category of audio-visuals which are the area this study is concerned with.

Instructional slides and videos are particularly useful in the classroom especially in teaching and learning of science subjects where units of instructions are abstract and better understood when presented in a systematic order. Such units of instruction in Science subjects include the topic GENETIC BIOLOGY. Instructional videos in the classroom have the power to help students grasp, visualize, and explain difficult concepts like that of Genes, Chromosomes, Alleles, DNA, etc, in Genetic Biology. While the use of Instructional slides and Videos in the classroom has significantly increased globally in recent years Connor and Wong, (2004); Bartsch and Cobern, (2003) reported that few studies have systematically investigated its impact on students' learning. Scientific researchers should explore how the newer instructional media can contribute to the improvement of academic performances in Genetic Biology education in 21ˢᵗ century.

Nigeria as a nation came late in to the use of modern technologies in her educational practice. As a result of this, many Nigerian secondary schools are yet to be fully equipped with instructional media resources and this has left a huge impact on the academic performance of senior secondary students. Some model secondary schools in Port Harcourt metropolis have been equipped with ICT rooms and laboratories through the Ministry of Education Intervention scheme that took effect in March, 2014 till 2018. Presently, instructional slides and videos are often used in teaching genetic Biology in these schools. When instructional videos and

slides are adequately utilized, it has been observed that it improves the learning process and the academic performance of SS 3 students in Genetic Biology and that is why the researcher is interested in carrying out the study on the use of instructional videos and slides as a correlate of academic achievement in senior secondary schools Genetic Biology.

Instructional slides also known as projected slides belongs to the group of projected visuals. According to Burton in Shabiralyani, Hasan, Hamad and Iqbal (2015), visual aids are those sensory objects or images which initiate or stimulate and support learning. It means that visual aids are those aids which appeal to the sense of vision or the eye in which children can see something (Dash & Dash, 2007). In a more complete meaning, Singh, (2005) defines visual aids as any device which by sight and sound increase the individuals' practice, outside that attained through read labeled as audio visual aids. Visual aids give chance to speakers to make a more professional and consistent performance. Projected slides have been long popular as media as well as entertainment. Projected slides are media formats in which pictures are enlarged and displayed on a screen which are really suitable for all use at all grade levels and for instruction in all curriculum areas. One advantage of projected slides is that the teacher can maintain eye contact with the students. The lighted screen is a silent shout, meaning that a shout likely to be heeded by even the most reluctant learners. The large, bright image captures the students' attention as no other technology can. Years ago, equipment like overhead projectors and posters provided the common visual aids. With the evolution of multimedia, PowerPoint slide shows and portable digital projectors for showing animated clips have become known. For generations, instructional video and instructional slides have been incorporated within educational materials to enhance learning (Reiber, 2000). As computer technology has advanced, the potential variety and overall quality of the instructional videos and instructional slides have increased. Such as video programs on education and animation are examples of enhanced features that are now readily used.

Alesandrini, (2002) explains that from an instructional viewpoint, media can facilitate learning in the following instances: a) when used to represent actual people, places, or things; b) it helps to simplify difficult, complex, and/or abstract material (e.g., a government organizational chart); or c) when used as an analogical bridge between familiar already learned materials and unfamiliar, or to be learned materials (e.g., instructional videos or instructional of a familiar truck to facilitate learning the functions of an unfamiliar red blood cell). As identified by Tversky, Marrison and Betrancourt, (2002), there are several key reasons why instructional videos can be utilized to enhance learning. First, they can make the learning more efficient. Pictures and other visuals help reduce the need for long textual descriptions. In such cases, a picture really can be "worth a thousand words." Thus the use of instructional video may lead to more efficient processing of information by utilizing the visual channel while reducing the information needed to be processed via the verbal channel. Second, well-constructed instructional video can organize complex materials so that key features are more readily ascertained and understood, as well as show spatial relations between important elements that otherwise may not be discovered by a learner. Based on Mayer, (2008), active processing assumption, well-designed instructional video program may provide the needed structure that allows learners to effectively

select, organize, and integrate new information.

In summary, instructional videos and instructional slides facilitate understanding and retention of concepts, develops inference and the potential discovery as well as learner motivation. It reduces the cognitive load on learning new material as learners' attention is directed to the significant elements and away from those items of less importance. Based on these theoretical underpinnings, instructional video can impact upon overall learning.

Statement of the Problem

The conventional teaching method with text book as the main teaching tool has been the most widely practiced among the Biology teachers in Port Harcourt metropolis. Not much effort has been made to effect a fundamental change to ensure effective teaching and learning of abstract topics like Genetics. However, some Biology teachers in the model secondary schools have been using instructional slides and videos for a few years now. It seems like the other teachers are "comfortable" with the traditional classroom instruction, while the learners' enthusiasm for Biology is gradually fading away. Having realized the necessity of applying a more effective teaching methodology, with the provision of multimedia resources by the ministry and the adoption of instructional slides and videos by the teachers in some model secondary schools in Port Harcourt metropolis, the quandary now is to find out the more effective instructional strategy, between instructional slides and instructional videos in order to adopt it, and fully apply it in the teaching of genetic Biology in schools to ensure effective teaching and understanding of the subject. It is at this point, the researcher deems it fit to compare the use of instructional slides and instructional videos as a means to

promote efficiency in lesson delivery.

Research Questions

The following research questions were posed to guide the study:

1. What is the mean score difference in the academic performance of students taught genetic Biology using Instructional slides and those taught using Instructional videos in senior secondary schools in Port Harcourt metropolis?

2. What is the mean difference between the academic performance of students taught genetic Biology using Instructional slides and those taught using Instructional videos in senior secondary schools in Port Harcourt metropolis based on gender?

Hypotheses

The following null hypotheses formulated for the study were tested at a 0.05 level of significance.

HO₁: There is no significant difference in the academic performance of students taught genetic Biology using Instructional slides and those taught with Instructional videos.

HO₂: There is no significant mean difference in the academic performance of students taught genetic Biology using Instructional slides and those taught using Instructional videos based on gender.

This research work is on instructional slides and videos with respect to senior secondary school students' academic achievements in genetic Biology. The result of this study will provide teachers the opportunity to compare the instructional slides to know which to adopt in the teaching of Biology while students will be

exposed to digital and electronic learning materials and multimedia facilities like computers, projectors, CD/DVD plates etc.

The general purpose of this study is to ascertain the effects of instructional slides and instructional videos on students' academic performance in Genetic Biology in senior secondary schools in Port Harcourt metropolis.

Methodology

The study adopted quasi-experimental research design to investigate the effect of Instructional slides and videos on the academic performance of senior secondary students in genetic Biology The population of the study comprised of one thousand nine hundred and twenty (1920) Biology students in senior secondary schools in Port Harcourt Metropolis. A sample size of eighty (80) (forty male and forty female) Senior Secondary three students was randomly selected from four senior secondary schools in Port Harcourt Metropolis. The instrument used for data collection from the respondents is Genetic Biology Assessment Test (GBAT). The test was divided into 2 sections. Section A elicit information on personal data, section B consist of a 20 item multiple choice objectives questions in Biology with five options having only one key.

Validation of the instrument was done through moderation by different expertise in test construction and content specialists. The students for trial testing were drawn from senior secondary two (SS2) students in Biology in Rivers East. Through simple random sampling, twenty-four (24) males and twenty-one (21) females were selected

from Rivers East. Split-half method was used to establish the reliability of the instrument (GBAT), Pearson correlation coefficient was used to establish the half reliability which is **.67** while Spearman-Brown prophecy formula was used to obtain a reliability coefficient of **.83** thus; the instrument was reliable enough for the study.

The Treatment procedure for the experimental groups was such that there was pretest and posttest with eighty (80) students being divided into two groups of A and B containing 40 students each with the aid of simple balloting.

The respondents were subjected to set of 20 multiple objective questions and were expected to tick the correct option where applicable on the test, on a quasi--experiment; a pretest was carried out to ascertain the students' level of achievement before the research. Immediately after the treatment session for groups A and B, there was a posttest based on the two experimental groups

The mean and standard deviation was used to analyze the two research questions while analysis of Covariance (ANCOVA) was used to test the hypothesis at 0.05 level of significance.

Results and Interpretation

Research Question 1: What is the mean score difference in the academic performance of students taught genetic Biology using Instructional slides and those taught using Instructional videos in senior secondary schools in Port Harcourt Metropolis?

Table 1: Mean and standard deviation of academic performance of students taught genetic Biology using instructional slides and instructional videos

Treatment	N	Pre-Test		Post-Test		Gain	
		Mean	SD	Mean	SD	Mean	SD
Instructional Slides	40	44	15.82	76.38	12.51	32.38	10.31
Instructional Videos	40	47	15.68	81.38	11.32	34.38	10.63

Table 1 shows that the mean Pre-Test score of students taught using instructional slides was 44, SD = 15.82, whereas that of those taught using instructional videos was 47, SD = 15.68. The mean Post-Test score of students taught using instructional slides was 76.38, SD = 12.51, whereas that of those taught using instructional videos was 81.38, SD = 11.32. The mean learning gain of those taught using instructional slides was 32.38, SD = 10.31, whereas that of

those taught using instructional videos was 34.38, SD = 10.63.

Research Question 2: What is the mean difference between the academic performance of student taught genetic Biology using Instructional slides and those taught using Instructional videos in senior secondary schools in Port Harcourt Metropolis based on gender?

Table 2: Mean and standard deviation of academic performance of students taught genetic Biology with instructional slides and those taught with instructional videos based on gender.

Treatment	Gender	N	Pre-Test		Post-Test		Gain	
			Mean	SD	Mean	SD	Mean	SD
Instructional Slides	Male	40	41	16.43	73.75	14.22	32.75	12.19
	Female	40	47	14.99	79	10.21	32	8.34
Instructional Videos	Male	40	48.75	15.55	83.25	9.22	34.5	10.75
	Female	40	45.25	16.02	79.5	13.07	34.25	10.79

Table 2 shows the mean and standard deviation of academic performance of students taught genetic Biology with instructional slides and those taught with instructional videos based on gender. It

shows that the Pre-Test mean score of the male students taught using instructional slides was 41, SD = 16.43, whereas the Pre-Test mean score of female students was 47, SD = 14.99. The Post-Test mean score of

the male students taught using slides was 73.75, SD = 14.22, whereas that of the female students was 79, SD = 10.21. The mean learning gain of the male students taught using instructional slides was 32.75, SD = 12.19, whereas that of their female counterpart was 32, SD = 8.34.

Table 2 further shows that the Pre-Test mean score of the male students taught using instructional videos was 48.75, SD = 15.55, whereas the Pre-Test mean score for female students was 45.25, SD = 16.02. The Post-Test mean score of the male students

taught using instructional videos was 83.25, SD = 9.22, whereas that of the female students was 79.5, SD = 13.07. The mean learning gain of male taught using instructional videos was 34.5, SD = 10.75, whereas that of their female counterpart was 34.25, SD = 10.79.

HO₁: There is no significant difference in the academic performance of students taught genetic Biology using Instructional slides and those taught with Instructional videos.

Table 3: Summary of ANCOVA on the effect of the use of instructional slides and instructional videos on the academic performance in genetic Biology, of senior secondary school students in Port Harcourt metropolis

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Pre-Test	13252.687	1	13252.687	430.117	.000
Treatment	325.804	1	325.804	10.574	.002
Error	3296.866	107	30.812		
Total	215975.000	110			
Corrected Total	19829.318	109			

a. R Squared = .834 (Adjusted R Squared = .831)

Table 4.5 shows that there is a significant difference in the academic performance between students taught genetic Biology using instructional slides and those taught using instructional videos in senior secondary schools in Port Harcourt (F_1, 107 = 10.57, p > .05). The null hypothesis

was rejected at .05 alpha levels.

HO₂: There is no significant mean difference in the academic performance of students taught genetic Biology using Instructional slides and those taught using Instructional videos based on gender.

Table 4: Summary of ANCOVA on the effects of gender on the academic performance of students taught genetic Biology using instructional slides and those taught using instructional videos in senior secondary schools in Port Harcourt metropolis

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Pre-Test	1518.370	1	15180.370	464.791	.000
Gender	127.982	1	127.982	3.919	.050
Error	3494.688	107	32.661		
Total	215975.00	110			
Corrected Total	19829.318	109			

a. R Squared = .824 (Adjusted R Squared = .820)

Table 4.6 shows that there is no significant mean difference between the academic performance of students taught genetic Biology with instructional slides and those taught using instructional videos in senior secondary schools in Port Harcourt based on gender (F1, 107 = 3.919, p > .05). The null hypothesis was retained at .05 alpha levels.

Discussion of Findings

The result on table 3shows the post-test mean score of group taught with Instructional slides and their standard deviation. The table also shows the post-test mean score of group taught with Instructional videos and their standard deviation. Comparing the performance of both groups, it is established that students taught with Instructional video outperformed their counterparts who are taught with Instructional Slides. This is in agreement with the findings of Hussein & Abdul (2005). Their study indicated a significant improvement on the academic performance of students when taught with instructional materials such as Digital videos.

The result on table 4 shows that male students taught with Instructional Slides has mean score of 73.75 after genetic Biology assessment test, while female students taught with Instructional Slides has mean score of 79 after genetic Biology assessment test. This means that in using Instructional Slides for teaching, male students perform better than female students in genetic Biology. The table also depicts that male students taught with Instructional Videos has mean score of 83.25 after genetic Biology assessment test, while female students taught with instructional videos have a mean score of 79.5 after genetic Biology assessment test. This indicates that in using instructional videos for teaching male students perform better than female students in genetic Biology.

This result however invalidated the report of Fergusson, (2007) whose study revealed the pervasive tendency for female students to score better than their male counterparts on standardized tests and to achieve more school and post school qualifications.

However, this finding is rather in agreement with the assumption of Beverly, are not to be exposed to rigorous training in pure and applied sciences, auto mechanics, and calculus. The author explained that the society expects a woman to be a mother, school teacher, a nurse, hairdresser, housemaid or a social worker.

Conclusion

Based on the findings of the study, it was concluded that students performed better when taught with Instructional Videos than when taught with Instructional Slides. Male students performed better than female students in genetic Biology when taught with either Instructional Videos or Instructional Slides. The study also concluded that there is no significant difference in the mean scores of students taught using Instructional Slides and those taught using Instructional Videos in Genetic Biology. Again, there is significant difference in the mean scores of male and female students taught with Instructional Slides and those taught using Instructional Videos in Genetic Biology the study concluded.

Recommendations

Based on the findings and implications of this study, the following recommendation is made:

Teachers should use Instructional videos, in which videos are properly structured and arranged with life shots of natural phenomena in teaching genetic Biology to enhance students' academic performance in the subject.

The educational implications of the study is that the use of instructional media, specifically the systematic application of comprehensively designed instructional slides and instructional videos in teaching genetic Biology improves student's

(2005), who suggested further that women

performance and that the differentiation in secondary school students' academic performance according to gender is purely social and psychological and should be treated as such. However, the facilities needed in the classrooms and laboratories for the implementation of multimedia instruction should be enough in schools.

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GOVERNMENT INVOLVEMENT IN SECURITY MANAGEMENT AND ITS EFFECTS ON CRIME REDUCTION IN BAYELSA STATE

AKANGBOU, Vincent

Department of Educational Management and Planning
Faculty of Education, Ignatius Ajuru University of Education, Rumuolumeni
priestteks@gmail.com 08103129203

Abstract

The study examined government involvement in security management and its effect in crime reduction in Bayelsa State. A descriptive survey research design was adopted for the study. Four (4) research questions were raised to guide the study. The population of the study comprised of all security personnel in Bayelsa state. A sample of 200 personnel were drawn from the population using cluster sampling technique. The instrument for data collection was a structured questionnaire developed by the researcher and validated by experts. The reliability of the instrument was established using Cronbach Alpha formula and a coefficient of 0.87 was obtained. The research questions were answered using mean and standard deviation. Findings revealed that the extent to which government of Bayelsa State provide logistics assistance, funding support, food security measures, health and environmental security measures, awareness campaign and sensitization and initiate collaborative effort with the various security outfits in Bayelsa State was high. It was recommended among others that the government should ensure that all security personnel should benefit from the already existing Bayelsa State Health Insurance Scheme (BHIS) and the government through the relevant agencies should organize capacity building/development programmes to create awareness and sensitization on the need to shun violence and other social vices.

Keywords: Crime Reduction, Government Involvement, Management and Security.

Introduction

In the contemporary world, security issue is increasingly becoming a very important element for any form of development to take place in any country. This drives and explains why nation-states today attach great importance to issues of security. Accordingly, self-preservation and survival of state and citizens is expected duty of any nation-state before production, research and development, education, infrastructural development, politics and related socio-economic transformation is achieved. To this extent, philosophers reminiscent of Hobbes stressed the importance of security and its position within the purpose of presidency. The consummation of the complete plan, centers on the necessity to preserve lives, shield properties, meet desires of the people and produce peace and growth concerning development within the society. In Nigeria, security of life and property may be an elementary right warranted underneath the country's constitution. However, since the transition to democracy in May 1999, governments at various levels in the country have failed dismally to ensure security. This fact can be seen in the various political violence and assassinations, electoral violence, wanton ethnic, communal and religious conflicts,

sectarian violence, Niger-Delta crisis, kidnapping, armed robbery, drug abuse, bomb blasts etc, that have continued to rock the Nigerian society. The excitement and euphoria, which accompanied the transition to democracy, have been replaced by frustrations and concerns about the failure of the experiment to guarantee adequate security in the country. Peace and Security have been acknowledged all over the world as basic conditions necessary for sustainable national transformation.

The growing interaction of societies on a worldwide scale demonstrates the overall need for peace and security. Adebayo and Rashid (2009) submitted that there is a consensus among scholars that there is a linkage between failure in governance, national transformation, sustainable development, insecurity and conflict. Nigeria is a country endowed with abundant human and mineral resources which when properly harnessed and equitably distributed would ensure sustainable national transformation. Over the years, there has been unrest in the country starting with the persistent militancy in Bayelsa State as well as Niger Delta, the cracks in our political democratic system and the failure of Nigerian leaders to meet with the people's needs, desires and hopes. Francis (2010 as cited in Ebrim, et. al., 2012) opined that high level of corruption among government or political office holders, violation of human rights, regional and sectarian injustice prevalent in the country have created room for aggressive tendencies, violence, conflicts, crime and general insecurity in the nation". The resultant effects of these have led to a downward trend of the economy and failure in sustainable national transformation agenda. Madu and Udezo (2010) added that feeling of estrangement of Nigerians in their home land is a source of worry to all patriotic Nigerians. It is interesting to

mention that Nigeria has been a member of African Unity Peace and Security Council (AUPSC) responsible for addressing conflicts in various parts of the world, but unable to boost peace and stability in her jurisdiction. For instance, there has been rampant killing by the "Boko Haram" and Bandits in the northern region of the country where lives and properties have been lost, political rivalries worked against and kidnapping, corruption, unemployment among others are at increase.

Intelligence simply refers the collection of information of military or political value. It is common knowledge that nations require intelligence about their immediate environment and that of other nations. This is necessary because, in order to guarantee their security, they need to keep track of internal and external threats (Lowenthal, 2007). Consequently, nations require certain instruments to contain these threats. These are a strong military supported by an intelligence apparatus. Also, nations adopt strategies and policies such as defense and security policies to enable them to respond appropriately and safeguard them from both external and internal threats (Enahoro, 2010). Intelligence, as a critical tool of statecraft, provides the necessary warning about imminent threats policy makers in order to protect a nation from being subjected to surprise military attacks. Intelligence as an organization is able to avert imminent threats to a country by providing timely, processed information to national security decision makers. This is achieved through the acquisition of covert information by covert means on the actions, policies and capabilities of other nations. The information, which is of utmost importance to national security, is collected, analyzed and disseminated for use to support action. Thus, the role of intelligence is to support action that may be deemed necessary in the furtherance of national

interests (Lowenthal, 2007). Intelligence is a critical element in the success of all human endeavor, be it in business, governance or military operations. In the context of military operations, intelligence is vital for guiding operations. If the intelligence is right; chances are that the operation will be successful. The operations were successful due to the accuracy of the in-depth intelligence on enemy vulnerabilities, capabilities and intentions. Security operations are the procedures and actions taken by security agencies to protect lives and properties in order to ensure there is no state of insecurity within a society. The conduct of security operations in Nigeria is shaped by the peculiarity of the security environment thus, security operation could be proactive or reactive. When it is proactive, it involves essentially the use of intelligence to avert any threat to national security. These threats could be in the form of sabotage, subversion, terrorism and all other destructive actions that could undermine national security. Reactive security operations involve the use of security apparatuses to contain conflicts that are already on ground. When that happens, states involve security operations that are reactive in nature and the use of military force is employed in conjunction with national intelligence assets to contain threats (Jackson, 2014).In Nigeria, these internal threats manifest mostly in the form of communal conflicts, both inter and intra ethnic, religious as well as finding expression in militant activities. Typical examples of a security operation in Nigeria include the Joint Tasks Force (JTF) Operation DELTA SAFE in Niger Delta as well as Bayelsa State. The mandate of these security operations was to reverse the state of insecurity in the affected areas. Nigeria has had to grapple over the years with the challenge of inadequate intelligence sharing amongst its security and law enforcement agencies. The non-effectiveness of the intelligence in support of security operations in Nigeria are attributed to inadequate human and technical intelligence capabilities.

Statement of Problem

The Bayelsa state remains an important region to Nigeria due to its massive contribution to the economy of the country through its oil resources. However, the resurgence of militancy in the state poses serious challenges to not only the region, but also to the peace and national security of the country. This challenges as they appear in the Bayelsa State includes; bombings of oil facilities, kidnapping, oil bunkering, cultism, drug abuse etc. Securityin Bayelsa State is not a recent development, but it has been suppressed to the barest minimum in the past through several policies and military actions by the Government and supposed contribution from the oil majors, such as; establishment of the Amnesty Programme, JTF operations, etc. Despite the supposed importance accrued to the Bayelsa State and efforts in combating insecurity in the state, there has been continuous incidence of violence, robbery, kidnapping, communal clashes, cultism, drug abuse, etc, which have undermined development. To this end, this study will examine Governments' involvement in security management and its effect in reducing crime in Bayelsa State.

Purpose of the Study

The main purpose of the study is to examine government involvement in security management and its effect in crime reduction on Bayelsa State. Specifically, the study will achieve the following:

1. To determine logistics assistance, provide by the Government of Bayelsa State.

2. To determine the provision of funding support in Bayelsa State.
3. To determine the collaboration effort initiated in Bayelsa State.
4. To determine the extent to which the government establishes and empowers vigilante services in Bayelsa State.

Research Questions

The following research questions were raised to guide the study:

1. To what extent does the government of Bayelsa state provide logistics assistance to the various security outfits in the state?
2. To what extent does the government of Bayelsa state provide funding support in Bayelsa State?
3. To what extent does the government of Bayelsa state initiate collaborative effort amongst security outfits in Bayelsa State?
4. To what extent does the government of Bayelsa state establishes and empowers vigilante services in the State?

Methodology

The research design adopted for this study will be a descriptive survey design. Thomas (2011) noted that a descriptive survey is a study designed to collect data or information on some given units or observations without influencing the study environment. This has prompted the researcher to adopt the use of survey approach to obtain firsthand information. The population of the study comprised all security personnel in Bayelsa state. The target respondents in this case will be the employees of the various security outfit such as, Police, Civil defense, Nigerian Army, Nigeria Navy, Air force, NDLEA and the existing vigilante groups across the state. Quota sampling technique was adopted for the study. All security outfits in the state contributed to form the sample.

Table 1: Distribution of Personnel in Various Security Outfits in the State.

Security Outfit	Number. of Officers in the State	Sample
Army	138	30
Nigeria Navy	167	30
Police	1100	30
Nigeria Air force	400	30
Civil Defense/NDLEA	700	30
NDLEA	165	30
State Volunteer	159	30
State Vigilante	190	30
Total	**3019**	**240**

Source: *Administrative office of various security outfits* (2022)

The instrument for data collection was be a structured questionnaire developed by the researcher. The instrument consists of items on the government involvement and security management and its effects on crime reduction in Bayelsa state using a four-point Likert scale of strongly agree (SA), Agree (A), Disagree and Strongly Disagree (SD) with scoring values of 4, 3, 2, and1 respectively. The research instrument was validated by three (3) experts; one from Measurement and Evaluation department and two (2) from Peace and Conflict Department. Their corrections and suggestions resulted to the draft used in the study. A pilot test was carried out with 20 respondents which share the same characteristics as those in the sample of interest. The outcome of the pilot test was subjected to a reliability analysis using Cronbach Alpha Formula and the reliability coefficient of 0.87 was obtained and considered appropriate for the study.

The instrument will be administered personally to the respondents in various units, to ensure 100% return rate. The data collected will be analyzed using mean and standard deviation for the research questions. The decision rule for answering research questions was arrived at by finding the average of the 4-point scale, thus;

$$\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.50$$

Thus, any item with a mean value of 2.50 and above was interpreted as high extent while mean score below 2.50 were interpreted as low extent for research questions.

Analysis and Results

Research Question 1: To what extent does the government of Bayelsa state provide logistics assistance to the various security outfits in the state?

Table 2: Mean and Standard Deviation of responses on extent to which government of Bayelsa state provide logistics assistance to the various security outfits

S/N	Items	X	SD	Remark
1.	The government provides office accommodation for officers	3.3393	.60365	HE
2.	The government provides residential accommodation for officers	3.2173	.62583	HE
3.	The government provides vehicles, gunboats, security gadgets, accoutrements	3.1283	.74482	HE
	Grand Mean	**3.2383**	**0.6428**	HE

*HE= High Extent   **Source:** Fieldwork (2022)

The table 2 above revealed the mean and standard deviation on the extent to which government of Bayelsa State provide logistics assistance to the various security outfits. The data indicated that all items had mean score above 2.50 and therefore interpreted as high extent. This implies that the extent to which government of Bayelsa state provide logistics assistance to the various security outfits in Bayelsa State was high.

Research Question 2: To what extent does the government of Bayelsa state provide funding support in Bayelsa State?

Table 3: Mean and Standard Deviation of responses on extent to which government of Bayelsa state provide funding support to the various security outfits

S/N	Items	X	SD	Remark
4.	The government provides funds to maintain and fuel the vehicles, gunboats, security gadgets regularly.	3.3393	.60365	HE
5.	The government provides stipends for the Security Personnel.	3.2173	.62583	HE
	Grand Mean	**3.2383**	**0.6428**	HE

*HE= High Extent   **Source: Fieldwork (2022)**

The table 3 above revealed the mean and standard deviation on the extent to which government of Bayelsa state provide funding support to the various security outfits. The data indicated that all items had mean score above 2.50 and therefore interpreted as high extent. This implies that the extent to which government of Bayelsa state provide funding support to the various security outfits in Bayelsa State was high.

Research Question 3: To what extent does the government of Bayelsa state initiate collaborative effort amongst security outfits in Bayelsa State?

Table 4: Mean and Standard Deviation of responses on extent to which government of Bayelsa state initiate collaborative effort amongst security outfits

S/N	Items	X	SD	Remark
6.	The government initiates collaborative effort between security agencies with a view to reduce crime.	3.3393	.60365	HE
7.	The government provides necessary platform to ensure the initiated collaborative efforts is sustained.	3.2173	.62583	HE
	Grand Mean	**3.2383**	**0.6428**	HE

*HE= High Extent   **Source:** Fieldwork (2022)

The table 4 above revealed the mean and standard deviation on the extent to which government of Bayelsa state initiate collaborative effort amongst security outfits. The data indicated that all items had mean score above 2.50 and therefore interpreted as high extent. This implies that the extent to which government of Bayelsa state initiate collaborative effort amongst security outfits was high.

Research Question 4: To what extent does the government of Bayelsa state establishes and empowers vigilante services in the State?

Table 5: Mean and Standard Deviation of responses on extent to which government of Bayelsa state establishes and empowers vigilante services

S/N	Items	X	SD	Remark
8.	The government establishes security volunteers and vigilante groups.	3.2084	.60723	HE
9.	The government establishes security vigilante groups.	3.1271	.74418	HE
10.	The government empowers security volunteers groups.	3.2313	.67668	HE
11.	The government empowers vigilante groups.	3.2821	.54955	HE
	GRAND MEAN	**3.2358**	**0.63277**	HE

*HE= High Extent   **Source:** Fieldwork (2021)

The table 5 above revealed the mean and standard deviation on the extent to which government of Bayelsa state establishes and empowers vigilante services. The data indicated that all items had mean score above 2.50 and therefore interpreted as high extent. This implies that the extent to which government of Bayelsa state establishes and empowers vigilante services was high.

Discussion of Findings

The results from research question 1 to 7 revealed that the extent to which government of Bayelsa state provide logistics assistance, funding support, food security measures, health and environ-mental security measures, awareness campaign and sensitization on the need to shun violence and crime and initiate collaborative effort to the various security outfits in Bayelsa State was high. This finding is in agreement with that of Swantson, Territo and Taylor (2018), Schmalleger (2015) and Alemika and Chukwuma (2015) who reported separately that the need for government to be involved in security if crime must be curbed cannot be overemphasized.

Conclusion

The study has established that the extent to which Government of Bayelsa State provide logistics assistance, funding support, food security measures, health and environmental security measures, awareness campaign and sensitization on the need to shun violence and crime and initiate collaborative effort to the various security outfits in Bayelsa State was high.

Recommendations

Based on the conclusion, the following recommendations were given:

1. The government should ensure that all security personnel should benefit from the already existing Bayelsa State Health Insurance Scheme (BHIS).
2. The government through the relevant agencies should organize capacity building/development programmes to create awareness and sensitization on the need to shun violence and other social vices.
3. Government should give more power to some of the agencies in charge of crime and give them free

hand to operate with little or no interference. It should strictly and adversely implement and stick to measures/policies.

4. There should be radical and ethical re orientation of our leaders. Nigerian leaders should be made to know that leadership is about service to the people and not for selfish interest.

5. Finally, a hungry man is an angry man. This best describes the role of adequate and affordable food for Nigerians. This will be achieved if government empowers the rural dwellers to produce more food because stomach security is crucial to national security.

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STRATEGIES FOR MITIGATING COVID-19 CHALLENGES ENCOUNTERED IN PRIMARY EDUCATION IN THE POST-COVID 19 ERA, IN AWKA SOUTH LOCAL GOVERNMENT AREA

Chidimma Edith EKWEOZOR
ce.ekweozor@unizik.edu.ng

Ifeoma Patience BOSAH
Department of Early childhood and Primary Education
Nnamdi Azikiwe University, Awka
ip.bosah@unizik.edu.ng

And

Chukwuebuka Nnagozie BOSAH
Department of Human Kinetics and Health Education
University of Nigeria, Nsukka,
chukwuebuka.nnagozie@unn.edu.ng

Abstract

This study examined strategies for mitigating the challenges of covid-19 pandemic in primary education in Post-Covid 19 era. The area of study is Awka South Local Government. Two research questions guided the study. Descriptive survey design was adopted in carrying out the research. The population of the study consist of 6,631 teachers in all the 45 public primary schools in Awka South Local Government Area. A total number of 364 teachers were sampled for the study, through simple random sampling. The researchers developed a 20 items structured questionnaire titled "Strategies for Mitigating Covid-19 Challenges Questionnaire (SMCCQ)," this was used to source information from Teachers. Reliability test was conducted using Cronbach Alpha to ascertain the internal consistency and a reliability index of 0.78, and 0.76 were obtained for the two clusters. The overall reliability obtained was 0.77. Mean and standard deviation were used, to analyze the research questions. The findings of the study revealed that epileptic supply of electricity and limited access to technological gadgets, are some of the covid-19 challenges encountered in primary education. Parts of the findings also identified mandating teacher education training programs to be more technologically inclined, as part of the strategies for mitigating covid-19 challenges in primary education. Based on the findings, it was recommended that availability and affordability of technological gadgets by all pupils; irrespective of social and economic status, should be ensured by the government.

Keywords: Mitigating, Post-Covid 19 era and Primary Education.

Introduction

Corona Virus is a pandemic disease that broke out in late 2019. This resulted to it being referred to as "COVID-19". The covid-19 pandemic is a novel disease that took the world by its heels. The challenges it brought along cut across all spheres and sectors of human life and endeavours via; economically, socially, medically, psycho-logically, emotionally, academically, mentally, physically and otherwise. COVID-19 pandemic has cruelly done more harm than good globally. It came at a very critical moment when different things were beginning to take shape for the year 2020, when people were still trying to gather their shackles and fold their loins for the year 2020 sojourn. Schoolchildren and the education sector were in the middle of gripping the rope of academic session for the term/semester, and like the iceberg that sank the titanic, it came and sank the rope, which made them to lose their grips. The havoc, which it created in all sectors of life, is nothing to write home about. Medically, billions of people globally without the exception of medical personnel lost their lives to the filthy hands of the COVID-19 pandemic.

Explaining the negative impact of COVID-19 further, the Interim Economic Assessment in Chakraborty and Maity (2020) stated that in almost all the COVID-19 stricken countries, entire educational, commercial, sports and spiritual institutions were closed. Industries suffered a lot as many of these except those related to essential amenities, were closed for a long time in many countries. People belonging to the tourism and transportation industry also faced utmost difficulties. Production level went down very low. Economy of many so-called powerful countries are now facing the threat of high inflation and increasing unemployment because of lack of productivity and excessive expenditure for the treatment and rehabilitation of the COVID-19 victims and their families. Human activities in many parts of the world, has been affected immensely; however, the education sector seems to be one of the worst-hit by the pandemic (Osiessi, et al. 2022). According to Daniels (2020), education that in the last 50 years have seen huge growth worldwide at all levels is now trying so hard to regain its balance from the shove of covid-19 pandemic.

All levels of the educational sector, from pre-primary to tertiary level, were gruesomely affected by the pandemic. Devastatingly, education was halted and swept aside. Omotayo (2021), stated that the advent of covid-19 crisis in 2020, resulted in nationwide school closures across Nigeria. The covid-19 pandemic caused more than 1.6 billion children and youth to be out of school (Azevedo, et al. 2020). Consequentially, the total lockdown of schools taken as a measure to control the spread of the virus, many children, youth and adults were displaced out of school. It brought so many dynamics to the educational system, and necessitated a transition in learning delivery methods, from school to home learning. Sindhya (2022) observed that the year 2020 has been noted in the history of education as the covid-19 pandemic that spread all over the world, compelled the authorities to close down all educational institutions indefinitely. UNESCO (2020) enumerated some of the effects of covid-19 on education to be; interrupted learning, uneven access to digital learning portals, reduced school feeding, poor nutrition, social isolation, and increased pressure on schools. Explaining further, Ogwazu and Aguh (2021), opined that covid-19 pandemic caused an avalanche of challenges worldwide; shifting from the

traditional pedagogical practices that allow face-to-face physical settings to digital new normal practices of technological advancement in the educational system. The pandemic has resulted in a global paradigm shift in the world's education systems, moving towards an increasing reliance on technology-based learning.

Education is an indispensable tool for national development. This is the underlying factor why developed nations do not joke with the education of their citizens. Education helps in shaping and molding the character of an individual. The primary education is the level of education in which the molding of the child's character takes off vigorously. Nigeria's basic education officially begins with the primary education. However, Odia and Omofonmwan (2007), iterated that the Nigerian primary education system has encountered many challenges over the years, due to a myriad of factors such as insufficient funding snd infrastructural development, insufficient learning aids and classrooms, ineffective learning and delivery methods, limited access to technology, inadequacy of qualified teachers and threats from the insecurity crisis facing the country. The assessment of Organization for Economic Corporation and Development (OECD) (2013) in Osiessi, et al (2022), showed that since 2010, education budget has been on the decline, accompanied with a reduction in teachers' salaries and welfare packages. The outbreak of covid-19 birthed more educational crisis for the Nigerian primary education, starting with the automatic close down of schools. Education in Emergencies Working Group (EIEWG 2020), noted that in the month of March 2020, a lockdown was enforced in Nigeria, which resulted to about 46 million children being out of school because of school closures.

Dwelling on this, Akinwumi and Itobore (2020) stated that the covid-19 outbreak has affected the Nigerian educational parlance by increasing the number of out-of-school children, negatively affecting children's psychology, repositioning of schools and the calendar, unpreparedness of parents and families to online and distance learning. In addition, Omotayo (2021), observed that covid-19 crisis, introduced new problems and challenges to primary education, by exposing the depth of socio-economic inequalities, which had an impact on learning outcomes and development, and affected number of out-of-school children. Moroni, et al. (2020), affirmatively stated that covid-19 has created disparities between children from rich and poor home background. Ogwazu and Agu (2021), confirmed that Covid-19 crisis has exposed deep inequities and inadequacies in the education system. With the majority of the pupils not having access to household computers and other internet facilities, far too many children are cut off from learning; especially those at the remote villages and outskirts where there are little or no internet facilities or economic status of their parents denied them access to such facilities, thereby setting their education at the edge.

Presently, schools have reopened, and academic activities have gradually resumed fully. However, many of the educational challenges uncovered by covid-19, are still left unsolved. Education in post-covid-19 era, drifted to a new dimension that demands immediate attention, for effective academic achievement. Global Sustainable Technology and innovation Community (G-STIC) (2020) in Ogwazu and Aguh (2021), opined that post-pandemic era is driven by technological innovations which has resulted to oddity with what pupils are now taught in schools. Osiesi, et al. (2022), pointed out that, in the post covid-19 era, the adaptive/technology classroom has

become a norm, and the teaching-learning activities are now technology driven. The pandemic has resulted in a global paradigm shift in the world's education systems towards an increasing reliance on technology-based solution, stemming from the unprecedented shutdown of schools (Akinwumi & Itobere 2020). Omotayo (2021), emphasized that there is a clear need to embrace newer unconventional methods that adopt the use of technology to strengthen the education system in Nigeria in the face of crisis and beyond.

However, the adoption of these technologies seems to have taken a very slow pace in the Nigerian primary education system. Most schools seem to have gone to their old methods of teaching and learning, with little or no improvement towards technological driven-learning. While some schools that attempted to blend in with the technological driven learning, are threatened by some challenges such as; poor and epileptic power supply, inadequacy of the learning gadgets, poor availability of internet data, lack of funding, teachers' poor knowledge of technological skills. In addition, Anene, et al. (2014), listed some of these challenges to be; lack of vision objectives, poor technical infrastructure, financial restriction, lack of computer literacy, inappropriate teacher training, poor internet connectivity, energy related problem, policy to provide direction for implementation, lack of expertise, incessant poor power supply, inadequate leadership and commitment and poor bandwidth. Poverty and lack of exposure of many parents cannot be neglected as part of the challenges (Ogwazu & Agu 2021).

Addressing the inflexibilities of primary education and challenges of primary education will be a perfect springboard, for diving into the strategies for mitigating the challenges of covid-19 pandemic in primary

education in post covid-19 era. These challenges need to be addressed as a matter of urgency, because primary education is the foundation for all other levels of education. A good solid foundation begets a good strong edifice; and a good strong edifice transmits comfort, confidence and competence to its occupants.

Statement of the Problem

Nigerian primary education system has been saddled with a myriad of challenges. The outbreak of covid-19 pandemic birthed additional crisis to its already existing challenges. Consequently, the elasticity of primary education's vulnerability got stretched beyond its limits, and exposed its cracks, loopholes and potholes. These were identified to consist of poor infrastructure, inadequate staffing, poor funding, lack of instructional materials, poverty and lack of exposure, inadequacy of technological gadgets, poor internet connectivity, unqualified teachers, poor knowledge of computer skills, poor remuneration of teachers, inequality of pupils' socio-economic class, lack of governmental support, poor implementation of national policy on education, poor supervision and lack of monitoring among many others. Schools in the primary education level seem to be far from measuring up with the paradigm shift of technological advanced learning, in the post covid-19 era. Globally, Nigerian primary education system seem to be lagging behind in both quality and technicality. Consequently, children in the primary education level cannot measure with their counterparts from other nations. The poor quality of education have little or no productive impact in the pupils. This seem to have negatively impacted the nation's development, technological advancement, and economic growth.

Pondering on these anomalies and its negative impacts, the researchers on this

backdrop decided to embark on this research to find the "Strategies for Mitigating Covid-19 Challenges Encountered in Primary Education in the Post-Covid 19 Era, in Awka South Local Government Area.

Aim and Objectives of the Study

The aim of this study is to find out the Strategies for Mitigating Covid-19 Challenges Encountered in Primary Education in the Post-Covid 19 Era, in Awka South Local Government Area.

In specific terms, this study is intended to:

1. Determine the covid-19 challenges encountered in primary education in the post covid-19 era.

2. Determine the strategies for mitigating the covid-19 challenges encountered in primary education in the post covid-19 era.

Research Questions

1. What are the challenges encountered in primary education in the post covid-19 era in Awka South Local Government Area?

2. What are the strategies for mitigating the challenges encountered in primary education in the post covid-19 era in Awka South Local Government Area?

Methodology

The study was on strategies for mitigating the challenges encountered in primary education in the post covid-19 era in Awka South Local Government Area, Anambra state. 2 research questions guided the study.

Descriptive survey design was used for the study. The population of the study consist of 6,631 teachers in all the 45 public primary schools in Awka South Local Government Area. A total of 364 teachers were sampled for the study through simple random sampling. The researchers developed a 20 item structured questionnaire titled "Strategies for Mitigating Covid-19 Challenges Questionnaire (SMCCQ)," was used to source information from Teachers. The instrument was face validated by three experts, two in the department of Early Childhood and Primary Education and one in Measurement and Evaluation unit of the Department of Educational Foundations all from Nnamdi Azikiwe University, Awka. The corrections and suggestions, which they made, were carefully effected in the final draft of the questionnaire. Reliability test was conducted using Cronbach Alpha to ascertain the internal consistency and a reliability index of 0.78, and 0.76 were obtained for the three clusters. The overall reliability obtained was 0.77. A four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) weighted 4, 3, 2, and 1were used to answer the research questions. Mean and standard deviation were used to analyze the research questions. Mean response of 2.50 and above were regarded as agree while those below 2.50 were regarded as disagree.

Results

Research Question 1: What are the covid-19 challenges encountered in primary education in the post covid-19 era in Awka South Local Government Area?

Table 1: Mean responses on the covid-19 challenges encountered in primary education in the post covid-19 era in Awka South Local Government Area?

S/N	Item Statement	$\overline{x}$	SD	Decision
1.	Insecurity hinders successful delivery of primary education	3.54	0.57	Agree
2.	Poor funding discourages provision of essential educational needs	3.13	0.88	Agree
3.	Lack of infrastructures creates discomfort in learning	3.49	0.83	Agree
4.	Availability of poor internet services disrupts e-learning.	3.52	0.64	Agree
5.	Computer illiteracy contributes to little or no computer education	3.38	0.83	Agree
6	Inadequacy of technological gadgets prevents its usage in schools	3.12	0.87	Agree
7	Insufficient provision of instructional materials, negatively affects teaching and learning.	3.52	0.64	Agree
8	Poor and epileptic power supply does not encourage technological learning and technological advancement.	3.55	0.71	Agree
9.	Poor salary/welfare packages for teachers are debilitating.	3.36	0.77	Agree
10.	Unqualified teachers adds little or no value to primary education.	3.21	0.82	Agree

The result on table 1 revealed that all the items which consist of insecurity, poor funding, lack of infrastructures, availability of poor internet services, inadequacy of technological gadgets, computer illiteracy, insufficient provision of instructional materials, poor and epileptic power supply, poor remuneration/welfare packages for teachers, and unqualified teachers; are the covid-19 challenges encountered in primary education, in post covid-19 era. Their mean scores are above 2.50 the benchmark for agreement. The standard deviation of the items ranges from 0.57 - 0.88. This indicated that the teachers' responses were not far from the mean.

Research Question 2: What are the strategies for mitigating the covid-19 challenges encountered in primary education in the post covid-19 era in Awka South Local Government Area?

Table 2: Mean ratings and standard deviations of the strategies for mitigating the covid-19 challenges encountered in primary education in the post covid-19 era in Awka South Local Government Area.

S/N	Item Statement	$\bar{x}$	SD	Decision
11.	Provision of adequate funding for management of primary education.	3.16	0.90	Agree
12.	Provision of adequate security for Nigerian primary schools.	3.26	0.89	Agree
13.	Sufficient instructional materials should be provided to schools always.	3.38	0.73	Agree
14.	Provision of uninterrupted internet services for effective e-learning.	3.85	0.69	Agree
15.	Government should invest in computer literacy, by training both teachers and pupils, for quality computer education.	3.12	0.94	Agree
16.	Adequate for provision of technological gadgets for learning.	3.24	0.71	Agree
17.	Provision of modern and adequate infrastructures.	3.60	0.59	Agree
18.	Provision of stable and steady power supply.	3.47	0.68	Agree
19.	Automatic review and upgrade of teachers' salary/welfare packages.	3.44	0.72	Agree
20.	Employment of qualified teachers.	3.55	0.71	Agree

Table 2 above identified the strategies for mitigating the covid-19 challenges encountered in primary education in post covid-19 era, to be provision of; adequate funding, adequate security, instructional materials. Uninterrupted internet services, technological gadgets, modern infrastructures, stable and steady power supply, government investing in computer literacy, automatic review of teachers' salary/ welfare packages, and employment of qualified teachers. Their mean scores were above the benchmark 2.50. The standard deviation generated ranges from 0.59 - 0.90. This indicated that the opinions of the teachers are not widely dispersed from one another.

Discussion

The findings of this study identified the covid-19 challenges encountered in primary education in post covid-19 era to be; insecurity, poor funding, poor infrastructure, computer illiteracy, poor and epileptic power supply, inadequate technological gadgets and poor availability of internet services among others. These findings are in consonance with that of Edeh et.al. in Osiesi, et.al. (2022), who opined that challenges of poor infrastructure, poor funding, as well as lack instructional materials are encountered in primary education. Similarly, Odia and Omfonwan, posits that Nigerian primary

education system has suffered over the years due to a myriad of factors, such as insufficient funding and infrastructure, inadequate learning aids, and limited access to technology.

Findings further revealed that the strategies for mitigating challenges encountered in primary education in post covid-19 era include; provision of adequate funding, infrastructures, security, internet services, steady and stable power supply, technological gadgets, and employment of qualified teachers among others. In support to this finding, Akinsroju, et al. (2022), listed provision of adequate funding, uninterrupted internet service and adequate security, as strategies for managing primary education amidst covid-19 in Nigeria.

Conclusion

Mitigating the covid-19 challenges encountered in primary education in post covid-19 era, requires the collaboration of educational stakeholders. These stakeholders include the government, teachers, school-heads, parents and pupils. The post covid-19 era is such that invokes the aura of technological advancement, virtual learning, computer literacy and digital smartness. Leveraging on this opportunity to upgrade and blend in technological learning to the traditional teaching and learning, will benefit both the pupils, teachers, and the country.

Recommendations

Based on the findings of this study, the following recommendations were made;

1. Sufficient funds should be provided always, for the smooth running of primary education.

2. Adequate security should be provided for primary schools across the nation.

3. Teachers' salary/welfare packages should be automatically reviewed and upgraded

4. Government should invest in computer literacy by training teachers and pupils in computer education and skills.

5. Technological gadgets like laptops, mobile phones should be provided for both teachers and pupils individually.

6. Uninterrupted internet services should be made available, to support technological learning.

7. Stable and steady power supply should be provided to promote effective usage and mastery of the technological and digital learning devices.

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CLOUD INFORMATION AND JOB PERFORMANCE OF EDUCATIONAL ADMINISTRATORS IN PUBLIC UNIVERSITIES IN RIVERS STATE

Dr. Emenike O. AMADI, Fcia, MNIM
Department of Educational Management, Faculty of Education
Ignatius Ajuru University of Education
emenike.amadi@iaue.cdu.ng

And

Lady Judith Chinyere ONWUKE,
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt
email: jonwuke.onwuke@gmail.com

Abstract

Cloud information today is an important resource in the public universities. More and more public universities have adopted and currently are using cloud information. Most universities have developed their own big data center, private cloud or hybrid cloud as a support for their processes within the shared service architecture. Information System (IS) processes and stores a series of sensitive and confidential data. Technological evolution becomes more of daily reality for organizations and individuals who use information systems, for supporting their operational activities. This study focused on the need for cloud information and discusses the impact of these information systems on the educational administrator's job performance in public universities. The extent to which data retrieval improves productivity and quality of work of educational administrator, how data storage affect educational administrator ability to keep records in organization, and the quality of documents produced by educational managers in the public universities. The study also examines the extent to which e-mail services affects educational administrator's responsiveness in public universities. The study concluded that cloud information has emerged as a quickly evolving technology that many universities are willing to adopt in order to improve collaboration. The study suggested amongst others that: public universities as a matter of fact should in its learning and development intervention plans, have a continuous series of training for its managers for every update or advancement that technology undergoes in our daily operations.

Keywords: Cloud Information, Data Management, Educational Administrators and Public Universities.

Introduction

Today businesses professional, public or government is in a state of change. The change is reflected in the office structure and office positions from entry level to executive educational administrator level. Hence attention is now given to what the office does and the way in which office activities can be accomplished in an efficient and an effective way. The educational administrator is responsible for the smooth operation of the day-to-day activities of the institution. A good public university makes it possible for other personnel to function efficiently. Educational administrators/managers work

closely with the lecturers, students and management to meet their organizational needs.

Nowadays, the educational sector continues to grow larger and larger, not only in the number of students and graduates, but in the number of departments and quality of lecturers. In cases such as these, cloud information is a resource that is readily available to help higher institution meet their needs and accomplish their organizational goals. Especially in public universities, cloud information is an excellent way by making better use of internet services and offering more educational incentives for their staff and students. Cloud information can help organizations shift their focus to developing good internet applications that will bring true educational value. It can serve as a vital improvement to the organisation by acting as a potential innovation for its employees and students. However, these higher institutions should be mindful of the uses of cloud information, as well as which internet services provide suitable public or private clouds (Bhardwaj Jain & Jain, 2010). Cloud information is an innovative way to increase organizational value and productivity in the workplace, the use of this technology should be only for the personnel or workers who have access to the internet right away. In some cases, offline lecturers cannot use this technology because it is solely offered online (Etro, 2019). Therefore, cloud information, must only be used by educational institutions that meet specific criteria with specific needs and resources to forestall challenges.

Although, there has been an upward trend towards cloud information and cloud data hosting adopting. Cloud data hosting has become a norm for most enterprises. Several international scholars have studied and provided valuable findings on the guidelines in the field of cloud information. Marston, et al (2011), explored cloud information usage and its effect on the performance of organizations amongst higher institution in Nigeria, whose outcome indicated that business, people and technological assets, organizational and regulatory agencies are important factors of cloud information, with the size of the university moderating the actual usage and performance of educational administrators.

The educational administrators are always tied down with office work till late in the evening. This trend can at best throw up the educational administrators into chronic stress which cripples organization productivity. Therefore, with the aid of this cloud information system and new modern technology, operational work are made easy and less stressful which enhances great productivity and job performance.

A survey by Miller (2018), on the implementation of cloud information in Kenya by insurance companies found out that 94% of the 33 companies surveyed, revealed that security was a major factor affecting cloud uptake. The more assured organizations are assured of the safety and integrity of their data the higher the rate of adoption of the services are bound to increase. A study on cloud computing adoption and organization performance among SMEs in Nairobi done by Rajaraman (2014), revealed that enterprises that adopted cloud information realized improved organizational performance.

Conceptual Clarification

Concept of Cloud Information

Das (2014), reports that despite the wide popularity of cloud information, it is very difficult to provide a standardized clear definition for it. Motahari-nezhad et al (2019), defined cloud information as "being able to access files, data, programs and third

party services from a web browser via the internet that are hosted by a third party provider" and "paying only for the computing resources and services you used". Melville et al (2014), defined cloud information as a model for enabling ubiquitous, convenient, on-demand network access to a shared pool of configurable computing resources (e.g. networks, servers, storage,applications and services) that can be rapidly provisioned and released with minimal management effort or service provider interaction.

The difficulty in reaching a clear cut definition of cloud information may be attributed to either its origination from many different network architectures or due to the vast services that it provides. Regarding its origin, Chuang et al (2017), postulate that cloud information inherits its concept from peer-to-peer architecture, autonomic computing, virtualization and service-oriented architecture (SOA). Aymerich et.al. (2018), state that the nascence of cloud information as a new distributed computing paradigm is a subset of grid computing technologies, which itself is an extension of cluster computing.

Types of Cloud Information

Cloud information is an emerging field that is expected to change the entire information of technology processes and information technology market in future. It is changing, on how we develop, deploy and use the information technology and infrastructure that it runs on. The cloud is typically built in a multi-layered manner. Cloud is comprised of the infrastructures

which are used only on demand and these infrastructures are released after the completion of the task. Clouds can be classified in various types, public, private, hybrid and virtual private (Staten, 2018).

The types of cloud are described in brief as follows:

Public Cloud Information: All the services and infrastructure are accessed through internet and the vendor's premises host the cloud infrastructure. The hardware and software services are supplied as services upon demand. The cost is distributed across the businesses and hence reduces the capital cost.

Private Cloud Information: The infrastructure of the cloud model is implemented at the organizational data center and is dedicated to that particular organization, thereby suffering no bandwidth restriction or exposure to the public. The service can be hosted by the organization or externally hosted, which is cheaper, external hosting can be the product or service under strict control.

Hybrid Cloud Information: It's the mixture of private cloud for the secured application data and the public cloud for the less concerned application data that saves cost. It is the concept of abstraction of the interaction between the software (Operating system) and hardware (server). This improves speed, makes the system more flexible, reduces implementation costs etc (Staten, 2018).

Virtual Private Cloud Information: Is a private cloud computing environment contained within a public cloud that exists within a shared or public cloud.

Characteristics of Cloud Information

The characteristics of cloud information are as follows according to Adeyeye (2016);

On-Demand Self Service: A customer can avail any contracted computing resource such as processing power, storage space, or application programs from a service provider without human interaction.

Broad Network Access: The computing resources can be accessed anywhere, anytime with any standard device which can access the web.

Resource Pooling: The computing resources of a provider are assembled to provide the confined service. The pooled resources may be geographically spread across multiple data centers. The computing resources of a provider are shared by several customers. The resources are dynamically assigned to customers depending on the demand.

Rapid Elasticity: Computing resources may be availed elastically by customers. A customer may request more resources when needed and release them when not required. From a customer's point of view the resources are unlimited. The customer pays only for the total resources used.

Measured Service: Cloud information systems are adaptive systems. They automatically balance loads and optimize the use of resources. A user is permitted to monitor and control resource usage, thereby providing transparency in bills.

Cloud Technology Service Models

There are three basic categories of cloud service models used (Baily & Gordon, 2018). They are as follows:

Software-as-a-Service (SAAS): Instead of installing software on the client's machine and updating it with regular patches, frequent version upgrades etc, applications like. WP (Word Processing), CRM (Customer Relationship Management), ERP (Enterprise Resource Planning) are made available (hosted) over the internet for the consumption of the end users.

Platform-as-a-service (PaaS): Instead of buying the software licenses for platforms like operating systems, databases and middleware, these platforms and the

software development kits (SDKs) and tools like Java, NET, Python, Ruby on Rails are made available over the internet.

Infrastructure-as-a-Service (IaaS): This refers to the tangible physical devices raw computing like virtual computers, servers, storage devices, network transfer, which are physically located in one central place (data center) but they can be accessed and used over the internet using the login authentication systems and passwords from any dumb terminal or device.

Cloud Based Information Systems

Computing refers to the information technology service mode, where hardware and software services are delivered on-demand to customers across distribute information technology resources/network in a self-service fashion, independent of the device and location (Schryen, 2010). Resources provided by the cloud can be dynamically adjusted allowing for more optimal resource utilization. Cloud information emerged as the evolution and technological advancement of the grid and distributed computing, web services, service oriented architecture, utility computing and virtualization (Davenport & Short, 2010).

Benefits of Cloud Information

There are some benefits of cloud information which are listed below:

Reduced Cost: There are a number of reasons to attribute cloud technology with lower costs. The billing model is pay as per usage, the infrastructure is not purchased thus lowering maintenance. Initial expense and recurring expenses are much lower than traditional computing.

Increased Storage: With the massive infrastructure that is offered by cloud providers today,

storage and maintenance of large volumes of data is a reality.

Flexibility: Cloud information stresses on getting applications to market very quickly, by using the most appropriate building blocks necessary for deployment.

Challenges facing Cloud Information Management in Public Universities in Rivers State

Cloud information as beneficial as it can be imagined, still faces some challenges such a security issues, cost management and containment, lack of resources/expertise, governance/control, compliance, managing multiple clouds, performance, building a private cloud, segmented usage and adoption, reliability and availability etc.

Security: Like many other branches of technology, security is a pressing concern in the world of cloud-based computing as you are unable to see the exact location where your data is stored or being processed. This increases the risks that can arise during the implementation or management process. The risks of cloud computing have become a reality for every public universities, be it small or large. That's why it is important to implement a secure cloud tool that can leverage proper security measures.

Governance/Control: In today's cloud-based world, information technology does not always have full control over the provisioning, de-provisioning and operations of infrastructure. This has increased the difficulty for information technology to provide the governance, compliance, risk and data quality management required. To mitigate the various risks and uncertainties in transitioning to the cloud, information technology must adapt its traditional information technology control processes to include the cloud. To this effect, the role of

central information technology teams in the system, has been evolving over the last few years.

Educational Administrator's Job Performance

Every formal educational organization employs the services of an educational administrator or manager. An educational manager usually should have administrative responsibilities in such organization or office and ensures that all clerical, or office activities are executed efficiently and effectively. Educational administrators keep such organizations or offices running efficiently by organizing the calendars of the chief executives. They generally perform many of the administrative duties expected of all secretarial including answering phones, filing and typing. Educational administrators spend much of their time drafting typing e-mail and filing documents (manually or electronically), contacting and attending to students and lecturers and visitors on behalf of the office and ensuring a smooth flow of information between management and other workers in such organisation.

In the opinion of Obodo (2011), the educational administrator is a personnel who carries out general supervisor, performs administrative duties which includes maintaining departmental accounts, compiling information and analysing data and preparing reports, coordinates activities of a departmental project or program, coordinates departmental computing and software resources, including web activities; prepares and processes correspondence, agendas, general papers, manuscript and publication of materials, prepares budgets and time keeping information.

Educational administrator performs administrative and management tasks to

ensure that other staff can work efficiently and effectively. (Lenri, 2017). They are employed by all types of higher institution, including public universities, large organizations and governmental agencies. Common duties of educational administrators includes allocating work assignments, setting deadlines, maintain office equipment, ordering office supplies, training employees, evaluating work performance and formulating and implementing organizational policies and objectives.

The Impact of Cloud Information on Educational Administrator's Job Performance

Public universities operates in a very competitive environment, cloud information is in a position to assist these higher institutions attain a competitive advantage. These organisations need to respond to stiff competition by reducing their costs and offering innovative services. Information systems value is defined as the impact of investment in information systems on the job performance of educational administrator capabilities of an economic entity (Pfano & Beharry, 2016). They further explained that the gains and losses that such organisations attains, through the implementation of information systems depends on the way the information system is exploited. The performance and improvements that can be derived from cloud information includes productivity enhancement, increase in student population, cost reduction and gaining a competitive university advantage. Public universities can improve their performance in various departments, by using cloud information including information technology and revenue generation (Mooney et al 2016).

Information technology can benefit by moving their servers to the cloud, though it

is costly to maintain on' premises servers as they require power, cooling and network connectivity which are all expensive to acquire and maintain. Various heads of departments, including deans of faculties can also benefit from cloud information. There are SaaS applications such as Zoho and Sage that are cost effective. They allow higher institution to purchase licenses according to their needs and they can scale up and down depending on demand. Cloud information helps higher institutions to increase their efficiency, scalability and flexibility (Etro, 2019). According to Etro, cloud adoption led to productivity and the quality of work, ability to keep,

quality of documents produced and responsiveness of educational administrator in the public universities and reduction in operational costs. He studied organizations before, during and after cloud adoption. Cloud information adoption was found to have a positive impact on these organizational performance.

Information System (IS) value is generally defined as the impact of investments in particular information systems assets on the multidimensional performance and capabilities of economic entities at various levels, complemented by the ultimate meaning of performance in the economic environment (Angeles & Nath, 2003). The author further clarifies that the gains or losses an organization achieves through implementation of the information systems derives from the way the information system is exploited.

From the angle of educational administrator, job performance improvements, information technology business value can be characterized as organizational performance impacts of information technology, including productivity enhancement, profit ability improvement, costs reduction, competitive

advantage, inventory reduction, measures of performance (Brynjolfsson & Hitt, 2016). Thus, as can be seen from the above mentioned definitions, the information systems value is often analysed from the perspective of the positive impact of the information system on the performance of business processes of these organization. There are several alternative approaches for identification of the information system value, which considers information system value from different angles as well as various organizational levels. Most of the previous studies attempt to identify the information system value through the relationship between information technology investment and organizational performance. However, inconsistency of the level of analysis (e.g. country, industry, firm, business unit levels) and differences in utilized metrics (accounting, performance, economic, market-based indicators) lead to contradictory findings regarding the impact of the investment into information technology or organization's productivity.

These contradictory findings can range from detecting only insignificant or even negative relationships between information technology investment and organization's performance indicators to completely opposite outcomes that indicate considerable investment returns. The inconsistencies in the outcomes of the previously performed studies led to emergence of the concept identified as a "productivity paradox" (Sommer & Subramanian, 2013). "Productivity paradox" raises the issues of discrepancy between organizations' lev el of investment into information technology and returns of these investment.

There are several major reasons of the negative or non-significant impact of the information technology on the business value that were found in earlier research studies. Among following reasons it is worth to mention measurement problems, lags between information technology investments and resulting impacts, redistribution of outputs within the industry and mismanagement. Thus, one of the major downside of the previous research is the focus of the analysis of the information technology impact on the aggregated level that considers the whole organization rather than organization's certain units, departments or separate processes. Such high level of analysis attempts relating information technology impacts of the information technology should be measured "at a lower operational levels in an enterprise, at or near the site where information technology is implemented" allowing in such a way measurement of the first-order effects of information technology implementation" due to these reason, process-oriented perspective on the information systems value has become widely adopted by researchers that aimed at demonstrating that the impact of the information systems investment on organizations performance is intermediated by performance of organization's separate business process (Staten, 2018). Some of the most widely used approaches for identification of the information systems' value through numerous performance indicators include among others following approaches:

i.   Performance measures
ii.   Process-oriented theories
iii.   Resource-based view
iv.   Production-oriented model

Despite the fact that each of the above mentioned approach considers information systems value from a slight different angle, the main commonality among them can be described as strong linkage towards quantifying measurement of the information systems value based on certain

performance indicators, which can be represented either by financial or operational indicators. Following paragraphs provide description of each group of approaches and consider their advantages as well as drawbacks for identification of the information systems' value.

Suggestions

The study suggested the followings;

1. Public universities as a matter of fact should in its learning and development intervention plan a continuous series of training for its educational administrator, manager and lecturer for every update or advancement that technology undergoes.
2. Cloud information providers should avail successful case scenarios and statistics to help public universities appreciate the possible benefits that cloud data hosting has to offer.
3. Educational administrators and manager have to be kept informed of all information about the technological changes that educational institutions plans to bring and the skills that will be needed for it to operate and function maximally in the educational sector.
4. Constant training and retraining of employees, lecturers and administrators using relevant ICT facilities should be used to improve the quality of educational administrators or managers in these public universities.

Conclusion

This study examined the effect of cloud information and job performance of the educational administrator in Public Universities in Rivers State. The review of relevant literatures provides strong evidence of the relationship between cloud information and job performance of educational administrator. Hence the study revealed that the cloud information

revolution with the advent of modern information technology facilities has contributed to the quality of work performed by the educational administrator in government owned universities in Rivers State and Nigeria. It also proved that cloud information use is correlated with educational administrator skills suggesting that public universities that use high levelsof cloud information, also employ more knowledgeable workers. Cloud information usage is also found to be correlated with organizational innovations in production and efficiency practices; HRM practices and service quality related practices, supporting the view that ICT and organizational changes are complements. More importantly, the study suggest that to be successful, these organizations typically need to adopt cloud information as part of a system or cluster of mutually reinforcing organizational approaches.

The study revealed that while cloud information is productive on its own, it is more productive in public universities that combine high levels of ICT with high levels of organizational changes in the areas of production and efficiency, practices of the educational administrator, HRM practices, service quality-related practices. The public universities that combine ICT with organisational changes have a high incidence of productivity improvement and have high rate of innovation.

The organisation that combine high levels of ICT and high level of human capital have a higher incidence of productivity improvement and higher rates of innovation in this educational sector. Organisational level studies in advanced countries shows that ICT investment, when accompanied by organisational change and investment in human capital has a significant impact on productivity and economic performance. The most interesting of this study is that

which proves that new work practices are associated with improved organisation performance only when the practice are implemented as a bundle and not separately. In other words, successful educational organisations adopt ICT as part of a system or cluster of mutually reinforcing organisational changes.

The cloud based information systems plays a big role in organisation business or higher institution value and job performance of educational administrator in public universities in Rivers State. Perceived value represented by the perceived improvement in information system processes indicated by the organisation's performance. The source of information system value,accuracy, usability, comparability, relevance and transparency,which were linked to the capabilities of the information systems adapted from was represented by the following capabilities, automation, information processing, geographical and tracking capabilities.

The digital revolution is helping educational administrators transform their operations and activity to better engage and stay connected with the outside world. The internet and services related to it create an interactive working environment for users. Cloud information management emerges as a quickly evolving technology that more universities are willing to adopt in order to improve collaboration and productivity. Advantages such as increased information technology infrastructure flexibility, computational power, the opportunity to use an existing infrastructure on a pay per use basis as well as leverage that infrastructure from

big data analytics, better information visibility and data retrieval cost effective-ness make cloud technology a viable choice for public universities or their administra-tion.

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ENTREPRENEURSHIP COMPETENCIES DEVELOPMENT AND BUSINESS EDUCATION GRADUATES' SELF-EMPLOYMENT PROCESS IN RIVERS STATE

IKPESU, O. Christian PhD
coghenerukevwe@yahoo.com, 08030840030

And

AMACHREE, Georgeba
Department of Business Education, Faculty of Education, Rivers State University
Nkpolu-Oroworukwo, Port Harcourt.
georgebadouglas@yahoo.com 07032404029

Abstract

This study examined the relationship between entrepreneurship competencies development and Business Education graduates' self-employment processes in Rivers State. Correlational research design was adopted for the study. The population and sample of the study consists of 161 Business Education post graduate students because it is a manageable size, hence no sampling technique was adopted. Structured questionnaires were used for data collection. The instrument was validated by two Business Educators and one expert of Measurement and Evaluation in Rivers State University, Port-Harcourt. Cronbach Alpha coefficient of 0.79reliabilitywas ascertained. Data generated were analyzed using Pearson Product Moment Coefficient statistics to answer the research questions and test the hypotheses formulated at 0.05 level of significance. The results revealed that entrepreneurial competencies such as idea and opportunity and resources competencies weakly relate to Business Education graduate students' self-employment process. The results also revealed that action competencies as an aspect of entrepreneurial competencies has a very weak positive relationship with Business Education graduate students' self-employment process but not significant. Based on the findings, it was recommended among others that Business Education lecturers in Rivers State Universities should expose their students to real life entrepreneurial learning activities in order to enhance their development of competencies to enable them undertake self-employment.

Keywords: Action, Establishing Business, Idea and Opportunity Competencies, Managing the Business for Success, Resource, Risk Taking.

Introduction

Nations around the world are desirous of promoting entrepreneurship among their citizens in order to solve socio-economic problems relating to increase in productivity, innovation and reducing unemployment. This is based on the fact that entrepreneurship drives opportunity seeking for creative and innovative solutions to problems through product creation, enterprise establishment and wealth generation. Supporting this, Cooney (2012) opined that most countries see entrepreneurship as having strong correlation with innovative thinking, opportunity seeking for business creation and productivity as well as for economy growth. In the same vein, Ikpesu (2020) explained that

entrepreneurship is the capability of individuals or group of individuals to exploit successfully innovative ideas in commercial competitive market. It is therefore seen as an employment strategy that leads to economic self-sufficiency, self-employment through the creation and management businesses. However, entrepreneurship is action driven and it requires embarking on activities that are capable of ensuring innovative solutions to what people see as socio-economic problems.

Entrepreneurship activities carried out by entrepreneurs cover a wide range of areas. According to Abdulkarim (2019), the scope of entrepreneurial activities include identification of marketable business opportunity, mobilization of input resources, organizing and coordinating resources to actualize entrepreneurial project as well as commercialization of results under uncertainty. Hart, Levie and Shasul (2015) opined that entrepreneurship activities are the forces that bring out the ingenuity of individuals and potency for business successes in any country. A cursory examination of these activities reveals that their successful performance by any entrepreneur would depend on the competency possessed. This is because competency as defined by Mejia, Balkin and Cardy (2010) has to do with human characteristics that drive the successful performance of tasks.

Human characteristics driving the performance of tasks include knowledge, skills, attitude and experiences. These characteristics fit into diverse context. They promote the use of mental, physical and emotional abilities in the actualization of tasks. Diah and Hari (2015) opined that competency has to do with abilities of individuals which include knowledge, skill, and attitude or a combination of the three strategically applied to the completion of unit of work. Ubulom and Ogwunte (2017) defined competency as clusters of knowledge

and skills that are essential in the performance of certain functions. In other words, entrepreneurship competencies are entrepreneurial knowledge, skills and attitude utilized by entrepreneurs in successful solving the problem of potential and/or existing consumers. European Union (2018) defined entrepreneurial competences as knowledge, skills and attitude that one needs to be able to be entrepreneurial and create financial, social and cultural values for others. European Union also noted that all entrepreneurial competencies can be conveniently group into three categories which are idea and opportunity competencies which include competencies for spotting opportunities, for creativity, for vision, for valuing ideas and for ethical and sustainable thinking; resource mobilization competencies which include self-awareness and self-efficacy, motivation and perseverance, mobilizing resources, financial and economic literacy, and mobilizing others; and action competencies required by individuals to enable them take action and bring the idea into reality as well exploit the opportunity identified, action competencies such as taking the initiative, planning and management, coping with uncertainty, ambiguity, and risk, working with others; and learning through experiences must be developed.

In view of the discourse, it is expected that all Business Education students who offered entrepreneurship education should be able to develop entrepreneurship competencies before graduation if they must secure meaningful employment. This is due to the fact that competencies developed from the nature of education acquired by job seekers have always been major precursors of employment around the globe. In addition, the possession of the right competencies for embarking on entrepreneurial activities can increase graduates' opportunities to be employed. Consequently, self-employment process within the context of this study is seen

as the ability of graduate student to use their entrepreneurship competencies to take risk in order to start and manage their own businesses as source of livelihood. It is therefore expected that university produce entrepreneurs than just graduates in order to enable them to be gainfully employed or create new ventures. The expectation also is that the graduates who are entrepreneurial inclined would develop all-encompassing and transferrable entrepreneurship competencies across diverse number of disciplines and contexts to widen their self-employment opportunities (Morris, Webb Fu, & Singhal, 2013). This makes the development of these competencies to be of great interest to government, policy makers, and the students themselves because they are expected to translate into self-employment opportunities for them on graduating from university (Martins, McNally & Kay, 2013). Consequently, Kozlinska, Rebmann and Mets (2020) opined that the success of tertiary institutions' entrepreneurship education can be assessed by measuring graduates' entrepreneurial competencies in relation to two forms of employment – employees' entrepreneurship and the self-employment as early-stage entrepreneurial activity.

Extant studies on entrepreneurship competencies and graduates' employment are many in the field of business, however, their focused areas vary and consequently their results are also not same. Akpotohwo (2017) examined entrepreneurial competencies required of Business Education graduate as perceived by Business Educators and operators of small scale business. Akpotohwo findings revealed that Business Education graduates with experience in the intending business, understanding of viable idea which can be translated into a product or service to meet customers' demands; understanding customers' buying habits, hard work, self-confidence and luck; ability to take risk coupled with a strong urge to succeed rather

than avoiding failure; having a clear business goal; ability to identify when too many targets are set; human relations skill; ability to communicate effectively; ability to connect to markets; knowledge in functional areas of business such as organization and decision making skills would be successful an entrepreneurs. Onyeoke and Owenvbiugie (2021) conducted study on skill and knowledge required by Business Education graduates for entrepreneurship survival and reported that knowledge and skills for identifying viable business opportunities, appropriate business management, financial management, appropriate marketing and avoidance of entrepreneurship failure are required of the graduates of Business Education to be successful entrepreneurs. Iwuoha, Baba &Ebenezar (2021) investigated entrepreneurial skill acquisition required by Business education graduates for employment generation and reported that entrepreneurs skill of planning, communication, management, goal setting, problem solving, risk bearing among others enhance their the employment opportunity by business education graduates. Okoro (2021) examined entrepreneurship skills needed by Nigerian tertiary institutions students and graduates for global relevance. Okoro reported that entrepreneurship skills needed by students/graduates of tertiary institutions include trade show planning, promotion and execution, skills for processing inventories, gross and net profit as well as keeping debt ledgers, skills for accessing contra vision electronic software, deleting and merging mails, keying in data, copying, pasting and inserting in appropriate locations.

In addition, Abdulkarim (2019) conducted study on the effect of experiential instructional approaches on Business Education students' entrepreneurial skills development and reported that students developed relevant skills required for opportunity recognition, creativity skills, taking risk to initiate and manage self-

businesses effectively. Abdulkarim also reported the need for entrepreneurial competencies of students make them more confident about solving problems in the future and appeared much more comfortable with messy problems, uncertainty and ambiguity. Boldureanu, et al. (2020) conducted study on entrepreneurship education through successful entrepreneurial models in higher education institutions and reported that students who developed entrepreneurial competencies through role model intervention benefited from the socio role of entrepreneurship (new jobs) compared to financial ones (high income). Kozlinska, Rebmann and Mets (2020) conducted study on entrepreneurial competencies and employment status of business graduates, the role of entrepreneurship pedagogy and reported those exposed to entrepreneurship education using experiential pedagogy developed competencies for both self-employment and paid employment.

It is important to note at this juncture that Business Education students are required to offer entrepreneurship education as pre-requisite for their graduation to enable them to develop entrepreneurship competencies. The expectation is that when they develop these competencies which are opportunity competencies, resource competencies, and action competencies they should be able to undertake idea and opportunity generation, resources mobilization and take proactive actions. These competencies should also be able to widen their employment opportunities since these are sought for by employers of labor and can be utilized by the graduates to

drive self-employment in different businesses areas. However, a situation where many graduates of this programme are still unemployed, unable to use competencies developed through entrepreneurship education to start, manage and grow their own businesses from micro to medium scale, leaves much to be desired. One wonders whether the competencies Business Education graduates have developed through exposure to entrepreneurship education are not good fit to drive self-employment process.

In addition to the foregoing, a cursory examination of the reviewed studies showed that although there are many studies on one aspect of entrepreneurship competencies or the other and graduates self-employment process, however, none of the existing studies have focused on entrepreneurship competencies development and how they relate to Business Education graduate students' self-employment process, hence the gap that inspires the present study. Aslan (2016) also noted that competencies needed for performing a particular job may change with time, therefore the need to keep up with the competency change in entrepreneurship and how they relate to Business Education students' self-employment process in Rivers State requires finding out the existing status of the programme's graduates. Consequently, it is all these that inspired the need to examine the relationship between the entrepreneurship competencies developed by Business Education graduate and their self-employment processes in Rivers State that inspired the present study.

Conceptual Framework
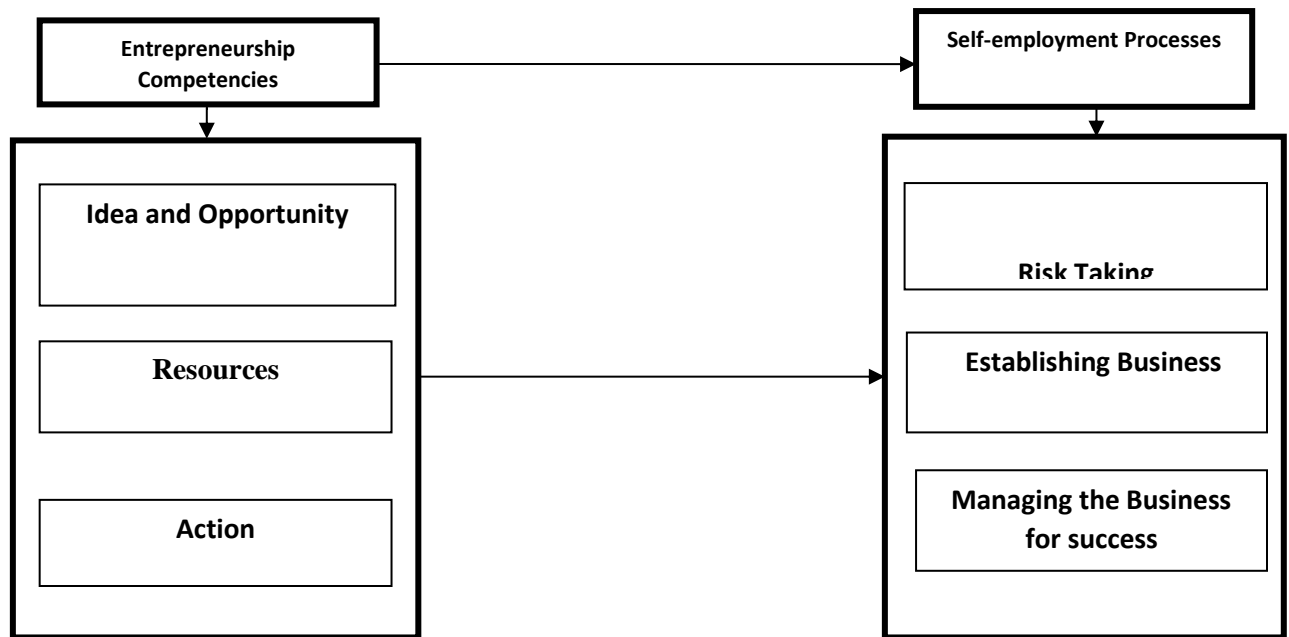
Source: Researcher's Conceptual framework on Entrepreneurship Competencies Development and Business Education Graduates' Self-Employment Process

Research Questions

This study was guided by three research questions:

1. What is the relationship between idea and opportunity competencies development and Business Education graduate students' self-employment processes in Rivers State?
2. What is the relationship between resource competencies development and Business Education graduate students' self-employment processes in Rivers State?
3. What is the relationship between action competencies development and Business Education graduate students' self-employment processes in Rivers State?

Research Hypotheses

The following three null hypotheses formulated were tested at 0.05 level of significance:

1. There is no significant relationship between idea and opportunity competencies development and Business Education graduate students' self-employment processes in Rivers State.
2. There is no significant relationship between resource competencies development and Business Education graduate students' self-employment processes in Rivers State.
3. There is no significant relationship between action competencies development and Business Education graduate students' self-employment processes in Rivers State.

Methodology

Correlation research design was adopted for the study. This research design is deemed appropriate because researcher intend to gather information that is related to establishing the relationship between variables under investigation.

The area of the study was Rivers State of Nigeria. Rivers State was used for the study because it has adequate public universities which are the target of the research work. The population of the study consists of 161 Business Education post graduate students made up of 44 Masters and 14 PhD students from Rivers State University and 86 Masters, 17 PhD students from Ignatius Ajuru University. These two universities were chosen because they are the only tertiary institutions in Rivers State offering Business Education programme at post graduate levels (2021/2022 academic session) The entire population which is 161 Business Education post graduate students was used as the sample size of the study.

Structured questionnaires titled "Entrepreneurship Competencies Development Questionnaire (ECDQ) and Business Education Graduates Employment

Processes Questionnaire (BEGEPQ)" were used for data collection. The questionnaires contained 30 items, with responses pattern based on four point rating scale of Strongly Agree (SA – 4points), Agree (A – 3points), Disagree (D – 2points), Strongly Disagree (SD – 1point). The instrument was face validated by two Business Educators and one expert of Measurement and Evaluation in Rivers State University, Port-Harcout. Cronbach Alpha was used to test the reliability of the instrument at 0.79. The instrument was administered by the researchers to the respondents to avoid loss of copies. However, only 153 copies of the instrument were properly filled and returned to the researchers. This constituted approximately 95 percent of the all the copies administered.

Results

The results of this study were presented in tables as follows:

Research Question 1: What is the relationship between idea and opportunity competencies development and Business Education graduate students' self-employment processes in Rivers State?

Table 1: **Summary of Correlation Coefficient of r on Relationship between Idea and Opportunity Competencies Development and Business Education Graduate Students' Self-employment Process in Rivers State**

		IOCD	SEP
Idea and opportunity development	Pearson Correlation	1	.117
	Sig. (2-tailed)		.149
	N	153	153
Self-employment process	Pearson Correlation	.117	1
	Sig. (2-tailed)	.149	
	N	153	153

Source: Field Survey, 2022

Table 1 reveals that when idea and opportunity competencies development data are correlated with self-employment process data of Business Education graduate students using PPMC, the r value is 0.117, p>.05 at 0.149, number of respondents 153. This means there is very weak relationship between idea and opportunity competencies development and Business Education graduate students' self-employment process in Rivers State. It means that Business Education graduate students' idea and opportunity competencies development and their self-employment process did not increase at same pace. It can then be concluded that the graduate students' self-employment process was driven by the need to survive in an environment where job is difficult to come by and not because of the idea and opportunity competencies they have developed.

Research Question 2: What is the relationship between resource competencies development and Business Education graduate students' self-employment processes in Rivers State?

Table 2: **Summary of Correlation Coefficient of r on Relationship between Resources Competencies Development and Business Education Graduate Students' Self-employment Process in Rivers State**

		RCD	SEP
Resource competencies development	Pearson Correlation	1	.071
	Sig. (2-tailed)		.385
	N	153	153
Self-employment process	Pearson Correlation	.071	1
	Sig. (2-tailed)	.385	
	N	153	153

Source: Field Survey, 2022

Table 2 reveals that when resources competencies development data are correlated with self-employment process data of Business Education graduate students using PPMC, the r value is 0.071, p > .05 at 0.385, number of respondents 153. This means there is very weak relationship between resource competencies develop-ment and Business Education graduate students' self-employment process in Rivers State. It means that Business Education graduate students' resource competencies development and their self-employment process did not increase at same pace. It can also be concluded that the graduate students' self-employment process was driven by the need to survive in an environment where readymade jobs are difficult to get and not because of the resource competencies they have developed.

Research Question 3: What is the relationship between action competencies development and Business Education graduate students' self-employment processes in Rivers State?

Table 3: **Summary of Correlation Coefficient of r on Relationship between Action Competencies Development and Business Education Graduate Students' Self-employment Process in Rivers State**

		ACD	SEP
Action competencies development	Pearson Correlation	1	.094
	Sig. (2-tailed)		.246
	N	153	153
Self-employment process	Pearson Correlation	.094	1
	Sig. (2-tailed)	.246	
	N	153	153

Source: Field Survey, 2022

Table 3 reveals that when action competencies development data are correlated with self-employment process data of Business Education graduate students using PPMC, the r value is0.94, p > .05 at 0.246, number of respondents 153. This means there is very weak positive relationship between action competencies development and Business Education graduate students' self-employment process in Rivers State. It means that both Business Education graduate students' action competencies development and self-employment processes were increasing in same direction but not at same rate. It can also be concluded that the graduate students' self-employment process was to a very weak extent driven by their action competencies developed while in school.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between idea and opportunity competencies development and Business Education graduate students' self-employment processes in Rivers State.

Table 4: Summary of Correlation Coefficient of r on Significant Relationship between Idea and Opportunity Competencies Development and Business Education Graduate Students' Self-employment Process in Rivers State

		IOCD	SEP
Idea and opportunity development	Pearson Correlation	1	.117
	Sig. (2-tailed)		.149
	N	153	153
Self-employment process	Pearson Correlation	.117	1
	Sig. (2-tailed)	.149	
	N	153	153

Source: Field Survey, 2022

Table 4 reveals r value is 0.117, p>.05 at 0.149, therefore since the p value obtained at 0.149 indicates weak level of significance p value provided at 0.05, the null hypothesis is accepted. It was however found that there was a weak relationship between idea and opportunity competencies development and Business Education graduate students' self-employment process in Rivers State. It can therefore be concluded that the idea and opportunity competencies developed by Business Education graduate students did not significantly affect their self-employment process in Rivers State.

Hypothesis 2: There is no significant relationship between resource competencies development and Business Education graduate students' self-employment processes in Rivers State.

Table 5: Summary of Correlation Coefficient of r on Significant Relationship between Resource Competencies Development and Business Education Graduate Students' Self-employment Process in Rivers State

		RCD	SEP
Resource competencies development	Pearson Correlation	1	.071
	Sig. (2-tailed)		.385
	N	153	153
Self-employment process	Pearson Correlation	.071	1
	Sig. (2-tailed)	.385	
	N	153	153

Source: Field Survey, 2022

Table 5 reveals r value is-0.071, p > .05 at 0.385, therefore since the p value obtained at 0.385 indicate that the level of significant was weak, the null hypothesis is accepted. It was however found that there was a weak relationship between resource competencies development and Business Education graduate students' self-employment process in Rivers State. It can therefore be concluded that the resource competencies developed by Business Education graduate students did not significantly affect self-employment process in Rivers State.

Hypothesis 3: There is no significant relationship between action competencies development and Business Education graduate students' employment processes in Rivers State.

Table 6: Summary of Correlation Coe fficient of r on Significant Relationship between Action Competencies Development and Business Education Graduate Students' Self-employment Process in Rivers State

		Action competencies development	Self-employment process
Action competencies development	Pearson Correlation	1	.094
	Sig. (2-tailed)		.246
	N	153	153
Self-employment process	Pearson Correlation	.094	1
	Sig. (2-tailed)	.246	
	N	153	153

Source: Field Survey, 2022

Table 6 reveals the r value is 0.94, p > .05 at 0.246, therefore since the p value obtained at 0.246 indicate that the level of significant is weak, the null hypothesis is accepted. It was however found that there was a weak relationship between action competencies development and Business Education graduate students' self-employment process in Rivers State. It can therefore be concluded that the action competencies developed by Business Education graduate students did not significantly driven their self-employment process in Rivers State.

Discussion of Findings

The results related to this specific purpose one revealed that there is very weak relationship between idea and opportunity competencies development and Business Education graduate students' self-employment process in Rivers State. The results of hypothesis testing relating to this specific purpose one revealed that there is weak significant relationship between idea and opportunity competencies development and Business Education graduate students' self-employment process in Rivers State.

This finding emanated from the fact that idea and opportunity competencies developed did not actually affect their self-employment process activities such as risk taking, establishment and management of business. This is because the graduate students' risk taking activities was mostly in the act of buying and reselling items rather than a novel opportunity and idea generation area. The finding of this study is contrary to the findings of Abdulkarim (2019) who reported that students developed opportunity recognition skills through entrepreneurship education for effective self-business establishment. The finding is also contrary to the findings of Boldureanu, et al. (2020) when they reported that students who developed entrepreneurial competencies through role model intervention benefited from the socio role of entrepreneurship (new jobs). It is important to note that the differences in findings with the present study may be informed by the fact that the present study was basically a correlation study relating entrepreneurial competencies development of students with tier self-employment process while the earlier studies considered

the effect of the pedagogical processes on the development of entrepreneurial competencies for self-employment success.

The results related to this specific purpose two showed that there is very weak relationship between resource competencies development and Business Education graduate students' self-employment process in Rivers State. The results of test of hypothesis relating to this specific purpose two showed that there is weak significant relationship between resource competencies development and Business Education graduate students' self-employment process in Rivers State. This finding emanated from the fact that resource competencies developed inversely affect Business Education graduate students' self-employment process. This is due to the fact that the graduate students disagreed that their capability enabled them to mobilize resources for self-employment processes. The finding of this study is contrary to the report of Akpotohwo (2017) who reported that Business Education graduates with experience in mobilizing resources would be successful entrepreneurs. The finding is also contrary to the finding of Kozlinska, Rebmann and Mets (2020) when they reported that students developed entrepreneurial competencies for self-employment through experiential approach. It is important to note that the opposite findings between the earlier studies and this present study could be as a result of the difference in research design.

The results related to this specific purpose three revealed that there is very weak positive relationship between action competencies development and Business Education graduate students' self-employment process in Rivers State. The results of hypothesis relating to this specific purpose three revealed that there is weak significant relationship between action

competencies development and Business Education graduate students' self-employment process in Rivers State. This finding resulted from the fact that even those the graduate students opined they had the ability to initiate new ideas and processes these did not affect their self-employment process. This is due to the fact that they engaged more and buying and selling ideas and opportunities already oversaturated with entrepreneurs than exploit new demand areas. The finding of the study is supported by the finding of Abdulkarim (2019) who reported that students developed relevant skills required for taking risk to initiate and manage self-businesses effectively. The finding is also supported by the finding of Boldureanu, et al. (2020) when they reported that students who developed entrepreneurial competencies through role model intervention benefited from the socio role of entrepreneurship (new jobs). The finding is also supported by the finding of Kozlinska, Rebmann and Mets (2020) when they reported those exposed to entrepreneurship education using experiential pedagogy developed competencies for self-employment. Nevertheless, it is important to note that all the earlier studies used to justify the present study results only revealed that it is possible for students who developed entrepreneurial competencies through exposure to entrepreneurship education to take up self-employment opportunities and be successful, hence, it is through the present study that it was revealed that actually action competencies relate to self-employment process.

Conclusion

Based on the findings of this study, it can be concluded the entrepreneurial competencies development relating to idea and opportunity and resources competencies weakly relate to Business Education

graduate students' self-employment process. It can also be concluded that action competencies as an aspect of entrepreneurial competencies weakly affected Business Education graduate students' self-employment process. Therefore, it can also be concluded that graduate students' self-employment process is driven by the need to take refuge in self-employment activities as a means of survival due to inadequate sources of employment within Rivers State and not really because of the entrepreneurial competencies they have developed. This may be as results of the fact that the desirable entrepreneurial competencies developed by the graduate students through schooling were not much or matched with what is required based on the competencies framework used in this study and this situation needs to be corrected if they must be motivated to take up self-employment process en masse.

Recommendations

Based on the findings of this study and the conclusion drawn, the following recommendations are put forward for implementation:

1. Business Education lecturers in Universities should expose their students to real life entrepreneurial learning activities in order to enhance their development competencies to enable them drive self-employment processes.
2. Business Education lecturers in Universities should design, implement and evaluate real-life learning activities for graduate students on resources mobilization and management in order to enhance their competencies for self-employment.
3. Business Education lecturers in Universities should provide opportunities for graduate students to initiate new entrepreneurial idea and manage it on micro scale before graduation in order to

boost their confidence in self-employment process.

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MANAGEMENT POLICIES TOWARD GUIDING INNOVATIONS FOR EDUCATIONAL DEVELOPMENT IN CONTEMPORARY SOCIETY

Lawson NWAGWU, PhD
Department of Educational Management, Faculty of Education,
Ignatius Ajuru University of Education, Rumuolumeni Port Harcourt
nwagwulawson@gmail.com, *08037948004*

And

Cynthia Obiageli Patricia OKERE, PhD
Department of Educational Management, Faculty of Education
Rivers State University, Nkpolu Oroworukwo Port Harcourt
cynthyokere@gmail.com, *08037096217*

Abstract

In contemporary society, the need for educational development cannot be overemphasized. Consequently, this paper focused on management policies toward guiding innovations for educational development in contemporary society. In consideration of this, the concept of management, process of management, policies and type of policies were explained. The issue of supportive, minor, major, and composite policies were considered as other types of policies. The paper elucidated management policies, functional policies, originated policies, appealed policies, imposed policies, general policies, specific policies, and written policies as types of management policies. The concept of innovation, types of innovations in education, educational development, educational development in contemporary society were expatiated. Furthermore, management policies toward guiding innovations for educational development in contemporary society was discussed. The paper concluded that unrelenting reforms should be made in educational institutions using management policies toward guiding innovations for educational development in contemporary society. It therefore suggested that management policies need to be strictly implemented to meet the required purpose, in addition, government should consider proper guiding of innovations for educational development very paramount.

Keywords: Contemporary Society, Development, Education, Innovations, Management and Policies.

Introduction

Educational in a contemporary society requires innovations for development. In educational institutions, there is always goals to be achieved, which forms the vision, mission, and objectives of the educational administrators that formed the management. Management policy is a general statement formulated by educational institution for the guidance of its staff. The goals and objectives are first planned and then policies are formulated to achieve them. Policies are mode of thought and the principles underlying the activities of an organization or an institution.

Management policies are identified guide to thinking in decision making. They assume that when decisions are made, these will fall

within certain boundaries. Policies do not require action, but are intended to guide educational administrators in their decision commitments when they do not make decisions.

Policy is a management verbal, written or implied overall guide setting up boundaries that supply the innovations for educational development. It provides the general limits and direct in which managerial action will take place. Policies provide a frame work within which a person has freedom to act. Management policies acting as principles provide rules of action for achieving organization's development relating to specific objectives. The coordinating links in the institution are provided by policies. These guide and govern the actions of the educational institution, overall performance, and its objectives in the various areas of operation, production, finance, marketing and personnel. The clear formulation of policies helps the executives to plan every operation aspect of the education institution. This considerably helps them in their decision making. Though, objectives and policies are used to achieve educational goals but both are different in essence. The goals are the end points of planning, and policies prescribed, the broad ways for achieving them. A policy gives guidelines, and leaves scope for interpretation for the person implementing them. This means that, a policy has the flexibility for interpretation.

Rogers (2003) stated that every successful institution achieves competitive advantages through acts of creativity and innovation. To grow and prosper, most institutions need to constantly improve their existing qualities and services through continuous innovation. Innovation as the source and provides a competitive advantage through implementation of management policies to ensure that the quality of services and graduates produced are relevant to the society. An institution that is not creative and innovative cannot survive in this contemporary society. Innovation can be observed as an implementation of ideas that originate from creative processes. Innovation is the embodiment, combination, and synthesis of knowledge in original, relevant, valued new products, processes, or services. It could be economy driven. In today's innovation-driven economy, understanding how to generate great ideas has become an urgent managerial priority.

Educational administrators need to encourage and champion ideas and help their institutions of teaching and learning incorporate diverse perspectives, which spur creative insights and facilitate creative collaboration by harnessing new technologies. Creativity is a process you can employ to improve your problem solving. So, educational administrators are not done until their creative efforts have yielded a quality product, service, or process that answers the original need or solves the problems identified at the outset. It relates to the commercialization of creative invention which occurs if someone improves on or makes a significant contribution to existing output. Most successful innovation is the result of a conscious, purposeful search. The role of innovation in educational development is very important as it stimulates teachers and thought to explore new ideas, research hidden facts, and to investigate new tools to find out something hidden. Innovation emphasizes variety of ways of finding out the solution to different problems. In the field of education, it facilitates and impels the students to creativity thinking and analyse something and to unravel multiplex problems. There is a great scope and need of innovation in education for development is often a rather intangible concept and may

mean various things to different people. In contemporary society, education is fundamental to development and growth. The human mind makes possible all development achievements, from health advances and educational innovations to efficient public administration and private sector growth. For countries to reap these benefits fully, they need management policies to unleash the potential of the human mind through provision of innovation. And there is no better tool for doing so than through educational development.

Recently, government officials and development partners in education met to affirm the importance of management policies in educational development and on economic development, broadly on improving people's lives, and together declared education for all as a goal. While enrolments have been used in promising fashion around the world, learning levels have remained disappointing, and many remain left behind. Because growth, development, and poverty reduction depend on the knowledge and skills that people acquire, not the number of years that they sit in a classroom.

Baregheh, et al. (2009) posited that the traditional view of educational development through management policies by providing innovation starting in primary school takes up the challenge too late. The science of brain development shows that learning needs to be encouraged early and often, both inside and outside of the formal schooling system. Parental health and early childhood development programmes that include education and health are consequently important to realize this potential. In the primary years, quality teaching is essential to give students the foundational literacy and numeracy on which lifelong learning depends.

Adolescence is also a period of high potential for learning, but many teenagers leave school at this point, lured by the prospect of a job, the need to help their families, or turned away by cost of schooling. For those that dropout too early, second chance and non-formal learning opportunities are essential to ensure that all youth can acquire skills for the labour market.

Conceptual Review

Management

Management means many things to people. To a layman, management means an impressive person occupying an air-condition chamber with an over staked table and cushioned chair. Some people suggest management as commanding others. To many others, management is nothing more than clerical work and putting fancy signatures. But truly management is the process of planning, organizing, staffing, directing, coordinating, controlling and budgeting the activities of business enterprises. It is also described as the technique of leadership, decision making and means of coordinating. Management could also be defined as the process of achieving organizational goals through planning, organizing, leading and controlling the human, physical, financial, and information, resources of the organization in effective and efficient manner (Amunden & Wilson, 2012).

Little (2004) defined management as a process consisting of planning, organizing, actuating and controlling, performed to determine and accomplish the objectives by the use of people and resources. Firstly, it considers management as a process that is, a systematic way of doing things. Secondly, it states four management activities: Planning, organizing, actuating, and controlling. Planning is thinking of an

action in advance. Organizing is coordinating of the human and material resources of an organization. Actuating is motivating and direction of subordinates. Controlling means the attempt to ensure no deviation from the norm or plan. Thirdly, it states that manager uses people and other resources. And fourthly, it states that management involves the act of achieving the organization's objectives.

Process of Management

Kerle (2013) stated that management is a process which brings the scarce human and material resources together and motivates people for the achievement of objectives of the organization. Management is not a onetime act but an on-going series of interrelated activities. The sum total of these activities is known as management process. It consists of a set of interrelated operations or functions necessary to achieve desired organizational goals. A process is a systematic way of doing things. It is concerned with conversion of inputs into outputs. An analysis of management process will enable us to know the functions which managers perform.

1. **Goal Oriented Process**: The process of management comes with the purpose of achieving the organizational goals correctly and meaningfully. Hence, it is a goal oriented process.
2. **All Pervasive**: Management is used by all departments of an organization and by all organizations, irrespective of size, nature and location. It is also practiced at each level of an organization.
3. **Multidimensional**: Management covers all aspects of an organization ranging from work, people and operations. Different mechanism and systems are set up for each aspect.
4. **Continuous Process**: A series of functions are performed in organization by all its managers simultaneously. It

keeps running in a cycle that repeats itself over and over again.
5. **Group Activity**: Management is never done in solidarity. It is a group activity that involves participation of all the people of an organization, including the managers and the workers, for the desired achievement of objectives.
6. **Intangible Force**: Management in its essence cannot be seen or touched, and hence is termed as intangible. But its effect can be felt and measured based on the results achieved by way of the organizational functions.

Policy

Policy is a deliberate system of guidelines to guide decisions and achieve rational outcomes. A policy is a statement of intent and is implemented as a procedure or protocol. Policies are generally adopted by a governance body within an organization. Policies can assist in both subjective and objective decision-making. Policies used in subjective decision-making usually assist senior management with decisions that must be based on the relative merits of a number of factors, and as a result, are often hard to test objectively, e.g. work-life balance policy (Edison, et al., 2014). Moreover, Government and other educational institutions have policies in the form of laws, regulations, procedures, administrative actions, incentives and voluntary practices. Consequently, resource allocations are minor policy decisions. In contrast, policies to assist in objective decision-making are usually operational in nature and can be objective tested, example password policy (Althaus, et al., 2007).

The term may apply to government public sector organizations and groups, as well as individuals. Presidential executive orders, corporate, private, and parliamentary rules and order are all examples of policy. Policy differs from rules or laws, while the law can compel or prohibit behaviours e.g. a law

requiring the payment of taxes on income. Policy merely guides actions toward those that are most likely to achieve the desire outcome (Paquette, 2002).

Policy may also refer to the process of making important organizational decisions, including the identification of different alternatives such as programmes or spending priorities, and choosing among them on the basis of the impact they will have. Policies can be understood as political, managerial, financial, and administrative mechanisms arranged to reach explicit goals. In public corporate finance, a critical accounting policy is a policy for a firm/company or an industry that is considered to have a notably high subjective element, and that has a material impact on the financial statements (Smith, 2002).

Types of Policy

The American Political Scientist Theodore J. Low proposed four types of policy, namely Distributive, Redistributive, Regulatory and Constituent in his article "Four Systems of Policy, Politics and Choice" and in American Business, public policy case studies and political Theory. Policy addresses the intent of the organization, whether government, business, professional, or voluntary, policy is intended to affect the "Real" world, by guiding the decisions that are made. Whether they are formally written or not, most organizations have identified policies. Policies may be classified in many different ways. The following is a sample of several different types of policy broken down by their effect on members of the organization.

Distributive

Distributive policies extent goods and services to members of an organization, as well as distributing the costs of the goods/services amongst the members of the organization. Examples include government policies that impact spending for welfare, public education, highways, and public safety, or a professional organization's benefits plan.

Regulatory

Regulatory policies, or mandates, limit the discretion of individuals and agencies, or otherwise compel certain types of behaviour. These policies are generally thought to be best applied when good behaviour can be easily defined and bad behaviour can be easily regulated and punished through fines or sanctions. An example of a fairly successful public regulatory policy is that of a highway speed limit.

Constituent

Constituent policies create executive power entities, or deal with laws. Constituent policies also deal with fiscal policy in some circumstances.

Redistributive

Policies are dynamic, they are not just static lists of goals or law. Policy blueprints have to be implemented, often with unexpected results. Social policies are what happens on the ground when they are implemented, as well as what happens at the decision making or legislative stage. When the team policy is used, it may also refer to:

- Official government policy (legislation or guidelines that govern how laws should be put into operation.
- Broad ideas and goals in political manifestos and pamphlets.
- A company or organization's policy on a particular topic. For example, the equal opportunity policy of a company shows that the company aims to treat all its staff equal.

The actions the organization actually takes may often vary significantly from stated policy. This difference is sometimes caused

by political compromise over policy. While in other situations it is caused by lack of policy implementation and enforcement. Implementing policy may have unexpected results, stemming from a policy whose reach extends further than the problem it was originally crafted to address. Additionally, unpredictable results may arise from selective or idiosyncratic enforcement of policy.

Other Types of Policy Include:

Major Policies

Major policies are those which give a unified direction on educational institutions and imply a commitment of resources. These policies give shape to education in the accomplishment of its purpose. They should also be supportive to the institution objectives.

Supportive Policies

Besides major policies, there is a need to have supportive policies also supportive policies are meant to help in implementation of major policies. A concern may have the development of new product as a major policy, the research to find out the unfulfilled needs of consumers may be a supportive policy.

Minor Policies

The policies which do not influence main objectives of an organization may be called minor policies. These policies may relate to some routine matters of less importance. A policy may be to hire casual workers in case of emergencies. A manager may allow workers to go on leave if the work load is less. The policies relating to such matters may be called minor policies. These policies do give directions but are not of much significance.

Composite Policies

Some concerns have a number of policies or group of policies. To increase sales, a concern may follow expansion, taking up of similar products, following aggressive marketing etc. to achieve one objective a number of policies may be used, and these are composite policies (Sorcinelli, et al., 2005).

Management Policy

Management is defined as getting things done through people. Every team whether in Educational Institution, Business, Government, the Military, or Sports, needs to be managed or else nothing will happen. This is achieved through management policies. Therefore, management policies are a set of directives that executives set to govern operation and future growth potential in an education institution based on data related to productivity and annual revenue trends (Christensen & Overdorf, 2000). They can be focused on outcomes that are desired by the staff or general policies based on law, employment contracts, and anything that relates to the financial success of the institution. An easy example would be setting realistic goals for the organization to strive for such as making more money, expanding into new markets, increasing existing market share, or allowing employees to work from home or have more control over their jobs. The overall aspiration for any management policy in education is to enhance development and improve student learning. Understanding the dynamics of the relationship between any policy domain and those factors that influence learning outcomes however, remains elusive (OECD, 2018).

Hughes, et al. (2018) opined that the management policies were developed with the intention to ultimately assure full

community engagement, ownership and accountability in the governance for the development of education. Educational Institutions in Nigeria have become increasingly accountable as a result of reforms carried out since 2010. These have included the development and implementation of the school Free Grant Scheme, the minimum service Standards of Primary and Secondary Schools (2016), Professional Standards for Teachers (2011) and the Professional Standards for principals (2014). These initiatives have meant that the schools must implement all policies and engage fully with the development initiatives. Schools are required to teach the national curriculum and are not expected to deviate or develop their own school-based curriculum although there is some flexibility for adaption of the national curriculum to suit the context of the school and abilities of learners. They must demonstrate compliance with the processes and show school development, improvement, and most importantly; that student achievement and learning are of a high standard (Sahlberg, 2011).

Types of Management Policy

The following are various types of management policy:

Organizational Policies

These policies refer to the overall policies of the organization. These policies decide the goals of the activities of the organization as a whole.

Functional Policies

Functional policies are prepared for different functions such as production, marketing, finance, personnel etc. Functional policies are decided keeping in view the organizational policies. These policies help in coordination of efforts of different people.

Originated Policies

These are those policies which are initiated by the managers. These policies are prepared for the guidelines of the subordinates. It is also known as internal policy.

Appealed Policies

This type of policy is formulated only on the request of the subordinates. This policy helps the subordinates to handle some situations. If the existing policy does not give any scope to handle extraordinary situations, appealed policy is to be formulated.

Imposed Policies

These policies are not formulated by the organization itself. These are the policies which are imposed upon an organization by outside forces like the government, trade unions, trade associations etc. This is a common form of policy in these days because the role of external agencies is increasing day by day. It is also known as External Policy.

General Policies

A policy which does not create any impact on the performance of the employees. The policy may represent the philosophy of the top management executives. For example, motivating the employees to perform the job in a better way. It is a general policy.

Specific Policies

It is a policy which is formulated with regard to any specific issue that is, transfer, promotion, compensation etc. A specific policy must conform to the broad outlines mentioned in the general policies.

Written Policies

It is a policy which is formulated and intimidated in the written form. Here, there is no possibility of any degree of deviation. Everyone should adhere to the written policy.

Implied Policies

A policy is inferred from the behaviour of the superior. It is an implied policy such policies are more flexible than other policies.

Concept of Innovation

As 21st century is the century of innovations, the world is changing and modern technology has already become an intrinsic part of peoples' lives today, but educational sphere remains constant at the same level. In that case, there is a need for innovating it. Despite the fact that the usage of the Internet and Electronic Services promotes cheating, modern technology should be widely used in Educational Institutions due to some factors, that might assist learning process, based on utilizing online tasks and feedback system, developing research skills of students and modernizing the organization of classes and assessment methods.

Godin (2015) declared that an innovation is an idea that has been transformed into practical reality. Innovation is the practical application of ideas that result in different new types of new offerings like products, services, processes and business methods. Innovation can be defined as the creation of something like new product or services or improvement on an existing idea. Innovation in education encourages teachers and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem solving skills. Innovation is not just represented by introducing or implementing new ideas or methods.

Baregheh, et al. (2009) defined innovation as a process that involves multiple activities to uncover new ways to do things. It should not be confused with creation since this can be defined as the act of making, inventing, or producing something. However, new innovations can be realized with creativity. People need to think outside the box in order to create incremental enhancements. At this moment, we are positioned in a fast-paced environment where technology is advancing and globalization is increasing. This means that distances, only get shorter, and as a result, competition is increasing, customer expectations are more demanding, and disruption in the economy is more likely to occur. For a business or an organization to realize competitive advantages, it should be able to adapt and innovate the changing trends and new generations. Innovations apply for management and organizations on all levels, sizes and in operating in all industries (Heyne, et al., 2010).

Types of Innovation in Education

Organization for Economic Cooperation and Development (OECD) (2016) listed four types of innovations in education based on the Oslo Manual. According to the Oslo Manual innovation can be categorized into four types, which are:

1. Process
2. Products
3. Organizational and
4. Marketing

Process Innovation

This is the execution of the new or substantially better delivery services or

products that incorporated major changes in software, types of equipment, or techniques.

Product Innovation

Product innovation is the execution of services or goods in education that improved from its original characteristics or use. It includes the major changes in materials and parts, product features, user friendliness, existing software, and others.

Organizational Innovation

Is the instruction of new organizational approaches or strategies in business, workplace structure, or its relationship to other organizations. Based on these, OECD (2016) modified the existing definition to match educational settings.

Marketing Innovation

This is the new marketing approach that emphasizes the changes in product design, product placement, product packaging, product pricing, or promotion.

According to OECD (2016), innovation in education can be categorized into four types which are:

1. Introduction of new services or products such as new curriculum, educational resources or textbooks.
2. Introduction of new process in delivery the services such as the use of technologies in e-learning activities.
3. Introduction of new approaches in activities organization such as the use of ICT's to internet with parents and students.
4. Introduction of new marketing techniques such as the cost for each course in university.

Some of the educational scholars define the type of innovation based on innovation theories. Smith and Fund (2009) stated that

there are two types of innovation in education. These are:

- Distributive and
- Sustaining

Distributive innovations are the innovations that are out from the box, it is a different practice to serve a group of people. It creates new structure, ecosystems, and architecture to the old practices.

Sustaining innovations are innovations that bring improvement to the existing product, process or services.

According to Wai (2017), innovation in education must have the characteristics of sustaining innovation and also disruptive innovation at once. Therefore, a fundamental change and drastic improvement will happen in the old educational system.

Sousa (2014) said that innovation in education are Technical Innovation, Conceptual Innovation, and Relational Innovation. Technical innovations include the use of various new technologies in education. Conceptual innovations are the introduction of new courses, new educational methodology, or new educational programmes. Relational innovation is the better way of establishing, communicating, and interacting inside or outside educational institutions.

Serdyukov (2017) stated that innovation in education could be categorized as either disruptive, revolutionary, evolutionary, or sustaining. Evolutionary innovation will lead to continuous incremental change in the system. Revolutionary innovations will change the system completely, restoring the outdated systems with a better one within a limited time frame. Meanwhile, the sustaining innovation linked to the achievement, such as the continuous enhancement in the instruction.

Educational Development

This is the practice of helping those who teach to be better at what they do, through resources, workshop, one-on-one assistance, and other means. All the work that is done systematically to help faculty members to do their best to foster student learning. Educational development is described as being broader than faculty development, in that it encompassed instructional, curriculum, organization and some aspects of faculty development (Huebner, 2005). In another sense, the term was narrower in that it focused on the teaching domain as opposed to all aspects of academic career development. Is a sub-discipline of higher education research and practice that supports and enhances the design and development of high quality student learning experiences, promoting the scholarship of teaching, learning and research into higher education goals and practices (Tuomi, 2002). Educational development is a powerful agent of change, and improves health and livelihoods, contributes to social stability and drives long-term economic growth. It is also essential to the success of every one of the 17 sustainable development goals.

Educational Development in Contemporary Society

Contemporary society, according to social and political scientists, is characterized by at least three fundamental directions:

- Increasing human interconnection through a network of relationships that is progressively covering the whole planet;
- The pace and depth of the evolution of human ways of life determined by technological innovation represent an absolute novelty in human History.

- The scale of anthropological and ecological transformation due to the interaction between evolutionary factors (social, cultural, economic, and technological) has no historical precedent. These are some examples, but they are many more.

These presentations are the result of a number of fundamental changes that are irreversibly transforming our daily lives, our way of thinking and perceiving the world and our way of living together (Felten, et al., 2007). Among these fundamental changes are: Improvements in life conditions, life expectancy, literacy and gender equality; changes in domestic and international political institutions, and the breakdown of natural equilibrium.

According to Ng (2009), educational development helps to become better citizens, gets a better-paid job, shows the difference between good and bad. Educational development shows us the importance of hard work, and at the same time, helps us grow and develop. Thus, we are able to shape a better society to live in; by knowing and respecting rights, laws and regulations.

Management Policies to Guiding Innovations for Educational Development in Contemporary Society

Innovation is an aspect of educational change which involves the attention of some aspects of education programmes. Its basic aim is the renewal of impacts, processes and product of school organizations. The basic aim of innovation is the injection of new ideas and technology into the system of schooling as a means of bringing changing in education system (Nwogu, 2013).

According to Ebuara (2014), an innovation does not mean the same thing as creativity, change, improvement, product develop-

ment or invention, but each of these activities may lead to innovation. In short, guiding innovations through management policies are not ends in themselves but means toward ends. In the system of education in Nigeria, innovation is a special kind of change which may bring about education development which involves renewing inputs and product. It means not only adapting to new condition but creating new and better conditions in contemporary society. Therefore, in applying the concepts of change and innovations in the education sector to substantiate knowledge integration for educational development has been the main focus of management policies.

Conclusion

Innovations have contributed immensely toward educational development in contemporary society through implementation of management policies. More development in education sector is needed and should be considered paramount, for government to achieve maximum attainment of goals. Therefore, there is need to initiate unrelenting reforms in educational institutions, hence innovations should be guided through these management policies to make impact that could lead to complete transformation for better educational development in contemporary society.

Suggestions

The paper among other things suggested that:

1. Government should step up actions to ensure that management policies of public educational institutions are geared toward guiding innovations for educational development.
2. Educational development should be given priority by both government and private sectors as that is the only way education goals could be achieved in line with the National Policy on Education.

3. Innovations should be guided using management policies to enhance educational development in contemporary society as to compete favourably with the developed countries.
4. Government and individuals should provide adequate fund to enhance management policies implementation in public and private educational institutions as to support education innovation.
5. Guiding innovations is the assured way to attain educational result, hence all hands must be on deck if this dream must be accomplished.
6. Educational institutions should accord seriousness to implementation of management policies as guide to innovations in our contemporary society.

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RELIGIOUS VALUES: STANDARDS FOR ENSURING SECURITY AND DEVELOPMENT

Chikodi Josiah WACHUKWU, Ph.D
Department of Religious and Cultural Studies, Rivers State University
Nkpolu Oroworukwo, Port Harcourt
ehikodi.wachukwu@ust.edu.ng *0803550267*

And

Emmanuel Echezolochi AMADI, Ph.D
Department of Religious and Cultural Studies, Rivers State University
Nkpolu Oroworukwo, Port Harcourt.
emmanuel.amadi18@ust.edu.ng *08062942929*

Abstract

This paper focuses on religious values: Standards for ensuring security and development. The havoc emanating from the activities relating to militancy, banditry, Boko Haram, herders-farmers clashes, separatist group, etc, left the country with destruction of oil installations, hostage taking, and disruption of operation of oil companies leading to reduction in government earning, kidnapping of school girls from their classrooms and boarding houses, bombing and destruction of government facilities and infrastructure offices, complexes, , power installations, rapping of women and killing of farmers in their farms, attacks on government prisons and homes of politicians even general killings. This, however, form the basis of religious values as a panacea to proffer solution to the above scenario. The paper contends that the application of these values as love, tolerance, respect, forgiveness, generosity, etc, in the whole idea of addressing security challenges in Nigeria by the Nigerian state will proscribe drastically security problems in Nigeria. The study adopts structural conflict theory which looks at social problems like unemployment, marginalization, the quest for self-governance, autonomy, etc, as causative factors that ignites state of insecurity. The theory further argues that insecurity in Nigeria is due to the bad leadership in Nigeria. Findings from the study revealed that insecurity hampers political, social and psychological wellbeing of the nation. The paper however, recommends that the Nigerian state should create job opportunities to engage the youths to reduce youth's restiveness.

Keywords: Development, Nigeria, Religious Values and Security.

Introduction

Nigeria is not only the most populous country in Africa, but also the tenth largest in the world. Nigeria is characterized with multi-religions and multi-ethnic groups. Nigeria is made of diverse-cultures-with at least over 250 different languages spoken in the country. Nigeria is not only blessed with abundant mineral resources but also the highest producer of oil within the West African sub-region. The country has a population of over two hundred million people. Nigeria's climate is tropical, and is affected mainly by the rain-bearing South West monsoon and by the dry-dusty north-east trade winds. The country also

experiences the two main seasons namely, the rainy season and dry season. The rain season takes place from April to October, with a dry spell in August. The dry season occurs from November to March with cool dusty harmattan in December and January. The rainfall decreases from about 2,000 to 3,000 millimeters on the coast to about 500 millimeters in the extreme north, while the average temperature ranges from 30°c in the south to 35°c in many of the northern parts of the country. Nigeria is made up of 36 states (Onigu, 1990, P.2). The states and the capitals Abia (Umuahia), Adamawa (Yola), AkwaIbom (Uyo) Anambra (Akwa), Bauchi (Bauchi), Bayelsa (Yenago), Benue (Makurdi), Borno (Maiduguri), Cross Rivers (Calabar), Delta (Asaba), Ebonyi (Abakaliki), Edo (Benin City), Ekiti (Ado Ekiti), Enugu (Enugu), Gombe (Gombe), Imo (Owerri), Jigawa (Duste), Kaduna (Kaduna), Kano (Kano), Kastina (Kastina), Kebbi (Benin Kebbi) Kosi (Lokoja), Kwara (Ilorin) Lagos (Ikeja), Nassawa (Lafia), Niger (Minna), Ogun (Abeokuta), Ondo (Akure) Osum (Oshosbo), Oyo (Ibadan), Plateau (Jos), Rivers (Port Harcourt), Sokoto (Sokoto), Taraba (Jalingo), Yobe (Damaturu), Zamfara (Gusau) with Abuja as the capital (en.m.wikipedia.org/wiki extracted 24th september,2021 by 10am). Apart from this, Nigeria is divided into six geo political zones namely, North (central (Niger, Kogi, Benue, Plateau, Nasarawa, Kwara and FCT), North East (Bauchi, Bomo, Taraba, Adamawa, Gombe and Yobe, North West (Zamfara, Sokoto, Kaduna, Kebbi, Kastina, Kano and Jigawa), South East (Abia, Anambra, Ebonyi, Enugu, Imo), South-South (AkwaIbom, Bayelsa, Cross- Rivers, Delta, Edo and Rivers), South West (Ekiti, Lagos, Osun, Ondo, Ogun and Oyo. The essence of this is for ease administration and effective governance National Oceanic and Atmospheric Administration (NDAA) (Olatunde. 1995, N.P).

Conceptual Review

Development

Isiramen, (2010), defines development as a general improvement in the life of the people. That is, "the development of people". This includes their income, health and their intellect or capacity to sustain the improved living conditions. Therefore, development, as used in this essay, refers to the growth and maturity of the people of Nigeria in terms of social, economic, and political and religious well-being as well as their ability to sustain improved living conditions (P.337).

Security

Security is the sum total of action and measures, including legislative and operational procedures, adopted to ensure peace, stability and the general well-being of a nation and its citizens. It implies all efforts by government to ensure there is peace, stability and well-being of her citizens. It can mean absence of war, peaceful transition from the regime to another and absent of absolute poverty in the land. Following from the above definitions, it becomes clear that security is the state of not being financially, emotionally, psychological and materially threatened (Https://security-challenge-in - Nigeria extracted 5th September 2022, 9am).

Forms of Insecurity

The havoc emanating from the activities of militancy in the Niger Delta is one of the biggest security challenges that is facing Nigeria right now. These unwholesome activities are discernable in the destructions of oil installations, disruption of operation of oil companies, crude oil theft and refining, oil bunkering, harassment of security forces, hostage-taking and dislocation of socio-economic activities in

the region, leading to reduction in government earnings (Israel, 2012, P.12), etc. Following closely is that of the banditry and Boko-Haram in the north-east and north-west of the country. The ugly activities associated with banditry and Boko-Haram can be seen in the countless abduction of school children. The kidnap of 276 Chibok school girls 14 April, 2014, 1140 schools girls from government science school, Dapuchi, 2018 in north-east Yobe state, etc are telling examples. In addition to this, are countless killings. (300 boys from Kankara, Kastina state) is another telling examples, bombings of government properties. Examples, United Nation's buildings in Abuja, burning down houses, rapping of women with thousands displaced. Worst still, more than 300 Nigerian girls are still missing in Zamfara (Nigeria's school abduction: www.bbc. com-worldafrica-562l2645 extracted 24th September 2021, 10am). Following this is the herders- farmers clashes. The inhuman activities relating to herders in the north-east of Nigeria have resulted in the killings of thousands of Nigerian farmers, rapping of girls and women in the farm and destruction of farm produce. Unfortunately, these atrocities are not limited to the north alone, it has passed across the country. In addition to this, is the indigenous people of Biafra (IPOB) in the south-east of Nigeria. The unforeseen activities, associated with the (IPOB) have led to the death of many innocent Nigerians. In addition to this are the burning down of people's shops and stores, deadly destructions of government offices, prisons and the homes of politicians and community leaders (Nigeria's school abduction:www.bbc.comworld-africa-562 12645 extracted 5th September 2022, 9am).

Causes of Insecurity

Marginalization and deprivation, the Niger Delta region; a geo political zone which lies at the southern hemisphere of the contraption called Nigeria is a conglomeration of nine states namely, Abia, Akwa Ibom, Bayelsa, Cross-River, Delta, Edo, Imo, Ondo, and Rivers. Because of her rich natural deposits, she is host to many multinational companies, especially those involved in oil and gas exploration. Due to oil from the Niger Delta, Nigeria is West Africa's biggest producer of petroleum and the sixth largest supplier of oil in the world. Oil wealth has been instrumental to Nigeria's emergence as a leading player in world and regional politics (Ogbuja, 2018, PP.4-5). However, in spite of her massive contribution to the economic wealth of the country, the Niger Delta seems to be most backward of all regions in terms of infrastructural development. Instead, there is poverty, under development, massive physical damage to the landscape due to movement of heavy machinery; destruction of biodiversity as a direct result of oil spillage; and ecological wreckage owing to gas flaring. While most of the Niger Delta youths are jobless; there is mindless looting of revenue generated from the region, with constant brutal military intimidation. The people felt that they have been marginalized and thus suffered long years of neglect without been adequately taken care of by the Nigeria state and the oil multinationals operating in the area despite the fact that the oil which is the economic mainstay of the nation is being sourced from the Niger Delta region. Here, militancy became the only option after long years of dialogue to address the above scenario (Israel, 2010, P.12). Following this is uprooting western education. The Islamist terrorists sect called Boko-Haram which began in Maiduguri, Borno state, in 2009 under their leader Muhammed Yusuf, who was later extra -

judiciously killed by the Nigerian police has been hell bent against anything "Westernization' for them westernization is sacrilege; sin and forbidden. This explains why the sects have determined to destroy education by carrying out incessant abductions of the Nigerian school children. Their primary aim is to impose Sharia or Islamic law not only over the constitution of federal republic of Nigeria but also in a country where no religion is given a state recognition (https://www.bbc.com/news/world-africa-57860993 extracted 5th September 2022, 9am). Next, is inaccessibility of land and water for grazing. The inability of the herdsmen to have access to land and water for grazing explains the reason they have to travel from the north of Nigeria not only to the middle belt of Nigeria like Benue, Taraba and Plateau but also across the country where they can possible have access to pasture land and watering points for grazing. This also accounts for the unending clashes, and killings between the herders and farmers.

Following this is bad leadership. It is surprising that a country, like Nigeria till-date has not had the benefit of being administered by good leaders as most of the political leaders are in office for pecuniary gains. They train thugs-and hooligans, buy guns for them to assassinate their political opponents and to highjack electoral materials in order to win elections. These thugs, who later turn to robbers or engage in other forms of crime when they are dumped by the politicians after elections thus constituting a major threat to the security of the nation. In addition to this is unemployment. Unemployment rate is high in Nigeria. Every year hordes of youths graduate from secondary and tertiary institutions with no prospects of employment. After years of walking the streets in search of non-existent jobs, these

unemployed youths now employ themselves by engaging in illegal activities such as kidnapping, ritual killings, harvesting and sales of body organs, drug trafficking, and other nefarious activities (Sunday, 2010, P.183). Following this is agitation. The agitation for self-rule by the indigenous people of Biafra (IPOB) has been on since the early 60s under their foremost leader, Dim Chukwuemeka Odumegwu Ojukwu, the then former military governor of the eastern region. The failure to achieve this dream has been responsible for the Nigerian-Biafra Civil War of 1967-1970. Today, the agitation is still on under another powerful leader in the person of Nnamdi Kanu thus claiming lives of many Nigerians (Obianko, 2004, P.22). In addition to this is porosity of borders. The unending proliferation of light and small weapons in Nigeria clearly portend that the Nigerian borders be it land, sea, etc are practically weak. These are avenues through which the guns, explosives and other destructive weapons gets into the country. It is clear that these weapons used to perpetrate evils in Nigeria by the bandits, Boko-Haram, militants, herders, IPOB, are not being thrown down from heaven (Abundiuh, 2014, P.35).

Effects of Insecurity

One major effect of security challenges is that it undermines the national image, because a terrorist ridden country is suspicious on the comity of nations and meaningful investments cannot be attracted nor developmental cooperation cannot be established because Nigeria is not safe by external reckoning. For instance, Nigeria has been consistently ranked among the most terrorist country in the world by Transparency International. Anot her effect is that it disrupts economic activities due to internal displacement of people, especially in the worst affected areas, the near collapse

or economic activities in the north-eastern states, of Nigeria .over the years and how the agricultural produce in Benue and a number of other north-central state of Nigeria are being badly affected by the herdsmen-farmers clashes, are telling examples. Apart from this, insecurity in these states has also created internal refugees within the country. In consequence of this, people in the refugee camps are not able to contribute in economic activities. Thus, food insecurity in Nigeria is also attributed to this as farmers and businessmen and women cannot go about their normal business for fear of death and abduction. In addition to this is that it interrupts the academic calendar thereby resulting in the repetition of semesters and classes at all levels. Those who are supposed to go to the next level or promoted to the next class still remain where they are. This affect the motor-psycho domain of the students and pupils due to frequent disconnection from academic activities. It also makes academic activities cum learning process boring and practically uninteresting. Closely related to this is that it engages the government into extra-spending to resuscitate the damages done on governments facilities and properties which in turn amounts to monumental waste of a nation's resources that would have been invested in other critical areas of national importance that will make life more meaningful and happy (Nwachukwu and Amadi, 2021, P.54). Following this is the fact that it decimates the numerical strength of the nation in the sense that the unfortunate victims of this circumstance happens to be not only the citizens of Nigeria, but also constitute greater percentage of the population growth. Thus, it hampers political, social and psychological wellbeing of the nation (Isiramen, 2010, P.338).

Religious Values: Standards for ensuring Security and Development

Religious values such as love, peace, tolerance, forgiveness, respect, honesty, humility, to mention but a few are believed to have been instituted by God. The essence is to guide man in his relationship with God on one hand, and between man and his fellow man on the other hand. God's original plan here is to ensure that the society runs without friction (Anyacho, 1994, P.20). Since God is love and the very first to love man by giving his only Son Christ for the sake of mankind. It follows therefore that the youths who take to kidnapping, banditry, bombing and destruction of government facilities and agencies, oil installations, etc as final resort to solve their plight to toe on this part of love for the sake of the nation, to tolerate and cherish one another regardless of language, tribe, culture, religion, etc. Those in leadership positions (government at all levels) as a matter of fact should also key in to this part of love to create job opportunities for these jobless youths, and to provide the basic infrastructure to improve on the life and welfare of the people entrusted under their care.

These values (love, tolerance, peace) which are essential ingredients to build interpersonal relationships, negate the notion of resolving conflict with violence. Invariably, what is needed to address security challenges in Nigeria are love and tolerance. The internalization and application of these values in the whole idea of addressing security challenges by the government will help stem the tide of security threats in Nigeria this in turn will help to stimulate the socio-economic and political development in Nigeria.

Conclusion

This paper focuses on socio - traditional values as tools for ensuring security and national development. The ugly activities relating to terrorism, banditry, Boko Haram, militancy, agitation for self-rule, herders-farmers clashes, etc narguab1y posed serious security challenges in Nigeria, leading not only to loss of lives, destruction of government facilities, oil installations, displacement of people, kidnapping. food insecurity, disruption of academic activities, but also undermines development.

Findings from the study revealed that:

i. Insecurity undermines the national image. This is a truism because a terrorist ridden country is not only suspicious on the comity of nations, but also no meaningful investments can be attracted to the country because Nigeria is not safe by external reckoning.
ii. Insecurity disrupts economic activities. A reflection of this can be seen in the food insecurity as farmers and business men and women cannot go about their normal business for fear of death and abduction.
iii. The study also revealed that insecurity interrupts the academic calendar in the sense that it leads to repetition of semesters and classes at all levels. Thus, it not only makes academic activities and learning processes boring practically uninteresting, but also affect the motor-psycho domain of the students and pupils.
iv. The study also revealed that insecurity decimates the numerical strength of the nation in the sense that the unfortunate victims in this circumstances happens to be not only the citizens of Nigeria, but also constitute greater percentage of the population growth. Findings show that insecurity hampers political, social and psychological wellbeing of the nation.

Bad leadership, unemployment, marginalization, lack of access to land and water for grazing, proliferation of light and small weapons due to border porosity and so on are attributed to causes of insecurity. Although, government has made several efforts to contend this maladies by setting up a security-outfit known as the Joint Task force (JTF), and other relevant agencies, (OMPADEC, NDDC), Amnesty programme (AP) and post-amnesty programme (PAP), etc. Unfortunately, all these efforts turned into a mirage.

To curb this ugly trend to barest minimum, the Nigerian government should apply the values of love, peace, and tolerance in the whole process of addressing security challenges in Nigeria. The internalization and application of values which are necessary for ensuring security well also enhance development.

Suggestions

To address security challenges in Nigeria, the Nigerian states has setup a security outfit known as the Joint Taskforce (JTF), which comprises the Nigerian soldiers, police, navy, and troops from neighboring countries. Apart from this, the federal government by the then President Umaru Musa Yar'Adua on 25 June, 2009 introduced Amnesty Programme and Post Amnesty Prograrnm (PAP) in the Niger Delta to restore peace and to demobilize, rehabilitate, and reintegrate ex-militants who had disarmed voluntarily under a body called Presidential Amnesty Committee (PAC) headed by Kingsley Koko, as the then Special Adviser to the President on Niger Delta. Before the amnesty and post amnesty programmes were established, the federal government created organs for the development of oil bearing communities

such the Oil Mineral Producing Areas Development Commission (OMPADEC) of 1992 under the regime of Ibrahim Babangida, the Niger Delta Development Commission (NDDC) of 2000 by President Olusegun Obasanjo, the Petroleum Trust Fund (PTF) of 1992, Economic and Financial Crimes Commission (EFCC), Independent Corruption Practices Commission (ICPC) of 2000 by President Olusegun Obasanjo. Unfortunately, these efforts yield no results as security challenges continues unabated (Eboh, 2014, P.52). However;

1) Government should create job opportunities to engage these social deviants to reduce youths restiveness.
2) Government should provide land for herders for ranching.
3) There is urgent need for open dialogue across the country with the Nigerian government, traditional rulers, opinion leaders, youth leaders and other relevant stakeholders and agencies to meet to proffer lasting solutions to the prevailing security challenges facing Nigeria.
4) Government should improve on the borders to reduce drastically proliferations of fire arms and other dangerous weapons.

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DEMOCRACY AND ECONOMIC DEVELOPMENT IN NIGERIA
1999 – 2022

MININI, Raymond (Ph.D)
Department of General Studies, School of Foundation and General Studies
Captain Elechi Amadi Polytechnic, Rumuola, Port Harcourt
raymondminini@yahoo.com, 07080060083

And

DEEEBARI, Gbaranor Keeper
Department of General Studies, School of Foundation and General Studies
Captain Elechi Amadi Polytechnic, Rumuola, Port Harcourt
keeperdeeb@gmail.com

Abstract

A democratic values are essential and stimulates successful economic development of a country. That was the major reason everyone expected that the return of Nigeria to democratic rule in 1999 will provide the basic requirement for both governance and economic development. On the contrary, Nigeria which is bless with abundance human and material resources, her people are still suffering from abject poverty, unemployment, insecurity and other vices. It is on this backdrop that this paper set out to address the importance of especially, free and fair election and explains that only credible elections can put the right people in government, manage conflict effectively and allocate resources efficiently. It adopted the theoretical approach as its methodology and finds that there is an incontrovertible evidence of poor economic development due to controversial elections and poor governance in Nigeria. The paper therefore suggested that Nigerians should demonstrate national patriotism over ethnic and local patriotism, put in place strong institutions and conduct credible elections among others.

Keywords: Credible Election, Democracy, Economic Development, Normlessness, Patriotism and Violence.

Introduction

The significant features of liberal democracy are intended to ensure that no ethnic, geographic, class or business interest dominate or exploits others to an unreasonable degree, and that there is fair and universal consent gained for government policies. In other words, it guarantees the right to free expression of political preference, promote progress through peaceful competition between different interests and ideas.

Such optimism was also predicated on the realization that democracy stimulate development Jamo (2010). It is therefore, expected that democratic ethics and norms ought to have been inculcated and imbibed such that it become enduring and sustainable in Nigeria's democratic experiment. Conforming to this democratic ethics, or morns manifest in good governance and infrastructural development and consequently economic and national development. Lawal and Olukayode (2012). That was the major reason everyone expected

that the return of Nigeria to democratic rule will provide the basic requirements for good governance and economic development. Ardo (2000). On the contrary, Nigeria which is blessed with abundance of human and natural resources by nature, her people are still suffering in abject poverty, unemployment insecurity and other vices and still referred to as developing or infact underdeveloped country. This has made many people to continue to ask questions to unravel the missing link and provide explanations. It is therefore compelling to add a voice in investigating the missing link between democracy and economic development in Nigeria.

Democracy

Jamo (2013), the word democracy is coined from the ancient Greek words; Demos (people) and Kratos (rule), which simply means people's rule. Inotherwords democracy is popular sovereignty. In Abraham Lincolms words, government of the people, by the people, for the people. At its heart is the concept of population choosing a government through regular, free and fair elections. Dahl (1982) democracy is a system of elected representative government operated under the rule of law, where the most significant groups in the population participate in the political process and have access to effective representation in the practice of making governmental decisions, that is, of allocation of scarce resources. Fukuyama (2006) democracy represents the right, held by citizens to have a share of political power in the state; a country is democratic if it grants its people the right to choose their own government through periodic, secret ballot, multi-party election on the basis of universal and equal adult suffrage. According to Majekodunmi (2012), democracy is a vital instrument that propels political proficiency, economic

development and social stability of any nation state.

The characteristics of democratic government according to Mallam (2009) as cited in Jamo (2013) are;

i.   The legitimacy of the government rests on a claim to represent the desires of its citizens. That is, to be doing what the people want it to do.

ii.   The arrangement that regulates this bargain of legitimacy is the competitive political election.

iii.   Leaders are elected at regular intervals and voters can choose among alternative candidates; in practice, at least this political parties that have a chance of winning are needed to make such choices meaningful.

iv.   Most adults can participate in the electoral process, both as voters and candidates for important political offices.

v.   Citizens and leaders enjoy basic freedom of speech, press, assembly and organizations.

vi.   Both established parties and news ones can work to gain members and whenever democracy exists, political disagreements subsists.

Edigheji (2005) added separation of power, political tolerance, accountability, transparency, rule of law and equality as essential features of democratic government.

Normlessness

Ela et al. (2010) define norm as the rule or standard of behavior shared by members of a social group. Norm guide people on how they are expected to behave. Norm are social rules rather than written and formal

rules. On the other hand, normlessness is defined as a state in which norms or rules ate eroded, there is nonexistence of the law where the rules once governing conduct have lost their savior and force; resulting to norms weak, loss of direction, social breakdown. Normlessness according to Nickerson (2021) is the breakdown and blurring of social norms which regulate individual conduct. Any society or game that has no rules is finished.

Lack of rules and regulations, just like it is obtainable in sporting event such as football match, the conduct of elections of representatives of government requires the observance of certain rules and regulations for the activities to go on in an orderly manner. Rules and regulations are very important in maintaining a sense of fair play, prevent disastrous conflicts and other unpalatable human instincts in check, minimize socially unacceptable consequences and generally to ensure that players and referees abide by certain acceptable standards of moral conduct and good behaviour. Naturally, for rules to be properly observed, they must be transparent, that is, they must be spelled out clearly and made known in advance to all concerned, so that they can be understood and obeyed by participants in the activities. The game or election affairs cannot proceed in an orderly manner if players are uncertain about what constitutes a foul for instance for which they will be penalized or the referee is not sure when he is to blow the whistle. Aside from being clear, rules must also be applied in an impartial manner with respect to all players and must be consistent and not subject to frequent and arbitrary changes. Obviously, the game will become unplayable and players will pack up and leave, if rules keep changing as the game proceeds and the referee keep blowing his whistle whenever he feels like it.

It is this absence of clear rules and codes of ethics that is leading to abuse of discretionary power that has made most Nigerians vulnerable to corrupt practices. What will be the outcome, for instance, if the government who suppose to be the referee will blow the whistle when a member of the opposition party plays a fowl and at the same time pretend not to have seen a member of the ruling party commits the same fowl?

Economic Development

Economic development has been a victim of definitional pluralism and taken as identical to economic growth in some quarters or cases. In other words, economic development is a difficult term to define.

According to Goulef (1971), for development to be meaningful, it must incorporate these basic core values. These are;

i. Life-sustenance. This is the ability to provide basic necessities. All people have certain basic needs without which life would be impossible. For example, food, health, protection etc where they are critically in shorts supply, a condition of absolute underdevelopment exists.

ii. Self – esteem. This is to be a person, a sense of worth and self-respect, of not being used as a tool by others for their own ends.

iii. Freedom from servitude. This is to be able to choose. It means emancipation from alienating material conditions of life.

For Dudley Seer, critical questions to be asked about development are the trends in poverty, unemployment, income equality in a society among other variables. The questions are simply put;

i. What has been happening to poverty?

ii. What has been happening to unemployment?
iii. What has been happening to inequality
iv. What has been happening to educational, health and other social and cultural services.
v. Has economic progress enhanced individual and group esteem?
vi. Has economic progress expanded the rank of human choice and free people from external dependence and internal servitude to other men?

And that if all the answers to the above questions are in the affirmative, then beyond doubt this has been a period of development for the country concerned.

Currently, most economists and social scientists have conceived development as a multi-dimensional phenomenon having economic, social, political, technological and many other dimensions. It is also very important in the discussion of the quality of life of people today to include environmental issues such as pollution, environmental degradation and not just growth in per capita income, because of the externality effect of production and consumption.

According to Umo (2007), the production and consumption activities, most times result in environmental damage in the form of pollution, warming of the environment and so on.

In other words, there is a need to protect the environment to avoid the persistence of poverty, unemployment inequality and health hazards because they are directly connected to the mismanagement of the environment. Hence, this paper will adopt with little addition, the definition of Akpakpan (1987 and 2011) as cited by Wilson (2017). That is, development is the process of improvement in the various aspects of the life of the society, usually seen in the occurrence of desirable changes such as;

i. An increase in the capacity of the society to produce and distribute needed goods and services.
ii. A reduction in the level of unemployment; that is, a reduction in the proportion of the population living below the poverty line;
iii. A reduction in the level of economic and social inequality;
iv. an increase in real output of goods and services, that is, economic growth;
v. A rise in the levels of social and political consciousness and political participation;
vi. An improvement in the quality of services;
vii. An improvement in the quality of life as measured by access to clean and safe water, adequate health services and decent accommodation;
viii. A reduction in pollution and or environmental degradation.

Theory of Anomie

The idea of anomie means the lack of normal ethical or social standards. This concept first emerged in 1893 when French Sociologist Emile Durkheim published his book entitled "The Division of Labour in society". In this book, Durkheim indicated that the rules of how individuals interact with one another were disintegrating and therefore people were unable to determine how to act with one another. As a consequence, Durkheim believed that anomie was a state where the expectations of behaviour are unclear, the system has broken down. This is known as normlessness. Durkheim claimed that this normlessness caused deviant behaviour, and latter as claimed in his 1897 work 'suicide', depression and suicide.

Sociologist coined the term "anomie" to describe societies that are characterized by disintegration and deregulation. Disintegration as lack of trust and erosion of moral standards and deregulation as lack of legitimacy and effectiveness of leadership.

Durkheim theory was based upon the idea that lack of rules and clarity resulted in the psychological status of worthlessness, frustration, lack of purpose and despair. In addition, since there is no idea of what is considered desirable, striving for anything would be futile. In criminology, the idea of anomie is that the person chooses criminal activity because the individual believes that there is no reason not to. In other words, the person is alienated, feels worthless and that their efforts to try and achieve anything else are fruitless. Therefore, with the lack of any foreseeable alternative, the person falls into criminal activity.

Related Literature Review

Adagbabiri and Okolie (2019) explored the effect of democracy on national development in Nigeria's fourth republic. A descriptive methods was adopted and cross sessional data were collected across twenty five local government areas in Delta State with the aid of structured questionnaire. Non-probabilistic sampling techniques comprising of purposeful and convenience techniques were used to elicit information via questionnaire from 400 respondents. Data were analyzed using Pearsson Product Moment Correlation and regression analysis. The result revealed that there is a positive and significant relationship between democracy and national develop-ment in the Nigeria's fourth republic. It therefore recommended among others that political leaders should adhere to basic tenets of democracy.

Naeze and Martin (2018) examined primarily the relationship between democracy and development in Nigeria. The variables used in the analysis were GDP growth rate, GDP per capita, unemployment rate poverty incidence, CPI, HDI. The study used percentages, graphs and tables to analysis these variables. Their analysis revealed that there was improvements in the economic fortunes alongside rising rate of unemployment and poverty incidence while CPI and HDI were indifferent. The study concluded that democracy did not in absolute term caused development in Nigeria. It therefore recommended systematic and sustained investment in human capital and genuinely confront corruption.

Jamo (2013) examined democracy and development in Nigeria: Is there is a link? The paper was basically a qualitative approach, where the relationship between democracy and development in Nigeria was analyzed. Relying on poverty reduction, employment generation, effective health care delivery, revenue and expenditure, foreign exchange rate good governance, human development index, and gross domestic product, argued that there was no clear direct relationship between democracy and development in the Nigerian context. In other words, there was no remarkable development during the first fourteen years of democratic rule. It therefore recommended strict adherence to the principles of democracy and good governance.

Literature Evaluation

It was clear from the previous works that examined democracy and economic development that although democracy stimulates successful economic develop-ment, there was no remarkable economic development as a result of democratic rule in Nigeria. This paper is therefore

emphasizing the implicating dangers of impurity, electoral fraud, unemployment, life expectancy, insecurity especially now that there is an increasing rate of corruption, unemployment, electoral fraud and seemingly government inability to end it, is stressing the importance of credible election to put the right people in government, manage conflict and allocate resources efficiently so as to bring about economic development which is the gab it tries to fill. And in so doing, extends knowledge in the subject area.

Findings

It is superficial to ask if democracy is prerequisite or stimulate economic development because the answer is obvious. It is a common place knowledge that Nigeria has been enjoying democratic bliss since 1999 which is indeed remarkable for many reasons. First, it's marked the first time of transition from military to civilian rule after many years of military dictatorship. Secondly, it delineates the first time in the history of this country that there was a successful transition of power from civilian to civilian administration.

Election is an essential part of the democratic framework in any country and if properly conducted, that is the rules followed will produce security, political stability and hence economic development. Credible elections will put the right people in government, manage conflict effectively and allocate resources efficiently (Adagbabiri and Okolie (2019).

In positioning Nigeria's democracy for economic development, it is therefore very necessary that the rule of the game be anchored on justice, fairness and equality.

In otherwords, the rule of law, accountability, transparency, due process must be the guiding principles in the conduct of public affairs. Gilbert and Ubami (2015).

The democratic aspiration of Nigeria's should not only be confined to political democracy where elections must be won at all cost, but involves the demand for economic development, which is the good or better life. The essential basic assumption of democracy is that it should guarantee the welfare of the citizens. In Nigeria it is however, neglected. Ober (2005) asserts that the original meaning of democracy is the capacity to do things and not just majority rule. This is also instructive within our context of democracy and economic development in Nigeria.

This is because, any system of government that fails to guarantee the welfare of the citizenry will be difficult to market a democracy. It may at best be referred to as a ceremonial democracy.

The deteriorating social welfare and living standards of the people inspite of the vote for democracy is undermining the confidence of the people in the new democratic order in Nigeria. Take a look at some of the key indicators of economic development.

Rate of unemployment in Nigeria continues to increase since the return to democratic rule. It increased to 33.3% in 2021 from 27.10% - 2020. It was 3.99% in 1999. Statista Research Department (2022).

Life expectancy in 2021 was 55.12 as compared to south African (64.1) Cameron (59.29). United Nation World Population Prospect (2022).

Inflation rate is 18.67% (2022), 2021 (16.95%) 1999 (6.62%). National Bureau of Statistics (2022).

Corruption perception Index. She scored 24 out of 180 countries, placing her as the

second most corrupt country in West Africa. Transparency International (2022).

Poverty rate in 2018 was 92% and 1996 (53.30%). World Bank has just reported that the number of poor persons in Nigeria will rise to 95.1 million in 2022.Nigeria also rank 146th on Global Peace Index (GPI), the 8th least peaceful in African. %). National Bureau of Statistics (2022).

Lives lost to election violence in Nigeria since 1999

1999	80
2003	100
2007	300
2011	800
2015	100
2019	150

Chart: Kunle Adebajo. **Source:** African Watch

These problems can be linked to bad governance and weak performance of national institutions. Bad governance is simply having the wrong people or not having the right people in government. Elections in Nigeria is always troubled by fraud, violent clashes, ballot box stuffing, vote rigging and buying Sanner (2019).

This according to Felix and Wilson (2011) is as a result of the adoption of politico economic system where a person status is determined by the amount of wealth he is able to accumulate. In Nigeria, therefore, official appointments, even those elected to represent the people at different levels are seen as route to enrich oneself.

Conclusion

Given the above context, not conforming to the rules of the game will open the windows to yesterdays tyrants and dictators, demagogues, idiots and tribes men to devise

ingenious means to circumvent the process and reclaim or hold on to political power. In other words, the missing link by which democracy may rapidly facilitate economic development must include, first and foremost credible elections, rule of law, transparency, and accountability, among others.

According to Sklar, et al., (2006) the leadership pattern in Nigeria lacks the necessary focus capable of instilling national stability. Rather they are pre-occupied with their desires for the appropriation and privatization of the Nigerian state. Inotherwords, we do not have leaders who have sense of tomorrow, other than that of their private bank account.

Suggestions

Based on the findings and statistics the following recommendations are therefore put forward to ensure that democracy stimulates successful economic development in Nigeria.

i. Nigerians should demonstrate national patriotism over local and ethnic patriotism
ii. Put in place strong institutions especially INEC, judiciary etc
iii. There should be credible election to the extent that both the electors and elected radiate spirit of acceptance of outcome as free and fair. This will put in place the best hands or leaders of character for public governance.

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GROWING URBAN POPULATION AND ECONOMIC GROWTH IN NIGERIA

MOMOH, Aliyu
Department of Banking and Finance
School of Business Studies, Auchi Polytechnic.
(08051100233)

MOMODU, Lukman
(08038238022)

Wan Salihu LIMAN
Department of Humanities and Social Sciences
School of General Studies, Auchi Polytechnic,
abuaminuo@gmail.com. (08038080886)

Abstract

The study examined the relationship between the growing urban population and economic growth in Nigeria with GDP per capita proxy for economic growth. This study is necessitated by high rate of urban population growth in the country and the need to determine the impact such growth generates on the economy. A simple regression analysis was carried out in this study in line with the simple regression (model) equations designed for the study. Primary and secondary data were collated on urban population growth rate and per capita GDP in Nigeria for a period of 34 years (1987 – 2021). Urban population growth shows positive and significant relationships with GDP per capita, which is in line with the apriori expectation; with an adjusted coefficients of determination (R^2) value of 0.58351. This implies that 58% of the variation in per capita GDP is accounted for by urban population growth. In line with the findings of the study, it was recommended that the urban population should be encouraged to be more productive through the acquisition of entrepreneurial skills in order to generate more impact on the economy; similarly, the government was advised to evolve policies to overhaul the educational system that will focus on turning out graduates who are job creators rather than job seekers as most graduates end up in urban centers of the country, among others.

Keywords: GDP Per Capita, Impact, Nigeria, Urban Population Growth.

Introduction

Urban population has been on the rise over the years with people gradually moving from rural to urban centers. The World Bank (2020), indicated that a third of the world population lived in the cities in 1960. In 2019, the percentage of city dwellers had risen to 55 percent, and the migration to cities continues as people seek jobs, education, and other opportunities. This has further aggravated the problems of poverty and unemployment in urban centers and Nigeria and is not exclusive in this regard (Omoniyi, 2018). Cities in both developing and developed countries have therefore emerged as major form of human settlement, hence the gradual rise in urban population.

Nigeria is one of the fastest growing countries in the world with an estimated

population of 200 million and an annual population growth rate of 2.8% (NPC, 2021). Nigeria's population has been increasing rapidly for at least the last 5 decades due to very high birth rates, quadrupling its population during this time. Growth was fastest in the 1980s, after child mortality had dropped rapidly, and has slowed slightly since then as the birth rate has declined slightly. Nigeria is the most populous nation in sub Saharan Africa and the seventh most populous in the world (NPC, 2021). However, the composition of this population is mainly in the youthful category with 49% being youths below the age of 21 and a dependency ratio estimated at 89% (CBN, 2020). A large proportion of this population is living in the rapidly expanding urban areas and estimated at over 51% (UNDP, 2020).

Population influences the economic performance of a nation in either way i.e. positively or negatively. While a rising population without a correspondence rise in national output, productivity and capital formation could lead to a rise in unemployment, poverty, social unrest and negative economic growth. The ability of a country to plan ahead of its rising population by equipping it with the necessary skills for positive inputs into economic growth and development could go a long way to checkmate the problem of unemployment, poverty and social unrest (Almani, 2015).

Given that most of the industrial and service sectors activities are concentrated in the urban centers in Nigeria, the population of the urban centers have the tendency to influence to a very great extent national productivity in the country and thereby chart a course for the nation's Gross Domestic Product (Nwosu, Dike and Okwara, 2014; Adediran, 2020). The contribution of urban population to

Nigeria's economic development has been an issue of debate over the years. Issues have been raised concerning the impact of a rapid urban population growth on Nigerian economy and the wellbeing of Nigerians. Nwosu, et al (2014), Adediran (2020), Olusogo, et al (2018), Ejirefe and Aminu (2016), laid emphasis on the role of urban population growth on the Nigerian economy with conflicting results. This study therefore intends to examine the impact of urban population growth on the gross domestic product of Nigeria from 1987 - 2021.

Theoretical Framework

The Theory of Urban Sustainability

This theory is associated with Wilkinson (1974), Boulding (1973) and James (2015). This theory focuses on change and development in contemporary urban societies, especially as it relates to environmental changes and ecologically related trends of sudden population growth and the need to devise and sort out techniques of tackling development problems and promoting economic growth.

On the other hand, Romero-Lankao, et al (2016), argue that urban sustainability theory has its roots in biology and ecology, where it refers to the rate at which renewable resources can be used or without affecting the ecosystem structure and function (Alberti, 1996), thereby adding to socio-economic progress. Some branches of economics used these principles to examine the connections between natural capital and the economy, leading to the founding of urban ecological economics, a discipline committed to wider valuation of natural capital in urban centres (Baumol & Oates, 1993). Urban ecological economics attempts to establish links between human

economic systems and the natural systems that support them and, thereby, show the costs associated with environmental degradation of such areas.

Solow– Swan Growth Model

Analysis of the neoclassical models of economic growth begins with the model of Solow- Swan. Robert so low proposed a long term economic growth model in response to the unsatisfactory results derived from the model of the Harrod-Domar (Solow 1956). In the same year, American economist Trevor Swan presented a similar model (Swan, 1956), which is why the discussed model is called the Solow–Swan model. Its main aim was to show that in the long run, an economy achieved sustainable growth. Then, the growth rate of income per capita was equal to rate of population growth. The two problems identified by the Harrod–Domarmodel: instability of the economy and the impossibility of full use of the labor were solved in the Solow–Swan model by introducing the assumption of substitution off actors of production, which in turn removed the assumption of a constant ratio of capital/production.

Conceptual Framework

Urban Growth and Urbanization

Urban growth refers to the absolute number of people living in the urban areas (*Bodo, 2019).* It is predicted that by 2050 about 64% of the developing world and 86% of the developed world will be urbanized which is equivalent to approximately 3 billion urbanites by 2050, much of which will occur in Africa and Asia *(Gries & Grundmann, 2018).*

In the case of an urban area, it is referred to as a region surrounding a city (Paolo, *2019).* Most inhabitants of urban areas have non-

agricultural jobs. Urban areas are very developed, meaning there is a density of human structures such as houses, commercial buildings, roads, bridges, and railways and can be referred to towns, cities, and suburbs (*Caves, 2014).*

Urbanization is the Process of concentration of people in a particular territoryor a well-defined area (Bodo, 2019). According to *Mitchell and Christopher (2020),* urbanization is the Process of becoming urban, moving to cities, changing from agriculture to other pursuits common to cities. Urbanization is also referred to as the concentration of human populations into discrete areas. This concentration leads to the transformation of land for residential, commercial, industrial and transportation purposes. It can include densely populated centers, as well as their adjacent peri-urban or suburban fringes (*Bodo, 2019). Barney (2015), also defined urbanization as shift i*n population from rural to urban areas, the corresponding decrease in the proportion of people living in rural areas, and the ways in which societies adapt to this change. It is predominantly the process by which towns and cities are formed and become larger as more people begin living and working in central areas *(Gries & Grundmann, 2018)*

Urbanization is not merely a modern phenomenon, but a rapid and historic transformation of human social roots on a global scale, whereby predominantly rural culture is being rapidly replaced by predominantly urban culture. The first major change in settlement patterns was the accumulation of hunter-gatherers into villages many thousand years ago. Village culture is characterized by common bloodlines, intim ate relationships, and communal behaviour, whereas urban culture is characterized by distant bloodlines, unfamiliar relations, and

competitive behavior (Irfan, Dharma *and* Tapan, *2019).*

Urbanization occurs either organically or planned as a result of individual, collective and state action (Abraham, 2017). Living in a city can be culturally and economically beneficial since it can provide greater opportunities for access to the labour market, better education, housing, and safety conditions, and reduce the time and expense of commuting and transportation. Conditions like density, proximity, diversity, and marketplace competition are elements of an urban environment that deemed beneficial. However, there are also harmful social phenomena that arise: alienation, stress, sanitation problem, unemployment, inability to access social facilities, increased cost of living, and mass marginalization that are connected to an urban way of living (Irfan, Dharma *and* Tapan, *2019).*

Empirical Review

Jin et al (2020), investigated whether rapid urbanization stimulated the expansion of the industrial production and increased the industrial pollutant emissions in China. Using the Kaya Identity, the LMD model, as well as the spatial panel model on data from 282 prefecture-level cities from 2003 to 2014 for analysis, the results indicate that there are significant reverse U-shapes between China's urbanization rate and the volume of industrial wastewater discharge, sulfur dioxide emissions and soot (dust) emissions; secondly, the relationship between China's urbanization and the industrial pollutant emissions depends on the scale effect, the intensive effect and the structural effect jointly. Specifically, the scale effect and the structural effect tend to aggravate the industrial wastewater discharge, the sulfur dioxide emissions and the soot (dust) emissions in China's cities, while the intensive effect results in

decreasing the three types of industrial pollutant emissions; also, there are significant spatial autocorrelations of the industrial pollutant emissions among China's cities, but the spatial spillover effect is non-existent or non-significant. Tight environmental regulation and pollution control is recommended.

Babanyara, et al (2010) examine the linkages between urban population growth and sanitation problems in Nigerian cities. Employing the ARDL model, issues related to urban poverty were found to be related to population growth. The paper also analyzes weaknesses affecting environmental management, such as rural urban drift, inconsistencies of government policies, neglect of indigenous knowledge, inappropriate technology, inadequate funding, and inadequate awareness. The paper recommends the use of population control measures and awareness campaign to regulate population growth and environmental pollution.

John and Michael (2018), investigate the independent relationship among sanitation quality and a variety of demographic characteristics (including race, income, political mobilization, and other factors) in the United States sub urbans. A model of pollution distribution that includes a variety of demographic characteristics, as well as a multivariate analysis of the demographic characteristics were used for the analysis. Results show that the model as a whole is strongly significant and several of the independent variables show a strong correlation with the presence or absence of pollution with race and ethnicity strongly associating with a lack of environmental/sanitation quality, with a strong positive relationship between population density, manufacturing activity, and pollution of water ways. Similarly, a strong negative relationship is also found

between political mobilization and pollution levels and this seems to suggest that a variety of political and socio-economic factors explains the distribution of environmental quality.

Aluko (2015), investigates the consequences of the problems of urbanization in Nigeria using empirical data from the metropolitan Lagos. The study is based on data collected from sixteen Local Government Areas consisting of 53 residential zones in metropolitan Lagos. Descriptive and inferential statistics were employed to resolve the objectives and the formulated hypotheses. The results of the study show that there was an upsurge in population growth rate of the city that took a sharp turn in the 20th century caused by rural-urban migration thereby resulting in an unprecedented high rent cost due to the insufficient housing delivery and sanitation system. Also the spatial expansion of the city was massive to the extent that the boundaries could no longer be differentiated from the adjoining Ogun State. A recommendation was made for policies to curtail rural urban drift.

Adekola, et al (2018), examined the effect of daily interactions of Nigeria urban population on their immediate environment as regards water sanitation, using qualitative method and indicators to examine which state capitals are really environment-friendly out of the 37, including the Federal Capital Territory (FCT), Abuja, in the country. Results show that only five state capitals out of 37 can be referred to as environment-friendly cities in Nigeria have a higher water quality. Recommendations that can spur others to follow in their footsteps by adopting global best practices that makes a settlement environment-friendly were given.

Methodology

Econometrics tools were employed for the analysis of this study with emphasis on time series data from 1987 - 2021. Emphasis were laid on the analysis of the regression coefficients, f-statistics, t-statistics, standard errors, and the coefficient of determination in order to fully establish the relationship between the dependent variable (GDP) and the independent variables (Urban Population Growth Rate).

The scope of this study is limited to Nigeria straddling a time period of 1987–2021, which is duly informed by data availability consideration. The dataset is from prominent sources, the Central Bank of Nigeria (CBN) and the National Bureau of Statistics.

Analytical Procedure

Econometrics analysis would be applied and shall involve the following processes.

1. Specification of the model

2. Model estimation

3. Evaluation of the estimates

4. Evolution of the forecasting power of the estimated model.

Model Specification

For the purpose of this study, a conventional mathematical functional framework in which GDP per capita growth rate is determined by Urban Population Rate in Nigeria is illustrated as follows:

GPK = F (UPR)……………………….. 1

Where: GPK = GDP per capita

UPR = Urban Population Growth Rate

Econometrics Model

$GPK = a_0 + a_1 UPR + U$……………….. 2

Where: a_0 = Intercept

a_1 = Regression Coefficients

U = Stochastic error term

A priori expectation: $a_0 > 0$, $a_1 > 0$.

Data Analysis Technique

A simple regression equations was used in this study in order to determine the relationship that exists between GDP per capita and urban population rate. The classical least square (CLS) method was used to analyse the data and investigate the impact of urban population growth rate on GDP per capita in Nigeria. A regression model was adopted to determine the precise effect of urban population growth rate on GDP per capita in Nigeria. Also, the Co-efficient of determination (R^2), t – statistic and f- statistic tests were used to determine the explanatory power of the independent variable, significant of the estimated parameters of the entire model.

Results and Discussion

Table 1: Summary of Regression Statistics, GDP per capita Versus Urban Population Rate

Variable / Constant	Estimated coefficients	Standard errors	t-statistic
Constant	-2058.4873	2459.5081	0.837
Urban Population Rate	183.5933	26.7133	6.873
Adjusted R^2	0.58351		
F-ratio	47.234		

Source: Regression Analysis

The mathematical equation is as: GPK = a_0 + a_1UPR

The information supplied in table 4.2 above can be fitted into the above mathematical equation. Thus:

UPR = -2058.4873 + 183.5933Ex

t_{cal} =   (-0.837) (6.873)

S_E = (2459.5081) (26.7133)

The adjusted coefficient of determination (R^2) is 0.58351 indicating that the independent variable (UPR) explains about 58 percent of the variation in the dependent variable (GPK) while the rest is explained by stochastic errors.

The study found that urban population rate has a t-value of 6.873 and therefore related significantly with GDP per capita because the t_{cal} is greater that the t_{tab} value of 2.036 ($t_{cal} > t_{tab}$) under a two tailed test, carried out using the t-table at a degree of freedom of 32 at 0.05 significance level.

The intercept however, appeared not to be significant in this study as tests carried out on the intercept following similar procedure shows that the t_{cal} value of 0.837 is lower than the t_{tab} value of 2.036.

The F ratio is statistically significant at 47.234 as the F_{cal} value is greater than the F-table value of 4.15. This implies that the overall data used in the regression analysis and the entire regression analysis is reliable, and therefore the above equation provides a good fit for the data.

The Urban Population Rate Coefficient

The urban population rate coefficient is positive with a magnitude of 183.5933 which shows a positive relationship between urban population rate and GDP per capita. This further confirms the apriori expectation of the study and implies that urban population growth rate would impact positively on GDP per capita.

The Intercept Coefficient

The intercept coefficient is negative with a magnitude of -2058.4873. This

Implies that there is a negative or inverse relationship between the intercept and GDP per capita. This is contrary to the apriori expectation of the study.

Analysis of Statement Errors

The urban population rate has a standard error magnitude of 26.7133 while that of the intercept is 2459.5081. This implies that the standard error of urban population rate is lower than that of the intercept. The implication of this development is that urban population rate is more reliable in predicting the behavior of GDP per capita growth rate with little error than the intercept.

Discussion of Findings

The urban population rate has a positive relationship with GDP per capita which implies that a rise in urban population would generate a positive impact GDP per capita, leading to a rise in the nation's Gross Domestic Product. The study also shown that this relationship is significant. The result of this study is in line with the findings of the study carried out by Jin, et al (2020), which investigated the relationship between rapid urbanization in China and industrial production. Similarly, the findings of study conducted by Adekola et al (2018) on the interaction between Nigerian urban population and the immediate environment support the findings of this study. However, the study of Aluko (2015) on the problem of urbanization in Nigeria gave a contrary result.

Conclusion

The study showed a cleared relationship between the dependent variable (per capita GDP) and independent variables (urban population growth rate). There exists a positive and significant relationship between urban population growth and per capita GDP. This underscores the contribution and important of urban population plays to the growth of the nation's Gross Domestic Product.

Recommendations

The recommendations made in line with the findings are as follows:

i.   The population, particularly the urban population should be encouraged to be more productive through the acquisition of entrepreneurial skills in order to impact more on Nigeria economic development.

ii. The government should evolve policies to overhaul the educational system in the country to focus on turning out graduates who are job creators rather than job seekers as most graduates end up in urban centers of the country.

iii. Infrastructural planning and policy should also be made to overhaul and expand the existing infrastructures in the country in order to encourage investment into the economy. This will aid in promoting employment and the same time provide Jobs opportunities for growing youth population that will in turn impact positively on the overall performance of the nation's GDP.

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MORAL EDUCATION AND NATIONAL DEVELOPMENT

Prince Nnamdi AMADI
Department of Educational Foundations, Faculty of Education,
Ignatius Ajuru University of Education, Rumuolumeni,
Port Harcourt, Rivers State, Nigeria.

Nkechinyere Okwuchukwu GREG
Department of Educational Psychology, Guidance and Counseling, Faculty of Education,
Ignatius Ajuru University of Education, Rumuolumeni,
Port Harcourt, Rivers State, Nigeria.

And

GREG Okwuchukwu Amadioha
Department of Educational Foundations, Faculty of Education
Ignatius Ajuru University of Education, Rumuolumeni
Port Harcourt, Rivers State, Nigeria.

Abstract

The development of any nation depends majorly on the moral development of her citizens. National development cannot be achieved when the citizens are morally bankrupt. Where the citizens of a country cannot exhibit moral virtues such as integrity, honesty, contentment, selflessness and other virtues, it will be difficult for such a country to achieve national growth and development. The study is therefore, structured to analyze the influence of moral education on national development. To achieve this goal, the major concepts underlying the study such as morality, values, education, national development and moral education were analyzed to strengthen the study. Findings from the study revealed that moral education which educates for good character is a necessary condition for the achievement of national development. It thus, concluded that the development of moral virtues such as integrity, honesty, contentment and selflessness is the surest way for a country to actualize national growth and development. Based on the outcome of the study, the study recommended among others, the teaching of moral education at different levels of education in Nigeria. Again, the study recommended the creation of directorate of moral education in both state and federal ministries of education for the purpose of supervising the implementation of moral education curriculum in Nigeria schools.

Keywords: Development, Education, Moral, Moral Education and National Development.

Introduction

The Nigerian state has become a Centre of corruption and social ills. There is a total breakdown of her moral values. Corruption and other social ills have eaten deep into the fabrics of the country's political, economic and social lives. The dominance of material values over social values has caused a lot of problems to the Nigerian state. Fraud, embezzlement of public funds, extortion, favoritism, nepotism, examination malpractice, certificate forgery, sexual harassment, etc, have become the order of

the day in Nigeria. Moral values such as integrity, honesty, contentment, discipline, perseverance, hard work, love etc, which dominated the country's value system in the past have been eroded. Fraudulent activities by the youths and adults have become so rampant in Nigeria. The quest to make money by all means has lured so many Nigerian youths into unholy acts such as ritual killings, drug trafficking, kidnapping, human trafficking, armed robbery, etc.

The school which is supposed to be the custodian of the country's moral values has its own problems and contributes to the problem. Examination malpractice, sexual harassment of female students, certificate forgery, and embezzlement of funds meant for the provision of infrastructure and learning materials have now become a norm in our schools.

A country whose values system has been eroded cannot make meaningful progress economically, politically and socially. A morally corrupt society cannot achieve national development. When material values become dominant over social and human values, everybody will begin to run after material wealth. The love for material wealth is the genesis of evil in the Nigerian state. Where there is a total collapse of the value system, it becomes difficult to achieve a sustainable national development.

In Nigeria, poverty, unemployment, hunger, poor quality health care system, poor quality of education, inequality, etc have become the other of the day. The Nigerian political class has been engaging in constant looting of the country's treasury leading to underdevelopment which manifests in poverty of the citizens, unemployment, hunger, poor infrastructure and lack of social amenities, poor standard of living, inequality in wealth distribution, lack of good health care system and poor standard of education (Amaele, 2011).

The Concept of Morality

To be moral means to be upright or to live in accordance with moral values, beliefs and principles. Morality according to Abimbola (2000) is in part a social, and in part an individual affair. Morality is social on one hand because it involves a system of norms governing interactions in the society and on the other hand, it is an individual affair because it allows for individuals, when they are mature and normal, to use reason to make their own decisions.

Maqsud quoted in Olaniyi and Oyelade (2018) states that what is seen as morality in a particular locality might be seen as immorality in another. Morality is so multidimensional that various scholars view it differently. Okeke quoted in Amaele (2000) views morality as acceptance of social norms and ability to behave according to the knowledge of right and wrong. Hudson quoted in Olaniyi and Oyelade (2018) views morality as a concept which involves acquisition of respect for the norms and institutions of society. It means according to these scholars that once a person can behave according to the virtues of his locality, he is morally sound.

Concept of Values

Values are principles and beliefs that inform, guide and direct our thoughts and actions. They are ideas, beliefs and principles which are acceptable by the society and which have positive effects. Values are things that are worthwhile and important.

Amaele (2010:103) defines values as standards of conduct, efficiency or worth which a society endorses, maintains and even transmits to her members-present and future generations. Values belong to the branch of philosophy known as axiology. Okoh (2003:79) views values as something that connotes importance, something that is

qualitatively cherished, something that provides admiration, satisfaction or sense of accomplishment. Akinpelu quoted by Amaele (2010:232) affirms that values refer to those objects which we cherish, appreciate, desire, want or need. They may be social, economic, political, religious, spiritual, material, moral etc.

Types of Values

Okoh (2003:79-80) has identified the following types of values:

i.   **Religious values**: This has to do with salvation, God or the gods, faith in God, belief etc.

ii.   **Moral values**: This means man's conduct towards man e.g justice, honesty, integrity, etc.

iii. **Aesthetic values**: This has to do with a sense of creative expression, and appreciation, beauty, etc.

iv.   **Social values:** This has to do with the acquisition of power, glory, sovereignty, patriotism, loyalty, etc.

v.   **Cultural values:** This has to do with customs and ways of life of the people.

vi.   **Intellectual values:** Having to do with truth, wisdom, creativity, precision, etc.

vii. **Economic values:** This has to do with economic power, money, wealth, profit, fame, etc.

The Prevailing Values System of the Nigerian Society

The present Nigerian society is characterized by corruption, cheating and the inordinate quest and desire for quick money. In the hierarchy of values, human values and social values should take preeminence over material values. In Nigeria today, material values have taken over and have become the dominant values in Nigeria. The quest for quick money and other luxuries of life has pre-occupied the mind of most Nigerians. Money and wealth are now celebrated at the expense of integrity, honesty, truthfulness, good name, and many other societal values. Yahoo boys and corrupt politicians are highly celebrated.

The quest for money, power and influence by majority of Nigerians has led to a number of unholy practices. Such unholy practices and acts include ritual killings, yahoo, advance fee fraud, corruption, cultism, drug abuse, drug trafficking, human trafficking, production of fake drugs, kidnapping and stealing. Amaele (2011:73) captured the Nigeria situation when he declared that:

> Corruption has occupied every facet of Nigeria's private and public life. Corrupt behaviors are increasingly observed at home, where most parents influence their children in words, thoughts, and deeds to tell lies, steal, roam about aimlessly and other violent crime, all in the name of unnecessary freedom. It is also observed in schools that sexual abuse and harassment, extortion of money, examination malpractices, sorting, indecent dressing, alcoholism, drug abuse, cultism, thuggery, arson, murder and other such vices have become the order of the day.

Another point to note about the Nigerian values system is that values have become subjective. Individuals have jettisoned universal societal values to choose what makes meaning to them to value. To this end, a lot of Nigerians have chosen material values instead of human values first and then, societal values. Integrity, sanctity of

human life, dignity of human person, love, contentment, discipline, selflessness, justice, fairness, respect for elders and constituted authorities, etc, have all been Jettisoned in pursuit of material values.

Concept of Education

Education is an effective instrument for positive change in the society and a fundamental social institution for transmitting basic knowledge including values, norms, skills and culture to the younger ones in the society. Ololube and Egbezor (2012), define education as the process by which children, youths and adults learn abilities, attitudes and other forms of behavior which are of positive values to the society in which they live. The above definition by Ololube and Egbezor is comprehensive and encompassing because it puts into consideration the fact that education is not meant for children and youths alone, adults also pass through the process of education.

According to Nwosu (2010), education is a mobile treasure that travels with individuals throughout life. Uriah and Wosu (2012) define education as the process of building, training and developing the inborn potentials and capabilities of the individual learner so as to make him or her useful member of society. It is a systematic process that influences the people's knowledge, skills and attitude and transmits and develops the cherished culture, values, skills and attitude of the community (Uriah and Wosu, 2012).

Education, in its broadest sense, is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In a technical sense, education is the process by which societies deliberately transmit its accumulated knowledge, values and skills from one generation to the next through institutions and instructions (Uriah,

2019:29). Peters in Amaele (2010) set up three criteria for which decision can be taken whether a process merits the name 'education' or not. These criteria are that:

i. Education implies the transmission of what is worthwhile to those who are committed to it.
ii. Education must involve knowledge and understanding.
iii. Education, at least, rules out some procedures of transmission on the ground that they lack willingness on the part of the learner.

Amaele (2010) analyzing Peters criteria of education, pointed out that education is value-loaded. It transmits what is cherished by both the learner and the society. Education equally involves knowledge and understanding. Furthermore, such method of educating must be acceptable to the learner. This rules out such methods as indoctrination and rote learning that pose threat to the freedom of the child (Amaele, 2010).

Education involves the transmission of knowledge, skills and positive attitudes into the learner which will prepare him (the learner) for life and enables him take his rightful place in the society in which he lives. It is the development of the mind, character and behavior without which the individual cannot meaningfully contribute towards the development of his society.

We can deduce the following from the definitions of education given by various scholars above:

i. Education leads to the development of society.
ii. Education leads to personal and mental development of the individual learner.
iii. Education transmits the culture and values of the society.
iv. Education imparts knowledge and understanding.

v. No individual and society can function and develop without education.

Moral Education

Moral education is the aspect of education which is primarily concerned with the inculcation of moral values and principles in the learner. Moral education is also a planned educational action which is concerned with the development of right attitudes, values and behavior patterns of the learners. It is education for good character and moral uprightness. Moral education seeks to inculcate positive values of the society such as integrity, honesty, discipline, respect for elders and constituted authority, contentment, selflessness love, peace, cooperation, hard work, accountability and many others. Moral education helps the learners and young people to acquire a set of beliefs and value regarding what is right and wrong. It is a means of transmitting good and positive values to individuals to enable them think and make better choices in life. Moral education is also known as values education which Bora (2003) define as a deliberate attempt to teach values or valuing.

The State of Moral Education in Nigeria

Moral education is the aspect of education that develops character and good morals. The breakdown of moral values system in Nigeria is a testament to the fact that there is no effective moral education system in Nigeria. Education is a moral enterprise. Education ought to instill good values and character into the citizens. In Nigeria, corruption has taken over all aspects of our national lives. The school which is supposed to be the custodian of our values is deeply involved in corruption. Examination malpractice, sorting, sexual harassment of female students by some lecturers, certificate forgery, embezzlement of funds meant for the provision of learning materials are corrupt practices that are now common in our educational institutions.

There is lack of a nation-wide policy on moral education in Nigeria. The question of what constitute acceptable values is a major problem. The Nigerian state has not stated in broad terms the values of the Nigeria society which should guide the conduct of the people. Values in Nigeria are subjective and at the mercy of each individual member of the Nigeria state.

There are subjects in the Nigeria secondary school curriculum which are originally designed to impart good values but these subjects are not handled with seriousness and there is no supervision as to ascertain there level of implementation.

Development

Development is widely used to refer to a specified state of advancement or growth. It could be used to describe a new and advanced idea or product, or an event that constitutes a new stage under changing circumstances.

Development is all about bringing about social change that allows people to achieve their human potentials. Development implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being. Development can also mean the transformation of society for the benefit of members of the society. It is a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components.

Political Development

This is the ability of the state to raise the standard of its political institutions for the benefits of the people. It is the state's capacity to organize and conduct a free and fair election for the emergence of a

government who will be committed to the welfare and needs of the citizens. Political development enhances the states capacity to mobilize and allocate resources to process policy inputs into implementable outputs.

John (2018:37) views political development as a process that is concerned with the improvement of institutions, attitudes and values that form the political system of a society or nation. The primary objective of political development is to attain the well-being of citizens through proper utilization of human and natural resources.

Pye quoted in John (2018) outline three main characteristics of political development:

1. The capacity of a state to achieve national unity.
2. The development of political participation and democracy
3. The development of effective political leadership

National Development

National development is the establishment of a viable and buoyant national economy, the establishment of a just and egalitarian society, the enthronement of equality and social justice and the building of a unified and integrated society where the different ethics, religious and geo-political identities develop a collective sense of imagination that they are one (Egwu quoted in Adeyera 2011). National development according to Emeh and Ogaboh (2010) involves the total transformation of society, making humanity the focus of the development drive and seeking to develop man's potentialities. National development involves wealth creation, reduction of poverty, equitable distribution of wealth, housing, quality education, social security and welfare and provision of infrastructure. National development is the aggregate of all other forms of development such as political,

economic, educational and social development. Indicators of national development are food security, gainful employment of citizens, infrastructural development, quality of education, good health care system, social justice, equality of opportunities, housing, etc.

National development is an increase in a country's wealth and standard of living. It is the capability of a state or nation to harness its resources to improve the standard of living of its members. It is the creation of programs, policies and activities that seek to improve the economic well-being and quality of life for a community. National development is also a process of targeted activities and programmes to improve the economic well-being and quality of life of a community by building wealth, diversifying the economy, creating and retaining wealth, etc. It is an improvement in the standard of living of the people with the creation of jobs through improvement in infrastructure and education.

Influence of Moral Education on National Development

Moral education which is the education that teaches individuals what is right to do and what is wrong to do, what to avoid and what not to avoid, has a great influence on national development. Moral education teaches values such as honesty, integrity, selflessness and contentment. The goal of moral education is to develop morally upright individuals who will always project the positive image of society.

A society whose citizens are morally upright will achieve political, educational, economic and social development. Such a state will produce leaders who will utilize the resources of the state to develop and improve the living conditions of the citizens. Corruption has been identified as the major cause of Nigeria's

underdevelopment (Dahida and Akangbe, 2013). When a society is plagued with corruption, those who control the resources and affairs of the state enrich themselves by looting and sharing the common wealth of the state. Resources meant for employment, poverty reduction, building of schools, hospitals, roads, bridges and markets will be stolen, leaving the state underdeveloped and impoverished.

With moral education which comes with character development and moral uprightness, men of integrity, honesty and discipline will be able to occupy leadership positions. When those who occupy leadership positions cultivate the habit of integrity, honesty, selflessness and discipline, they will discharge their duties without stealing the resources that are meant for the development of the state. Because they are not guided by personal interests and corruption, they will deploy state resources to build schools, roads, bridges, markets, create jobs and social services, improve the health care system as well as improve the standard of education and the living conditions of the people.

Moral education will also have an influence on democracy in Nigeria. The values of democracy, such as tolerance, justice, fairness, transparency, etc, will lead to the effective practice of democracy. The above mentioned values are inculcated through moral education system. In a society where majority of the citizens exhibit moral uprightness, there will be no snatching of ballot papers and electoral materials, there will be no political thugs and elections will not be rigged. This will usher in good leaders who have the mandate of the people to develop the state.

The presence of morally upright individuals in a nation will also increase political participation. People often times fail to participate in elections because of electoral violence and conflicts. Where electoral materials are snatched using dangerous weapons, the people will not want to be involved in electioneering activities such as coming out to vote during elections. But where the moral aspects of the people are developed through moral education, there will be no one to perpetrate electoral violence and this will lead to increased political participation which is an essential ingredient of democracy. When democracy improves, national development will also improve. The relationship between democracy and national development is that democracy affords people the opportunity to freely choose their leaders. Leaders freely chosen by the people will deploy state resources to improve the standard of living of the people.

Moral education inculcates the values of hard work and patience. This has an influence on economic growth and development. Citizens working very hard will increase productivity. For a country to be productive, the citizens must cultivate the values of hard work. The result of this is the production of food and eradication of hunger which is an important indicator of national development.

Conclusion

Moral education has molding of character as its main objective. The paper acknowledges the fact that moral education has not received the attention it deserves. As a result, corruption and all forms of social ills have become parts of the social norms in Nigeria. The study concluded that corruption and other unholy practices are the cause of Nigeria's underdevelopment. It is the belief of this paper that an effective moral education system will promote national development in Nigeria and strengthens her democracy. When majority of the citizens of Nigeria are morally upright and developed, they will not indulge

in corrupt activities such as embezzlement of public funds, bribery, extortion, advance fee fraud, examination malpractice and others. When they occupy political offices, the resources of the state that are meant for the development of the state will not be stolen but utilized for the well-being of all.

Recommendations

The study recommended the following:

1. Moral education should be introduced and taught at all levels of education in Nigeria.
2. There should be creation of directorate of moral education in both state and federal ministries of education for the purpose of supervising the implementation of values education curriculum in Nigeria schools.
3. There should be adequate training of teachers who teach moral education
4. There should be a mechanism for the assessment of character and good behavior and reward and award should be given to students who exhibit good character.

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MANAGING ENTREPRENEURSHIP EDUCATION FOR ECONOMIC DEVELOPMENT IN PUBLIC TERTIARY INSTITUTIONS IN RIVERS AND BAYELSA STATES

OGUECHUBA, Comfort Udo, PhD
Centre for Continuing Education,
Ignatius Ajuru University of Education, Port Harcourt.
Phone No: 08033393915/Email: chuba4life@yahoo.com

And

NWAKUDU, Gideon Ndubuisi, PhD
Man-Gidees Educational Consult, Port Harcourt
Phone No: 07031683845/Email: nwakudug@yahoo.com

Abstract

The study investigated Management of Entrepreneurship Education (MEE) for Economic Development in Public Tertiary Institutions in Rivers and Bayelsa States. The study which adopted descriptive survey research design was guided by two research questions and two hypotheses. The population of the study comprised of 93,680 lecturers and final year students in the 14 public tertiary institutions in Rivers and Bayelsa States. A sample of 1,874 respondents was drawn through stratified random sampling technique. A questionnaire entitled, "Management of Entrepreneurship Education for Economic Development Assessment Questionnaire (MEEFEDAQ)" developed by the researchers was used for data collection. The instrument was properly validated and a reliability index of 0.90 was obtained through Cronbach Alpha method. Mean, percentages and standard deviation were used to analyse data to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. Results of the study showed that the ways entrepreneurship education could be managed for economic development in Rivers and Bayelsa States include among others: ensuring that entrepreneurship education equips students with enough entrepreneurial skills and competences, and by sensitizing/motivating students to go into full entrepreneurial practice after graduation. The study revealed challenges of managing entrepreneurship education for entrepreneurial practice and economic development to include among others: lack of adequately trained entrepreneurship education teachers; inadequate facilities/equipment for the teaching of entrepreneurship education and poor remuneration/conditions of service of entrepreneurship education teachers. Based on the findings, conclusion was drawn and the following recommendations among others were made: entrepreneurship education program should be adequately funded and government should provide incentives to graduates from public tertiary institutions in order to encourage entrepreneurial practice among them.

Keywords: Developing Countries, Economic Development, Entrepreneurship Education, Entrepreneurial Practice and Management.

Introduction

The introduction of entrepreneurship education in our educational system is one of the recent innovations necessitated by the over bearing increase in the rate of unemployment in Nigeria. Many secondary schools and tertiary institutions graduates can no longer secure paid jobs in either the government or private sectors. The unemployment rate has risen to 33% suggesting that many of our youths are idle and unemployed. They are not engaged in any productive venture. This situation is not healthy for a developing nation like Nigeria that has a greater proportion of her population living below poverty rate of one dollar per day. Developing countries like Nigeria are sovereign states with low industrial, technological and human capital development index when compared with developed countries like America, Britain and France. In developing countries many of their citizens are poor; per capita income is low, unemployment rate is high and their economy is import oriented. The quest to change this narrative resulted to the inclusion of entrepreneurship education in our educational curriculum especially at the tertiary education system.

Entrepreneurship education program is expected to impact skills, ideas and other related variables into its recipients for the sake of creating employment for self and others. It is directed towards changing the mind sets of the graduates of our school system from being job seekers to job creators. Looking inwards and having a thorough assessment of this program over the years one is not quite convinced that this lofty idea is being achieved or it is rather achieved at a slow pace. This is because entrepreneurship education is supposed to increase entrepreneurial practice by our young school leavers but very many school graduates are still in the streets searching for non-existing jobs instead of engaging themselves on meaningful skills learnt in their schools.

Considering the importance of this program in economic growth and human capital development, the recipients are supposed to be well equipped and encouraged to start their own business enterprises after their graduation from school. This will make them to become self-employed. As they nurture and grow their business, they will create job opportunities for other people. This has a multiplier effect on the economy of the nation. It will encourage the growth of small and medium scale enterprises, increase internally generated revenue, increase exportation and favourable balance of trade. It will also strengthen the value of the naira against international currencies. Their inability to achieve this feet suggests that there is a problem in the provision and management of the program. Management is the process of planning and organizing the resources and activities of an institution to achieve specific goals in the most effective and efficient manner. It appears the goals of entrepreneurship education are poorly achieved or they are not achieved at all. It appears the program is not effectively and efficiently managed. The researchers are bothered by this scenario and have invested their resources to examine how entrepreneurship education can be effectively and efficiently managed for enhanced entrepreneurial practice and economic development in a developing society like Nigeria.

Management is a very vital aspect of any organization. It is the life wire through which organizational goals is achieved. It is the management of an organization that determines to a large extent goal achievement and the life span of the organization. Management, irrespective of the setting in which it is practiced is a

complex activity involving five elements: forecasting and planning, organizing, commanding, coordinating and controlling. Management according to Crainer in Patrick (2016) is active, not theoretical, it is about changing behaviour and making things happen, it is about developing people, working with people, reaching objectives and achieving results. It is therefore an everyday activity involving constant interaction and cooperative effort among workers in order to achieve set goals. Central to all management activities is effective decision-making culminating to adequate provision and utilization of resources for the attainment of organizational targets.

Entrepreneurship education is an innovative education that is directed towards providing students with adequate knowledge, skills, motivation and encouragement for entrepreneurial success in a variety of settings. Entrepreneurship education according to Ossai and Nwalado in Obunadike and Ughamadu (2014), as well as Anashie and Ijor (2014) is structured to achieve the following objectives:

1. To offer functional education to the youths that will enable them be self-employed and self-reliant.
2. Provide the young graduates adequate training that will enable them to be creative and innovative in identifying new business opportunities.
3. To serve as a catalyst for economic growth and development.
4. Offer tertiary institution's graduates with adequate training in risk management.
5. To reduce high level of poverty.
6. To create employment opportunities.
7. To reduce rural-urban migration.
8. To provide young graduates with enough training and support that will

enable them to establish a career in small and medium sized businesses.
9. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
10. To create smooth transition from traditional to modern industrial economy.

In line with the above objectives, Sciascia and Poli in Oliobi (2017) stated that entrepreneurship education is the structured formal conveyance of entrepreneurial competences. Such competences refer to skills concepts and mental awareness used by individuals during the process of starting and developing their growth oriented ventures. Ediagbonya (2013) sees entrepreneurship education as the kind of education given to people with a view of developing entrepreneurship qualities properly followed with support services for smooth take of and successful running of business. Entrepreneurial skills are therefore very important for students to acquire in order to become entrepreneurs or self-reliant people after their graduation.

Entrepreneurial skills acquisition demands that there should be a change of behaviour and mindset after acquiring certain skills that will make it possible for their entrepreneurial ideas to be converted into action. Some of these skills according to Esene (2015) include the following: conceptual skills, technical skills, human skills, communication skills, time management skills, ICT skills, administrative skills, leadership skills, critical thinking skills, enterprising skills, problem solving skills and risk taking skills. Effective entrepreneurship education ensures that these skills are impacted into the students.

Management of entrepreneurship education in this study implies the ways entrepreneurship education is planned,

organized, coordinated, administered and controlled in our institutions to produce graduates that will go into entrepreneurial practice in order to contribute their quarter to our economic growth and development. The researchers are not satisfied with the way entrepreneurship education is managed after a careful examination of the level of practicalization of entrepreneurial ideas in the universities to sensitize graduates into full-fledged entrepreneurial ventures. Many scholars such as Okereke (2016), Nwachukwu (2016), Nwangwu (2016), Nwakudu, Njah and Boreh (2013) and Onah (2016) agreed in their various studies that practical activities are needed to concretize entrepreneurship ideas in the graduates. This is conspicuously absent because various stages of entrepreneurship education are not supported with practical sessions for effective development of entrepreneurial skills.

According to Okereke (2016:169), "crime rate is commensurate with unemployment rate". It is the quest for a practical oriented education that will reduce crime and unemployment that compelled the campaign for entrepreneurship education. The ultimate goal of the management of entrepreneurship education should be to enhance entrepreneurship studies and entrepreneurial practice by ensuring high quality teaching, provision of adequate funds, facilities and materials for students to practically demonstrate the skills and knowledge they have acquired through entrepreneurship education program (Ogundele, 2016). It appears adequate entrepreneurial skills for entrepreneurial practice are not impacted into the students before their graduation from school. It equally appears that adequate support is not given to graduates to motivate them to start their own business enterprises. Looking at the rate of increase in unemployment and poor performance of our economy. There are rising cases of poverty,

hunger, under productivity and under development. It appears our tertiary institutions are not fulfilling their mandates of inculcating appropriate and relevant entrepreneurial skills as tools for economic empowerment, survival of the individuals and the nation at large (Ojule, 2020).

To enhance the productive capacity of graduates from our tertiary institutions as well as economic growth and development of our society, there is an urgent need to revaluate the current policy on entrepreneurship education, its goals, modus operandi and the challenges confronting its effectiveness by the government, educational policy makers and managers of entrepreneurship education. Entrepreneurship education as a youth empowerment programme is centred on three things: acquisition of skills, creating awareness for local and global challenges, and providing enabling environment and opportunities for employment and job creation. The researchers doubt the extent to which these things are achieved because they serve as pre-requisites for entrepreneurial practice. It is only by letting graduates who have received entrepreneurship education try new ideas, to innovate, to create businesses that put those skills and ideas to work in a competitive and open way that we can tackle unemployment, under development and other social problems.

Like many other educational policies and innovations in Nigeria, effective implementation of entrepreneurship education has been confronted by various challenges. According to scholars like Okebukola (2011), Danjuma (2014) and Kofarmata (2014) entrepreneurship education as an intervention policy is confronted by heavy initial outlay, shortage of trained entrepreneurial personnel to deliver quality entrepreneurship education; learning environment yet supporting

emerging start-ups, poor funding resulting to inadequate facilities for effective implementation of entrepreneurship education, poor planning/fire brigade approach and societal attitude towards handworks. In addition to these challenges Akpomi and Ikpesu (2020) observed lack of institutionalization of knowledge exchange mechanism among tertiary institutions and stakeholders, lack of readiness of tertiary institutions to change their tradition to be entrepreneurial, poor willingness of industries to partner with tertiary institutions on research and development, frequent change of leadership, weak town and gown relationship, and lack of new entrepreneurial pedagogical approaches to teaching.

These issues require urgent attention because for any nation to be economically buoyant, politically stable and culturally appreciable and marketable, the tertiary institutions have uncompromising responsibility of producing skilled graduates for the country, for productive vibrancy in all areas of economic endeavours (Onyeike and Onyeagbako, 2014). Productive vibrancy is possible when most of our graduates go into entrepreneurial practice through SMEs. Adequate skills development will help SME operators to perform well in their businesses, achieve customer satisfaction, improve in their technology and attain sustainable growth (Babalola, 2007).

Statement of the Problem

Graduates of tertiary institutions in Nigeria have relied so much on government for the provision of jobs and employment opportunities over the years. With the increasing rate of social demand for education and number of school graduates, high level of corruption among those in positions of authority, economic recession and devaluation of the naira, it has become very difficult for government to efficiently manage available resources and meet the employment demands of school graduates in Nigeria. Hence, unemployment rate is on the increase by the day. In an attempt to find solution to this problem, entrepreneurship education was introduced in tertiary institutions in the country.

The aim of this program is to change the mind set of graduates from job seekers to job creators. They are expected to become entrepreneurs by starting and nurturing any business of their choice based on the skills they have acquired in the school through entrepreneurship education. Many years after the introduction of entrepreneurship education in our school system, it appears the situation is getting worst. Unemployment rate is increasing and many of our school graduates cannot indulge in entrepreneurial practice. The economy is getting worst every day. The situation is disheartening, suggesting that there is a problem. The researchers are bothered by this situation. Hence, it has motivated them to investigate the management of entrepreneurship education for economic development in Rivers and Bayelsa States of Nigeria.

Aim and Objectives of the Study

The aim of this study is to investigate the management of entrepreneurship education in public tertiary institutions for economic development in Rivers and Bayelsa States. Specifically, the objectives of the study are to:

1. Find out ways we can manage entrepreneurship education in public tertiary institutions for economic development in Rivers and Bayelsa States.
2. Ascertain the challenges of managing entrepreneurship education in public tertiary institutions for economic development in Rivers and Bayelsa States.

Research Questions

The following research questions were answered in this study:

1. What are the ways entrepreneurship education could be managed in public tertiary institutions for economic development in Rivers and Bayelsa States?
2. What are the challenges of managing entrepreneurship education in public tertiary institutions for economic development in Rivers and Bayelsa States?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean scores of lecturers and students on the ways entrepreneurship education could be managed in public tertiary institutions for economic development in Rivers and Bayelsa States.
2. There is no significant difference between the mean scores of lecturers and students on the challenges of managing entrepreneurship education in public tertiary institutions for economic development in Rivers and Bayelsa States.

Methodology

The study adopted descriptive survey research design. The population of the study was the 93,680 lecturers and students (5,180 lecturers and 88,500 final year students) in the 14 public tertiary institutions in Rivers and Bayelsa States. (Source: Academic Planning Unit of the Public Institutions in Rivers and Bayelsa States 2020 Report). A sample size of 1874 respondents (259 lecturers and 1615 final year students) representing 2% of the population was drawn through stratified random sampling technique. A questionnaire entitled, "Management of Entrepreneurship Education for Economic Development Assessment Questionnaire (MEEFEDAQ)" developed by the researchers was used for data collection. The instrument which contained 18 items was well validated and a reliability index of 0.90 was obtained through the Cronbach Alpha method. A total of 1874 copies of the questionnaire were distributed and 1850 copies were retrieved. Mean, percentages and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance.

Results

Research Question One: What are the ways of managing entrepreneurship education in public tertiary institutions for economic development in Rivers and Bayelsa States?

Table 1: Mean scores, percentages and standard deviation analysis of the responses of lecturers and students on the ways of managing entrepreneurship education in public tertiary institutions for economic development in Rivers and Bayelsa States

S/N	Ways of managing entrepreneurship education in public tertiary institutions for economic development in Rivers and Bayelsa States	Lecturers N = 250						Students N = 1,600						Mean set	Decision
		SA	A	D	SD	X_1	STD 1	SA	A	D	SD	X_2	STD 2		
1.	By ensuring that entrepreneurship education equips students with enough skills and competencies to establish and manage a business successfully	83 (33%)	96 (38%)	42 (17%)	29 (12%)	2.93	0.69	689 (43%)	565 (35%)	120 (8%)	226 (14%)	3.07	0.66	3.00	Agree
2.	By ensuring that entrepreneurship education equips students with effective communication skills.	80 (32%)	110 (44%)	36 (14%)	24 (10%)	2.98	0.68	624 (39%)	582 (36%)	128 (8%)	266 (17%)	2.98	0.68	2.98	Agree
3.	By ensuring that entrepreneurship education equips students with adequate ICT skills	98 (39%)	106 (43%)	28 (11%)	18 (7%)	3.14	0.65	721 (45%)	688 (43%)	103 (6%)	88 (6%)	3.28	0.61	3.21	Agree
4.	By ensuring that entrepreneurship education equips students with risk management skills.	114 (45%)	104 (42%)	20 (8%)	12 (5%)	3.28	0.63	694 (43%)	632 (40%)	112 (7%)	162 (10%)	3.16	0.64	3.22	Agree
5.	By ensuring that entrepreneurship education equips students with financial management/mobilization skills.	108 (43%)	102 (41%)	18 (7%)	22 (9%)	3.18	0.64	699 (44%)	652 (41%)	122 (7%)	127 (8%)	3.20	0.62	3.19	Agree
6.	By ensuring that entrepreneurship education equips students with marketing skills.	91 (36%)	99 (40%)	43 (17%)	17 (7%)	3.06	0.66	708 (44%)	640 (40%)	116 (7%)	136 (9%)	3.20	0.62	3.13	Agree
7.	By ensuring that entrepreneurship education equips students with enough technical /practical skills on business areas of their interest.	123 (49%)	108 (43%)	16 (7%)	3 (1%)	3.40	0.61	805 (50%)	672 (42%)	73 (5%)	50 (3%)	3.40	0.59	3.40	Agree
8.	By ensuring that entrepreneurship education equips students with adequate human/public relations skills.	88 (35%)	92 (37%)	31 (12%)	39 (16%)	2.92	0.70	685 (43%)	593 (37%)	164 (10%)	158 (10%)	3.13	0.65	3.03	Agree
9.	By ensuring that entrepreneurship education equips students with leadership/administrative skills.	94 (38%)	90 (36%)	35 (14%)	31 (12%)	2.99	0.67	632 (39%)	602 (38%)	207 (13%)	159 (10%)	3.07	0.66	3.03	Agree
10.	By ensuring that students are adequately sensitized and motivated to go into full entrepreneurial practice after graduation.	128 (51%)	101 (40%)	11 (5%)	10 (4%)	3.39	0.62	756 (47%)	694 (43%)	124 (8%)	26 (2%)	3.36	0.60	3.38	Agree
	Aggregate mean and standard deviation					**3.13**	**0.66**					**3.19**	**0.63**		

Table 1 shows that all the items had weighted mean set scores that were greater than the criterion mean of 2.50. They were accepted as the ways entrepreneurship education could be managed in public tertiary institutions for economic development in Rivers and Bayelsa States. The aggregate weighted mean scores of 3.13 and 3.19 for lecturers and students respectively which are greater than the criterion mean indicated that the respondents shared a common view on the ways entrepreneurship education could be managed in public tertiary institutions to enhance entrepreneurial practice and economic development in Rivers and Bayelsa States.

Therefore, the ways entrepreneurship education could be managed in public tertiary institutions for entrepreneurial practice and economic development include the following: ensuring that entrepreneurship education equips students with enough skills and competencies, by ensuring that entrepreneurship education equips students with effective communication skills, adequate ICT skills; risk management skills, financial management/mobilization skills, marketing skills, technical/practical skills, human/ public relations skills; leadership/ administrative skills, and by adequately sensitizing and motivating students to go into full entrepreneurial practice after graduation.

Research Question Two: What are the challenges of managing entrepreneurship education in public tertiary institutions for economic development in Rivers and Bayelsa States?

Table 2: Mean scores, percentages and s tandard deviation analysis of the responses of lecturers and students on the challenges of managing entrepreneurship education in public tertiary institutions for economic development in Rivers and Bayelsa States

S/N	Challenges of managing entrepreneurship education in public tertiary institutions for economic development in Rivers and Bayelsa States	Lecturers N = 250						Students N = 1,600						Mean set	Decision
		SA	A	D	SD	X_1	STD_1	SA	A	D	SD	X_2	STD_2		
11.	Lack of adequately trained teachers for entrepreneurship education.	86 (34%)	94 (38%)	48 (19%)	22 (9%)	2.98	0.73	656 (41%)	584 (37%)	213 (13%)	147 (9%)	3.09	0.65	3.04	Agree
12.	Lack of adequate provision of facilities for effective teaching of entrepreneur-ship education.	91 (36%)	95 (38%)	36 (14%)	28 (12%)	3.00	0.72	681 (43%)	593 (37%)	204 (13%)	122 (7%)	3.15	0.61	3.08	Agree
13.	Inadequate exposure of students to practical activities for effective development of entrepreneurial skills.	80 (32%)	86 (34%)	52 (21%)	32 (13%)	2.86	0.74	726 (45%)	718 (45%)	112 (7%)	44 (3%)	3.33	0.58	3.10	Agree
14.	Poorly structural entrepreneurship education curriculum and program for adequate development of entrepreneurial skills.	105 (42%)	93 (37%)	30 (12%)	22 (9%)	3.12	0.71	668 (42%)	584 (37%)	182 (11%)	166 (10%)	3.10	0.64	3.11	Agree
15.	Inability of government to create business friendly environment adequate enough to motivate entrepreneurial practice by young graduates.	108 (43%)	99 (40%)	28 (11%)	15 (6%)	3.20	0.70	676 (42%)	603 (38%)	175 (11%)	146 (9%)	3.13	0.63	3.17	Agree
16.	Inability of government to guarantee start-up capital to every student that wants to go into entrepreneurial practice affects their attitude to entrepreneurship education program.	78 (31%)	92 (37%)	43 (17%)	37 (15%)	2.84	0.75	680 (43%)	715 (44%)	161 (10%)	44 (3%)	3.27	0.59	3.06	Agree
17.	Poor remuneration/conditions of service of entrepreneurship education teachers which results to frequent strike actions.	108 (43%)	106 (43%)	23 (9%)	13 (5%)	3.24	0.69	499 (31%)	526 (33%)	207 (13%)	368 (23%)	2.72	0.67	2.98	Agree
18.	Lack of interest by the students to engage on entrepreneurial practice after their graduation.	36 (14%)	51 (21%)	100 (40%)	63 (25%)	2.24	0.78	248 (16%)	316 (20%)	534 (33%)	502 (31%)	2.19	0.69	2.22	Disagree
	Aggregate mean and standard deviation					**2.94**	**0.73**					**3.00**	**0.62**		

Table 2 indicates that items 1 to 7 had weighted mean set scores that were greater than the criterion mean of 2.50. They were agreed on as the challenges of managing entrepreneurship education in public tertiary institutions for entrepreneurial practice and economic development in Rivers and Bayelsa States. Item number 8 had weighted mean set score of 2.22 which is by far less than the criterion mean of 2.50. Item 8 was therefore rejected as one of the challenges. The aggregate mean scores of 2.94 and 3.00 for lecturers and students respectively which did not differ so much shows that both respondents unanimously agreed on the challenges of managing entrepreneurship education in public tertiary institutions to enhance for entrepreneurial practice and economic development in Rivers and Bayelsa States.

Therefore, the challenges of managing entrepreneurship education in public tertiary institutions for entrepreneurial practice and economic development in Rivers and Bayelsa States includes: lack of adequately trained entrepreneurship education teachers, inadequate provision of facilities for effective teaching of entrepreneurship education, inadequate exposure of students to practical activities, poorly structure entrepreneurship education curriculum and program, inability of government to create business friendly environment, inability of government to guarantee start-up capital to students that would go into entrepreneurial practice after graduation, and poor remuneration/conditions of service of entrepreneurship education teachers.

Test of Hypotheses

Hypothesis One: There is no significant difference between the mean scores of lecturers and students on the ways of managing entrepreneurship education for economic development in public tertiary institutions in Rivers and Bayelsa States.

Table 3: z-test of difference between the mean scores of lecturers and students on the ways of managing entrepreneurship education for economic development in public tertiary institutions in Rivers and Bayelsa States.

Status	N	X	Std	Df	z-cal.	z-critical	Level of sign.	Decision
Lecturers	250	3.13	.66					Ho$_1$ Not Significant
				1,848	1.345	$\pm$1.960	0.05	
Students	1,600	3.19	.63					

Results in table 3 showed that the mean scores of lecturers and students stood at 3.13 and 3.19 respectively. A closer look at these mean scores showed that they are very close and did not vary so much from each other. Furthermore, at 1,848 degrees of freedom and 0.05 level of significance, the calculated z-score of 1.345 was by far less than the z-table or critical value of 1.960. Hence, the researchers failed to reject the null hypothesis. They therefore, established that there was no significant differences between the mean scores of lecturers and students on the ways entrepreneurship education could be managed in public

tertiary institutions for economic development in Rivers and Bayelsa States.

Hypothesis Two: There is no significant difference between the mean scores of lecturers and students on the challenges of managing entrepreneurship education for economic development in public tertiary institutions in Rivers and Bayelsa States.

Table 4: z-test of difference between the mean scores of lecturers and students on the challenges of managing entrepreneurship education for economic development in public tertiary institutions in Rivers and Bayelsa States.

Status	N	X	Std	Df	z-cal.	z-critical	Level of sign.	Decision
Lecturers	250	2.94	.73					Ho_2 Not Significant
				1,848	1.232	±1.960	0.05	
Students	1,600	3.00	.62					

Results in table 4 indicated that the mean scores of lecturers and students stood at 2.94 and 3.00 respectively. These mean scores appear closely related. Furthermore, at 1,848 degrees of freedom and 0.05 level of significance, the calculated z-score of 1.232 was by far less than the z-table or critical value of 1.960. The researchers therefore failed to reject the null hypothesis. Hence, they established that there was no significant difference between the mean scores of lecturers and students on the challenges of managing entrepreneurship education in public tertiary institutions for economic development in Rivers and Bayelsa States

Discussion of Findings

Results from the study showed that, ways entrepreneurship education could be managed in public tertiary institutions for entrepreneurial practice and economic development in developing countries include the following: ensuring that entrepreneurship education equips students with enough skills and competencies. These skills can be classified into two. General business management skills such as: effective communication skills, ICT skills, risk management skills, financial management/mobilization skills, marketing skills, leadership/administrative skills and human/public relations skill. These skills are very important in the survival of any business enterprise. Any business operator who does not have a fair knowledge of these skills and effectively apply them in the management of his/her business may not do well.

Most graduates from public tertiary institutions in developing countries like Nigeria lack these skills hence, they are afraid of taking risks because of its cost and their poor risk management abilities. Hence, they prefer paid jobs. Entrepreneurship education should bring a change of behaviour and mindset if these skills have been acquired by the beneficiaries of entrepreneurship education. This change is a practical and observable thing, which is demonstrated by the rate at which young graduates go into entrepreneurial practice based on the skills and sensitization acquired through entrepreneurship education (Esene, 2015).

It is through entrepreneurial practices that economic growth and development is

actualized. Most developed economies world over are driven by small and medium scale enterprises (SME's). These SME's are small business operations in agriculture, technology, health services, education mining etc, that contribute to economic development through creation of jobs, rendering of services and engagement in various productive ventures. To reduce unemployment and enhance our productivity as a country, tertiary institutions graduates are expected to go into SME operations. Adequate skills development is very necessary to enable SME operators to perform well, achieve customer satisfaction, improvement in technology and sustainable growth (Babalola, 2007).

The second class of skills is the technical/ practical skills in any specialized field or area of study. It will be difficult for anybody to go into entrepreneurial practice successfully without technical/practical knowledge and skills in the area of business practice that he/she wants to go into. Every field of study in tertiary institutions have a variety of entrepreneurial opportunities. Students in tertiary institutions should be exposed to these entrepreneurial opportunities in their various fields of study. The students should not only acquire theoretical knowledge in a specialized field of study but also practical skills that will enhance their competencies to venture into entrepreneurial practice in their specialized fields of study. More entrepreneurship education should be given to students at their various departments to equip them with skills required for entrepreneurial practice in their respective fields after their graduation from school.

Most graduates from tertiary institutions in Nigeria are very much deficient in practical skills in their fields of study. This makes it difficult for them to go into entrepreneurial

practice. This is equally a big problem in the labour market because employers of labour have been complaining that most graduates from our tertiary institutions are deficient in labour market requirement skills. This contradicts the mandate of tertiary institutions to produce skilled graduates for productive vibrancy, sustainable growth and economic development. This agreed with Onyeike and Onyeamako (2014) that for any nation to be economically buoyant, politically stable and culturally appreciable and marketable, tertiary institutions have uncompromising responsibility of producing skilled graduates for enhanced productivity in all areas of economic endeavours.

The study equally revealed that the challenges of entrepreneurship education in public tertiary institutions for entrepreneurial practice include inadequately trained teachers, inadequate exposure to practical activities, poorly structured entrepreneurship education curriculum, lack of business friendly environment, lack of start-up capital, inadequate provision of teaching facilities and poor conditions of service of entrepreneurship education teachers. These findings agree with scholars like Okebukola (2011), Dangama (2014), Kofarmata (2014) and Oliobi (2018). In most of the tertiary institutions in Nigeria, those who are handling entrepreneurship education are not adequately trained for it. This makes it a problem for them to adequately deliver effective and efficient service. Compounding this is the lack of teaching facilities. There is inadequate provision of laboratories, workshops, computers, ICT gadgets/equipment, internet, practical materials etc. There is inadequate power supply for effective utilization of modern technology in the teaching of entrepreneurship education.

The current entrepreneurship education curriculum should be adequately reviewed to look into the skills and how best to impact the current labour market requirement skills into the students. More vocational and technical training should be incorporated in entrepreneurship education curriculum. It is obvious that the current entrepreneurship education curriculum will not lead us to the promise land. Our business environment is also not friendly to young entrepreneurs. We have touts and fake revenue collectors everywhere, epileptic power supply, bad roads, double taxation, high interest rate, double digit inflation rate and insecurity. These are heavy treats to business investors and business survival in Nigeria. Moreover, graduates from public tertiary institutions are from poor backgrounds and they cannot afford the huge start-up capital required to start various forms of businesses in Nigeria. They need assistance by way of loans, equipment/facilities and agricultural inputs.

Another serious challenge to the success of entrepreneurship education program and by extension entrepreneurial practice is the condition of service of entrepreneurship education teachers. They are poorly paid, they are owed various forms of arrears by the government. Most of them cannot afford decent cars and houses for themselves. This situation affects their service delivery as they are poorly disposed to their jobs. This results to frequent strikes by the teachers, poor skills acquisition by the students and poor competence for entrepreneurial practice.

Conclusion

The vision of incorporating entrepreneurship education at the tertiary level of education is a noble one which has the potentials of improving entrepreneurial practice among graduates and enhancing economic growth and development. It is

therefore necessary to adequately fund this program and ensure that trained teachers and facilities/equipment required for appropriate skills development are provided. The goal of producing graduates that will go into entrepreneurial practice and creation of employment opportunities for other people will be a mirage without appropriate development of entrepreneurial skills and competencies, creation of friendly business environment and provision of adequate incentives by the government in order to motivate young graduates to set up their own businesses and become self-employed.

Recommendations

The following recommendations were made based on the findings:

1. Entrepreneurship education should be adequately funded to enable tertiary institutions employ trained, qualified entrepreneurship education teachers and provide necessary facilities/equipment for adequate development of entrepreneurial skills.
2. Government should create business friendly environment by dealing with issues of insecurity, touting, monetary policies and basic infrastructures.
3. Government should provide incentives such as start-up capitals, facilities/ equipment, tax exemption, agricultural inputs etc to graduates in order to encourage entrepreneurial practice among them.

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EMPLOYEE TRAINING, DEVELOPMENT AND ORGANIZATIONAL PRODUCTIVITY

Dr. Andrew Adohwo OVUODOROMAROYENGBIWO
(ovieovuodo@gmail.com) 08033819780

And

Dr. BEKWE, Habiganuchi Godfrey
Department of Management
Ignatius Ajuru University of Education, Port Harcourt
(gbekwe@yahoo.co.uk) 08037565731

Abstract

In recent business environment, employees, are major assets of any organization. The energetic functions they carry out towards an organization's success cannot be overemphasized. Consequently, equipping these unique possessions through effective training and development becomes a necessity towards maximization of the organizations' No1 challenges of the today's competitive business climate is the core value of every human resources targets. Although research has been conducted in the area of Human resources No 2 Management, the same cannot be said on employee training and development as it relates organizational productivity. In order to understand the study aim. Four goals were developed and these focused particularly on identifying the training programs existing in the industry the objective of the training offered, the methods employed and finally the effect of training and development on employee performance. The study concluded that employee training will enhance organization development and productivity. Thereby recommended among others things that top management should encourage job performance through quality training.

Keywords: Employee Training, Development, Organizational Productivity.

Introduction

Nigerian employees are believed to have a poor attitude to work resulting in low productivity. Commenting on the low productivity of Nigerian employees. Only observed that "many achievements oriented, shrewd observers of Nigerian people at work have always come out with a common impression that generally Nigerian workers are lazy, slow, sleepy, reluctant to act, unconcerned, and deceitful in their approach to work assigned to them. These workers lack the zeal, the briskness and the momentum of hard work and generally, they dislike to hear anybody talk about efficiency, dedication, honesty, competence, determination, and productivity.

The inexorable march of time and the ceaseless clamour for social change combined to make adaptability and continuing preparation of the workforce as inevitable as the initial acquisition of knowledge and skills. This cannot happen if staffs training and development do not occur in an organization. In order to maximize productivity and efficiency of the organization, every executive, manager or

supervisor in a public or private organization has the responsibility and indeed the bounding duty to ensure the training of men and women who have requisite knowledge and expertise. The aim is to enable them to contribute their full measure to the welfare, healthy and productivity level of the organization.

There is no doubt that organizations worldwide are striving for success and out-competing those in the same industry. In order to do so, organizations have to obtain and utilize her human resources effectively. Keeping their human resources up-to-date. In so doing, managers need to pay special attention to all the core function of human resources management as this plays and important role in different organizational, social and economically related areas among others that are influential to the attainment of the organizational goals and thus organizations successful continuation in the market.

In Nigeria, the need to train skilled personnel in the civil service arise principally because of the need to provide necessary practical training required to make newly recruited graduates from ministries and technical institutions effective administrator and skilled technicians. There is also need for some orientation courses for those promoted from lower to higher technical and managerial positions. Furthermore, there is need to step up the training of Nigeria civil servants as quickly as possible in order to reduce the gap in the demand for and supply of skilled manpower, thereby reduce the reliance on foreign supply in accordance with federal government Nigerianization policy. Therefore, compressive training and development is necessary to remove the main deficiencies in indigenous workers general attitude to work and working relationship with other workers. These

deficiencies include lack of initiative, inadequate educational or professional background, unwillingness or reluctance to take decisions, unduly concerned with personal prestige, reluctance to do manual work etc (Simons, 2015).

Productivity on the other hand, underlies most discussion of the human resource management in Nigeria. Thus, there abound criticism of and allegations against the service Centre on its productivity and performance. This perhaps explains why the concept of productivity is very difficult if not the most controversial concept in economic and business world. The difficulty arose mainly from the problems associated with yardsticks used in measuring productivity and the statistical data and other variety of issues involved. The problems are much more compounded with regards to measuring productivity in the public sector of the economy (Simons, 2015).

Statement of the Problem

This research work attempted to determine the role of employee training in these sectors. Due to employee ineffective focus and low inclination to continuous productivity in training process in the organizations. It is against this premise the researcher was posed to examine the relationship between employee training Development and organizational productivity of private and public sector in Port Harcourt.

Aim of Objectives

From the foregoing background, it is therefore the aim of this paper to investigate on the relationship manpower training, development and organizational productivity. Specifically, the study sought to:

1. Examine the extent to which employee training and development enhances organizational productivity; and

2. Investigate the extent to which employee training enhance organizational sustainability.

Conceptual Framework
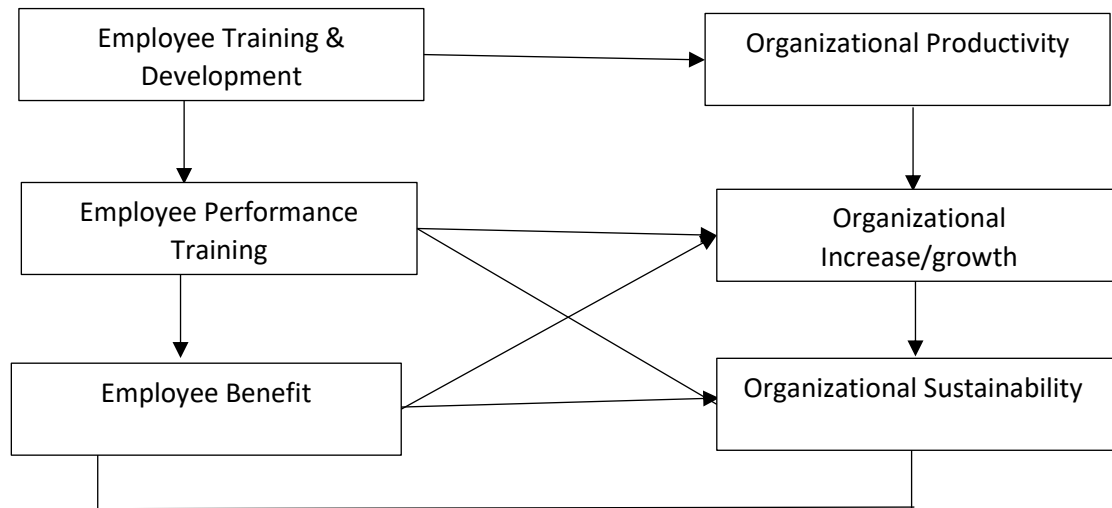
Fig. 1: Conceptual framework (Sources Researcher's Concept, 2022).

Employee Training and Development

This involves training and development of workforces and managers.

Training and development are often used to close the gap between current performances and expected future performance. Training and development falls under Human Resources Management function which has been argued to be an important function of (Weil & Woodall. 2015). Amongst the functions activities of this function in the identification of the identification of the needs for training and development and selecting method and programmes suitable for these needs, plan how to implement them and finally evaluating their outcome results, argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the performance appraisal reports and finding, the organization can be identity development

needs. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs.

As one of the major functions within HRM, training and development has for long been recognized and thus attracted great research attention by academic writes. This has yielded into a variety of definitions of training. For example, defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

It is worth nothing that, researchers continue with their quest into the training research area, they also continue their arguments into its importance. Some of these researchers argue that the recognition of the importance of training in recent years

has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. Related to the above, added that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employee, thus a need for considerable and continuous investment in training and development.

Benefits of Employee Training and Development

The main purposes of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Summarizes these benefits as below:

i. High morale- employees who receive training have increased confidence and motivations:

ii. Lower cost of production- training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste:

iii. Lower turnover- training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;

iv. Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situation;

v. Provide recognition, enhanced responsibility and the possibility of increased pay and promotion:

vi. Help to improve the availability and quality of staff.

Employee Training Needs

According to Wognum (2011) training and development needs may occur at three organizational levels namely: strategic level where needs are determined by top management while considering organization goals, mission, strategy and problems, which need to be resolved or fixed (2) tactical level where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units and (3) operational level where needs are determined with lower executive management and other employees while considering problems related to operation such as performance problems of individual workers and departments in subject. In order to enable an organization formulate human resources training and development goals that will enable both formal and informal human resource training and development, methods and programmes create a workforce that enable effectiveness and competiveness, it is worth giving consideration to, providing proper coordination as well as proper incorporation of the need within the three levels.

The first issues to identify the needs relevant to the organization objectives According to Wognum (2011) and Torrington, hall and Talyor (2015) there are three categories of identifying training and development needs. These include; resolving problems, this focuses on workers' performance improving certain working practices, this focuses on improvement regardless of the performance problems and changing or renewing the organization situation, which may arise because of innovations or changes in strategy. The above are summarized in table 1 below. It is worth putting in mind that

during the identification of training needs, there is need to create, develop, maintain and improve any system relevant in contributing to the availability of people with required skills.

Moreover, training programmes should be designed to carter for the different needs. Further still, the training programme, content and the trainees' chosen dependent on the objectives of the training programme. A number of approaches have been highlighted in previous literature of identifying needs Torrington et al. (2015). These are the problem- centred (performance gap) and profile comparison (changes and skills) approaches. Similarly, a number of approaches for analyzing training needs depending or either new or current employees have been pointed out by earlier studies. The two most traditional approaches being the problem centered approach and the profile comparison approach. The problem centred approach focuses on any performance difficulties and the corporation analyses if the problems are due to insufficient skills, which then need to be developed if the problem is to be solved. Profile comparison approach on the other hand focuses on matching the competencies with the job filled, whether new position or existing position. Some changes in strategy and technology may also bring the need for new or additional skills.

Table 1: The training and development needs' types

needs categories approaches and levels	Researchers		
	Wognum et al, 1999 (Categories)	Wognum 2011 (Level)	Torrington et al 2005 (Approaches)
	➢ Resolve problems (workers performance) ➢ Improve practices ➢ Change or renew (company)	➢ Strategic level top management) ➢ Tactical level middle management) ➢ Operational level (lower executive management & other employees)	➢ Problem centered (performance) ➢ Profile comparison (changes & skills)

Training and Development Methods

Nadler (2014) noted that all the human resources development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. There are broadly two different methods that organizations may choose from the training and developing skills of its employees. These are on- the- job training given to organizational employees while conducting their regular work at the same working venues and on-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to be training. Examples of the on-the-job training includes but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing,

and many more as explained below in detail, argues that on-the- training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to take on different training method for a number of reasons for example; (1) depending on the organization's strategy, goals and resources available, (2) depending on the needs identified at the time, and the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization. Other methods of training and development are discussed hereunder.

Job Rotation and Transfers: Job rotation and transfers: as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another. For transfers to example, it could involve movement of employees from one country to another. These rotations and transfers help employees to acquire knowledge of different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.

Coaching and/or Mentoring: This involves having the more experienced employees coach the less experienced employees Torrignton (2015). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al. 2015) the practice is often applied to newly recruited graduates in the

organization by being attached to mentors who might be their immediate managers or another senior manager.

This however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed person within the organization.

Orientation: This is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment. For example: The working system, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working condition, processes and procedures.

Conferences: As a training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading tot under training other individuals.

Role Playing: Involves training and development techniques that attempt to

capture and bring forth decision making situations to the employee being trained.

In other words, the method allows employees to act out work scenarios. It involves the presentation of problems and solution for example in an organization setting for discussion. Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more. Following the provision of a general description of the situation and the problem they face. The trainees are there after required to act out their roles. This method is more effective when carried out under stress-free or alternatively minimal- stress environments so as to facilitate learning. It is a very effective training method for a wide range of employees for example those in sale or customer services area, management and support employees.

Formal Training Courses and Development Programmes: These are a number of methods which may be used to develop the skills required within an organization. These course and programmes are usually a set of defined and known programmes where the contents, durations and all the details about training are clear to both the organization and the personnel to be trained. Unlike informal trainings and programmes, formal training and programmes can be planned earlier and also plan for their evaluation. Employees may undertake these courses and programmes while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programmes can be held within the organization (in-house) or off the job. Off the job is argued to be more effective since emplyees are away from work place and their concentration is full at training. Depending on the knowledge need, organization's structure and policies. The

trainers may also come within the corporation or outside the organization.

Performance Appraisal: Performance appraisal is a process that is carried out to enable both the individual and the organization to analyze, examine and evaluate the performance of specified objectives over a period of time. This process can take up formal and informal forms. The purposes of performance appraisal have been classified into two groups that is the developmental and administrative purpose. The developmental porpoises of performance appraisal include providing performance feedback, identifying individual strengths/ weaknesses, recognizing individual performance, assisting in goal identification, evaluating goal achievement identifying individual training needs, determining organizational training needs, improving communication and allowing employees to discuss concerns. On the other hand, administrative under the developmental purposes are porpoises of performance appraisal include but are not limited to documenting personal decisions, determining promotion candidates, determining transfers and assignments, identifying poor performance, deciding layoffs, validating selection criteria, meeting legal requirement to mention a few.

Performance appraisal can be conducted once, twice or even several times a year. The frequency will be determined by the originations depending on the resources capability and what is to be evaluated with regard to organization's objectives and strategies. There are a number of alternative sources of appraisal and these include;

1. **Manager and/or Supervisor:** Appraisal done by an employee's manager and reviewed by a manager one level higher.
2. **Self- Appraisal Performance:** By the employee being evaluated, generally on

an appraisal form complete by the employee prior to the performance interview

3. **Subordinate Appraisal:** Appraisal of a superior by an employee, which is more appropriate for developmental than for administrative purposes.

4. **Peer Appraisal:** Appraisal by fellow employees, complied into a single profile for use in an interview conducted by the employee's manager.

5. **Team Appraisal:** Appraisal based on total quality management concepts, recognizing team accomplishments rather than individual performance.

6. **Customer Appraisal:** Appraisal that seeks evaluation from both external and internal customers.

It is however important to note that, if there are no proper systems and plans to deal with the findings of the performance appraisal, expected benefits of this process for the organization may not be realized. Further still a good performance appraisal may be good for an organization but may be bad be if not professionally handled. Depending on the appraisal feedback; negative or positive, its impact to the employee may damage the organization if not taken well by the employee. It can demoralize the employee and sometimes may lead to losing the key employees just because they could not take the appraisal feedback and feel that they will be better off somewhere else. HRM needs to note some of the reasons as to why performance appraisals fail. Some of these reasons are show in the figure below:
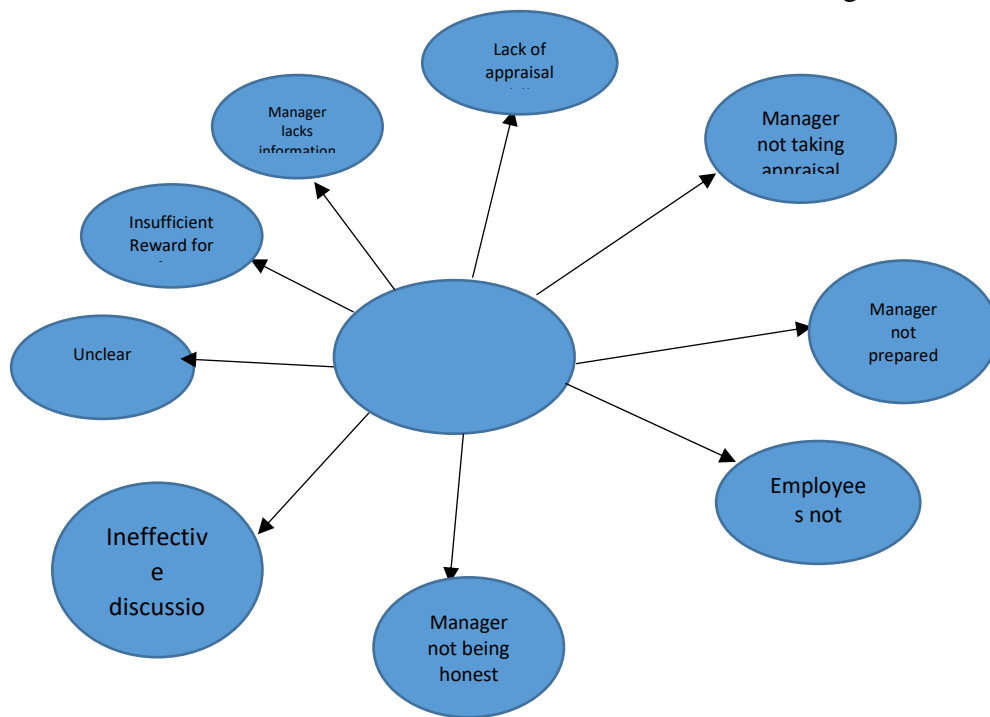
Figure 2: Reasons why performance appraisals fail (Source: Bohlander and Snell (2014).

Organizational Productivity

Our understanding of productivity as a concept can be enhanced by examining it from two perspectives namely, the economic and instruments. Due to over emphasis on profit taking, particularly in the private sector of the economy, the economic criterion has dominated the evaluation of productivity in the literature. In the process, the social costs of such analysis have tended to be ignored. Often

the economic perspective of productivity is computed in terms of input/output ratio. In other words, using the input/output matrix to assess organizations productivity or performances means that the cost of or value of its output, whether in terms of product, skill, money, equality of service etc. should be higher than technology (Thompson and Strickland, 2015). The essence here is to achieve the desired result with the least necessary expenditure of resources.

However, some business executives tend to reject this rather too "economistic" and narrow view of productivity. Rather this school of thought sees productivity as a measure of overall production efficiency, effectiveness and performance of an individual organization. They insist that such issues, as quality of output, cost of labour, adherence to standards, absence of disruptions and strikes, customer satisfaction and turnover rates as well as such qualitative measurements as unit produced in volume of sales are important matters that must be taken into consideration, some scholar have even defined productivity as output per performance in an organization (Udo- Aka, 2013).

The above variations or productivity are all premised on the economic perspective of the concept. An as already observed. There are major problems in viewing productivity in the public sector from the economic perspective, problems largely conceded with the social costing of the concept in the sector (Uluocha, 2013). This leaves us with the instrumental view of productivity. The instrumental concept of productivity is essentially associated with the attainment of objectives and goals. Thus, an instrumental action is concerned on one hand with desired outcome (achieving results) and on the other, with the belief about cause/effect

relationship. Its essence is the employment of specific action or means to produce the desired results. In this regards the instrumentally perfect" this perspective, and organization is productive or instrumental in as much as the goals and objectives for which its established are achieve.

Effect of Employee Training and Development on Organizational Productivity

In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature present evidence of an existence of obvious effects of training and development on employee performance.

Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2013; Harrison 2010) while other have extended to a general outlook of organizational performance Swart. A.H. (2015). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influence general organizational performance. In relation to the above, wright & Geory (2011), note that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhance the knowledge skills an attitude of the workers necessary

for the future job, thus contributing to superior organizational performance.

The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior. Moreover, other studies for example one by Swart et al. (2015) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to swart el al., (2015), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employees performance. He further elaborate the concept by stating that training facilitate organization to recognize that it workers are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs.

However, it is important to note that this is not enough and employees need to constantly adapt to new requirements for job performance. In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

According to Wright & Geroy (2011) employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge,

skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absentism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with senses of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers 2009).

Most of the benefits derived from training are easily attained when training is planned. This means that the organization trainers and trainees are prepared for the training well in advance. According planed training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training according to Kenney and Reid consists of the following steps

i. Identify and define training needs
ii. Define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed.
iii. Define the objectives of the training
iv. Plan training programs to meet the needs and objectives by using right combination for training techniques and locations.
v. Decide who provides the training
vi. Evaluate training
vii. Amend and extend training as necessary.

Theoretical Framework

Hardly do we discuss and analyze concepts meaningfully in the social sciences without liking them to or understanding them from some theoretical viewpoints or orientation.

Staff training and productivity are concepts, which easily lend themselves to theoretical orientations. The functional superiority of theories as guideposts in all fields of human endeavor lies in the fact that rather than base action on judgment derived from mere experience guesswork or speculations, theories enable a chosen line or action to be anchored in and guided by evidence derived from scientific research which led the consequences of such an action fall as close in line with the intended direction as possible. In this work we will first locate staff training and productivity in a personnel process model by Wendell and then use the System Approach to training as the orientating theory. The system approach to training of G.A Eckstrand (1964) is not only useful but also appropriate in explaining training and productivity in general.

French views personnel functions as an operational process and a facilitating system within the organization. The model brings to light the interdependence of the various Human resources Management process in Organizations, with Human resources Management being presented as "the diagnosis of planning and co-coordinating and controlling of a network of organization- wide process and facilitating system pertaining to leadership, performance appraisal, staffing, training and development, compensation and reward, collective bargaining and organization development". This can be represented diagrammatically thus:

Figure: 3 Wendell process of Training

Source: The Personnel Management Process Boston: Houghtou

The model, applied to the research on hand (which is manpower training, development and organization productivity in), views training as a process involving "a complex amalgamation of many sub- processes" aimed at increasing the capability of individuals and groups to contribute to organizational goals attainment. The model adequately and graphically furnishes this work with the theoretical assumption that

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staff training and productivity are inseparable aspects of personnel process, and that for the process to be complete these aspects are indispensable.

The model also informs us that the level of training attained by staff influences their compensation, reward, promotions etc, while the level of staff productivity and motivation directly affect organizational development, efficiency and performance. Hence, they contribute to the realization of the two advantages or roles of training in organization; the development of the career growth potential of employees which improves employee job performance and career advancement opportunities and the promotion of the organizational development which makes the realization of organization's objective possible. However, the approach by French is rather on the general plane regarding the place of training and productivity in the personnel process and function of organization.

Akpan (2014) carried out a study to evaluated manpower training and utilization in the Nigeria immigration service, calabar Command (1999-2014). The study aimed at establishing the following as it objectives; to evaluate manpower training in the Nigeria. Immigration services, Calabar command, to determine if the Manpower training of the Nigeria immigration service, Calabar command has enhanced the adequate protection of Nigeria borders, to evaluate if the trained staff of the Nigeria immigration service are fully utilized after training, to evaluate if the selection of staff for training in the Nigeria immigration is based on merit. The study adopted the organizational learning theory to as the theoretical framework. The methods used in the collection of data were both primary and secondary sources. Hence in the primary source, questionnaire and interview were all

sued to obtain the views of the staff of the Nigeria immigration service on the subject matter, on the secondary source; we used textbooks, journals, magazines, official documents etc. the study argued that manpower training without proper utilization amounts to nothing and utilization of staff without training will lead to zero or negative output. The study identified the different types of training in the Nigeria Immigration service which are; induction training, administrative training, arms training, in- basket- training, computer based training electric performance support system training, karate training, intelligent training. These training methods mentioned above were established in order to protect the adequate protection of the Nigeria borders.

Aidah (2013), also carried out a study effect of training on employee performance. Evidence from Uganda. The purpose of this thesis was to evaluate the effects of training on employee performance using the telecommunication industry in Uganda as case study. In order to understand the study aim, four goals were developed and these focused particularly on identifying the training programs existing in the industry, the objective of the training offered, the methods employed and finally the effects of training and development on employee performance. The study was based on three cases studies of biggest telecommunication companies operating in Uganda. A qualitative research approach of the data collection was adopted using a questionnaire comprising of 18 questions distributed to 120 respondents. Based on this sample the results obtained indicate the training have a clear effect on the performance of employees. The findings can prove useful to Human resources managers, Human resources policy decision makers, as well as government and academic instructions.

Ukwu (2010) also advanced a study on "Impact of Training on Productivity in Enugu state Civil service, 1999- 2006" was an attempt to make contribution to the ongoing debate on the Nigerian Civil Service training and productivity that has been raging since the Nigerian Third and fourth Republics. It is not only an obvious but critical fact that Nigerian both in public and private sectors have become interested on the Nigerian civil service, especially during the civilian dispensation of 1999-2006. The study isolated an important internal functional process within the civil service and investigated the extent and the general dynamics of its practice within the context of the Enugu state civil service. It focused primarily on the Impact of training on productivity in the civil service in Nigeria, using Enugu state civil service as point of emphasis. The philosophy behind staff training and productivity can be located on the quest for the most effective and efficient means of attaining organizational objective through people coupled with man's inherent interest in his self- actualization as an organizational man. The study therefore investigates the pattern of the system's self- regeneration mechanism through the competency development of it human capital. It assessed the training and productivity programs existing in the ten ministries and departments used as case study in Enugu state Civil services. The primary instrument for data collection was the questionnaire. The population of the study consisted of 6563 staff of the ten ministries and departments in Enugu State Civil Service. One - way analysis of variance (one - way Anova) was used to verify the significance of the observed difference among mean. It is aimed at finding if there is any significant difference among mean performance of the sample. Prominent among the findings of the research was that although the ten

ministries and departments used as case study had training schools, neither the training programs nor the staff attendance to the training program were regular. The study also found out that neither the ministries nor departments saw training of their staff as an investment. Worse still, the training programs were not restructured from time to time. Based on the above findings, the study recommended that appointments into the Civil Service should be reserved for professionals only who know the value of training of staff for the growth of the organization they preside over. Adequate training needs assessment should be carried out before staffs are recommended for training. It is more difficult than might be expected to unequivocally answer the question: Does Employee training in these sectors work? However, the information that will emanate from this study shall suggest that manpower training in organizations can indeed lead to significant benefits; Firstly, managers and other management executives will find the results of the study as a veritable tool in their attempt to turn around the fortunes of their firms. Secondly, it will help identify the chronic management problems that do not lead themselves easily to management solution. Lastly, it will be of immense importance to the academic as it serves as foundation towards greater in-depth and critical evaluation of quality management.

The finding here showed that effective employee training enhances productivity in private and public sector in Port Harcourt. This implies that a 'relationship between exists between employee training Development and organizational productivity. This finding is in line with opinion of Syed and Eng (2014), which asserts that quality management is being applied across the vendors industries in automotive sectors of Pakistan which same approach. The factors of cost control, inter-

firm relationship, effective and efficient process control are the common key success factors which ultimately leads to organization export.

Conclusion

This paper examines manpower training, development and organizational productivity. The reviews examine the concept of manpower training and development and organizational productivity from their own views. Performance appraisal was also understudied. The theory of Systems Approach was also examined and linked to the study under review. Other studies reviewed in this paper looked at manpower training and personally, I discovered that in the manpower training and development, work activities should form the foundation of any definition and analysis. While work activities should be given a priority is that it makes the employees to be innovative and in designing ideas and systems including artistic contributions. These writers did not state how manpower training and development enhance the effective organizational productivity and sustainability. The contending issue in this segment becomes how to scientifically establish how manpower training and development improves organizational productivity in order to fill the gap. Although, importance of training and development in the corporate world has been highlighted in the previous literature. Thus, it is essential to examine various training and development in any business sector have examined in this paper. The study examined the benefits of training and development, the training needs, as well as the method of training and development. Included in the review was performance appraisal. Performance appraisal is very important after training and development in order for organizational productivity and sustainability to take place.

Studies have shown that training and development have an impact on the performance of employees with regards to their jobs. This result is broadly consistent with prior management literature on training and development. In order to gain more specific knowledge of training and development empirical studies, different empirical studies were reviewed for better understanding.

Suggestions

Based on the reviews, the following recommendations were made:

1. The manpower training and retraining programs of any organization should be purely based on merit, it should not be politicized.

2. All training and the retraining programs should be made the criteria compulsory for adequate organizational productivity.

3. The management of organizations in conjunction with the Human resource department should, plan a well-structured training programs for their employees.

4. Performance appraisal as well as compensation policy should be introduced in the organization to encourage proper utilization of staff in the organization.

5. The management of organizations should adequately fund the training program for their employees to make it attractive to the employees.

6. The management should provide the staff of their employees with the adequate equipment for better job performance.

7. Re-orientation program should be organized for the populace by the human resource department of all organizations, which should focus on the need that organizational

productivity and sustainability is the target of every organization.

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POVERTY AND THE PERFORMANCE OF NIGERIAN SERVICE SECTOR: AN EMPIRICAL ANALYSIS

Abu AMINU
Department of Humanities and Social Sciences
School of General Studies, Auchi Polytechnic,

Braimah Abdul GANIYU

And

MOMOH Ibrahim
Department of Banking and Finance,
School of Business Studies, Auchi Polytechnic.
abuaminuo@gmail.com *08036690405*

Abstract

This study empirically examines the effects of poverty on the performance of the service sector in Nigeria from 1982 - 2020. The objective of the study was to specifically examine the influence of poverty and its components, such as income inequality (proxy by gini coefficient), infant mortality rate and illiteracy rate on the service sector output in Nigeria using the Error Correction Model, the Johansen's test for co integration and the Granger Causality test. The variables in the model show stationerity at first difference and long run relationship. The results showed that the coefficient of determination is 0.609, which implies that 61% of the changes in the dependent variable are explained by the changes in the independent variables. The ECM is rightly signed as it shows a speed of adjustment of 43% from short run dynamics to long run equilibrium. It is statistically significant at 5% level and the F statistics gave a probability value of 0;04615 below the acceptable level of 0.05, indicating that the model is a good fit. The overall results show that poverty has a negative and significant relationship with service sector output. This implies that the rising poverty level in Nigeria has stiffened the performance of the service sector over the studied period. The study recommends that the authorities should revisit the poverty alleviation strategies with a view to holistically adopting and inculcating projects and programmes that touch the lives of the poor directly, while measures should be taken to develop and provide social infrastructural facilities including improving the health delivery system to help improve the standard of living of the poor.

Keywords: Effect, Performance, Poverty, Nigeria and Service Sector.

Introduction

Poverty has continued to pose serious constraints to the growth and development of many developing countries, with sub Saharan African countries mostly affected (Emma et al, 2019). Poverty level is the most important indicator or determinant of the progress of an economy with a constant and direct link to inequality, mortality rates and the illiteracy levels of a county. Therefore, rising illiteracy and mortality rates in most developing

economies can be associated with high level of poverty and inequality.

Also, rising urban population due to increasing rural-urban drift cannot also be disassociated from the ills mentioned above as over the years an increasing number of people, particularly the unemployed had moved from rural to urban centers in search of non-existing jobs. This has further aggravated the problems of poverty, inequality and unemployment notably in developing countries like Nigeria (National Bureau of Statistics, 2019). Similarly, the National Bureau of Statistics (2020), released the 2019 Poverty and Inequality report in Nigeria, which highlights that 40 percent of the total population, or almost 83 million people, live below the country's poverty line of 137,430 naira ($381.75) per year.

There are a number of reasons why poverty may harm a country's economic performance. At a microeconomic level, poverty increases ill health and health spending and reduces the educational performance of the poor. These two factors lead to a reduction in the productive potential of the work force. At a macroeconomic level, poverty can be a brake on growth and can lead to instability. A rising income gap and poverty level among the populace of a country, in addition to having a trickledown effect on human development in terms of accessibility to health care, education, decent and affordable housing, clean environment, can as well generate negative impacts on financial and related services (Hauwa & Taiga, 2020). In an economy that is characterized by high levels of inequality and poverty, the patronage of the service sector is likely to be on the down side, as it has been adduced that poverty and inequality do not only restrict the victim's access to the financial services but also, the victim's access to educational and other essential services are also affected (Seth et atl. 2018; Grant, 2019).

And as a result, the overall performance of the service sector is affected as patronage is restricted.

The service sector plays a dominant role in the growth and development of economies across the globe, and these include financial and non-financial related services such as trade and distribution, insurance, banking and finance, education, entertainment, among others. However, the service sector in Nigeria has not contributed significantly to the Nigerian economy compared to that of the emerging economies of Asia and Latin American. For instance while the service sector contributed 46.3% to the Nigerian GDP in 2020, that of Malaysia, the Philippines, South Africa, Brazil and Mexico contributed 54.8%, 61.4%, 64.6%, 62.9% and 60.2% respectively (World Bank, 2021). This indicates that the nation's service sector lags behind that of other emerging economies and this study intends to examine if poverty and its components such as inequality, unemployment and illiteracy contribute to the low level of impact of the service sector on the nation's GDP compared to that of other emerging economies from 1982 to 2020.

Objectives of the Study

The objective of this study, which established the basis of the hypotheses of the study is to examine the effect of poverty and its components such as inequality, mortality rate and illiteracy on the performance of the service sector in Nigeria.

Theoretical Framework

The Sub Cultural Theory

The sub cultural theory of poverty was expressed in its modern form by Oscar Lewis in 1965. Oscar Lewis referred to the culture of poverty as a set of beliefs and values passed from generation to generation. He suggested that the poorest section of society forms a sub-society or a

sub-culture which is distinctive and largely self-perpetuating. This the ory suggests that poverty is created by the transmission over generations of a set of beliefs, values, and skills that are socially generated but individually held. Individuals are not necessarily to blame because they are victims of their dysfunctional subculture or culture. Culture is socially generated and perpetuated, reflecting the interaction of individual and community. This makes the culture of poverty theory different from the individual theories that link poverty explicitly to individual abilities and motivation. Technically, the culture of poverty is a subculture of poor people in ghettos, poor regions, or social contexts where they develop a shared set of beliefs, values and norms for behavior that are separate from but embedded in the culture of the main society (Ryan, 1976).

The Individualism Theory

This theory of poverty largely focused on the individuals as responsible for their poverty situation. Typically, politically conservative theorists blamed individuals in poverty for creating their own problems, and argued that with harder work and better choices, the poor could avoid their problems (Bettger, 1977; Gwartney & McCaleb, 1995). Other version of the individual theory of poverty ascribe poverty to lack of genetic qualities such as intelligence that are not so easily reversed (Hurrnstein & Murray, 1994; Rainwater, 1970).

Conceptual Framework

The Concept of Poverty

Poverty is not an easy concept to define. As a result, arrange of existing definitions are influenced by different disciplinary approaches and ideologies. The dominant Western definition since World War II has defined poverty in monetary terms, using

levels of income or consumption to measure poverty and defining the poor by a head count of those who fall below a given income/consumption level or poverty line (Grusky & Kanbur, 2016). However, this economic definition has been complemented in recent years by other approaches that define poverty in a more multidimensional way. These approaches include the basic needs approach (Streeten, 1981), the capabilities approach (Sen, 1999) and the human development approach (UNDP, 1990). Their acceptance is reflected in the widespread use of the United Nations Development Programme's (UNDP) Human Development Index (HDI), which is a composite measure of three dimensions of human development: (i) life expectancy, (ii) educational attainment and (iii) standard of living, measured by income in terms of its purchasing power parity (UNDP,2006).

The World Bank (2015) and Addae (2014) defined poverty as pronounced deprivation in well-being, such that an individual does not have access to basic resources required for him or her, and it consists of several dimensions, including low income and the inability to possess basic goods and services required for survival with self-esteem. Additionally, it also encompasses lack of adequate education, poor state of health, lack of access to clean water and sanitation, loss of physical security, lack of voice, insufficient capacity and lack of opportunity to better one's own life.

Income Inequality

Gallo (2002), defines inequality as the difference in the standard of living across a population. However, different types of inequality exist and these include gender, health, wealth and income. The focus of this study is income inequality; and income in equality is defined by Clark (2015) as the disparity in income between rich and poor individuals in a society. According to Clark

(2015), over 70 percent of the population in developing countries live in highly unequal societies. According to the National Bureau of Statistics (2020), inequality in Nigeria peaked between 1985 and 2004 where the country's Gini coefficient increased from 38.0to 40.1. Also, in 2010, the coefficient has rose further to 43.0. As at 2020, the Gini coefficient declined to 35.0.

Empirical Literature

Ewubare and Okpani (2018), specifically examined how poverty, unemployment and life expectancy at birth affects inequality in Nigeria within the period 1980- 2017. The OLS, unit root, co-integration, ECM and Granger causality tests were adopted to analyze the data generated for the study. The result of the study showed that poverty and unemployment have positive significant relationship with inequality. It was established that as poverty and unemployment rate increased, inequality increased correspondingly, inferring close links among the variables. Moreover, the Pair wise causality test results revealed a bi-directional causality between poverty and inequality over the period of the study indicated that both of them can be used in predicting the changes in the other. Based on the findings, it was recommended that deliberate effort should be made by government to creating employment opportunities as a major tool in order to combat poverty and inequality in Nigeria.

Adigun (2017) analyze income growth and inequality elasticities of poverty in Nigeria over a period of time. Using the secondary data obtained from National Consumer Survey of 1996 and 2003/2004 Nigeria Living Standard Survey. The study uses changes in mean per capita expenditure as a yardstick of economic growth and adopts simple but powerful ratio estimates of Economic Growth and Inequality elasticities of poverty. The result indicates that 1 percent

increase in income growth will lead to 0.624 percent reduction in poverty. The inequality elasticity of poverty shows that a decrease of inequality by 1 percent would have decreased poverty by just 0.34 percent. The result implies that what matters for poverty reduction is mainly accelerated economic growth, redistribution and reductions in inequality.

Using times series data, Fatima, et al, (2014), quantitatively explore the nexus between growth in services sector of Pakistan and its poverty reducing impact from 1951 to 2010, using the Augmented Dickey–Fuller test to check for the stationarity of the data and Auto-Regressive Distributed Lag approach to co-integration and error correction model to estimate long- and short-run coefficients. The results of the study indicate that growth in wholesale and retail trade and the ownership of dwelling reduce poverty only in the short run. Growth in finance and insurance worsen poverty. The greatest impacts on poverty reduction occur as result of growth in community services (CS) and transportation, storage and communication (TSC). Among all variables, community services were found highly significant with the coefficients 0.62 and 0.308 in the long run and short run respectively. The study concluded that more efforts should be laid on community services such as education, and health, in order to generate more impact on poverty reduction.

Methodology

The ex-post facto research design (after-the-fact research design) is adopted in this study. Annual country-specific time series data were utilized in this study. The data include that of the service sector output, poverty and sub-components of poverty. Specifically, data on the sub-components of poverty which include income inequality, illiteracy rate, infant-mortality rate in the country are sourced from the National Bureau of Statistics (NBS) and

the Central Bank of Nigeria (CBN). The study adopted the unit root test, co-integration test, causality test and error correction mechanism for analysis.

Model Specification

For the purpose of this study, a conventional mathematical functional framework in which service sector output is determined by poverty rate and the components of poverty in Nigeria is illustrated as follows:

SSO = f (NPR, GI, IR, IMR)   ………….1

Econometrics Model

SSO = $a_0 + a_1$NPR+ a_2 GI +a_3 IR + a_4IMR + U…2

Where: SSO = Service sector output.

NPR = National poverty rate

GI = Gini index proxy for income inequality

IR = Illiteracy rate

IMR = Infant mortality rate

a_0 = Intercept

a_1- a_4 Regression Coefficients

U = Stochastic error term

A priori expectation: $a_1 < 0$, $a_2 < 0$, $a_3 < 0$, $a_4 < 0$.

Unit Root Test

The unit root test is a test employed to test the stationerity level of the series under study and to check the order of integration of each of the series. Adjusted Dickey – Fuller (ADF) was employed for the unit root test and order of integration test which showed that all the variables are stationery at first difference ie 1(1)

The test was conducted with and without a deterministic trend *(I)* [or each of the series. The general form of (ADF) test is estimated by equation (3).

$\Delta y_t = a_0 + a_1 y_{t-1} + \sum a \Delta y_t + \mu$ …. (3)

The Co-Integration Test

This technique has been employed to test whether the series are co-integrated in the long run or otherwise. The existence of co-integration between the series means that there exists a long-term relationship between such variables. After the series were confirmed to be I(I), the study employed the maximum likelihood test procedure established by Johansen and Julius (1990) and Johansen (1991) which require the variables in question to be integrated of the same order one i.e. (1). However, the notion of co-integration makes the regression of the variables that are I(1) potentially meaningful; it serves as a pre-testing to evade spurious regression; it is one of the analysis used for the estimating, testing and specifying dynamic models; it is also significant for testing the validity of underlying economic theories (Seddighi, 2012).

The estimation model or Johansen's method is shown in Equation 4.

$y_1 = A_1 Y_t \ldots \ldots + A_p Y_{t-P} + \beta_{Xt} + \epsilon_t \ldots\ldots(4)$

Error Correction Model (ECM)

The choice of ECM as the technique of analysis of this study is as a result of the order of stationerity of the variables used in the study, which are all stationery at first difference (1(1)). Similarly, the variables show long term relationship as displayed by the cointegration tests carried out. The ECM is basically a system that builds on Johansen's test for co integration. Indeed the error correction model is designed to correct the long and short run disequilibrium observed among the variables used in the series The estimation incorporate the short run coefficients and the error correction term (ECT) which measure the speed of adjustment of the model from short run towards the long run equilibrium, therefore-the short run errors of the model will automatically be correcting themselves to the

degree of ECT term. More so, the coefficient of ECM is expected to be negative.

The regression equation form for the ECM is represented by equation (5).

$$\Delta Y_t = \alpha_0 + \sum_{t=1}^{n} \beta_{1i}\ \Delta Y_{t-i} + \sum_{i=1}^{n} \Lambda_{1i}\Delta X_{t-i} + \varphi ECM_{t-1} + U_T \dots\dots\dots\dots\dots.(5)$$

Pair Wise Granger Causality Test

The Granger causality test is used to detect the presence and the direction of the causality between each pair of the variables. Causality is said to exist when the values of a variable, sayX, has explanatory power in a regression of Y_t on lagged values of Y_t, and X_t. The null hypothesis states that X does not granger cause Y, and Y does not granger cause X. The granger causality general specification test in a context of (X, Y) can be expressed in equation 6.

$$Y_t = \alpha_0 + \alpha_1 Y_{t-1} + \dots\dots\ \alpha_i + Y_{1-i}\ \beta_1 X_{t-1} + \dots\dots.\beta_i X_{t-i} + \epsilon_t \dots\dots\dots(6)$$

Results and Discussion

Unit Root Test

The test for stationary was conducted using the Augmented Dickey- Fuller Test which is normally done on level series and difference series. A variable is said to be integrated at order 1 if it must be differentiated once to become stationary. See the order of integration and ADF level of the variables of study in the table below.

Table 1: Unit Root Tests

Variables	ADF	Comments
GI	(@Levels: prob= 0.1203; @First difference=0.0081)	@First I(1): Stationary @First difference
IMR	(@Levels: prob= 0.1260; @First difference: prob= 0.0088)	@First I(1): Stationary @First difference
IR	(@Levels: prob= 0.3392; @First difference: prob= 0.0001)	@First I(1): Stationary @First difference
NPR	(@Levels: prob= 1.0000; @First difference: prob=0.0000)	@First I(1): Stationary @First difference
SSO	(@Levels: prob = 0.6149; @ First difference: prob= 0.0001)	@First I(1): Stationary @First difference

Source: ADF, Eviews

The ADF is used to test for the presence of random walks among the variables used. The table 1 above shows the test results are at levels and at first difference. The results reveal that the variables are stationary at first difference, hence the choice of the ECM model.

Cointegration Test

Table 2: Johansen Cointegration Test

Unrestricted Cointegration Rank Test (Trace)

Hypothesized No. of CE(s)	Eigenvalue	Trace Statistic	0.05 Critical Value	Prob.**
None *	0.750092	113.2106	69.81889	0.0000
At most 1 *	0.609804	63.29083	47.85613	0.0010
At most 2	0.431848	29.41104	29.79707	0.0553
At most 3	0.218893	9.057827	15.49471	0.3601
At most 4	0.004552	0.164256	3.841466	0.6853

Sources: Eviews
Trace test indicates 2 cointegratingeqn(s) at the 0.05 level
 * denotes rejection of the hypothesis at the 0.05 level
 **MacKinnon-Haug-Michelis (1999) p-values

In order to determine whether the variables are cointegrated or not, johansen cointegration test for cointegration were conducted on the models. Cointegration shows if there is a long-run relationship or not. As the Trace statistics show, there is cointegration among the variables in the model which necessitated the conduct of error correction mechanisms.

Error Correction Model

Table 3: Error Correction Model

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-16.88771	56.00886	-0.301518	0.7660
D(SSO(-1))	0.347275	0.305060	1.138382	0.2678
D(GI)	-3.568710	15.15216	-0.235525	0.8161
D(GI(-1))	7.166961	16.83833	0.425634	0.6747
D(GI(-2))	7.231005	14.81513	0.488082	0.6305
D(IMR)	144.7594	100.5807	1.439237	0.1648
D(IMR(-1))	-151.6643	105.7100	-1.434721	0.1661
D(IMR(-2))	-3.028098	6.110483	-0.495558	0.2254
D(IR)	-4.284423	13.80833	0.310278	0.0494
D(IR(-1))	2.126079	17.37979	0.122331	0.0038
D(IR(-2))	5.855875	14.22971	0.411525	0.0849
D(NPR)	-3.26E-07	4.23E-07	-0.771293	0.0491
D(NPR(-1))	1.46E-07	4.17E-07	0.350744	0.0293
D(NPR(-2))	3.79E-07	4.01E-07	0.944161	0.0558
ECM(-1)	-0.436174	0.245640	-1.775667	0.0403

R-squared	0.609176	Mean dependent var	5.462006
Adjusted R-squared	-0.351373	S.D. dependent var	116.8973
S.E. of regression	125.4331	Akaike info criterion	12.79576
Sum squared resid	330402.9	Schwarz criterion	13.45556
Log likelihood	-215.3237	Hannan-Quinn criter.	13.02605
F-statistic	6.71321	Durbin-Watson stat	2.006275
Prob(F-statistic)	0.046152		

Sources: Eviews

The results showed that the coefficient of determination is 0.609. This means that 61% of the changes in the dependent variable are explained by the changes in the independent variables. The ECM is rightly signed as it shows that the speed of adjustment is 43%. It is statistically significant at 5% level of significance. The F statistics gave a probability value of 0;04615 below the acceptable level of 0.05, indicating that the model provides a good fit.

Table 4: Granger Causality Tests Table

Null Hypothesis:	Obs	F-Statistic	Prob.
IR does not Granger Cause SSO	37	0.15913	0.8536
SSO does not Granger Cause IR		2.37523	0.1092
NPR does not Granger Cause SSO	37	1.84092	0.1751
SSO does not Granger Cause NPR		4.83927	0.0146
GI does not Granger Cause SSO	37	0.03399	0.9666
SSO does not Granger Cause GI		0.10806	0.8979
IMR does not Granger Cause SSO	37	2.30914	0.1157
SSO does not Granger Cause IMR		13.8445	5.E-05

Sources: Eviews.

The result shows that SSO granger causes NPR in a unidirectional way. There is no causality between SSO and GI; SSO and IMR; SSO and IR.

Table 5: Autocorrelation Tests Table

Breusch-Godfrey Serial Correlation LM Test:

F-statistic	1.646567	Prob. F(2,19)	0.2190
Obs*R-squared	5.317906	Prob. Chi-Square(2)	0.0700

Source: Eviews

As the tables show, the LM tests shows the presence of serial autocorrelation. However, the presence of autocorrelation in the model was corrected in the error correction mechanism.

Table 6: Heteroscedasticty Test Table

Heteroskedasticity Test: Breusch-Pagan-Godfrey

F-statistic	0.267733	Prob. F(14,21)	0.9928
Obs*R-squared	5.452406	Prob. Chi-Square(14)	0.9785
Scaled explained SS	20.17263	Prob. Chi-Square(14)	0.1248

Source: Eviews

The results above shows that the model has a constant variance over the period of time.

CUSUM Test

The CUSUM test also shows that the model lies within the 5% boundaries and therefore, stable over the period.
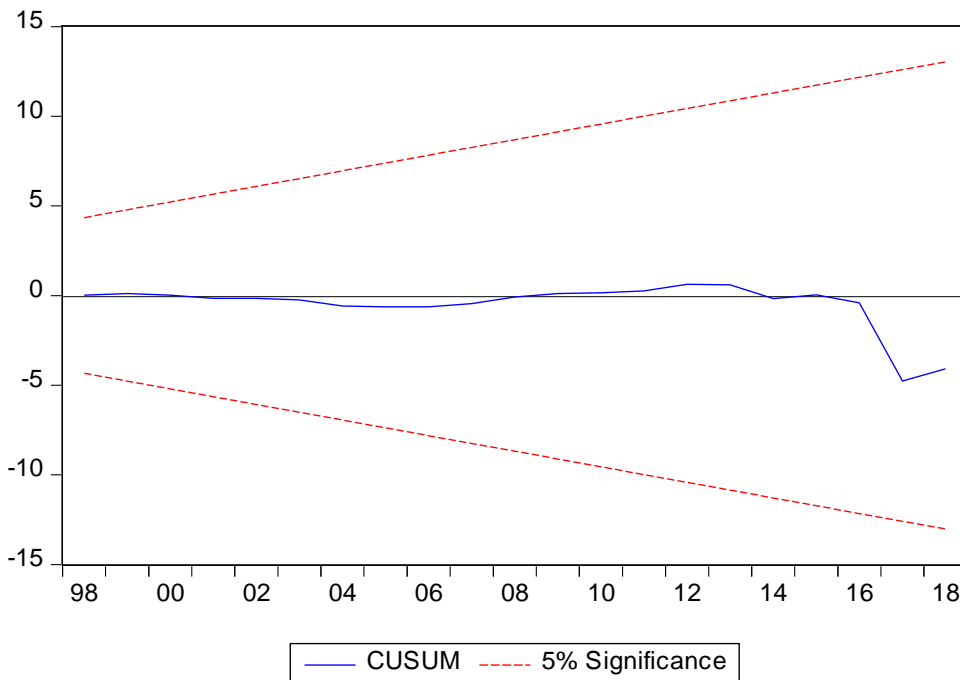
The CUSUM test for the model confirm that the modelis well specified.

Discussion of Findings

The analyses have shown the extent and the impact of the relationships between the dependent and the independent variables as used in the study. The result shows that Gini Index (GI) has a negative relationship with Service Sector Output (SSO). As Gini Index increases over the period by a unit, Service Sector Output decreases by 3.6 units and vice versa. Gini Index is not statistically significant at 5% level using the t-test.

Again, the result reveals that Infant Mortality Rate (IMR) also has a positive relationship with Service Sector Output although, unexpected apriori. As Infant Mortality Rate increases over the period by a unit, Service Sector Output increases by 144.7 units and vice versa. Infant Mortality Rate, however, is also not statistically

significant at 5% level. The result also shows that Illiteracy Rate (IR) has a negative relationship with Service Sector Output. As Illiteracy Rate increases over the period by a unit, Service Sector Output increases by 4.28units and vice versa. Illiteracy Rate is statistically insignificant at 5% level. This agrees with the findings of Walls (2016), on the positive relationship between literacy rate and service sector output. He used the OLS method anchored on theories of modernization and growth to arrive at his conclusion.

Finally, the National Poverty Rate (NPR) also has a negative relationship with Service Sector Output. As the National Poverty Rate increases over the period by a unit, Service Sector Output. decreases by 3.26 units. National Poverty Rate is statistically insignificant at 5% level. These findings agree with the findings of previous studies such as Awoniyi (2018), Oluwaseyi, Olukayode, Awoyemi and Adesola (2019) who found that poverty rate affects economic contributions to critical sectors of the economy. They anchored their studies on sub-cultural and so low-swan theories and used the method of OLS.

Conclusion

The bane of poverty on the economic performance of Nigeria has been exposed by this study following the result of the study, which showed that poverty has significant negative effect on the service sector. The overall results implies that poverty has had a log run impact on Nigeria's economic performance. The implication of this is that the efforts made over the years by the state and non-state actors to ameliorate and fight poverty in order to accelerate the economic performance of Nigeria has not yielded the desired result, hence the continuous impact of poverty on economic performance in Nigeria over a long period of time.

Recommendations

1. The authorities should revisit the poverty alleviation strategies with a view to holistically adopting and inculcating projects and programmes that touch the lives of the poor directly.
2. Measures should be taken to develop and provide social infrastructural facilities including improving the health delivery system to help improve the standard of living of poor
3. New policies or review of existing policies should focus on promoting institutional values, reducing corruption, encouraging good governance system and providing skill acquisition programmes for the poor.
4. There should be improvement in the quality of government spending in Nigeria. Fiscal policy expansion should tend towards increasing the component of government expenditure that will lead to a sustained growth and also an improvement in the standard of living of the citizens.

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EARLY CHILDHOOD EDUCATION AS A PANACEA TO NATIONAL SECURITY AND NATIONAL DEVELOPMENT IN NIGERIA

ENEKWACHI, Nelly Chibuzor (PhD)
Department of Early Childhood and Primary Education Studies
Ignatius Ajuru University of Education, Centre for Continuous Education
orisakwenelly@yahoo.com (08099456999)

ONYEAWUNA, Florence Obiamaka PhD
Department of Early Childhood and Primary Education Studies
Ignatius Ajuru University of Education, Centre for Continuous Education
(08037800279)

And

OKANKWU, Elizabeth Amini (PhD)
Department of Nursing Sciences, Faculty of Basic Medical Sciences
College of Medical Sciences, Rivers State University
Lizzyokankwn@yahoo.com (08035536276)

Abstract

This paper focuses on early childhood education as a panacea to national security and national development in Nigeria. It attempted to x-ray the need to improve today's early education in Nigeria to meet the requirement of ensuring national security and national development. That managing security for national development will require a new knowledge and leaders. The paper examined the concept and objectives of early childhood education, the need for it to modified and refocused. The programmes should be tailored to individual and collective needs with overall national goals in resources allocation to early childhood education to accommodate security expectations with strategic interest for national development. This paper concludes that for efficacy and dependability of sustaining early childhood education, it is important to redefine the goals, roles, and content of early childhood education as well as the systems of knowledge management at all levels especially from the front-line home level to the top-most level of policy making. That early childhood education for national security and national development should begin with deliberate political-will leading to a new policy framework to embrace the inculcation values, skills and knowledge of social acceptance with the citizens. Followed by consciously designed programme flagships to nurture children from early childhood, who are well informed, understand, appreciate and practice the meaning, values and inalienability of individual and collective national security as the only option for realistic and national development and progress both for every individual and the nation at large.

Keywords: Early Childhood Education, Educational Objectives, National Development and National Security.

Introduction

Achieving individuals and national socio-economic aspiration of a nation is highly dependent on education. Education is very vital to the accomplishment of national security and the realization of national development and can be linked as step to actualising national socio-economic aspiration. To this effect, education is encompassing, functions as a channel for capacity building, by empowering the citizens with the required knowledge, values, skills and attitude to build a united and an egalitarian nation as mentioned in educational goals in the National Policy on Education (2013). Atakpo (2020) opined that education is the complete mental and physical transformation of a person(s) as a result of the structured mode of training that the person(s) acquire to be more productive in a given society. Education as observed over space and time is the foundation of civilizations which serves as the main instrument necessary for the achievement of national security and national development. As such many nations invest in education in respect to achieving the needs of the society, this is the reason Iyo et al. (2013) suggested that "a good educational system of any society can turn it's aspirations into reality. Education is conceived as an instrument meant to be deployed in achieving certain practical ends through the physical development of the citizen.

In the other hand education track as a transverse path to human capacity development should be geared towards productivity that will impact positively on the nation's socio-economic development. In engaging with the issue of education as a remedy security and national development, therefore, the conception of early childhood education as a panacea rather than as a tool will do us a whole world of good for quality foundation. Notably, numerous children in Nigeria do not have the privilege of experiencing the much needed early childhood education. Access quality education is an unquestionable right of every child as written out by the world summit on the welfare of children all over the world and led to the inclusion of Early Childhood Care and Education (ECCE) compulsory in the Education for All (EFA). The National Association for the Education of Young Children (NAEYC) views early childhood education as spanning the human life from birth to age eight. Based on this, children should be treated and cared for in a special way until age eight in order to enhance and attain appropriate development not just informally but also in formal institutions.

Early childhood education (ECE) or Pre-primary education is the education given to children before the age of entering basic education. Early childhood education is defined by the National Policy on Education (FRN, 2013) as education given school settings for children age 3 to 5 years in other to prepare them for entering into basic school. It includes "ota akara'' as popularly named in some parts of the country, the crèche, the nursery and the kindergarten (Obiweluozor, 2015). It is a starting point for a child's development and should be regarded as the key foundation of educational system in any society that is the reason it is recognized in the National policy on education of Nigeria. It is a vital aspect of education which involved organised practice of educating children in the early stages of life to lay a solid foundation for future living and learning (Aliyu, 2017). In the National Policy on Education (FRN, 2013) it was stated that early childhood education takes care of children from birth to age five before the entering into basic education and it includes the crèche, nursery and pre-primary. The curriculum emphasis is on play as avenue

for learning at this stage. Although a lot of arguments have arisen over the importance of early education for children in which some psychologists like Sears et al. (1983) do not accept that early intellectual deprivation is an obstacle to normal development or that attendance at nursery school in and of itself radically alters children's personality or improve their academic performance in later life since most of these early childhood institutions rely heavily on traditional formal approach to pedagogy. While Osanyin (2005) asserted that the early children education institutions seem to be seen as a mere downward extension of the formal school system. However, Okon (2004) in his opinion stated that whatever the line of argument, it is necessary to know that early stimulation of the child intellectually serves a better opportunity for later intellectual development of the child. Early childhood education gives opportunity for children to receive adequate care to meet with their developmental needs outside their home and parents. In the same vein, helps them to be equipped for smooth transition to further educational level and childhood experiences gives young children adequate conditions to develop and learn to enhance their chances to become successful at school and to be adults well prepared for life. The curriculum at this stage of learning should consist of a play-based programme that emphasizes a pedagogical approach to education where children will be seen as requiring learning with manipulative materials that will enhance their learning and also be taught the importance of hard work and dignity of labour. Early childhood education as a foundation based practices for developing tomorrows adult from the cradle is an important period to inculcate the rudiment of security and national development in human.

National Security Situation in Nigeria

National security in Nigeria cannot be discussed without the clear knowledge of the word security. Wikipedia defined security as freedom from, or resilience against, potential harm (or other unwanted coercive change) caused by others. Nmom (2013) described security as a total peaceful state of mind of an individual or group, the state, the nation at a particular point in time and space. Going by his definition, security is the conditions of relative peaceful situation that can warranty meaningful life and unity for survival of the individual/group or the nation though it does not necessary indicate absence of violence or some sort of physical assault disruptions. Hence the above two definitions can lead to the deduction that security is perceived in terms of protecting the generality of the people, and it is a collective responsibility of the government and the people (Omoroje, et al. 2020).

The security in Nigeria has been facing a lot of challenges in recent times and calls for lasting interventions that would lead to lasting solution. The security challenges emanate from divers factors such as the issues from different ethnic groups, cultures and cultural beliefs due to different backgrounds. These lead to some groups feeling disadvantaged, dejected or marginalized and become embittered thereby decide to vent their anger on someone or group and the government hence posing great nuisance to the nation and constitute menace to the society (Atakpo, 2020).

Furthermore, another important factor to consider as security threat is the issue of unemployment which is very obvious in our present society. It has made the younger generation not believe in hard work nor dignity of labour, which is one of the national education goals derived from the

philosophy of education supports; the acquisition of appropriate skills and development of mental, physical and social abilities and competences as equipment necessary for the individual to live in and contribute to the development of the society" (FGN, 2013). Rather the quest for acquiring fast wealth without hard work has become the order of the day which has led most youths engaging in negative activities such as yahoo, rituals, cultism, robbery, kidnapping to mention but a few. The popular saying that the end justifies the means no longer holds water. All these have hampered national security and indirectly affect national development of our society.

Although there is no single accepted definition of national security, there are many. According to Pateri (2014), a nation's ability to combat the variety of dangers to both the survival of its people and its national security at any given time constitutes its national security. In a similar spirit, Brown (2014) defined national security as the capacity to protect the country's borders, institutional structures, and physical integrity from external disruption. To Anyanwu (2018), national security encompasses not only the safety measures requested by the government to ensure the security of individuals and property in the nation, but also the development initiatives proposed to actualize successful social, political, economic, and technological reforms that will improve the quality of life for citizens and contribute to national development. Consequently, it is feasible to say that national security includes all the conceivable steps the government articulates and implements to counteract any threat to the institutions and governance of the country, including the borders, and its citizens' right to exist. The state of security is imperative for national stability, growth and development of the society as a result

when the national security is challenged all sectors of the nation will be generally affected. Security challenges will literally mean inability to preserve the nation's physical integrity and territory, hence improving on national security would mean finding ways to inculcate the security importance and cautiousness on the citizens, since security should be everyone's business. In the same vein, insecurity challenges in various ways hamper national development and calls for urgent intervention. Consequently, there is needed to fall back to the use of education to create awareness and build a lasting skills, culture and values to improve national security and national development.

Early Childhood Education as a Panacea for National Security and National Development

Nigeria's philosophy of education indicated that a country's national goals can be achieved through education as a tool just as stated in the National Policy on Education, NPE (FRN, 2013) section 1, No 4 p.6:

(1) Education is an instrument for national development.
(2) Education fosters the worth and development of the individual, for each individual sake, and for the general development of the society.
(3) Every Nigerian child shall have right to equal educational opportunities irrespective of any real or imagined disabilities each according to his or her ability.
(4) There is need for functional education for the promotion of a progressive, united Nigeria.

Therefore, the nation's philosophy of education from the beginning indicated that it was intended for the educational system to encourage effective communication, consider individual differences that exist

among the learners, give equal educational opportunities to all children and consequently produce a functional educational system. If all these were to be accomplished through proper implementation, education particularly early childhood education would actually be a panacea to national security and national development.

Before beginning basic education, young children from the ages of 3 to 5 receive early childhood education, which may be formal or informal. At this stage when children are exposed to safe condition and environment they enhance their holistic development as neuroscience demonstrates the critical impact of early experiences in brain development. Studies have also demonstrated that providing children with a healthy environment, wholesome food, and early stimulation during their formative years helps to promote their mental growth. Consequently, this affects the social and economic development and human capital formation of a nation (Consultative Group on Early Childhood Care and Development, 2013). Since the children of today develop to useful adult in the future.

The education of children from age 3 to 5 years was mentioned first in the 1969 National curriculum conference and the declaration eventually led to the emphasis placed on early childhood education in the country. UNICEF (2016) views the stage as that age that corresponds to a critical period of rapid changes both physically and physiologically. The early stage is attributed to most importantly the growth and development of the child, although the period is the most difficult times in a child's life since the development of the brain at such times can be highly affected by the environment such as child abuse, or family violence as well as societal violence (Osanyin, 2012). Based on studies, early childhood education would be a good period to inculcate the spirit of national

security and national development consciousness in the child for lifelong learning. As education remains an indisputable requisite for meaningful development in any nation, the need for government to provide a positive school environment in early childhood education cannot be overemphasized (Anyanwu, 2018).

Early Childhood Education according to the FGN (2013) aims are to:

"(1) Effect a smooth transition from the home to school;(2) prepare the child for primary education; (3) provide adequate care and supervision and security for children while their parents are at work (on the farms, markets, offices); (4) inculcate social, moral norms and values; (5) inculcate in the child the spirit of enquiry and creativity through the exploration of nature the environment, art, music and the use of toys etc.; (6) to develop a sense of cooperation; (7) to simulate in the child good habits including good health habits; and (8) teach the rudiments of numbers, letters, colour, shapes, forms, etc. through play" .

Obiweliozor (2015) emphasized the fact that research from various fields of study over the years has pointed to the fact that the care & support that a child receives in health, nutrition, psychosocial care, and security are necessary for the development of intellectual, behavioral, and social skills. This emphasizes the importance of early child development. No wonder Montessori in her work emphasized the significant of the child's learning surrounding should be equipped for the child's perfect freedom, by having essential facilities or materials of diverse types that can help child to learn and develop social skills. Also she posed that since children have very short attention span, they should be allowed to move from one activity to another, and that teaching-learning process should be practically based involving the use of pictures, objects, visual and audio-visual

materials. Through this process children would develop sense of social interaction in a safe environment during learning process.

Children learn through various processes thus psychologists have tried to determine such ways and device measures to harness them in order to promote effective teaching-learning process among children. Naturally children are very curious and eager to do things in their own ways as such they learn through play, experimentation and discovery process, by imitation, by listening and by observation and hand-on activities. Learning process for children is often spontaneous. As a result, developmental experiences are beneficial if they match societal needs. If this is the case, learning will be useful and purposeful in the future to meet societal requirements (Waller et. al, 2014). Given that education is viewed as a means to other ends, early childhood education should not be an unintended or informal occurrence but rather a preconceived cognizant, intentional, and well-planned action that is analytically implemented to the person or learner in order to nurture a total being that includes the head, the heart, and the hand. A carefully thought-out curriculum is largely the only way to accomplish this.

In line with the global trend, Nigeria early childhood education curriculum should be restructured to reflect the needs, challenges and aspiration of the society. Thus, the government and other stakeholders should be concerned with the global best practices and create security awareness in the individuals from early childhood. Also the role of the society in the process is to help the child or learner to acquire education through either formal or informal so as to achieve a purpose and not be an absolute end on itself. Hence, early childhood education should be planned to inculcate functional value and skills, much larger than developmental needs but channeled towards achieving self-fulfillment

in the context of national security and national development of the country. If this is actualized, the country will develop individuals with diverse skills to promote the economic by contributing meaningfully to the society not dependent on the government or causing societal unrest.

Conclusion

In conclusion, since education is meant to be all-inclusive, early childhood education must take into account the physical/material, moral/spiritual, and emotional/psychological aspects of human development in order for children to properly develop, foster national security, and make a significant contribution to overall national development.

Suggestions

Hence the following suggestions were made in view of this paper:

- That early childhood education for national security and national development should begin with deliberate political will leading to a new policy framework to embrace the inculcation values, skills and knowledge of social acceptance with the citizens.

- With this new framework, it should be followed by consciously designed programme flagships to nurture children from early childhood, who are well informed, understand, appreciate and practice the meaning, values and inalienability of individual and collective national security as the only option for realistic and national development and progress both for every individual and the nation at large.

- In line with the global trend, Nigeria early childhood education curriculum should be restructured to reflect the needs, challenges and aspiration of the society.

- Thus in the light of the feedback on the implementation of the curriculum, there

is need for the government and other stakeholders to show concern for the global best practices which will ensure that national security awareness should inculcated in the individuals from early childhood by incorporating national security to form part of the subject or topic in religion and national values.

- There should be adequate training of children and youths that have suffered abuse and neglect in Nigeria environments which should help to propagate national security as security should be everybody business and should be seen as such. As a result, the earlier the children in early childhood are introduced into this business of national security the better it will be for the individual, the school, the government and the society at large; and the less the costs of security campaigns, costs of loss of life and property, costs of disruption of school activities due to security breaches and costs of governance.

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SECURITY CHALLENGES AND ITS IMPLICATIONS ON AFRICA DEVELOPMENT

Austin A. MBACHU, PhD
Department of Philosophy, Imo State University Owerri, Imo State. Nigeria
audraustin@gmail.com 08064604150

And

Johnson U. OFOEGBU, Ph.D
Department of Educational Foundations/Administration
Alvan Ikoku Federal College of Education, Owerri, Imo State Nigeria
Johnson.ofoegbu@alvanikoku.edu.ng 08038168767

Abstract

There seems to be numerous security challenges facing the global community today. Essentially these problems are cut across variety of issues. The alarming level of insecurity in Africa is evident in the increased crime rates and terrorist attacks in different parts of Africa. Hence, there is a need for individuals, security experts and governments to take more proactive measure towards addressing the causes of these insecurity in Africa. This paper examines the implications of security challenges to development in Africa. It observed that insecurity in any environment constitute threat to lives and properties, brings unemployment, hindered economic activities thus discouraging local and foreign investments. Consequently, retarding socio-economic development of any nation. However, this paper adopted analytic method in tackling the issues at hand. It xrayed effective formulation and implementation of policies as ways of tackling the root causes of insecurity in Africa; such insecurity are ethno-religious conflicts, weak security apparatus, kidnapping, banditry, ritual killing, human trafficking, xenophobia, corruption, and unemployment among others. Therefore, it concluded by suggesting technology usage and synergy among security agencies within countries in Africa to tackle terrorism and other security challenges in the continent hence effective development.

Keywords: African Development, Challenges, Implications and Security.

Introduction

Security is very permanent to the peace and development of any nation. This is because without security no meaningful development can take place. The continent Africa has for long been comforted with serious security challenges which have truncated the peace and trusted development across the continent. The increasing rate of insecurity in African has not only placed Africa as the continent with the highest risk of humanitarian disaster but also the poorest continent in the world with many living below one dollar per day while millions of others are dying of hunger and starvation and are in dire need of aids, African has been ravaged by perennial civil wars, communal clashes, ethnic and religious conflict, terrorism and even xenophobia. The atrocious activities of different Islamist sects in the continent such

as Boko Haram Armed herdsmen, has not only caused the death of thousands of people mostly women and children, but has also displaced millions of people from their homes and families. The deteriorating security situation in African could be attributed to the increasing rate of unemployment, poverty, dictatorship and political instabilities, all of which are product of bad leadership and have almost become a norm in many countries across African.

The problem of insecurity in the continent has also been worsened by high level of corruption, poor welfare of security. Practitioners, defective recruitment processes particularly into public institutions is also a challenge. Onyema, (2019) asserts that poor funding and inadequate security forces or practitioners, poor adaption and usage of technological innovation and under spread political instabilities are challenges facing African development. All of these factors have corresponding adverse effects on the performance of security practitioners and general security across the continent of Africa following international concerns on prevailing security challenges. The united nations security council (UNSC) adapted resolution 2457 in February 2019, which outlines means to ensure robust support for African to end conflicts on the continent (UN,2019). The UNSC was very clear in their readiness to assist African in tackling their security challenges. However, the UNSC was also forth right to remind all African leaders [African union] that ''the task of building a conflict free African essentially rests upon them, their people and their institutions "thereby advocating African solutions to African problem.

Although, before the UNSC resolution, the African union had come up with an initiative tagged ''silencing the guns in Africa by the year 2020'', but there seems to be no concrete steps or actions plans put in place towards achieving their goal. This is evident in the increasing rate of poverty, unemployment, inequality, tourism and extremism across African, all of which have contributed in no small measure in the propagation of conflicts across the continent. Indeed, I recommended that insecurity is not only challenges, but the biggest obstacle to African future. Defining ''Nation'' and "National" security''. Nigeria is a nation. The first step to understanding its security challenges is to ask if it is actually a nation. What is a nation? Existing Knowledge shows that a nation can be constructed in two basic ways as a primordial or instrumental identity. In the primordial sense, a nation consists of groups with a common descent, common language and ways of life. The primordial's conception of a nation comes from the Latin word nation which derives from natus '' (of) birth''. The people therein have a common sense of history and can in fact name some ''nation heroes. French philosopher Ernest Renan, in 1882. He observed in the work aiming other things that a nation has a spiritual principle and that:

Two things, which are really one, constitute this soul and spiritual principles. One is in the past, the other, the present. One is the possessions in common of a rich trove of memories, the other is actual consent, the desire to live together, the will to continue to value the individual, shared heritage to have had glorious moments in common in the past, a common will in the present, to have done great things together and to wish to do mine, these are the essential conditions for a people. We love the nation in proportion to the sacrifices to which we consented the harms that are suffered.

Several years after the attainment of political independence by most Africa states, there has remained a parlous story of Africa's economic and social development. This is attributed to her inability to achieve an autonomous capacity for self-actuated development as well as creating the necessary conditions for national and continental modern mass production and prosperity (Ehiedu, 2017) this ugly development has been attributed to the syte of governance and leadership choice to retain, maintain and expend the inherited exocentric colonial system of development incapacitation, primary commodity export, import dependency and poverty generation.

Conceptual Clarification

What Is Security?

The word "security" originated from the Latin word "se-curus,""se," denotes, "without" and "curus", stands for "uneasine" (Muhammed & Abdullah I, 2016). In this case therefore, Security originally meant liberation from un-easiness or a peaceful situation free from risks or threats. Similarly, the English words "Security" is interpreted in several ways including to feel safe and to be protected. Generally, "security" is regarded as a contested concept because it does not have a clinical definition. Despite its definitional flexibility, Ochoche (1998). Maintain that security for all entities, organizations and especially nations remains a first order concern. Over the years, the concept of security has gone beyond the exclusive stress on national security to a greater emphasis on people's security, from security through armaments to security through human development, from territorial security to food, employment and environmental security. Security is further defined as every mechanism undertaken to ensure peaceful co-existence and development at large

(Adedoyin, 2014). Security covers protection of human rights and provision of basic human needs which are necessary for social system transformation. Proper security guarantees stableness and orderliness of both animates and inanimate in their natural or artificial correlations. Accordingly, to Lipman (1943) "a nation is secured to the extent that it is not in a position to lose her values, lives, property, liberties and when it wished, to deter aggression or win war. Security therefore, provides an enabling environment or conductive atmosphere for good society-political orderliness in a social system. What constitutes security in modern times is a question that has never answered satisfactorily by scholars. Security is the state of being free from or threat. Security for information technology refers the methods, tools and personnel used to defend an organizations digital assets the goal of security is to protect life and properties. The study of security means safety, as well as the measure taken to be safe or protection.

Causes of Insecurity in Africa includes; States weakness and fragility: when a state finds it difficult to exert it's authority throughout the national territory to control all the country's activities, or to meet the needs of its population, surely this state is vulnerable to multiples cases of insecurity.

What is Development?

Development is a relative and mostly contested concept (Heltne, 2010). Nevertheless, it is possible to arrive at some specific indications of development that are widely acceptable. It is important to remember that the relationship between security and development is undeniable nowadays, and there can be no development without peace or security and without development and prosperity, there will be any conditions for the maintenance of lasting peace. The increase attention to

security system reformed and more broadly to issues of security and conflict called increased attention to clarifying and re-examining the definition of what qualities as it has been recognized that not all assistance related to security and conflict has or should be financed. African has been through a successful decade of rapid growth. However, it is facing new security threats that are likely to be beyond its current or feasible domestic military capacity while the threat from the increasing importance of natural resources can best be countered by improved economic governance that from Islamic extremism probably requires international military assistance, at least the neighborhoods of the Africa. It is increasingly recognized that there exist a relationship between security and development. Security influences a country's developmental process. Insecurity disrupts countries and prevents the achievements of development programs. Development provides well-being to population and a country that experience no economic and social development cannot claim welfare. Emerging security threats to nation-states of Africa has become a source of problem for must governments in the continent and internal terrorism especially is increasing rapidly. Strategies to address security threats in Africa must be harmonized and tackled with seriousness confronted with a myriad of challenges that have impinged on the continents capacity to unleash its full potential and provide peace, security and prosperity to its peoples.

Development and Security in Africa

The linkage between development and security usually takes one of the following two forms. It can be preventions. Alternatively, it can be promotional (Hettne 2010) preventive linkage means prevention of the causes that generate conflict in any particular human society, while promotional linkage or what Hettne (2010) calls "prevention" refers to creating the conditions that generate peace in the society by addressing the structural imbalances in the socio-economic conditions of the people, which traditionally are the sources of conflict. In this case, the emphasis will be in identifying and removing the root causes of conflicts in the society such as inequality and mass poverty. Accordingly, any measure conceived by a state towards addressing the problem of insecurity must start with recognizing that "peace and order are sine-guo-non for the development of any society.

Security Challenges confronting African Development

Civil Strife and War: - Different peoples of the world are currently victims of many conflicts and live in war tone societies. African takes its fair share of these challenges in Sudan for example, the people of that country have not been able to fully enjoy the peace and stability that they expected following the signing of the comprehensive peace. The manner in which the global war on terrorism was launched clearly thwarted if hot entirely undermined the objectives of human security. To be sure, one would not be opposed to a decision by a group of states seeking to tackle terrorism and rid the world of the problems it presents. However, the manner in which this war has been carried out flies in the face of all the noble goals that humanity has attempted to achieve since the turn of the 21st century.

Terrorism:- Terrorism is a global phenomenon and it is ravaging the world. It has been defined by Sampson and Onuoha (2011) as "the premeditated use or threat of use of violence by an individual or group to cause fear, destruction or death, especially

against unarmed targets, property or infrastructure in a state, intended to compel those in authority to respond to the demands and expectations of the individual or group behind such violent act".

Boko Haram: - is a religious Islamic seat that came into the limelight in 2002 when the pressure of the radical Islamic sect was first reported in Kadama in Yobe state and other part of Nigeria states as one of African country. Nwanegbo (2013). "Boko Haram" which in the local House Language means. Meeham and Speier 2011, the Boko Haram is a controversial Nigeria militant Islamic group that seeks the imposition of Sharia law in the northern states of Nigeria. Dunia 2010, the activities of the Boko-Haram group constitute serious security challenges in the contemporary Nigeria state. The activities of members of this group have raised critical questions among investors on the safety of their investments in Nigeria. It has also threatened the existence and survival of many businesses in Nigeria especially in the northern part of the country. this range from killing of innocent Nigerian, raping of women, bombing of major cities and police stations in the Northern part of Nigeria particularly in Borno, Kano, Bauch and Yobe.

Kidnapping: Though kidnapping started in the oil-rich Nigeria Delta area when it was used a tool to address the wanton neglect of their communities by successive administration, it has since grown to become the new multimillion naira business now trimming outside the region. As Nwankwo (2012) noted, for the South-east, kidnapping is now a tool for setting personal and political scores. Besides, the pecuniary gains accruing from the ransom collected from the families of victims, usually in huge millions of naira many desperate politicians in Igbo Land are now using kidnapping as a tool of vendetta on perceived political enemies. Kidnapping has made Nigeria and Africa underdeveloped and live in perpetual fear.

Weak Security System: This result from inadequate equipment for the security arm of government both in weaponry and training (Achumba et al 2013). This is in addition to poor attitudinal and behavioral disposition of security personal assigned to deal with given security situations lack the expertise and equipment to handle the situations in a way to prevent them from occurring. And even when these exist, some personnel get influenced by ethnic, religious or communal sentiment and are easily swallowed by their personal interest to serve their people, rather than the nation. Thus instead of being national watch dogs and defending national interest and values and protecting people from harm by criminals, they soon become saboteurs of government effort by supporting and fueling insecurity through either leaking vital security information or aiding and a belting criminals to acquire weapons or to escape the long arm of the law (Achumba and Akpor 2013).

Unemployment/Poverty: - as a result of the high level of unemployment and poverty among Nigerians, especially the youth. They are adversely attracted to violent Crime (Adagba, et al 2012). Nwagbosa (2012 argued that the failure of successive administrations in Nigeria to address challenges of poverty, unemployment and inequitable distribution of wealth among ethnic nationalities is one of the major causes of insecurity in Africa. Unemployment has a severe negative implication on national development in Nigeria as most of its productive force is unemployed. What this means theoretically is that poverty and unemployment increase the number of people who are prepared to kill for a given course at token benefit

Salawu (2010). It could predispose one to engaging in illicit activities that would undermine security of the environment. Although the poverty rate in Africa has dropped in recent years, rapid population growth means that the number of people suffering poverty keeps growing from 280 million in 1960 to an estimated.

Underdevelopment: Is also a big challenge. Ujah and Udoh, 2006, Igbuzor, 2011. The term sustainable development was popularized in a report by the Braundtland. Security and development are also related in the sense that bribe a public good, the imperatives to maintain security competes with other public goods such as education, health and infrastructure for public funds. Expenditures on security are therefore an essential component of the development process. Insecurity therefore, becomes a drain on local and national resources at the expense of development and people's wellbeing thereby, having adverse consequences on economic growth and development. The importance and implications of the security situation in Africa have been emphasized by a number of world leaders, both in words and in actions, and president of Ghana, John Kufour stated that the bane of Africa development is insecurity situation in Africa development is insecurity situation in Africa is costing Africa its leadership role in Africa in terms of development. As a result, it is unable to claim its rightful position as giant of Africa from which other African nations could benefit or copy as a role model and that "if there is no security, there is no liberty and if there is no liberty, life is not meaningful and society revolts back to the law of the jungle and man's primary objective of forming a state is defeated. To drive further, the relationship between the security situation in Africa and her development, the U.S. government through its ambassador to Nigeria Eunice

Reddick has also knowledge the insecurity situation in Africa as the major factor hindering Africa development efforts. As she put it, security is a prerequisite for successful development in Africa". Consequently, more sustainable development initiatives regarding insecurity are needed in Africa and this is imperative, since security is central to development and the national transformation agenda of the current administration may not be achieved if there is no solution to the menace of insecurity ravaging the Africa continent.

Effects of Insecurity and Underdevelopment in Africa

Social effects of insecurity and underdevelopment are unemployment, personal hardship, depression, decay of acquired but unused skills, involvements in crime (mostly among youth as well as dispute among married people, delayed marriages among singles and sometimes broken homes. Corruption contributes immensely to inhibition of economic performance; it negatively affects investment and economic growth, which is detrimental to martinet development. This is due to the fact that there is no guarantee that greased officials may keep their side of the agreement and no official over the address in case of contract breach, the fleeced investor is on their own.

Menace of global terrorisms. The continued upsurge of terrorism and its intensification in the 21st century has remained a national, regional, continental and global challenge. Some states such as the United States. Britain and Israel have relatively contained the violent activities of tourist groups. On the country, given the poor intelligence gathering network, weak economy, ineffective border surveillance among others, majority of the countries in Africa have virtually because a safe haven for terrorist operations. Generally, terrorism is described as an act of violence against

humanity (Adedoyin, 2005). Terrorism also denotes the use of coercive means with the intent of destroying a certain population in order to actualize a political or religious domination, ethnic chauvinism or other aims. Terrorism is often executed through guerrilla warfare, economic sabotage, political warfare, assassination, coup d' etal and indiscrimination detonating of bombs. Quality of life in the region deteriorated consequent upon super power rivalry, proliferation of small aims and light weapons as well as forced migration. It was because of this development that Somalia was labeled a failed state. Writing on the consequence of the violent conflicts in African, Nnoli (2002) submitted that: such conflicts caused havoc to political and economic. It turned people's attention from creative production to creative destructions. Ubeghe (1999) defined leadership "as the process of creating the subordinate's identification with the group's mission and creating their desire to achieve the group's goal.

Measures for Tackling Security Challenges in Africa

Elimination of Corruption and Entrenchment of Justice: Corruption is the antithesis of progress and development as it creates political instability, social unrest and crime infested environment, it breads in efficiency, in competence, mediocrity, unethical values and other has instincts in man such as greed, avarice and rapacity. Corruption is so entrenched in African that it has become a household word and all factors of the economy are caught in corruption web, such that for example Nigeria ranked among the top ten most corrupt nations in the world (Onimajesin 2013). Corruption and injustice in Nigeria must be totally eliminated. Nepotism and a culture of impurity must also be eschewed from our national psyche and life.

Corruption is viewed by everybody as the cog in the African wheel of progress and development. It is the bane of our society. It is both a social and economic monster. It is the cause of inequality and inequitable distribution of the Africa nation's wealth among its citizen, a situation that is the root cause of disaffection among African. It is theorized by many that fighting corruption and winning the war will bring about an egalitarian society, where fairness, social justice and equal right for all will reign supreme where rights will not be privileges are their rights. Where every African people will be treated and accented position not based on tribe and sect, but on merit defined in terms of the content of his character.

The Security Strategic Management Approach and Models approach. This approach consists of a combination of two models, viz, the two ways approach model and the composite approach model. The two-way approach model aims at combating the creator and perpetuation of situations of insecurity and simultaneously addressing and removing the causes or sources of dissatisfaction or discontentment which cause security breaches. The composite approach model aims at involving all stakeholders, both in public and private capacity-government, communities of insecurity situation. The first part considered and entrenches all of the solution methods from the various presented above, under solution to security challenges in African development. For effective implementation of the strategic measures are put in place to ensure the accountability of the strategic and progress monitoring. The security intelligence agencies and the police are adequately equipped to disrupt crime related activities. The police, security and intelligence agencies work tirelessly to keep African safe. They also recognized that, the growing use of inexpensive but sophisticated

communications technology has made the planning of attacks easier and more secure and that it allows for instant communication between geographically disparate.

Security Agencies and Equipment must be made available for training. Training and retraining of officers must be carried out on a regular basis with special focus on human rights, weapon handling, communication skills, and new interrogation techniques exposure to new equipment of technology. Re-organizations of the security agencies are to take them through a new reorientation via re-training of security agents. People should be more security conscious, share information with the police and other security agencies moreover; efforts should be put in crime prevention than control. Furthermore, the government should increase the size of security in Africa empower and motivate them very well and strengthen neighborhood watch.

Human right and good governance is another challenge. The area of human rights and good governance in the world should be paramount to all government. While it can be said that the later part of the 20th century and the beginning of the 21st century have seen improvements in the area of good governance, more work remains to be done. For example, there is the need to strength the rule of law in many societies especially those coming out of conflicts. Nigeria is one of the African countries in the world; it has witnessed an unprecedented level of insecurity. This has threatened national security and has prompted huge allocation of the nation budget to security Achumba and Akpor 2013. The 1999 constitution of the federal republic of Nigeria specifically states that ''the security and welfare of the people shall be the primary purpose of government ''unfortunately, government on this constitutional responsibility has failed to provide a secured and safe environment for lives, properties and the conduct of and economic activities.

Transformation of the security sector Is crucial. The success of the transition described above is often dependent on successful reform or transformation of the security sector. The reform reasons: - Law and order can only be guaranteed when the institutions must able to ensure this embark on reform. Among them are the military and security establishments, which were previously found at the heart of the security problems that prevented stability and stalled development. Instability was created through coups and counter-coups: the use of animal for intimidation, harassment and repression of the very populations that they were supposed to protect, thus creating an atmosphere of distrust between the military and civilian populations. Related to the above is the weakening of the security sector, due in part to politicization and decomposition of the security apparatuses. This has served to weaken the ability of the state to ensure the security of the population. Studies on security sector reform have outlined a number of principles guiding sound security sector governance and steps required to set in motive the process of transforming the security sector. Among these are:- A clear and unambiguous statement of the key principles that will guide the management of the security forces. An outline of the government responsibilities toward the security sector well contribute to the creation of an environment where law and order is maintained. It is important that this forms part of a holistic reform agenda if sustainable development is to be achieved. Africans recognize that "without the rule of law, democratic constitutions, a system of checks and balances in government, or viable and functioning institutions, sound security governance is impossible". In Africa, efforts at security sector

transformation have varied from one country to another depending on the context in which reform is being undertaken. Hutchful and Fayemi, for example, offer a capsule summary of the different contexts in which reform is being undertaken in Africa.

Security and welfare must be seen as the intrinsic aspect of development. It seems plausible to argue that for every rich or poor located in developing or developed country. But the truth is welfare by government and individuals for one another will guarantee security because it signifies progress in human well-being thus economic growth, but it is now widely acknowledged that this is inadequately practiced. It is noted that average per capital incomes are one important means to achieve such process, but not the only one. Not only does average in crimes fail to capture distribution across households, but it also may not be a good indication of many important aspects of human well-being, such as people's health education or their security. Human security in its broadest sense embraces for more than the absence of violent conflict. It encompasses human rights, good governance, across to education and health care, and ensuring that each individual has opportunities and choices to fulfill her or her own potentials. Good governance according to Oluwarotimi (2012). Good governance is the panacea for the insecurity challenge in African. It states that the war against insecurity would be won only raising government standards that is, cultivating the culture of good governance where the governance is responsible and accountable to the people. In her view, security engagement cannot be separated from good governance.

Many others have also linked security to governance system. The general view is that peace and security is determined by good governance. However, as Oluwa (2012) has pointed out, good governance is a function of effective, visionary, transparent, trust worthy and credible political leadership whose driving force is an improvement I the collective well-being of the citizens through well-conceived, Assert effectively implemented economic Ali, AD, (2013) assert that, policies and human development programs the underlying principles of good government is the focus on people as the ultimate objective of governance. Peace and security are considered all over the world as an avenue for national development. There com hardly be a consequential national development without peace and security in any nation. Ensuring peace and adequate security has to do with a wild range of practical efforts by all stakeholders be they government and civil society organizations functioning at various levels to ensure that the root causes of violence that seemed to be a threat to peace and national development are seriously addressed in a manner that people are free from fear of war, conflicts, kidnapping and ell other social vices that deny them of their freedom. Peace and security are inevitable tools that call for political and socio economic development globally. There tools are also known to be agents of sustainable growth and development due to their significant pole.

Analyzing Africa is always appealing, but also very complex, since that there is not only one Africa, but several Africans, as political regimes and systems, cultures, languages, religions, socio-economic situations, resources, integration and even the security situation. When we talk specifically about security threats in this huge space, we are immediately confronted with several. questions such as: What are these threats? Where do they come from? How do they manifest? Thus, the purpose of this essay is to reflect on what we consider

to be the main security threats on the African continent. First, we need to make clear what is meant by threats in the contemporary strategic context, knowing that they reflect numerous political, economic and social changes that have occurred in the world since the end of the last century.

Suggested remedies to Challenges of Security and Africa Development

Having considered and understood the implications of security challenges in Africa development for business operations and sustainable development, the question that arises before every one of us as African, is what to do to every come the challenge. What can we do and what shall we do to put a stop to this menace of security challenges in our land. In general, however, a number of methods or approaches have been prescribed as citizens both within the Africa countries and outside the Africa countries. The solution array in both short term and long term perspectives, commonly recommend and emphasize a strong fight against and removal of the sources and causative factors of insecurity. Some of the ways are;

1. It is theorized that once these factors are eliminated, dissatisfaction and disaffection will be reduced and animal behavior will naturally be reduced, because both economic security and social security will have been enhanced.
2. Foreign and Local investors should be consulted to know which way to go on tackling security in Africa.
3. Government must be proactive in dealing with security issues and threats, through training, modern methods of intelligent gathering and intelligence sharing, logistics and deployed advanced technology in managing security challenges.

4. The federal government should formulate and effectively implement policies and programs capable of addressing the root causes of insecurity in African such as ethno-religious conflict, system and political corruption, weak security system and unemployment among other ant-verses elements. This will add more values in checking incessant bombings, robber, kidnapping and violent crime/crisis by hoodlums in Africa.
5. Federal government should include security management in school curriculum at all levels of Education in African. Human security, in its broadest sense, embrace for more than the absence of violence conflict. It encompasses human right,

Conclusion

In as much as we continue to treat the issue of national development separately from the issue of national security in which challenges of poverty, inequality, unemployment, social exclusion on account of tribe and religion emerges. Then Africa may remain underdeveloped but if tackled proactively, the problem of insecurity will diminish for development to triumph.

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POLITICS, SECURITY LEADERSHIP AND GOVERNANCE AS CANKERWORM TO DEVELOPMENT IN AFRICA

Austin A. MBACHU, PhD
Department of Philosophy
Imo State University Owerri, Imo State. Nigeria
E-mail: audraustin@gmail.com, 08064604150

And

Kenechukwu K. MAKWUDO, (PhD)
Philosophy Department,
Chukwuemseka Odumegwu Ojukwu, University Igbariam. Anambra State
Ugochimelueze1@gmail.com, kk.makwudo@coou.edu.ng
080100976825, 07032500789

Abstract

Many Africa countries encountered security problems daily. These problems seems so pervading to most people in terms of security decades, it is unthinkable to conceive of anything great coming to Africa. For several decades, security has been a major issue in Africa in view of the continued human brutality, terrorism, civil wars, unemployment, poverty and inter-ethnic conflicts that have continued to be records in the continent. Since many years, the continent has continued to record unprecedented violence of various kinds. The state in Africa has more or less become incapacitated as it continues to find it difficult to generate the fundamental conditions for meaningful human survival. The paper adopts analytic method and recommends a formative measure to improve transformations in issues of security and corruption. The focus of the paper is on politics, security leadership and governance as cankerworm to development in Africa. The study reveals that bad governance, bad leadership, political instability, inter-ethnic conflicts and corruption have remained major challenges to development in Africa. The paper argues that the non-rethinking of security issues to significantly address the basic needs of the average Africa that has remained a major threat to Africa's security. The paper recommends a pragmatic change and refocusing on security issues in Africa in order to arrest the bottlenecks militating against security governance, politics and leadership in Africa development. Hence, proactive and sustainable measures could be adopted by Africa leaders and all these could be done through social justice and pervasively true development would be entrenched in African.

Keywords: African Development, Cankerworm, Governance, Leadership, Politics, Security.

Introduction

Many Africa counties encountered security problems daily. These problems seems so pervading to most people in terms of security decades, it is unthinkable to conceive of anything great coming to Africa. For several decades, security has been a major issue in Africa in view of the continued human brutality terrorism, civil wars, unemployment, poverty and inter-ethnic conflicts that have continued to be records in the continent. Since many years, the continent has continued to record unprecedented violent of various kinds

hence, proactive and sustainable measures could be adopted by Africa leaders and all these could be done through social justice and pervasively true development would be entrenched in African.

There is need to develop a new approach towards understanding behind the prevailing level of insecurity in Africa. The Africa continent is in the grip of various destructive forces that are coalescing to tag it failure. The current state of insecurity in most African countries is a manifestation of deep-rooted and structurally entrenched crisis of development, poverty, unemployment and inequality in those countries. These in turn, lead to frustration, alienation and ultimately, social discontent that spark violence and insecurity. Without the enabling environment, these conditions could not have metamorphosed into serious national security problem threatening to tear the Africa countries apart. Although, Africa may appear to be failing, the trends leading to this situation are reversible. Seriously, proactive and sustained measures could be adopted by African leaders.

Sustainable development is therefore, mortally threatened in diverse ways by the subsisting security challenges of the continent. Also, corruption, as a multidimensional phenomenon, takes different forms and has different impacts in different locations and situation. Corruption has a pervasive influence in many diverse social, political and economic systems; hence it is reported variously in the literature as a bane of social-cultural, political and economic development in Africa among others. This is a myriad security challenges in the world today that confront human security and essentially these are problems cut across a variety issues as the alarming level of insecurity in Africa has increased the crime rate and terrorist attacks in different parts of Africa.

African Civil Society Organizations (CSOs) have an important role to play in shaping peace and security. Policies and processes in Africa. Bachnann J. and Honke J. (2009) assert that, Nevertheless, external actors continue to retain significant influence in security and governance in much of Africa, often providing assistance that is reflective of their economic and political interest. Despite this, there is limited knowledge about the overall extent and nature of external security-related activities in Africa. There are also increasing opportunities in Africa for civil society to engage in peace and security issues. However, African CSOs generally lack the background, experience and knowledge to engage in these issues, which in many African countries requires a high degree of political judgment and knowledge. There have been a recent rise in optimism about Africans prospects, increased economic growth, renewed regional and national political commitments to good governance and fewer conflicts. In a world where security and development are inextricably connected in complex and multifaceted ways, Africans are, as a result, among the most insecure. By reviewing a selected number of political, security and socio-economic indicators for the continent, this analysis evaluates the reasons underlying African's continuing predicaments.

Despite highly publicalized increased growth in economy, the combined economy of Africans have actually shrunk and are far from meeting the required 7 percent growth needed to tackle extreme poverty. A similar picture emerges from the analysis of African's performance on the other M.D.Gs. Grasa etal. (2010) while assessing the developmental security challenges submits that the millennium development goals M.D.Gs are more than time bound. Also, qualified targets for poverty

alleviation represents a commitment by all members of the international community underwritten by principles of co-responsibility and partnership, to an enlarged notion of development based on the recognition that human development is key to sustainable social and economic progress. Recently, failures, especially for Africa to protect civilian populations from the violence and predation of civil wars, a series of high level commission and expect groups have conducted strategic reviews of the UN system and its function in global politics. The debate has also developed at the theoretical level involving both a reconceptualization of security, from state centered norms to what is referred to as the human security norm. There has also been a reconceptualization of peace keeping where the peace keeping force has enough robustness to use force not only to protect populations under the emergent responsibility to protect norm, but also enough conflict resolution capacity to facilitate operations across the conflict development peace building continuum. This article opens up a discussion of how these ideas might be relevant to security regime building and conflict resolutions within the African context and suggests how initiatives in Africa might begin to make a contribution to the theory and practice of cosmopolitan peacekeeping. (Adedeji, 1999). The issues related to politics and security development in Africa have generated such a constant internment debate in recent decades that other important political, economic or social aspects also taking place in the continent since its independent process have been marginalized and observed.

What Is Security?

Security means protecting fundamental freedoms. It means protecting people from several and widespread threats and situations. It means using processes that build on people's strengths and ensure their enjoyment of peace. It means creating political, social, environmental, economic, military and cultural systems that together give people the building blocks of survival, livelihood and dignity. Human security of the 2005 world summit outcome document, 10th September 2005 extols on security as:- the resolution saw the General Assembly agree that the human security approach identifies and addresses widespread and interrelated challenges to the survival, livelihood, and dignity of their people. Based on this, a common understanding of human security was agreed upon: the right of people to live in freedom and dignity, free from poverty and despair. Security is essential for the survival and flourishing of any society. It involves the protection of individuals, communities and nations against dangers and attacks.

Security is so important that every government spends substantial parts of its money on its provision. Many Africa countries encounter security problems daily. Some of these challenges include social-political instability, xenophobic attacks, kidnapping, ritual killings, banditry, human trafficking, gender-based violence and cybercrimes, weak institutions, corruption, poverty and marginalization in political economic and social spheres are some of the fundamental roots of insecurity in Africa. In spate of insecurity in Africa, nations call for deep concern and concerted efforts to stem the ride. Insecurity of lives and properties have reached alarming levels in places like Nigeria and Somalia at the moment. The present coronavirus pandemic also constitutes a threat to the security of lives in Africa nations such as South Africa, Algeria, Nigeria, Cameroon, Sudan and the world at large.

Good Governance

In simple terms, good governance is the exercise of political power in the management of nation's affairs. Odock in Genyi (2013) explained that good governance is a system of government based on good leadership, respect for the rule of law and due process, the accountability of the political leadership to the electorate as well as transparency in the operations of government. This explanation demystifies the notion that good governance is about the ability of the government of the day to provide basic amentias of the people such as good roads, electricity, Security, development etc.

Peace and Security in African Development

The concept of peace and security essentially has to do with the sanctity of life and the absolute necessity to protect and safeguard lives and properties. By connotation, it is the absence of threat to life, property and socio- economic well being of the people. Peace is a condition in which there is no social conflict as individuals and groups are able to meet their needs, aspirations and expectations while Security is broadly viewed as freedom from dangers or threats to an individual or nation. To achieve any meaningful development as well as peace and security African ecosystem, the government will have to provide the template for good governance to thrive. This will in turn enhance peace and security in the society. Without the active activation of good governance in security matter the society could be in chaos and the civil service in complete irrelevance. The leadership of African countries must ensure good governance, respect for rule of law and equality before the law. Poverty, injustice and discrimination are some of the causes of insecurity and conflicts in Africa's developmental process. Civil society organizations and philanthropists are better organized under a peaceful, just and equitable atmosphere. Threat to security is a threat to the working and functioning of civil society organizations.

Importance of Good Governance in Africa

A cursory look at the various conflicts in Africa States today, reveals an ugly trend which could be disastrous for the country, the inability to tame it will definitely lead to lack of good governance (African Union, 2013). Every section of the Africa states society is so corrupt and badly governed such that executive recklessness and gross mismanagement has become the order of the day. Promoting development reducing poverty, strengthening national institutions and good governance practice are essential traits which countries must imbibe to move forward. Social-economic development, this factor is strongly considered as the major key to peace and security challenge in Africa development. Development in this context consists of creating an economy with relevant social, economic and physical infrastructure for business operations and industrial growth, to provide gainful employment, high level of education facilities and medical care for the people.

The Concept Development

The concept of development is an inalienable human right which is conferred on all human beings to participate and contribute to economic, social cultural and political development in which all human rights are fully realized. Moreover, development entails complete transformation brought about by economic development through industrialization. It implies the amelioration of poverty and other problems. Furthermore, development is a comprehensive economic, social, cultural and political process which aims at

the consent improvement of the well-being of the entire population and of all individuals on the basis of their fair distribution of benefits resulting from the human person is the central subject of the development process. The creation of the conditions is favorable to the development in the primary responsibility of the state equal integration of all international human rights; civil and political as well as economic, social and cultural. Equality of opportunity for development is a prerogative both of nations and individuals who make up nations. This adds values to the right of development because human rights are enshrined in a set of internationally agreed legal and moral standards. Such Universal agreed standards are largely absent in Conventional development theory and practice. Human rights are inalienable, every human being is entitled to the same human rights from birth, human rights cannot be taken away or given up, human rights are universal and human rights treaties establish the cultural entitlements and freedom of every human being anywhere in the world at all times. The understanding of security and rights to development is further enhancing by analyzing the causes of conflict and their effects on developments.

Factors Responsible for Bad Governance, Insecurity and Conflict

Inept Leadership

Africa has consistently suffered from the problem of inept leadership which has retarded political integration and unity in almost all Africa States. Apart from retarding natural integration and socio-economic developments, the altitudes of those rulers have sparked off widespread bloody violence given the heterogeneous composition of most African states, perhaps what is needed most are the virtues of administration fact, political tolerance and

social justice. These essential ingredients are to be provided by the continents leadership. Unfortunately, the realities on ground in most African nations have revealed that most African leaders are weak, corrupt and unpatriotic. The point therefore, is that African leadership must be acceptable by all sections of the community if the process of integration is not to be halted.

Corruption

One of the major factors responsible for internal political conflict and insecurity in Africa is the devastating impact of corruption. Corruption, manifested in the embezzlement and misappropriate of public funds, has paralyzed development efforts and caused debilitating effects towards socio-economic transformation and political integration of African States. Corruption is a major social cankerworm that its meaning has led to divergent views among scholars. For Tadoro and Smitt (2011) "corruption denotes the misappropriation of public resource for private profit and other private purposes through the use or abuse of official power or influences. Hence, corruption is the abuse public trust and the use of one's position for private gain; it is a form of stealing. Ottite (1986) defined corruption as the perversion of integrity through indulging in bribery and other alleged favor which constitute moral depravity. Africa resources have been badly managed over the years that masses are fed up with their leaders. This has provoked militant nationalism against African leaders. The result expectedly, is the unending conflict across African states. The African union itself acknowledges the debilitating impact of corruption on the political and socio-economic stability of Africa states. This perhaps, explains the adoption of the "Africa convention on preventing and

combating corruption by the 2nd ordinary section of the Assembly of the Union in 11 July 2003. The convention is meant to among other things, promote and strengthen the development in Africa with each state being a party of mechanism required to prevent, detect, punish and eradicate corruption in the public and private sectors. Corruption poses another serious development and security challenges. It is pervasive and erodes public trust in state institutions and raises fundamental concerns about the issue of legitimacy.

Poor Economic Conditions and Bad Governance

To varying degrees, the states of the Africa exist in a state of fragility and generally occupy the lower international indexes on ranking stability and development (fund for peace, 2018) 40% of the population lives below the poverty line and the region's level of development is among the world's lowest. Weakness in the core structures of the states as well as the vast areas for which they are responsible have led to a practice of outsourcing what are normally fundamental state functions (management of the economy, service provision, Security)

Environmental Security in African Politics and Development

There is no straight forward definition of environmental security. However, there is the general agreement that the concept of environmental security across from the synergetic combination of two important terms-Environments is broadly defined as the milieu of national and human constructed spaces that forms the organizational fabric of human production. Security on the other hand, can be generally seen as the condition that houses the environment to ensure optimum human development. Thus, Environmental security

which is crucial to human development emanates from different disciplines and schools of thought. As Barnett (2009) puts it "The way a person or a group understands each of these concepts informs their understanding of the combined concept of environmental security is broad and includes concerns about both national and human impact on the environment and its resulting consequences on social and political order at local, national or regional levels. The environment is that component of the earth that supports and provides necessary life-sustaining resources for human development.

Effective Security Development and Integration

A different approach is needed to overcome these challenges and that calls for more critical engagement and leadership by development actors. This necessitates a "new deal" that not only reflects the policy interest and priorities of fragile and conflict-affected country governments but also places relationship with local providers of security for development since it has changed. In practice, development agencies and organizations should recognize that development programs that do not take security into account are unlikely to create harm. Williams, (2011) put it that, judgments regarding the need for the effectiveness of security development and integration should be made in relation to how it addresses the insecurities experienced by poor and vulnerable groups. Enabling safety and security in peoples everyday lives is what development is fundamentally about in these contexts.

Leadership Challenges in African Development

It is sad to observe that Africans leadership selective process takes the imposition pattern directly or indirectly. Worrisome

too, is the fact that, the African political formation is along tribal groupings and ethnic aggregations thus visionary leaders are dropped while some are often selected or imposed on the masses. In view of the above, the following suggestions are proffered to help to ameliorate the seemingly endemic leadership problems. The immediate task of leadership in African is to restore hope to pull our people out of the pit in which they have found themselves to rescue the people from the ravages of military dictatorship and from the ruling clique, protect unconstitutional removal of leaders from their legitimate position. Africans should learn to deal sincerely and honestly with one another so that the question of mistrust and suspicion amongst the various ethnic groups in the continent would be wiped away. What that means is that Africa will have to develop visionary leadership, a leadership that is detribalized such that it has in leadership positions only people who are able to inculcated in their people or followers, the ideal of common citizenship as the transcendent factor among all Africans, no matter the tribe, gender, religion, economic and social status. In other words, it is imperative that we have leaders who would not be limited to championing the causes of their home state, tribe or religious groups, but rather focused on deeds and pronouncements which convincingly and positively impact on the entire citizenry.

The problem in an intellectual discourse of this nature is usually concerned with the definition of terms. It is really very difficult to attempt a definition of leadership or in other words it is difficult to define what makes certain persons to be leaders. Enhancing good governance is a consideration challenge for the African region. Despite good progress in recent years, there is still much work to be done to address bad practice including corruption

and political interference in decision making: the key aim of the New Partnership for Africans Development (NEPAD) is to improving corporate governance. It is believed that without it, new programs and projects to promote Africans development will not be delivered (New partnership for African development for good governance is a critical element required for effective and sustained peace and security, economic growth and human development. The problem which troubles African most is the failure of political leadership. There are of course failures in other domain but these are traceable in the consciousness to political leadership deficiencies. To change the current trajectory, the leaders must do more beyond attending conferences seeking aids, condemning attacks or deploying solders to address the root causes of conflicts.

Peace and Security as Essential Tools for National Development in Africa

The role of peace and security cannot be underestimated, considering the devastating consequences of political terror, civil and cold war, violence and armed conflicts which have brought setbacks to political and socio-economic development of African countries. In agreement, Omeriyang etal (2005) said, peace and security has been acknowledged all over the world as basic conditions necessary for sustainable national transformation. The presence of political terror, civil and cold war, violence and armed conflicts in any country is attributed to lack of peace and security which in turn affects human lives and properties, political and socio-economical institutions that drives the development of any nation. Therefore, the absence of threats to peace and security in any nation will trigger its development and once peace and security is sustained; development too will be sustained. The recent developments and security threats in

Mali, Central African Republic and Nigeria are alarming. We cannot forget South Sudan and endless conflicts in Somalia and the Great lakes. The African Union (AU), at its 50th Anniversary Solemn Declaration, pledged not to bequeath to future generations of Africans a legacy of war and conflicts. The African continent has no doubt witnessed many transformations in the last several decades, ranging from advances in the use of communication technology, to rapid economic growth triggered by an expanding market for Africans commodities.

Conclusion

Sound innovation capabilities help the nations not only to capture bigger shares but also to sustain long-term economic growth. Innovation is of vital importance at all stages of a country's development as it promotes productivity, value creation, employment, economic growth and sustainability. Several factors can affect the innovation activities of an African state. For example, peaceful and stable environment effective macroeconomic designs, sound institutional quality and efficient utilization of resources are of great significance for a country to nourish economic business and market activities.

Peace cannot be achieved without development and vice-verse and both peace and development cannot thrive without human rights and good governance. From the foregoing, it is obvious that an average security practitioner or personnel in Africa spends most of his time on duties, keeping the peace which obviously affects his/her role as a husband/wife, son/daughter and as a parent. The paper provides a review of the key security issues in African and offers a contemporary investigation into what security in African will mean for the future while focusing on current inherent-security challenges facing the continent, these was done following some international relation theories, security literatures and primary data from African studies and development.

Suggestions

Human security in its broadest sense, should be embraced for more absence of violent and conflict. This is because, security and developmet encompasses human right, good governance, access to education and health care as well as ensuring that each individual has opportunities and choices to fulfill their potentials. Every step in this direction is also a step towards reducing poverty, achieving economic growth and preventing conflict. Based on our discussion, we can at least propose the following as ways for developing countries for national security since that will invariably bring about national development;

1. **Institution of Visionary and Purposeful Leadership:** Good governance hardly takes place where the leadership is defective. Every effort should therefore be made to improve the quality of leadership in Africa since it is leadership that drive governance.

3. **Making Political Offices Less Financially and Materially Attractive:** The enormous privileges in terms of material and non-material that holders of political offices enjoy in Africa have continued to make political context in Africa a do or die affair. The "sit tight syndrome" should also be discouraged in Africa's political leadership. Consequently, necessary reforms should be put in place to de-monetize both political offices and the overall electoral process.

4. **Leadership Based on Equity, Transparency and Accountability:** In order to concretely address the developmental challenges of Africa, concerted efforts must be made to ensure that Africa's leadership and governance is based on the above lasting and enduring values.

Genuine Commitment towards Technological and Industrial Development: Over the years, the nature of the African economy especially its poor diversification has made her to remain a dumping ground for the economies of the developed countries. This ugly trend should change through the revitalization of ailing industries and genuine commitment towards technological and industrial development.

Addressing Human Rights and Gender Issues in Africa: Africa has continued to record incessant cases of human rights abuse, series of intra and inter- state conflicts, extra-judicial killings, communal and religious conflicts among others. Besides, little efforts have been made to recognize and utilize the potentials of the African woman. This has resulted to a high level of alienation among the women folk that constitute a major percentage of the African population. Arising from this, genuine efforts should be made in order to improve issues about human rights and gender equity in Africa.

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EDUCATIONAL MANAGEMENT AND QUALITY ASSURANCE IN THE 21ST CENTURY

Cornelius, O. AMADI, Ph.D

Department of Management, Ignatius Ajuru University of Education
Centre for Continuing Education
knightcollins783@gmail.com, 08167561861

Abstract

Education management is very important to the realization of educational objectives. Quality education is the desire of every nation and the bedrock of sustainable development, regrettably education management in 21st century is facing so many challenges that is preventing it from achieving its desired objectives. This paper discussed educational management and quality assurance in the 21st century by paying attention to how it can be improved, promoted and responsive to the need of the society. The article made use of secondary data which was sourced from print material and outline publication. This paper revealed related issues such as poor educational management, lack of data to plan, inadequate funding, inadequate professional teachers, inadequate infrastructural facilities, corruption, inadequate training of teachers, poor remuneration of teaching staff and insecurity as challenges preventing effective management of education in 21st century. It also suggested; adequate funding of schools, accreditation of courses for teachers including ICTs, appointment of competent head for educational institutions, fight institutional corruption, provision of adequate security and generation of credible and reliable data for educational planning.

Keyword: Challenges, Education and Management.

Introduction

Quality educational management and quality assurance as an instrument for national development is reflected in the National policy on education, which states that "No nation can rise above the quality of its education system" the government relies on education as a spring board for its development and reform agenda. Quality education is the right of every citizen that may be granted or withheld by whosoever is in charge. Quality education can be achieved when all the needed factors such as the teachers, the learning environment and the students are in place. Many times, limitations in terms of growth and global competitiveness are being propelled by the operations and output of the educational system and this has been traced to the quality of teaching and learning in schools. It has equally been observed that teaching and learning have declined due to ineffective and inefficient monitoring, evaluation, inspection and supervision (UNESCO, 2000). One major trend in the development of education in many countries especially in Nigeria is the effort being made to introduce a reform in the inspectorate system.

The responsibility for school inspection and supervision was seen as that of external in actions and quite often, inspection and supervision were seen as synonymous. However, it has now been realized that they

are not only different, but also inspection visit by external actors alone however frequent are not enough for the achievement of the objects of school inspection (UNESCO, 2000). According to Act 16 of 1985 (FGN), quality standards in education have been the responsibility of the Minister of Education which he executes through the Federal Inspectorate Services, carry out her functions through various forms of inspections of schools. It also provides national guidelines for inspection, accreditation of schools and support states to develop their own inspectorate services. The deficiencies and weaknesses which have been found to be a clog in the wheel of the inspectorate services elsewhere are presently quite evident in Nigeria. For example, it has been observed that there are no uniform standard expression guidelines for formal and non-formal institutions nationwide. All along, different states and federal inspectorate services have been using different instruments for school inspection leading to incongruence in inspection departments while in others, they exist only in name and the country has continued to rely mainly on the Federal Inspectorate Service to provide leadership in the area of school inspections. In practice, the responsibility of monitoring and evaluation of schools was seen as that of people outside the school, and quite often limited to inspectors alone.

However, it has been realized that monitoring and evaluation cannot be left to external agents along no matter how frequent they are done as the opinion of other stakeholders like teachers, pupils and parents are needed. Moreover, the top down approach to the formulation and application of inspection policies tended to create friction between evaluators and teachers. this makes schools receive the recommendations from evaluations with some degree of apathy and a feeling of helplessness. In addition, the general clamour for an improvement in the quality and standard of education can no longer be ignored (West Burham, 1994). The Federal Inspectorate Service has continued to cling to the inspection methodologies it copied from the United Kingdom (UK) model, fondly called Her Majesties Inspectorate whereas this system has been undergoing fundamental reform since 1980s. Thus, the Nigerian inspection practice has continued to be characterized by the traditional inspections. Useful as these efforts are, they have failed to stop or even slow down the rapid wearing down in the quality of education offered in schools. However, owing to the constant neglect in recent time by successive government to the educational sector, there have been rapid increase in the establishment of private schools and institutions in Nigeria which has adversely affected the quality of education and in turn, retarding the development of nation.

The educational management and quality assurance in the 21st centuries Nigeria is expanding at a very fast rate and so do the problems of its planning, administration, monitoring and control. Okemakinde and Okemakinde, (2006) interestingly say it becomes vital for the management section of education to be in charge of the quality assurance unit of schools for the achievement of the sustainable goals. Education will continue to be highly rated in the national development plans because it is the most important instrument of change in the intellectual and social outlook of any society. Ebong and Efue (2005) perceive quality as a standard against which to measure performance or actions. Quality has to do with comparison, measurement and degree of conformity to standards. Consequently, it helps to improve productivity, competitive edge and position, knowledge and power, and

reduces wastage and cost. Quality education is a multi-dimensional concept which embraces all functions and activities such as teaching, and academic programmes, research and scholarship, staffing, students, building facilities, equipment, services to the community and academic environment (Onuh, 2007). In Nigeria, the national policy on education spells out the nature and purpose of education thus: instrument per excellence for affecting national development, to use education to level its national objective, to make education relevant to the need of the individual, to set its goal in terms of the needs of society desired in relation to the environment and relatives of the modern world, and rapid social change (FRN, 2014). In order to ensure that educational programmes meet up the national objectives, the FRN (2013) sectional, sub-section 8 states that the quality of instruction at all levels of Nigerian educational system should be oriented towards inculcating the following values; respect for the worth and dignity of the individuals; faith in man's ability to make rational decision; moral and spiritual principles in inter-personal and human relations; shared the responsibility for the common good of the society, promotion of the physical, emotional and psychological development of all children and acquisitions of competencies necessary for self-reliance.

The Concepts of Quality, Quality Control and Quality Assurance

Quality is defined as conformance to requirements (Crosby, 1979). In other words, quality is conformity to established standards. The British Standards Institute defines quality as the totality of features and characteristics of a product or service that bear on its ability to satisfy needs (Babalola, Adedeji, and Erwat, 2007). Adegbesan

(2011) describes quality control as a means of establishing quality assurance. Okojie (2013) noticed that most organization use quality control and assurance interchangeably; when quality assurance inspects the process then quality control takes a lead over the process and the end product. Quality assurance, therefore, refers to deliberate, evidence based strategies and processes of satisfying quality expectations based on the processes, environment and products (Okebukola, 2010; Okojie, 2013). Quality assurance is often used interchangeably with quality control to refer to ways of ensuring the quality of service. It is a wider concept that covers all policies and systematic activities implemented within a quality system. Quality assurance is a process driven approach and used in different contexts. It means different things to different groups of people but for the purpose of this paper the word quality assurance would be within the educational context. Centrex (2004) opined that quality assurance is the means by which an organization confirms that conditions are in place for students to achieve the standard set by the training organization.

Quality of education is often considered an indefinable construct and at best abstract. Adegbesan (2011) points out that product in education is different from product in industry since the latter is a definable and tangible item (output) manufactured according to specifications. However, the fact that even the uneducated lament the poor quality of education is an indication that there must be something tangible with which to assess the quality of education. Therefore, quality education, according to Mosha (1986) is measured by the extent to which the training received from an institution enables the recipient to think clearly, independently and analytically to solve relevant societal problems in any given environment, meaning that the

quality of education is equal to the quality of teachers. A more holistic perspective of education quality is that offered by Maduewesi (2005) who sees educational quality as summarizing learning content, how learning is organized and managed, what goes on in the learning environment and the outcome of learning.

Furthermore, Ciwar (2005) believes an index of quality is the admission policy and that other indices include supervision, quality of teachers and facilities, course content and quality of exam items also indicate quality. Quality assurance is a total, holistic term, which is directed toward education as an entity, concerned with ensuring the integrity of outcomes. It entails the supplier and consumer and the various activities put in place to produce quality products and services (Mkpandiok, 2007). The general meaning of quality assurance is very applicable to the production of functional teachers. it is the management of goods, services and activities from the input stage, through processes, to the output stage of production (Onocha, 2002). Ajayi and Adegbesan (2007) argue that, quality assurance is related to accountability both of which are concerned with maximizing the effectiveness and efficiency of educational systems and services in relation to their contexts, of their missions and their stated objectives. In his own definitions, Ehindero (2004) says quality assurance focused on the following; (i) Learner's entry behaviour, characteristics and attributes including some demographic factors that can inhibit or facilitate their learning (ii) the teacher entry qualification, subject background, philosophical orientation (iii) The teaching/learning processes including the structure of the curriculum and learning environment. The outcomes, which are defined for different levels in terms of knowledge, skills and attitudes including appropriate and relevant

instruments to assess these objectives. Fadokun (2005) sees quality assurance in education as a programmed, an institution or a whole education system.

In such a case, quality assurance is all these attitudes, objectives, actions and procedures that through their existence and use, and together with quality control activities, ensure that appropriate academic standards are being maintained and enhanced in and by each programme. Quality assurance aims at preventing quality problems and ensuring that only conforming products reach the customer. The characteristics of an effective quality assurance mechanism are periodic audit of the operation of the system' periodic review of the system to ensure it meets changing requirements. Quality assurance recognizes the autonomy of organizations and seeks to enhance their capacity to operate in a responsive way. Three approaches to the definition of quality would be used and these are the reputational approach, the outcomes approach and the total quality approach. The reputational approach sees quality as exceptional and it is seen as exclusive. It is something that some have at the exclusion of others. It is distinctive and intuitive recognizable. This approach regards quality as excellence, it is a standard attained in our education sector; the outcomes approach regards quality as efficient production, there are no absolute standards but specifications, the quality of a product is measured by the extent to which it meets customer's specifications. This approach is more related to practices in industry while the total quality approach is seen as value added to the abilities of students who have passed through the system regardless of their ability levels. These are different views of quality however one can accept quality with regard to the output of teacher education as the level of excellence in performance on the strength of the quality

of the context, inputs, process transaction and output (Onocha, 2002).

This shows that to attain or assure quality in output, a lot quality inputs and processes would have been made. Quality in output does not come by chance. It requires carefully planned and deliberate efforts. Quality assurance, in its broad sense, is any action taken to prevent quality problems from occurring. In practice, this means devising systems for carrying out tasks which directly affect product quality. A simple example of quality assurance is a well prepared lesson plan. A lesson plan is a detailed description of the course of instruction for a particular class. A daily lesson plan developed by a teacher to guide class activity or instruction and it is drawn from the scheme of work. It describes all that are necessary to deliver the lesson, the entry behaviour, specific behavioural objectives instructional materials, references, steps taken to teach. Adequate lesson preparation produces better and more consistent results

Education Quality Assurance in Nigeria is a paradigm shift from the former practice of school inspection to a monitoring and evaluating process that provides a new operative mode of evaluation. These innovations in inspection activities go under terminologies as: whole school evaluation, school self- evaluation or self-review. All aim at producing a good school or an effective school. What then is a good school? It is a school which knows what its standard should be, asks itself whether it has attained them, and if not where it has reached on the scale and what it should do to close the gap. It is a school whose head has a well-articulated ph of what the school should be doing and who also motivates the pupils, staff, parents, the community and the proprietor to join hands in reaching the goals. In fact, this kind of collaboration should be the driving force of the innovation.

Concept of Management

Different opinions and interpretations have been' given to the meaning of management. Mullins (1999) observed that management is a generic term and it is subject to many interpretations. Okunlola (2001) while corroborating Mullin's observation expatiated further by asserting that while some people see management as implying a group of individual in an organization, others believe that it is rather a process that demands the performance of specific functions. Also, to students, management is a pure academic discipline, thus people study the art of management science. Management can be defined from two perspectives as an entity is conceived of as a group of people that constitute members of the top executive of an organization such as the management team in a typical College of Education in Nigeria consists of the Provost, Deputy the Provost, Vice Registrar. The Bursar and the Librarian: and as an activity, management is seen as the process of getting things done through the cooperative effort of other people with the performance of certain functions. Scholars, authors and experts in the field of management however, normally emphasize management as an activity when it comes to definition. Cole (1986) defined management as a process which enables an organization to achieve its objectives by planning, organizing and controlling their resource including gaining the commitment of their employees. In similar views, Gordon, Monday, Staplin an Premeaux (1990) submitted that management is the process of getting things done through the efforts of other people, while according to Oladejo and Ige (2004), it is the process of achieving the organizational goals through the guidance and cooperative efforts of

other people in the organization, carried out by performing planning, organizing, controlling and coordination function.

Concept of Education

Education is a tool for nation building and teachers are the drivers of education in all spheres of life, be it capacity building, training and retraining programme therefore, it is very important to take the quality assurance of teachers in schools seriously. Education of teachers is not only responsible for the improvement of school education but also for preparing well qualified teachers who are professionally competent committed, resourceful, confidence and reproductive to meet the demand of the society. Therefore, a high quality teacher must be able to acquire occupational skill and competence to deal with various situation and team work and in the development of ones personality and inability to act with greater autonomy, judgment and personal responsibility. Generally, for education to be worthwhile it must be able to produce a refined mind, body and soul. Okobiah (2007), sees education as the vital transformation tool, and the fulcrum around which the economic growth of the individual and the entire nation revolve. Every society irrespective of its simplicity or complexity has a way of transmitting its valued culture formally, non-formally or informally from one generation of another, that is the process by which the traditions and culture of a society are passed on from one generation to the other from the older to the younger ones which takes different forms of education.

Impacts of Quality Assurance in Managing Education in 21st Century

Educators have long acknowledged the significant impacts of quality assurance in education. The quality of education provided in every country determines the wealth and treasure of such country and therefore all over the world, education; conceived to be the vital instrument through which every nation could attain development in all ramification. UNESCO (2003) reasoned that the processes of systematic and ongoing innovation and qualitative reforms of education as well as those required for learning to live together need the proactive support of teachers and trainers and are doom to fail if they are not able to find it. Thus, to reposition education to play a beneficial role in societies, the importance or the roles of' quality assurance should be adhered to. UNESCO (2005) stated some of the roles of quality assurance in education to be to ensure that: standards are set in order to guarantee a minimum quality for every aspect of the educational programmes; facility correspond with latest requirements and technologies available in sufficient numbers and well- maintained: the value and success of educational programme is achieved: a strong link between the curricular and the needs of the labour market are established through close interaction; with the results that graduates are most likely to find suitable employment as this will help to lower unemployment rate, the delivery methods allow for a maximum learning effect; higher status are improved upon; attractiveness in the educational programme is guaranteed: the learner benefits from sufficient practical and theoretical elements through the training; educational system developed in ways that allow enough flexibility for the individual to move from one educational thread to another: and that teaching and training staffs are well qualified, knowledgeable about the world of work and available insufficient numbers.

Conclusion

This article identified poor quality assurance monitoring and evaluation in schools, weak school administrators, lack of data to plan, funding, inadequate professional teachers, inadequate infrastructural facilities, institutions Corruption and insecurity as challenges preventing effective educational administration in Nigeria, the following have been recommended: appointment of competent head for educational institutions, increase the funding of education, provide adequate infrastructural facilities, fight institutional corruption, provide adequate security and generate reliable and creditable data for planning education.

Suggestions

The following suggestions were made amongst others that:

1. Quality assurance (accreditation) instruments and scoring guide developed for teacher education should be done continuously to monitor an institution's curriculum inputs, processes and products in order to help in rating the level of achievement of the intended target of educational programmes.
2. Quality assurance model should be adopted like Total Quality Management (TQM) to improve quality in all our educational system.
3. Re-introduce institution responsible for the training of non-professional tertiary teachers.
4. Appointment of Competent administrators, to achieve the objective of education in 21st century Nigeria, the government should appoint competent heads to manage the various educational institutions in the' country. The appointment should be based on track records of

performance not just on political consideration.
5. Adequate Fund, the following measures are suggested for improved funding of educational institutions:
   b. Government should improve on percentage of her annual budget to education as recommended by UNESCO, which is 26% of the entire budget.
   c. The proportion of budget meant for the education sector should be allocated to the three levels of education based on reliable statistics on enrolment, staff strength, infrastructure, need for training research and so on.
   d. Parents and other stakeholder their community generously.
   e. The primary school management boards/heads should use grants meant for running the schools judiciously.
   f. Infrastructures such as school hall and school field could be given (rented) out with toke charges.
6. Provision of Adequate infrastructural facilities, infrastructural facilities is an important input in the educational system. It will be difficult, if not impossible to realize laudable educational objectives without a functional and adequate physical plant in Schools. Based on this premise, these suggestions are made to solve physical plant problems in primary schools.

   a. Renovation of abandoned buildings in primary schools so as to serve their expected purposes.
   b. Construction of new structures in schools where there are inadequacies.
   c. Establishment of maintenance units in schools so as to ensure regular

    inspection of physical plant and carry out nil: or repairs before they get out of hand

7. Fight Institutional Corruption, the, government should fight all institutions corruption in the ministry of education. The government should put in place measures to ensure accountability of funds allocated to the ministry of education. Some scholars have recommended that the anti-corruption fight must be guided by legislative framework for transparent and accountable government; political will and commitment to fight corruption; comprehensive strategy that is systematic, comprehensive, consistent, focused, publicized, non-selective and non-partisan; protection of whistle blowers; political reform to curb political corruption especially election rigging; reform of substantive programmes and administrative procedures; mobilization for social reorientation; independent media; adequate remuneration for workers to reflect the responsibilities of their post and a living wage; code of ethics for Political office holders, business people and CSOs; independent institutions especially electoral, human rights and gender commissions and a movement for Anti-corruption.

8. Adequate Securities, no any meaningful development can take place in the administration of c education without security. The government should take giant steps to address the issues of insecurity in the country especially school attach by the insurgent in the Northern Nigeria. The government should also ensure the school safe programme is fully implemented across the states of the federation.

9. Generate reliable data for planning, data is very important in the administration of education for planning purposes. The administrators of education needs reliable and current data to plan the education. To enhance effective administration of education in Nigeria, the government should ensure reliable and creditable data are generated for education administrators.

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RESPONSIBILITY MARKETING PRACTICE: THE POSITION OF OIL FIRMS ON QUALITY HEALTH ASSURANCE IN NIGER DELTA REGION , NIGERIA

KOMENE, Goodnews Loanyie Ph.D
Department of Marketing, Faculty of Business Studies
Ignatus Ajuru University of Education, Port Harcourt Rivers State
Nigeria,__komenegoodnews@gmail.com__

Abstract

This study was designed to examine the extent to which "Oil Firms' Responsibility Marketing Practice (OFREMP), and Oil Pollution Hazards (OPH)" has reduced the trend of oil pollution threats on quality health assurance in Niger Delta Region. A descriptive survey research design was employed in this study. The population of the study was 24,593,693 residents of Niger Delta Region from which a sample size of 400 respondents was determined; using Taro Yamane's sample size determination techniques at 0.5 percent level of significance. The purposive sampling procedure was employed to enable the researcher select the representative sample elements of the population from the right respondents who have adequate knowledge of the study under investigation from the different strata of the study population. A structured instrument for data collection containing twenty (20) item questions was used for the study. The face and content validation of the instrument was obtained through the judgment of experts. A test-retest method was used to determine the reliability of the instrument and the reliability index of .85 was obtained. Data collected for the study were analyzed using the mean score test and the percentage test method to answered the research questions; while the inferential statistics of Z-score test was used to test the null hypothesis at .05 level of significance. Results obtained shows that "the responsibility marketing practice of oil firms have no significant relationship with reduction in oil pollution threats to quality health assurance in oil-bearing communities in Niger Delta Region". The implication of this finding is that the oil firms by its responsibility marketing practice was considered to lack the needed proactive improvement measures to reduce the oil pollution threats, which if more responsible ethical marketing considerations are not employed, oil firms might suddenly experience unpredicted operational interruption from the oil-bearing communities. It was therefore, recommended that oil firms should consider employing sustainable ethical based responsibility marketing measures to reduce the trend of oil pollution threats to quality health assurance in oil-bearing communities in Niger Delta Region.

Keywords: Oil Firms, Responsibility Marketing and Quality Health Assurance.

Introduction

In Nigeria today, particularly in Niger Delta region, the fast growing trend of oil pollution threats to the natural health condition of the residents in oil-bearing community has increased exponentially. This on a large scale indicated that oil firms in Niger Delta region has been engaging in irresponsible marketing practices that resulted in unwanted payment of millions of dollars for environmental damages in their oil-bearing communities (Ugbomeh, 2010). Also, this has resulted in loss of social

license by the oil firms in the host community. This situation has in several instances calls for the need for oil firms to recognize the imperative drive for their health concern in their actual practice of responsibility marketing that progresses beyond Milton Friedman's old traditional business mentality; which demands that "the only responsibility of business organizations is to obey the law and make profits for its shareholders; and not to give ethical and munificent concern to the social needs and problems of the society (Okunnu, 2008)". In view of this, it is observed that the multinational oil firms have consciously or unconsciously forgotten that they operate in an environment that gives them the succor to operate responsibly. Therefore, the need for firms in its host community to protect, improve and sustain the wellbeing of its operating environment was necessary rather been an uphill task to the oil firms.

For this reason, the oil multinational firms appear to keep engaging in profits intended activities that eventually resulted in the destruction of the environment without considering the need to protect, improve, preserve and sustain it. Thus, the burning concern to avoid environmental destruction and its health hazards was connected with the firms' intention not to use part of its profits for the development of the host community. It was no longer considered as part of the corporate responsibility of the oil firms to add value to the health wellbeing of the host community. Without doubt, this leads to the oil firms' failure for not engaging in proactive responsibility marketing practice. Hence, the existence of unwanted oil pollution crisis between the oil-bearing communities and the oil firms in Niger Delta (Gaiya, 2008). This resulted in the imbalanced situational responsibility marketing value offered by the oil firms as considered environmentally hazardous when traced to oil pollution effects on quality

health value. The drive to satisfy the host community' health quality assurance therefore appears to be no longer safe in the hand of oil pollution. Consequently, the harmful and deadly nature of the oil firms' irresponsible oil pollution led marketing practice tend to promote the idea that oil firms are not altruistically proactive in their responsibility marketing practice to avoid incessant oil pollution threats to the natural quality health assurance for the oil-bearing communities. Ugbomeh (2010) affirms that oil firms' production activity that focus on health value assurance must be driven by elements of socially responsible behavior considered inevitable in the process of creating communicating and delivering sustainable values that are guided by ethical considerations. This drives the background of this study to focus on oil firms' marketing extension that examines the responsibility marketing practice of the oil firms: Shell BP, Agip Oil Company, and Elf Oil Firm to determine the extent to which the firms have reduced the fast growing threats of oil pollution hazards on quality health assurance in oil-bearing communities in Niger Delta region.

The health consideration of responsibility marketing practice against oil pollution remains an inevitable factor in the practice of oil firms' social responsibility marketing. This is guided by the principle of environmental protection and sustainability, which is driven by the concept of societal marketing. More realistically, the concern for consumers' health protection is an unavoidable factor in the production activities of oil companies. In line with this truth, Gaiya (2008) adds that the health concern of an oil firms by its responsibility marketing intention is design to seek for best ways of avoiding oil pollution that will enhance the health wellbeing of the consumers as a valued factor in oil production activities of the firms. To confirm

this, Kaleh (2007), describes a health drive responsibility marketing practice as a "health protection oriented marketing practice of business organizations, which is consciously design to protect improve and sustain quality health value assurance among individuals or groups with more caring actions in a responsible manner". Conventionally, this was not far fetch from the view in Haig (1999) who clearly explain that health concept of oil pollution is a form of "human oriented health based responsibility marketing philosophy, which holds that the dangers in oil production activities and the health drive consciousness to protect human life from harmful oil pollution effects, is a natural health belief that guide the security of human health value in a production process". Thus, health based responsibility concept is considered to be driven by the health responsibility marketing mentality of maintaining an ethical based marketing effort, designed to protect, improve, and sustain human life from the dangers of oil pollution.

Conceptually, health oriented responsibility marketing practice of any business organization, must seek to hinged human intention on the health based consciousness to preserve human health value in every production activity. To confirm this, Kaleh (2007), opined that responsibility marketing is a marketing philosophy which holds that a company should take into consideration what is in the best interest of consumers and the society presently, and in the long term for the wellbeing of the organization. On this note, it is pertinent to understand that the failure of oil firms to carry out sustainable responsibility marketing activities were traced to its incessant oil spills and gas flaring activities that are evidenced by its negative effects on human health in Niger Delta region (Ajao, 2011). Without doubt, this has been questionable by the World Health Organization and environmental experts who

were strictly resentful about the oil firms' environmental attitudes and unhealthy production activities. It is therefore, not out of context to understand the philosophical responsibility marketing concept that, "Responsibility marketing practice emerged as a response to questionable marketing activities and practices of business organizations that fails to consider the devastating effects of their production activities on the consumers' health and the environment (Komene, 2022). This was in line with the fact that oil pollution is harmful to human health and it is conceptually valid to see the necessity of responsibility marketing practice of oil firms as a marketing effort that is divorced of adverse oil pollution effects on the environment and human health. Thus, the environmental sustain-ability and societal values of responsibility marketing practice in a bid to make profit for business organizations anchors on ethical and humanistic marketing efforts in a responsible manner.

Quality health assurance is referring to a high degree of excellence health value assertion that drives home strong confidence and reliance on responsible activities of individuals, groups or firms that offer and deliver the desire health benefits. The consistent provision of confidence and reliance in the desire health benefits offer is an assured quality health value for consumers. Quality health assurance is practically considered a sustainable health value provided in responsible marketing activities. Such marketing activities that deal with the health needs satisfaction in the production of goods and services. Quality health value, thus, anchors on excellence assurance that deliver high degree of assertion, considered strong enough to offer high level of confidence, capable of sustaining reliable health conditions of human beings and the society. No wonder, Okon (2019), opined that oil firms in Niger

Delta has been observed to lack merits of health value consideration in their oil production activities in which issues of oil pollution has been a repeated evidence. Relatively, oil firms are by this concept, expected to improve on quality health conditions in the oil-bearing communities through their production activities. However, their engagement in oil pollution activities have on a large scale affected the health based responsibility marketing practice of the oil firms in Niger Delta (Okon, 2019). To justify this, Ajao (2011), adds that oil firms operating in Niger Delta are not health oriented in their oil exploration activities. This was in line with the view of Kaleh (2007), who confirms that oil production activities in Niger Delta region has not only destroy quality health condition of the oil-bearing communities but also authenticate notable evidence of irresponsible marketing activities of the oil firms. The application of quality health assurance in responsibility marketing practice of oil firms was therefore observed to be more dysfunctional and devastating based on the outcome of its oil pollution activities. For this and other related reasons, Hardin (2009), asserts that the implication of oil companies' responsibility marketing practice appears not productive enough to drive home the desire excellence health value assurance needed by the consumer citizens. Thus, unproductive oil pollution activities have rendered the environmental health condition of the oil-bearing community useless and the responsibility marketing intention to protect, improve, preserve and sustain the long-run interest, and wellbeing of the consumer citizens appears to have been defeated.

On this note, Adirika, Ebue and Nnolim (2001), maintain that petroleum production companies are becoming more negatively affected by carrying out socially irresponsible marketing activities in their host communities. In addition, Nwilo (2012), confirms that when irresponsible marketing activities of oil firms are determined on ethical measurement scale, the needed requirements for responsible characteristics of sustainable firms are established to maintain a standard of reputation. Thus, the environmental consciousness, honesty, and the altruistic balance of the firms' activities are truly determine based on how it is positively impacted on the wellbeing of the consumers and the society. Therefore, the social threats of oil pollution are harmful to human health, as resulted from what seems to be failures in the oil firms' responsibility marketing practice. However, it still appears doubtful to noticed that, "At this age of environmental deterioration, neglect of social services, resource shortages, explosive population growth; world hunger and poverty, and increase in environmental awareness; the multinational oil firms, such as Shell Petroleum Development Company, Agip Oil Company and Elf Oil Company; still seems to be busy attending to expensive social threats in the host community for failure to improve on its responsibility marketing practice that hinged on poor quality health assurance, associated with negative oil pollution impact on human health in Niger Delta region".

Responsibility marketing practice of oil firms is directly connected with the responsibility of protecting the health wellbeing of the consumer citizens. This implies that oil firms are relatively responsible for the health wellbeing of its environment and the health of its host consumer citizens. This, add meaning to the view that the threats of oil spills hazard on the quality of health condition in Niger Delta appears to be extremely harmful and it does not in any way enhance positive attributes of responsibility marketing to the health welfare of the locals. Oil pollution

led-health hazards are considered to be toxic substances generated from unwanted petroleum oil pollution substances that are harmful to human health in a given environment (Lazarus, 2011). In addition, Nwilo (2012), asserts that oil pollution are dangerous pollutants, released from oil spills and gas flaring activities of the oil companies in the form of Sulfur Oxides (SO_2), Nitrogen Oxides (NO_2) and Carbon-Oxides (CO_2); containing Carcinogen and Hydro-Carbon resulted in health hazards (National Network, August 10, 2011). On a large scale, these forms of oil pollution hazards have resulted in negative health related ailments that are harmful to human existence. More practically, oil pollution that causes unwanted ailments such as cancer, kidney damage, difficult breathing, skin diseases and early death among others has become common happening in the oil producing communities (Onuoha, 2007). Undoubtedly, the threats of oil spills hazard on the quality health condition of the locals in oil bearing community has generated a lots of negative effects through consumption of contaminated foods, fishes and drinking waters that are polluted with poisonous chemical substances produced from oil spills and gas flaring activity (Hardin, 2009). In this reality, Kaleh (2007), opined that drinking and bathing of oil polluted waters causes harmful skin deceases and untimely death was no longer reasonable for one to be comfortable with the knowledge or idea that, "Oil firms in Niger Delta region are actually caring for the health condition of their host stakeholders based on the negative nature of the firms' responsibility marketing activities. Thus, the relationship between the responsibility marketing activities of oil firms and the effects of its oil spills and gas flaring activities on the oil-bearing communities could be closely viewed as one that have harmful impact on the wellbeing of the oil-bearing

communities". The consequences or effects of oil spills on human health wellbeing in oil-bearing community are generated from the petroleum substances released on the land and water bodies, which pollute or poisons safe drinking water, fecund agricultural lands and its yielded food stuffs, which negatively affects human health during consumption. Hardin (2009) added that the deprivation of oxygen (O_2) in the water bodies that causes the death of aquatics and other marine lives such as fishes, marine animals, aquatic plants and aquatic microbes among others are unhealthy to human being living in the costal oil-bearing community. These marine lives are considered to provide various forms of contributions to human proteinus health value, which is beneficial to human health and the health wellbeing of the environment. Indeed, marine lives do not only serve as the source of economic means of livelihood to the host community; but also a source of protein to human health, which when lacking in human being, it becomes harmful to his or her health (Nwilo, 2012). For this and other related reasons, it would be relevance to ask, whether oil firms are by this means is providing health solution to human health-wellbeing in the host oil-bearing communities in Niger Delta. The answer to this question, appears to be "no" since, the oil companies could not seek for best ways of avoiding of oil spillages and gas flaring activities in Niger Delta.

To justify this, Morgan (2008), added that ineffective management of oil pollution related problems arise when an organization's control system is not ethically managed and designed to manage its external problems. Stockman (2005) supports also that major oil spills caused by the oil companies has heavily contaminates the marine shoreline, causing severe localized ecological damages to the near

shore communities where it has resulted in high level of health hazards, economic poverty and social frustrations to the host communities. To crown this truth, Ukaogo (2007) confirms that poor maintenance of oil pipelines by oil companies in the oil producing states of Niger Delta has caused devastating health effects, driven by hydrocarbon pollution on the health wellbeing of the oil-bearing communities. This attempts to relate that oil companies appear not to have adopted sustainable proactive management measures to stop or reduce incessant oil spillages in the oil producing states in Niger Delta (Ajao, 2011).

The understanding concerning gas flaring pollution and responsibility marketing practice in this study is designed to focus on the effects of gas flaring pollution on the health wellbeing of people in oil-bearing community. This anchor on the ethical intention of the oil firms to engage in responsibly in the practice of the marketing philosophy that requires "Individuals and business organizations to take into consideration things that works for the best interest of the consumers and the society now and in the future in an effort to produce for them or serve them. This implies that the environmental related responsibility marketing activities of the oil firms are directly concern with the need to ensure reliable protection and sustainability of living and none living things in the environment with more responsible preference to their health wellbeing. This add meaning to the fact that the key priority of every business organization is to consider the health wellbeing of the consumers first, alongside the drive to satisfy their product needs and environmental health for give the company the succor to operate. For this reason, Seitela (2005), adds that "no business organization can operate successfully in an unhealthy and polluted

environment where the health condition of the locals is not protected". In this vein, responsibility marketing practice is environmentally oriented, and as such, the major concern of an environmentally oriented responsible firm is to protect, improve and sustain the health wellbeing of its consumers and ensure environmental health security of its activities in the society from the harmful effects of oil pollution. The demand to ensure that the oil firms are accountable to their actions is a conventional societal norm and value expected of a business organization.

Relatively, oil firms, individuals, and the society's health wellbeing are also expected to be protected by means of engaging in responsibility marketing activities that is devoid of oil pollution in a locality. This is why Morgan (2008), states that business firms that fail to consider the health wellbeing of its consumers and their environment in its responsibility marketing activities has violated the concept of environmental marketing philosophy, which hinged on responsible productive marketing ideology in societal marketing practice. Thus, the associated gas flaring impacts that are generated during extraction of crude oil, have extensively poses serious health threats to human existence based on the harmful effects of oil pollution. Also, in a more transparent explanation, gas-flaring activity that resulted in the emission of sulfur dioxide and hydrogen sulfide is considered to generates dangerous chemical content, that affect healthy lives in an unprotected environment in Niger Delta (Nwilo, 2012). More so, the daily emission of Nitrogen oxide at 7,184 tons and sulfur dioxide at 23,250 tons in Niger Delta are grossly dangerous to human health (Ajao, 2011). On a large scale, Olaolu (2008), added that about 35 million tons of carbon dioxide and 12 million tons of methane are released in a year in Niger Delta - Nigeria. This is not

compatible with responsibility marketing practice expectations driven by concept of societal marketing philosophy in terms of environmental health care.

Statement of the Problem

The oil-bearing communities in Niger Delta has in the recent time experienced socioeconomic confrontations traceable to the activities of the multinational oil firms in their host communities in Niger Delta. This becomes more transparent in the evidence that the oil companies have been engaging in incessant oil pollution activities associated with poor responsibility marketing practices (Ugbomeh, 2010). This attempts to poison the relationship between the oil firms and their host communities in Niger Delta. The situation has extensively resulted in social threats to the existence of the oil firms in Niger Delta (Punch Newspaper, March 15, 2015). This attempt to add meaning to the reality that oil firms does not exist in a vacuum or in isolation of its oil-bearing communities concerning best ways of solving socioeconomic health related problems affecting the host oil-bearing communities.

In line with this, evidence of the seeming failure of the oil firms' responsibility marketing practice was noticed in the socioeconomic health related problems oil war between the host oil-bearing communities and the oil firms in Niger Delta. This was in connection with the social agitations that "Oil firms have made huge profits from the host community without commensurate manifestation of the profit on the social wellbeing of the natives in the host communities". This promotes serious anger traceable to lack of hospital, safe drinking water, health care centers, quality health services and dangerous oil-oil pollution hazards that caused harmful illnesses in the host community. The absence of the needed health facilities, the

related social services, and its associated oil-pollution effects has resulted in negative consequences, ailments and more compounded resultant high cost of health treatment involving the spread of HIV caused by poverty led-prostitution, and untimely death of the natives traceable to the shortcomings of oil pollution in the region. This extensively justifies the negative impact of the oil firms' responsibility marketing practice associated with the oil firm's failure to avoid oil pollution poisons to safe drinking water, fecund agricultural yields and quality air. The associated short life span resulted from uncontrolled health hazards of oil spills and gas flaring has compelled members of the oil-bearing communities to react, threatening the existence of the oil firms and this leads to the destruction of oil facilities, the death of many innocent citizens, militant youths, and Nigerian soldiers who in a bid to protect the interest of the oil firms and government also lose their lives in the process.

Aim and Objectives of the Study

The main objective of this study is to examine the extent to which "Oil Firms' Responsibility Marketing Practice has improved the value of quality health assurance with its reduction in Oil Pollution Hazards in Niger Delta Region. In order to achieve this aim, the following specific objectives were considered.

i. To examine the extent to which responsibility marketing practice of the oil firms has reduced the threats of **oil spills hazard** on quality health assurance in Niger Delta Region.

ii. To examine the extent to which responsibility marketing practice of the oil firms has reduced the threats of **gas flaring hazards** on quality health assurance in Niger Delta Region

iii.   To examine the extent to which responsibility marketing practice of the oil firms has reduced the threats of **ineffective oil pollution management** on quality health assurance in Niger Delta Region

Research Questions

The following research questions guided this study.

(a)   To what extent does the responsibility marketing practice of oil firms reduce the threats of oil spills hazard on quality health assurance in Niger Delta Region?

(b)   To what extent does the responsibility marketing practice of the oil firms reduce the threats of gas flaring hazards on quality health assurance in Niger Delta Region?

(c)   To what extent does the responsibility marketing practice of oil firms reduced the threats of ineffective oil pollution management on quality health assurance in Niger Delta Region?

Research Hypothesis

The following research hypotheses were used in this study. However, they are stated in null form.

H_{O1}: Responsibility marketing practice of the oil firms has not significantly, reduced the threats of oil spills hazard on quality health assurance in Niger Delta Region.

H_{O2}: Responsibility marketing practice of the oil firms has not significantly, reduced the threats of gas flaring hazards on quality health assurance in Niger Delta Region.

H_{O3}: Responsibility marketing practice of the oil firms has not significantly, reduced the threats of ineffective oil pollution management on quality health assurance in Niger Delta Region.

Methodology

The descriptive survey method of co-relational research design was adopted in this study to provide detail investigation of the procedure used to establish the relationship between "Oil Firms' Responsibility Marketing Practice (OFREMP), and Oil Pollution Hazards (OPH)" in the reduction of oil pollution threats on quality health assurance in Niger Delta Region. A set of questionnaire, containing 15 items questions was structured and administered on respondents drawn from Niger. A modified 4-point Likert scale format cited in (Uzuaguru, 2002), was employed in the design of questionnaire used to generate raw data needed for statistical computation. Both descriptive and inferential statistics involving the mean score test, simple percentage test, and Pearson Product Moment Correlation Statistics was used to analyze data obtain for the study. The study was carried out in the oil-bearing communities of Niger Delta, located in the southern part of Nigeria. The population of the study is 24,593,693 people consisting of males and females, conveniently drawn from Akwa–Ibom State (5,482,177), Bayelsa State (2,277,961), Delta State (5,663,362), Rivers State (7,303,924), and Cross Rivers State (3,866,269) popularly known as the Niger Delta region (See National Population Commission and National Bureau of Statistics Estimates - Web). The population was determined, using Taro Yamene's sample size techniques at 0.5 percent level of significant cited in Ani (2012). The formula was given as:

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

Where:

n = unknown sample size to be determined

N = total population of the study (24,593,693)

e = the level of significance at 5% (0.05)

1 = constant

Thus: $n = \dfrac{24{,}593{,}693}{1 + 24{,}593{,}693 \,(0.05)2} = \dfrac{24{,}593{,}693}{61{,}484{,}233.5} = 3999 = 4\textbf{00.}$

The purposive sampling technique was adopted in the study with equal percentage representation to ensure fair distribution of the questionnaire to the sample population of 400 respondents drawn from Rivers State (20%), Bayelsa State (20%), Akwa–Ibom State (20%), Delta State (20%), and Cross River State (20%); and presented in the framework below.

Table 1: Sample Frame for Questionnaire Distribution

Sample Population Size	Rivers 20%	Bayelsa 20%	Akwa-Ibom 20%	Delta 20%	Cross River 20%	Total % 100%
400 =	*80*	*80*	*80*	*80*	*80*	

The primary source of data was mainly employed for this study. However, the secondary data source used was merely supportive to elicit secondary information. Only five research assistants were used to administer and retrieved questionnaire for the study. Out of four hundred (400) successful questionnaires administered, only a total of three hundred and eighty-five (385) copies being 96% of the questionnaire was returned successfully, while fifteen (15) copies being 4% was not returned. The sample distribution frame of respondents is shown below.

Table 2: Total Number of Questionnaire Distributed and Returned

Categories of Respondents	*Number Distributed*	*Number Returned*	*Number Not Returned*
Males	162(40%)	152(38%)	10(3%)
Females	238(60%)	233(58%)	5(1%)
Total	**400(100%)**	**385(96%)**	**15 (4%)**

Source: Field Survey Data 2022

Results and Discussion

The results of data generated and analyzed are discussed as follows.

Table 3:   Computed mean score response values determining the extent to which responsibility marketing practice of oil firms has reduced the threats of oil spills hazard on quality health assurance in Niger Delta Region (n=385)

s/n	Item	SA	A	D	SD	TOTAL	X	DECISION
1	Oil firms has to a large extent, engaged in peline maintenance to avoid oil pollution.	80 (320)	132 (396)	49 (98)	124 (124)	938/385	2.4	-V
2	Oil firms has to a large extent, built oil pollution prevent centers to control oil spills.	111 (444)	113 (339)	51 (102)	110 (110)	995/385	2.5	+V
3	Oil firms has to a large extent, formulate oil-spills prevention and control policy for human health security	63 (252)	97 (291)	103 (206)	122 (122)	871/385	2.2	-V
4	Oil firms has extensively, embarked on oil-spills clean-up to ensure health security.	116 (464)	82 (246)	64 (128)	123 (123)	961/385	2.4	-V
5	Oil firms has to a large extent, employ oil-pollution auditing device that reduce oil spills	190 (760)	34 (102)	60 (120)	101 (101)	1083/385	2.8	+V
GRAND MEAN							**2.4**	**-V**

Based on the result obtained and the measurement benchmark employed for the interpretation of the mean score test result above, the computed grand mean value of **2.4 which** stands for a **very low value, which** indicates that the extent to which oil firms' responsibility marketing practice has reduced the threats of oil spills hazard on quality health assurance in Niger Delta Region was very low.

Table 4:   Computed mean score response values determining the extent to which oil firms' "responsibility marketing practice of the oil firms has reduced the threats of gas flaring hazards on quality health assurance in Niger Delta Region (N = 385)

s/n	Item	SA	A	D	SD	TOTAL	X	DECISION
1	Oil firms has extensively, embarked on gas flaring stoppage to ensure health security.	108 (432)	116 (348)	69 (138)	92 (92)	1010/385	2.6	+V
2	Oil firms has shown high degree of gas flaring reduction for safe drinking water.	105 (420)	93 (279)	118 (236)	69 (69)	1004/385	2.6	+V
3	To a large extent, Oil firms has stopped poisoning of sea-foods caused by acid rain.	205 (820)	19 (57)	100 (200)	61 (61)	838/385	2.1	-V

S/n	Item						X	DECISION
4	On a large scale, poisoning of healthy agricultural food with the effects of gas flaring activities.	92(368)	120(360)	61(122)	112(112)	962/385	2.4	-V
5	gas flaring activities by oil firms has extensively promote pollution of healthy crops.	54(216)	106(318)	17(34)	202(202)	770/385	2.0	-V
GRAND MEAN							**2.3**	**-V**

Based on the result obtained and the measurement benchmark employed for the interpretation of the mean score test result above, the computed grand mean value of **2.3 which** stands for a **very low value,** which indicates that the extent to which oil firms' responsibility marketing practice has reduced the threats of gas flaring hazard on quality health assurance in Niger Delta Region was very low.

Table 5: Computed mean score response values determining the extent to which oil firms' responsibility marketing practice has reduced the threats of ineffective oil pollution management on quality health assurance in Niger Delta Region. (N = 385)

S/n	Item	SA	A	D	SD	TOTAL	X	DECISION
1	To a large extent, oil firms has formulated gas stoppage protection policy for human health security oil-bearing communities.	117(468)	95(285)	44(88)	129(129)	970/3385	2.5	+V
2	Oil firms has extensively employed oil pollution profit exploitation management techniques than health security device	89(356)	109(327)	105(210)	82(82)	975/385	2.5	+V
3	To a large extent, oil firms have embarked upon sustainable management approach of paying for oil pollution damages in time.	16(64)	208(624)	64(128)	97(97)	913/385	2.3	+V
4	Effective management and control of hydro-carbon pollution density by oil firms have reduced the harmful effects human health.	106(424)	55(165)	179(358)	46(46)	993/385	2.5	-V
5	Oil pollution management practice of oil firms has extensively frustrate the socio-economic health condition of the host Communities	140(560)	35(105)	91(182)	119(119)	966/385	2.5	-V
GRAND MEAN							**2.4**	**-V**

Based on the result obtained and the measurement benchmark employed for the interpretation of the mean score test result above, the computed grand mean value of **2.4** stands for a **very low value**, which indicates that the extent to which oil firms' responsibility marketing practice has reduced the threats of ineffective oil pollution management in Niger Delta Region was very low.

Test of Hypothesis 1

Table 6: Summary of Response Frequency Obtained from Research Question 1.

Response Index to Question:	1	2	3	4	5
X: TOTAL AGREE: (SA+A)	716	783	926	710	864
Y: TOTAL DISAGREE: (D+SD)	222	212	368	251	221

Statically Computed Response Values Drawn from Table 1.

X	Y	X²	Y²	XY
716	222	543169	44521	155,507
783	212	432964	81796	188,188
926	368	698896	58564	202,312
710	251	469225	45796	146,590
864	221	241081	49284	109,002
TOTAL: **3,999**	**1,274**	**2,385,335**	**279,961**	**801,599**

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

$$= \frac{1,086731}{\sqrt{(4,065,326 \times 223,271)}}$$

$$\sqrt{\frac{1,086,731}{9.076}} = \frac{1,086,731}{3.012} \quad \mathbf{r = -360}$$

$$tr = \sqrt{\frac{n-2}{1-r^2}} \quad \sqrt{\frac{5-2}{1-(-360)^2}} \quad \sqrt{\frac{3}{1-129600}} \quad \sqrt{\frac{0.023}{}} \quad t = \mathbf{0.152}$$

Decision Rule: if tcomputed < tcritical value, Accept $H_{o,\text{ and }}$ Reject H_a.

Decision Point:

Since the computed t-value of **0.152** obtained is less than the critical table value of 3.182, the null hypothesis (H_o) is accepted and the alternate hypothesis (H_a) rejected. This reveals that "Responsibility marketing practice of the oil firms has not significantly reduced the threats of oil spills hazard on quality health assurance in Niger Delta Region".

Test of Hypothesis 2

Table 7: Summary of Response Frequency Obtained from Research Question 2.

Response Index to Question:	1	2	3	4	5
X: TOTAL AGREE: (SA+A)	780	699	877	728	534
Y: TOTAL DISAGREE: (D+SD)	230	305	261	495	236

Statically, Computed Response Values Drawn from Table 2

X	Y	X^2	Y^2	XY
780	230	543169	44521	155,507
699	305	432964	81796	188,188
877	261	698896	58564	202,312
728	495	469225	45796	146,590
534	236	241081	49284	109,002
TOTAL: 3,618	**1,527**	**2,385,335**	**279,961**	**801,599**

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2)-(\sum X)^2\}\{(N\sum Y^2)-(\sum Y)^2\}}} \qquad \frac{4,007,995 - 5,524,686}{\sqrt{(13077994) \times (931924)}}$$

$$\sqrt{\frac{1,516,691}{1.218769648}} = \frac{1,516,691}{3,491,088.151} \qquad \mathbf{r = 3.298}$$

$$tr = \sqrt{\frac{n-2}{1-r^2}} \qquad \sqrt{\frac{5-2}{1-(3.298)^2}} \qquad \sqrt{\frac{3}{1-10.8}} \qquad \sqrt{6.8} \qquad t = \mathbf{2.60}$$

Decision Rule: if tcomputed < tcritical Value, Accept H_o, and Reject H_1.

Decision Point:

Since the computed t-value of 2.60 obtained is less than the critical table value of 3.182, the null hypothesis (H_o) is accepted and the alternate hypothesis (H_a) rejected. This reveals that "Responsibility marketing practice of the oil firms has not significantly reduced the threats of gas flaring hazards on quality health assurance in Niger Delta Region".

Test of Hypothesis 3

Table 8: Summary of Response Frequency Obtained from Research Question 3.

Response Index to Question:	1	2	3	4	5
X: TOTAL AGREE: (SA+A)	753	683	688	589	665
Y: TOTAL DISAGREE: (D+SD)	217	292	225	404	301

Statically Computed Response Values drawn from table 3.

	X	Y	X^2	Y^2	XY
	753	217	543169	44521	155,507
	683	292	432964	81796	188,188
	688	225	698896	58564	202,312
	589	404	469225	45796	146,590
	665	301	241081	49284	109,002
TOTAL: **3,378**		**1,439**	**2,385,335**	**279,961**	**801,599**

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2)-(\sum X)^2\}\{(N\sum Y^2)-(\sum Y)^2\}}} \qquad \frac{4,007,995 - 4,860,942}{\sqrt{(515791)\times(970616)}}$$

$$\sqrt{\frac{852,947}{3.458976973}} \quad = \quad \frac{852947}{588,130} \qquad \mathbf{r = 1.450}$$

$$tr = \sqrt{\frac{n-2}{1-r^2}} \quad \sqrt{\frac{5-2}{1-(1.450)^2}} \quad \sqrt{\frac{3}{1-1.1025}} \quad \sqrt{2.72} \qquad t = \mathbf{1.649}$$

Decision Rule: if tcomputed < tcritical value, Accept H_o, and Reject H_1.

Decision Point:

Since the computed t-value of **1.649** obtained is less than the critical table value of 3.182**,** the null hypothesis (H_o) is accepted and the alternate hypothesis (H_a) rejected. This reveals that "Responsibility marketing practice of the oil firms has not significantly reduced the threats of **ineffective** oil pollution management on quality health assurance in Niger Delta Region

Discussion of Results

Based on the computed grand mean result of **2.4** in table 3, **2.3** in table 4, and **2.4** in table 5; its determinant percentage bench mark value reveals that "The extent to which oil firms' Responsibility Marketing Practice (EMP) has reduce the trend of oil spills and gas flaring hazards on quality health assurance in Niger Delta was low

enough to improve the health condition of the people. To justify the validity of the result, it was separately confirms based on the empirical findings and/or observations deduced from the review of related literature in Nwilo (2012); Ajao (2012); and Onuoha (2007); who in separate harmonious situations agree with Ezigbo (2011); Komene (2008); and Ugbomeh 2010), to confirm that: "Oil firms' Responsibility Marketing Practice (RMP) as traceable to evidence of incessant oil pollution was not sustainable enough to reduce the trend of oil pollution hazard as discovered to lack proactive improvement value to ensure quality health assurance in Niger Delta. The implication of the finding was that, the situation might result in compounded health cost on residents of oil-bearing communities if, proactive responsibility marketing decision is not taken to manage the trend of incessant oil spills and gas flaring hazards to improve quality health assurance in Niger Delta. Therefore, a test of justifiable evidence deduced from the test of hypotheses confirmed that "Responsibility marketing practice of the oil firms has not significantly, reduced the threats of oil spills hazard, gas flaring hazards and **i**neffective oil pollution management on quality health assurance in Niger Delta Region".

Conclusion

The study concludes that the irresponsible impact of the firms' responsibility marketing practice was not only poisonous or harmful to the health wellbeing of the host communities, but also capable of causing lethal or deadly effect on the health condition of the residents. On a large scale, this relates that the threats of the toxic impact of oil spills and gas flaring hazards on the host community does not have positive bearing with the expected improvement in quality health assurance in Niger Delta.

Recommendations

Based on the findings obtained from this study, the following recommendations were deduced.

1. Oil firms should formulate "Host Community Health Protection Development Policy (HOSTCOM-HPDP)" alongside the appointed of expert environmental marketing professionals that will work with the host community's representatives to oversee issues on oil spills hazards affecting quality health assurance in Niger Delta Region. This will help to enable oil firms implement the policy, and adopt proactive responsibility marketing measures to reduce health threats in the host community.

2. Oil firms should also establish "Environmental Protection and Responsibility Marketing Unit" (EPARMU), in the marketing department of the oil firms to oversee all issues concerning reduction in gas flaring hazards on quality health assurance in Niger Delta Region. This will help to sustain the health wellbeing of the natives from the poisonous effects of gas flaring pollution in oil-bearing communities.

3. Oil firms should also employ "Environmental Societal Marketing Experts (ESME)" to monitor oil pollution management activities in oil-producing areas to oversee the problem of **i**neffective oil pollution management on quality health assurance in Niger Delta Region. This will help to reduce the trend of oil pollution hazards traceable to **i**neffective oil pollution management in oil-bearing communities in Niger Delta Region.

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BASIC EDUCATION CURRICULUM REFORMS AND PROBLEMS OF IMPLEMENTATION IN NIGERIA

MACLEAN, Imaowaji Felix, Ph.D
Department of Educational Management, Faculty of Education,
Ignatius Ajuru University of Education, Port Harcourt
imaowajim@gmail.com

ONYENUFORO, Zita Mukosoro, Ph.D
Department of Educational Management, Faculty of Education
Ignatius Ajuru University of Education, Port Harcourt
imaowajim@gmail.com onyenuforoz@gmail.com

And

Eme Allswell IGOCHARACHA, Ph.D
(MTRCN, MNAEAP, MCEAM, MASSOTIN)
Department of Educational Management, Faculty of Education
University of Port Harcourt, Rivers State.
allswelligo@gmail.com, 08064748786

Abstract

Reforms in curriculum is a necessary measure in the educational system to meet the economic realities confronting the rapidly technological advancement of the global communities which Nigeria as a nation is not left out. A well planned and implemented curriculum will definitely impact positively on the learner and society. This paper examined the reforms in basic education curriculum in Nigeria and the problems of effective implementation. The review of the existing literature on the subject matter indicated that the introduction of the revised 9-year basic education curriculum brought subject overload reduction, division of subjects into core compulsory and elective subjects. Furthermore, the paper revealed lack of facilities and equipment, inadequate trained and well-informed teachers as part of the problems inhabitating effective implementation of the basic education curriculum. The study concludes that Nigeria has introduces changes in the basic education curriculum and that the recent revised 9-year basic education curriculum no doubt is hinged on a sound philosophy and objectives but cannot be effectively implemented without the input of teachers and adequate funding. It was suggested that government should provide adequate funds and infrastructure, and teachers should be involved in curriculum development and implementation.

Keyboard: Basic Education, Curriculum, Implementation and Reforms.

Introduction

Since the introduction of formal education, Nigeria has experienced some radical changes and development in her school curriculum and its content. It started with the education that was brought by the British Colonial Master and the Missionaries to have indigenous people that will bridge the communication gap between them and the colonized. Learning and teaching were patterned to serve the interest of the British Colonial powers. The educational system was parochial, elitist and irresponsive to the needs and aspirations of the contemporary Nigeria.

The system of education (6-5-4) that was in practice merely emphasized the "3Rs" that is Reading, Writing, and Arithmetic. However, after independence there was quest for total reforms of the academic contents of education to make education relevant to the needs of the individual and the society at large. This led to the organization of the 1969 curriculum conference, which had far-reaching effects on the curriculum contents, purpose, goals and objectives of education in Nigeria. Again, in addressing the inherent lapses in that system of education another conference was held in 1973 in Lagos and the formation and adoption of National Policy on Education (NPE) in 1977 became a reality. This ushered in the 6-3-3-4 system of education, which was launched in 1982 (Omovo in Onue & Odo, 2016).

In 1999, the Federal government of Nigeria introduced another educational system 9-3-4, meaning 9 years of basic education, 3 years of senior secondary education and 4 years of tertiary education which is aimed at achieving the Millennium Development Goals (MGDs). Goal 2 that is Universal Basic Education (UBE).

Later, based on the introduction of UBE programme by the Federal Government, the Nigerian Educational Research Development Council (NERDC) restructured and aligned all extant primary and junior secondary schools (JSS) curricula into a 9-year basic education curriculum for implementation in Nigerian Schools. The real essence of the implementation of the 9-year basic education curriculum, which was developed, is for attainment of Education for All (EFA) goals, the targets of the National Economic Empowerment and Development Strategies (NEEDS) and the Millennium Development Goals (MDGs). The implementation commenced all over the nation in September 2008 in Primary One and Junior Secondary One (JSS1) respectively, while primary 2-6 and JSS 2-3 in 2008/2009 academic session continued with the use of the existing primary and junior secondary curricula. The full use of the lower and middle curricula (primary 1-6) began in 2014 while the upper Basic Education Curriculum (JSS1-3) was actualized by the year 2011. However, with the observation made after the period of implementation the curriculum was further reviewed with the aim of improving on the existing one.

Since, ever the introduction of the new 9-year basic education curriculum much success have not been made and according to Uwaifo and Uddin (2009) this was as a result of poor and Shobby implementation. It is in the light of this that this paper was designed to examine the reforms in the new 9-year basic education curriculum and the challenges in effective implementation.

Conceptual Clarification

Concept of Reforms in Education

Reforms in education emanate from the basic conviction that considerable progress can be made in a nation by its people through careful engineering of educational process (Omolewa in Gusau, 2008). According to Wali (2021) reforms in education are those changes that have taken place to improve the

education. Reforms in education as asserted by Ogbonna (2018) involves changes and transitions that are led by innovations that strive to enhance the quality of education in a nation. He further stated that meeting quality educational goals will require new solutions, products, processes, strategies and approaches that may not yet exist or may be in use at too small a scale.

Also, educational reforms are changes within the educational sphere with the intent to ameliorate the quality of teaching and learning within a country (IGI Global, 2022). It further defined educational reforms as changes or innovation introduced in the educational system in order to improve the quality of teaching and learning.

The essence of educational reforms is to create critical changes necessary to further accelerate, broaden, deepen and sustain the improved education effort already being started. Reforms in education is a deliberate, systematic, specific and persistent change in the educational system of a particular society which is aimed at improving the system. Also, they comprise any planned changes in the way a school or school system functions, from teaching methodologies to administrative process (Rand, 2018). Reforms in education in Nigeria are antidote to poor educational system and a gate way to socio-economic and human development. Education without reforms would not only be stagnant retrogressive, primitive, but insensitive by-stander in the cult of modern civilization. Educational reform in Nigeria touch school calendar, curricula content and structure, institutional adjustments and duty changes.

Basic Education in Nigeria and the Goals

Basic education is the education given to children aged 0-15 years. It encompasses the Early Child Care and Development Education (0-4) and 9 years of formal schooling (FRN, 2014). The goals of basic education are to:

1) Provide the child with basic knowledge and skills for entrepreneurship, wealth generation and Educational advancement;
2) Develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities;
3) Inculcate values and raise morally upright individuals capable of dependent thinking and who appreciate the dignity of labour;
4) Inspire national consciousness and harmonious coexistence, irrespective of differences in endowment, religion, colour, ethnic and socioeconomic background; and
5) Provide opportunities for the child to develop manipulative skill that will enable the child function effectively in the society within the limit of the child's capability.

9-Year Basic Education Curriculum

Curriculum is refers to a set of courses or subjects, course work and topics, offered in schools (The Glossary of Education Reform, 2015). Igi Global (n.d) defined it as a total guided learning experiences designed to facilitate learners learning experiences for establishing quality relationship between what is learnt and what operates outside the school. It is what instructors plan to teach and students are expected to learn. A framework that specifies the structure, purpose and content presented in the learning environment. Since curriculum is one of the foundational elements of effective schooling and teaching, it is often the object of reforms, most of which are broadly intended to either mandate or encourage greater curricular standization and consistency across states, schools, grade, levels and subject areas.

The United Nations Educational, Scientific and Cultural Organization (2006) stated that the aim of curriculum is to provide learners with the knowledge, skills, values and attitudes to be successful in their lives. The 9-year basic education curriculum is aimed at eradicating illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration.

Olateru-Olagbegi (2015) asserted that the objectives of this curriculum is for learners to acquire functional numeracy and literacy competencies to meet the home grown National Economic Empowerment and Development Strategy (NEEDS), Education for All (EFA) and the Millennium Development Goals (MDGs).

The 9-year basic education curriculum comprised of twenty (20) subjects. Twelve subjects were offered in primary school while fifteen (15) at the junior secondary schools. It has three components namely:

1. Lower basic curriculum - for primary 1-3 (age 6-8 years)
2. Middle basic curriculum - for primary 4-6 (age 9-11years)
3. Upper basic curriculum - for Junior Secondary school (age 12-14years)

Content of the 9-Year Basic Education Curriculum

The old 9 years basic education curriculum is as follows:

- Primary classes 1-3 (Lower basic)
The lower basic offered a minimum of 11 subjects and a maximum of 12.
Core/compulsory Subjects includes: English studies, One major Nigerian Language (Hausa Igbo or Yoruba), Basic Science and Technology, Social Studies, Civic Education, Cultural and Creative Arts, Religious Studies (Christian Religious Studies/Islamic Religious Studies), Physical and Health Education, Computer Studies, French Language.

Elective Subjects:

Agriculture, Home Economics, Arabic Language

Note: Pupils must offer one elective, but not more than 2.

1. **Primary Classes 4-6 (Middle Basic);** Subjects at this level are as follows: Core/Compulsory Subjects: English Studies, One major Nigerian Language (Hausa, Igbo or Yoruba), Mathematics, Basic Science and Technology, Social Studies, Civic Education, Cultural and Creative Arts, Religious Studies (CRS/IRS), Physical and Health Education (10) Computer Studies, French Language.

Elective Subjects

Agriculture, Home Economics, Arabic Language and Business Studies

Note: Pupils must offer one elective, but not more than 3.

2. **Junior Secondary 1-3 (Upper Basic)** English studies, One major Nigerian Language: Hausa, Igbo, or Yoruba), Mathematics, Basic Science, Social Studies, Civic Education, Religious Studies, (CRS/IRK), Cultural and Creative Arts, Physical and Health Education, French language, Basic Technology and Computer Studies (ICT).

Elective Subjects

Agriculture, Home Economics, Arabic, Business Studies.

Note: Students must offer one elective, but not more than 3.

The 9-Year Basic Education Curriculum (Basic 1-9)

The revised 9-year basic education has the same three components namely, lower, middle and upper basic curricula. The structure and the contents of the curriculum according to the National Policy on Education (FRN, 2014) is stated as follows:

Primary classes 1-3 (Lower Basic)

English Studies, one Nigeria Language, Mathematics, Basic Science and Technology (Basic Science, Basic Technology, Information Technology), Physical and Health Education, Religion and National Values (Christian Religious Studies, Islamic Studies, Social Studies, Civic Education and Security Education), Cultural and Creative Arts, Arabic (optional).

Primary Classes 4 - 6 (Middle Basic)

English studies, one Nigerian Language, Mathematics, Basic Science and Technology (Basic Science, Basic Technology, Information Technology, Physical and Health Education, Religious and National Values (Islamic Studies, Christian Religious Studies, Civic Education and Security Education), Prevocational Studies (Home Economic and Agriculture), French Language, Cultural and Creative Arts, Arabic (Optional).

Junior Secondary Education

Junior Secondary Education is the education which a child receives immediately after primary education. The curriculum for junior secondary education is as Follows:

(1) English Studies
(2) One Nigerian Language
(3) Mathematics
(4) Basic Science and Technology (Basic Science, Basic Technology, Information Technology, Physical and Health Education)
(5) Religious and National Values (Christian Religious Studies, Islamic Studies, Social Studies, Civic Education and Security Education)
(6) Prevocational Studies (Home Economics and Agriculture)
(7) French Language
(8) Cultural and Creative Arts
(9) Business Studies
(10) Arabic (optional)

Notable Reforms in the Revised 9 - Year Basic Education Curriculum

The revised 9-year basic education curriculum has some outstanding features that makes it unique. Olateru - Olagbegi (2015) outlined the following as the features of the revised 9-year basic education curriculum:

1. Subject overload reduction without watering down quality in line with global best practice.
2. Elimination of subject matter overlap, repetitions and redundancies.
3. Division of subjects into core compulsory and elective subjects.
4. Content organization are thematic and spiral.
5. Systematic connection between primary and junior secondary school contents.
6. Introduction of Technology, Vocational Subjects, Business Studies, Agriculture, French and Religious Studies.
7. Inclusion of contents on global issues.

Also, Nworgu in Ajuonuma, et al (2015) stated that the revised 9 – year basic education curriculum is competency based, with specific competencies aligned to the methodology of classroom transactions (including pedagogical skills needed), instructional materials and suggested activities for evaluation, links learning to the world of work of learners and in their cultural context ; emphasizes functional literacy,

numeracy and strategic communication skills; infuses relevant and functional entrepreneurial skills into relevant subjects; includes strategic life-long skills as well as positive national values, civic, moral and ethical education as a course of study; infuses element of critical thinking and emerging issues as HIV/AIDS education. It is flexible for the adaptation to the socially marginalized (including nomadic and other migrant groups as), vulnerable communities, adults and special needs learners.

Problems Affecting Effective Implementation of Basic Education Curriculum Reforms in Nigeria

Implementing the basic education curriculum reforms have suffered a lot of setback as a result of the following factors:

1. **Lack of proper planning:** Nwandiani in Obunadike (2013) mentioned that most reforms in Nigerian education are introduced without proper planning. These reforms and implementation come before actual planning and design instead of the reverse. Often time's people are forced to look inwards and then quickly put things in place to save the face of those who made the pronouncement. This according to him are the things that cause problem in reform implementation in Nigeria educational system.

2. **Teachers not being involved in decision making and curriculum planning:** It is not the best for a few school heads and politicians alone, to formulate policy on basic education without carrying out a national research involving a cross section of primary and junior secondary teachers who have an important role to play in the success of any educational programme in the nation. When they are not actively involved in the planning of the curriculum, a problem builds up since it is these teachers who interact with the students.

3. **Unavailability of school facilities and equipment:** School facilities and equipments such as classrooms, libraries, resource centers, offices, desks, school halls which enable workers to perform effectively are lacking in most schools in the country. According to ASAOLUSAM (2019) most government schools in Nigeria with exception of the few newly built are in deplorable condition which describe the buildings as "dilapidated, unsafe and some unusable". There is limited procure merit and supply of teaching and learning resources.

4. **Inadequate trained and well informed teachers:** Teachers are the most important personnels in curriculum implementation since they are the people who adopt and implement the ideas and aspirations of the designers. This means that success of the curriculum depends on the teachers but unfortunately there is insufficient supply of trained and well informed teachers, more especially the rural areas. Worst still, when some of the teachers that are available do not have the required skill level to teach correctly in accordance with the growing technology, then the students cannot learn. This makes curriculum useless (Okello & Kagoiren, 2016).

5. **Financial problem:** Concerning the challenges of financing education in Nigeria, Azubuike (2013) stated that financing of education at all levels in Nigeria has left much to be desired and that this has greatly hindered the success of educational programmes. Finance is indeed a major constraint to the implementation of the curriculum and these problems manifest in different forms ranging from embezzlement of funds. Zuagba and Obodo (2015) pointed out that most laudable education programmes have been destroyed due to these abnormalities.

6. **Poor inspection and supervision:** One of the main roles of any school supervision or inspection system is to monitor the quality of education as regards measurement of standards that is of schools, teachers, teaching process and output (student). The monitoring is expected to have a positive impact on the level of teacher curriculum implementation. The centrality of supervision to achieving quality in basic education cannot be over emphasis. Nnabno (2011) asserted that quality can only be achieved when principals take supervision seriously. However, the situation has been principals getting themselves only engulfed with administrative duties while neglecting the classroom, lesson note/plan and supervision. Because of this, some teachers are so care-free in the way the approach their teaching job, this at long run, affect the implementation of the curriculum content. The ministry of education on their part rarely go for inspection.

7. **Poor condition of service:** Poor salaries, no housing and generally poor conditions of service also demoralize the teachers who may resort to go into private commercial enterprises since the salary structure do not support even a basic livelihood.

Suggestions

1. Government should as a matter of importance address squarely implementation problems and processes, knowing that, no matter who rich a curriculum content is, it can work without proper planning to accomplish it.

2. To ensure effective implementation of the curriculum teachers should be actively involved in curriculum development and implementation.

3. Government should provide adequate infrastructure and equipment such as classroom, libraries, desks, resource centres and computers.

4. Government should employ qualified personnels as teachers. Workshops and seminars should be regularly be organized for teachers to better trained them for effective implementation of the curriculum.

5. Government at all level should step-up their funding of educational programmes. Also, those that misappropriate or embezzle fund should be sanctioned.

6. They should increase and improved monitoring and inspection to ensure that teachers actually understood and are following the curriculum.

7. Government should pay teachers' salary regularly and they should be given some incentives. This of course will go a long way to motivate them to be committed to their job.

Conclusion

Nigeria has experienced a lot of reforms in her school curriculum. The present curriculum in used now at the basic education level (primary 1 –JSS 3) is the revised 9-year basic education curriculum. Some of the notable reforms in this curriculum include: subject overload reduction, elimination of subject overlap, division of subjects into core compulsory and elective subjects, inclusion of contents on global issues etc. Also, discussed in the paper is the challenges of effective implementation. These problems have been raced to lack of proper planning, teachers not being involved in decision making and curriculum planning, unavailability of school facilities and equipment, inadequate trained and well informed teachers etc. All these problems have been analysed and suggestions on how to curb them have been discussed. If the

suggestions given in this paper are followed, effective implementation would be possible.

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