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EDITORIAL COMMENDATION

The publication of this volume of the Departmental Journal comes at a time when so much emphasis is placed on the quality of output of academics in Nigerian Universities. The Department of Educational Foundations and Curriculum is pleased to be contributing to the advancement of quality knowledge through this volume. The volume has taken this long to be published because of the desire of the Editorial Board to be thorough in the assessment of papers to ensure that only quality papers with high intellectual contents are published. The Editorial Board is satisfied with the quality of papers in this volume and therefore recommends it to all those interested in the advancement of education in Nigeria.

NOTE TO CONTRIBUTORS

The Editorial Board invites articles reporting research findings, empirical and theoretical studies of significance to education and education related disciplines for consideration for the publication.

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2. Articles should be accompanied by record of the author's name address and academic degrees and an abstract not exceeding 150 words giving a clear indication of the purpose, method and results of the research.

3. Tables and figures should be kept at barest minimum and submitted on separate sheets with clear labels. Their position should be clearly marked in the text.

4. Quoted passage of more than three typed line should be indented 5 spaces and typed single space. Shorter quotations should be enclosed in single inverted commas, and in all cases with the sources and pages from the original text cited.

5. Footnotes are not allowed. The journal follows the system of APA referencing. All sources must be arranged alphabetically using the author's surname.

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CONTENTS

KNOWLEDGE AND ATTITUDES TOWARD EXCLUSIVE BREASTFEEDING AMONG MOTHERS IN SABON GARI, ZARIA – KADUNA STATE

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Abstract

This study investigated the Knowledge and Attitudes toward Exclusive Breastfeeding among Mothers in Sabon Gari, Zaria – Kaduna State. The research focused on the knowledge and attitude of mothers towards breastfeeding. In this study, a descriptive cross-section design was adopted with one hundred and seventy-five (175) nursing mothers as the sample size for the study based on single population proportion formula using a systematic random selection process. A structured interviewer-delivered questionnaire with a reliability coefficient of 0.81 was used in data collection for the study. The analytical tools used were descriptive statistics, which included the frequency distribution, percentage distribution, and tables for categorical variables. The results indicated that mothers who are well-versed (have good knowledge) in the benefits of exclusive breastfeeding constitute the vast majority and also have a good attitude towards breast feeding their child. The researcher concludes that even though breastfeeding is common in the study area, the respondents to this study had a high level of knowledge about exclusive breastfeeding and expressed both positive and negative attitudes toward breastfeeding, with the positive side receiving a higher percentage of responses.
***Keywords**: Knowledge, Exclusive Breastfeeding, Attitude, Mothers*

Introduction

Malnutrition is the starring cause of modification among children, accounting for 60 percent of the 10.9 million people who die each year. Inadequate feeding practices are directly responsible for more than two-thirds of these deaths, which occur within the first year of life in the majority of cases. Breastfeeding is the child's earliest and most fundamental right under the law (Chandra, 2018). Breastfeeding exclusively (EBF) is a term that refers to the practice of starting breastfeeding soon after birth and without giving the infants any other regular meals (including water) during that time (Garg, *et al*., 2015). Breastfeeding for six months is essential for the health between the mother and the growing infant. Infants who are not breastfed are much more likely than their breastfed peers to get gastrointestinal infections throughout their first year of life. Infants who are only partially breastfed or who are not nourished at all are at an elevated risk of being killed from diarrhoea and other infections, which can increase by a factor of several hundred when compared to those who are exclusively breastfed. (WHO, 2020).

Human milk is the optimal source of nutrition for the survival, growth, and development of newborns. Breast milk replacements, on the other hand, are associated with a significant risk of infection and can prove lethal to newborns, particularly in unsanitary environments (UNICEF, 2016). It is considered that mother's milk carries all of the essential micronutrients by a newborn throughout his or her first 6 months of life, according to current research. The term "exclusive breastfeeding" refers to the infant receiving nothing but breast milk (WHO, 2011). Breastfeeding exclusively for the first six months of a baby's existence helps to stimulate the immune system and protects them against diarrhoea and acute respiratory infections, according to research (UNICEF, 2016). Currently, exclusive breastfeeding for the first 6 months of life is known as a significant public health priority that is associated with a reduction in infant incidence and death, particularly in developing countries (WHO, 2011).

Researchers have highlighted breastfeeding after the first year as one of the most essential techniques for enhancing children's development (Robert, *et al*., 2008; UNICEF, 2011). Breast milk has several favourable consequences on the health of infants, weakness, and low birth weight infants. These advantages are heightened by exclusivity and breastfeeding beyond the age of six months (Robert *et al*., 2008). Besides a large reduction in acute infections, exclusive breastfeeding can alter the development of chronic age-related diseases (Black, *et al*., 2003). In addition to advertising the benefits of nursing for the newborn, there are also different health benefits for nursing mothers.

Breastfeeding is recommended exclusively for the first 6 months of a child's life, after which it is recommended to supplement breastfeeding with suitable and safe supplementary feeding for the first two years of life and for the first two years of a child's life beyond that. Although exclusive breastfeeding (EBF) is more common in countries with a high incidence of breastfeeding initiation, it is still infrequent in the majority of nations (developed and developing). In infants less than six months of age, EBF rates varied widely, ranging from as low as 20% in Central and Eastern European countries to as high as 44% in South Asian countries (Imdad, *et al*., 2011). Even though more than 95% of infants in African nations such as Nigeria are currently breastfed, feeding habits are frequently insufficient; for example, feeding breastfed infants water and other liquids is a widespread practice; (Heymann, *et al*., 2013). Exclusive breastfeeding reduces the risk of morbidity and mortality by over 70% in infants and young children. During the first six months of a child's life, exclusive breastfeeding safeguarded him or her from significant morbidities. Research conducted in Ibadan, Nigeria, revealed that the prevalence of mothers' knowledge about EBF is still low, accounting for approximately 36.2% of the population; the same is true in Ethiopia, where the prevalence of mothers' knowledge about EBF accounts for approximately 34.7% of the population (Akinremi& Samuel, 2015; Tadele&Habta, 2015). Even though numerous studies have been conducted on mothers' knowledge and attitudes toward exclusive breastfeeding in many parts of Africa, no such studies have been conducted in or around Kaduna State. As a result, this study was conceived and carried out to determine the level of knowledge and attitude toward exclusive breastfeeding among mothers in Sabon Gari – Zaria, Kaduna State, Nigeria.

Methodology

An exploratory cross-sectional study was conducted in Kaduna State's Sabon Gari Local Government Area. Nursing mothers in the area were asked to participate in the survey. Using a single population proportion formula [n= [[Z [1-/2]2] X p X [1-p]]/d2], the sample size for the study was computed under the following assumptions: Breastfeeding is prevalent in 52%of the population, and 95% of the population has faith in the results with a 5% degree of required precision. Using a systematic random selection process, 175 women were recruited from families with infants of two, giving a total of 175 individuals (n=175 mothers).

To gather information, a structured interviewer-delivered questionnaire that had been developed from existing research was employed. The study's objectives were communicated to breastfeeding moms, and their agreement was obtained before they could take part in it. The information was acquired through the instrument in which two languages, namely Hausa and English, were employed to collect the data. 5% of the questionnaires were pretested on voluntary mothers who had similar features in the same area but were not involved in the study, yielding a reliability coefficient of 0.81 for those who were not included. The pretest results were used to modify some questions before they were administered to the responders. The information gathered was described using descriptive statistics, which included the frequency distribution, percentage distribution, and tables for categorical variables. The data collection was placed between February 2022 and March 2022 during the specified period.

Results

Table 1*: Are you familiar with the concept of exclusive breastfeeding?*

Variables	Frequency	Percentage (%)
Yes	141	81
No	34	19
Total	175	100

Source: Field Survey, 2022

Table 2: Source of information

Variables	Frequency	Percentage (%)
Friends	25	14
Mass media	49	28
Health institution	101	58
Total	175	100

Source: Field Survey, 2022

Table 3: When is the best time to feed BM to a newborn child?

Variables	Frequency	Percentage (%)
After giving some butter	4	2
Within an hour	117	67
After one hour	43	25
After 24 hours	11	6
Total	175	100

Source: Field Survey, 2022

Table 4: What do you do with the first milk or colostrum that comes out from the mammalian gland?

Variables	Frequency	Percentage (%)
Discard	67	38
Feed immediately	108	62
Total	175	100

Source: Field Survey, 2022

Table 5: Is it true that exclusive breastfeeding helps to reduce diarrheal and respiratory illnesses?

Variables	Frequency	Percentage (%)
Yes	98	56
No	77	44
Total	175	100

Source: Field Survey, 2022

From Table 1-5, based on knowledge score, 141 (81%) of the respondents were grouped as having good knowledge on BF and 34 (19%) of the respondents were categorized as having poor knowledge. Their major source of information was health institutions, 101 (58%). 117 (67%) have good knowledge about the right time to give breast milk to a child after birth. 108 (62%) of the respondent shave good knowledge to give the first milk (colostrum) to the newborn, while 67 (38%) have poor knowledge about it as they claim to discard it. 98 (56%) of the respondents claim EBF prevents diarrheal and respiratory diseases. Based on findings, the majority of the respondents have good knowledge of exclusive breastfeeding among mothers in the study area.

Table 6: Breast milk alone is sufficient for infants under 6 months of age

Variables	Frequency	Percentage (%)
Yes	110	63
No	65	38
Total	175	100

Source: Field Survey, 2022

Table 7: It is critical to provide breast milk to a child within an hour of birth

Variables	Frequency	Percentage (%)
Yes	49	28
No	126	72
Total	175	100

Source: Field Survey, 2022

Table 8: Breast milk alone would not be sufficient nutrition for a three-month-old child

Variables	Frequency	Percentage (%)
Yes	48	27
No	127	73
Total	175	100

Source: Field Survey, 2022

Table 9: It is critical to begin supplementary foods before the age of six months

Variables	Frequency	Percentage (%)
Yes	39	22
No	136	78
Total	175	100

Source: Field Survey, 2022

Table 10: Is it necessary to provide prolateral feeding?

Variables	Frequency	Percentage (%)
Yes	55	31
No	120	69
Total	175	100

Source: Field Survey, 2022

Table 6-10 examined the attitudes of mothers toward exclusive breastfeeding, with the majority of respondents, 110 (63%), knowing that breast milk alone is sufficient for infants younger than 6 months, but 65 (38%) believing that breast milk alone is insufficient for infants younger than 6 months. 126 (72%) of those who answered the survey were aware that providing breast milk to a newborn within an hour is critical. In response to the idea that solely breast milk may not be sufficient for a three-month-old kid, 127 (73%) expressed their disagreement. When it comes to the belief that starting supplementary foods before the age of six months is crucial, 39 (22%) agree, whereas 136 (78%) do not. Finally, 55 (31%) of those who answered the question agreed that prolateral feed intake is necessary, while 120 (69%) disagreed with the statement.

Discussion of Findings

According to the results of this study, mothers who are well-versed in the benefits of exclusive breastfeeding constitute the vast majority. This is consistent with the findings of Ayed (2014) and Maiti, Sarangi, Sahu and Mohanty (2015), who both found that women had a higher rate of knowledge of exclusive breastfeeding than they had previously. Despite this, there are some differences, such as in the sample sizes and geographical locations of the studies. In this survey, 62% of those who answered the questions were knowledgeable about colostrum.

According to the results of this study's attitudinal findings, the vast majority of respondents have a good attitude about exclusive breastfeeding. The findings are in agreement with those of Seifu*et al*. (2014); Tadele and Habta (2014); and others (2015). In this study, respondents knew about exclusive breastfeeding, and their information source was health facilities, which were lecturing on the necessity and importance of breast milk during the pregnancy period. This observation is consistent with that of Bahemuka, Munyanshongore and Birungi(2013). Moreover, according to moms in the research area, newborns under 6 months of age should be fed breast milk and sugar (glucose). Interestingly, this is in contrast to the findings of Mbwana, Conlon and Von-Hurst (2013), who found that 37.5% of respondents had such knowledge or attitude.

Conclusion and Recommendation

However, even though breastfeeding is common in the study area, the respondents to this study had a high level of knowledge about exclusive breastfeeding and expressed both positive and negative attitudes toward breastfeeding, with the positive side receiving a higher percentage of responses. Some of the respondents' limited knowledge may be attributed to their lack of formal education, which may have hampered their ability to acquire certain information, limited their exposure to issues relating to the art of breastfeeding, and influenced their perception of certain issues as uneducated women. There is a pressing need to raise awareness of exclusive breastfeeding among mothers in the Sabon Gari Local Government Area of Kaduna State, as well as to implement effective interventions aimed at improving knowledge of exclusive breastfeeding among this population, particularly the young, the single, and those with limited educational opportunities.

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DEMOCRACY AND DISPENSATION OF JUSTICE IN NIGERIA: BETWEEN LITIGATION AND ALTERNATIVE DISPUTE RESOLUTION

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Abstract

The process of litigation has not only become more and more time consuming, cumbersome with increased number of cases in courts leading to congestion and delay in their resolution but expensive, considering the high fee lawyers charge. Endemic corruption has obscured any iota of hope in sight for litigants and seekers of justice in Nigeria. Again, some disputes are sensitive and confidential in nature and disputants may prefer settlement in private than in public glare of court. Consequently, stakeholders in the temple of justice have been exploring and considering options outside the court system as against litigation. These clamors have birthed various Alternative Dispute Resolution (ADR) initiatives including the Multi-Door Court House (MDCH). From the literature reviewed, notwithstanding the move towards substantially adopting ADR as a preferred means of dispute resolution in Nigeria, majority of disputants are either not aware of the luxury of ADR or that are skeptical about its effectiveness. It is strongly maintained that government throw more of publicity on not only the operation of ADR but its desirability. This will no doubt, assuage disputants, bring sense of humanity in justice system and deepen our democratic experiment.

Key words: *Democracy, Justice, Litigation, Alternative, Dispute, Resolution*

Introduction

Democracy is the most fashionable and enduring form of government in modern history (Efebeh, 2015). In societies the world over, the issue is not which political system is appropriate but rather when will society become democratized or fully democratic. Democracy is an interesting system because of its trappings of freedom and arrays of rights of choices for the individual self determination. However, exercise of these rights has engendered varying degrees of conflicts that have not only over stressed and burdened the justice system but has frustrated litigants and threatened the continued corporate survival of countries with nascent democracy like Nigeria.

Disputes are generally and inevitable part of human interactions and existence; they may be domestic, international, civil, commercial or economic in nature. Litigation has been the traditional method of resolving disputes, which may arise as a result of desputes, sometimes unintended or intentional by a party (Bello, 2003). For instance, Nigeria as a country is largely conflict ridden. Beginning from militancy in the oil rich Niger Delta Region of the Country to religious conflicts in the far north and more recently the farmers and herders clashes in the middle-belt region coupled with kidnapping and banditry. These conflicts are most times not unconnected to disputants' frustrations of not getting justice in good time should they approach the regular court system or denial of it. When they approach the Courts, the overburdened Court dockets lead to prolonged litigations with no justice in sight. These experiences sometimes dovetailed into lack of confidence in the judicial system as justice delayed is justice denied in Nigeria. This explains why disputants treat matters their own ways or take laws into their hands.

Mankind has aspired for justice from recorded history and the unnecessary and frequent delays in judicial proceedings have had adverse effects on administration of justice. Sadly, getting justice from the average Nigerian Court can be hindered by a plethora of inadequacies ranging from time consumption arising from a series of adjournments, misplacement of case files owing to improper documentation/file management, administrative decisions such as frequent transfer of judges, insufficient staffing, inadequate infrastructure and technological innovations, to mention but a few. These inadequacies have overtime resulted in the loss of confidence in the judicial system by the masses. While cases last up to five years at the trial court, the ones on appeal to the Supreme Court can last from ten to fifteen years with exception to Election Petitions (Peters, 2008). Cases sometimes get to the Supreme Court, only to be redirected to the court of first instance.

The case of *Ariori v Elemo* perfectly illustrates this point. The case, which concerned a land dispute, lasted fifteen years at the trial court. By the time it was ripe for hearing at the apex Court, the court ruled that the inordinate delay in the trial court had occasioned a miscarriage of justice. It ordered a trial *de novo (to start all over or afresh)* by that time, the case was already twenty years old. In *Ogbuyinya v. Okudo*, the case took approximately thirty-two years before it was resolved at the Supreme Court *(*Amadi, 2009). Little wonder that Abraham Lincoln has said: *'discourage litigation. Persuade your neighbours to compromise whenever you can. Point out to them how the normal winner is often the loser - in fees, expenses and waste of time.* The predominant drawbacks inherent in litigation no doubt have inspired reactions that a shift from litigation to ADR will play a major role in enhancing the attainment of peace and justice in Nigeria. This, to a greater extent will help to deepen democracy. Yet it appears many Nigerians are oblivious of the options and benefits inherent in Alternative Dispute Resolution (ADR).

Litigation has for over many centuries been the major form of dispute resolution mechanism in the public domain; it is however plagued with many difficulties leading to a shift particularly by private businesswomen and men towards alternatives such as arbitration, mediation and conciliation. ADR has been tried and tested successfully for about four decades in some developed countries, especially the USA and this has led to its integration into the public dispute resolution system in many developing countries of the world (Deffains, Demougin and Desrieux, 2016). **With regard to Nigeria, the questions likely to be raised are whether the country should follow in the steps of its more advanced counterparts in integrating ADR into the court system – to offer disputants more options of resolving their disputes? If the answer is yes, then the legal problems arise as to whether or not the existing laws provide adequate legal framework for its implementation or there is need to amend such laws or enact new laws entirely to accommodate them. The aforementioned gave rise to intellectual engagement.**

Theoretical Framework (The Elite Theory)

This paper adopted the elite theory as a framework of analysis. The elite theory was propounded by such scholars as Vilfredo Pareto, Gaetano Mosca, and Robert Mitchell. Others among contemporary scholars of elite theory are Mills, (1956); Lerner, Nagai & Rothman, (1956); Burnham, (1960); Dohoff, (1967); Putnam, (1976); Schwartz, (1987); Bottomore, (1993); Dye, (2000). The concept of elitism was propounded as a counter to the revolutionary theories anchored on social class analysis in Europe in the years of fascism. It is one of the variants of the neo-classical school of thought about the state and the workings of the state including its justice system. Scholars of elitism believe that all societies are divided into two classes, - the governing few and the many who are governed. Thus, the elite class being the ruling class has certain basic interests and privileges to protect and maintain. They exercise preponderant political influence in a society (Giovanni and Andre, 2022; Mazi 2006). Mitchels (1911) held that majority of human beings are apathetic, insolent and slavish. They are permanently incapable of self-government; that most of them are even happy to be led. Due to the fact that the elites perform all political functions and monopolise political power, they make public policies that tend to align with their common goals and interests, some time to the detriment of the poor.

Walker (1966) says at the heart of the elitist theory is a clear presumption of the average citizen's inadequacies. As a consequence, democratic systems must rely on the wisdom, loyalty and skill of their political leaders, not on the population at large. To the elitists, political system is divided into two groups: the elite, or the "political entrepreneurs," who possess ideological commitments and manipulative skills to rule; and the citizens at large, the masses, or the "apolitical clay" of the system, a much larger class of passive, inert followers who have little knowledge of public affairs and even less interest. It is therefore impossible to discuss the democratic project in Nigeria without considering the role of the Nigerian political elite. This is because, in the final analysis, it is from the political elites that political leaders will emerge. According to Bariledum and Serebe, (2013); Odubajo, and Alabi, 2014), the Nigerian political elites are products of Nigeria's tumultuous politics. It has its roots in the colonial socio-political system and as such, it is a child of history.

The elite have been described as hybrids of sorts reflecting western values against a Nigerian background. At independence, the elites mobilized ethnicity to canvass for support for its ascension to power. This laid the foundation for the politicization of ethnicity, religion and party activities that have in combination radicalized the polity. Politically, it became expedient for the elite to have their ethnic groups as a base, and access to business and government as sources of material gain. This influenced the nature of the elite and its politics. Thus, the elite became an opportunistic class which manipulated political structures and processes to promote selfish, narrow as well as parochial ends including dispensation of justice in terms of who is eternally condemned or acquitted and whether or not such offenders were guilty of offences charged with or not.

Basic Assumption of the Elite Theory

According to Deniz (2008), Walker (1966), and Giovanni and Andre (2022) the basic assumptions of the elite theory are:

- That the society is nothing other than the complex group that composes of it. This is what Truman called the mosaic of group , Bentley called it complex of group
- The task of study of any social life is the analysis of groups and their roles
- That any group of people has a goal or interest the purpose being to see their own betterment. Democracy has a lot of expectations.
- That pressure is always a group phenomenon. They exert pressure on decision makers to ensure the betterment of their members
- Conflict is very central to group theory and it occurs as a result of ceaseless struggle to protect interests. The denial of this interests generate apathy in supposedly democratic state
- That people strive for positive social identity and to maintain group identities which result in the 'us', versus them division that leads to inter group animosity
- The primary object of every elite or ruling class is to preserve power and privilege.

- Every elite has two opposing tendencies: (a) an aristocratic tendency, by which the elite seeks to preserve the ruling position of its members and to prevent others from entering its ranks; (b) a democratic tendency by which (*i*) new elements force their way into the elite from below or (*ii*) the ruling class opens ranks and absorbs new elements from below.

Applicability

The utility of this theory with reference to this work lies in the fact that intergroup relations and competitions especially amongst political gladiators, political parties engender stiff competition for political power that have made politics in this clime a do-or die affair. The struggles often engender litigations. At end of the day it is justice for the highest bidders who supposedly belong to the elite group. The fear denial of justice makes people edgy and to want to violently alter the equilibrium in the society. Once this happens it increases the cost of governance and pains on the poor masses.

Criticisms

Notwithstanding the usefulness of this theory, it has not escape the critical lenses of scholars. It has been criticized on the ground that it is culture –bound, in the sense that, it originally attempted to study and prescribe solutions for the America political system and may not win such analytical appeal in some political system because of the diversities of socio-political dynamisms. **Elite theory** erroneously believes in inequality as the foundation of society. When looked at critically, all are equal in the sense that all are proficient to develop their faculties and through that occupy public space. No one is inherently more able and wiser than others. The difference in intelligence and qualities is that of degree and not of kind. As such the division between the elite and the masses is not organic.

The theory is fanatical about faith or believes in the ability of the elite to the point that it precludes the ability of the masses to resist or act to change the status quo (Saheb (2017). It is so blinded to fault to the extent, may be because of its 'prostitutional appeal' that it fails to factorize the influence and sentiments of the individuality of group members. It takes the individual and treats him as a dispassionate being. First, the so-called group is a collection of individuals with differing ambitions. It is fulfillment of these ambitions that make them come together in groups. Once this ambitions are threatened individual group members could defies group interest. This of course explains the rationale of Nigerian politicians jumping at political bandwagons, no matter how much they have hitherto criticized such wagon, so far it promises them something positive in the immediate.

The elite theory has a natural and in-built thesis tilted in favour of totalitarian political culture and opposed to the contemporary values of mass political culture (democracy). It failed to appreciate the importance of the people in democratic systems, the importance of the democratic system and the key role played by public opinion in the determination of the rules, policies, programmes and decisions of the government of a state.

Elite theory wrongly rejects the principle of social, political and legal equality of the people. It is wrong in so far as it rejects the principle of responsibility and accountability of the rulers to the masses (Deniz, 2008), (Sahib, 2017) and (Giovanni and Andre, 2022) have critique the elite theory

The Concept of Democracy

The Concept of democracy is derived from the Greek word *'demos'* which means 'the people', '*cracy'* stands for rule or government, (Gauba 2004). Literally democracy signifies 'the rule of the people'. Exponents of democracy have treated democracy chiefly as a form of government. To Nnoli, (2011a), Abraham Lincoln's definition is close to reality as it sees democracy as government of the people, by the people and for the people. Since the first usage of this definition, it has been difficult to find a more popular definition, for many reasons.

Probably because of this reputation, scholars have not subjected it to serious theoretical and empirical review. They fail to expound its meaning in practical terms. In other words, the popularity of this definition has prevented analysts, particularly academics, from making further progress in their understanding of democracy. In a way, it has become the opium of political analysts (Nnoli, 2011b). Obviously, there appear to be a sweet poison innocuously injected into the subconscious of all that fancy democracy. It gives the impression that the concept 'people' on which it hinges its materials is a homogenous entity of equal, undifferentiated and unorganized individuals: as if each is capable of influencing government as much as the others. The practical reality is quite different. From a scientific point of view, the concept of 'the people' is a myth. It will be quite unfortunate if 'the people', the majority are bad people. In a quick reaction, scholars have criticized Nnoli's position by saying that there is a problem with our conceptual vocabulary of democracy in Lincoln's definition. Extrapolating that definition out of its proper American context may defeat its purpose. We need to fashion a democratic definition that is suitable and relevant to our own peculiar circumstances.

Despite the criticism, Nnoli goes further to explain the concept of people that the history of societies, especially the modern ones, shows that they are highly differentiated. They are characterized by a high degree of inequality. Individuals exist side by side with groups and other collectivities. They have differential access to government, and different levels of influence on government. Political actors of importance tend more than not, to be groups and collectivities, rather than individuals. This is so even though prominent politicians often steal the political limelight.

Citing Marx and Engels to buttress his point, Nnoli, (2011b) holds that the 'people' is a mélange of classes characterized by their relations to the means of production, their roles in the social organization of labor, the mode by which they acquire their share of social wealth, and by the size of that share. To Engels therefore, politics is the struggle of the various classes for the domination and use of the state. The existence of the state is a proof that the struggle has been won by one or a combination of classes, which then uses the power of the state to prosecute the struggle and ensure its continued domination of the other classes. Realizing the revolutionary implications of this conception of the people, apologists of the status quo everywhere, hastily provided a less revolutionary formulation. They accepted existence of class but reduced the latter to a static and highly subjective formulations namely, upper class, middle class and lower class. The political sting, the relationship to the state, is cleverly removed. Class is no longer a political concept but a sociological one.

Democracy is a popular rule. It embodies fundamental human rights such as freedom of expression, right to life, right to dignity of human person, right to personal liberty, right to fair hearing, right to freedom of thought, consciences, religion, press, peaceful assembly and association, movement, political participation etc. Corroborating this view, Ayantayo added pep to the discussion on democracy. He holds that, regarding politics, the global culture tends to place emphasis on democracy as the best form of government because it favors majority. While we appreciate this we need to know that democracy is just a game of number. This has been tactically imposed on African continent. Democracy itself has cultural flavor. It is a pity that the much talked about concept of the majority is arrived at with little consideration for moral status of the majority. The so-called majority may be bad people. Any government that is instituted on this ground cannot produce good governance, and definitely, will deny the people a lot in the name of security (Ayantayo, 2004). In fact, the more democratic Nigerian government claims to be the more apprehensive and oppressive we are toward freedom and liberty to the people.

Nzongola-Ntalaja (2000) however explains democracy as a continuous process of promoting equal access to fundamental rights and privileges. To Nzongola-Ntalaja therefore, democracy cannot be negotiated as a new bargain to developing nations; rather, it has to be richer than the liberal model and should be capable of leading to a development strategy that is home-grown, people-centered and oriented towards eradicating poverty. In the same vein, Ake (1981 and 1996), argues that the real democratic culture that can bring about real development in Africa is the one sustained by economic and political development based on decentralization of power, and reliance on indigenous communities to provide some refuge from the centralized state. Baker (1952) puts it that democracy is a political system that operates on the basis of popularly elected or appointed representatives to run the affairs of the state.

In the study of Third World democratization, democracy is defined in western liberal terms. For example, Diamond (1959) require a system of government to provide meaningful and extensive competition between individuals and groups, highly inclusive levels of political participation in the selection of leaders and policies, and civil and political liberties sufficient to ensure such competition and participation, before it is classified as democratic, though they acknowledge that countries satisfy such criteria to differing degrees, and that rules and principles may be contaminated by practices. According to Smith (2003), one of the reasons why understanding democratization is so difficult is the variability of regimes that are labelled democratic, and the nature of the democratic deficit found in so many. Regimes may be classified as new or restored democracy despite the circumvention by parliament or presidential decrees (for example, Argentina), disregard of constitutional boundaries by the executive branch (example, Taiwan), the award of veto powers to non-elected bodies such as the Military (Chile and Taiwan) and other deviations from the democratic ideal. Such variations make it problematic to relate democratization as a dependent variable to factors believed hypothetically to explain the process, especially consolidation.

Another problem with the analysis of democratization arises from the contested nature of the concept of democracy. Definitions often refer to the presence of different phenomena: procedures (such as the holding of free and fair elections), recognized human rights (such as freedom of association and speech), extensive participation, and material equality (because economic deprivation leads to political disempowerment). There are both formal and substantive conceptions of democracy. For some, democracy means meaningful political participation and engagement. However, in the present democratic dispensation of the Nigerian fourth republic, events have shown that the electoral body, the judicial system and the likes are not independent of the party in power.

Concept of Dispensation of Justice

Black's Law Dictionary 5th Edition, defines 'dispense' which is the verb form of the word 'Dispensation' which means: 'to weigh out, pay out, distribute, regulate, manage, control'. The concise Oxford Dictionary defines dispensation as: 'distributing, dishing out, ordering, management of the world by providence; arrangement made by nature, special dealing by providence with community or person'. The belief that when a dispute goes to the Court it will be resolved, in accordance with the existing law, by an independent judge, and justice will thereby be done to the aggrieved, prevents people from settling disputes by application of force or jungle justice; it is the principle or ideal of just dealing or right action: conformity to this principle or ideal: righteousness. the justice of their cause: the quality of conforming to law. Distribution. Dispensation therefore means allocation, issuance, apportionment, disbursement, allotment, redistribution, division (Kalu, 2012).

Concept of litigation

Jacbson, (2014) describes litigation to be the use of court processes/procedures to resolve disputes according to the rules in place. The court procedures governing litigation are highly formalized. Cases in litigation are heard by a judge and/or jury. It is a sort of dispute resolution process that most people are familiar with. According to Gervais (2012), litigation is fundamentally a process of dispute resolution that imposes a legally binding resolution on disputing parties. It is similar to arbitration but instead of the parties agreeing on that neutral, they are appointed by the state, in the person of a judge. Litigation is society's usual dispute resolution mechanism. The point is that if disputants refused to agree on available alternatives to resolve disputes, they will be resolved by litigation. The cost of litigation in Nigeria is beyond what the poor can afford adequate legal representation in the court. This is all the more so if one considers that the vast majority of Nigerians are preoccupied with daily survival issues. Legal practitioners in Nigeria have devised the method of collecting not only their professional fees but also transportation fees each time they go to court, thus adding to the financial burden of litigants (Okogbule 2005). To Okogbule, when this is considered against the background of time wasting, then the enormity of the financial burden on litigants can be better appreciated. Again, filing fees in some courts are so high that it is often impossible for majority of Nigerians to have access to the courts. This is particularly so in the case of the Federal High Court, where the filing fees are related to the amount of monetary claims made by litigants. The result is that Nigerians, especially those from the Niger Delta region who are the usual victims of oil spillages, pollution and other environmental hazards, find it extremely difficult to exercise their legal rights when petroleum related activities adversely affect their normal activities (Fekumo, 2004).

The Concept of Alternative Dispute Resolution

Alternative dispute resolution (ADR) refers to a set of practices and techniques aimed at permitting the resolution of supposedly legal disputes outside the courts. It encompasses mediation, arbitration, and a variety of "hybrid" processes by which a neutral facilitates the resolution of legal disputes without formal adjudication. These alternatives to adjudication are supported on many grounds. Potential benefits are said to include the reduction of the transaction costs of dispute resolution because ADR processes may be cheaper and faster than ordinary judicial proceedings; the creation of resolutions that are better suited to the parties' underlying interests and needs; and improved ex post compliance with the terms of the resolution (Olufemi and Imosemi, 2013). The term ADR is used generally to describe the methods and procedures used in resolving dispute either as alternatives to the traditional dispute resolution mechanism of the court or in some cases supplementary to such mechanisms. ADR arose largely because the litigation process was and still is, unduly expensive in the long-run as a result of judicial technicalities embedded in that method of dispute resolution.

Apart from the fact that businessmen and women now prefer private resolution of their disputes to exposure to the machinery available in the glare of the regular courts, there is the advantage that settlement through ADR avoids what can be best described as brinkmanship and acrimony, which often times arise in litigation. It reduces hostility and antagonism; but most importantly, ADR saves business relationships and encourages a continued cordiality between the disputing parties after the settlement. These are made largely possible because the procedure provides greater room for compromise than litigation (Mackie (2002; Olufemi and Imosemi, 2013; Ajudua, 2020). Alternative Dispute Resolution (ADR)\ usually describes a wide variety of dispute resolution instruments that are short of, or alternative to, full scale court procedures. It refers to any means adopted to facilitate settlement or negotiations of disputes amongst disputants prior to legal procedures. For the first time in Nigeria, Arbitration and other forms of Alternative Dispute Resolution (ADR) is given constitutional backing as a means of settlement of disputes. Specifically, Section 19(d) of the 1999 Constitution of the Federal Republic of Nigeria (CFRN) provides for the settlement of disputes by Arbitration, Mediation, Conciliation, Negotiation and Adjudication.

There are two types of disputes: those that arise from an existing relationship or existing agreement (rights disputes) and those that occur when parties trying to forge a relationship or negotiate a new agreement (interest disputes). To Katerina (2003), the former type is considered to be the most important as it normally characterizes all legal disputes and relates to "any conflicting assertions as to the rights and obligations of the parties." According to the Permanent Court of Justice, a dispute is "a disagreement on a point of law or fact, a conflict of legal views or of interests between two persons (Mackie (2002; Katerina, 2003; Shipman, Waters, Wood and Brown (2018).

It appears that the complicated commercial disputes arise from issues that occur from a variety of commercial activities. These issues may relate to money, rights, reputation and status. The commercial and business disputes may also arise from contract, insurance, maritime claims as well as intellectual property or trade problems. Sometimes, the meaning of dispute is confused with the term 'conflict'. Conflicts are an inevitable part of our everyday life. It occurs when two or more people oppose one another because of differences in their goals and wants. When their objectives are completely incompatible, then this usually leads to a behavioural conflict which in more extreme cases, it becomes even more violent, and in international level is described as a war. This is in recognition of the crucial role Arbitration and other forms of ADR now play in the resolution of various types of disputes. The constitutional status accorded Arbitration and other forms of ADR for the settlement of disputes is a complementary role to the judicial powers conferred on the Courts by the Constitution. Below shows cases at the court and the duration of such:

Table 1: Time Element in Litigation Illustrated Table

SN	Parties	Citation	Duration from High Court to Supreme Court	Cost awarded at Supreme Court
1	Alhaji G. Kyari v. Alhaji C. Akdid	(2001) 11 NWLR (pt.724) 412	1986-2001; 15 yrs	11,000
2	Ekpe v. Oke	(2001) 10 NWLR (pt.721) 341	1998-2001; 17 yrs	10,000
3	Bank of the North v. Alhaji Jau	(2001) 10 NWLR (pt.721) 404	1987-2001; 11yrs 10,000	10,000
4	ACB Ltd. & Ors v. BB Apugo v.	(2001) 5 NWLR (pt.707) 483	1983-2001; 18yrs	10,000
5	Psychiatric Hosp. Mgt Board v. Edosa 361,000	(2001) 5 NWLR (pt.707) 612	1988-2001; 12yrs	10,000
6	Onogoruwa v. Akinremi	(2001) 13 NWLR (pt.729) 38	1980-2001; 12yrs	10,000
7	Obasohan v. Oorodion	(2001) 13 NWLR (pt.721) 298	1985-2001; 16yrs 10,000	10,000
8	Adeleke v. Iyanda	(2001) 13 NWLR (pt.729) 1	1982-2001; 19yrs	10,000
9	Adeniran v. Alao &	(2001) 18 NWLR (pt.745)	1988-2001; 13yrs	10,000

	Ors			
10	Ikine v. Edjerode	(2001) 18 NWLR (pt.745) 501	1988-2001; 13yrs	10,000
11	Union Bank v. Emole	(2001) 18 NWLR (pt.745) 501	1989-2001; 12yrs	10, 000
12	Igbinokpogie v. Opgedegbe	(2001) 18 NWLR (pt.745) 412	1978-2001; 23yrs	10,000
13	Agbeje v. Ajibola	(2002) 2 NWLR (pt.750) 127	1992-2002; 10yrs	10,000
14	Comptoir Commercial & Ind. Ltd. v. O.G.S.W.C	(2002) 11 NWLR (pt.773) 629	1987-2002; 15yrs	10,000
15	The Reg Trustees v. Nikume	(2002) 1 NWLR (pt.749) 726	1981-2002; 21yrs	10,000
16	Awolaja v. Seatrade G.B.V	(2002) 4 NWLR (pt.758) 520	1988-2002; 14yrs	10,000
17	Maja v. Samouris	(2002) 7 NWLR (pt.765) 78	1993-2002; 9yrs	10,000
18	Nwadiogbu v. Nnadozie	(2002) 12 NWLR (pt.727) 318	1979-2002; 23yrs	10,000
19	Layinka v. Makinde	(2002) 10 NWLR (pt.775) 358	1987-2002; 15yrs	10,000
20	West African Brew. Ltd. v. Savannah Ltd	(2002) 10 NWLR (pt.775) 401	1992-2002; 10yrs	10,000

Source: *Ajudua, Princess P. A (2020). Legal and Institutional Frameworks for Settlement of Foreign Investment Disputes in Nigeria. Global Journal of Politics and Law Research Vol.8, No.1, pp.14-31*

From the above survey, it is crystal clear that damages awarded cases above do not worth the stress, in terms of time wasted, money spent, and damage to personality and relationship hitherto built. Again, in related survey of cases completed by the Supreme Court of Nigeria between 1999 and 2005 the Lagos State Ministry of Justice came up with the following interesting statistics:

Years	**Land Case**	**Other Civil Matters**	**Criminal Matters**
1999	13.6 Years	13.8 Years	8 Years
2000	18 Years	11.7 Years	7.3 Years
2001	19.4 Years	12.6 Years	9.9 Years
2002	21.5 Years	11.3 Years	12.2 Years
2004	16 Years	14.2 Years	9.5 Years
2005	21.7 Years	15.5 Years	12.5 Years

According to the Ministry, a total of 208 Supreme Court judgments surveyed, found out that it took an average of 18 Years (from year of commencement) to finalize land cases 14 Years (from year of commencement) to finalize other civil cases 10 Years (from year of commencement) to finalize criminal cases. From the above statistics one can imagine the number of years it can take disputants to get justice at the Nigerian court. This makes the argument in support of alternative dispute resolution becomes winsome.

Benefits of the ADR System in Dispute Resolution

To Ajudua (2020) the under listed are the relevance of ADR.

1. Unlike litigation where parties are usually compelled to engage the services of a private counsel because of technicalities, there is a little need to engage a private counsel in the ADR process as there are no technicalities and parties can speak for themselves except in arbbitration.
2. The confidentiality of the process enables business entities to settle disputes privately and away from the public to mitigate losses and prevent scandals.

3. The Courts are then focused on directing their resources towards addressing more complex cases. This allows for maximum concentration, prompt and efficient dispensation of justice.
4. The ADR gives Parties alternative options in resolving their disputes such as using either Mediation, Conciliation, amongst others, unlike the mono door court system where Parties have just one option of litigation.
5. At the ADR through MDCH, cases are matched with the appropriate door having an expert in the subject area to facilitate the dispute resolution process, unlike litigation where a judge is expected to entertain matters on all subject areas notwithstanding their area of competence.
6. Where disputes are settled using the ADR process, prior relationships are maintained, and cases are resolved on a win-win basis. This promotes peaceful coexistence in the society and minimizes bitterness among prior disputants. This cannot be said about litigation as underscored by the popular saying that "*no two people go to court and return as friends.*
7. Cost saving: unlike litigation, ADR carries a lower cost. This is due to the fact that judicial processes involve the payment of court fees, appearance fees, documentation fees and the likes are not included in ADR.
8. Saves Time: In resolving conflicts via ADR, parties involved decide when it is more convenient for them to meet in order to resolve their disputes. However, adjudicative processes for resolving conflicts are quite lengthy since the hearing is dependent on court decisions. Litigation takes years to resolve due to incoherent dates and time. Matters deliberated using the ADR method may take few months or even just weeks to be resolved. Confidentiality: Privacy is fully secured when it comes to Alternative Dispute Resolution. ADR is conducted in private, therefore avoiding publicity from the media. The public are also unable to attend (Ayorinde, Olaoluwa and Ohunene, 2020).
9. Cooperative Approach: All ADR services take place in a more informal, less confrontational atmosphere. This enables the parties involved to continue in a good and undistorted relationship at the end of the process (Ayorinde, Olaoluwa and Ohunene, 2020).

Limitations of operation of Alternative Dispute Resolution (Omobamidele and Adekunbi, 2013; Ajudua, 2020)

1. The ADR process other than Arbitration is largely informal and depends on the agreement of parties. Where parties fail to settle, they resort back to Court for the determination of their rights. There is no power to make a binding order on the parties who fail to reach settlement. This is unlike litigation where the decision of the Court is independent of the opinion of parties.
2. Other than Arbitration proceedings, the outcome of other ADR options may need to be adopted in Court as consent judgment to be enforceable, except otherwise stated. Thus, where Mediation is adopted in resolving a dispute, the agreement between parties are binding contracts and can only be enforceable when adopted as consent judgment in Court. The inability to automatically enforce the MDCH decision after it is made is a clog on the wheel of the ADR process which in turn drags the cumbersome Court procedure into the arena of ADR.
3. The MDCH lacks the powers to make injunctive orders to forestall any threat to the subject matter in contention of a dispute. In litigation, the Court can grant an injunction to restrain a party from interfering with the subject matter of the suit before the determination of the matter. The MDCH has no such powers and this may lead to the destruction of the subject matter before conclusion of the ADR proceedings.

4. Either Party may withdraw: One of the disadvantages of mediation is that either of the parties can withdraw at any time while mediating. Moreover, either party can choose to go with the agreement or not. In litigation, for example, the only party that can withdraw is the plaintiff, if they drop lawsuit. But in mediation, even the party that is at fault can withdraw if they are not happy with what might be the probable outcome of the meeting (Ayorinde, Olaoluwa and Ohunene, 2020).
5. There are no Guarantees: In mediation, negotiations fall through. There is no assurance that the issue will be settled if a side is adamant and refuses to listen to what is being mediated, the matter will end up in court and even regardless of the cost spent on mediating, the cost of going to court will be added if negotiations fall through.

Legal Framework of ADR

Constitution of the Federal Republic of Nigeria, 1999 Section 19(d): Foreign policy objectives.

The foreign policy objectives shall be:

- (d) respect for international law and treaty objectives as well as the seeking of settlement of international disputes by negotiation, mediation, conciliation, arbitration and adjudication.

Arbitration and Conciliation Act, Cap. A18, Laws of the Federation of Nigeria (LFN) 2004:

- Part I – Arbitration – Sections 1 to 36
- Part II – Conciliation – Sections 37 to 42
- Part III – International Commercial Arbitration and Conciliation – Sections 43 to 55
- Part IV – Miscellaneous – 56 to 58
- First Schedule – Arbitration Rules
- Second Schedule – Convention on the Recognition and Enforcement of Foreign Arbitral Awards, June 10, 1958
- Third Schedule – Conciliation Rules

Methods of ADR

The following are methods of dispute resolution through ADR

Negotiation

Negotiation is a process in which two or more parties hold discussions in an attempt to develop agreement on matters of mutual concern. This process of communication which involves the give and take of ideas and considering options in a way to find common ground forms the basis of ADR procedure. Negotiation is an indispensable step in any ADR process as it is consensual to all ADR activities. It is believed to be the most satisfactory method of dispute settlement. It involves the discussions or dealings in a matter with the intention to reconcile differences and initiate agreement, settlement or compromise that would be mutually beneficial to the parties. Usually, negotiation consists of a "quid pro quo" of sorts which is the giving up of something in other to get something else in return.

Facilitation

When a neutral party enters discussions to help the parties work towards consensus, the process is described as - "facilitated negotiation" or "facilitation". The "facilitator" does not concentrate on the substance of the issues for discussion. Rather, he or she assists the parties to focus on the salient issues to improve their chances of reaching an agreement. A facilitator is expected to be non partisan in approach.

Conciliation / Mediation
Conciliation is a method of settling disputes by consensus rather than by adjudication. The Arbitration and conciliation Act (CAP 19- LFN 1990) provides for the right to settle disputes by conciliation. Part II of the Act i.e. Section 37 to 42 and 55 stipulate detailed provisions for conciliation. Section 37 provides that the parties to any agreement may seek amicable settlement of any dispute in relation to the agreement by conciliation under the provisions of the Act. In furtherance, Section 55 provides that parties to an international commercial agreement may agree in writing that a dispute in relation to the agreement shall be settled by conciliation under the Conciliation Rules set out in the Third Schedule to the Act.

Mediation-Arbitration
Mediation-Arbitration is a two-way settlement of dispute involving both mediation and arbitration. Mediation is a process wherein aggrieved parties meet with a jointly selected impartial and neutral individual who assists them in the negotiation of their differences. Arbitration is also an out of court dispute resolution mechanism established for the settlement of disputes by a neutral third party (the Arbitrator) or panel of neutrals referred to as the Arbitral Tribunal with binding effect. In Mediation-Arbitration, parties try to resolve their differences through mediation, where mediation fails to resolve some or all the areas of dispute, the remaining issues are automatically submitted to binding arbitration. In its traditional form, mediation-arbitration uses a neutral who must be skilled in both procedures, in other to guide parties through the mediation phase and to preside over the arbitration and render a final, binding decision. The final result in a mediation-arbitration combines any agreement reached in the mediation phase with the award in the arbitral phase. In Mediation-Arbitration process, the decision to go to arbitration if mediation is unsuccessful is one to which the parties commit themselves in advance before the process even commences.

Comparison between Litigation and ADR

Mechanism	Litigation	Arbitration	Mediation
Formality of procedure	Formal (strict rules and procedures)	Not as formal as a Court, but not informal as is Mediation	Informal (parties sit down with mediator and converse)
Cost	Expensive in comparison to mediation, but less than arbitration	The most expensive of all three	Less expensive than both court and arbitration
Time	The most time consuming of all three	Less time consuming than court, more time consuming than mediation	Less time consuming than court and arbitration
Advantage	Decisions can be appealed	Privacy and confidentiality of process	Amicability is preserved; Win-win situation
Disadvantage	Zero-sum game (one party wins, one loses).	For unsatisfied parties, closure cannot be appealed	Either party can withdraw at any point in the process

Sources: Jacobson (2014); Gervais (2012); Allen (2009); Costello (2019).

Conclusion/ Recommendations
The Alternative Dispute Resolution (ADR) has become imperative in view of the debilitating impact of the orthodox justice system, which is limited in several ways, and appears to be in favour of the highest bidders. This has engendered conflicts and crises, rather than mitigating them, hence, the need for this Study, which x-trays alternative methods for dispute resolution, which would enhance peace and harmonious co-existence. Again, the paper x-rays and offers help to douse the acrimony and perpetual loss of face, which litigants, who

patronize the conventional justice system, are wont to exhibit, especially in our type of environment, where litigation is seen as warfare, a vanquishing enterprise. In this part of the world, it is very rare for litigants to remain in hitherto cordial relationship, prior to litigation. The man-hour and resources lost in the "Temple of Justice" under the traditional justice system- make the Alternative Dispute Resolution, a veritable idea, whose time has come. Having seen the benefits of alternative disputes resolution – as a win-win, and the hopelessness of the judicial system in Nigeria, it time concerned stakeholders should began to raise the level of awareness and consciousness of the people to the desirability of ADR.

Equally, this study serves as a repertoire for further investigation into conflict resolution, and thus a handy reference material. In a society like ours, with deep social divisions and political differences within plural societies instability and breakdown of laws are bound to be rife. And with the deluge of litigation either in the political, commercial, business spheres, the court system is bound to be inundated with cases which will take a very long time to settle. And, when this happens faith and confidence in the judicial system become secondary and litigants might resort to self-help. Nigeria is not in any way prepared such consequences. There should therefore be provisions whereby disputing parties can have the options of amicably resolving disagreement rather than the court system.

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INFLUENCE OF MICROFINANCE CREDIT FACILITIES ON SOCIO-ECONOMIC DEVELOPMENT AND POVERTY REDUCTION AMONG WOMEN IN BIRNIN KUDU LOCAL GOVERNMENT AREA JIGAWA STATE

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Abstract

This research study was carried out on influence of microfinance credit facilities on socio-economic development and poverty reduction among women in Birnin Kudu Local Government Area, Jigawa State. Three specific objectives in line with which and three corresponding null hypotheses were raised and formulated for the study. Descriptive research design of was used for the study. The target population of the study was 70 women participants in microfinance in New World Microfinance Bank, Birnin-Kudu. The bank has a total population of 70 women that collected loan. The study used the entire 70 women from the eleven wards across the local government Area (Birnin Kudu Local Government Area) as a sample for this study. The instrument used for the study was a researcher designed questionnaire for the data collection. The instrument had a reliability coefficient of 0.61. The finding among others revealed that microfinance credit facility had a significant influence on the shelter improvement of women in Jigawa State (P=0.000). One among the recommendations given was that, Microfinance banks should endeavour to offer credit facilities to women across Jigawa state so as to boost their socio-economic status and reduce poverty among women in small scale businesses in the entire local government area.

Keywords: *Microfinance, Poverty, Credit facility, Socio-economic status.*

Introduction

Microfinance is widely known as a provision of financial services such as credit, saving, deposit and repayment services to those who are deprived of accessing into conventional financial services because they are poor and they cannot offer collateral (Murduch, & Hashemi 2003; Robinson. 2001). The underlying logic is that through extending financial services, low income people will have the ability to participate in the economic market and exploit entrepreneurial opportunities through starting-up new businesses, extending current business or introducing new activities. In Nigeria, most microfinance facilities specifically to women are through microfinance loans.

Microfinance loans are generally one of the financial innovations that have arisen with the Grameen Bank in Bangladesh, microfinance is to expand the scope of very small loans, and aims to stimulate entrepreneurship among those who suffer from poverty to self-employment and develop their small businesses, to alleviate poverty and improve their status and social and thus improve the status of their families and their children in terms of standard of living

on the one hand, and level of access to social services (such as health, education, etc) on the other hand.
Poverty is a harsh and undesired phenomenon in mankind. Reducing, if possible eradicating poverty is unquestionable Poverty remains a global problem of huge proportions, which needs a great attention to reduce it. It haunts the lives of billions of people around the world. Microfinance programs have been considered as one of the main instruments in poverty reduction in recent development agenda. It has been observed that microfinance play a major role to the socio-economic development and alleviating poverty. Rural banks and micro finance institutions were established in response to the need and the demand to make institutional credit and banking services available to small-scale farmers and rural entrepreneurs. Microfinance institutions were created to operate using local initiatives and local commitment to mobilize resources locally and to lend them to deserving customers using simplified procedures and eligibility criteria.

Credit is seen as a critical input for increasing the employment of women in home-stead income generating activities or enhancing the productivity of women's enterprises through the adoption of an improved technology. In either case there is a likely increase in the share of female earned income that manifests itself in greater `power' within the decision making process. It is based on these background that this study was conducted.

Statement of the Problem

Despite so many programmes initiated by government such as poverty alleviation programme, national directorate of employment, Npower programme, so many women are benefitting from such initiatives to improve the level of their socio economic status. Jigawa state government in 2016 initiated goat distribution programme to women so as to help them start a small business and improve in their social lives, yet, the programmes are seemed not performing well as expected because majority of the women who received the goats have already sold them instantly. Recently, the federal government of Nigeria introduces Trader Moni, Market Moni and Presidential Youth empowerment scheme (P-Yes), so as to boost the small and medium businesses improve and to some extent startup especially in rural areas, yet, preliminary investigation by the researcher on some beneficiaries of such programmes were not using the money for business purposes, rather they buy phones and spend the money irresponsibly. Kiriti cited in Karlan and Valdivia (2011), in his study concentrated on the impact of microfinance repayment on household asset. The findings were that poor households depleted livelihood assets in the course of loan repayment since the income generating activities were not raising enough profits to repay the loans on time. Karlan and Valdivia (2011) argues that microfinance tends to indebt poor women leaving them more vulnerable and exposed. The study showed that debt for vulnerable households could make them worse off due to their effects on livelihood assets in case of inability to repay or gender biases in the control of household resources.

With the increased growth of the microfinance industry and the attention the sector has received from policy makers, donors and private investors in recent years, the contribution of New World microfinance Birnin Kudu particularly in regards to influencing socio-economic development of women in the local government area needs to be assessed with aim of finding out whether the claims that microfinance successfully alleviates poverty and empowers women. Hence, this study sought to find out the influence of microfinance credit facilities on socio-economic development of women in Jigawa State.

Research Objectives

Following are the objectives this study targeted to achieve.

1. Find out the influence of Microfinance credit facility on shelter improvement of women in Jigawa State.
2. Find out the influence of Microfinance credit facility on education improvement of women in Jigawa State.
3. Find out the influence of Microfinance credit facility on Health improvement of women in Jigawa State.

Research Null Hypotheses

The following null hypotheses were tested at 0.05 level significance.

1. Microfinance credit facility has no significant influence on shelter improvement of women in Jigawa State
2. Microfinance credit facility has no significant influence on education improvement of women in Jigawa State
3. Microfinance credit facility has no significant influence on Health improvement of women in Jigawa State

Review of Literature and Empirical Studies

Microfinance is evolving as a powerful instrument for poverty alleviation in most global economies. Microfinance is a collection of banking practices aimed at providing small loans (typically without collateral) and accepting small deposits. Microfinance for the poor in general and poor women in particular has received extensive recognition as a strategy for poverty reduction and for women‘s economic empowerment.

Microfinance has been widely recognized as a crucial tool for poverty alleviation and socioeconomic wellbeing of people who engage themselves into business with microfinance banks. It helps in allowing poor people specially in rural and semi-urban areas to diversity their income, improve infrastructure, health and nutrition. Robinson (2001) and Murduch and Hashemi (2003) stated that Microfinance help household to diversify the household income, smoothen the household expenditure and enable them to cope with economic shocks. The findings of Morduch and Graduate (2002) revealed that the Zimbabwe microfinance has positive impact on poverty reduction and the average income of microfinance clients was more than the average income of new clients or non-clients.

According to Khandker (2005) the finding of Panel Data, Bangladeshi microfinance showed that there is positive effect on poverty reduction and household expenditure especially food and non-food. Mcintosh, Villaran, and Wydick (2008) stated that based on retrospective data gathered from Guatemala, India, and Ghana microfinance instructions, the impact of microfinance was shown to be positive on borrowers, households as well as businesses. In the same vein, Imai, Arun, and Annim (2010) found that Microfinance has positive impact on the borrowers' income especially in urban areas in India. Morris and Barnes (2005) found that the Uganda microfinance has a positive impact on the rural clients "households" income diversification and assets accumulation. Also, Imai et al (2012) mentioned that Microfinance is shown to have a positive effect on poverty reduction at macro level. Not only household income, microfinance was found to reduce poverty and boost people and women with low income and education's socioeconomic status generally. This is as revealed by Rooyen (2012) who found that Microfinance play an important role on poverty reduction and socioeconomic development in Sub-Sahara African countries. According to Ghaliba, Asad, Malki and Katsushi (2014), based on the change manifested on the household income and expenditure especially in clothing and health, the Pakistani microfinance has positive impact on poverty alleviation. Rooyen (2012) stated that, the majority of women with low level of education are not in formal employment. He further stated that they resort to informal employment that requires financial resources. They can access to microfinance services, since they lack collateral against which to access credit facilities from Commercial banks. According to (Rambo as cited in Sayed, Ali, Adbul-Majid, Abdul-Rashid and Mohd (2013), women are the major beneficiaries of Microfinance institutions, because they were traditionally disadvantaged from inheritance of property such as land. Women particularly have greater difficulties in terms of accessing banking and related services.

Rooyen, Stewart and de-Wet (2010) stated that increasing women access to finance will enable women to make a greater contribution to household income and this, together with other interventions to increase household well-being, translate into improved well-being for women and ability to bring about wider changes in gender inequality. The offer of financial services to the poor is one of the ways governments and other development organizations are adopting to alleviate poverty (Moyo as cited in Asamoah and Amoah, 2015). This offer of financial services is based on the understanding that people will be able to participate in production if they are provided with capital resources through the offer of financial services. However, microfinance is considered as a means of providing women with credit facilities that could not be obtained from other formal financial sources and hence empowers them through economic independence.

In Nigeria, micro-credit programmes are becoming increasingly popular. It is believed that in principles and practice, micro-credit programmes are very easy for achieving financial access and alleviating poverty. Asamoah and Amoah (2015) found that participation in the schemes allowed the participants to develop and/or to enhance their savings culture which also helped them to get personal loans with group guarantee.

Methodology

The study adopted descriptive survey research design. The target population of this study was all the women participants in microfinance for at least two years and above in the New World Microfinance Bank, Birnin-Kudu. The bank has a total population of five thousand members that collected loan. The study used a simple random sampling technique to select 70 women from the eleven wards across the local government Area (Birnin Kudu Local Government Area) for the study in order to achieve a high degree of representation. The instrument used for the study was a researcher designed questionnaire for the data collection. The instrument was pilot tested in Kiyawa Local Government area. The instrument had a reliability coefficient of 0.61. The data was collected with the help of 6 research assistants who were trained on how to administer and retrieve correctly. The assistants went round eleven wards to collect the data. Thereafter the data was analyzed using mean and standard deviation. The hypotheses were tested using regression analysis at 0.05 level of significance.

Test of Null Hypotheses

The analysis of hypothesis one is presented in Table 1.

Null Hypothesis One: Microfinance credit facility has no significant influence on shelter improvement of women in Birnin kudu local government area, Jigawa State.

Table 1: Regression analysis on influence of Microfinance credit facility on shelter improvement of women in Birnin kudu local government area, Jigawa State

Model	N	df	β	t	r-cal	r^2	Adj.r	Sig.
Microfinance credit (Constant)	70	**68**	1.007					
Shelter improvement of women	70		0.155	1.385	0.401	0.160	0.216	0.000

P<.05

The regression analysis on table 1 was on influence of Microfinance credit facility on shelter improvement of women in Birnin kudu local government area, Jigawa State. The r-value was 0.401 with r^2-value of 0.160 and adjusted-r of 0.216 with a p-value of 0.000. The result indicated that, microfinance credit had a variance of 40% (r^2=0.401 x 100) influence on shelter improvement of women in Jigawa State. This means that, for each single increase in microfinance credit, there was an increase of in women's shelter by 40%. The observed P=0.000 was less than α value (0.05) indicating a significant influence. This implies that microfinance credit facility had a significant influence on the shelter improvement of women in Jigawa State. Hence, the null hypothesis was rejected.

The analysis of hypothesis two is presented in Table 1.

Null Hypothesis Two: Microfinance credit facility has no significant influence on shelter improvement of women in Birnin kudu local government area, Jigawa State.

Table 1: Regression analysis on influence of Microfinance credit facility on Educational improvement of women in Birnin kudu Local Government Area, Jigawa State

Model	N	Df	*β*	t	r-cal	r^2	Adj.r	Sig.
Microfinance credit (Constant)	70	**68**	1.007					
Shelter improvement of women	70		0.155	1.385	0.401	0.160	0.216	0.000

P<.05

The regression analysis on table 1 was on influence of Microfinance credit facility on shelter improvement of women in Birnin Kudu Local Government Area, Jigawa State. The r-value was 0.401 with r^2-value of 0.160 and adjusted-r of 0.216 with a p-value of 0.000. The result indicated that, microfinance credit had a variance of 40% (r^2=0.401 x 100) influence on shelter improvement of women in Jigawa State. This means that, for each single increase in microfinance credit, there was an increase of in women's shelter by 40%. The observed P=0.000 was less than α value (0.05) indicating a significant influence. This implies that microfinance credit facility had a significant influence on the educational improvement of women in Jigawa State. Hence, the null hypothesis was rejected.

Table 1: Regression analysis on influence of Microfinance credit facility on Health improvement of women in Birnin kudu Local Government Area, Jigawa State

Model	N	df	*β*	t	r-cal	r^2	Adj.r	Sig.
Microfinance credit (Constant)	70	**68**	1.103					
Health improvement of women	70		1.025	2.185	0.311	0.096	0.106	0.000

P<.05

The regression analysis on table 2 was on influence of Microfinance credit facility on Health improvement of women in Birnin Kudu Local Government Area, Jigawa State. The r-value was 0.311 with r^2-value of 0.096 and adjusted-r of 0.106 with a p-value of 0.000. The result indicated that, microfinance credit had a variance of 31% (r^2=0.311 x 100) influence on Health improvement of women in Jigawa State. This means that, for each single increase in microfinance credit, there was an increase of in women's shelter by 31%. The observed P=0.000 was less than α value (0.05) indicating a significant influence. This implies that microfinance credit facility had a significant influence on the Health improvement of women in Jigawa State. Hence, the null hypothesis was rejected.

Discussion of Findings

The finding of this study revealed that microfinance credit facility had a significant influence on the shelter improvement of women in Jigawa State. This finding is in line with the finding of Robinson (2001) and Murduch and Hashemi (2003) stated that Microfinance help household to diversify the household income, smoothen the household expenditure and enable them to cope with economic shocks. The finding also tallies that of Morduch and Graduate (2002) which revealed that the Zimbabwe microfinance has positive impact on poverty reduction and the average income of microfinance clients was more than the average income of new clients or non-clients.

In the same line, the finding agrees with that of Khandker (2005) who found that there is positive effect of microfinance on poverty reduction and household expenditure especially food and non-food Panel Data, Bangladeshi. In the same vein, Imai, Arun, and Annim (2010) found that Microfinance has positive impact on the borrowers' income especially in urban areas in India. Morris and Barnes (2005) found that the Uganda microfinance has a positive impact on the rural clients "households" income diversification and assets accumulation. Also, Imai (2012) mentioned that Microfinance is shown to have a positive effect on poverty reduction at macro level. Not only household income, microfinance was found to reduce poverty and boost people and women with low income and education's socioeconomic status generally. This is as revealed by Rooyan and Stewart and De Wet (2012) who found that Microfinance play an important role on poverty reduction and socioeconomic development in Sub-Sahara African countries. According to Ghaliba, Asad, Malki and Katsushi (2014), based on the change manifested on the household income and expenditure especially in clothing and health, the Pakistani microfinance has positive impact on poverty alleviation. They further stated that they resort to informal employment that requires financial resources. They can access to microfinance services, since they lack collateral against which to access credit facilities from Commercial banks. Rooyan et al (2012) stated that increasing women access to finance will enable women to make a greater contribution to household income and this, together with other interventions to increase household well-being, translate into improved well-being for women and ability to bring about wider changes in gender inequality. The Malaysian microfinance plays an important role in socioeconomic development of poor and low income people especially women (Al-mamun, Mohammad, Huda & Malarvizhi, 2014; Sayed, Ali, Abdul-Majid, Abdul-Rashid & Abdul-Hamid, 2013). This offer of financial services is based on the understanding that people will be able to participate in production if they are provided with capital resources through the offer of financial services. Its mission is to stimulate and sustain the private sector development process; facilitate capacity building of members; participate actively in the global microfinance industry and serve as a key player in the rural and urban transformation of Rwanda. Subsequent to their flexible and innovative approach, including packages such as group guaranteed loans, microfinance institutions have provided access to financial services to individuals and groups that were hitherto excluded from financial services The finding of this study is in consensus with study by (Karlan & Valdivia, 2011) in the importance of extending nonfinancial services such as business development and entrepreneurship training to women clients before providing them loans.

Conclusion

Based on the findings therefore, it is concluded that, microfinance credit facility had a significant influence on the shelter, education and Health improvement of women in Jigawa State. Hence, if microfinance banks can provide credit facilities to women in small scale businesses, it can improve their life as well as that of their family.

Recommendations

It is therefore recommended that;

1. Microfinance banks should endeavour to offer credit facilities to women across Jigawa state so as to boost their socio-economic status and reduce poverty among women in small scale businesses in the entire local government area.
2. Jigawa state government should strive to empower women especially at rural areas with soft loan so as to help them in improving their living for improvement of their socio-economic status and reduce poverty among women in small scale businesses in the entire local government area.
3. Jigawa state government should strive to empower women especially at rural areas with soft loan so as to help them in improving their living for improvement of their education and that of their family members.

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EFFECTS OF THE BIG FIVE PERSONALITY TRAITS ON THE PREDICTION OF PROCRASTINATION AMONG STUDENTS OF COLLEGES OF EDUCATION IN GOMBE STATE, NIGERIA

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Abstract

The study examined the Big Five personality traits as predictors of procrastination among students of Colleges of Education in Gombe State, Nigeria. It explored the effects of the Big Five personality traits to the prediction of students' procrastination among the students. One corresponding hypothesis was tested in the study. The study used correlational design. From a population of 17166 (n=7389 female, n=9777 male), the study used a sample of 349 Nigeria Certificate in Education (NCE) students (n=163 female, n=186 male) through multi-stage sampling techniques. Data were collected by using the Personal Information Questionnaire (PIQ), the Tuckman Procrastination Scale (TPS) and the Ten-Item Personality Inventory (TIPI). The results found that personality traits (β = .2.908; t = 5.826; p = .000) have no effects to the prediction of procrastination among the students. The study concludes that there seem to be other reasons for procrastination that are outside the focus of the study. The study recommended that students should be encouraged to build self-confidence, commence in earnest every academic task given during their studies. Personality assessment services should be strengthened and supported to guide students on how to adapt to certain personality traits.

Key words: *Procrastination, Big Five Personality traits, Prediction, NCE Students*

Introduction

Procrastination is described by Steel and Ferrari (2013) as "to voluntarily delay an intended course of action despite expecting to be worse off for the delay". As posited by Schraw, Olafson and Wadkins (2017), a behaviour must be needless delaying and counterproductive for it to be regarded as procrastination. Simpson and Pychyl (2019); and Steel and Ferrari (2013) regarded procrastination as an irrational delay, whereas recent studies, by using rational choice models find out that what might appear to be irrational on the surface can be a predictable behaviour. Within a rational choice framework, procrastination is not an irrational personality trait; it is a logical, although potentially inefficient behaviour driven by a reasoned comparison of perceived costs and benefits.

Causes and correlates of procrastination have been studied extensively. Steel and Ferrari (2013) *reported in a meta-analysis that the causes and correlates for procrastination are divided into four areas: task characteristics, individual differences, outcomes, and demographics. Research looking at task characteristics examines procrastination with an understanding that people who procrastinate voluntarily choose one behaviour or task over* *another. Factors associated with task characteristics of procrastination (task aversiveness) include timing of rewards and punishments.*

Numerous problems appear to be associated with procrastination. Concerns from environmental to personal health are put off, and allowed to compound with several societal problems such as substance abuse to be related to procrastination; procrastination could also result in unhealthy habits when it comes to sleep, diet and exercise. Procrastination weakens confidence among students as well as their expectancy of completing a task; procrastination creates anxiety and affects achievement of goals. Hussain and Sultan (2020) found procrastination to cause higher stress, low self-esteem, depression, plagiarism, higher use of alcohol, cigarettes and caffeine and to decrease ability to maintain healthy self-care habits like exercise and eating. Procrastination is therefore foreseeably becoming of interest to numerous fields such as public policy and behavioural contexts.

Different primary and secondary problems have been found to be associated with procrastination, e.g. low achievement of students and their increased physical and psychological problems, confusion and irresponsibility. Hussain and Sultan (2020) argued procrastination to be promoted by longer timelines of completing a task, plenty of leisure time and co-curricular activities.

Personality is expressed early in both humans and other animal species (Steel, 2017), and is stable during adulthood. The big five personality traits capture the main dimensions of individual variation. The five traits includes: Extraversion, describing an energetic approach toward the world; Agreeableness, describing a pro-social and communal orientation as opposed to antagonism; Conscientiousness, implying a high level of control over tasks and goals; Neuroticism, being associated with anxiety and irritability for; and Openness to Experience, being related to creativity, curiosity, intellectuality, independent-mindedness etc (Terracciano, McCrae & Costa, 2020).

Steel (2020) reported that students in their study tended to perceive that they possessed certain characteristics leading them to repeatedly engage in behaviours of procrastination, and that it was an inborn habit. In previous researches like Abramowski (2014), several claims have been made with respect to the personality of those who report procrastination: first, they are low on Conscientiousness, and second, high on neuroticism. In one study, Steel (2020) found that the largest average effect size was found for Conscientiousness ($r = -.63$), but neuroticism, however, showed an effect size of only moderate magnitude. Solomon and Rothblum (2014) found a relationship between procrastination and the personality correlates only with men. They concluded that this may be due to attitudinal differences toward the routine activities included in the procrastination scale.

Personality is defined as a dynamic integration which includes an individual's personal experience as well as behavioural patterns. Personality can be taken as the combination of conscious, concrete, habits, self experiences and that of surrounding environment. It also includes a person's thoughts and cognitive functioning, and internal desires. An individual's personality also constitutes his patterns of behaviour which includes both conscious and unconscious. A person's personality traits affect many other dimensions of their life.

The personality traits are the characteristics that are manifested through the behavioural patterns, thoughts and emotions of a person. The traits of personality are considered to be stable with time. The trait perspective theory of personality is one the most successful approaches in the study of personality. This approach focuses on the traits that form the major constitution of a person's personality. There are many theories which explain the personality traits. The roots of the history of trait perspective can be located in the ancient Greek history as well.

Zeenath and Orcullo (2012) explained personality traits with respect to the body types (somatypes). He categorized the body types into: endomorphy, mesomorphy and ectomorphy. According to him, the three traits of personality are: viscerotonia, somatotonia and cerebrotonia. These body types and various traits of personality have a strong association with each other. Endomorphs are calm, high spirited and sociable. An ectomorph is entirely opposite to the endomorph. These people tend to be self conscious, socially anxious, creative, thoughtful, gentle, personal and reserved. The mesomorphs lie between the endomorphs and ectomorphs. The mesomorphs are daring and courageous. They like experimenting with new things and willing to hang out with new people.

Ferrari and Tice (2014) gave a new outlook to personality trait theory. He used the term dispositions for traits. He put forward three types of dispositions; cardinal, central and secondary. The dominant and common traits in a person are known as cardinal dispositions. The central traits form the basic foundation of personality but are less prominent. These traits are used to define individual's personality, for example, intelligent, shy, modest, loyal, funny, sensitive etc. The secondary dispositions are less important, less consistent and less generalised. These traits may include a person's favourite food, music choices, clothing preferences etc. Allport also used idiographic approach to understand personality and focused on recognising unique traits of an individual.

Steel (2013) gave the five-factor model of traits of personality. The five factor model personality includes the following traits of personality: emotional stability, extraversion, and openness to experience, agreeableness and conscientiousness.

There has been some disagreement, however, as to what each broad trait or dimension's exact label should be (Choi & Moran, 2019). The five factors were initially labelled by Steel and Ferrari (2013)) as; i - Extraversion or Surgency (talkative, assertive, energetic); ii- Agreeableness (good-natured, cooperative, trustful); iii - Conscientiousness (orderly, responsible, dependable); iv - Emotional Stability (calm, not neurotic, not easily upset); and v - Culture (intellectual, polished, independent-minded). Zeenath and Orcullo (2012) interpreted factor V as Intellect and Charine (2015) interpreted it as Openness.

These five factors or broad traits interact to form human personality and are now generally accepted as extraversion, neuroticism, agreeableness, conscientiousness and openness to experience (Sharma & Kaur, 2021). These factors eventually became known as the "Big Five" with the title emphasising that each of these dimensions represent personality at the broadest level, summarising a much larger number of specific personality characteristics (Choi & Moran, 2019). Some researchers have argued that five factors are not sufficient to explain all individual differences in personality (Solomon & Rothblum, 2014), however the five factors do not deplete the description of personality but it simply represents the highest hierarchical level of a trait (Choi & Moran, 2019). It is only at a global level that the five factors give a complete characterisation of a person (Zeenath & Orcullo, 2012).

Steel (2020) argued that there is still much more yet to learn about the tendency to procrastinate as a function of individual differences. One current trend in procrastination research has been building connections between procrastination and personality traits. According to the differential psychology perspective, procrastination is understood as a personality trait (Ozer & Sackes, 2020). Procrastination has been conceptualized as a weak point of personality and illustrates an extreme variant of a personality trait, namely

conscientiousness. As Abramowski (2014) argued, procrastination can be conceptualized as a paucity of conscientiousness if viewed from a personality perspective. This approach to understanding the effects of personality on procrastination has received attention as an alternative way to understand maladaptive ways of being in the world.
Hussain and Sultan (2020) reported that individuals who demonstrated conscientiousness were found to be less likely to procrastinate. Conversely, those who demonstrated low levels of conscientiousness were reported to have higher tendency to procrastinate. In active procrastination, this means that students who exhibit low emotional stability may delay in submitting assignments and delay in exam preparation as they may feel unable or unlikely to meet the expectation.

Steel and Ferrari (2013) students with high emotional stability may have higher chances of academic success which may be protective against procrastination. Extraversion is a personality trait which is quite similar to emotional stability; however it is more susceptible to an expressed, sociable, optimistic, outgoing, energetic and exciting orientation. It was found that students who exhibit higher levels of extraversion have lower coping skill for academic performance. Hence, it might lead them to have higher tendency in procrastination (Diaz-Morales, Cohen & Ferrari, 2018). Lastly, most of the previous studies showed that openness to experience and agreeableness are not related to procrastination. It is not clear why these two personality traits were not associated with procrastination and hence further studies are necessary.

The National Commission for Colleges of Education (NCCE) was established by Decree No. 3 of 1989, amended by Act No. 12 of 1993 to regulate the production of Nigeria Certificate in Education (NCE) teachers for Basic Education. The mandate ascribed to the Commission by the law includes, inter alia, the laying down of Minimum Standards for all programmes of teacher education and accrediting their certificates and other academic awards. In response to this mandate, College of Education were established and run by Federal government, State governments and even private settings where in Gombe State, a total number of five (5) Institutions that aimed at awarding NCE.

Statement of the Problem

Procrastination that is common in school setting where students tend to delay academic tasks such as assignments and curricular activities until the last minute occurs with students of varying personality traits. The students procrastinate on a wide variety of activities and circumstances, whether it is putting off completing a task, writing an assignment, or even reading for examinations.

In Colleges of Education in Gombe State, NCE students had been running from one place to another when it comes to submission of assignments, projects or even information regarding the commencement of examinations. This could not be unconnected to their procrastinatory behaviors they have been exhibiting. Experiences have shown that the tendencies to procrastinate had no boundaries among students

Could this problem be attitudinal or behavioural? Does students' action to procrastinate had relationship with their personality traits? This study explored the place of personality traits to the prediction of procrastination among NCE students in Colleges of Education in Gombe State, Nigeria.

Research Objectives

The study explored the effects of the Big Five personality traits to the prediction of students' procrastination among NCE students in Colleges of Education in Gombe State.

Research Hypothesis

There is no significant relationship between Big Five personality traits on the prediction of students' procrastination among the students in Colleges of Education in Gombe State.

Methodology

The study employed correlational design. The population of this study comprised all the NCE students in Colleges of Education in Gombe State students in 2021/2022 academic session totalling seventeen thousand one hundred and sixty six (17,166). Through multi-stage sampling, the study used 349 of the sample.

A Ten Item Personality Inventory (TIPI) adapted and used for the study. Construct validity of the instrument was established through confirmatory factor analysis by the researcher. Multiple regressions were used to analyse the hypothesis. Statistical Package for Social Sciences for Windows (SPSS 23.0) was used to perform the analysis at 0.05 level of significance.

Results

Table 1: Regression Summary on the effects of the Big Five personality traits to the prediction of procrastination among NCE students in Colleges of Education in Gombe State

Personality Traits	B	Std. Error	Beta	T	Sig.
Conscientiousness	3.743	1.298	.144	2.884	.004
Extraversion	3.633	1.255	.148	2.895	.004
Agreeableness	8.757	1.538	.300	5.694	.000
Emotional Stability	-1.747	1.186	-.080	-1.474	.142
Openness to Experience	3.587	1.576	.119	2.276	.023

The results as shown in Table 1 indicate that the partial correlation coefficient as indicated by the Beta values have no contribution to the explanation of the variability of NCE students' procrastination. The raw standardized regression coefficients of the predictors together with their relative effect as shown in Table 1 shows that agreeableness has the strongest effect in the model ($\beta = 8.757$; $t = 5.694$; $p = .000$) followed by extraversion and conscientiousness ($\beta = 3.633$; $t = 2.895$; $p = .004$) and ($\beta = 3.743$; $t = 2.884$; $p = .004$), then openness to experience ($\beta = 3.587$; $t = 2.267$; $p = .023$) whereas emotional stability ($\beta = -1.747$; $t = -1.474$; $p = .142$) was found to be significant at .05 levels.

Discussion

The study investigated the ability of a set of the Big Five personality factors to predict procrastination among NCE students in Colleges of Education in Gombe State. The results confirmed the findings of previous studies regarding the important role played by the agreeableness factor in the predictability of procrastination. It was found that agreeableness was the essential factor among the Big Five factors of personality regarding the ability to predict procrastination. Agreeableness was the only factor which made a significantly unique contribution to predict procrastination.

The finding is also in substantial agreement with the findings of Sepehrian and Lotf (2021), who report that "in essence trait procrastination is the lack of conscientiousness". This result is not very surprising, because there exists what might be called a theoretical agreement among researchers regarding the strong negative relationship between both procrastination and conscientiousness. Steel and Ferari (2013) proposes that "procrastination is conceptually representative of low conscientiousness and self-regulatory failure. Consequently, it should show strong associations with these variables”. He reported that the findings of their research showed that the majority of unique variance in procrastination scores was predicted by the conscientiousness factor. It was found that self-discipline, which is one of the most essential facets of conscientiousness, was the strongest facet level predictor of procrastination (Hussain and Sultan, 2020). However, Gallego and Pardos (2013) report that self-efficacy for self-regulation is more significant than self-regulation itself as a predictor of the tendency to procrastinate. Steel and Ferrari (2013) found that procrastination was significantly correlated with low conscientiousness facets of competence, order, dutifulness, achievement striving, self-discipline, and deliberation. Consequently, we can argue that conscientiousness is the most essential factor in the prediction of academic procrastination.

Regarding the extraversion factor, although the table of correlation shows a significant relationship between procrastination and extraversion, the coefficient table indicates that extraversion does not make a significantly unique contribution to predict academic procrastination. The present results were consistent with earlier research (Hussain and Sultan, 2020) but in contrast with other studies that found a significant relationship between procrastination and extraversion (Watson, 2021). Extraversion could thus be considered one of the most interesting factors regarding its relationship with procrastination, although simultaneously be perceived as the most problematic factor (Steel, 2013).

Regarding emotional stability, although the result of the multiple regression analysis showed a significant relationship between academic procrastination and emotional stability, the contribution of this factor to predict academic procrastination was not statistically significant. This result showed that emotional stability does not play a significant role in the prediction of academic procrastination. Emotional stability is potentially the most contested factor regarding its relationship with procrastination, since although some researchers found a significant relationship between procrastination and this factor (Hussain & Sultan, 2020), other researchers reported no significant relationship between procrastination and emotional stability (Steel, 2013). Steel and Ferrari (2013) reports a significant correlation between procrastination and emotional stability facets such as anxiety, depression, self- consciousness, impulsiveness, and vulnerability. The relationship between extraversion and emotional stability in a recent study could be due to an overlap with other factors in the model.

Openness to experience was not significantly correlated with procrastination, indicating that this factor did not make a significant contribution to predict procrastination. The present results were consistent with several previous research findings (Hussain & Sultan, 2020). However, with regard to openness, Sepehrian and Lotf (2021) report that although there is no significant relationship between trait procrastination and openness, procrastination are related to fantasy, which is one of the major components of the openness factors.

Results from the study have shown a significant relationship between procrastination and several personality characteristics. This was in line with Gallego and Pardos (2013) who conducted research to examine the relationship among procrastination, self-efficacy, self-esteem, self-regulation, and self-efficacy for self-regulation, reporting that although the result showed a significant positive relationship among procrastination and these four variables. The results indicate that agreeableness was most predictive of procrastination tendency.

Relationships between the Big Five factors and academic procrastination have been investigated by several researchers (Poropat, 2019). Steel; Steel (2020); Gallego and Pardos (2013) and Ferrari (2013) found that “total procrastination was related to both the low conscientiousness facets (competence, order, dutifulness, achievement striving, self-discipline, deliberation) and the neuroticism facets (anxiety, depression, self-consciousness, impulsiveness, vulnerability)". Although the result of the study showed agreeableness among them have some relation on the prediction of procrastination, there were other four factors like openness to experience and conscientiousness that does not predict procrastination among NCE students in Colleges of Education in Gombe State.

Findings of the Study

The study found no significant correlation between the big five personality traits and procrastination among NCE students in Colleges of Education in Gombe State.

The study concludes that personality traits have made significant contributions to the prediction procrastination among NCE students in Colleges of Education in Gombe State. Those traits that had no effect to the prediction of procrastination significantly had uncopied a larger portion in the explanation of the predictability of NCE students' procrastination. However, it could be certain that there exist other factors outside the focus of the study that might have predicting effects on NCE students' procrastination in Colleges of Education in Gombe State.

Recommendations

The following recommendations were proffered:

1. Students should be encouraged to build confidence in their various courses of studies. This will enable the students to prepare ahead of time on any task.
2. Early commencement of task such as assignments and studies for test/examinations are instilled among students so as to avert the negative effects arising from procrastination.
3. Personality assessment services should be strengthened in the Guidance and Counselling Unit and supported by the management of the Colleges of Education to enable students understand some personality type or traits and receive guidance on how to overcome certain personality traits as well as their implication to their academic pursuit.

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EFFECT OF TECHNOLOGY ON JOB SATISFACTION OF ACCOUNTING TEACHERS IN PLATEAU STATE

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Abstract

This study is designed to determine the effect of technology skills acquisition of accounting teachers on their job fulfilment, job benefits and work load. Survey instrument design was used for the study and questionnaires was sent to accounting teachers in secondary schools and colleges of education in Plateau state Nigeria. The researchers employed the use of factor analysis. This is done as a variable reducing scheme to determine the effects of the constructs of the study. To test this relationship, we performed regressions subdividing the sample by the levels of technology engagements of the respondents. Since, the dependent variable in the regression is job satisfaction, the independent variables represented the dichotomous factors which is varied by the level of the technology use of accounting teachers. Findings revealed that technology do have effects on teachers' satisfaction towards work. The study therefore recommends that, institutions should continue to maintain the interest of their teachers in the online/blended programme or technology based teaching by trying to minimise the barriers such as ensuring that the students have an adequate knowledge of how to use the technology, have the necessary basic technologies needed, sufficient number of opportunities for interactions, and availability of technical supports.
Keywords: *Technology, Job satisfaction, Job benefits, and Accounting teachers.*

Introduction

Technology has been recognised as an integral part of all dimensions of everyday life and modern work requirements have become unattainable without recourse to technology interventions. Thus, the struggle to accept technology advancement topical issues due to the demands of changes (Ameen, 2018). Technological advancement and revolutions in organisations have not only improved efficiency and effectiveness but also helps reduce the problem of boredom and fatigue in the workplace (Moyes, Williams & Kocks, 2021). The advancement of technology has also been a dominant force in improving and enhancing the pedagogy in the schools, colleges and universities. In the same time, the rapid change of technology causes job related attributes among academicians in all types of educational institutions (Nathan, Tarafdar & Tu, 2018).This has also explores discrimination based on artificial intelligence of the accounting professionals.

In recent years, the number of new technologies hires by accounting firms and institutions exceeds that of non-technology compliance (Moyes, Williams & Kocks, 2021). Given the changing composition of the work force and, more specifically, the accounting profession, it is not likely that there has been a convergence of technology based perceptions of job attributes. In addition, job attributes about factors such as advancement opportunities tend to change with profession. Moch and Pooyan (2017) indicates that the relative importance of job characteristics is skilled-based. In general, skill value extrinsic attributes such as high salaries and opportunity for further training are more likely to seek intrinsic rewards such as job contentment and positive relations with coworkers. This distinction supported the assumed preference of technology based teachers for occupations such as teaching. This is also consistent with human capital theory. A number of studies also suggest that the importance of job attributes is skill-related. For example, Information and Communication Technology (ICT) based workers attach greater importance to advancement opportunities than older workers as such opportunities decline with weak exposure to technological requirements in most organisations (Wright &Hamilton, 2018; Aldag & Brief, 2015).

Historically, employers have fired employees who were not ICT based and earned high compensation due to their longevity on the job, these employers rationalised the terminations as business necessity (Helyar & Cherry, 2015; DeGennaro, 2018). In 21st century, use of Information and Communication Technologies (ICTs) became a necessity in every individual’s life. Early interactions with ICTs were mostly limited to the organisation. But, with more exposure to ICTs, the interactions now pervade organisational and personal spheres. These interactions force individuals to adjust with the use of ICTs (Tu, Wang & Shu, 2015). These adjustments range from integration of ICTs into workplace to the fear of becoming obsolete. Universities all over the world are among the major organisations where ICT facilities are being used on a large scale to increase the productivity and knowledge acquisition (Nathan, Tarafdar & Tu, 2018). However, while the benefits of ICTs adoption and utilisation are not in doubt, it is also true that the adoption, rapid diffusion and utilisation of ICTs in teaching and learning have developed a number of demands and challenges such as job expectations and job burnout into workplace (Aydogdu & Asikgil, 2017). Addressing technology expectation is very important for organisations, because it can impact individuals’ health and productivity. Previous researches in technology expectation have mostly focused on the consequences of job requirement on performance and satisfaction in organisations (Ameen, 2018). Past literatures found that the rise of occupational demands is one of the major challenges of technological revolution in the workplace (Ameen, 2018; Ullah, 2019; Aydogdu, S. & Asikgil, 2017). The usage of advanced ICT technologies like computer integration, multiple databases, the Internet and World Wide Web have also caused an enormous amount of strain on academicians with significant influence on employee satisfaction. It is also found that the higher levels of stress have been associated with lower organisational commitment to adequate training, job reward system and satisfaction (Ullah, 2019; European Commission, 2014).

This may significantly explain why different perceptions and attitude towards work occurs in the work environment. Earliest studies on job perception and satisfaction concentrates on need fulfilment, whether the job is meeting the employee’s physical and psychological needs. Current research focuses on the perception rather than on underlying needs. The attitudinal perspective is examined in contemporary studies of job satisfaction. For example, Spector (2017) identifies nine attributes of job satisfaction ranging from pay and promotion to satisfaction with the type of work performed. Research indicates an association between these attributes and job perception (Gruneberg, 2016). By identifying significant components of job satisfaction, organisations are better able to provide a more positive work environment for the employee, thus reducing under productivity. Organisations can also decrease lack of productivity by providing employees with opportunities of professional career development and on-the-job informal development (USC, 2014; Moyes et al., 2019).

In this study, we examine if differences in perceptions of job attributes (e.g. job fulfilment, salary, advancement opportunities or job benefits, and work load) differ among accounting professionals due to technology exposure. An employee's attitude toward job attributes contributes to his or her overall level of job satisfaction (Gruneberg, 2016; Witt & Nye, 2012). Several studies show a correlation between job satisfaction and turnover (Crampton & Wagner, 2014; Helyar & Cherry, 2015; DiCesare, 2016). Thus, identifying and correcting perceptions of certain job attributes may contribute to minimising challenges in teaching and learning in the education sector. Empirical synthesis on technology and job perception among Nigeria teachers is scanty (Imlach, 2017). A review of the literature revealed scarce studies with ambivalent results conducted on this research area. This study sought to assess accounting teachers' perceptions towards acquisition of technology as predictors of effective teaching in private secondary schools and colleges of education in Plateau state.

Objectives of the Study

This study seeks to achieve the following objectives:

1. To determine the effect of technology on job fulfilment among accounting teachers
2. To ascertain the effect of technology on job benefits of accounting teachers, and
3. Establish the relationship between technology and work load of accounting teachers.

Literature Review and Hypotheses Development

Concept of technology

Technological advances in recent years have changed the nature of policing so significantly that many methods and tools from just a decade ago have become antiquated and incompatible with current technology (Goodison, Davis, & Jackson, 2015). Advances in information technology has affected the art of teaching, it has complemented the traditional classroom teaching and learning. However, the presence of a live instructor will continue to be far more effective than a computer assisted counterpart in facilitating positive educational outcomes. As shown in the previous section, high level skills are vital in a technology-based and knowledge-intensive economy. Changes associated with rapid technological advances in industry have made continual upgrading of professional skills an economic necessity (Dewan & Dewan, 2017). The goal of lifelong learning can only be accomplished by reinforcing and adapting existing systems of learning, both in public and private sectors. The demand for education and training concerns the full range of modern technology. Information technologies are uniquely capable of providing ways to meet this demand. Online training via the Internet ranges from accessing self-study courses to complete electronic classrooms. These computer-based training programmes provide flexibility in skills acquisition and are more affordable and relevant than more traditional seminars and courses. For The greatest potential for new information technology lies in improving the productivity of time spent outside the classroom (Brunto, Brown, Costello & Farrell, 2018). Making solutions to problem sets and assigned reading materials available on the Internet offers a lot of convenience. E-mail vastly simplifies communication between students and faculty and among students who may be engaged in group projects.

Theoretical basis of the study

This study is based on the Theory Efficient Market Hypotheses which was propounded by Fama in 1970. The theory was developed while working on Random Walk Hypothesis (RWH). Fama (1970) also looked at the Efficient Market Hypotheses (EMH) focusing on the issue of market leptokurtosis. The theory states that with available information relating to product, actual prices at every point in time will represent very good estimates of intrinsic values. The theory is based on three basic assumptions:

1. All investors are independent, rational, well-informed and desire the best returns on their investment,

2. All information are free and randomly available in the market and when the information is released in the market, prices will respond accordingly, and
3. There is absence of taxation or transaction cost in the market.

Information adds value to organisational performance regardless of its form (Hall, 2014). Hall (2014; Greenhow, Relia & Hughes, 2019) further stressed that, information must timely, accurate, complete and simple in order to: to support the stewardship function of management, support management decision making and firm's day-to-day operations. When these attributes are consistently presents, information has reliability and provides value to the users, thus promoting the corporate performance of the organisation.Just as in the EMH, technology in accounting seeks to provide stakeholders with up to date/timely, relevance, accurate and complete information to aid the realisation of organisational goals and objectives. This is the essence of the theory in this present study.

Hypotheses of the study

The hypotheses of the study are developed based on the following empirical reviews:

Technology and perceptions towards work

In spite of non-equivalent job conditions associated with pay and promotion, the findings of studies on technology and job fulfilment have been inconsistent. According to Moyes et al., (2019), when results of different studies are combined with meta-analysis, mean correlations tend to be almost zero across dozens of studies and thousands of people when analysing technology and job fulfilment. Since non- ICT compliant teachers generally tend to receive lower pay and promotion opportunities for work comparable to that of their ICT compliant colleagues, the lack of a significant difference in level of job fulfilment is surprising. Several explanations of this phenomenon are advanced, such as differing expectations and conceptions of fairness among the different specialties (Witt & Nye, 2018; Mbalamula1, 2016).

Also, Career stage theory is used to explain a possible relation between ICT compliant and job fulfilment (Gruneberg, 2016; Kacmar & Ferris, 2019). Wright and Hamilton (2018) found that advancing technological skills alone can contribute to job fulfilment by increasing the employee's confidence and prestige within the wider society. This is possible as they are more likely to attach greater importance to opportunities for advancement. Therefore, we hypothesised that:

H_{01}: *Technology has no significant effect on job fulfilment of accounting teachers.*

Technology and job benefits

There have been a limited number of studies examining the effect technology on job benefits in Nigeria. In a large study, Clark (2016) surveyed more than 5,000 employees and found a curvilinear pattern between job benefits and technological advancement. Glenn (2017) found that men's level of job benefit is more likely to vary with technology than women. Tolbert and Moen (2018) reported that, with few exceptions, existing research remains largely silent on the issue of whether age-based shifts are equally likely to occur among technological skills and job benefits.

Some studies have indicated that close to a half of all jobs in the US and UK are susceptible to replacement by technology (Frey & Osborne, 2017) and that technological advancement and automation is a main driver of labour market polarisation (Goos, 2019). Most academic and policy attention has focused in recent years on the need to support medium- and lowers killed workers with appropriate reskilling policies, so as to ensure their fast reintegration back to the labour market and/or foster more job benefits (Krueger, 2017). However, Pouliakas

(2018) highlighted that it is predominantly lower-educated workers who are most susceptible to job benefits losses as a result of advancing automating technologies. Thus the hypothesis:
H_{02}: *Technology has no significant effect on job benefits of accounting teachers*.

Technology and workload
Deming and Noray (2018) seek to explain the impact of population on educational facilities in developing countries' pattern of education by highlighting the importance of technological advancement in terms of introducing new job tasks and rendering other obsolete. They established that exposure to technology reduces pressure on educational facilities. Acemoglu and Restrepo (2019) highlight that even though most literature has focused on the job displacement potential of technology, the impact of technological change on the work content content of teachers should account for a positive reinstatement effect that is often neglected. Acemoglu and Restrepo (2019) asserts that one of the major channels through which technology affects labour markets is via the emergence of new or reengineered tasks. Brynjolfsson, Mitchell and Rock, 2018) had noted that new technologies may standardise some job tasks and hence reduce the skills gradient of technologically-exposed jobs. This in turn may feed into growing levels of work load, dissatisfaction and cognitive decline of workers in organisations. Thus the hypothesis:
H_{03}: *Technology has no significant effect on work load of accounting teachers*

Research Methodology
A survey instrument design was used to examine the effects of technology on perceptions of job satisfaction of accounting teachers. 100 questionnaire was sent to accounting teachers in private secondary schools and colleges of education in Plateau state Nigeria. To analyse the responses in the survey instrument, the researchers employed the use of factor analysis. This is done as a variable reducing scheme to determine if there are a smaller number of underlying constructs. The questions are loaded on the identified factors as expected based on the survey design. Regression analysis is used in this study to examine the effect of technology on job satisfaction of accounting teachers with respect to three work attributes as: job fulfilment, job benefits and workload. To test this relationship, we performed regressions subdividing the sample by the levels of technology engagements. Since, the dependent variable in the regression is job satisfaction, the independent variables represented the dichotomous factors which is varied by the level of the technology use of accounting teachers. The regression model examines the differences in job fulfilment, job benefits and workload related constructs between the respondents in terms of job satisfaction. The level of technology use of the teachers may or may not influence their perception towards job satisfaction. Therefore, the model is stated below to determine if any differences exist between the two groups:

$$\text{TECH} = b_0 + b_1\text{FULF} + b_2\text{BENF} + b_3\text{WORKLOAD} + e$$

Where, TECH is the level of technology use of the accounting teacher; e is error factor and the model is significant at 5%.

Data Analysis

Table 1: Descriptive statistics
The descriptive statistics of the responses are presented in Table 1

Items	Mean	Standard deviation	Mean Test inst.	Test instrument stand deviation
Job fulfilment	13.01	1.92	16.41	1.24
Job benefit	14.63	2.25	17.13	1.17

Workload	19.33	1.31	18.41	0.81
Total	46.97	5.48	51.95	3.22

As showed in Table 1 above, the mean values of the three items are from 13.01 to 19.33 for teachers in the secondary schools and colleges programmes, while the mean values for the test instruments are from 16.41 to 51.95. These values showed that the respondents were mostly in agreement in their responses. The standard deviation values ranged from 1.31 to 5.48, and from 0.81 to 3.22.

Table 2: Factor analysis for total variance

Work attributes	Extraction sum of squared loading			Rotation sum of squared loading explained		
	Total variance	Percentage variance	Cum per of variance	Total variance	Percentage variance	Cum per of variance
Fulfilment	20.13	27.2	27.2	8.84	11.34	11.34
Benefits	1.92	2.44	29.64	2.74	3.51	14.85
Workload	1.63	2.13	31.77	2.25	2.89	17.74

The factors with the highest total values accounts for 20.13 and 27.2 percent, respectively, addressing the fulfilment aspects of the job, benefits and work load follows relatively. Questions related to these factors attempted to determine if the participants feel adequately fulfilled and feels there are opportunities for more benefits and decline workload.

The factor with the largest value for the complete dataset, accounts for 11.34 percent of the variance after rotation, is job fulfilment as well. The final factor, workload represents 2.89 percent of the variance explained. This factor involves the level and quality of work the teacher is asked to do using technology.

Table 3: The results of the correlational analysis conducted on the entire sample variables

Variables	Job Fulfilment	Job Benefits	Workload	L/ users	H/ users
Job Fulfilment	1	0.73**	-0.15	0.02	0.22
Job Benefits		1	-0.10	0.04	0.25
Workload			1	-0.02	0.18**
Low users				1	-0.10
High users					1

The correlational analysis conducted on the entire sample reveals that the two measurements of job satisfaction correlate positively with each other. This correlation can be explained by the fact that all the two variables measures job satisfaction, so when one of the two variables increases the other variables should logically increase as well. However, no positive correlation can be observed between workload and job satisfaction. The results also reveals that the category of computer use correlates negatively with the second category which can be explained by the fact that the categories are mutually exclusive.

Linear regression

A linear regression model conducted on the entire variables of the study is presented below:

Table 4: Results of the linear regression analysis

	Beta	Standard error	t-value	P
Technology use	0.03	0.03	0.51	0.63
Job fulfilment	0.07	0.17	0.31	0.77
Job benefits	0.06	0.12	0.43	0.68

Work load	0.03	0.33	0.89	0.36
Constant	2.61	0.73	3.85	0.01
R^2	0.80			

The dependent variable is job satisfaction elements (job fulfilment, benefits and work load), the independent variable is the technology use of the accounting teachers. The results of the model reveals a significant, positive effect of technology on job satisfaction elements.

Discussions of Findings

Besides disconfirming the expected negative relationship between technology use and job satisfaction of accounting teachers, the current study provides evidence with respect to the relevance of technology based teaching skills since it reveals that technology do have effects on teachers' satisfaction towards workand this concurs with Wright and Hamilton (2018); Kacmar and Ferris (2019) and Mbalamula1 (2016). These findings could be explained by the fact that the benefits obtained by technology could out weight the perception towards job related attributes costs. This result is in line with the findings of De Jong (2012), Gul and Tsui (2018), Harford, Mansi and Maxwell (2008), Degryse and Ongena, (2001), Lummer & McConnell (2019), Slovin, Johnson and Glascock, (2012). Although the effect of technology on job satisfaction varies depending on the environment of the respondent, technology do have a significant effect in entire job effectiveness and in some samples more vulnerable to technology odds (Goos (2019; Acemoglu & Restrepo, 2019 & Deming & Noray, 2018).

Only when the model predicted positive job satisfaction, a significant and positive effect of technology on job performance was found in all categories of accounting teachers. This could be an indication that, in some cases, technology can actually have a positive effect on job satisfaction.

Conclusion

This study engages three attributes of job perception as job fulfilment, job benefits and the workload relating to teaching in accounting. This effect is tested on both a secondary and tertiary institution teachers of accounting in order to be able to compare the effect and determine the vulnerability of teachers' perception to technology based teaching. The study contributes to the literature by showing the significant difference in perceived discrimination between the old and new accounting professionals provides evidence that initiatives to address technology based biasness have attained some degree of success at lower levels within accounting professionals. In an effort to promote a more diverse work place and to eliminate discrimination, institutions have undertaken a number of reforms. These reforms include mentoring as well as cultural and diversity awareness programmes across all levels of the discipline. Such efforts appear effective in the early stages of the career, although older accountants still perceive less advancement opportunities than younger accountants. A second contribution of this study is to provide evidence on perceptions of certain job attributes. The older accountants and younger accountants report a statistically significant difference in level of job satisfaction. Currently, the percentage of younger accounting majors and new entries into the profession are greater than it was obtainable. Finally, existing researches consistent with career stage theory admits that, older accounting professionals admit have higher levels of job satisfaction than their younger counterparts.

Recommendations

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

1. Institutions should continue to maintain the interest of their teachers in the online/blended programme or technology based teaching by trying to minimise the barriers such as ensuring that the students have an adequate knowledge of how to use

the technology, have the necessary basic technologies needed, sufficient number of opportunities for interactions, and availability of technical supports.

2. Institutions should ensure that students are given regular orientation programmes to enable them understand better the nature of technology based learning.

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RELATIONSHIP BETWEEN TIME-SPENT ON SMARTPHONE FOR ACADEMIC-BASED COMMUNICATION UTILIZATION AND PRESERVICE TEACHERS' ACADEMIC ACHIEVEMENT IN COLLEGES OF EDUCATION, NORTH-WEST NIGERIA

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Abstract

This study investigated the relationship between time-spent on Smartphone utilization and academic achievement of pre-service teachers in North-West Nigeria. Specifically, the focused on finding the relationship that exist between time-spent on academic utilization of Smartphone and pre-service teachers' academic achievement in Colleges of Education, North-West Nigeria. Correlational survey design was employed. 367 pre-service teachers were sampled from eleven Colleges of Education within the geographical scope of the study. To effectively have a good representation of the population, the researcher used multi-stage sampling technique such that respondents were randomly selected on the basis of proportion of each stratum created from the population. A modified Likert-scale questionnaire was administered to each respondent and the participants academic records (CGPA) were retrieved from the College authorities and data were analyzed using statistical tools of frequencies and percentages, mean and standard deviation, and Pearson Product Moment Correlation Coefficient. The study found that the more the time the pre-service spent on smart-phone for academic activities the better their academic achievement r= (2,365) 0.512; p-value=0.00; the more the time the pre-service teachers spent on smart-phone for communication (Academic) the better their academic achievement r= (2,365) 0.512; p-value=0.00.; among others. The study concluded that time-spent on smart-phone utilization for academic and non-academic activities has relationship with Pre-service teachers' academic achievement. Specifically, time spent on academic-based communication positively affect pre-service teacher academic achievement. It was thus recommended that management of Colleges of Education in North-West should mandated the lecturers to adopt blended learning strategies.

Background to the Study

In recent times, technological devices have become more advanced and portable with the world witnessing a widespread use of information technology gadgets especially the smartphones. Smartphones are advanced mobile phones with extensive computing capabilities such as high-speed access to the internet through Wi-Fi and mobile broadband. The software components of the smartphones are known as "apps", these apps could either be pre-installed (system apps) or downloaded from official sources like Google Play or Apple Play Store (Dahlstrom, Walker, & Dziuban, 2013). Phillips (2017) asserts that Smartphones and tablets are among the most common mobile devices used for communication, shopping, seeking information, tracking health and fitness, managing finances, and for countless of other activities.

Smartphones perform many of the functions of a computer. Smartphones have features such as text messaging and phone calls (communication), multimedia functions such as camera, video and audio recording, video playback (entertainment), internet connectivity functions such as browsing the Internet for new knowledge (information seeking), email and hence their primary use was for communication purposes. Smartphones are portable in nature; they have advanced networking and multimedia capabilities together with the intuitive interfaces and context-awareness that make them student companion (Phillips, 2017). The basic use of mobile phones was text messaging and phone calls but the advancement of the mobile phone into smartphones include features which allows the installation of third-party apps such as WhatsApp, Facebook, YouTube, and others, which can be used for accessing social media and entertainment sites (Al-Daihani, 2018).

Harerimana (2013) stated that smartphones have the capacity to serve as an instrument to transfer and implement educational objectives with a provision for learner engagement in the learning process. United Nations Educational Scientific and Cultural Organization (UNESCO, 2013) recommended that smartphones should be used as an academic tool. Unlike mobile phones, smartphones can be used for different activities such as web-based courses, professional learning and networking, communication, entertainment, information seeking using search engines amongst others. In addition, Lee, Song, Lee, Ko, Lee, Kim, Yang, Yatani, Gweon, and Chung (2014) assert that smartphones have an application for almost all activities thereby providing the needed help in the completion of daily tasks. Students in higher education perceived this device as comfortable and convenient tools that foster interaction with people, multitasking and facilitate formal and informal learning (Looi et al., 2016; Yi, You, & Bae, 2016).

Possession of smartphone is very common among students in tertiary institutions (Pew Research Center, 2018) and preservice teachers are not excluded. This device can *may* or *mar* achievement of educational goals set by students but it depends on how student use smartphones. Proper use of smartphone can lead to better educational performance. Smartphones' mobility allows students to access the same (internet-based) services as a computer almost anywhere, any time (Lepp, Barkley, & Karpinski, 2014). Easy access to these functionalities offers students the chance to search continuously for study-related information. Thus, smartphones provide a multi-media platform to facilitate learning which cannot be replaced by reading a textbook (Zhang & Zhang, 2012). Furthermore, social networking sites and communication applications contribute to the quick sharing of relevant information. Fast communication among students and between students and faculty staff may contribute to a more efficient study culture and collaboration (Chen, & Denoyelles, 2013; Lepp, Barkley, & Karpinski, 2015). On the other hand, possession and utilization of smartphone can be of disadvantage to students' academic performance. Research has suggested that students think of their smartphones as a source of entertainment, rather than as a working instrument (Lepp, Barkley, Sanders, Rebold, & Gates, 2013). The time spent on smartphone engaging in entertainment activities is lost for study activities. As such, students' decision to use their smartphones could have a deleterious effect on their academic performance. Furthermore, smartphone use may interfere with study-related activities. The proximity of the mobile device can be a tempting distraction, leading to multitasking or task switching while lecture is in progress or other academic activities. However, both advantages and disadvantages of smartphone usage are time bond.

Time-spent on smartphone is a direct representation of the frequencies and length of using smartphone to carry out activities. This however, has been linked to advantages and disadvantages that the use of smartphone may incur on students' academic performance. Activities mediated by smartphone varies so also the frequency and the length of time students allot to them consciously or unconsciously may vary, all depends on the extent to which such activities meet their academic, entertainments, social interaction, communication, and information needs. Smartphone being a multimedia device offers users different ways of utilizing them in achieving daily tasks. However, time-spent on smartphone-mediated activities by students can be for academic or non-academic purposes. Ng, Zakaria, Lai, and Confessore (2014) labelled it as school-related smartphone-mediated activities and non-school-related smartphone-mediated activates (Ng, Zakaria, Lai, & Confessore, 2014). Shopping online, keeping in touch with love ones, reading novels, updating profile pictures, watching movies, online payments/transactions, and online trades, among others are non-academic ways of spending time on smartphone-mediated activities. On the other hand, students time can also be spent on viewing course videos, record class lectures, playing educational games, participate in group chats on course related matters and searching relevant learning materials among others.

Primarily, the use of smartphone in school setting should be for academic purposes. Academic use of smartphone includes but not limited to reading, watching, interacting, or engaging with downloaded or online learning resources using features of smartphone. Smartphones also have features that allow digital-take-home from classroom instruction such as voice recordings, snapping/coverage of lecturers' demonstration of experiments among others, which can be revisited after the lecture hours. Apart from this, smartphones are preloaded with utility tools such as calculator, dictionary, alarm, and clock. Using smartphones to augment learning activities may lead to better academic performance. Smartphones have also made students' lives easier, as they can access their school information on the gadget through electronic learning (e-learning), and mobile learning (m-learning) as well as they can learn or get any kind of knowledge on them (Ng, Zakaria, Lai, & Confessore 2014). Ng, Zakaria, Lai, and Confessore (2014) reported that students used smartphones for academic purposes by retrieving information through search engines, accessing online encyclopedias and dictionaries, alongside tools such as calculators and flashcards.

Apart from academic use of smartphones, students in tertiary institutions use smartphone for communication purposes, which could be of academic or non-academic. The primary use of phones was to keep-in-touch with ones' families, friends and acquaintances through telephoning, text messaging and emailing. These functions have been enlarged by smartphone applications that added features that enhance advance communication such as video call and live streaming features. However, these functionalities can be abused or over-used that it could affect other functions of the devices (Mascheroni & Ólafsson, 2013). Kang and Jung (2014) posit that mobile communication has become embedded in students' daily communicative practices through telephony, web access, and applications (apps). Students communicate with classmates and their lecturers on academic matters using communication features of smartphones. Students get updates on class schedule, send emails to instructors, and equally receive feedbacks. In the academic environment, students also use communication features of smartphones for non-academic activities such as keeping in touch with girlfriend, family members, business partners among others.

Students' academic performance has been linked to several factors to explain ideal the environment and conditions that can enhance students' academic achievement. Researches in the academic field made several attempts to explain how other variable affect students' academic achievement. Academic achievement connotes the measurable, observable, and recordable changes that occur because of learning experiences. Some of the research areas that seek to explain students' academic achievement are researches that focus on what student does and how it affects their academic life. One of these areas that have drawn the attention of researchers is what students do with their smartphone and how it affects their academic achievement.

As previously established, there are different activities that students use smartphones to carry out and the time spent on these activities varies. Previous researches (Mascheroni & Ólafsson, 2013; Selwyn, 2012; Song, Bong, Lee, & Kim, 2015) suggest that many college students perceive their cell phone primarily as a leisure device, and most commonly use cell phones for social networking, surfing the Internet, watching videos, and playing games (Lepp, Li, & Barkley,2015; Lepp, Barkley, Sanders, Rebold, & Gates, 2013).However, it is worth nothing that except activity that are specifically designated as academic activities, all others student's activities mediated by smartphone could either be academic or non-academic. Entertainment can be edutainment; social media can be a student community where course related issues are discussed; information seeking activities can be searching for relevant course materials. But reverse can also be the case. Over generalization of previous studies that investigated relationship between time-spent on smartphone and students' academic performance without due consideration being given to types (academic and non-academic) and categories (social media, entertainment etc.) of the activities upon which students' time are spent motivated the researcher to carry out this study. Lepp, Barkley and Karpinski (2015) based on the limitation of their study suggested that a study specifically focus on time devoted to specific smartphone utilization such as gaming, social networking, information search, and the use of educational software (apps) should be carried out. This study is geared toward analyzing the relationship that exists between time spent on Smartphone utilization for academic and nonacademic activities and preservice teachers' academic achievement.

Statement of the Problem

Academic environments are rule by time. Time to resume school, time for lecture, time for assignment submission, time for examination and many other scheduled academic activities. To be successful in this environment, one must be time conscious and properly manage his/her limited time. Pre-service teacher education programme in Nigeria colleges of educations is characterized by fixing and scheduling school activities. Students at this level of education have very limited time due to the nature of their programme. Each student is to combine two courses along with educational courses. Each of the courses, however, have schedule timetable for lectures and other academic activities. This implies that even the time out of school schedules that could be regarded as free-time are to be used for academic activities such as preparing for next lecture, assignment compilation, personal study, group discussion, reviewing course material, communicating with fellow students on course related matters among others. Smartphone has been helpful in accomplishing most of these academic activities and its usefulness has made students develop a state of mind 'I can't do without my smartphone.' Despite the tight academic schedules observed by the researcher in Nigerian Colleges of Education, pre-service teachers are fond of checking their smartphone constantly and see any free time as an opportunity to carry out one or two activities on smartphone. However, there are many speculations on actual activities that are being carried out by pre-service teachers using smartphones.

Lepp et al. (2015) reported that overuse of smartphone leads to poor GPAs. It was also found that heavy video game playing has been associated with lower GPAs (Jackson, von Eye, Witt, Zhao, & Fitzgerald, 2011); low levels of Internet use have been associated with improved academic performance (Chen & Peng, 2008). However, carrying out activities on smartphone has been the concern of previous studies. Nature of the activities being carried out has not been give due consideration in the previous studies. Pre-service teachers can use their smartphone to carry out academic and non-academic activities on different platform or apps. This study therefore is interested in analyzing relationship between time-spent using smartphones for academic and non-academic activities and students' academic achievement.

Objectives of the Study

This study intends to:

i. determine the relationship between time-spent on academic utilization of smartphone and pre-service teachers' academic achievement in Colleges of Education, North-West Nigeria
ii. ascertain the relationship between time-spent on smartphone utilization for academic-based communication and pre-service teachers' academic achievement in Colleges of Education, North-West Nigeria

Research Questions

The following research questions guides the study:

i. What is the relationship between time-spent on academic utilization of smartphone and pre-service teachers' academic achievement in Colleges of Education, North-West Nigeria?
ii. What is the relationship between time-spent on smartphone utilization for academic-based communication and pre-service teachers' academic achievement in Colleges of Education, North-West Nigeria?

Research Hypotheses

The following research hypotheses were formulated to guide the study

i. There is no significant relationship between time-spent on academic utilization of smartphone and preservice teachers' academic achievement in Colleges of Education, North-West Nigeria
ii. There is no significant relationship between time-spent on smartphone utilization for academic-based communication and pre-service teachers' academic achievement in Colleges of Education, North-West Nigeria

Methodology

The study was conducted using correlational survey research design. This design is considered suitable because this study assessed the relationship between time-spent on smartphone-utilization and academic performance of pre-service teachers in colleges of education, North-west Nigeria. According to Punch (2003), correlational survey is used to stress the relationship between variables without necessarily indicating causation. These relationships are usually expressed using conceptual frameworks or hypothetical models. This study relies solely on the data collected through survey questionnaire items and pre-service teachers' cumulative grade point average (CGPA).

Pre-service teachers in the eleven Colleges of Education in North-west Nigeria constitute the research population. The target population of this study is 33,365 NCE II pre-service teachers in Colleges of Education in North-West Nigeria. The NCE II pre-service teachers were considered suitable for this study because they are not new comers like NCE I and they are not preparing for their final year exams, as in the case of NCE II. The sample size for this study is 380pre-service teachers as recommended by Research Advisor (2006) i.e., a population of 33,365, at a confidence level of 95%, and a margin of error (degree of accuracy) of 5%. This study adopted multi-stage sampling technique to accomplish the sample selection.

This study used a quantitative approach and therefore employed a modified Likert-scale type questionnaire to collect data from NCE II students. The study questionnaire is titled

Smartphone Utilization Scale for Academic and Non-academic Activities (SUSANA). The instruments had a reliability index of 0.651. Therefore, the instrument was considered reliable Statistical package for Social Sciences (SPSS) Version 23.0 was used for data analysis. The study used descriptive and inferential statistics to analyze the data collected. At descriptive level, frequency count and percentage were used for the demographic data of the respondent while mean, standard deviation and Pearson Product Moment Correlation Coefficient (PPMCC) were used to determine the rate, strength and the direction of the relationship that exist among the variable under consideration. The formulated hypotheses were tested using coefficient of "r" value in PPMCC. These hypotheses were tested at 0.05 level of significant.

Results and Discussion

Table 1: Use of Smartphone for Academic Activities among Pre-service Teachers of Different Grade-Classes

S/N	Items	G-Class	A	O	S	R	N	M	S	Rank
1	Watching learning videos	1st	8	0	1	1	0	4.50	1.08	Always
		2nd(U)	58	0	2	0	0	4.93	0.36	Always
		2nd(L)	43	50	0	21	5	3.88	1.20	Often
		Pass	73	13	2	34	31	3.41	1.70	Often
		Fail	6	6	1	7	5	3.04	1.54	Sometime
2	Reading text books	1st	4	5	1	0	0	4.30	0.67	Often
		2nd(U)	1	57	2	0	0	3.98	0.22	Often
		2nd(L)	22	78	7	12	0	3.92	0.80	Often
		Pass	25	60	6	37	25	3.15	1.39	Sometime
		Fail	3	6	1	9	6	2.64	1.41	Sometime
3	Reading scholarly articles	1st	3	3	4	0	0	3.90	0.88	Often
		2nd(U)	57	1	0	1	1	4.87	0.65	Always
		2nd(L)	25	34	14	1	45	2.94	1.63	Sometime
		Pass	35	39	13	39	27	3.10	1.46	Sometime
		Fail	3	5	3	7	7	2.60	1.41	Sometime
4	Share information to other students	1st	4	3	3	0	0	4.10	0.88	Often
		2nd(U)	2	0	57	0	1	3.03	0.45	Sometime
		2nd(L)	18	42	14	0	45	2.90	1.58	Sometime
		Pass	20	37	20	45	31	2.80	1.36	Sometime
		Fail	4	2	5	10	4	2.68	1.31	Sometime
5	Reading reference resources	1st	2	5	2	1	0	3.80	0.92	Often
		2nd(U)	0	0	2	58	0	2.03	0.18	Rarely
		2nd(L)	6	34	48	8	23	2.93	1.16	Sometime
		Pass	13	23	24	50	43	2.43	1.28	Sometime
		Fail	1	1	5	7	11	1.96	1.10	Rarely
6	Read novels and science fiction e-books	1st	0	6	4	0	0	3.60	0.52	Often
		2nd(U)	0	56	0	2	2	3.83	0.64	Often
		2nd(L)	1	27	50	2	39	2.57	1.19	Sometime
		Pass	8	12	35	45	53	2.20	1.15	Rarely
		Fail	0	0	8	7	10	1.92	0.86	Rarely
7	Look up information on unknown topics	1st	1	3	1	5	0	3.00	1.15	Sometime
		2nd(U)	1	1	2	0	56	1.18	0.72	Never
		2nd(L)	6	12	70	3	28	2.71	1.09	Sometime
		Pass	10	5	45	44	49	2.24	1.13	Rarely
		Fail	2	0	7	9	7	2.24	1.13	Rarely
8	Acquiring new knowledge	1st	5	3	1	0	1	4.10	1.29	Often

	on any topic or theme of choice	2nd(U)	0	1	57	1	1	2.97	0.32	Sometime
		2nd(L)	4	4	87	1	23	2.71	0.93	Sometime
		Pass	9	9	58	37	40	2.41	1.12	Sometime
		Fail	0	2	7	5	11	2.00	1.04	Rarely
9	updating of knowledge on any topic or theme of choice	1st	3	7	0	0	0	4.30	0.48	Often
		2nd(U)	0	0	2	57	1	2.02	0.22	Rarely
		2nd(L)	11	10	67	10	21	2.83	1.11	Sometime
		Pass	5	8	72	29	39	2.42	1.03	Sometime
		Fail	0	1	10	5	9	2.12	0.97	Rarely
10	sharing of new information and news	1st	2	3	1	4	0	3.30	1.25	Sometime
		2nd(U)	58	0	0	2	0	4.90	0.54	Always
		2nd(L)	19	6	79	10	5	3.20	0.95	Sometime
		Pass	20	11	54	35	33	2.67	1.26	Sometime
		Fail	4	1	11	4	5	2.80	1.29	Sometime

Keys: G-Class: Grade Class; **A**: Always; **O**: Often; **S**: Sometime; **R**: Rare; **N**: Never; **M**: mean; **S**: Standard Deviation.

Table 1 shows the frequency of using smartphone for academic activities among preservice teachers of different grade-class. The table revealed that irrespective of grade class, pre-service teachers used smartphone for academic activities at different degrees. However, majority (57) of the preservice teachers who were graded as second-class upper students have never used smartphone to look up information on unknown topics. A cumulative mean rating of 3.17 with standard deviation of 1.02 was obtained for all the respondents which mean majority of the respondents sometime used smartphone for academic activities.

Table 2: Communication use of Smartphone (Academic)among Pre-service Teachers of Different Grade-Classes

S/N	Items	G-Class	A	O	S	R	N	M	S	Rank
1	Making/Receiving Phone call about lecture	1st	10	0	0	0	0	5.00	0.00	Always
		2nd(U)	8	11	37	1	3	3.33	0.91	Sometime
		2nd(L)	5	3	5	103	3	2.19	0.72	Rarely
		Pass	15	3	7	117	11	2.31	1.00	Rarely
		Fail	3	1	2	10	9	2.16	1.31	Rarely
2	Sending/receiving text messages/email on assignment	1st	0	10	0	0	0	4.00	0.00	Often
		2nd(U)	5	18	36	0	1	3.43	0.72	Often
		2nd(L)	1	7	110	0	1	3.06	0.35	Sometime
		Pass	15	9	122	6	1	3.20	0.69	Sometime
		Fail	2	4	19	0	0	3.32	0.63	Sometime
3	Setting alarms/reminders and memos for academic activists	1st	10	0	0	0	0	5.00	0.00	Always
		2nd(U)	1	13	45	0	1	3.22	0.56	Sometime
		2nd(L)	2	5	111	1	0	3.07	0.34	Sometime
		Pass	17	2	128	4	2	3.18	0.71	Sometime
		Fail	13	0	12	0	0	4.04	1.02	Often
4	Reading posted learning resources on academic group you belonged	1st	0	10	0	0	0	4.00	0.00	Often
		2nd(U)	1	17	42	0	0	3.32	0.50	Sometime
		2nd(L)	1	6	111	1	0	3.06	0.30	Sometime
		Pass	1	20	126	6	0	3.10	0.43	Sometime
		Fail	2	2	19	2	0	3.16	0.69	Sometime
5	Posting updates and	1st	10	0	0	0	0	5.00	0.00	Always

	links related to you course	2nd(U)	0	14	46	0	0	3.23	0.43	Sometime
		2nd(L)	0	5	113	1	0	3.03	0.22	Sometime
		Pass	6	7	130	9	1	3.05	0.54	Sometime
		Fail	1	10	12	2	0	3.40	0.71	Sometime
6	Submit assignment via email	1st	0	1	5	1	3	2.40	1.07	Rarely
		2nd(U)	0	5	39	0	16	2.55	0.98	Sometime
		2nd(L)	0	2	112	1	4	2.94	0.40	Sometime
		Pass	0	1	132	7	13	2.79	0.59	Sometime
		Fail	0	2	15	1	7	2.48	1.00	Sometime
7	Initiate a discussion on you class platform/group chat about lecture previously attended	1st	4	0	3	3	0	3.50	1.35	Often
		2nd(U)	6	31	22	1	0	3.70	0.67	Often
		2nd(L)	1	7	110	1	0	3.07	0.31	Sometime
		Pass	4	8	131	10	0	3.04	0.47	Sometime
		Fail	2	3	13	7	0	3.00	0.87	Sometime
8	Join a live classroom online	1st	0	1	5	1	3	2.40	1.07	Rarely
		2nd(U)	0	4	34	5	17	2.42	0.98	Sometime
		2nd(L)	1	3	7	5	103	1.27	0.76	Never
		Pass	0	8	43	32	70	1.93	0.97	Rarely
		Fail	0	2	9	6	8	2.20	1.00	Rarely
9	Forward academic time/table, schedules or information to friends	1st	0	10	0	0	0	4.00	0.00	Often
		2nd(U)	18	10	24	8	0	3.63	1.06	Often
		2nd(L)	41	53	20	5	0	4.09	0.82	Often
		Pass	102	18	16	15	2	4.33	1.09	Often
		Fail	16	4	2	3	0	4.32	1.07	Often
10	Listening to voice notes that passes information about classroom activities	1st	10	0	0	0	0	5.00	0.00	Always
		2nd(U)	7	18	27	7	1	3.38	0.90	Sometime
		2nd(L)	5	19	4	91	0	2.48	0.91	Sometime
		Pass	35	44	18	52	4	3.35	1.24	Sometime
		Fail	15	4	4	2	0	4.28	1.02	Often
	Cumulative Mean							**3.27**	**0.67**	**Sometime**

Keys: G-Class: Grade Class; **A**: Always; **O**: Often; **S**: Sometime; **R**: Rare; **N**: Never; **M**: mean; **S**: Standard Deviation.

Table 2 shows the frequency of communication use of smartphone (academic) among pre-service teachers of different grade-class. The table revealed that irrespective of grade class, pre-service teachers used smartphone for academic communication activities at different levels. However, majority of the preservice teachers who were graded as second-class lower students have never used smartphone to join a live classroom online. A cumulative mean rating of 3.27 with standard deviation of 0.67 was obtained for all the respondents which mean that most of the respondents sometime used smartphone for academic communication.

Testing of Hypotheses

Table 3: Relationship Between Grade-Class and the rate of Smartphone utilization for Academic Activities

Variables	N	Df	Mean	Std. Dev.	Corr. Index (r)	Weight	Direction	Sig. (2-tailed)
Grade-Class	367	365	2.66	.923	.512	Strong	Positive	.00*
Rate of Smartphone usage for Academic Activities	367	365	39.26	7.37				

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows that there was significant positive relationship between time spent on academic use of smartphone and the academic achievement of pre-service teachers r=(2,365) 0.512; p-value=0.00. Thus, the hypothesis that says there is no significant relationship between time-spent on academic utilization of smartphone and pre-service teachers' academic achievement in Colleges of Education, North-West Nigeria is rejected.

Table 4: Relationship Between Grade-Class and the rate of Smartphone utilization for Communication (Academic)

Variables	N	Df	Mean	Std. Dev.	Corr. Index (r)	Weight	Direction	Sig. (2-tailed)
Grade-Class	367	365	2.66	.923	.176	Weak	Positive	.001*
Rate of Smartphone usage for Communication (Academic)	367	365	30.36	3.71				

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows that there was significant positive relationship between time spent on communication (academic) use of smartphone and the academic achievement of preservice teachers r=(2,365) 0.176; p-value=0.001. Thus, the hypothesis that says there is no significant relationship between time-spent on smartphone utilization for academic-based communication and pre-service teachers' academic achievement in Colleges of Education, North-West Nigeria is rejected

Discussion of Findings

The research question one and corresponding hypotheses were raised to established the relationship that exist between time-spent on academic utilization of smartphone and preservice teacher academic achievement as represented by their CGPA. The study found a significant positive relationship between time spent on academic utilization of and the academic achievement of preservice teachers r= (2,365) 0.512; p-value=0.00. This implies that academic achievement of preservice teachers can improve by engaging in more of academic activities using smartphone. This finding is in line with the findings of Bere and Rambe (2013), Boari, Fraser, Stanton and Cater (2012) who reported that school should encourage and promote the use of smartphone for academic activities so that they become immersed with their learning at anywhere and anytime. However, Bomhold (2013) is of the view that school should regulate the usage of smartphone among college students because it is the main source of academic distraction. The Bomhold view seen not alignment with the finding that found association between smartphone usage, specifically for academic activities as and learners' academic achievement. However, the observed contradiction could due to generalization of smartphone activities without dichotomizing smartphone utilization into academic and none academic like the present study.

The second research questions and the corresponding hypothesis was raised to establish the relationship between time-spent on the academic communication use of smartphones as related to preservice teacher academic achievement. The study found that there was significant positive relationship between time spent on communication (academic) use of smartphone and the academic achievement of preservice teachers r= (2,365) 0.176; p-value=0.001. Boyd and Ellison (2007) reported a similar case that student who engaged in academic activities of communication perform better than those that engages in non-academic communication. Similarly, Bowler, Julien, and Haddon (2018) reported positive influence of smartphone on students reading habit. However, Nayak (2018) reported negative influence of smartphone on students learning. The difference between present finding and the previous studies could be as result of nonseparation of academic and non-academic smartphones activities which the present study did.

Conclusion

Inferring from the findings of this study, the study concluded that time-spent on smartphone utilization for academic and non-academic activities has relationship with Preservice teachers' academic achievement. Specifically, time spent on entertainment, non-academic social media activities negatively affect preservice teachers' academic achievement why that of edutainment, academic-based information seeking and academic-based communication positively affect preservice teacher academic achievement.

Recommendations

Based on the findings of this study, the following recommendation were made:

i. Pre-service-teacher should be encouraged by their teachers to utilize smartphone for academic activities because it is capable of improving their academic achievement. This can be done by adopting blended learning strategies where students are given learning tasks on smartphones that engage them after the school hours.

ii. Pre-service teacher should be encouraged to use their smartphones to engage more on academic communication than non-academic communication because the formal can improve their academic achievement.

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INFLUENCE OF LEADERSHIP VARIABLES ONEMPLOYEES JOB PERFORMANCE OF BEVERAGE COMPANIES IN NORTH EAST, NIGERIA

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Abstract

The study was carried out to determine the influence of motivations and academic qualification on job performance of employees of beverage companies in north east, Nigeria. The study had two objectives, two research questions, and two null hypotheses which were formulated and tested at 0.05 level of significance. Descriptive survey design and ex-port facto were adopted for the study. The population of the study was one thousand two hundred and eighty one (1281) employees of beverage companies north east, Nigeria and one hundred and fifty six (156) employees were used as a sample for the study. The instruments used to generate data for the study was the questionnaire, t-test statistic was employed in testing the two null hypotheses. From the results of the study, all the two hypotheses were rejected. The summary of the study showed that motivation and academic qualification had significance influence on job performance of employees of beverage companies north east, Nigeria. It was concluded that, motivation and academic qualification had influence on job performance of employees of beverage companies north east, Nigeria. Academic qualification stimulate employees' effort to develop team spirit will give the organization a sense of unity of hard work toward their production process. Based on the findings, two recommendations are postulated, among which were that, in order to make employees to develop a spirit of hard work, motivation strategies should continuous be applied at each stage of production so as to increased maximum job performance, managers should continuous using their versatile skills, talent and experience to improved job performance.

Introduction

The job performance of employees had become important due to increased concern of human resources and personnel experts about the level of output obtained from workers. Employee job performances play a vital role in success and progress of private organizations because it is that performance that distinguished the successful firm from an unsuccessful one. Employees of the companies have experience many good things in performing their task such as promotion, salaries, Fringe benefit, working environment, on-the-job and off-the-job training, team work and overtime benefit. Employers of labour have realized that for their organization to compete favorably with other organization, the performance of their employees goes a long way in determining the success of the organization. On the other hand, job performance of employees in any organization is vital not only for the growth of the organization but also for the growth of individual employee. The performance of employees of the companies may likely be depend on the type of motivations that was adopted by the firm.

Beer and Walton (2014) stated that in a system sense, motivation consists of these three interacting and interdependent elements (needs, drives and incentives) that was satisfied to increase performance. Motivation is a human psychological characteristic that contributes to a person's degree of commitment. It includes the factors that cause, channel and sustain human behavior in a particular committed direction (Adeyemo, 1999). Adeyemo (1999) explained that there are basic assumptions of motivation practices by managers which must be understood. First, that motivation is commonly assumed to be a good thing. One cannot feel very good about one's self if one is not motivated. Second, motivation is one of several factors that go into a job performance. Factors such as ability, resources and conditions under which one performs are also important. Third, managers and researchers alike assume that motivation is in short supply and in need of periodic replenishment. Fourth, motivation is a tool which managers can use in organizations. If managers know what drives the people working for them, they can tailor job assignments and rewards to what make these people "tick". Motivation can also be conceived as of whatever it takes to encourage workers to perform by fulfilling or appealing to their needs. To Olajide (2000), "motivation is goal-directed and cannot be outside the goals of any organization whether public, private or non-profit. Academic qualification is part of motivational approached that re-enforce and improve the quality of service.

Academic qualification can increase an individual's ability to understand instructions and apply them to new task. Therefore employees ability to understand and used advanced technology may be determined by their levels of education.

It is on this back ground of the highlighted variables that the researcher is conducting a study to determine the influence of motivation and academic qualification on job performance of employees of Beverage Companies, North-east, Nigeria.

Statement of the Problem

The performance of workers had become important due to increased concern of human resources and personnel experts about the level of output obtained from workers (Trusty & Niles, 2004). Employee job performances play a vital role in success and progress of private organizations because it is that performance that distinguished the successful firm from an unsuccessful one. Employees of the companies have experience many good things in performing their task such as promotion, salaries, Fringe benefit, working environment, on-the-job, off-the-job training, team work and overtime benefit. It had been observed by the researcher that, good remuneration, motivation and qualification had been found to be among the policies an organization can adopt to increase their employees' performance and thereby increase the organizations productivity. Also, with the present global economic trend, most employers of labour have realized the fact that, for their organization to compete favorably with other organization, the performance of their employees goes a long way in determining the success of the organization. On the other hand, performance of employees in any organization is vital not only for the growth of the organization but also for the growth of individual employee (Ayobami, 2011). Employee performance is generally determined by three factors namely; Ability and capability to do the job; Work environment—the tools, materials and information needed to do the job; and Motivation and desire to do the job (Afful-Broni, 2012).

The performance of employees of the companies may likely be depend on the type of motivation that was given by the employer. The researcher is interested to find outwhether motivation and academic qualificationhave influence on job performance of employees of beverage companies in north-east, Nigeria.

Employees that are graduate are expected to perform well, function effectively in the various companies. However, employees that have academic qualification degree and above should perform above expectation compare to those with below degree. In spite of series of measures and strategies employed by management of the companies, such as innovative strategies and motivation strategies to ensure quality of service are maintained, the performance of employees in the companies is not encouraging.

Employers are concerned about the poor performance of employees in the companies, many variables are studies to determine their effect, impact or influence on employee's job performance, yet the problem is still on and the research report show a mixed result that is not consistent and conclusive. The situation includes job performance of employees of beverage companies in North-east, Nigeria.

It is because of these foregoing prevailing situations that the researcher wants to embark on this study to determine the influence of leadership variables on job performance of employees of Beverage Companies, North-east, Nigeria. This therefore, is the main problem which this study intends to address using empirical evidence.

Objectives of the Study

The general purpose of this study is to determine the influence of leadership variables on job performance of employees of beverage Companies in North-east, Nigeria. The specific objectives are to:

i. Determine the influence of Innovative variable on employees job performance of beverage Companies in North-east, Nigeria.

ii. Determine the influence of Working Experience of managers on employees job performance of beverage Companies in North-east, Nigeria.

Research Questions

For the purpose of this research work the following research questions guide the study:

i. What is the influence of Innovative variable on employees job performance of beverage Companies in North-east, Nigeria**?**

ii. What is the influence of Working Experience of managers on employees' job performance of Beverage Companies in North-east, Nigeria**?**

Research Hypotheses

In line with the specific objectives and research questions, the following null hypotheses were tested.

$H0_1$: innovative variable has no significance influence on employee's job performance of beverage Companies in North-east, Nigeria.

$H0_2$: working experience of managers has no significance influence on employee's job performance of beverage Companies in North-east, Nigeria.

Methodology

The research designs adopted for this study are descriptive survey and ex-port facto. Descriptive survey design is a design that deals with collecting, organizing and analysing data. Adamu (2015) averred that survey design helps a researcher to systematically document current opinion and information on research work. Yusuf (2017) emphasized that survey design can be used when the research work involves the use of questionnaire to seek opinion of respondents upon which decision and generalization can be made. In this study, descriptive survey research is used because it will help the researcher to observe or study a sample of a large population and use standardized instrument to collect data. Ex-post facto research design involves collecting ready and available data related to independent variables without any further manipulation. The choice of this design is necessary because the data to be collected are already established. Simon and Goes (2013) explained that ex-post facto design is used where data for a study is already established and readily available.The population of the study is one thousand two hundred and eighty two (1282) employees of beverage companies in North-east, Nigeria. The sample size is one hundred and fifty six (156) employees and managers of Beverage Companies in North-east, Nigeria were drown. This is in line with the view of Glen (2009) who recommended that 10% was shared according to numbers of departments in each company. This is upheld by Dilemma (2016) that, a size of 100 and above is sufficient to represent good and concise research findings and also provide representation of the population. The whole population of thirty one (31) managers of the companies was used as a sample, this is in line with the view of Fraser (1994) who stated that where the respondents are two or more than; you classified them according to their knowledge and understanding. Uzuagulu (2011) advised that the entire population should be used as sample if the population is small. The total sample for the study is one hundred and fifty six (156) which comprised one hundred and twenty five employees (125) employees of the companies and thirty one managers of the companies (31). This is in line with the advice of Chaudhary and Sharma (2012).which stated that if the population is less than hundred, you can take the whole population as your sample.Based on the objectives of the study, five instruments were used for data collection. The instruments were subjected to validation. Murtala (2011) emphasized on the importance of establishing the validity of research instruments. In view of this, the instruments were given to three (3) research methodology experts in the Department of Educational Psychology and Counseling, Faculty of Education, Ahmadu Bello University, Zaria, not below the rank of senior lecturer for vetting. This is in line with the advice of Abdullahi (2015) that validation of content of a research instrument by experts is both important and acceptable. Yaya (2015) said that validity of research instrument must be done before its administration. All the suggestions and modifications made on the instrument were effected. A Pilot test was conducted at Mofe beverages companies, Kaduna, Nigeriausing twenty workers of the companies. The researcher decided to use this companies because its employees have similar characteristics with those of the population of the study. In order to determine the reliability of the instrument for data collection, the researcher conducted a pilot study by administering questionnaire at Mofe table water, Kaduna state. The result was analyzed using Cornbrash Alfa statistical techniques which stood at the coefficient of 0.85 and 0.67 with a norm score of 33.45 and 39.30. This reliability coefficient was positive and hence, the instrument was adjusted reliable and stable. Haruna (2013) suggested that in order for an instrument to be accurate and valid, reliability test is necessary. This reliability coefficient was positive and hence, the instrument was adjusted reliable and stable. This is in line with the view of Muogbo (2016) who testified that, for a scale to be considered reliable, it should have an alpha value of 0.50 to 1. With this level of reliability index, the instruments were considered reliable for the study; these reliability coefficients indicated that the instrument was reliable and internally consistent. The data collected were subjected to statistical analysis using descriptive statistics and inferential statistics, all the ambiguities items in the questionnaire were detected and corrected through the pilot study.The collection of data was done by the researcher and one trainedresearch assistants in each company. The exercise was last for two month. Mean and standard deviation was used to answer the research questions (Situ, 2007).Null hypotheses one and two were tested using simple regression analyses, because simple regression analyses is suitable for establishing influence between two means scores (Ibrahim, 2011).Four point rating scale was used to determine the level of influence, an average of 2.50 was set as benchmark for decision rule in answering a research questions 1 – 2. Thus, the decision rule for answering research questions was if means of dependent variable is equal or greater than 2.50, was regarded as there was possible influence. A null hypothesis were retained when calculated p-value is greater than or equal to the alpha value ($P \geq 0.05$). A hypothesis was rejected when the calculated value is less than the alpha value ($P < 0.05$).

Result

Research Question One: What is the influence of Innovative variable on job performance of employees of beverage Companies in North-east, Nigeria?

The analysis of data used to answer the research question one is presented in table 1.

Table 1: Mean and Standard Deviation on influence of Innovative variable on job performance of employees of beverage Companies in North-east, Nigeria

Variable	N	$\bar{x}$	SD.	Mean Difference
Innovative variable	125	3.7280	0.54441	
				0.488
Job Performance of employees	125	3.2400	0.42880	

Source: Field Work, 2021

Table 1: The results of table 1 showed the influence of Innovative variable on job performance of employees of beverage Companies in North-east, Nigeria, the analysis revealed that the mean score on innovative variable stood at 3.7280 and standard deviation was 0.54441, while mean score on job performance of employees stood at 3.2400 and standard deviation was 0.42880, this gave mean difference of 0.488. This indicated that innovative variable had significant influence on job performance of employees of beverage Companies in North-east, Nigeria. This is because the mean score of 3.7280 is greater than 2.50 points set as bench mark for possible influence.

($3.7280 \geq 2.50$). The summary of this result showed that, innovative variable had significant influence on job performance of employees of beverage Companies in North-east, Nigeria. Therefore, it is indicated that innovative variable had influences job performance of employees of beverage Companies in North-east, Nigeria

Research Question Two: What is the influence of working Experience of managers on job performance of employees of Beverage Companies in North-east, Nigeria?

The analysis of data used to answer the research question two is presented in table 2.

Table 2: Mean and Standard Deviation on influence of working Experience on job performance of employees of beverage Companies in North-east, Nigeria

Variable	N	$\bar{x}$	SD.	Mean Difference
Working Experience of managers	31	2.9355	0.24973	
				0.3871
Job Performance of employees	31	3.3226	0.47519	

Source: Field Work, 2021

Table 2: The results of table 2revealed that the mean score on working experience stood at 2.9355 and standard deviation was 0.24973, while mean score on job performance of employees stood at 3.3226 and standard deviation was 0.47519, this gave mean difference of 0.3871. This indicated that working experience of managers had significant influence on job performance of employees of beverage Companies in North-east, Nigeria. This is because

the mean score of 2.9355 is greater than 2.50 points set as bench mark for possible influence. (2.9355≥ 2.50).
The summary of this result showed that, working experience of managers had significant influence on job performance of employees of beverage Companies in North-east, Nigeria. Therefore, it is indicated that working experience has significance influence job performance of employees of beverage Companies in North-east, Nigeria.

Test of Null Hypotheses
Results of the test of null hypotheses were presented in tables 3 to 4.

Null Hypothesis One: Innovative variable has no significance influence on employee's job performance of beverage Companies in North-east, Nigeria.

Regression analysis used to test null hypothesis one is as presented in table 3.

Table 3: Regression Analysis of influence of innovative variable on employee's job performance of beverage companies in North-east, Nigeria

Variables	Beta Unstandardized	Std. Error	T	Sig.	Beta Standardized	R	R^2	Add. R^2	Dec.
innovative variable	0.023	0.071	0.322	0.000			.		H_{01}
Job performance of employees	3.325	0.267	12.432	0.000	0.29	0.29	0.01	0.07	Failed to Retain

***Significant, p< 0.05.** **Source:** Field Study 2021

Table 3 showed the regression analysis of innovative variable in relation to job performance of employees of beverage Companies in North-east, Nigeria. The table revealed the value of beta for innovative variable as 0.023 against a coefficient value of 3.325 for employee's job performance. The table also indicates that R^2value is 0.07, Beta = 0.29 and p = .000. This implies that innovative variable has (29%) influence on employees' job performance. Thus, since p - value of .000 is less than the level of significance of 0.05, indicating a significant influence. This implies that innovative variable has a significant influence on job performance of employees of beverage Companies in North-east, Nigeria. Therefore, the null hypothesis one which states that innovative variable has no significance influence on employee's job performance of beverage Companies in North-east, Nigeria. Was failed to retain. ($P < 0.05$).

Null Hypothesis Two: Working experience has no significance influence on employee's job performance of beverage Companies in North-east, Nigeria.

Regression analysis used to test null hypothesis two is as presented in table 4.

Table 4: Regression Analysis on influence of working experience on employee's job performance of beverage companies in North-east, Nigeria

Variables	Beta Unstandardized	Std. Error	T	Sig.	Beta Standardized	R	R^2	Add. R^2	Dec.
Working experience of manager	0.724	0.327	2.216	0.351			.		H_{01}
					.929	0.929	.863	0.745	Failed to
Job performance of	4.724	0.638	7.410	0.000					Retain

employees

***Significant, $p< 0.05$.** **Source:** Field Study 2021

Table 4 showed the regression analysis on managers working experience in relation to job performance of employees of beverage Companies in North-east, Nigeria. The table revealed the value of beta for managers working experience as 0.724 against a coefficient value of 4.724 for employee's job performance. The table also indicates that R^2value is 0.863, Beta = 0.929 and p = 0.000. This implies that managers working experience has (86%) influence on employees' job performance. Thus, since p - value of .000 is less than the level of significance of 0.05, indicating a significant influence. This implies that managers working experience has a significant influence on job performance of employees of beverage Companies in North-east, Nigeria. Therefore, the null hypothesis two which states that working experience has no significance influence on employee's job performance of beverage Companies in North-east, Nigeria. Was failed to retain. ($P < 0.05$).

Summary of Findings

From the data analysis, the following are the summary of the major findings:

1. The result of research question one and null hypothesis one revealed that innovative variable had significance influence on job performance of employees of beverage Companies in North-east, Nigeria, with a mean of 3.7280 and t-cal (0.322). This means that innovative variable has significant influence on job performance of employees of beverage Companies in North-east, Nigeria.($p = 0.000 < 0.05$).
2. The result of research question two and null hypothesis two revealed that working experience of managers had significance influence on job performance of beverage Companies in North-east, Nigeria, with a mean of (2.9355) and t-cal (2.216). This means that managers working experience has significant influence on job performance of employees of beverage Companies in North-east, Nigeria. ($p = 0.000 < 0.05$).

Conclusion

Based on the outcome of this research work, the researcher concluded thatinnovative variable and working experience of managers had influence on employees' job performance of employees of Beverage Companies in North-east, Nigeria. innovation provide employees with opportunities to develop their self with confidence, joy and happiness in carrying out their task on the other hand working experience of managers increase talent and understanding of employees toward their assigned task.

Recommendations

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

1. Innovative strategies should continuous be applied at each stage of production so as to increased maximum job performance.
2. Managers should continuous using their versatile skills, talent and experience to improved job performance.

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DEMOCRACY AND CORRUPTION IN NIGERIA: THE CONSPIRACY OF SILENCE OF THE POLITICAL LEADERSHIP

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Abstract

The rationale for the 'social contract' is the achievement of 'the good life' for the greatest number. Man being the epicenter of development has always pursued this goal and maximized his existence. What poses threat to these aspirations has preoccupied his heart and made him to seek ways to improve his life. Democracy, it is believed is capable of enhancing and providing the means of finding solutions to the prevailing economic, social and political problems since it provides opportunities for mass participation. The paper contends that the practice of democracy in Nigeria leaves less to be desired. Instead, corruption and the silent posture by the political leadership have aggravated poverty rather than bring development in Nigeria. This social malady has lingered because the leaders have failed to give it the much needed commitment to fight for its drastic reduction, despite the propaganda given to it. Also that democracy and its practice has been grossly corrupted, the result of which is increased destitution, harvest of death, policy confusion and irreconcilable political differences, etc. explainable from the background of survival of the fittest. That the leaders do not seem prepared to diminish the further spread of this malaise. Until there is a consciousness of rectitude and dedication to fight corruption top-to-bottom, the outcry for development will be a dream.

Key words: *Democracy, Corruption, Conspiracy of Silence, Political Leadership*

Introduction

Global trends and events over the last two decades have increased the rate of internalization and domestication of best practices amongst countries of the world, notwithstanding differences in culture and aspirations. Democracy has been taken to be the most viable framework for addressing the task of development because it provides opportunities for the realization of the greatest good for the greatest number for the common man, (Hembe, 2003). However, in Nigeria, the attainment of these ideals has been dangerously challenged by bad managers of this democracy. Fundamentally, the challenge of establishing and sustaining democracy in an environment of sustained corruption and near grave silence of leaders and institutions for fighting corruption; where mass poverty is headquartered and political violence and intolerant political culture (Sulaiman, 2011; Asaju, 2014), is not only desirable but promoted, gaining any crusade for change will be indeed cumbersome and herculean. There is a correlation between the social welfare of the citizens and the sustenance of democracy. Deriving from the forgoing therefore, the practice of democracy in Nigeria has not been able to liberate the people from the shackles of poverty. It has in fact failed to do what it did in the countries of the core or northern hemisphere. It rather seems to have left the people worse than it met them (Nnoli, 2011).

A clique has hijacked the political space and is using the proceeds to enrich themselves to the detriment of the generality of the docile masses who are invariably in the majority. The increasing rate of poverty especially in Nigeria with her vast economic, national and human endowment pose a great challenge to the handlers of the Nigerian economy who are charged with the responsibility of finding solutions to the poverty situation. In fact, different programs have been put in place at one time or the other by the federal, state and local governments in the fight against poverty in the country which have not yielded anticipated result. To make the issue more telling, various reports have also classified Nigeria among the poorest countries of the world despite the huge income she derives from oil, (Onafowokan and Kayode, 2006) and (Akpe, 2008). Instead of the situation to improve, it continues to get worse with each administration leaving everybody the more helpless and confused. Certainly, many Nigerians are dissatisfied with the democracy on offer in their country. They are seeking possible ways to change the ailing system and it appears the change has delayed to come through political instrumentality, considering the conspiracy by the leaders to perpetuate poverty to further frustrate and plunge the people into misery.

The paper argues that, democracy in Nigeria, has failed to do what it did in the developed countries. The failure of it is tied to corruption and the continued silent posture maintained by the political leadership which by extension makes them accomplices. To achieve this, the paper was divided into the introduction, the Concept of Democracy, the Concept of Corruption, the concept of poverty, The Conspiracy of Silence of the political Leadership, the conclusion and the Way Forward.

The Concept of Democracy

The term, democracy is no doubt the most polemical words in political dictionary. It has been screened through various interpretations and adaptations in many parts of the world that over time, it has become value laden, (Wiseman, 1996). It is derived from the Greek word *'demos'* which means 'the people', '*cracy'* stands for rule or government, (Gauba, 2004). Thus, literally, democracy signifies 'the rule of the people'. Several exponents of democracy have treated democracy chiefly as a form of government. One-time president of United States of America, Abraham Lincoln defines democracy as government of the people, by the people and for the people. Ever since then, it has been difficult to find a more popular definition, for obvious reasons. To Nnoli (2011), it is simple, graphic, original and straight to the point. It has the character of a sound bite, even a slogan. In fact, it has become a widely used cliché. It is easy to remember, is politically correct and appeals to positive political emotions.

As Nnoli has noted, probably because of its popularity, many scholars have not subjected it to serious theoretical and empirical assessment. They fail to elucidate its meaning in practical terms. In other words, the popularity of this definition has prevented analysts, particularly academics, from making progress in their understanding of democracy. In a way, it has become the opium of political analysis. It gives the impression that the concept 'people' on which it hinges is a homogenous entity of equal, undifferentiated and unorganized individuals: each is capable of influencing government as much as the others. However, the

practical reality is quite different. Therefore, from a scientific point of view, the concept of 'the people' is a myth. It needs be demystified if democracy is to be understood. The concept of the people here means the majority. If this so-called majority is bad people then the society is doomed for.
The history of societies, especially the modern ones, shows that they are highly differentiated. They are characterized by a high degree of inequality. Individuals exist side by side with groups and other collectivities. They have differential access to government, and different levels of influence on government. Political actors of importance tend more than not, to be groups and collectivities, rather than individuals. Its component parts need to see the analytical light of the day. Only then can we truly comprehend the true meaning of democracy. One of the challenges of democracy in this sense is how to device means for enabling the citizens to effect the necessary participation which will in turn improves their lives.

Again, Omenka, (2008), also punctured the above definition when he maintains that the definition raises a lot of fundamental questions. For instance, does the idea of "by the people" presuppose every individual in the society? If so, does it imply that every person in the state, including the insane and the imprisoned, has the right to participate in decision-making? The answer obviously is no. Oyovbaire, (1987), also questioned the above definition of democracy. According to him such a definition is oblivious of the elite theory according to which there is no government by the people; what we have instead is government by the few– the power elite – over the many, but even here, the question arises as to how the power elite derive their power? Do they openly compete for power in organized formations? And, do the people meaningfully participate in the choice and control of the people that govern them?

In answering these questions, Joseph Schumpeter in (Lijphart, 1977) says that 'democracy is a political method by which the individual acquires the power to participate in decision by means of competitive struggle for the peoples vote'. It is this competition for the people's vote in a free and fair election (Eliot 1994) that is the distinguishing characteristic of the democratic method. By competing for votes, aspirants for political power, be they individuals or organization (e.g. political parties) subject themselves periodically to the people's choice hence the people can vote out of office the individual or groups of leaders that is unresponsive to their needs and demands and vote in another that promises to do so or is capable of doing better. Again, a critical look at this submission also raises doubt. It is believed that democracy is a game of number. But it is surprising that this number does not decide the winner of an election but those who count the vote. On the whole, one thing, no doubt, democracy does is that it put a seal of authority and give mandates to leaders to act on behalf of the people. Authority, according to Eliagwu, (2000) emanates from the people. Any authority that does not emerge from the consent of the people is not democratic. He admitted that how the consent is sought or operationalized may vary from one system and/or country to the other. Supporting this view, Ayantayo holds that:

Regarding politics, the global culture tends to place emphasis on democracy as the best form of government because it favors majority. While we appreciate this we need to know that democracy is just a game of number. This has been tactically imposed on African continent. Democracy itself has cultural flavor. It is a pity that the much talked about concept of the majority is arrived at with little consideration for moral status of the majority. The so-called majority may be bad people. Any government that is instituted on this ground cannot produce good governance, (Ayantayo, 2004).

Nzongola-Ntalaja (2000) explains democracy as a continuous process of promoting equal access to fundamental rights. According to Nzongola-Ntalaja therefore, democracy cannot be negotiated for anything close to it for developing nations; rather, it has to be richer than the liberal model and should be capable of leading to a development strategy that is home-grown, people-centered and oriented towards eradicating poverty. In the same vein, Ake (1981) and (1996) argues that the real democratic culture that can bring about real development in Africa is the one sustained by economic and political development based on decentralization of power, and reliance on indigenous communities to provide some refuge from the centralized state.

From the above understanding, democracy should therefore be a form of government that involves the people actively and directly in all aspects affecting them. As a form of government therefore, democracy entails the popular organization of culture, economy, politics and education, so much that citizens satisfactorily participate in all discussions affecting them, directly or through elected representatives. This is what democracy has failed to give to Nigeria, the perpetuation of which has gingered the agitation for change over the years.

The Concept of Corruption

Corruption is a universal phenomenon and it varies depending on the context in which it is used (Tse, 2010). It is one of the most dangerous social ills in any society. It is found in both developing and developed economies but it is however more common and disastrous in some nations than in others, Ijewere, 1999). Anger and Tsuwa, (2011) see corruption as a deadly virus, it attacks the vital structures that make for society's progressive functioning, thus putting its very existence into serious peril.

Anger and Tsuwa stress that the effects of corruption on the society are enormous especially when it touches on the 'souls' and 'core values' of the society. Losses incurred by the nation in the scourge of corruption are myriad and devastating. *Firstly*, productivity is not at optimal levels because the most efficient people are not the ones doing the job. *Second*, those who are bypassed get frustrated which later generate feeling of hopelessness, dejection, and low morale and fraternity with perpetrators of criminalities in the society. The result of which are apathy, neglect of honesty and excessive cynicism, lack of patriotism and the application of all means possible for acquisition of wealth by those that feel alienated. Corruption is not an easily definable concept. The reason adduced to this by Anger and Tsuwa, is that discussions on corruption generate emotions, rather than shading light on the subject matter itself. For us to understand and control corruption and its effects on the society, we need a comprehensive analysis of what it is. It is after this diagnose that we can better be in the position to proffer solutions.

To Nye, 1998, corruption is a kind of behavior, which deviates from the formal duties of a public role because of private regarding of pecuniary or status gains. It is a deviation from prescribed standards and graduation into immoral and dishonest behavior for the reason of selfishness. To Sorkaa (2002), corruption arises when in a society, the shameless triumph, when abuser is admired when the principles and only opportunism prevails; when the insolent rule and people tolerate it; when everything becomes corrupt but the majority is quiet because their slice is waiting … corruption exists when an individual illegally or illicitly puts personal interest above those of the people and the ideals he or she pledges to serve. Corruption denotes moral depravity and perversion of integrity through bribery or favor, or a conscious and well-planned act by a person or group of persons to appropriate by unlawful means the wealth of another person or group of persons. It is act of turning power and authority into ready cash or diversion of resources from the betterment of the community to the gain of individuals at the expense of the community quoting Odekunle, Anger and Tsuwa (2011) opines that:

in popular understanding, any of the following is corruption; asking or taking of fee, or favor in exchange for the performance of such a legitimate task; the pervasion or obstruction of the performance of such a task or the performance of an illegitimate task; hoarding, collusion, price fixing smuggling, transfer fixing…election rigging, illegal arrest or harassment and intimidation, abuse or misuse of office powers, and privileges…unfair and unjust acquisition of wealth, forgery of any kind, diversion of public funds, etc.

Corruption is the forceful diversion of material wealth into private hands that is intended for effective achievement of social desirable ends, resulting in deprivation and impoverishments of the many to the advantage of a few. Corruption is deep seated and complex in Nigeria. It is so pervasive that both the public and private sectors are affected. Corruption now permeates every aspect of Nigerian life, especially in the transactions of government business at various levels. Corruption is a constant topic of conversation; everybody talks about it yet everybody appear to be involved (Olorede, 2011). To Alemika (2004), Corruption in the country seems to have acquired immunity against various political and legal measures aimed at its control. Corruption is stifling economic development, eroding public bureaucratic efficacy, widening inequality, and undermining the creation of opportunities and delivery of social services for the citizens, especially those who are socially, economically and politically disadvantaged.

We have Political corruption, economic corruption, bureaucratic corruption, judicial corruption, moral corruption, etc (Olatunji, 2012; Oghuvbu, 2021). What we are concerned with here is to see how the combinations of these have acted to undermine and collapse the structures for development in Nigeria. Deriving from the foregoing, it is no democracy where the people are denied their participatory right in the social-economic realities; it is no democracy where the people are short changed for their benefit of participation in politics – their dividend of belonging to the commonwealth. It is no democracy where the choices of majority no longer determine winners in an election but those who count the votes. The development of the human person therefore is very important in democracy. The first duty of a government, thus, is to mount a campaign to let the people know what they should know, so that they can participate in the running of the government. It is in this that they can improve their material life. It will be a total injustice for the privileged few to have the sole right to determine always what should be done in the country. It is a conspiracy and deception on the part of the government to give the impression that the role of the individual is not overestimated. 'What can an individual do, who from every indication is totally incapacitated and prevented from participating even in the most common events of life? It is equally wrong to think and expect the citizenry to assume the prime responsibility to work for their own development without the government first providing the basic necessities and enabling environment for such.

Given this background, we must stress that people cannot work out their development if they do not have the necessary facilities they need in order to achieve this. For instance, to be educated, the people need not establish their own school (primary, secondary and tertiary) before they can go to school. To access health facilities, one does not need to set up personal hospital before one could be treated of minor ailment. One need not construct a good road or buy private jet before he/she could travel around. One need not have his/her father as a president, a governor or uncles as senators, a minister, a permanent secretary, a director and chairman of a political party or any other connection before one can get a job, be attended to politely in public offices, and win a contract. Anozie (2003) contends that the onus still rests on those who have leading roles to harness resources to see that the poor are assisted unconditionally'.

The Conspiracy of Silence of the political Leadership

It is first necessary to operationalize the concept of conspiracy theories to determine what counts as a conspiracy and what does not. First, we identify a "conspiracy" as secret plot by two or more powerful actors (Keeley, 1999; Pigden, 1995). Conspiracies typically attempt to usurp political or economic power, violate rights, infringe upon established agreements, withhold vital secrets, or alter bedrock institutions. It is the monopolization of knowledge and power by assuming perpetual ignorance of the masses for selfish purposes. This definition goes beyond simple criminal conspiracies, such as conspiring to rob a house or a shop. Conspiracies such as the Watergate scandal do happen, but because of the difficulties inherent in executing plans and keeping people quiet, they tend to fail (Dai & Handley-Schachler, 2015; Grimes, 2016; Keeley, 1999; Popper, 1972). When conspiracies fail—or are otherwise exposed—the appropriate experts deem them as having actually occurred (Levy, 2007).

Conspiracy theories are attempts to explain the ultimate causes of significant social and political events and circumstances with claims of secret plots by two or more powerful actors (Aaronovitch, 2010; Byford, 2011; Coady, 2006; Dentith & Orr, 2017; Keeley, 1999). While often thought of as addressing governments, conspiracy theories could accuse any group perceived as powerful and malevolent. Conspiracy theories about the 9/11 terror attacks accuse the Bush administration, the Saudi Government corporations, the financial industry, and the Jews; conspiracy theories about climate change accuse scientists, communists, the United Nations, Democrats, the government, and the oil industry among others. While a conspiracy refers to a true causal chain of events, a conspiracy theory refers to an allegation of scheme/plot that may or may not be true. For a history of the term, see McKenzie-McHarg (2018), and for a critique of its usage, see Walker (2018).

Achebe has summarized the problems of Nigeria in leadership when he bore his mind on the crisis of development in Nigeria. He opined in the book, 'The Trouble with Nigeria', (1983) that:

> *The trouble with Nigeria is simply and squarely a failure of leadership. There is nothing basically wrong with Nigerian land or climate or water or anything else. The Nigerian problem is the unwillingness or inability of its leaders to rise to the responsibility, to the challenges of personal example, which is the hallmark of true leadership.*

More critical in this regard is the fact that the current crisis is not only pervasive but persistent. For the first time, all sections of the elites, public opinions, as well as the rulers and the ruled agreed that the economy has failed not only to live up to the popular expectations of improving the people's quality of life but also even to maintain existing standard of living. Leadership at any levels in the society holds the greatest potentials for the rallying point of the people's expectations, (Ogoyi, 2010). The craze for development has therefore inadvertently offered opportunity for sycophancy to take center stage.

Leaders are in the language of psychologists, role models. People look up to them and copy their actions, behaviors and even mannerism. Therefore if a leader lacks discipline the effect is apt to spread automatically down to his followers. The less discerning among these i.e. the vast majority will accept his action quite simply as 'the done thing', while the more critical may worry about it for a while and then settle the matter by telling themselves that the normal rules of social behavior need not apply to those in power (Achebe, 1981).

In the light of the above, though the masses have fundamental problems yet they cannot be held responsible for Nigeria's underdevelopment status. Achebe strongly contends and I believe that indiscipline (corruption) in an ordinary citizen, regrettable as it may be, does not pose a fatal threat to the society because it can be generally contained by his fellows or at worst by a couple of policemen and made to cough out or correct it. But the indiscipline or corrupting influence of a leader is a different matter altogether. First, he has no fellow to restrain him (as he is idolized though wrongly, because he appears to be *omega* in everything and seen to hold the key of survival), and the police men who might have done it are all in his employ. Second, power, by giving him immunity from common censure, makes the leader the envy of the powerless who will turn him to a role model and imitate his actions of indiscipline. An explosion of such actions occurring all over the place at once brings the whole society under a climate of indiscipline, as leaders' mistakes are leading mistakes.

To Achebe, power is worship in Nigeria. The paraphernalia around the Nigerian leaders are just too excessive and unequalled. Harnessed to the trappings of protocol and sycophants, even a good and intelligent leader will gradually begin to forget what the real world looks like. Corruption goes with power and influence: and whatever the average may have is not power. Therefore to hold any discussion on corruption, we must first locate it where it properly belongs, on the ranks of the powerful, simply the leadership. To Ake, (1996) this is why political contest is fierce in African, especially, Nigeria. Power seekers in Nigeria, see politics as avenue for making money and increase wealth. To be in power in Nigeria is to control state resources and convert them to personal uses. That is why to lose election is to be out of power and to be denied access to the opportunities for aggrandizement. To maintain incumbency, those in power use all sorts of strategies to ensure that the election results favor them.

According to Jega, (2006), if the truth is to be told, with very few exceptions our crop of leaders have essentially been self-serving rulers, some even despots, and not leaders in the true sense of the word. They lack(ed) vision, focus, selflessness and even enlightened self-interest. Our leaders are unimaginably corrupt; they greedy, they are vindictive, they are reckless and in many fundamental respects, senseless. Virtually whoever has access to power abuses it. The exceptions are very few, indeed. There is perhaps no other country in the world where power corrupts and absolute power corrupts as absolutely as in Nigeria.

It is in the context of the above that one can bring to bear recent incidence of corruption to substantiate the claim that leadership is to blame for Nigeria's woes. For instance, Stella Oduah's N255million scam seems to be a *political disco* by the mafia managers. What about the 12billion Police Service Commission's fund looted by Tafa Balogun, the then Police IG? The vanguard, May 27, 2003 reported that Halliburton, a US oilfield service firm admitted giving a bribe of \$2.4 million to a Nigerian company (KBP Engineering Construction Company) to avoid paying accumulated tax of \$5million. The Daily Sun of 2nd August, 2004 has it that the amount that was supposed to be credited to the account of the Nigerian government totaled to over N3 billion. Nigeria also lost about \$94 billion in the deal involving Pentascope over NITEL in the privatization process, (Anger and Tsuwa, 2011). This amount has not been accounted for till date. All these cases are forgotten by now as far as the perpetrators remain loyal and silent to the evils of the government of the day. The Daily Trust 8th September, 2003 has it that the former minister of works, Chief Tony Anenih embezzled over N34 million allocated for road rehabilitation during his tenure. Over \$19 million was released for the turnaround maintenance of the Kaduna refinery without success, (Anger and Tsuwa 2011).

From the above observations, it seems that the figure of corruption or the amount of money embezzled by the leadership keep increasing in geometric progression every year (Anger and Tsuwa, 2011). Where does the poor come in here? Rather, leaders under the guise of selective settlement have pretended to be unaware of the corruption and poverty situation. Those that have plundered Nigeria have suddenly turned to philanthropic personalities. Ordinary people in their ignorance have been deceived to see such philanthropic gestures as either the benevolence or the prerogative of the high and mighty. They are deliberately blinded from seeing the reality of their stakeholdership in the Nigerian project. That being done, they (the poor) give unreserved support to dishonest leaders. In this case, whatever measures are consequently taken to bring these fraudulent leaders to book is ignorantly and violently opposed by the mass of their supporters. This of course is the conspiracy of the political class.

It is a conspiracy we believe if the government cannot settle the salary arrears of the striking ASUU members in the face of glaring official profligacy with state treasury and alleged disappearances of monies especially, the recent N500 billion SUREP money missing from the treasury and the $20 billion missing from NNPC's account. It takes courage for the Central Bank Governor to divulge such information for public consumption. This he has paid for by losing his position. It is a conspiracy if the government cannot prosecute a minister for buying armored cars worth N255 million when it is worse hit by poverty and insecurity. What kind of impressions do these communicate to our imagination? What has happened to the subsidy probe and the subsequent bribery scandal involving Otedola, Farouk Lawal and others? What has happened to the bribery saga involving Dimeji Bankole, the immediate past speaker of the House of Representative? What has happened to the over N32 billion pension scam? There is no end to the list of cases of corruption. The eyes or consciences of our leaders only come alive when there is a voice of dissent among the political brass. In this case they witch-hunt individuals who are opposed to their demented ambition.

It is a deliberate collaboration amongst the leaders to keep perpetually this trend so as to reduce the poor to an inconsequential level of not ever uniting to agitate for their rights. It is a conspiracy of leadership if the poor cannot have a say in even issues that directly affect him, if the poor cannot get justice at the law court, if the poor cannot feed well and is left with no other option than to scavenge the street in the midst of wanton display of wealth by the leaders, it is conspiracy if the poor do not have the right to travel on good roads, it is conspiracy if the poor are sentence to death by hanging for stealing just hand set and those that plunder the economy are freed on the ground of plea bargain. It is clear that the leadership is bent on eliminating the poor from existence.

According to Ehusani, (2002), the times are hard for the generality of our countrymen and women. It is simply incredible what our saints and scholars, and seers and dreamers are going through during these times when the champions of virtue and the crusaders of justice seem to have been gagged, harassed and coerced into submission or beaten to a retreat. Mere survival has become an uphill task for dogged champions of the principles of civility. How does the crusader thrive in an environment of rampant sycophancy and idolatry? How does the idealist bloom in a society of charlatans, minimalists, and mediocre? What place has the man or woman of principles in a land of duplicity, where compromise is king? What chances of survival have saints and scholars at a time when corruption is clothe in purple and adorned with gold? How does the dreamer dream his or her dreams in the midst of a generation that is plagued by collective amnesia and corporate myopia?

To Ehusani, thus, the distress of the moment perhaps has done greater damage to the Nigerian psyche than many realize. One can readily see the economic, political and social dimensions of our nation's distress, but the negative transformation of the Nigerian psyche in the last few years has been sublimal and silent, but nevertheless progressive and phenomenal.

Apparently overcome by mental exhaustion or fatigue, many Nigerians are too weak to keep their dreams, too hungry to hold on to their principles, and too blind to see beyond the madness of the moment. So they adjust their lives to the prevalent injustice, they join the bandwagon that makes falsehood a way of life, they lend their voices to the chorus of confusion, they contribute their talents towards oiling the machinery of misinformation, they in the ever increasing army of sycophants and boot-lickers, they embrace the culture of death and subscribe to all forms of violence, both conventional and novel. The result of all these on the national landscape is the glorification of mediocrity, the institutionalization of corruption, the banishment of truth, honesty, fairness and hard work, and the progressive degeneration or decay of the moral fiber of society (Ehusani, 2002).

Categorically, the crisis of leadership is at the root of the failure of the Nigerian democratization. Only decent, forthright leadership, with the requisite political will is required to accelerate the democratization process. Presently, there is a dearth of credible leadership in the Nigerian governance process and we have to find effective ways and means of addressing this problem.

Conclusion

Practitioners of corruption come in different form. There are closet practitioners of corruption. They must be exposed. There are deliberate practitioners of corruption. They must be severely dealt with. There are unwitting practitioners of corruption. They must be educated. There are practitioners of corruption who feel morally justified to practice corruption. They must be corrected. There are practitioners of corruption who redefine corruption to exclude their nefarious conduct. They must be neutralized. There are do-gooders practitioners of corruption who will shield themselves from being brought to justice when caught in the nefarious act. Their hypocrisy must be exposed to public ridicule, (Oshionebo and Ande, 2010:52). If our leaders and political class speak vehemently against corruption and punish corrupt act perpetrated by those who are entrusted with public responsibility accordingly the situation would be curtailed.

The Way Forward

The choice before us is not between violence and non-violence. The choice before Nigerians is not even between military dictatorship and democracy. The choice we must make today is between the falsehood that enslaves and the truth that liberates. The choice we must make is between the poisonous gas of deceit and mischief which has suffocated the few who have catapulted themselves to the seat of power and domesticated the national treasury, and the liberating oxygen of truth and love which alone sets free. The choice we must make is between the death-dealing machinery of oppression and manipulation which has muscled and manacled the Nigerian polity and the gentle hand of freedom and justice which make for peace and prosperity.

Supporting Ehusani's contentions those who propagandize for the leadership backed by the power of incumbency and using the collective resources of all, are doing a disservice to the silent majority who know the extent of their own suffering even as they cannot exercise equal opportunity to air and vent their feelings…in a multiethnic, multicultural and multi-religious nation overflowing with talented and charismatic figures among its teeming population, it is madness to peddle the idea that leadership qualities are concentrated in only one man (or a clique).

Drawing lessons from the Abacha's experience, Okwoeze (19997) maintain and it is suggestive for the issue under discourse. To him, we must have to speak out against the evil of governance. That if many good men and women in Nigeria who chose to keep quiet when he (Abacha) was on the prowl had been timely in raising their voices against his crimes, it is possible Abacha would not have gone the extent he did. Directly or in directly, all the influential men and women in this country who kept silent when they should have spoken made Abacha what he was. Under Abacha, Nigerians suffered so much not only as a result of his wickedness but also as a result of the appalling silence of good people. We must learn to speak up and continue to speak. Posterity will judge us if we fail to add our voice against the evil of the day.

As the most irreversible vindicator, history is replete with unmistakable accounts of men who laid the foundation of great empires on force. These include Adolf Hitler of Germany, Jean Bedel Bokassa of Central Africa Republic, Idi Amin Dada of Uganda, Marcias Nguema of Equitorial Guinea, Emperor Haile Selassie of Ethiopia, Ferdinand Marcos of the Philippines, Siad Barre of Somalia, Samuel Doe of Liberia, Kamuzu Banda of Malawi, Sani Abacha of Nigeria and many others. While the whimsical empires founded by these men have all crumbled and become condemnatory relics of man's refusal to learn from his mistakes, the countries which each of them held hostage while in power have outlasted their demented ambition (Okwoeze, 1999).

Our people are miserable and desperate. And to compound our travails, there is presence of security men everywhere. Yet, nobody is secure. Not even the Aso Rock lords who have to keep on cooking up one intrigue after another in order to cage and possibly eliminate all those they regard as enemies. Corrupt acts by public office holders should not be treated with levity but handled appropriately in accordance to the laws of the land, to deter others from repeating same. Public servants should be rewarded for excellence so as to encourage them to be patriotic. The current move of government to amend and enact laws to provide for stiff penalties such as life imprisonment without any option of fine for offenders is a sure positive step in the right direction.

It is also worth mentioning here that Nigeria is where she is because of the caliber of people Nigerians elect as leaders. The means through which they get to these leadership positions is also questionable and need be revisited. Most of them climb to leadership positions through foul means and they also go there with a misconception of what leadership entails. To them, leadership is not an opportunity to serve honestly but an opportunity to amass wealth, misuse power and undo all who stand in their ways. Above all, they feel that as leaders their decisions should never be objected by their subjects. This attitude and orientation of leadership should be changed for the better. Everybody must be ready to fight this battle.

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IMPACT OF STUDY HABITS AND SELF CONCEPT ON ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL BIOLOGY STUDENTS IN ZARIA LOCAL GOVERNMENT AREA, KADUNA STATE NIGERIA

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Abstract

This paper investigated the impact of study habits and self-concept on academic performance among secondary school biology students in Zaria Local Government area, Kaduna State, Nigeria. The research design was a quasi-experimental. Population of the study was all 8254 Senior Secondary School II students in Zaria Local Government Area, Kaduna State, from which 220 were purposefully selected from four secondary schools as sample. Three instruments were used for the study which include: Study Skills Inventory, Self-Concept Questionnaire and Biology Performance Test. The study answered research questions such as: Do students' self-concept predict their academic performance in biology? Hypotheses formulated include: There is no significant difference between students' academic performance in biology and their self-concept in Zaria Local Government Area. The data collected were analysed using t-test and Pearson Product Moment Coefficient. Findings revealed that the students' study habits significantly correlated with the biology achievement test. Also, their self-concept in relation to biology was average, which was found to be highly correlated with their performance in the subject. It was recommended teachers and school management should help students through teaching and public enlightenment in the schools to develop positive study habits to enhance academic performance.

Keywords: *Academic performance, Biology, Self-concept, Study habit*

Introduction

It is without doubt that one of the greatest instruments mankind has devised for his advancement is education. A cursory look across societies reveals one form of education or another, the knowledge being utilized in varying degrees. It is often considered the only way of being recognised as elite in the society, failure to attain it may bring untold hardship and frustration to the individual. Education begins at birth and continues throughout life. It is constant and ongoing. Schooling generally begins averagely between the ages three and six, when children are gathered together for the purpose of specific guidance related to skills and competencies that society deems important. In the past, once the formal primary and secondary schooling were completed, the process was finished. However, in today's information age, adults are quite often learning in informal setting throughout their working lives and even into retirement (Agina-Obu, Amakiri & Emesiobi, 2011).

In recent times, reports of large-scale educational failure among Nigerian school-going adolescents have dominated the educational sector, raising more attention and greater concerns among stakeholders in Nigerian education. Anyanwu (2018) observed that indiscipline, drug addiction, poor socio-economic background of the parents, inadequate motivation on the part of students, lack of information coupled with teachers' nonchalant attitude to work, poor study habits and students' negative self-concept have often resulted into the students' fluctuating and poor academic performances.

One of the major problems that confront the present-day teacher is how to raise the efficiency of the students in their procedures of study in the various school subjects. Many methods of supervised or directed study are being tried. The socialized recitation is now a part of the regular classroom routine in many high schools. By this method, pupils take an active part in defining the problem under consideration, in securing data, in presenting these data for class criticism, and in raising questions. Classroom study is now imitating much of the former home study, especially in the elementary and junior high schools (Oluwatimilehin and Owoyele, 2012).

In secondary school education, while the aspects of quality and quantity are institutionally controlled, intrinsic organisation is largely dependent on the student. The student is charged with the responsibility of knowing his purpose for secondary education and to adopt strategies that will lead to that purpose. If the purpose for studying is right and legitimate, then the strategies the student adopts must include study pattern that could promote internalisation of knowledge, while a good self-concept would enhance better attitude to subject(s) of study (Ayodele & Adebiyi, 2013).

Self-concept, which is an individual's perception of self, is an important concept of any child's development. As children begin to develop a sense of self, interact and gain experience in the world, their self-concept is affected. Oliver (2013) noted that the importance of self-concept within educational settings has been discussed by several scholars and has led to the performance of studies examining the role of self-concept in school performance. Dramanu & Balarabe, (2013) opined that the term self-concept refers to the ordered set of attitudes and perceptions that an individual holds about himself/herself. Gakhar & Bains (2011) defined self-concept as the perception that one has about himself which is formed from experiences and relationships with the environment where significant people (such as parents and teachers) play an important role. He further noted that self-concept could be one of the determinants among the causes of poor academic performance. From the above definitions, self-concept for this study can be defined as the totality of the value an individual places on himself, his capabilities and his worth.

On the other hand, study habit according to Anyanwu (2018), is a deliberate planned pattern of study which has attained a form of consistency on the part of the student towards understanding of academic subjects and passing an examination. Jato, Ogunniyi & Olubiyo (2014) defined study habits as the learning tendencies that enable students work privately. Study habits are those habits and skills that are particularly important for secondary school students, whose needs include; time management, note-taking, Internet skill, the elimination of distractions, and assigning a high priority to study (Igun and Adogbeji, 2017). From the foregoing, study habits can therefore, be defined as a regular pattern of action employed by a learner to acquire knowledge or relevant information about a particular subject or course.

Study habits encompass a variety of activities, including time management, setting appropriate goals, selecting an appropriate study environment, employing appropriate note-taking strategies, concentrating, selecting main ideas, self-testing, organization, and managing anxiety. Numerous studies (Agina-Obu, Omakiri, & Emesiobi, 2011, Ahmad, 2011; Alex, 2011, Ali, Toriman & Gasim, 2014) have demonstrated the link between study skills and academic success. Researchers like Aquino (2011), Osa-Edoh & Alutu (2012), Mendezabal (2013) and Gudaganavar & Halayannavar, (2014) point to poor study habits as one of the major causes of poor academic performances among Nigerian university students and good study habits would have positive effects on performance. Whether this will be obtained among secondary school students is a prerogative of this study, especially in the era of myriad pandemic such as coronavirus disease of 2019 (COVID-19).

Statement of the Problem

Across the globe, scientific and technological growth is occurring rapidly. However, the declining students' interest in science courses and careers is a concern that has prompted reforms in science education on an international scale (Onwuegbuzie, 2014). Measuring the impact of the reforms on student self-concept and study habit is important and will require measurement tools with robust psychometric properties (Owino, Osman & Yungungu, 2014). As science has become ever more deeply embedded in everyday life, how people perceive science has attracted more attention not only from the scientific community, but also from social scientists (Anyanwu, 2018).

Often times, the teacher is blamed for the poor academic performance, and even when the child is blamed, explanation is proffered only in terms of the child's cognitive or intellectual ability. Little or no attention is paid to the child's self-concept of himself and the subject, and the study habits/skills the child employs in studying, which could influence his performance in the subject. The unpleasant realities of the COVID-19 birthing a 'new normal' world over, and its attendant effects on the teaching and learning enterprise is too glaring to ignore.

Furthermore, it has been observed that studies on the relationship between self-concept, study habit and students' academic performance in Nigeria cannot be said to be exhaustive (Ugodulunwa, 2017).This study therefore, sought to investigate the impact of self-concept, study habits on academic performance among Biology secondary school students in Zaria Local Government Area, Kaduna State, Nigeria.

Objectives of the Study

The objectives of this study are to:

1. determine whether students self-concept towards biology have measurable effects on their academic performance;
2. determine whether students' academic performance could be predicted by the study habits that students adopt in studying biology;
3. Identify the difference between the study habits of male and female students

Research Questions

The following research questions are formulated to guide the study:

1. What is the impact of students' self-concept on their academic performance in biology?
2. How does students' study habits influence their academic performance in biology?
3. What is the difference in the academic performance of male and female students with regards to their study habits?

Hypotheses

The study put the following hypotheses for testing:

1. There is no significant difference between students' academic performance in biology and the self-concept they exhibit in Zaria local government area, Kaduna State.
2. There is no significant difference between students' academic performance in biology and the study habits they exhibit in Zaria local government area, Kaduna State.
3. There is no significant difference between the academic performance of male and female students and the study habits they exhibit in Zaria local government area, Kaduna State.

Methodology

The research design for this study was Quasi experimental, with pretest and posttest. The researcher adapted the design of Nneji (2002), with the intent of giving treatment. Two groups of students were involved; experimental and control groups. The pretest/posttest was adopted for the purpose of data collection. As recommended by Sambo (2008), pretest and posttest was administered to the experimental and control groups. Pretest was administered in order to determine the equivalence of the two groups in their ability level, while the posttest was given to determine the effectiveness.

The experimental group was exposed to self-concept & study habits training, alongside selected topics in biology, while control group was exposed only to the selected topics in biology.

Population of the Study

The population of the study comprisedall senior secondary school biology students of Zaria Local Government Area of Kaduna State. There are 14 registered Government schools in Zaria Local Government Area, which have SSII, with student population of 6712. The SS II students are used for this study because they have been taught a considerable size of concepts in biology, and are stable, unlike the SS I who are beginners and SS III who are preparing for their SSCE examinations.

Table 1: Population of the Study

			Number		
S/N	Name of School	Type	Male	Females	Total
1	GSS Magajiya	Mixed	290	340	630
2	Sheik Ibrahim Arab	Mixed	260	180	440
3	GSS Rafin Albasa	Mixed	190	240	430
4	GSS Tudun-Jukun	Mixed	370	350	720
5	SSS, Kufena Zaria	Males only	378	----	378
6	Barewa College Zaria	Males only	460	---	460
7	GSS Dakace	Males only	440	----	440
8	Alhudahuda Sec. school	Males only	450	---	450
9	GSS Kofan Kibo	Males only	440	---	440
10	GSS Zaria City	Males only	470	---	470
11	GGSS Pada	Females only	----	480	480
12	GGSS Zaria	Females only	-----	445	445
13	GGSS Kofan Gayan	Females only	----	450	450
14	GGSS Karau Karau	Females only	----	479	479
	Total		**4368**	**3886**	**6712**

Source: Kaduna State Ministry of Education (Zaria Inspectorate Division) 2021

Sample and Sampling Technique

Four (4) Senior Secondary Schools was purposefully selected from the population to encompass the single-sex and mixed schools needed for the study. Two schools each (one single-sex and one mixed school) were grouped into experimental and control groups. The schools were selected through a hat drawn process.

An intact class of SSII A was used for the study. Each class has an average student population of 55. From each school, 55 students was used, totaling 110 students each for experimental and control groups. The 110 study subjects is viable for this experimental study as recommended by the central limit theorem, which proposed a minimum of 30 subjects as being viable for experimental research (Gay, 1996). Details of the sample are presented in table 2.

Table 2: Sample of the Study

Name of School	Type of School	No of Males	No of Females	Total
GSS, Magajiya Zaria	Mixed	29	26	**55**
GGSS Zaria	Females only	-----	55	**55**
SSS, Kufena Zaria	Males only	55	----	**55**
GSS Rafin Albasa	Mixed	28	27	**55**
Total		**112**	**108**	**220**

Source: Field survey, 2021

Instrumentation

The instruments used in this study are:

Study Skills Inventory, adapted from Dennis Congo (2010); Biology Achievement Test developed from West African Examinations Council (WAEC) and National Examinations Council (NECO) past questions; Self-concept Questionnaire; constructed by Marsh (1996) and adapted to suit the demands of the study.

To ensure the validity of the test, the Biology Performance Test (BPT) was validated by two Senior Lecturers at the Department of Science Education, Ahmadu Bello University, Zaria. The reliability of the Biology Performance Test (BPT) was determined using the test retest method, in which the researcher administered the same test two times in an interval of two weeks. To analyse it, the Pearson Product Moment Coefficient (PPMC) formula was used. The reliability coefficient (r) was computed and gave the value of 0.78.

Procedure for Data Analysis

The data collected for this study were analyzed using t-test statistics and Pearson Product Moment Coefficient (PPMC) statistical tools.

Results and Discussion

The results of the analysis are as shown in Tables 3-9.

1. What is the impact of students' self-concept on their academic performance in biology?

In answering the research question, the pretest mean score and standard deviation of the students' response to self-concept in relation to the biology performance test was analysed. Details of this are presented Table 3.

Table 3: Mean Scores of the Students on Self-Concept and Academic Performance in Biology

Variables	N	Mean	S.D	S.E	Men diff
Self-concept	220	4.18	1.12	.023	
BPT	220	13.55	0.64	.038	9.37

The scores in the table revealed that there is a positive impact of students' self-concept and their academic performances in Biology. This is clearly demonstrated by the aggregate mean score of 4.18, which implied that most students involved in the study rated their self-concept to be definitely true in relation to performances in biology in the selected senior secondary schools. They were therefore of the view that they have always done well in Science classes and biology, and were satisfied with how well they do in most School subjects. With an aggregate mean score of 4.18 for the table, it could be said that the students were of the view that it was definitely true that they have a positive self-concept in relation to their performances in biology.

2. How does students' study habits influence their academic performance in biology?

To answer research question one, the mean score and standard deviation of pretest scores of the students impact study habits on their academic performance in biology was analysed. The details are presented in Table 4.

Table 4: Mean Scores of the Students on Study Habits and Academic Performance

Variables	N	Mean	S.D	S.E	Mean diff
Study habits	220	2.02	1.12	.029	
BPT	220	13.55	0.64	.038	11.53

From the mean scores in Table 4, the students' study habits could be said to have been generally low below average (3.00), considering the six-point interval scale of the instrument adopted for this study. This indicates a further demonstration of the poor study habits among the students. Most of the students did not agree that it was true that they study with their classmates or group or that when they do not understand something, they get help from classmates, instructors or from the teachers. In most cases, they do not do all home works and assignments or submit their home works and assignments on time.

From the aggregate mean score of 2.02 obtained in the Table 4, it could be said most of the students have very poor study habits, hence the poor performance in relation to Biology. As such, study habits have a positive impact on students' academic performance in biology.

3. What is the difference in the academic performance of male and female students with regards to their study habits?

Table 5: Mean Scores on Study Habits of Male and Female Students

Gender	N	Mean BPT	S.D	S.E	Mean diff
Male students	112	2.04	0.51	0.038	
Female students	108	1.99	0.45	0.043	1.61

There is not much variability in BPT mean scores of the male students from the female students as indicated in the Table 5. While the male students had 2.04±0.51, the scores for female students was 1.99±0.45. One observation here is that both groups have very low study habits as indicated by the scores. The significance of the variability in the mean scores is therefore subjected to posttest statistical analysis in the related hypothesis.

Test of Hypotheses

Hypothesis One: There is no significant difference between students' academic performance in biology and the self-concept they exhibit in Zaria local government area, Kaduna State.

Table 6: t-test for hypothesis 1 ($H0_1$)

Variables	N	x	std dev	Df	t-cal	t-crit	p-value	Remark
Self-concept	220	5.14	0.979	186	23.550	1.9719	0.000	*
BPT	220	1.48	0.936					

Significant at p≤ 0.05

Table 7: Correlation for hypothesis 1 ($H0_1$)

Variable	N	x	std dev.	df	r-cal	r-crit	p-value	remark
Self-concept	220	5.14	0.979	92	-0.237	0.2028	0.021	*
BPT	220	1.48	0.936					

Significant at p≤ 0.05

Results obtained in tables 6 and 7 in testing the hypothesis shows negative correlation between self-concept and Biology Performance Test. The p-value have shown statistically significance at p≤0.05. As such the hypothesis is therefore rejected. Thus, there is a significant difference between students' self-concept and their academic performance in biology. The finding is in line with Ekwe (2015), Salami and Aremu (2016), Nuthana and Yenagi (2015) who respectively reported a significant relationship between self-concept of students and their academic performance

Hypothesis Two: There is no significant difference between students' academic performance in biology and the study habits they exhibit in Zaria local government area, Kaduna State.

Table 8: t-test for hypothesis 2 ($H0_2$)

Variables	N	x	std dev	Df	t-cal	t-crit	p-value	remark
Study habits	110	4.88	1.096	218	2.982	1.9719	0.004	*
BAT	220	1.48	0.936					

* significant

Tables 4.3 shows a significant p-value of 0.004. This means that a significant difference exist between students study habits and their academic performance in biology. As such the hypothesis 2 ($H0_2$) was rejected, as there is a significant difference between students academic performance and the study habits they exhibit. The finding here agrees with Igun and Adogbeji (2017) who opined that study habits are important for secondary school students whose need included, time management, note-taking, among others the elimination of distractions and assigning high priority to study.

Hypothesis Three: There is no significant difference between the academic performance of male and female students and the study habits they exhibit in Zaria local government area, Kaduna State.

Table 4.7: t-test on Study Habits by Male and Female Students

School type	N	Mean	S.D	S.E	t-value	t-crit.	DF	P	Remark
Male students	112	2.04	0.51	0.038	0.84	2.08	218	0.39	NS
Female students	108	1.99	0.45	0.043					

Not Significant at p≤0.05

The t-value of 0.84 obtained in the test at the 218 degree of freedom compared with the critical value of 2.08, the variability between the mean could be considered not statistically significant. The observed probability level obtained for the test is 0.39 (P>0.05). With these observations, there is no sufficient evidence to reject the null hypothesis. Therefore, the null hypothesis that there is no significant difference between the academic performance of male and female students and the study habits they exhibit in Zaria local government area, Kaduna Stateis thus retained. The result imply that gender orientation of students have no effect on their study habits in relation to biology. This finding disagrees with the report of Bruni, Ferini-Strambi, Russo, Antignani, Innocenzi and Ottaviano, (2016) that reported a significant difference in the academic performance between males and females.

Conclusion

From the above findings, it is concluded that self-concept is significant to students' academic achievement in Biology. Also, the study habits students' exhibit is significant to their academic achievement in Biology. However, there is no significant difference between the study habits of male and female students and their academic achievement.

Furthermore, students of Secondary schools in Zaria Local Government Area have very low study habits in relation to biology at the senior secondary school level, and study habits of senior secondary school students in Zaria Local Government Area is significantly correlated with the academic performance in biology.

Recommendations

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

1. Government at all levels should consider introducing self-concept skills and cognition training in teaching and learning to boost the students' self-concept.
2. There is a need for cultivating better study habits among the senior secondary school students through guidance and counselling orientation in Zaria Local Government Area.
3. Teaching and learning of biology should be devoid of any gender bias since this factor has no impact on the students' academic performance in the subject.

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ASSESSMENT OF TEACHERS' PERCEPTION OF ICT INTEGRATION AS A TOOL FOR CURBING EXAMINATION MALPRACTICE IN SECONDARY SCHOOLS

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Abstract

This research is aimed at investigating teachers' perceptions of ICT integration in Nigerian schools. Three research questions were formulated to guide the study. A total of 206 secondary school teachers and school principals were selected using a simple random sampling technique. Structured questionnaires were used to elicit information from the teachers and principals. The data collected were analysed using mean and standard deviation to answer the research questions. Pearson Correlation Analysis (Matrix) was used to estimate the relationships between teachers' backgrounds and their perception of using ICT integration as a corrective strategy for curbing examination malpractice in secondary schools. From the analysis, it was discovered that senior secondary school teachers generally agreed that ICT integration will serve as a corrective strategy for curbing examination malpractice among secondary school students. The findings also revealed that teachers' computer literacy has the most potent contribution to the perception followed by teachers' age, teachers' gender and teachers' qualifications respectively while teaching experience showed the least contribution to the teachers' perception. Based on the findings, it was recommended that a professional development program be provided continuously for teachers to update their ICT knowledge and skills. Also, it was recommended that governments should pursue a viral policy on ICT integration for curbing examination malpractice in secondary schools to save the system from the brink of catastrophic collapse.

Introduction

Over the last two decades, virtually every sector of human existence has experienced a significant level of growth. One of the driving factors responsible for these changes is Information and Communications Technology (ICT). An important characteristic of Information technology is that it promotes and facilitates the relationship between humans and humans on the one hand and humans and their environment on another hand. This is due to its changeability and ability to have an impact on educational, cultural, economic growth, and globalization. The emergence of ICT has opened new horizons for experts and professionals, especially in education. Capuk (2015) stated that ICT is a power that changes most aspects of human life. Ngajie and Ngo (2016) believe that ICT has accelerated the world economy uniformity that is considered the basis of globalization.

The role of ICT in education is not homogeneous. ICT has given access to the vast range and variety of content that underpins the information age, some of which are designed to support learning (Simin, Ahmad, Muhammad, Ng, Yao, & Zhang, 2013). However, for two or three decades now, Nigerian governments have not fully integrated ICT into the school curriculum. There seems to be a lukewarm attitude regarding ICT implementation and utilization in Nigeria. Only a few private organizations, non-governmental agencies and some Telecommunication outfits are seen providing some equipment for schools for ICT operations. Some of the provisions include, among other things, computer laboratory facilities, internet hosting, alternative power source, and procurement of IPADS/Tablets and laptops for instructional purposes (Oshionebo & Ashang, 2011). Examples of these initiatives are the SchoolNet and Zinox computers initiative which cut across all levels of education in the country (Olanrewaju, 2019).

However, a significant few of these schools could not maintain such provisions. Many schools still wait and look upon donors to still help maintain them. Besides, an overwhelming majority of these schools have gross inadequate personnel to run the provisions. There is an acute shortage of qualified teachers to man the existing equipment in the secondary schools where they can even be found (Edwin, 2020). The headships of secondary education seem to be powerless and do not have the financial autonomy to run the school system. They are at the mercy of the school owners and proprietors with a paltry source of income. The Parents-Teachers Association (PTA), in most cases, seems not to help matters, as they result in unnecessary financial blockades to support the running of the schools. Many schools are dilapidated, not to talk about procuring and maintaining ICT facilities. This is a result of poor funding. Experience has also shown that most of these schools do not have an electricity supply and, there is no provision for an alternative power supply because many of them are located in remote areas (Olanrewaju, 2019).

However, the importance of ICT in the school cannot be quantified. ICT can be used in conducting school examinations. This can reduce the menace of examination malpractices in our schools. Examination malpractice can best be described as a deadly disease that destroys everything good about an individual and society. It affects, amongst others, integrity, and quality and undermines every good effort of the individual, other persons, institutions and policymakers. Examination malpractice is a serious issue affecting most African countries and Nigeria is no exception. Despite all efforts by education stakeholders to curb the widespread examination malpractice, examination malpractice still prevails in most secondary schools. This is fast eroding the value system of education and bequeathing a bleak future for our dear country (Nwoke, Osuji, & Agi, 2017).

Ojerinde (2015) identified measures put in place by the Nigerian government to curb examination malpractices in schools. One of the measures was the introduction of the Computer-Based Test (CBT) which, according to Ojirinde (2015), has led to a reduction in examination malpractice among students. Ojirinde (2015) added that the integration of ICT into examinations has brought significant advancement to the conduct of examinations, especially the JAMB examination. It has also enhanced the timely release of results and eliminated manipulation by teachers to extort money from students. It is on this foundation that this research seeks to examine teachers' perceptions of ICT integration as a tool for curbing examination malpractice in secondary schools.

Literature Review

Development of ICT in Nigeria secondary schools

The early use of ICT in schools in Nigeria can be traced back to the years between the 1980s and early 1990s when the Nigerian government enacted a policy on computer education. In the view of Tomori and Tomori (2019), the plan was to establish pilot schools and diffuse computer education, first to all secondary schools and then to primary schools. sadly, the project did not take off beyond the distribution and installation of personal computers. However, Eberendu (2014) stated that the computer is not part of classroom technology in more than 90 per cent of Nigerian public secondary schools. This implies that the chalkboard and textbook continue to dominate classroom activities in most Nigerian secondary schools. In 1987, the national ICT policy was formulated for the first time, emphasizing the introduction of ICT or computer studies in the secondary school system. The 1988 reports of the National Committee on Computer Education, which handled the formulation of the policies, concluded that Nigeria would be a computer-literate society by mid-the 1990s (Nzwili, 2017).

In 2012, the Federal Republic of Nigeria documented a National ICT Policy, where it was stated that by the year 2020, ICT will be fully integrated into the country's socioeconomic development. The document further stated that the country will transform into a knowledge-based economy and, it would be able to compete favourably globally. The goal of this policy provides a framework for streamlining the ICT sector and enhancing its ability to become a catalyst to sustain the development of socioeconomics critical to Nigeria (Maduewesi & Onyeachu, 2014). Unfortunately, the realization of this policy is yet to take effect, as there are no specific policy guidelines to run ICT in Nigerian schools. The blueprint of the national policy document on ICT, as presented, did not mention the education sector in the lined-up governmental agencies to be developed in the paper released. This may be due to an error of commission than omission. Because education ought to be the hub of whatever development a nation aspires to attain. It is, therefore, so disturbing that the education sector is treated with frivolity and disregarded in this way.

The nation's development is despicably looming. Therefore, there is a dire need to have specific guidelines to run ICT in Nigerian schools and be documented properly in the curriculum (Oshionebo, & Ashang, 2011). Also, to proffer solutions to lingering challenges confronting the full implementation and realization of the national objectives of ICT, particularly as it relates to the educational sector. This is to bring about desirable and meaningful growth and development of learners in all spheres of life. Many challenges are confronting the introduction of ICT into Nigerian schools. Inadequate necessary equipment and ICT facilities ranked among the most referred barriers to technology implementation in the Nigerian school system (Aliyu & Adebayo, 2014). More so, the inadequate electricity supply throughout the country, inadequate technically experienced teachers, inadequate course content and lack of access to ICT in trainee teachers' field experience were some dilemmas in properly integrating ICT into the curriculum in Nigeria (Eberendu, 2014). Ipeghanet al. (2017) identified a lack of support for ICT integration into teaching, a lack of internet outlets in the classrooms, and the expensive nature of ICT resources.

Trends in Examination Malpractice in Nigeria

The greatest evil bedevilling the education sector in Nigeria today is examination malpractice. It is an unpleasant act that needs radical measures to stem its monstrous effect on the development of our country. Knowing the destruction caused by examination's malpractices to our education system, folding arms could aggravate the country's educational crisis. Examination malpractice is defined as deliberate wrongdoing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage. Chinwe-Umeh (2016) defines examination malpractices as an improper and dishonest act associated with examination to obtain an unmerited benefit. The fight against examination malpractice in Nigeria has been ongoing for years, but the menace appears to have built a strong defence, refusing to go. As far back as 1914, it was reported that the question papers of

Senior Cambridge Local Examinations were leaked to students even before the examination day (Anzene, 2014). From then on, the practice has refused to abate.

These problems have become regular and institutionalized. This has resulted in a decline in the quality of Nigeria's educational system. Examination malpractice has attained a frightening, sophisticated proportion and has become so widespread that there is virtually no examination anywhere at all levels within and outside the formal school system that has not experienced one form of malpractice or the other (Tomori & Tomori, 2019). The incidences of examination malpractice are common everywhere and every examination season witnesses the emergence of a new ingenious way of cheating. The West African Examination Council (WAEC) statistics, in 2008, showed that, out of 1,572,396 candidates that sat for WAEC, 102,058 results were withheld due to exam malpractice. In 2019, out of 1,590,173 candidates, 180, 205 results were seized. While 215,149 results out of 1,538,445 candidates that sat for the 2020 examination were also withheld due to examination malpractice.

In the same vein, of 1.7million candidates that sat for the Unified Tertiary Matriculation Examination (UTME) in 2017, 79,123 results were withheld; 111,981 out of 1,652,825 candidates that sat for the examination in 2018. In 2019, more than 1, 826, 839 sat for the same examination. However, the reports of malpractices, including an allegation that a particular candidate registered more than 60 times to do a mercenary examination for different candidates, caused the body to delay the release of the results. Also, about 75 centres were pencilled down for punishment for compromising the examination, while 34,120 results were withheld for malpractices, including 15,145 for further clarification. In June 2020, in Kwara State, the West African Examinations Council (WAEC) announced the blacklisted of 165 secondary schools in the State for examination malpractices during the 2019 senior secondary certificate examination. Out of this number, 122 public secondary schools and 43 private schools were affected.

It was in the effort of the State Government to remove the affected schools from the 'WAEC Blacklisted Schools' through the payment of a fine of N250,000 each (Nigerian Tribune, 2021). To prevent a reoccurrence, the state government adopted the swapping of principals from their schools to other schools. The state government also introduced External Monitoring Teams. Similarly, the state government involved different anti-corruption agencies to move around to arrest and prosecute anybody that is aiding and abetting examination malpractices or involve in any form of sharp practices around the school premises. The Federal Government, on their part, had enacted laws prohibiting examination malpractice. The most recent one is the computer-based examination conducted by JAMB.

Despite all these efforts, the menace of examination malpractice in our schools persists and it appears to have assumed a dangerous proportion (Fayomi, Amodu, Ayo, Idowu, & Iyoha, 2015). It was observed that most of the government education reforms have been inconsistent, mismanaged and mostly ineffective. Some educational experts have identified a lack of political will, and unstable, incomplete, inconsistent and out-dated data as major attributes of the poor implementation of ICT into our examination system. There is a general outcry that its educational programmes have not produced the desired objectives stipulated in the National Policy on Education. It is against this background that this study examines teachers' perceptions of ICT integration in Nigerian schools. Many attempts have been made in this direction, but no appreciable positive results have been recorded. It, therefore, becomes expedient to carry out an appraisal of the teacher’s perception of the implementation of ICT integration in Nigeria's education system as a tool for curbing examination malpractices.

Research Question

The following research questions guided the study:

(i) What is the relationship between teachers' computer literacy, level of education, teaching experience, age, sex, and teachers' perception of using ICT integration as corrective strategies for curbing examination malpractice?

(ii) What is the relative contribution of the teachers' background (such as computer literacy, level of education, teaching experience, age, and sex) to teachers' perception of using ICT integration as a corrective strategy for curbing examination malpractice?

Methodology

The study employed a survey research design with the use of a structured questionnaire. The design is appropriate for the study since data was obtained from secondary school teachers and school principals. The population for this study comprised all teachers and principals of public senior secondary schools in Kwara State. The sample for the study consisted of 206 teachers randomly selected from the three senatorial districts of Kwara State (Kwara Central, Kwara North and Kwara South) using the stratified random sampling technique. The instrument used for data collection was a questionnaire developed by the researchers. The data collected for the study were analysed using descriptive statistics of frequency counts, mean, standard deviation and percentages to answer the research questions. Any item with a mean rating of 2.50 and above was regarded as agreed while the mean response of less than 2.50 was regarded as disagreed. However, Pearson Correlations Analysis (Matrix) was used to estimate the relationships between teachers' computer literacy, level of education, teaching experience, age, and sex on teachers' perception of using ICT integration as a corrective strategy for curbing examination malpractice in secondary schools. Multiple regression analysis was used to determine the extent to which the independent variables explain the criterion (teachers' perception) variable. Standardized regression coefficients (Beta) showed the relative contributions of the predictor variables to the criterion variable while unstandardized β weight shows the predictive strength of the predictor variables on the criterion variable.

Results

Table 1: Demographic Information of the Participants

Variables	Frequency	Percentage
Educational Qualifications		
Second Degree	55	26.7
First Degree	151	73.3
Teaching experience (in years)		
Less than 10	67	32.5
Above 10	139	67.5
Gender		
Male	95	46.1
Female	111	53.9
Age		
22 – 30	33	16.0
31 – 40	44	21.4
41 – 50	76	36.9
50+	53	25.7

From Table 1, 73.3% of the 206 teachers have a first-degree certificate, compared to 26.7% who had a second-degree certificate. These results show that all the teachers used for this study had completed graduation. It is also interesting to note that, in addition to the first degree, some of the teacher-respondents had a post-graduate certificate. Only one-third (32.5%) of respondents had less than 10 years of teaching experience, as compared to others whose experience ranged from 10 years and above. Furthermore, a majority of the respondent are females constituting 53.9% as compared to 46.1% of males. In terms of the age of the respondents, 46.9% are between 41 and 50years, this was followed by 25.7% of the respondents who are 50 years and above. Respondents between 31 and 40 years are 21.4% and those between 22 and 30 years are 16.0%.

Table 2: Mean and standard deviation of the teachers' opinion on the integration of ICTs into the secondary school curriculum as a strategy for curbing examination malpractice

S/N	Item Statements	X	SD	Decision
1	With electronic devices, there will be enough evidence to judge students caught in examination malpractice	2.88	1.202	Agreed
2	Students' giraffe's during the examination can be easily identified through electronic devices.	2.85	1.346	Agreed
3	Students caught could readily plead guilty with evidence from the electronic device	2.86	1.450	Agreed
4	With electronic devices, the level of examination malpractices will be significantly reduced in Secondary schools	2.80	1.063	Agreed
5	Electronic invigilation will easily expose students better than human invigilators	2.51	1.099	Agreed
6	Examination bodies can monitor both the students and supervisors during the examination	2.86	1.242	Agreed
7	Record of examination can be kept through electronic devices	2.88	1.202	Agreed
8	Touts snatch examination questions from unsuspecting supervisors in the examination halls will be scaled down through electronic devices.	3.61	.806	Agreed
9	Electronic devices will validate the report of school administrators, supervisors, and invigilators during the examination	2.93	1.193	Agreed
10	Bringing foreign or unauthorized materials into the examination hall by the students will reduce through electronic devices.	3.05	1.161	Agreed
	Cluster means	**3.03**		**Agreed**

Table 2 reveals the mean and standard deviation of teachers' perceptions of using the integration of ICTs into the secondary school curriculum as a strategy for curbing examination malpractice. All ten items recorded mean scores ranging from 2.51 to 3.61, which were above the cut-off point of 2.50 on a five-point scale. The cluster mean obtained was 3.03. This indicates that the respondents agreed to ICT integration as a corrective strategy for curbing examination malpractice among secondary school students. The standard deviation reported reveals heterogeneity in the respondents' responses.

Table 3: Pearson Correlations among dependent and all independent variables

S/N		M	SD	1	2	3	4	5	6
1	Teachers' Perception (TP)	2.92	.92	1.00					
2	Computer Literacy (CL)	1.44	.13	$.67^{**}$					
3	Level of Education (LE)	1.73	.44	$.27^{**}$	$.42^{**}$				
4	Teaching Experience (TE)	1.67	.47	$.41^{**}$	$.29^{**}$	$.33^{**}$			
5	Age (A)	2.72	1.02	$.36^{**}$	$.25^{**}$	$.31^{**}$	$.45^{**}$		
6	Sex (S)	1.54	.50	$.43^{**}$	$.36^{**}$	$.42^{**}$	$.40^{**}$	$.12^{**}$	1.00

As shown in Table 3, there was a positive correlation among all the variables. All the variables have a significant positive correlation with the perceived ICT integration. The strongest correlations are found in variables related to teachers' computer literacy (r=.67, p <.05). Further analysis showed a moderate positive relationship between teachers' age (r=.45, p <.05) and perceived benefits of ICT integration. Other variables which also have a significant positive relationship are teachers' gender (r=.43, p <.05) and teachers' level of education (r=.42, p <.05). The variable for teaching experience (r=.41, p <.05) also shows a positive correlation.

Regression Analysis

Table 4: Summary of Regression Analysis of the Predictor Variables on the criterion variable

Source of variance	SS	Df	MS	Multiple R	R^2	Adjusted R^2	Standard Error	Fc	Sig.
Regression	163.978	5	32.796						
Residual	111.956	200	.061	0.965	0.931	0.929	0.24688	538.97	0.000
Total	300.172	205							

Table 4 shows that there is a linear positive relationship between the predictor variables (Computer Literacy (CL), Level of Education (LE), Teaching Experience (TE), Age, and Sex) and the criterion variable (teachers' perception). The table indicates that the multiple R was 0.965 which implies that there is a high positive relationship between the predictor variables and the criterion variable. As much as 93.1% (as indicated by the R square of 0.931) of the variation observed in the teachers' perception of ICT integration was explained by the combination of the predictor variables. The standard error of 0.24688 indicates that, on average, the predicted teachers' perception will deviate from the value by 0.24688 limits of that measure. Also, the analysis of variance for the multiple regression data yielded an F-ratio of 538.97 which was significant at $P < 0.05$. This implies that the combination of the five predictor variables (CL, LE, TE, Age, and Sex) have a significant influence on teachers' perception of ICT integration as a corrective strategy for curbing examination malpractice.

Table 6: Test of Significance of Regression Coefficients

Variables	Unstandardized Coefficients		Standardized Coefficients	T	P
	B	**SEB**	**B**		
Computer Literacy (CL)	.758	.155	.022	.987	0.000
Level of Education (LE)	.153	.082	.362	9.243	0.000
Teaching Experience (TE)	.329	.088	.167	3.722	0.000
Age (A)	.757	.061	.409	12.446	0.000
Sex (S)	.417	.037	.459	11.362	0.000
Constant	.084	.201		.418	

P< 0.05 critical t = 1.960

From Table 6, the regression equation derivable is teachers' perception (TP) = .153 (CL) + .757 (LE) + .329 (TE) + .758 (Age) + .417 (Sex) + .084. Thus, the teachers' age indicates the best predictor of teachers' perception of ICT integration. Table 6 also shows the relative contributions of each of the predictor variables to the prediction of the regression coefficients which range from 0.022 (2.2%) to 0.459 (45.9%). The standard error ranged from 0.037 to 0.201, while the t-values ranged from 0.418 to 12.446. The t-values associated with teachers' computer literacy, level of education, teaching experience, age, and sex were significant at a 0.05 alpha level.

Discussions

The findings of this study indicate that most of the teachers generally agreed that ICT integration will serve as a corrective strategy for curbing examination malpractice among secondary school students. This is consistent with the conclusion of Salehi and Salehi (2012) who observed that the integration of information and communication technology (ICT) in teaching and learning not only provides more opportunities for teachers and students to work better in an information age, it also serves as a barrier to examination malpractices. Similarly, this result conforms with findings reported by Imam and Itodo (2020) who found that ICT's role is very vital in teaching and learning, provides quality education and helps in curbing examination malpractices.

The findings also revealed that most teachers rated themselves as possessing the basic computer knowledge and operations to see them through ICT integration. This is why teachers there was the strongest correlation in variables related to teachers' computer literacy and perceived benefits of ICT integration. This result confirms Badia, Meneses, and Sigalés (2013)'s earlier findings that most teachers-respondents in Flemish schools have undergone various ICT training. However, this finding is contradicted by Olanrewaju (2019) who found that the majority of teachers lack the necessary ICT skills. Noticing this, Petko (2012) emphatically remarked from the findings of their study that lack of skills was the highest factor in why ICT is not integrated into teaching and learning.

The findings of this study also show a positive significant relationship among the predictor variables. The result conformed to Badia, Meneses, Fàbregues, and Sigalés (2015)'s study which found that there was a strong relationship between teachers' perceptions and their technological profile. Finally, this finding also revealed that moderate and positive significant relationships exist between teachers' variables and teachers' perception of ICT integration as corrective strategies for curbing examination malpractice. The study thinks that teachers' computer literacy is one of the variables most influencing their perception.

Conclusion

It could be concluded that teachers generally agreed that the ICT integration will serve as a corrective strategy for curbing examination malpractice among secondary school students. It was also concluded that a greater proportion of the teachers sampled possessed the basic computer knowledge and operations to see them through ICT integration. Also, there was a significant relationship between the benefits of ICT integration as perceived by teachers in Kwara State based on their computer literacy, level of education, teaching experience, age, and gender.

Recommendations

From the results of the study, it is recommended that a professional development program be provided continuously for teachers to update their ICT knowledge and skills. Besides, ICTs should be made compulsory for teachers' training in schools to increase their confidence and perceptions of the use of ICT. Furthermore, teachers should be provided with adequate technological resources, technical support and administrative support to encourage them to successfully use ICT in classrooms. Finally, governments should pursue a viral policy on ICT integration for curbing examination malpractice in secondary schools to save the system from the brink of catastrophic collapse.

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DETERMINANTS OF RESOURCE ALLOCATION TO FACULTIES AND DEPARTMENTS IN NIGERIANPUBIC UNIVERSITIES: IMPLICATIONS FOR EFFECTIVE VOCATIONAL AND TECHNICAL EDUCATION PRACTICE

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Abstract

This study investigated the determinants of resources attraction and allocation to faculties/ departments in public universities in Nigeria. Three research questions were answered and one null hypothesis was tested. The study utilized descriptive survey design. Population for the study was 750 and a sample of 311 using stratified random sampling technique. A test – retest method was used in establishing the reliability of the instrument. Mean and Standard Deviation (SD) were used to answer research questions while the hypothesis was tested using Wilcoxon Rank Test. Findings showed that faculties of Medicine and Dentistry had the highest capability to attract universities' resources at both Federal and State universities while faculties of Education and Arts represent faculties which are capable of attracting the least resources at both universities. Based on the findings, it was recommended among others that generally, resources allocated for public universities in Nigeria should be improved upon by their founders and that resources allocation among faculties should be based on actual need of the faculty at a particular time following laid down procedures.

Key words: *Resource Attraction, Resource Allocation, Faculties, Federal and State*

Introduction

Many Nigerians believe that their level of economic emancipation and general achievements in life depend largely on their educational attainment. This belief has led to massive increase in the number of students at various levels of education including universities with subsequent increase in the number of faculties, departments, staff and a host of other groups, thereby, making the university a complex community to manage. The complexity in the management of the universities especially the public universities has however not guaranteed any increment in their resource allocation by their founders. Onuoha in Ojeaga and Ekpenyong (2022) reported that the federal government, through the National Universities Commission (NUC), has continuously directed all federal universities to generate a minimum of 10% of their total annual resources from internally such that their managements would not have to look up to the government alone to meet all financial needs.

In line with the reality of scarce resources, the faculties, departments and even other groups within the universities system that are not able to attract resources as their counterparts often feel neglected. Consequently, these groups who feel neglected tend to use some unethical and unwholesome political methods to attract the universities resources to themselves. Some of the unethical and unwholesome practices of these presumed neglected groups include use of tokens to lobby resource allocation administrators and chairmen/members of resources allocation committees against laid down criteria on resources allocation. These groups also appear to use directives from above among other unwholesome strategies to get their own shares of the available resources in the system with resultant negative practices such as organizational political partisanship, corruption, bribery, tribalism and favouritism. These tendencies seem to adversely affect the quality of university administration in the country. In fact, Edame and Eturoma (2014) have noted that in Nigeria over the years, poor financial resources to the educational sector have been a major problem in the educational system which has resulted in poor attendance, poor quality of students, inadequate preparation by teachers at all levels and low morale of teachers as a result of low basic condition of service and low salaries. Meanwhile, each Nigerian university has laid down criteria for allocating resources such as office buildings office space, staff quarters, grants, loans, instructional facilities and other resources to its component units and members. However, in view of the fact that these resources are usually in short supply, the attempt to base their allocation on objective criteria as provided for by each university has usually proved difficult. Therefore, it appears that a faculty's or department's ability to influence the administration faster than other faculties or departments can determine its progress or success.The state universities appear to have more problems of inadequate resources than federal universities. This may be attributed to the fact that there is high proliferation of tertiary institutions in many states in Nigeria making it extremely difficult for the various state governments to adequately fund these institutions.

Apart from the issue of inadequate resources and organizational politics that have made resources in Nigeria public universities not to be equitably distributed, education costs vary greatly among and within countries; between formal, non-formal, and informal education; between different levels, types, and sizes of institutions; between rural and urban areas; and indeed among units within the same institution (Agboola & Adeyemi, 2012). These authors further revealed that several factors are attributed to be the cause of differences in resources allocation within institutions. Among them are teacher characteristics (qualification, number, and experience), class-size, teaching periods; student-teacher ratio; facilities and equipment. Hence, faculties such as education, social sciences, and management sciences which usually have large population of students may stand the chance of having more university resources. On the other hand, based on the need for equipment/facilities, faculties like medicine, dentistry, pharmacy and sciences may have the highest political influence to attract more resources than other faculties/departments. The reason for this is not farfetched. These faculties are science based and capital intensive to run even though they do not necessarily have the highest number of students. These faculties require heavy duty machines to function properly as academic programmes. Because of their peculiar nature, the universities may tend to allocate more resources to them than other faculties. For example, many federal and state universities have medical/dental hostels, library, school vans and canteens for their medical/dental faculties and students while other faculties depend on the general facilities.

None of the characteristics as outlined by Agboola and Adeyemi (2012) appear to favour Vocational and Technical Education programme. Vocational and Technical Education programme in the nation's public universities particularly suffer double tragedies of large student-teacher ratio and lack of resources as science and technology based programme. Consequently, Vocational and Technical Education programme that should be the leader of technological invention and innovation is struggling for survival in the midst of poor funding, empty laboratories, outdated books and journals coupled with poorly motivated lecturers (Solomon in Ojeaga & Ekpenyong, 2022). Vocational and Technical Education is a science and technology based programme even though it is domiciled in teacher education faculty. However, its student-teacher ratio has always been based on teacher education standard of 30:1 unlike other science programmes with 15:1. Consequently, Vocational and Technical Education classes are unnecessarily large like other teacher education programmes that are less technologically oriented and yet lack resources like other science and technology based programmes.

The problem of inadequate funding put the university management under serious stress and strains hence they are incapacitated in providing such essential services and resources to members of the universities communities (Imhabekhai & Tonwe, 2001). The most unfortunate thing is that as resources are generally scarce to satisfy the competing needs of the institutions and various interests, educational managers are bound to make choices from available alternatives (Akpakwu & Okwo, 2014). Noting further, Akpakwu & Okwo remark that the managers' choices could, however, be influenced by many political factors from within or outside the institutions that could determine their resource allocation. But whether from within or from outside, these managers must take decisions that, to some extent, discriminate against others alternatives. Such discrimination or preference may be borne out of political influence and factors such as ethnicity, partisan political consideration, sectionalism, tribalism, religious sentiments, favouritism, catchment area, and quota system to mention a few.

Resources are all materials and non-material factors that are necessary and are contributive to the attainment of goals in any institution are regarded as resources (Usman, 2016). The human component of resources interacts with certain facilities and equipment at certain time to bring about production of output. According to Gitau, Abayo & Kibuine (2020), resource allocation is believed to affect how a firm will invest and even take advantage of the arising opportunities; hence an organization must aim at effectively allocating its resources at a cost-efficient and differentiated manner than its competitors for increased performance and competitive advantage. Resources could be financial, physical, human, or organizational and may be tangible or intangible (Helfat & Peteraf in Choge, Namusonge, Makokha, & Musau, 2018). Rouse and Daellebach (2009) argued that for a firm to advance its performance, it must comprehend and ascertain its main resources that will improve its competitiveness and sustainability. In addition, Barney (2007) has argued that a firm's resources which include all its assets, capabilities, organizational processes, the firm's attributes, is information and knowledge that is owned and controlled by the firm will eventually enable the firm to conceive and implement strategies that will improve its efficiency and effectiveness, giving it superior performance. According to Gitau, Abayo and Kibuine (2020) resource allocation is believed to affect how a firm will invest and even take advantage of the arising opportunities; hence an organization must aim at effectively allocating its resources at a cost-efficient and differentiated manner than its competitors for increased performance and competitive advantage.

Vocational and Technical Education (VTE), is an aspect of education that is designed to impart necessary skills and competencies leading to the production of craftsmen, technicians and technologists who will be enterprising and self-reliant (Olumoko, 2017). According to the Federal Republic of Nigeria (2013), the main purpose of VTE is to provide skilled manpower in applied sciences, technology and business particularly at craft, advance craft and technical levels; provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development.

The finding of this study would be highly beneficial to policy makers of tertiary institutions in Nigeria such as the National Universities Commission (NUC) and the National Board for Technical Education (NBTE) as government regulatory agencies in charge of universities and polytechnics. It will help them to know that continuous domiciliation of vocational and technical education is doing more harm than good and may therefore wish to make policy that will make vocational and technical education a Faculty in public universities. The findings of this study will also help the administrators of public universities to know that continuous underfunding of vocational and technical education will reduce the quality and quantity of its products. And may therefore wish to improve on the resource allocation to the department. The findings of this study would also help the department of vocational and technical education in universities to know that their founders alone cannot meet their resource needs and therefore, explore other ways of generating resources internally to augment their financial needs. The findings would further help the founders of public universities to know that their resource allocation to the universities is grossly inadequate and they may therefore, wish to improve on the present resource allocation to these universities.

As resources that come to each public university in Nigeria are generally scarce, faculties and departments appear to have a lot of challenges in attracting these resources to themselves in both federal and state universities. There appears to be so much power play in organizational decisions on allocation of these resources. This is capable of reducing good governance in public universities which will ultimately affect the nation's economy if this trend continues unchecked. The question therefore, is, what really determines how groups attract resources in federal and state universities? What faculty/department has the most or least influence to attract universities resources? This was the gap this study intended to fill. Several studies have shown the ills of poor funding on Nigerian universities which has adversely affected the proper implementation of different academic programmes including Vocational and technical education but how the meagre resources are actually attracted by and allocated to various faculties and departments is an issue. This understanding would help the department of vocational and technical education to position itself for maximum resource benefit.

Theoretical Framework

This study is hinged on Resource Based View theory. The Resource Based View (RBV) was initially coined by Penrose (1959) where the available and unutilized resources were seen to drive the ability of the firm to grow (Choge, Namusonge, Makokha, & Musau (2018)). According to Choge et. al. (2018), however, in1970s all through to early 1980s, the RBV attracted attention among scholars including Wernerfelt (1984) as well as Barney (1991).The term 'resource-based view' was coined much later by Wernerfelt cited in (Priem & Butler, 2001), who viewed the firm as a bundle of assets or resources which are tied semi-permanently to the firm. The Resource Based View (RBV) is a managerial framework used to determine the strategic resources a firm can exploit to achieve sustainable competitive advantage. The Resource-based theory posits that organizational resources are vital for superior performance and sustainable competitive advantage (Galbreath, Fahy in Othman, Arshad, Arisb & Arif, 2015). The RBV focuses managerial attention on the firm's internal resources in an effort to identify those assets, capabilities and competencies with the potential to deliver superior competitive advantages. The RBV theory suggested that the resources possessed, deployed and used by the organization are really more important than industry structure. RBV perspective puts emphasis on firm specific resources and capabilities as elementary sources of competitive advantage (CA) which results to high performance (Barney & Hesterly, 2010).

The RBV identifies organizational resources as circulating and tradable goods; it discusses resources from the perspectives of characteristics, accessibility, mode, process, and channel (Penrose & Ansoff in Ho & Peng, 2016). According to RBV, firms control certain resources under various categories that can potentially contribute towards enhanced performance. Hence, firms should focus on identifying and exploiting resources to neutralize threats (Othman, Arshad, Aris & Arif, 2015). RBV defines resources as physical assets, tangible assets, intangible assets, and organizational capabilities that the firm owns and control. The theory proposes that management in organizations should set aside sufficient resources both physical, raw-materials and human that is used in the operations and processes of the organization and as this will yield high returns.

RBV theory has been greatly criticized despite its wide spread accolade**.** According to Gakenia (2015), one of the criticisms of RBV is that it oversimplify organizational reality and it tends to assume a linear non-problematic relationship. Also, the theory does not take into account the aspect of environmental factors which affect firm's performance.

This theory is relevant to this study because it corroborates the fact that organizational resource plays an important role in organizational performance hence the need to clearly formulate strategic plans and ways that will ensure that equitable resource allocation is achieved. When resources are adequate, equitably and fairly allocated, all faculties and departments in public universities including vocational and technology education in Nigeria would achieve excellent performance. The theory proposes that management in organizations should set aside sufficient resources both physical, raw-materials and human that is used in the operations and processes of the organization and as that is the only way to yield high returns. Again, this theory is relevant to this study because it supports the objective of organizational resource allocation by explaining how resource allocation plays a key role in determining the performance of an organization, implying that when the resources are effectively allocated, there will be chances of enhancing organizational performance.

Purpose of the Study

The main purpose of this study was to investigate the determinants of resource allocation to departments and faculties in public universities in Nigeria. Specifically, this study investigate:

1. faculties that have the most or least influence to attract the university resources generally
2. faculties that have the most or least influence to attract the university resources based on ownership
3. why some departments/faculties are more capable of attracting resources than others.

Research Questions

The following research questions guided this study:

1. What faculty have the most or least influence to attract the university resources generally?
2. What faculties have the most or least influence to attract the university resources based on ownership?
3. Why are some departments/faculties more capable of attracting resources to themselves than others?

Methodology

The study adopted the descriptive survey design. The study randomly sampled 311senate members, past and present Deans/Directors including associate Professors, present and past members of resource allocation committees in three federal and three state universities from a population of 720. The study used a structured instrument for data collection. The instrument was divided into sections 1 and 2. Section 1 contained demographic information. Section B consisted of four (4) sub-sections (B1-B4). B1 was a list of 9 items numbered 1 to 9, B2 was a 5 point scale of Never (1), Rarely (2), Sometimes (3), Almost Always (4) and Always (5) with 11 items, B3 had 8 items numbered 1 to 8 and B4 had 9 items numbered 1 - 9. The instrument was validated by experts in vocational and technical education and institutional management. The reliability of the instrument was established through a test re-test approach on a pilot group of thirty staff in University of Benin who were part of the population but not part of the sample. The data collected were analyzed using Pearson Product Moment

Correlation co-efficient and a reliability value of 0.80 was obtained. Administration of instrument was conducted through research assistants who were selected from the target institutions. Analysis of data related to research questions was done using Mean and Standard Deviation (SD). Respondents were asked to rank the items of B1, B3 and B4 by attaching values from 1 – 9 and 1 – 8 respectively to a number of listed items. After responses, the scores were aggregated and mean scores were used to determine and rank the responses. Consequently, items with lower mean values had higher ranks and were regarded as having the highest influence while items with higher means values had lower ranks and were regarded as least influence. The hypotheses were tested using Wilcoxon Ranked test at 0.05 level of significance. A null hypothesis was upheld when the probability (p) value was greater than or equal to the level of significance of 0.05 and a null hypothesis was rejected when the probability (p) was less than the 0.05 level of significance.

Results

Research Question 1: What faculty has the most or least influence to attract the university resources?

Table 1: Faculties that have the most or least influence to attract the university resources generally

S/N	Faculties	N	Mean	SD	Rank
1	Faculty of Medicine	311	3.56	1.70	1st
2	Faculty of Dentistry	311	4.18	2.47	2nd
3	Basic Medical Sciences	311	4.27	2.73	3rd
4	Faculty of Sciences	311	5.28	3.99	5th
5	Faculty of Pharmacy	311	4.46	2.88	4th
6	Faculty of Engineering	311	7.31	3.97	8th
7	Faculty of Agriculture	311	6.64	4.35	7th
8	Faculty of Law	311	7.31	3.97	9th
9	Faculty of Education	311	8.65	3.22	11th
10	Faculty of Social Sciences	311	6.37	3.39	6th
11	Faculty of Arts	311	8.41	2.93	10th

Table 1 shows the result of the faculties of federal and state universities which have the most or least influence to attract their university resources to themselves. As shown on the table, generally, Faculty of Medicine has the highest influence to attract university's resources to itself with a mean value 3.56 and standard deviation of 1.70 while Faculty of Education has the least influence to attract resources to itself with mean value of 8.65 and standard deviation of 3.22.

Research Question 2: What faculties have the most or least influence to attract the university resources based on ownership?

Table 2: Mean and Standard Deviation of Faculties that have the most or least influence to attract the university resources

S/N		Federal Universities			Rank	State Universities			Rank
	Items	N	Mean	SD		N	Mean	SD	
1	Faculty of Medicine	196	3.46	1.22	1st	115	3.66	1.89	2nd
2	Faculty of Dentistry	196	4.72	1.65	7th	115	3.61	1.88	1st
3	Basic Medical Sciences	196	4.48	3.38	2nd	115	3.61	1.88	1st
4	Faculty of Sciences	196	4.74	3.92	3rd	115	4.27	4.16	3rd
5	Faculty of Pharmacy	196	4.79	3.57	4th	115	4.30	2.49	4th

6	Faculty of Engineering	196	4.48	3.38	2nd	115	8.63	3.52	7th
7	Faculty of Agriculture	196	5.27	3.17	5th	115	7.53	4.26	6th
8	Faculty of Law	196	5.67	3.61	6th	115	8.63	3.52	8th
9	Faculty of Education	196	8.60	2.58	9th	115	9.17	3.36	10th
10	Faculty of Social Sciences	196	7.44	2.52	8th	115	7.15	3.71	5th
11	Faculty of Arts	196	8.88	2.30	10	115	8.75	3.13	9th

Table 2 shows the result of the individual faculties of federal and state universities which have the most or least influence to attract their university resources to themselves based on ownership. As shown on the Table, Faculty of Medicine has the highest influence to attract university resources to itself at federal universities with a mean value of 3.46 and standard deviations of 1.22. However, Dentistry and Basic Medical Sciences with respective mean values of 3.61 and standard deviations of 1.88 have the highest influence to attract university resources to itself at state universities. As can be observed on the Table, the Faculties of Education and Arts represent faculties which are capable of attracting the least resources to themselves (9th and 10th).

Research Question 3: Why are some departments/faculties capable of attracting more resources to themselves than others?

Table 3: Mean and Standard Deviation analysis on why some departments/faculties are capable of attracting more resources to themselves than others

S/N		Federal Universities		Rank	State Universities		Rank
	Items	**Mean**	**SD**		**Mean**	**SD**	
1	Size of the resource	5.08	2.80	5th	5.11	2.91	4th
2	Peculiar needs of the faculty	8.46	2.69	11th	9.09	2.21	11th
3	Outstanding contributions to the university	4.51	1.95	2nd	4.56	2.26	2nd
4	Funds brought to the university/revenue generated internally	3.97	2.17	1st	3.56	2.33	1st
5	Number of Programmes and consultancies	4.84	1.86	4th	5.17	1.90	5th
6	Funds generated for the university through external agencies and foundations	4.60	2.57	3rd	4.80	2.68	3rd
7	The support the faculty enjoys with the Vice-Chancellor	6.40	2.22	7th	6.33	2.28	6th
8	The support the faculty gets from some powerful members of relevant resource allocation board or committees	6.33	2.19	6th	6.37	2.26	7th
9	The support the faculty gets from other Deans of other faculties	8.15	2.96	10th	7.67	2.877	8th
10	The bargaining skill of the faculty	7.70	2.51	8th	7.95	2.51	10th
11	The age of the faculty	7.97	2.89	9th	7.77	2.698	9th

Federal = 196 State = 115 **Total = 311**

Table 3 shows the result on why some faculties in Federal and State universities are capable of attracting more university resources to themselves than others. Funds brought to the universities/revenue generated internally has the highest rank for both federal and state universities with means scores of 3.97 and 3.56 and standard deviation of 2.17 and 2.33 respectively**.** Peculiar needs of the faculty has the lowest rank for both federal and state universities with mean scores of 8.46, 9.09 and standard deviation of 2.69 and 2.21 respectively.

Testing of Hypothesis

Hypothesis: There will be no significant difference in the amount of influence possessed by faculties in Federal and State universities to attract university resources to themselves

Table 4: Summary of Wilcoxon test analysis on why some academic faculties in Federal and State universities are more capable of attracting more resources to themselves than others

Institution type	No.	No of Ranking	Mean	SD	Z	P	Level of Significance	Decision
Federal	196	51	63.92	3260.00				Not
State	115	62	51.31	3181.00	-.113	.910	0.05	significant
Ties		2						
Total	311	115						

Data on Table 4 show that the mean of negative and positive ranks between federal and state universities on influence on resource allocation are 63.92 and 51.31. The p-value of .910 is greater than the stated level of significance of 0.05 indicating acceptance of the null hypothesis. This means that there is no significant difference in the amount of influence possessed by academic faculties in Federal and State universities to attract university resources to themselves. Therefore, the hypothesis which stated that there will be no significant difference in the amount of influence possessed by academic faculties in federal and State universities to attract university resources to themselves was upheld.

Discussion of Results

The finding on research question one show the faculties of Federal and State universities which have the most or least influence to attract the university resources to themselves. Faculty of Medicine has the highest influence to attract university's resources to itself while Faculty of Arts has the least influence at both federal and state universities in Nigeria. The result further show that based on ownership of university, Faculty of Medicine still has the highest influence to attract university resources to itself at federal universities while Faculty of Dentistry and Basic Medical Sciences have the highest influence to attract university resources at state universities. The reason for this may be because these faculties are science based and capital intensive to run even though they do not necessarily have the highest number of students. These faculties require heavy duty machines to function properly as academic programmes. Because of their peculiar nature, the universities may tend to allocate more resources to them than other faculties. For example, many federal and state universities have medical/dental hostels, medical libraries, school vans and canteens for their medical/dental faculties and students while other faculties depend on the general universities facilities.

The findings on research questions 1 and2 show that faculties of education and arts represent faculties which are least capable of attracting university resources to themselves at both federal and state universities. These findings are in line with the views of Agboola and Adeyemi, (2012) that education costs vary greatly among and within countries; between formal, non-formal, and informal education; between different levels, types, and sizes of institutions; between rural and urban areas; and indeed among units within the same institution.

The finding on research question 3 show why some faculties in federal and state universities are more able to attract scarce university resources to themselves than others. Overall, the result shows that the funds brought to the university and amount of revenue generated internally ranked highest while the peculiar needs of a faculty or department ranked lowest. Based on ownership of universities, fund brought to the universities/revenue generated internally also has the highest ranking for both federal and state universities while peculiar needs of the faculty or a department has the lowest rank for both federal and state universities. The finding show that irrespective of the outstanding contributions of a faculty to the university, number of programmes/consultancies, support a faculty enjoys with the vice-chancellor, the bargaining skill of the faculty and age of the faculty, it is funds brought to the university through budgetary allocation and internally generated revenue that determine the resources a faculty gets in the university. This finding is in line with the views of Agboola and Adeyemi (2012) that several factors such as teacher characteristics (qualification, number, and experience), class-size, teaching periods; student-teacher ratio; facilities and equipment attribute to be the cause of differences in resources allocation within institutions.

The result of the hypothesis test at 0.05 level of significance shows that there is no significant difference in the amount of influence possessed by faculties and departments in federal and state universities to attract university resources to themselves. This result show that poor funding by founders is not peculiar to federal universities alone but also affect state universities in line with the observation of Edame and Eturoma (2014) that in Nigeria over the years, poor financial resources to the educational sector have been a major problem in the educational system which has resulted in poor attendance, poor quality of students, inadequate preparation by teachers at all levels and low morale of teachers as a result of low basic condition of service and low salaries.

Conclusion

From the findings of this study, it was concluded that faculty of medicine and medical sciences have the most influence to attract universities resources to themselves. It was also concluded that faculties of education and arts have the least capability to attract university resources at both federal and state universities. It could also be concluded that funds brought to the universities and the amount of revenue generated internally are the major determinants of resource allocation to faculties and departments at both federal and state universities.

Implications of the Findings

The findings of this study have far reaching implications for university education generally, higher education policy makers and department of Vocational and Technical Education in public universities in Edo and Delta. The findings showed gross inadequacy in the resource allocation to public universities generally. The implication of this finding is that those faculties, departments and units which are less able to attract university resources could resort to hidden strategies to ensure that such scarce university resources are distributed in a way that would favour them. This could lead to a very high level organizational politics and power play within the system.

The findings of this study has far reaching implications for higher education policy makers like the National University Commission (NUC)and the National Board for Technical Education (NBTE) in the area of domiciliation of vocational and technical education programme in Nigerian universities. Vocational and technical education programme is a technology based programme but domiciled in education faculty and as a result is regarded and funded like other teacher education programmes that are literaryin nature rather than a technology based academic programme. The implication is that so long as it remains in the Education Faculty, it will continue to suffer gross inadequacy in its resource allocation. There is the need therefore to create a faculty of its own in public universities as it is in colleges of education. Having a faculty of Vocational and Technology Education would make room for a more robust revenue allocation base compared to being sandwiched in the education faculty as a department.

The findings of this study also has serious implications for Vocational and Technical Education (VTE) department in public universities in Nigeria. The findings reveal that there are several determinants of resources allocation within public universities and the chief among them is resources allocated to the universities by their owners. Allocation from owners and 10% internally generated revenue may never meet the need of vocational and technical education. There is the need therefore for VTE department to enhance their aggregate resources by focusing more on identifying and exploiting and generating their own resources internally from its numerous skills acquisition programmes for optimal performance instead of depending solely on allocation from its founders and IGR from central administration.

Recommendations

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

1. Founders of public universities in Nigeria should endevour to improve on resources allocation to their universities. This will go a long way to improve resource allocation to Vocational and Technical Education department.
2. Vocational and Technical Education department should focus more on exploiting and generating their own resources internally from its numerous skills acquisition programmes.
3. Resources allocation among faculties and departments should be based on actual need at a particular time using laid down procedures.

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EFFECTS OF INFORMATION AND COMMUNICATION TECHNOLOGY ON INTEREST AND ACHIEVEMENT OF HISTORY STUDENTS

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Abstract
Information and Communication Technology has experienced a huge transformation over the past decade. This has culminated into the world becoming a global village. Today most people use the ICT for a variety of purposes. With the number of internet users growing worldwide, it is important to ascertain its effects on students' academic achievement this paper, anchored on the timed is placement theory, investigated the effects of the ICT on the achievement of students in History in Plateau State. The research design for the study was quasi – experimental design. The study made use of two groups – experimental and control groups. The sample consist 40 students across the SS2 students in schools that offer History as a subject this was gotten through the use of purposive sampling technique and simple random sampling which was used in distributing the schools into experimental and control groups by throwing of dice. The instrument for data collection were the History Achievement Test and History Interest Questionnaire developed by the researchers. The data was analyzed using mean, standard deviation and t – test. The result of the study reveals that majority of the students do not have access to the use ICT in their History instructional process. Based on this finding, the paper recommends that secondary schools and History teachers shoulddevisestrategieswherestudentscouldutilizeICTforacademicpurpose instead of other uses which have negative effects on their studies and the History teachers should use frequently the ICT in teaching historical topics to their students.
Keywords: *Information and Communication Technology, Students, Academic Achievement, History.*

Introduction

History as a discipline is both broad in its coverage and complex in study. In fact, it has embraced the whole spectrum of human endeavours as seen in its various branches like political history, military history, economic history, social history, diplomatic studies, cultural history, developmental studies among others (Adesote & Omojeje, 2011). History subject taught in schools is very important in nurturing the spirit of citizenship, and aiding in the building of a nation state. History serves as a booster for economic development and social change, in addition it instills the spirit of patriotism in students by them learning from how patriotic some people in history have been.It trains the mind, quickens peoples' imagination; develops critical thinking in students; enables individuals to understand what is good and evil; argue logically, research thoroughly; enables people to have a world view on their tips and learn great lessons from the past (Ugwukah & Adeniran, 2016). It is the transmitter or the dispenser of the past and is also used for the goodness of the future which confrontthe society. It can be described as the spectacle people use to see their yesterday in order to understand their today and greatly channel them into their tomorrow with ease.

Despite History subject importance in the society, its pedagogical approach has become a tough and challenging task. Challenges of teaching and learning of History in schools have been a thing of great concern among History teachers, educationist and historians. Nair and Narayanasamy (2017) postulated that many of the secondary school students do not like to study History. Some complained about History as a boring and abstract subject, and others felt there was no use in studying about people and events of the past. In the year 2019, the Nigerian government made History to be taught as a stand-alone and a compulsory subject in both primary and secondary schools after when it was delisted from schools' curriculum in 2007. However, the implementation of this policy is what is standing as a setback to this good government gesture of revitalizing the subject. Unfortunately, too,people, including those in the academics, see it as a school subject that is no longer relevant to be studied. This is seen in the interest of students towards the subject which has consequential effects on their achievement in the discipline.

Sadly too, indices from various examination bodies, such as the West African Examination Council (WAEC Chief Examiner's Report, 2019) and National Examination Council (NECO Chief Examiner's Report, 2019), have shown a consistent trend of low enrolment and poor achievement of students in History examinations. This has become a thing of concern to the History teachers in Nigeria who are in a dilemma because of students' diminishing interest and failure in the subject. Some of the factors responsible for the declining interest and achievement of students in the discipline are, preferential treatment to the sciences at the expense of other disciplines, the introduction of Social Studies in the secondary school curriculum in the 1970s, bulkiness of the History syllabus; abstract manner of teaching History; poor teaching strategies and a host of others (Onalapo, 2012). Leibowitz (2016) stressed that the type of approach used by History teachers is crucial in increasing students' motivation, promoting understanding of the subject matter and furthering students' skills development in the study of History and its pedagogical components. If History teachers plan, prepare and teach their lessons well, they will in their teaching promote curiosity and understanding in students. Majority of the History teachers still practiced teacher - oriented teaching and use the textbook method in the classroom. As such, the teaching process fails to develop students' understanding. According to Muthiah (2010), students tend to lose interest in learning History if teachers fail to apply the right strategies in the process of teaching and learning. In the same vein, the teaching and learning of History in the Nigerian secondary schools most importantly in the 21st century have been developed within the framework of theory and content practice. In this way, learning activities are designed for History students to consolidate and rehearse the content (Kamal& Banu, 2010). Students find it difficult to visualize and organise information in order to understand History if they are been taught in this way.

However, in this technological age, the effective means for classroom instruction requires the use of communication technologies. The study of History must go beyond story telling of the classical period. The History teachers should employ the right strategies to create a conducive learning environment to enhance students understanding and interest. Since History is one of the major subjects being affected by students dwindling interest and achievement at secondary level, its relevance and sustenance requires the adequate application of Information and Communication Technology (ICT) like video tapes, television, internet, CD tape, satellite, cable data transmission, and multimedia computer software that combine text, sound and colourful moving images which can be used to provide challenging and authentic content that will not only engage the student in the learning process, but as well make learning concrete. This is because the purpose of integrating ICT in History teaching and other disciplines, is to enable the obtaining of information in the form of documents, photographs, timelines, maps, video, audio clips and virtual experiences as well as exposure to different points of views so that learners can construct their own knowledge. Due to the nature of the discipline that deals with many sources, terminology found in primary sources, it makes it difficult for learners to understand its content and meaning. Lee and Louis (2017) have suggested that a multimedia facility to record text sources and link unfamiliar words to a glossary, helps learners to understand better.

For the History students, the ICT will definitely help them to navigate and obtain historical information, which might enhance their achievement in the subject. ICT in this case internet and multimedia help learners' ratings of film and video as the most useful, since it helped them to visualize events. It also helped learners gained knowledge of the historical events presented in the resources. History students can use the ICT to obtain interactive maps that can show changes during a time period and statistical information relating to historical sites. The ICT can also supplement a lesson, textbooks and encourages independent study. It can broaden the scope of teaching, thus require less note – taking by learners and more viewing of visuals that students believe is more stimulating for them. ICT can facilitate familiarization with information literacy in the form of written, archaeological, oral and audio – visual sources, so that the learner can meet the past. This can promote a comprehensive understanding of the past, empathy for decision – making, support interactive teaching, reinforce intellectual cognitive skills, and so facilitate learners to reach their full potential once these sources have been utilized.

Therefore, can the use of ICT improve the interest and achievement of History students in the subject? Or can the inclusion of ICT in the teaching and learning of History in the classroom instruction help in making learning concrete and thus makes History a living discipline rather than the study of dead issues to promote interest and achievement in the discipline? These are genuine questions waiting for answers. Thus, the thrust of this study is to find out the effects of ICT on interest and achievement of students in History in Jos North Local Government Area of Plateau State.

Statement of the Problem

The effective teaching of History should have arouse students' interest and raise their achievement in the subject, however, the prevailing situation is not the case, this is evident in the low enrolment of students in various secondary schools and the poor achievement of students in the discipline. This might be based on the fact that History teachers predominantly still practice teacher-centred teaching strategy in the classroom. Unless History teachers provide a learning environment that promotes understanding through ICT, students might only commit unassimilated information in their short – term memory through rote learning, and no meaningful learning will occur. This therefore means that the lack of interest and poor achievement of students in History due to inappropriate teaching strategies led the researcher feels that ICT will solve this problem.

Aim and Objectives of the Study

The aim of the study was to determine the effects of ICT on interest and achievement of History students in History in Jos North LGA of Plateau State. Specifically, the objectives of this study are to:

- determine the SS2 students' achievement in History before and after exposure to ICT
- ascertain the students' interest in History before and after exposure to ICT

Research Questions

To guide this study, the following research questions have been raised:

1. What is the pre-test and post-test mean scores of the SS2 students in History in the experimental and control groups
2. What is the pre-test and post-test interest mean scores of SS2 students in History in the experimental and control groups?

Hypotheses

The following hypotheses have been formulated and tested at 0.05 level of significance:

1. There is no significant difference between the pre-test and post-test achievement of students in History in the experimental and control groups.

2. There is no significant difference between the pre-test and post-test interest of students in History in the experimental and control groups.

Method

The research design for the study was quasi – experimental design. The study made use of two groups – experimental and control groups. Participants in the experimental group were taught using ICT, while the control group was taught using conventional method. The target population used for this study comprised all SS2 History students in the purposively selected schools that offer History in Jos North LGA of Plateau State. The experimental group comprised 18 male and female students and the control group comprised 22 male and female students, making a total of 40 students. Simple random sampling strategy was used to assign the schools into experimental and control groups in the study area through throwing of a dice, while the two schools were purposively selected within the Local Government Area that was also purposively selected.

The instruments used to collect the data were the History Achievement Test (HAT) and History Interest Questionnaire (HIQ). The HAT which consisted of 50 multiple choice objective tests was developed from listed topics of interest of this research, while the HIQ has 30 statement was adopted for the study. The collected data were analyzed using mean, standard deviation and t-test statistics.

The instrument was presented to three experts with one each from History and International Studies Education Unit, Measurement and Evaluation Unit, and Educational Psychology Unit for face and content validation; all from the University of Jos. The data obtained were used in estimating the reliability index which yielded a co-efficient of 0.65using the Kudar-Richardson formula20.

Results

Research Question One

What is the pre-test and post-test mean scores of the SS2 students in History in the experimental and control groups? The data on students' achievement in History in pre-test and post-test was used to answer this research question and presented in table 1 below:

Table 1: The Results of the Analysis of Students' Achievement in History Achievement Test

Group		N	$\bar{X}$	SD	$\bar{X}$ - Gain	$\bar{X}$ – Diff
Experimental	Pretest	18	22.60	3.76	39.4	28.00
	Posttest	18	62.00	6.14		
Control	Pretest	22	18.96	3.02	11.4	
	Posttest	22	30.40	4.20		

$\bar{X}$ – Diff – mean difference

The results of the analysis in Table 1 shows the achievement of SS2 students in History achievement test. Table 1, shows that the experimental group had a mean score of 22.60 with standard deviation of 3.76 before exposure to post-test and a mean of $\bar{X}$ = 62.00, and standard deviation of 6.14 after exposure to treatment while the control group had a mean of 18.96, standard deviation of 3.02 at pre-test stage and $\bar{X}$ = 30.40, standard deviation 4.20 after exposure to ICT and conventional lecture strategy respectively. From the results, it showed that the experimental group performed better than the control group after the post-test exposure to ICT.

Research Question Two

What is the pre-test and post-test interest mean scores of SS2 students in History in the experimental and control groups?

The data on students' interest in History pre-test and post-test which was gotten through the use of a questionnaire was used to answer this research question and is presented in Table 2.

Table 2: The Results of the Analysis on Students' Interest in History

Group		N	$\bar{X}$	SD	$\bar{X}$ - Gain	$\bar{X}$ – Diff
Experimental	Pretest	18	80.75	5.16		
					7.65	
	Posttest	18	88.40	6.36		
						5.93
Control	Pretest	22	74.40	4.49		
					1.72	
	Posttest	22	76.12	5.11		

$\bar{X}$ – Diff – mean difference

The results of the analysis in Table 2 shows the interest mean scores of students towards History. From the results, the experimental group had ($\bar{X}$ = 80.75, SD 5.16) before treatment and ($\bar{X}$ = 88.40, SD 6.36) after exposure to treatment with the mean gain of 7.65 while the control group had ($\bar{X}$ = 74.40, SD 4.49) and ($\bar{X}$ = 76.12, SD 5.11) with a mean gain of 1.72 at pre-test and post-test respectively. This showed that the interest of students in the experimental and control groups increased after post-test with a mean difference of 5.93, but that of the experimental group increased higher than that of the control group, giving a mean difference between the experimental and control groups as 5.93 which could be attributed to effect of ICT.

Hypothesis One

There is no significant difference between the pre-test and post-test achievement of students in History in the experimental and control groups.

Table 3: The Results of the t-Test Analysis of the Experimental and Control Groups gotten from pre-test

Category	N	$\bar{X}$	SD	df	t - value	P – value	Sig.
Experimental group	18	22.60	3.76	38	2.95	0.86	0.05
Control group	22	18.96	3.02				

The results of the analysis in Table 3 showed the t-test analysis of achievement between the experimental and control groups. The table showed that t (43) = 2.95, P > 0.05, since the P – value of 0.86 is greater than the significant level of 0.05. This therefore, shows that the null hypothesis was upheld, implying that there is no significant difference in the achievement mean scores between the experimental and control groups during the pre-test. This therefore showed that the two groups had equal ability before treatment. This implies that the two groups were of the same ability at the pre-test stage of the research.

There is no significant difference between the pre-test and post-test achievement of students in History in the experimental and control groups.

Table 4: The Results of the t-Test Analysis of the Experimental and Control Groups gotten from post-test Treatment

Category	N	$\bar{X}$	SD	df	t - value	P – value	Sig.
Experimental group	20	62.00	6.14	43	24.14	0.000	0.05
Control group	25	30.40	4.20				

The results of the analysis in Table shows that the t (19) = 24. 14, P < 0.05, since the P - value of 0.000 is less than the significant value of 0.05. This therefore shows that the null hypothesis was rejected in favour of the alternative hence there is a significant difference in the achievement mean scores between the experimental and control groups after the two groups were exposed to different treatment. This therefore showed that ICT improved students' achievement in history achievement test more than the conventional lecture method.

Hypothesis Two

There is no significant difference between the pre-test and post-test interest of students in History in the experimental and control groups

Table 5: The Results of the t–Test Analysis of History Students Interest of the Experimental and Control Groups before Exposure to Treatment

Category	**N**	$\bar{X}$	**SD**	**df**	**t - value**	**P – value**	**Sig.**
Experimental group	18	80.75	5.16	38	2.99	0.07	0.05
Control group	22	74.40	4.49				

The results of the analysis in Table 5 shows that t (19) = 2.99, P > 0.05, since the P – value of 0.07 was greater than the significant level of 0.05. This therefore, showed that the null hypothesis was upheld implying that there was no significant difference in the interest mean scores between the experimental and control groups during pre-test. This implies that the two groups were of the same ability during the pre-test and because none of the groups have received treatment.

There is no significant difference between the pre-test and post-test interest of students in History in the experimental and control groups

Table 6: The Results of the t-Test Analysis of the Experimental and Control Groups during the post-test

Category	N	$\bar{X}$	SD	df	t - value	P – value	Sig.
Experimental group	20	88.40	6.36	43	6.89	0.000	0.05
Control group	25	76.12	5.11				

The results of the analysis in Table 13 shows that t (19) = 6.89, P < 0.05, since the P - value of 0.000 was less than the significant level of 0.05. This therefore revealed that the null hypothesis was rejected in favour of the alternative hypothesis. Hence there was a significant difference in the interest mean scores between the experimental and control groups during the post-test treatment in favour of the experimental group.

Discussion

The results presented on Table 1 and 3 based on pre-test showed that the achievement of students in History does not have any difference, while Table 1 and Table 4 after the post-test showed that there was significant difference in the mean academic achievement of students who were taught History using ICT and those taught using Conventional strategy. The result is in agreement with that of Husain, Suleman, Din, and Shafique (2017) who reported that students' exposed to Chemistry using ICT performed better than those exposed to Chemistry using lecture method. This might be possible because the students were directly involved in the learning process. It has also been reported by Emin, Ismail and Gokhan (2015) that since students were actively involved in learning process and were able to found out some information for themselves through activity-based instructional strategy like ICT it will enhance students interest and achievement. That is changing the traditional teacher centered teaching to students centered teaching and learning. From the study it was concluded that ICT is one of the effective strategies of teaching History at the Senior Secondary School Level, since it shows potentiality of improving students' academic achievement in the subject. The reason could also be attributed to the fact that ICT learning strategy strengthens the power of interaction among the students which could have led to high achievement. ICT applications help in improving better achievement for History students through seeking information materials and main source of current issues as well as a platform for sharing information with partners through social networking sites.

The results presented in Table 2 and Table 5 at the pre-test stage showed that both the experimental and control groups have almost the same level of interest towards History, while Table 2 and Table 6 after post-test showed that the interest of students both in the experimental and control group increased, but that of the experimental group increased higher than that of the control group which could be attributed to effect of ICT. Studies from Omachonu and Akanya (2019) revealed that the ICT employed by the teacher is one of the major factors that influence students' interest in History. The way students interact with their teachers during instruction may influence their interest in the subject being taught. The application of ICT in the teaching and learning process can enhance the quality of education in several ways such as increasing learner motivation and engagement.This shows that the experimental group had a higher mean score than their control group counterparts. This finding is in consonant with the finding of Adesote and Fatoki (2013) who found that more and more evidence exists showing that learners enjoy using computers, since it improves their interest towards History and students feel that they learn better using ICT. The use of ICT in this study involved students actively in the History lesson, thus it raised students' interest in History. Kim(2011) also emphasised that students had more positive attitudes towards learning when they engaged themselves with ICT. The elements of fun and enjoyment in learning History using ICT could also have contributed to enhancing their interest in History. As for the students from the control group, they were more engaged in rote learning and the lessons were more of teacher - centred. They listened to the lecture-style explanation from their teacher and copied the notes given by the teacher. The Passive learning environment in the control group failed to enhance their interest in History as experienced by their counterparts in the experimental group. Mensah (2016) found out that students' interest towards learning improved after their experience with ICT.

Conclusion

This research has revealed several important findings. The application of the ICT in teaching History was able to raise students' achievement significantly. Apart from that, the ICT was able to raise students' interest in learning History significantly. This method engaged students actively in the learning process because students are actively involved in organizing information and finding answers to questions within a short time. ICT has been found to be the most valuable tool to overcome the problem being faced in the teaching and learning of History.

Recommendations

The study recommends that:

1. Since ICT learning strategy has been found to enhance academic achievement of students in SS2 History class, History teachers should be encouraged to incorporate

the strategy into their teaching so as to improve the students academically.

2. ICT should be included in the teaching of History to solve the problem of students' lack of interest in the subject.
3. Furthermore, conferences and seminars on ICT teaching and learning strategy should be organized for History teachers.

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INFLUENCE OF PEER PRESSURE ON INITIATION OF SUBSTANCE ABUSE AMONGST STUDENTS OF AHMADU BELLO UNIVERSITY ZARIA

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Substance abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. One of the key impacts of illicit drug use on society is the negative health consequences experienced by its members. Drug use also puts a heavy financial burden on individuals, families and society. Almost two billion people around the globe are involved in abuse of substances that can potentially harm their health and social wellbeing with over 76 million having alcohol use disorders as well as addictions.

Few studies have systematically investigated the influence of peer pressure on these vices and how it affects the health of undergraduate students. We assessed the awareness, knowledge, attitude towards and influence of peer pressure on the initiation of substance abuse among undergraduate students in Ahmadu Bello University Zaria, Kaduna state.

A cross-sectional study was conducted using a pre-tested, semi-structured, self-administered questionnaire with two hundred and seventy-two undergraduate students of Ahmadu Bello University Zariaselected using multi-stage sampling technique. Data collected was analyzed using frequencies and percentages for categorical variables and means and standard deviation for numeric variables at the univariate level of analysis. At the bivariate level of analysis, Chi square test was used to determine the relationship between initiation of substance abuse and peer influence. Level of significance was set at 5%.

The median age of respondents was 24.7 (20- 39) years, about half of the respondents were in the age range of 20-24 years with a male preponderance of 73.9%. Majority of the respondents were aware of peer pressure while only 38.2% had good knowledge. About 8 out of 10 (79.4%) respondents had positive attitude. A considerable proportion of respondents (43.8%) were involved in substance abuse while 63.2% had friends who were currently abusing substances. The majority (77.5%) of the respondents who were abusing substances were said to be initiated by their friends. Alcohol was the commonest (31.2%) substance ever abused. There was a statistically significant relationship between having peers who abuse substances and the abuse of substances ($P \leq 0.001$, df=1, $\chi2 = 42.608$).

There was poor knowledge of peer pressure but good attitude towards negative peer pressure among the study participants. A high proportion of respondents were engaged in substance abuse and peer pressure was found to influence initiation of substance abuse among respondents.

We recommend that the school management should organize orientation and reorientation program for undergraduate students with particular emphasis on peer pressure and the means of controlling it

Introduction

Peers are people who are part of the same social group, so the term "peer pressure" means the influence that peers can have on each other. This influence could either be negative or positive but usually the term is often used to connote the negative side of this influence. Peer pressure can be from one peer or a group of peers(Jennifer Carnevale 2021). Research has shown that negative peer pressure can lead to bad behaviour among youths. In a study carried out in a Kenyan university, about 58% of the first-year students reported having involved in sexual intercourse with peer pressure being the single most important factor influencing negative behaviour (risky sexual intercourse) (D.M, Othero, P. Aduma and C. O. Opil, 2009). The same finding was observed in Ethiopia which showed that peer pressure is the most important factor associated with risky sexual behaviour among school adolescents (A. Cherie and Y. Berhane 2012). Bankole and Ogunsakin (2015) in Ekiti state pointed out drugs use among students was extensively due to peer pressure and has considerable negative effect on their academic performance.

Since people are continuously in a state of interaction with each other, it is important that this interaction is well coordinated especially among undergraduate youths to avoid negative consequences (DM Othero2009) Thus, the knowledge of what peer pressure entails and the attitude towards the negative peer influence is an important concept that needs to be closely monitored in universities to avoid the resultant negative consequences. The study was carriedout to determine the awareness, knowledge, attitude towards and influence of peer pressure on the initiation of substance abuse among undergraduate students in Ahmadu Bello University Zaria, Kaduna state.

Methods

The study was a cross-sectional study that was carried out among students of Ahmadu Bello university Zaria. It has a total of 12 faculties and 80 departments with an estimated student population of about 35,000 students (ABU History 2011). It is prohibited within the school premises to sell or use any form of substance of abuse. All registered undergraduate students were eligible to participate in the study. Students who were not in the main campus were excluded from the study.

Sample size was computed using the fisher's formula for computing sample size for cross-sectional studies when the outcome variable is a proportion. The proportion of students abusing substances as a result of influence of their peers from a previous study was 19.7%.(Nasiru Lawal &A. A. Aliyu 2020) Using a standard normal deviate at 95% level of confidence (1.96) and a margin of error of 5%, a sample size of 272 was computed after adjusting for 10% non-response. A multi-stage sampling technique was used to select eligible respondents using the faculties, departments and levels of study as the primary, secondary and tertiary sampling units respectively till the required sample size was met.

A pre-tested, semi-structured, self-administered questionnaire was used to collect data from eligible respondents. The questionnaire was adapted from existing studies. It had 4 sections lettered A-D. Section A collected data on the sociodemographic characteristics of the respondents, section B was on awareness and knowledge of peer pressure while sections C and D covered questions on Attitude towards and influence of peer pressure on initiation of substance abuse respectively.

The data collected was analyzed using statistical package for social sciences version 23 (SPSS-23). Frequencies and percent were used to summarize categorical data on a univariate level of analysis while Chi squared test was used to determine the association between initiation of substance abuse and peer pressure among the respondents. Data were represented as prose, tables and charts.

Approval of the study was sought and obtained from the human ethics and review committee of the Ahmadu Bello University Teaching Hospital. Individual verbal and informed consent were sought and obtained from each participant before collecting the data. All participants were assured of confidentiality of the data that was provided with the assurance that the information obtained was only going to be used for research purposes. Data collected was stored on a password-protected computer that was only accessible to the researcher to ensure data security.

Results

Two hundred and seventy-two respondents were approached and all agreed to be interviewed and responded giving a response rate of 100%. Majority of the respondents (135/272, 49.6%) fell between the age group of 20 – 24 years (Table 1).There was a male preponderance (201/272, 73.9%). Hausa tribe had the largest representation (83/272, 30.5%). The majority (170, 62.5%) were adherents of the Christian faith. The largest proportion of the respondents (50/272, 18.4%) came from faculty of Medicine. Students in the 400-level class made up the larger percentage of respondents (63/272, 23.2%) while most of the respondents (249/272, 91.5%) were single (Table 1) . Most of the respondents (261/272, 96.0%) were aware of peer pressure with the majority (137/272, 50.4%) getting their information from subjects taught in school. (Table 2).

More than a third of the respondents (106/272, 39%) had poor knowledge of peer pressure (Table 3) while the majority (216/272, 79.4%) had positive attitude towards peer pressure (Table 4). Only 62.1% of the respondents have never abused a substance before while 61.4% are currently not abusing any substance (Figure 1). Majority of the respondents(58.3%) that ever-abused substances said their motivation was from their peers (Figure 2). The commonest method (28.3%) of initiation into substance abuse by peers was by going to parties. There was a statistically significant relationship between having peers who abuse substances and the abuse of substances. ($P \leq 0.001$, df=1, Chi square = 42.608)

Table 1: Sociodemographic characteristics of respondents (n=272)

Variable	Frequency	Percent
Age (years)		
15-19	26	9.6
20-24	135	49.6
25-29	93	34.2
30-34	16	5.9
35-39	2	0.7
Sex		
Male	201	73.9
Female	71	26.1
Ethnicity		
Hausa	83	30.5
Yoruba	42	15
Igbo	34	12.5

Others	113	41.5
Religion		
Christianity	170	62.5
Islam	100	36.8
others	2	0.7
Faculty		
Engineering	49	18
Sciences	41	15.1
Medicine	50	18.4
Social Sciences	48	17.6
Arts	39	14.3
Pharmacy	45	16.5
Level of study		
100	56	20.6
200	56	11
300	54	19.9
400	63	23.2
500	25	9.2
600	18	6.6
Marital status		
Single	249	91.5
Married	23	8.5

Table 2: Awareness and source of information concerning peer pressure among respondents (n=272)

Variable	Frequency	Percent
Awareness		
Yes	261	96.0
No	11	4.0
Sources of information		
School Subject	137	50.4
Friends	106	39.0
Family members	100	36.8
Mass Media	100	36.8
Church/Mosque	59	21.7
Others	1	0.4

Table 3: Knowledge of Peer pressure among respondents in Ahmadu Bello University (n=272)

Level of Knowledge	Frequency	Percent
Good	104	38.2
Fair	62	22.8
Poor	106	39
Total	**272**	**100**

Table 4: Attitude level towards peer pressure among respondents in Ahmadu Bello University (n=272)

Attitude Level	Frequency	Percent
Positive	216	79.4
Negative	50	18.4
Neutral	6	2.2
Total	272	100

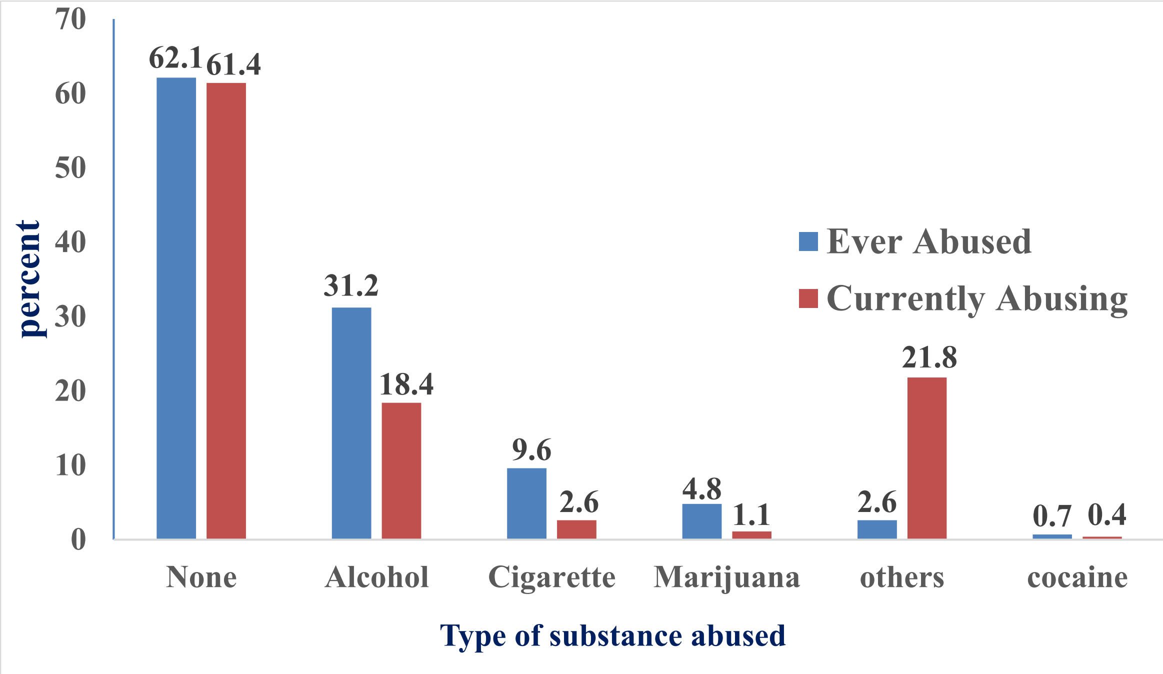

Figure 1: Prevalence and pattern of substance abuse among respondents in Ahmadu Bello University (n=272)

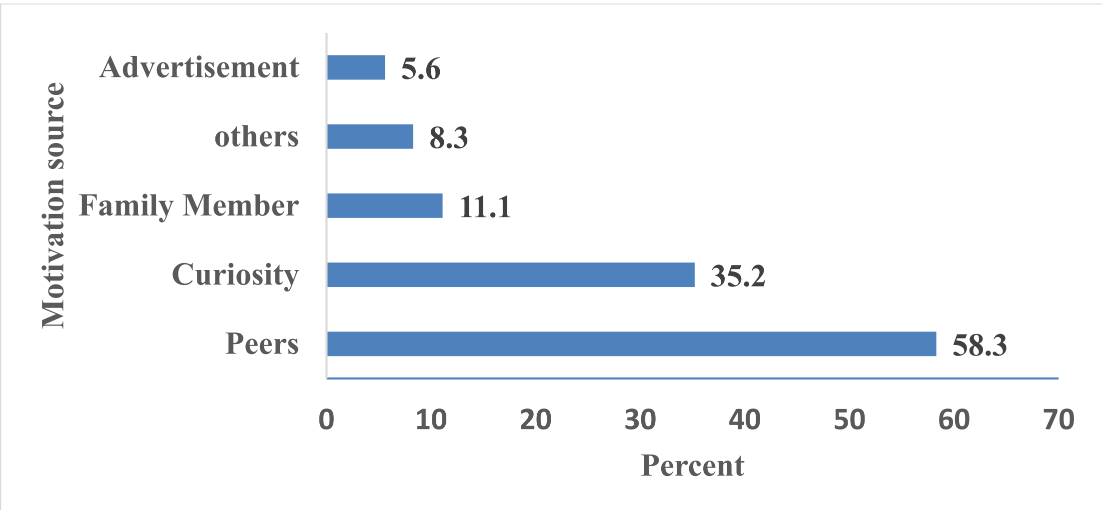

Figure 2: Source of motivation for substance abuse among respondents in Ahmadu Bello University (n=272)

Relationship between having Friends who Abuse Substances and Abuse of Substances Amongst Students in Ahmadu Bello University (n=272)

		Friends Who Abuse Substances		df	χ^2	P value
		Yes	No			
Abuse	Yes	101	18	1	42.61	< 0.001
substances	No	71	82			

Discussion

Substance abuse has major social and health consequences which can hamper the educational performance of undergraduate students.(Ishola AKANBI, M., Augustina, G., Bahago Theophilus, A., Muritala, M., & Stephen Ajiboye, A. (2015). The influence of peer pressure on the initiation of substance abuse among youths is an important area that needs to be explored to help curb the menace of substance abuse among our undergraduate students.(G Mbuthia, P Wanzala, C.W. Ngugi &H.D.N. Nyamogoba. (2020)This study was therefore carried out onknowledge, attitude and influence of peer pressure on the initiation of substance abuse among undergraduate students of Ahmadu Bello University Zaria. Generally, the students were knowledgeable about peer pressure and had positive attitude towards averting negative peer pressure. Peer pressure was found to influence initiation of substance abuse among a considerable number of the respondents.

Only one third of the respondents had good knowledge of peer pressure. This is a poor finding as knowledge is usually helpful to guide positive behaviour, when students know that they can be influenced by their peers, there is increased tendency for them to be more careful when dealing with peers that can instill a bad influence on them. This finding is similar to the studies conducted by Bonkole et al(2015) in other parts of the country where only about a third of the students had a good knowledge of peer pressure.However, other studies had contrasting results such as(Amorha et al., 2017and Bishop, 2006) who reported higher good knowledge of peer pressure. Differences in sample size and socio-cultural characteristics of the respondents may be possible reasons.

Majority of the respondents eight (7.94) out of every ten respondents had positive attitude towards peer pressure. They would either rebuke or walk away from anyone taking part in substance abuse. This is a welcome finding as attitudes like these are needed by all students to be able to prevent bad influences by their peers. Negative influences are easily imbibed when individuals don't rebuke or don't walk away from situations that may exert pressure on them to get involved. These findings have been corroborated by similar studies(D.M, Othero, P. Aduma and C. O. Opil, 2009,). However, the findings of other studies did not agree with our own study. Differences in cultural characteristics of the people, could be responsible for the observed differences.

Almost half of the respondents have engaged in one form of substance abuse or the other. This is quite a high figure compared to other similar studies. With a high proportion of students engaging in substance abuse, there is likely going to be poor academic performance which could even lead them to engage in more harmful practices. Also, most of these drugs have health effects which could put the student also at more risk of having severe morbidities thus further affecting their academic performance. However, other countries or regions have also reported such high findings. Differences in the predominant culture and religion in the places where these studies were conducted could have accounted for these differences. Usually, in university settings, there is a higher tendency for students to lose focus and abuse substances because most of them are young and have left their families and are staying with friends thus being more prone to peer influence than if they were at home.

Peer pressure from friends was found to be the most common source of influence. With this rate of negative influences from peers, there is bound to be high prevalence of substance abuse among these undergraduates with the resulting negative impact on their academic performance. Also, most of these substances that are being abused like Cocaine, Marijuana cause disinhibition and this can lead to increased prevalence of physical violence as well promiscuity and sexual abuse. This is similar to findings from a survey carried out in Katsina (Nasiru Lawal &A. A. Aliyu 2020)and Turkey by Erbaydar, T., Lawrence, S., Dagli, E., Hayran, O., &Collishaw, N. E. (2005).where the most influence was obtained from their peers. (Erbaydar et al., 2005).

This study found a statistically significant relationship between abusing substances and having friends who engaged in substance abuse. Thus, respondents who abused substances also had friends who abused substances, further buttressing the fact that peer pressure could lead to negative influences in this case, substance abuse. Other studies have also corroborated these facts. (S. Zeiger., 2021).

Our study was not devoid of limitations. Firstly, since our study was cross-sectional in design, we could not ascertain whether the relationship between peer pressure and initiation of substance abuse was causal. Secondly, due to the sensitive nature of the research, some of the students were not willing to divulge their substance abuse history because they were afraid the information may get to the school authorities or even their parents or guardians. We had to reassure them of utmost confidentiality of their information and that the data was just for the purpose of the research. Despite these limitations, our study had the following strengths. This is the first faculty wide study in the university that sought to relate initiation of substance abuse and peer pressure. Our study also used standard and validated tools which further adds to the validity of the data obtained from this study.

Conclusion

This study found that peers continue to be a major contributor to substance abuse. Though most of the respondents had a positive attitude, only a small proportion had good knowledge. The effects of peer pressure on initiation of substance abuse were more profound among the younger age group.

Recommendations

1. The division of student affairs should organize continuous orientation programmes especially for fresh students to guide them on how peer pressure could be handled.
2. The Kaduna state ministry of Youths and development should carry out more regular mass media campaigns against the abuse of substances to enlighten schools and the general public on the adverse effects of substance abuse.

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PRINCIPAL LEADERSHIP AS A DRIVING FORCE IN BUILDING A CONDUSIVE SCHOOL ENVIRONMENT FOR THE ENHANCEMENT OF TEACHERS ACCOUNTABILITY AND BETTER STUDENTS PERFORMANCE

Khalil Yusuf Uthman & P. N. Njoku

Abstract

Many scholars are in support of the idea that, improving school leadership with a particular focus on instructional leadership at the building level, helps schools to improve academically (Zandralyn, 2005) In Nigerian schools, there is a clear distinction between schools existing in rural areas and those in the urban areas. By all indications, schools in the urban areas are more equipped with teachers, funding, scholarship, budget allocation and even brighter students are concentrated in the urban schools. The operational nature of the curriculum design in schools seems to be another source of problems in Nigeria. In research conducted by an organization called 'country profile Nigeria it was discovered that despite the effort of the Nigerian government to provide free government supported education, the system was found decayed, hence, education seriously is dysfunctional due to poor nature of the curriculum design, (NPE, 2008). The inadequacy of the curriculum content is assumed to be the major root cause, the contents are merely designed to fit-in the future demands, whereas the content supposed to address the bloom's taxonomy that is, the psychomotor, affective and cognitive domains (Bunyi, 2013) this domain sets every learner in line with desirable change in behavior instantly without delay.

Keywords: *Political Leadership, Teacher contribution, School Environment, Student's performance, National policy on Education, Academic Achievement, Teacher's accountability. Schools Leadership*

Introduction

The Nigerian National Policy on Education is the machinery thatputs Educational Problems in order in the country. Education system was so taken care of by the authority's concern, but the system still remains dysfunctional and the education decayed, because not all are opportune to go to school as only about 59% of our youth tire having the chance to go to school. This is all as a result of Laissez faire attitudes of leadership in our schools. Re-designing the curriculum of our education by including a sound civic education program in our schools is aimed at teaching practical patriotism (particularly autocratic patriotism and democratic patriotism) that will surely improve political leadership in our nation which will be corruption and pollution free. (Federal Government of Nigeria, 2006).

The country profile Nigeria further explained that," the education system consists of six years of primary school, three years of junior secondary school, three years of senior secondary school and four years of university education leading to a bachelor's degree" (Iyanda, 2012) The rate of secondary school attendance is low with only about 59% response for both sexes. In 2004, the Nigerian national planning commission described the country's education system as" dysfunctional", which clearly shows an unpleasant result of having low achieving schools producing low- leveled graduates" (Caiilods, 2010).

This is a serious catastrophe to education, the government has a good plan for the citizens, but the citizens are not ready to benefit per say, just mere 59% ratio of Nigerians benefiting from such a good plan from government is not desirable. And there is equally no standard-based reform in most of Nigerian schools that can close performance gap between schools. Since it is formally established that distributed leadership gives schools and school districts the ability to make sustainable improvement in student learning, Zandralyn, (2005), it therefore becomes very necessary for the government of Nigeria (political leadership) to come in with similar programs that can uplift the standard of student performance. Education in Nigeria is seen as an agent of producing professionals poised to bringing meaningful development. The National policy of Nigeria's education advocated the relevance of it to the society and the individuals, where it pointed that no educational system can rise above the quality of its teachers. (Federal Government of Nigeria, 2004) For this reason, the National policy on education had certain aims and objectives that facilitate educational development, in view of this, the political leadershave important role to play in the attainment of this goal.

Literature Review

Principal Leadership

Many scholars are in support of the idea that, improving school leadership with a particular focus on instructional leadership at the building level, helps schools to improve academically (Zandralyn, 2005).

Student's performance which can be observed in their social traits, moral development and administrative qualities are actions that can be seen as supportive to our democracy. (Wertheimer, 2003) explains that 'For more than two centuries, democracy in the United States was viewed as Citizens informed engagement in civic and political life'. Since then, public schools have been seen as essential to support the development of such citizens. Zandralyn (2005) stated that school leadership centers on improving student achievement. Some schools have shown that, regardless of student's socio-economic background, distributed leadership enabled an increasing number of students to reach high level of performance; these schools are called the high performing schools. This is a true assertion because; there is a sharp and clear contrast between schools that made use of effective distributive leadership and those that do not. The school is definitely the best avenue where culture is built to a certain degree that can be measured and used to bring sanity in our democratic society.

The distributive leadership found in both principal and teachers in the school community have tremendous effect on student performance. In the views of (Elmere, 2000) ;(Lambert, 2003) and (Spillane, Holversion, and diamond, 2000) they opined that "the effect of principal leadership on students' achievement is mediated by the factors that are within and outside the school" which is in total contrast with these two scholars; Leitwood & Jantzi, (1998) that said:

> *"The largest portion of principal effects on students are mediated by conditions or characteristics of the school, a useful challenge for schools is to identify those changing conditions (dimensions) known to have direct effect on students and to inquire about the strengths of these relationships" (p. 10)*

Based on the above assertion, this study will investigate those alterable leadership dimensions on student's achievements so as to improve the social, political, economic, moral, religious and educational problems of the Nigerian society.

Jones, (2012) pointed that, qualities for raising student performance through effective leadership for supporting change are establishing and developing measurable goals so that progress can be shown, monitored and acted upon; supporting teachers to specific goals rather than unspecified changes; promoting and supporting pedagogic reform and enhancing classroom inspections; creating, promoting and developing professional learning communities and, taking ownership and resourcing of projects".

School Environment

School environment as a concept is seen as the setting that totally describes both the teachers, students and the facilities that are used to achieve a reasonable goal in an educational setting. School environment basically comprises of a standard and adequate merger of three factors; the' learner, the teacher and the learning content. Bearing in mind the classroom environment, we will understand that people at different level of socialization are connecting and reliant on each other (Donald, Lazarus & Lolwana, 1997). However, a useful distinction can be seen between school- level and classroom level environment (Fraser & Rentoul, 2010). Whereas classroom climate might involve relationships between teachers and their students or among students, school climate might involve a teacher's relationships with other teachers, senior staff and the school principal. Student perceptions are used frequently to measure classroom environment, but they are used seldom in measuring school climate because it is felt that students could be unaware of many aspects of the school- level environment.

The school environment can also be considered more global than the classroom environment. Furthermore, classroom-level environment research has been based on different theoretical and conceptual foundations from school-level environment research. The theoretical underpinnings of classroom environment research are described in several reviews (Chavez, 1984; Fraser, 1986, 1989) whereas school environment research has been associated with the field of educational administration. And rests on the assumption that schools are categorized as formal organizations (Anderson, 1982).

In a study undertaking by (Schein, 1992) he clarified that managers must be conscious of the environment they are operating upon. In consonance with Schein, Bulach (2001) asserted that school managers who fail to recognize the importance of that environment they are working with will meet with a very serious difficulty of leadership. That was why (Glickman, 2003) reported that managers must know the widely recognized potential managers in a school as well as the less visible people who may make the school more successful or can be the greatest obstacle.

The Nigerian National Policy on Education

The Nigerian national policy on education is a master designed policy towards a better education for all citizens (Bunyi, 2013) The “country profile Nigeria” opined that “Nigeria provides free, government supported education, but attendance is not compulsory at any level, and certain groups, such as nomads and the handicapped are under-served. (Iyanda, 2012) The Nigerian national policy on education recommends that, there should be a 6years primary school education, three years junior secondary education, three years senior secondary and a four years tertiary or university education leading to an award of a bachelor degree in various professional fields; Nigerian National Policy on Education, ((Federal Government of Nigeria, 2006)

Teachers Contribution as driving force to Academic Achievement

Teachers constitute one of the important pillars in the education sector for without them the society would not be able to function as a global competitor. Teachers are fundamental contributors to student achievement; they also steer the learning environment (Sacilotto-Vasylenko, 2013; Harford, 2010). However, in order to reap the benefits of obtaining quality education there is the need to have effective teachers who are always ready to deliver (Chong, 2014). As stakeholders, teachers are expected to possess adequate professional and requisite knowledge that will enable them lead the students in instruction. Menken, K. and Garcia, O. (2010) and Ricento and Honberger, (1996) noted that “teachers are central in both policy formulation and implementation processes”. As such their involvement in policy decisions and implementation can play a great role towards ensuring the quality of educational system.

In addition to this, teachers can be mentors, supervisors, counselors and community ' leaders. They are student's mentors, and they can be mentors to other teachers and the entire community. The supervisory role is present in every aspect of a teacher's daily responsibility. They also use their role as counselors to offer advice to students and school advisory committees. This is due to the fact that the ends of education are providing the society with a culturally literate citizenry and a world-class workforce that can think freely and reason rationally (Schlechty, 2001).

Mualuko et al. (2009) discovered that "teachers desire greater involvement in decision making and that their involvement in that direction can improve the quality of decisions which will in turn lead to effective implementation and subsequent high performance in the provision of the much-needed education aimed at producing quality graduates that will handle public affairs. Teachers and students together play an interactive role as one cannot function without the other in an educational set-up. Empowering the teachers however facilitates and strengthens the students in their academic activities (Short and Greer, 2002). Empowering the teachers takes the form of providing them with an active and significant role in decisions making and implementation so as to have control over their work environment and conditions as well as providing them with ample opportunities to serve in a variety of professional roles (Short & Greer, 2002).

Research Methodology

The research used a descriptive research technique using a six-point Likert scale questionnaire. The questionnaire was administered to a sample of forty (60) respondents one in each of the twenty-three (23) secondary schools within the Kaduna metropolis out of which the response of forty-four (44) participants were obtained. From the responses obtained however, forty (40) are fit for analysis. Therefore, the research is based on a sample of forty (40) respondents.

Results and Discussion

Table 1: Mean and Standard Deviation

Question Number	Mean	Standard Deviation
1.	5.47	1.692
2.	4.80	1.547
3.	4.93	1.584
4.	4.67	1.406
5.	4.67	1.658
6.	5.30	1.827
7.	5.03	1.517
8.	5.11	1.325
9.		1.432
10.	4.55	1.517
11.	4.57	1.440
12.		1.263
13..	5.33	1.506

Source: Field Survey, July, 2016

From the above table, it was observed that question one which stated that "Teachers should be sensitive to exploit educational opportunities for their students" has a mean of 5.47 with a corresponding standard deviation of 1.692. In the second question which stated that "Teachers should strengthen students in their areas of weakness" have a mean of 4.80 and a standard deviation of 1.547. Question three stated that: "Teachers should always relate the instructional objectives to broad educational objectives" and have a mean of 4.98 and a standard deviation of 1.584. The fourth question stated that "Extra-curricular activities should be designed towards student's development" it has a mean of 4.67 and a standard deviation of 1.406. On the fifth question which stated that "Teachers should encourage regular visit to school by parents for the inspection of their children's academic activities" the mean observed is 4.67 and a standard deviation of 1.658. The sixth question stated that "Teachers should encourage parents to buy essential books and relevant materials needed by their children from time to time" the mean observed is 5.30 with a standard deviation of 1.827. This is a serious catastrophe to education, the government has a good plan for the citizens, but the citizens are not ready to benefit so to say, just mere 59% ratio of Nigerians benefiting from such a good plan from government is not desirable. And there is equally no standard-based reform in most of Nigerian schools that can close performance gap between schools. Since it is formally established that distributed leadership gives schools and school districts the ability to make sustainable improvement in student learning, Zandralyn, (2005), it therefore becomes very necessary for the government of Nigeria (political leadership) to come in with similar programs that can uplift the standard of student performance. Education in Nigeria is seen as an agent of producing professionals poised to bringing meaningful development. The National policy of Nigeria's education advocated the relevance of it to the society and the individuals, where it pointed that no educational system can rise above the quality of its teachers. (Federal Government of Nigeria, 2004) For this reason, the National policy on education had certain aims and objectives that facilitate educational development, in view of this, the political leader had important role to play in the attainment of this goal.Therefore, objective assessments of their students from time to time" is the seventh question and has a mean of 5.03 and a standard deviation of 1.517. The eighth question stated that "Teachers should teach moral education into their students" the question records a mean of 5.11 and a standard deviation of 1.325. However, a mean of 5.44, with a corresponding standard deviation of 1.432 was observed in question nine which stated that "Teachers should encourage students to be hard working in their studies". The 10th question stated that "Teachers should encourage students to maintain school and personal cleanliness" the question has a mean of 4.55 and a standard deviation of 1.517. Eleventh question has a mean of 4.57 and a standard deviation of 1.440. The question stated that "Teachers should encourage students in the leadership and democratic roles". Question twelve stated that "Teachers should take cases of student's problems to schools' counselors promptly" a mean of 5.60 with a standard deviation of 1.263 was observed. The last question i.e., question thirteen stated that "Teachers should reside near their schools as living in distant places can affect their getting to school on time." a mean of 5.33 and a standard deviation of 1.506 was observed.

From the results obtained, it was discovered that all the questions have a mean above 4.50 i.e., between "Agree" to "Strongly agree". The highest mean score of 5.47 and 5.60 is obtained in question one (1) & question twelve (12) respectively.

Question eight stated that "Teachers should teach moral education to their students." This is indeed a good move in the right direction for the fact that inculcating moral attitudes is one of the bases of quality education, Sifuna (2009) observed that quality education is associated with improvements in the cognitive achievement of students and improvements in the social and economic lives of their societies. Such individuals tend to develop character traits such as perseverance, honesty, determination and reliability that are encouraged in schools and that are required and rewarded in the job market. Therefore, morality of students is beneficial not only to themselves but to the entire nation as it leads to honesty, sincerity, hospitability and effectiveness in discharging responsibility.

Question nine on the other hand states that "Teachers should encourage students to be hard working in their studies." This is very imperative in as much as acquiring quality education is the goal which is the final outcome of secondary education. David & Don, (2002) & Sifuna, (2009) opined that "Quality education involves four issues namely: inputs, process, output and outcomes. The input includes the number of teachers available, the amount of teacher training as well as the number of textbooks. The process involves the amount of direct instructional materials and the extent of active learning. The output includes test scores and graduation rates while the outcome includes performance in subsequent employment". Whatever materials are put in place and however effective the teachers teach in class once the students are not hardworking the end results may not be achieved. There is therefore the need for trained, qualified and committed teachers who are always willing to perform their duties with zeal and enthusiasm (Chong, 2013); those teachers who always act as role model to the students and encourages them to be steadfast and stand on their own. Such teachers are the facilitators and drivers of student's success and achievements (Branford et al, 2005; Sacilotto-Vasylenko, 2013).

However, almost all the questions centered on how teachers can induce the right habit and excellent academic attitude to the students and by so doing the students are being groomed for a better future. Teacher's accountability is thus regarded as a vital ingredient in societal transformation and development.

Table 2: Percentage and Frequency distribution from the Questionnaire Administered

Question	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	0	3	1	6	9	11
2	1	1	1	5	15	7
3	0	2	4	o	16	5
4	0	0	4	5	14	6
5	2	2	I	3	15	7
6	0	2	0	3	13	12
7	1	0	2	3	14	10
8	1	1	2	3	11	12
9	1	1	2	2	17	7
10	1	0	1	5	13	10
11	1	0	7	4	5	13
12	1	1	6	2	5	15
13	2	1	5	5	8	8
Total	11.	15	36	49	15.6	124
Percentage	2.82%	3.85%	9.23%	12.96%	39.74%	31.79%

Source: Field Survey, July 2016

Furthermore, from the table above, it was specified that a total of 2.82% of the respondents with a frequency of eleven (11) answered "Strongly Disagree" in all the questions administered. 3.85% of the respondents with a frequency of fifteen (15) answered "Disagree" in all the questions administered. 9.23% of the respondents with a frequency of thirty-six (36) answered "Slightly Disagree" in all the questions administered. Also 12.96% of the respondents with- a frequency of forty-nine (49) answered “Slightly Agree” in all the questions administered. 39.74% of the respondents with a frequency of one hundred and fifty-six (156) answered “Agree” in all the questions administered. 31.79% of the respondents with a frequency of one hundred and twenty-four (124) answered “Strongly Agree” in all the questions administered.

This indicates that majority of the respondents supported teacher’s accountability for the fact that accountability in the teaching profession is very vital and it goes beyond acting according to the stipulation of the law; nowadays accountability is considered as results oriented being that good government plays more emphasis on the final results i.e., the output which in secondary schools is the attainment of quality education. Teachers are therefore expected or supposed to be accountable in discharging their responsibilities so that the aim of ensuring quality education can be achieved.

Conclusion

Accountability in the public service is a sort of control mechanism and a means of checking the excesses of the public servants. It is useful in the sense that it leads to effectiveness and efficiency in service delivery. Accountability is also seen to be a means of implementing government policies and programs effectively. In the education sector, teacher’s accountability is bound to lead to attaining quality education. Also, the foundation laid at secondary school level for quality education leads to admitting competent students into tertiary institutions that are believed to excel in their studies and work in different government institutions upon graduation. It is also a well-known fact that highly literate workforce is capable of implementing government policies and programs in a professional, competent, effective and efficient manner. Teacher’s accountability is therefore seen as a vital instrument of ensuring quality education and also a means of effective service delivery and effective policy implementation in public institutions.

The research thus recommends that the government should put in place more efforts in order to ensure that teachers are adequately motivated so as to give in their best. Positive motivation boosts teacher’s morale towards achieving greater output. The government should therefore intensify efforts to train and re-train the teachers, provide all the necessary facilities and other materials required for effective teaching and learning to take place in schools. This is believed to make the teachers more accountable and sit up to their responsibilities,

Recommendations

The Government in my own opinion should be able to provide

1 Adequate Library in our Secondary Schools
2 Availability of current Text books
3 Adequate Instructional Materials to enhance teaching-Leaning process
4 Regular- payment of Teachers’ salaries and Allowances
5 Employ professionally trained Teacher
6 Adequate Infrastructural Facilities in the Schools
7 Re-visiting Boarding Schools System

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ADOPTION OF INNOVATIVE TECHNOLOGY IN MINIMIZING SPORTS OFFICIATING IRREGULARITIES IN NIGERIAN TERTIARY INSTITUTIONS

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Abstract

This research was conducted to investigate the Adoption of Innovative Technology in the Development of Sports in Tertiary Institutions in Nigeria. The purpose of the study is find out whether Adoption of Innovative Technology will minimize sports Officiating irregularities in Tertiary Institutions in Nigeria. To achieve this, survey research design was used. A self-developed questionnaire with Likert Scale was validated and pilot tested for reliability. five hundred and twenty-eight copies of the instrument were administered in the sampled states across the six geo-political zones in Nigeria. Five hundred and eleven copies of the instrument were retrieved. The data supplied by the respondents were statistically analysed using frequencies, percentages, means, standard deviation and Kruscal Wallis in order to provide responses to research questions and to test the hypothesis formulated. The results showed that; there exist significant difference of adoption of innovative technology in the development of sport facilities in tertiary institutions in Nigeria, (p value < 0.05, X^2 computed $> X^2$ critical at df3). Based on the findings, it was recommended amongst others that; Current and up-to-date practicing knowledge of the particular sport is vital for its vitality in reducing the wrongly judged decisions.The use of modern smart-ball system, goal-line technology spray vanishing, wireless communication system and VAR will improve accuracy and quick decision –making.The officiating officials must be an individual with physical, emotional, mental and social qualities to enable him/her execute their duties effectively.

***Key words**: innovative technology, minimizing, officiating, irregularities, sports development*

Introduction

Sports and modern technology is a positive development. Sports is having increased technological input. The combination of natural athletic talent with artificial intelligence produces the best possible outcomes on the playing field. Technology is science based that creates new knowledge and ideas to facilitate competitive advantage in sports (Ringuet, Riot and James 2013). According to Ross, (2018) technology is the technical means that helps athletes and officials to improve both in training and competition. Tushman, Michael and Anderson (2004) stated that in pre-digital age, the application of technologies in sport was heavily concentrated on athlete testing, but the new dispensation it is aimed at improving the quality of sport equipment; reviewing player performance; improving areas of weakness; and predicting optimum outcome of the players and officials. Performance technology has become integral part of athlete's life. Technology is shaping the way we engage, consume and participate in sports especially in coaching, training facilities, competition statistics analysis, clothing-wearable, media broadcast, spectator's experience of sport events, and application of rules of the game (Chris, Ralph,& Daniel 2017).

However, sports officials are experiencing changes for amateur, professionals and institutional sports competition. There are need for some devices to improve the officiating such as video technology which have been part of many sports for decades, and adopting it now will continue to grow and enhance officiating Mary, Zimmermann and Saraceno, (2017). Video replay is revolutionizing sports officiating and since then, most major sports have adopted rules to allow officials to consult video feeds to correct calls (Chris, et. al 2017). However, utilization of technology devices may lead to boost and promote soccer officiating in Nigerian Professional Football League. Innovations are changing our everyday life; and new ideas are the driving force of the football industry for improving comfort, safety and performance aspects for the players and referees on the pitch. Companies from all over the world are coming up with ever more innovative devices to help teams prepare for competitions, improve the quality of training and competitions.

Purpose

To find out whether Adoption of Innovative Technology will minimize sports Officiating irregularities in Tertiary Institutions in Nigeria.

Methodology

The descriptive survey design was used in this study which involves sampling of opinion of different people using questionnaire in order to get information on what is being studied. This method is chosen because it is the best method for collecting data for the purpose of describing a population to be observed directly and predict the views, reaction or stands of a large number of people. Under descriptive design, the researcher develops a list of statements and presents them in a standard way to each participant typically using the questionnaire.The target population for this study comprises of members of Sport Committee, Sport Directors, Student Athletes and Sport Coaches of Tertiary Institutions in Nigeria. The total population is assumed to be one hundred and three thousand seven hundred and fifty (103,750) respondents.

Results

Hypothesis: There is no significant difference in the adoption of innovative technology in improving officiating of sports in the various tertiary institutions in Nigeria.

Table showing Kruskal Wallis non parametric test on the difference in the adoption of innovative technology in improving officiating of sports in tertiary institutions in Nigeria.

Ranks							
	Institution	**N**	**Mean Rank**	**Df**	***X^2 computed***	***X^2 Critical***	**P value**
Hypo2	Universities	194	339.54	3	100.487	7.815	0.000
	Polytechnics	129	239.79				
	Coll. of Education	136	200.82				
	Monotechnic	58	168.75				
	Total	517					

p value < 0.05, X^2 computed > X^2 critical at df 3

Results of the Kruskal Wallis H test non parametric test showed that significant difference exists in the adoption of innovative technology in improving officiating of sports in the development of sports in the various tertiary institutions in Nigeria. Reasons being that the calculated p value of 0.000 is lower than the 0.05 alpha level of significance and the computed X^2 value of 100.487 is greater than the 7.815 X^2 critical value at df 3. The computed Mean Rank is339.54, 239.79, 200.82 and 168.75 by Universities, Polytechnics, Colleges of Education and the Monotechnics respectively. This clearly showed that the universities have the highest level of adoption of innovative technology in improving officiating of sports in the development of sports. Therefore, the null hypothesis which states that there is no significant difference in the adoption of innovative technology in improving sport officiating in the development of sports in various tertiary institutions in Nigeria is hereby rejected.

Discussion

The effective delivery of sport programs relies upon the technical officials who provide necessary guidance and support, so that players and spectators can benefit from their sporting knowledge and experience. Making correct judgments is part of the officiating process and in some sports an official must move with the players to correctly position himself to make judgments. Every year and in every sport digital technology plays a vital role in officiating now and always. Sports officials are experiencing huge changes in the wide world of sports. The role of an official involves specific mental demands such as observation, interpretation of events and decision making.

However, in line with this study, the computed means showed that significant difference exists in the Adoption of innovative technology in improving accurate officiating of sports in the development of sports in the various tertiary institutions in Nigeria. Reasons being that the calculated p value of 0.000 is lower than the 0.05 alpha level of significance and the computed X^2 value of 100.487 is greater than the 7.815 X^2 critical value at df 3. Their computed Mean Rank is 339.54, 239.79, 200.82 and 168.75 by Universities, Polytechnics, Colleges of Education and the Monotechnics respectively. This clearly showed that the universities have the highest level of adoption of innovative technology in improving accurate officiating of sports in the development of sports. The finding is in line with the case study conducted by Roy D. S., Yair G., Edson F., and Gershon T. 2020 on the implementation of the VAR system within the Israeli Premier League context, the results indicated that the initial VAR performance rates of the Israeli referees were not high compared with data from other countries (e.g., Italy). The Israeli referees perceived the VAR implementation as a moderate change-event in their careers. The largest effects were in pre-match preparation, players' management, public perception, and DM. The referees felt that their perceived pressure during the matches decreased. This change-event produced off-field demands mostly related to the educational process and on-field demands mainly related to developing VAR proficiency. The referees also experienced off-field (e.g., lack of clear goals and rewards system) and on-field barriers (e.g., errors of the VARs). To effectively cope with these new demands and barriers, most of them initially consulted with others and then made a decision to apply all necessary adjustments in response to the new situation. They also received considerable support yet perceived their cooperation with the professional committee as moderate. The referees showed some professional improvements; still they experienced scrutiny from the clubs, the media, and the Referee Union. Thus, three of them perceived the outcome of this change process favorably, four naturally, and four negatively. The discussion presents reflections of these findings in light of the recently emerging literature on technological officiating aids in sport. Recommendations are provided for referee unions who aspire to integrate the VAR system into their operation. The finding is also in line with a study review conducted by Kolbinger and Lames (2017).The study is a descriptive survey in respect of extracting universal issues of sports use technological officiating aids, which are used in different ways in a wide range of settings. The study revealed that an increasing number of game sports use technological officiating aids to support their umpires and referees. They identified 23 studies, of which the majority was published in the current decade. These studies embraced, beside empirical works, contributions of the fields of philosophy and jurisprudence. Based on the approaches and findings of the selected studies we identified seven major issues: the underlying phenomena, usage patterns, accuracy, standard of review, influence on the nature of the game, material as well as immaterial costs and the amount of authority that is granted to the officiating aid. Further, we found regularly some overlapping between these issues, but also that some matters of interest have not been addressed so far, for example studying the influence of technological officiating aids on stakeholders' opinions. Empirical as well as aids have to deal with this complexity. As this seems to be neglected currently, we suggest that further studies should show awareness of this in their approaches as well as in their conclusions. This is also in views of some theoretical evaluations on the adoption of technological officiating such as Wood (2019), (Ross (2018), White (2018), Cunningham et al 2017), (Ralph 2017), Mary et al2017) Chris et. al 2017) and (Jim 2016), whose views agreed that, the referee and umpire governing bodies will continue to put more emphasis on top level game preparation that includes rules, research and officiating devices such as Video Replay, VAR, Goal line technology, wireless communication system for referees, smart ball system, hawk-eye camera system, spray vanishing form, drone camera system. Technology provides background information about how officials can help to create a safe, fair and inclusive sporting environment at all levels by referees and umpires to better boost the critical thinking skills involve in officiating.

Conclusion

The introduction of advanced technology in sports has and will continue to significantly improve the sports and which is an important step toward advancement for all sports and matches. Referee decision seems reasonable to both the human eye and television viewers on replay, then a sense of unfairness can be reduced and lessen the annoyance of fellow spectators. The adoption of technology in sports is to promote and encourage the principle of fair play. In this case VAR will increase fairness in officiating and raise the level of impartiality with referee decisions. Therefore, technology holds a definitive role in helping players, coaches, referees, administrators and even fans better understand any game and competitionsbecause they are so advanced that can detect even the smallest form of errors.

Recommendations

Based on the discussion, it is recommended that:

1. Current and up-to-date practicing knowledge of the particular sport is vital for its vitality in reducing the wrongly judged decisions.
2. The use of modern smart-ball system, goal-line technology spray vanishing, wireless communication system and VAR will improve accuracy and quick decision –making.
3. The officiating officials must be an individual with physical, emotional, mental and social qualities to enable him/her execute their duties effectively.

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STUDENTS' PERCEPTIONS AND INTEREST IN MEMORISATION OF THE GLORIOUS QUR'AN AND ISLAMIC JURISPRUDENCE

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Abstract

The purpose of this study is to ascertain the relationship between perception of and interests in memorizing the Glorious Qur'anand Islamic jurisprudence. This research is descriptive in nature, which seeks to quantify the strength of the association between variables. Students of four Islamic schools in Lagos and Kano state, Nigeria, made up the study's population. There were eight null hypotheses that were investigated. The findings revealed a considerable positive link between perceptions and interests in learning Islamic sciences and perceptions and interests in memorizing the Glorious Qur'an. These variables have a high relationship with one another. Students who were very perceptive and interested in memorizing the Glorious Qur'an were also highly perceptive and interested in becoming experts in Islamic jurisprudence.Also, the more the students become interested in studying Islamic Jurisprudence, the better they perceive the value of memorizing the Glorious Qur'an. Therefore, it is recommended that parents, teachers and other stakeholders of Islamic studies should pay attention to both the memorization of the Glorious Qur'an and Islamic Jurisprudence.

Keywords: Students' Perceptions, Interests, *Memorisation of the Glorious Qur'an, Islamic Jurisprudence*

Introduction

Muslims in Nigeria have a great propensity to become memorizers of the Glorious Qur'an, which is one of the country's Islamic religious devotion. This development also corresponds with the rise in Islamic educational institutions that specialize in offering services for the Glorious Qur'anic memorization. The lack of reliable statistics on how many Islamic educational institutions explicitly offer memorization of the Glorious Qur'an education services is not yet known in Nigeria. The variety of languages employed, the structure or basis of the organization, and the execution model are said to be the reasons why there is a lack of reliable data on the number of institutions that offer Glorious Qur'anic memorization in Nigeria.There are many different ways to memorize the Glorious Qur'an in Nigerian institutions. There is currently no accurate information on the number and characteristics of educational institutions that offer Glorious Qur'anic memorization.

It appears logical to assume that the passion for the memorization of portions or the whole of the Glorious Qur'an is experiencing an expanding trend based on an examination of the Islamic education phenomena that has existed in Nigeria over the past several years. Parents clamour for places to send their children to, by way of schooling where they may learn to memorize the Glorious Qur'an. Religious television programming sometimes includes contests or competitions for children to memorize the Glorious Qur'an.

The contemporary trend of rising Muslim interest in memorizing the Glorious Qur'an becomes afascinating subject to research if it is connected to the tradition and history of Islamic education inNigeria, where Islamic education activities are more concentrated on Islamic Jurisprudence. It doesn't imply that Muslims do not ask for Glorious Qur'anic memorization instruction in Nigeria at the start of the development of Islamic schools. Memorizing the Glorious Qur'an has been one of the major requirements for learningIslamic Studies in Nigeria. One of the core courses in certain Islamic schools is memorizing the Glorious Qur'an. On April 5, 1948, Saka Tinubu Memorial (Ahmadiyya) High School was founded in Lagos as a result of Muslims' aspirations to receive western education. The Ahmadiyya Movement in Islam in Nigeria sponsored the establishment of the first Muslim secondary school in West Africa (Fathoni, 2019).

A more extensive and comprehensive study of the Islamic sciences (Islamic Jurisprudence) dominated the Glorious Qur'anic memorization instruction from the start of the expansion of Islamic schools at the end of the 19th century to the end of the 21st century (Husni, & Bisri, 2022). Instead of focusing on being a memorizer of the Glorious Qur'an at that time, Islamic youths in Nigeriawere more likely to focus on Islamic Jurisprudence in the field of*Usul -al-Fiqh,* the Glorious Qur'an , the sciences of the Glorious Qur'an , and their interpretation, *Hadiths* and their sciences, Islamic history, monotheism, and moral science (Husni, & Bisri, 2022). At the time, attending a residential school was equivalent to following Islamic jurisprudence.

Unfortunately, until recently, it was quite challenging to locate scientific study that offered real evidence on this subject. Studies on Glorious Qur'anic memorization in Nigeria concentrate more on studies on the effectiveness of particular learning strategies or methods to improve the quality and quantity of memorization (Husni, & Bisri, 2022); management of Glorious Qur'anic memorization (Chotimah, 2018; Husni, & Bisri, 2022); and the relationship between Glorious Qur'anic memorization and character, morality.

According to a search of several journal portals, particularly the ProQuest portal, EBSCOhost, DOAJ, Elsevier, ResearchGate, ScienceDirect, Google Scholar, and Garuda portal, there has been no research on perceptions and interests regardingGlorious Qur'anic memorization and its correlation with Islamic jurisprudence. Therefore, both academically and practically, this research is regarded as significant. Building a conceptual framework for the Glorious Qur'an requires academic study on interests in memorization of the Glorious Qur'an and its relationship with Islamic jurisprudence. Meanwhile, the managements of Islamic educational institutions, particularly Islamic schools should consider this research when developing their institutions' curricula and learning methodologies.

Studies on the memorization of the Glorious Qur'an in Nigeriahave, up until now, primarily concentrated on studies on the effectiveness of particular learning strategies or methods to improve the quality and quantity of memorization; administration of the memorization of the Glorious Qur'an education; and the connection between memorization of the Glorious Qur'an and a child's character, morals, or personality.

Indeed, no Muslim can ever do without the Book of Allah. For the scholar uses itsverses to derive evidences, the one who teaches people creed requires every versein the Book and the one whoteaches them the ways of Allah in past nations alsohas a needtowards the Book of Allah.So in a nutshell, the Qur'an is the course and path for a complete life and no Muslim canever do without it, regardless of his condition or state. Undoubtedly, the recitation of the Glorious Qur'an increases the faith *(Imaan)* of the believers. Allah says:

> *The believers are only those who, when Allah is mentioned, feel a fearin their hearts andwhen His Verses are recited unto them, they increase theirFaith; and they put their trust intheir Lord (Alone)[Qur'an 8: 2]*

He also said:

> *And whenever there comes down a Surah (chapter from the Qur'an), some of them(hypocrites) say: "Which of you has had his Faithincreased by it? As for those who believe,it has increased their Faith, andthey rejoice."[Qur'an 9: 124]*

Islamic jurisprudence, according to the Nigerian Islamic intellectual tradition, is the study of Islamic religious sciences, thorough mastery of Islamic sciences, becoming an authority in Islamic sciences, or, according to the tradition of Islamic schools, a total mastery of Islamic scientific treasures as demonstrated by mastery of the classical Islamic book (Aliwafa, 2017). Because the traditional Islamic text is regarded as a source of Islamic knowledge at many Islamic schools, mastery of it is a sign of Islamic jurisprudence in Nigeria.

Memorization of the Glorious Qur'an has long been a crucial part of Islamic education, according to Muslim tradition. *al-Fâtiha*, *al-Ikhlâs, al-Falâq, and al-Nâs* are only a few of the short*Suwar* of the Glorious Qur'an that are given to each child to memorise. Following this initial phase, some children continue to rememberadditional letters until they have learnt the whole of theGlorious Qur'an by heart. Learning the Glorious Qur'an is typically the first step in the traditional Islamic education system, whether it takes place at the Islamic schools, traditional Qur'anic school, or through private instruction. Boyle's research discovered a strong -connection between the lifestyles of Muslim children and families and memorizing the Glorious Qur'an (Boyle, 2007; Husni, & Bisri, 2022). Boyle underlined that learning the Glorious Qur'an by heart is a process in which the learner and the Glorious Qur'an appear to be one. In the Islamic tradition, memorizing the Glorious Qur'an involves participating in a variety of spiritual and cultural events, which brings the memorizers together physically and psychologically.

Research Hypotheses

The following null hypotheses were formulated to be tested in this study:

1. There is no significant difference in perceptions of memorisation of the Glorious Qur'an between male and female students.
2. There is no significant difference in perceptions of memorisation of the Glorious Qur'an among students in the four Islamic schools.
3. There is no significant difference in perceptions of Islamic Jurisprudence between male and female students.
4. There is no significant difference in perceptions of Islamic Jurisprudence among students in the four Islamic schools
5. There is no significant difference in interest in memorisation of the Glorious Qur'an between male and female students
6. There is no significant difference in interest of memorisation of the Glorious Qur'an among students in the four Islamic schools
7. There is no significant difference in interest in Islamic Jurisprudence between male and female students

8. There is no significant difference in interest in Islamic Jurisprudence among students in the four Islamic schools.

Method

To gauge the strength of the association between variables in this study, the correlation method, or descriptive research, is used (Ary et.al, 1989). The goal of this study is to assess, using correlation coefficients, the degree to which variations in one variable are associated with variations in other variables. Four Islamic schools, two each in the states of Kano and Lagos, participated in this study. The Daru Na'im International College and the Al-Hidayyah College are two Islamic institutions in Lagos State. The Danbazau Islamic School and Zam Zam Islamic School are the two Islamic schools in Kano State.The four Islamic schools' students make up the research population. Comparatively, 2% of the entire population makes up the sample. The samples are therefore as follows: (1) Daru Na'im International College up to 2,156 (sample = 44); (2) Tal-Hidayyah up to 2,227 (sample = 45); (3) Danbazau Islamic School up to 535 (sample = 30); and (4) Zam Zam Islamic School up to 551 (sample = 30). 155 students made up the study's entire sample.

Three methods, including surveys and interviews, were used to gather the data. The interview is a method for gathering data when researchers speak with study participants (in person or online). The questionnaire is a form that respondents to the study fill out with questions, remarks, or opinions. One questionnaire bundle had four groups of the questionnaire instrument. The perception variable concerning memorization of the Glorious Qur'an (X1) and the interest variable in memorization of the Glorious Qur'an are represented by the four groups, respectively (X2). The validity test of the questionnaire is conducted to ascertain if the instrument truly measures what the researcher intends or not. To ascertain the instrument's dependability, a reliability test was performed. Validity and reliability tests were carried out on the results obtained from the trial questionnaire.

Results and Discussion

1. Students'Perception of Memorisation of the Glorious Qur'an

a. Students'Perception of Memorisation of the Glorious Qur'an Based on Gender

The first hypothesis that was investigated in this study was whether or not male and female students had different perspectives on memorizing the Glorious Qur'an. The average score for male students is 41.24; the average for female students is 41.82; the standard deviation for male perception is 2.61; the standard deviation for female perception is 2.29; and the Chi-Square value is 12.32 with a probability value of 0.42. These results come from the SPSS output data on measuring students' perceptions of memorizing the Glorious Qur'an. Null's hypothesis tested was "There is no significant difference in perceptions of Memorisation of the Glorious Qur'anbetween male and female students."

Table 1: Students' Perception of Memorisation of the Glorious Qur'an

Statistical Test	Statistical Score	Probability (Sig.)
Mean (male)	41.24	
Mean (female)	41.82	
Standard deviation (male)	2.61	
Standard deviation (female)	2.29	
Chi-Square	12.32	0.42

The probability value (sig.) is 0.42 according to the SPSS output, which is significantly higher than 0.05. Since the null hypothesis was accepted, it can be said that there is no discernible difference between male and female students' perceptions of memorizing the

Glorious Qur'an. Although male and female students' perceptions of memorizing the Glorious Qur'an have somewhat higher average values (41.24 and 41.82, respectively), a Chi-Square test shows that the average difference is not statistically significant.

b. Students'Perception of Memorisation of the Glorious Qur'an in Four Schools

In this study, the second hypothesis was examined to see whether there were any variations in how the four Islamic schools saw their students who memorized the Glorious Qur'an. The average value of perceptions regarding memorization of the Glorious Qur'an is 41.79, 42.42, 42.17, and 42.57, respectively, according to the SPSS data evaluating students' perceptions of memorizing the Glorious Qur'an in the four Islamic schools. The relevant standard deviations for beliefs about memorizing the Glorious Qur'an are 2.89, 2.23, 2.57, and 2.37. The probability value is 0.42 and the Chi-Square score is 37.16. Null's hypothesis tested was "There is no significant difference in perceptions of Memorisation of the Glorious Qur'an among students in the four Islamic schools."

Table 2: Students' Perception of Memorisation of the Glorious Qur'an

Statistical Test	Statistical Score	Probability (Sig.)
Mean (School A)	41.79	
Mean (School B)	42.42	
Mean (School C)	42.17	
Mean (School D)	42.57	
Standard deviation (School A)	2.89	
Standard deviation (School B)	2.23	
Standard deviation (School C)	2.57	
Standard deviation (School D)	2.37	
Chi-Square	37.16	0,42

The probability value (sig.) is 0.42 according to the SPSS output, which is significantly higher than 0.05. The null hypothesis is therefore accepted, and it can be deduced that there are no significant differences in how students at the four Islamic institutions see memorizing the Glorious Qur'an.

2. Students' Perception of Islamic Jurisprudence

a. Students' Perception of Islamic JurisprudenceBased on Gender

The third hypothesis was investigated to see if there were gender-based variations between male and female students' perceptions of Islamic Jurisprudence. The average score for male students was 41.79; the average for female students was 42.51; the standard deviation for male perceptions was 2.92; the standard deviation for female perceptions was 2.18; and the Chi-Square value was 32.79 with a probability value of 0.012. These results come from the SPSS output data on the measurement of students' perceptions of Islamic Jurisprudence. Null's hypothesis tested was "There is no significant difference in perceptions of Islamic Jurisprudence between male and female students."

Table 3: Perceptions of Islamic Jurisprudence

Statistical Test	Statistical Score	Probability (Sig.)
Mean (male)	41.79	
Mean (female)	42.51	
Standard deviation (male)	2.92	
Standard deviation (female)	2.18	
Chi-Square	32.79	0.012

From the SPSS output, the probability value (sig.) is 0.012, which means it is much smaller than 0.05. Thus, the null hypothesis is rejected, so it can be concluded that the perception of Islamic Jurisprudence between male and female students is significantly different.

b. Students' Perception of Islamic Jurisprudence in Four *Schools*

The fourth hypothesis was put to the test to determine how differently the four Islamic schools' students saw Islamic jurisprudence. The four Islamic schools' students' perceptions of Islamic jurisprudence were measured using SPSS data, and the average value of those perceptions was 71.18, 72.00, 72.70, and 72.90, respectively. The relevant standard deviations for views of Islamic jurisprudence are 4.67, 3.66, 5.35, and 3.21. The probability value is 0.01 and the Chi-Square score is 81.13. Null's hypothesis tested was "There is no significant difference in perceptions of Islamic Jurisprudence among students in the four Islamic schools."

Table 4: Perceptions of Islamic Jurisprudence

Statistical Test	Statistical Score	Probability (Sig.)
Mean (School A)	71.18	
Mean (School B)	72.00	
Mean (School C)	72.70	
Mean (School D)	72.90	
Standard deviation (School A)	4.67	
Standard deviation (School B)	3.66	
Standard deviation (School C)	5.35	
Standard deviation (School D)	3.21	
Chi-Square	81.13	0.01

From the SPSS output, the probability value (sig.) is 0.01, which means it is much smaller than 0.05. Thus, the null hypothesis is rejected, so it can be concluded that the perception of Islamic Jurisprudence among students at the four Islamic schools is significantly different.

3. Students' InterestinMemorisation of the Glorious Qur'an

a. Students'Interest inMemorisation of the Glorious Qur'anBased on Gender

Finding out whether there is a significant difference in male and female students' interest in memorizing the Glorious Qur'an was the sixth hypothesis that this study examined. According to the SPSS output data on student interest in memorizing the Glorious Qur'an, male students' average interest is 41.24; female students' average interest is 41.82; male students' standard deviation of interest is 2.61; female students' standard deviation of interest is 2.29; and the Chi-Square value is 12.32 with a probability value of 0.42. Null's hypothesis tested was "There is no significant difference in interestinMemorisation of the Glorious Qur'anbetween male students and female students."

Table 5: Interest inMemorisation of the Glorious Qur'an

Statistical Test	Statistical Score	Probability (Sig.)
Mean (male)	41.24	
Mean (female)	41.82	
Standard deviation (male)	2.61	
Standard deviation (female)	2.29	
Chi-Square	12.32	0.42

From the SPSS output, the probability value (sig.) is 0.42, which means it is much greater than 0.05. Thus, the null hypothesis is accepted, so it can be concluded that the Interest inMemorisation of the Glorious Qur’an between male and female students is not significantly different. Although the average value of the Interest inMemorisation of the Glorious Qur’anfor female students was slightly higher than that of male students (41.24 and 41.82), hypothesis testing using Chi-Square proved that the average difference was not significant.

b. Students’ InterestinMemorisation of the Glorious Qur’anin Four *Schools*

Finding out whether there are differences in the students’ interest in memorizing the Glorious Qur’an across the four Islamic institutions was the sixth hypothesis that was investigated in this study. The average value of interest in memorizing the Glorious Qur’an is 41.79, 42.42, 42.17, and 42.57 according to SPSS data produced on the measuring of students’ interest in the four Islamic institutions. The average interest in memorization of the Glorious Qur’an has a standard deviation of 2.89, 2.23, 2.57, and 2.37, correspondingly. The probability value is 0.42 and the Chi-Square score is 37.16. Null hypothesis tested was “There is no significant difference in interestinMemorisation of the Glorious Qur’anamong students in the four Islamic schools.”

Table 6: Interest inMemorisation of the Glorious Qur’an

Statistical Test	Statistical Score	Probability (Sig.)
Mean (School A)	41.79	
Mean (School B)	42.42	
Mean (School C)	42.17	
Mean (School D)	42.57	
Standard deviation (School A)	2.89	
Standard deviation (School B)	2.23	
Standard deviation (School C)	2.57	
Standard deviation (School D)	2.37	
Chi-Square	37.16	0.42

From the SPSS output, the probability value (sig.) is 0.42, which means it is much greater than 0.05. Thus, the null hypothesis is accepted, so it can be concluded that the Interest in Memorisation of the Glorious Qur’an among students in the four Islamic schools is not significantly different.

4. Students’Interest inIslamic Jurisprudence

a. Students’Interest inIslamic Jurisprudence Based on Gender

Measurement of students’Interest inIslamic Jurisprudence using a questionnaire that has been tested for validity and reliability. Based on the sex of the students, the seventh hypothesis tested was to determine whether there is a difference in Interest inIslamic Jurisprudence between male and female students. From the SPSS output data on the measurement of students’interest inIslamic Jurisprudence, the average score for male students was 41.79; the average value of females’interest is 42.51; standard deviation of male interest is 2.92; the standard deviation of females’interest is 2.18; and the Chi-Square value is 32.79 with a probability value of 0.012. Null’s hypothesis tested was “There is no significant difference in interest inIslamic Jurisprudence between male and female students.”

Table 7: Interest inIslamic Jurisprudence

Statistical Test	Statistical Score	Probability (Sig.)
Mean (male)	41.79	
Mean (female)	42.51	
Standard deviation (male)	292	
Standard deviation (female)	2.18	
Chi-Square	32.79	0.012

From the SPSS output, the probability value (sig.) is 0.012, which means it is much smaller than 0.05. Thus, the null hypothesis is rejected, so it can be concluded that the Interest in Islamic Jurisprudence between male and female students is significantly different.

b. Students'Interest inIslamic Jurisprudence in Four Schools

The eighth hypothesis was then put to the test to determine whether students in the four Islamic institutions differed in their interest in Islamic jurisprudence. There is no significant difference in students from the four Islamic schools' interest in Islamic jurisprudence, according to the null hypothesis being investigated. The average value of students' interest in Islamic jurisprudence is 71.18, 72.00, 72.70, and 72.90, according to SPSS data output on the measuring of students' interest in Islamic jurisprudence at the four Islamic schools. The relevant standard deviations of interest under Islamic jurisprudence are 4.67, 3.66, 5.35, and 3.21. The probability value is 0.01 and the Chi-Square score is 81.13.

Table 8. Interest inIslamic Jurisprudence

Statistical Test	Statistical Score	Probability (Sig.)
Mean (School A)	71.18	
Mean (School B)	72.00	
Mean (School C)	72.70	
Mean (School D)	72.90	
Standard deviation (School A)	4.67	
Standard deviation (School B)	3.66	
Standard deviation (School C)	5.35	
Standard deviation (School D)	3.21	
Chi-Square	81.13	0.01

From the SPSS output, the probability value (sig.) is 0.01, which means it is much smaller than 0.05. Thus, the null hypothesis is rejected, so it can be concluded that the Interest in Islamic Jurisprudence among students at the four Islamic schools is significantly different.

Discussion

With a correlation value of 0.66, the findings revealed a substantial relationship between views of memorizing the Glorious Qur'an and perceptions of learning Islamic Jurisprudence. This result demonstrates that students' interest in studying Islamic Jurisprudenceincreases with their perception of memorizing the Glorious Qur'an.

The findings also demonstrate that there is an association—shown by a correlation coefficient of 0.619—between perceptions of memorization of the Glorious Qur'an and interest in memorization. This correlation coefficient demonstrates that students' interest in memorizing the Glorious Qur'an will increase as their perception of their memorization of the Glorious Qur'an increases. The findings also demonstrate a link, with a correlation coefficient of 0.521, between perceptions of memorizing the Glorious Qur'an and interest in studying Islamic Jurisprudence.This correlation coefficient shows that students' interest in learning about Islamic Jurisprudenceincreases in direct proportion to how important they perceive memorizing the Glorious Qur'an to be.

The findings support the notion that interest in memorizing the Glorious Qur'an and perceptions of learning Islamic Jurisprudence are related. A correlation value of 0.525, or a moderate correlation, suggests this relationship. These findings also demonstrate a correlation between students' perceptions of learning Islamic Jurisprudence and their interest in memorizing the Glorious Qur'an. The following findings demonstrate a relationship between beliefs about learning Islamic Jurisprudenceand interest in it. The correlation coefficient of 0.504 suggests this. Accordingly, students' interest in studying Islamic Jurisprudenceincreases as their perception of learning it also increases.

The study's findings also show that interest in memorizing the Glorious Qur'an and interest in studying Islamic Jurisprudence. A correlation value of 0.736, or significant correlation, suggests that this outcome is the case. Furthermore, it shows that students' interest in learning about Islamic Jurisprudenceincreases as their interest to memorize the Glorious Qur'an increases.

These findings support the findings of other studies cited earlier, including those by Boyer (2002) and Dan McCombs (1988), which show a significant correlation between perception and interest. In order for students to have a strong desire in becoming memorizers of the Glorious Qur'an and experts in the field of Islamic Jurisprudence, it is important for education to foster favourable attitudes about the value of memorizing the Glorious Qur'an and the necessity of Islamic jurisprudence.

Conclusion

The study's findings and conclusions may be summarized as follows: the more the students' interest in studying Islamic Jurisprudence,the better they perceive memorizing the Glorious Qur'an to be. Similarly, students' interest in memorizing the Glorious Qur'an increases as their impression of the value of doing so increases. More so, students' interest in learning about Islamic Jurisprudenceincreases as their view of the importance of memorizing the Glorious Qur'an increases. Added to that, students' interest in memorizing the Glorious Qur'an increases as their perception of learning Islamic Jurisprudence increases; whereasthey are more interested in learning Islamic studies if they have a positive perception of studying Islamic Jurisprudence. Lastly, students' interest in learning about Islamic Jurisprudenceincreases as their interest in memorizing the Glorious Qur'an also increases.

Recommendations

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

1. It is recommended that parents should endeavour to acquaint their children with the study of the Glorious Qur'an with emphasis on its memorization as it enhances their interest in learning Islamic Jurisprudence.
2. Teachers should try as much as possible to motivate their students to devout themselves towards Qur'anic memorization in order to facilitate proper understanding of other Islamic sciences, particularly Islamic Jurisprudence.
3. Curriculum planners should create a harmony between the memorization of the Glorious Qur'an and Islamic Jurisprudence.
4. Community members should make efforts towards establishing schools that are centred on the memorization of the Glorious Qur'an and the teaching of Islamic Jurisprudence.
5. Policy makers should encourage students to memorize the Glorious Qur'an before learning other Islamic sciences as they go hand in hand.

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ASSESSMENT OF THE NOMADIC TEACHERS' EDUCATIONAL QUALIFICATIONS AND AVAILABILITY OF INFRASTRUCTURAL FACILITIES IN THE IMPLEMENTATION OF NOMADIC EDUCATION PROGRAMME IN ZAMFARA STATE, NIGERIA

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Abstract

This study assessed the nomadic teachers' educational qualifications and availability of infrastructural facilities in the implementation of Nomadic Education Programme in Zamfara State, Nigeria. The study was guided by two specific objectives among which is: to determine the qualifications of teachers implementing the Nomadic Education Programme in Nomadic Primary Schools in of Zamfara State. Two research questions and hypotheses were formulated. The Descriptive survey design was adopted for the study. The total population of the study was 737 comprising 102 head teachers, 588 Nomadic teachers and 47 quality assurance officers. The sample size for this study was 248 respondents. Data were collected using a structured questionnaire, data collected were analysed using mean and standard deviation to answer the research questions whileKruskal-Wallis H test was used to test all the hypotheses at a 0.05 level of significance. The findings showed that most of the nomadic school teachers were not qualified to teach for the implementation of the nep in Zamfara State, among others. The study concluded that implementation of Nomadic education programme in Zamfara state was generally low. It was recommended that government should employ qualified nomadic education teachers to teach in the nomadic schools irrespective of where they come from.

Keywords: *Nomadic Teachers' Educational Qualifications, Infrastructural Facilities, Nomadic Education Programme*

Introduction

Education is the springboard for social and economic change and plays a major role in the socio-economic development of a nation. Education occupies an important place in most plans for economic and social development. It is important in human development as a supplier of the trained manpower as well as a requisite for the accomplishment of other development goals (Adebiye, 2014). The roles played by the educational sector stimulate the economic growth and development which explains why countries expand so much on education in order to enhance the level of literacy of their citizenry. This is why inequality of access to education and educational marginalization has serious effects on national development.

The constitution of the Federal Republic of Nigeria (1999) as amended stated that the "government shall direct its policy towards ensuring that there are equal and adequate educational opportunities". In this regard, the children of nomadic pastoralist, whose parents are contributing daily to the growth and development of the country's economy, should not be left behind un-educated. The nomadic children should have access to formal education and efforts should be made to ensure that functional and productive education is provided to them.

The National Policy on Education (NPE, 2014) demands that every Nigerian child should have full access to quality education at basic education level. However, the attainment of this objective is not easy as pointed byBolaji, Yusuf, Jekayinfa and Mofoluwawo (2010) to nomads who wander from place to place with no fixed home, makes it difficult to have their children enrolled in schools.

The National Commission for Nomadic Education (NCNE) (2012) is of the view that the movement of nomads is necessitated by their economic activities. These activities engaged by nomads is used to describe their ethnic, social and as professional group of people that move from one place to another in search for means of survival (Kratli, 2011). According to Muhammad and Abbo (2010) posit that the Nigerian nomadic pastoralists are made up of the Fulani (5.3m), Shuwa (1.01m), Koyam (32,000), Badai (20,000), Dark Buzzu (15,000) and the Buduma (10,000). The Fulani are found in 31 out of the 36 States of Nigeria, while others reside mainly on the Borno plains and shores of Lake Chad. The migrant fishing groups account for about 2.8 million, comprising numerous tribes. They are found in the Atlantic coastline, the riverside areas and river basins of the country. These groups of people amongst others do not have access to functional education in the country over time. In the quest to remove the chronic illiteracy among this mobile population of Nigeria, the federal government of Nigeria introduced Nomadic Education Program (NEP) in 1986. The NEP was designed to provide the nomads with the relevant and fundamental basic education that would improve their survival skills. This was expected to provide them with the knowledge and the skills that would enable them to raise their productivity and income; as well as empower them to participate effectively in the socio-economic and political affairs of the country.

Statement of the Problem

The main aim of nomadic education is to take education to the nomads. In this regard, a mobile system of education was designed to be used where the nomads are far from conventional nomadic primary schools or where the nomads are in continuous movement. Most of the nomadic schools adopted the conventional fixed school system. The implication is that since the government cannot establish schools in every community, some of the nomads found themselves in communities with no nomadic primary school nearby.

After establishing nomadic schools in most states of the Federation by theNational Commission for Nomadic Education (NCNE), there has been a shortage of manpower as most of the teachers in continued to seek transfer to conventional schools. Educational resources have also been in short supply in most nomadic primary schools. Lack of adequate funding has been largely blamed for the inadequate educational resources. To make things worse, there seems to be a lukewarm attitude by supervisors of some of these schools in difficult terrains as supervision of schools in these areas leaves little to be admired (Akwe, 2018).

A progress report on a nomadic education programme in Nigeria submits that classroom accommodation still remains the most acute problem of the nomadic education programme. While classroom furniture is lacking in the majority of the schools including the ones that have built classrooms, the report also points out that instructional materials such as chalk, chalkboards, textbooks, visual and audio aids are in short supply in most of the nomadic primary schools in the states. Thus, it is difficult to fully implement the curriculum for nomadic education in the centres that experience these challenges. Another disturbing factor capable of obstructing the implementation of the nomadic education curriculum is the unavailability oftrained manpower (Kana, 2012).

Concept of Implementation

To implement is to put into action or operation a plan or a system this,according to Ivowi (as cited in Kolawole,2013) is the translation of theory into practice or a proposal into action. Curriculum implementation is a stage of putting into practice all that has been documented as curriculum in the classroom through the combined effort of the teachers, learners, school administrator, parent as well as interaction with the physical facilities, instructional materials, psychological and social environment of the school (Onyeachu, as cited inKolawole, 2013).

Concept of Nomadic Education

Nomadic Education is the first six years of basic education provided to the children of disadvantaged nomadic populations in the country (FRN, 2014). This is formal education designed for the transmission of knowledge from one generation of nomads to another. In Nigeria, nomadic education was specifically established for nomadic children who did not have the opportunity to attend conventional schools because of their parents' occupation. It began during the colonial period but actual firm government involvement started in 1986 when it was officially introduced by the then military administration of General Ibrahim Babangida (Akpan, 2015).

Nomadic education as defined by Tahir (1997), is the informal education provided by the nomadic people within their cultural contexts as well as the formal and non-formal education provided by the nomads, national governments and international agencies aimed at promoting the culture of the nomadic peoples and equipping them with relevant knowledge and skills to empower them to develop themselves and their communities. This will also enable them to contribute to national development. Therefore, in considering the education of nomads for national development in Africa, the discussion will be centred on their traditional education, the attempts made by international agencies and national governments to educate them, and the structure and scope of the education provided for them in some African countries and how such educational provisions promote their culture and development in their communities and nations.

Teacher Development Initiatives

According to NCNE (as cited in Abbo, 2011), the initiative into the NEP includes the activities and projects aimed at producing adequate and well-trained teachers for the NEP and to improve the quality of instruction. Prior to these initiatives, there were not enough teachers in nomadic schools to the extent that teacher: pupil ratio was as high as 1:80 in certain cases. The available teachers were mostly unqualified, poorly trained and inexperienced in dealing with the nomads. They had the background and training for teaching in the conventional school system suitable for the sedentary mainstream population since the teachers knew nothing about the nomadic groups and could not put their special needs and circumstances into proper focus. They used inappropriate and ineffective teaching methods and materials resulting in poor classroom interaction and low learning achievement of pupils.

Infrastructural Development Initiatives

National Commission for Nomadic Education (NCNE, 2005) reported that the provision of an appropriate/adequate and conducive environment for teaching and learning is one of the prerequisites for improving the quality of learning in schools. At the take-off, the Nomadic Education Programme faced serious problems regarding infrastructural development that affected its delivery. Learning in most parts was conducted under tree shades in the case of nomadic pastoralists, or at public places such as churches and town halls in respect of the migrant fisherfolk. These ad-hoc arrangements seriously affected the quality of education offered to these social groups at the initial stage. Among the objectives of the infrastructural development initiatives includes:

i. Provide a conducive environment for the teaching-learning process;
ii. Make suitable and adequate classroom structures available to stimulate and facilitate learning in nomadic schools; and
iii. Supply adequate furniture for use by pupils and teachers.

Objectives of the Study

The study was guided by the following specific objectives, which are to

1. To determine the qualifications of teachers implementing the Nomadic Education Programme in nomadic primary schools in Zamfara State.
2. To determine the extent of the provision of instructional materials in the various nomadic primary Schools in Zamfara State.

Research Questions

1. What are the qualifications of nomadic education teachers in nomadic schools in Zamfara State?
2. To what extent are instructional materials provided for the implementation of the NEP in Zamfara State?

Hypotheses

1. There is no significant difference in the opinion of the respondents on the qualifications of teachers for implementation of NEP in nomadic primary schools in Zamfara State.
2. There is no significant difference the opinion ofthe respondents on the adequacy of infrastructural facilities for theimplementation of NEP in Zamfara State.

Methodology

The study adopted descriptive survey research design following the recommendation of Dada (2016) who stated that descriptive survey research is a detailed study, which strives to explain or determine and report the way things are. It is the type of research that specifies the true nature of a given problem or event. The descriptive surveyresearch further involves assessing situations through the administration of instruments that are specifically prepared for such a purpose. The choice of descriptive survey design for this research was based on the fact that the entire population cannot be covered, and so a sampling procedure would be done.

The population of this study comprised of all 102 nomadic primary schools in 14 local government areas (LGAs) of three (3) senatorial districts in Zamfara state. The population comprised of one hundred and two (102) tead teachers, five hundred and eighty-eight (588) Teachers and forty-seven (47) quality assurance officials, totaling seven hundred and thirty-seven (737).The population (head teachers, teachers and quality assurance officials) where Sulaiman (2015), explained that proportionate sampling is used when the elements of population vary considerably in size because it assures that those in larger size have the same probability of getting into the sample as those in the smaller size, and vice versaAt the second stage, the LGAs and Nomadic primary schools were purposively selected based on recommendation by Dada (2016) who said in purposive sampling, researcher uses own judgments in selection of members of the population. It is used to obtain a representative sample by using a sound judgment, which will result in the collection of reliable data, saving time and money.

At the third stage, convenient sampling technique was used by the researcher to select the head teachers, teachers and quality assurance officers which Agbe (2003) opined is also known as grab sampling or opportunity sampling is the type of non-probability sampling that involves the sample being drawn from that part of the population that is close to hand.

The research instrument for data collection was astructured questionnaire that was adopted by the researchers. The questionnaire was made in two parts, A and B. Part A contained the respondents' general information while Part B consist of 50 item or statements about the objectives of the study using four (4) points modified Likert scale of 4- SA (Strongly Agree), 3- A (Agree), 2- D (Disagree) and 1- SD (Strongly Disagree).

The data collected was analysed using both descriptive and inferential statistics. Frequencies and percentages were used to present the bio-data of the respondents while the mean and standard deviation were also used to answer the research questions. All the hypotheses were tested using nonparametric statistics of Kruskal-Wallis *H* test which deals with the three independent sample groups in the study. This test is used to determine if there are statistically significance differences among three or more groups of independent variable on continuous or ordinal dependent variable by researcher (Kruskal and Wallis, 1952).

Results

Research Question 1: What are the qualifications of nomadic education teachers in Nomadic schools in Zamfara State?

Table 3: Responses of the respondents on the Qualifications of Nomadic Teachers in Nomadic Primary schools in Zamfara State

		Response category					
S/N	**ITEMS**	**SA**	**A**	**D**	**SD**	**M**	**StD**
1.	Nomadic School teachers possessed N.C.E as a minimum qualification to teach at Nomadic Primary Schools in Zamfara State.	25	30	76	117	1.85	.99
2.	Nomadic schools teachers received adequate in-service training through Seminars and workshops in Zamfara State.	36	70	101	41	2.45	.88
3.	Nomadic school teachers are specialized in Nomadic Education or have Nomadic Education background in Zamfara State.	36	112	70	30	2.38	.93
4.	Nomadic school teachers receive adequate in-service training to acquire more educational qualifications in Nomadic school pupils.	36	04	182	26	2.20	.81
5.	Nomadic teachers are specially trained for the Nomadic Education Programme in Zamfara State.	44	30	165	09	2.44	.82
6.	New teachers are trained with nomadic backgrounds in Zamfara State.	55	45	52	96	2.23	1.18
7.	Nomadic teachers are qualified, experienced and competent enough to teach in all aspects of instruction in Nomadic Primary Schools in Zamfara State.	35	33	123	57	2.18	.94
8.	Nomadic School teachers possessed N.C.E as a minimum qualification to teach at Nomadic Primary Schools in Zamfara State.	17	63	142	26	2.38	.61
	Cumulative Mean/StD					**2.26**	**.89**

Decision mean = 2.50

Note: M=Mean, StD=Standard Deviation, SA=Strongly Agree, A=Agree, SD=Strongly Disagree, D=Disagree

The result presented in Table 3 shows the opinion of the respondents on the Qualifications of Nomadic school teachers for the implementation of the NEP in Zamfara State. The result presented in mean and standard deviation for each item shows that the respondents are not in agreement with all items because the mean response on these items was found to be lower than the decision mean of 2.50 which is not within the agreed range, also the cumulative mean was 2.26 which is lower than decision mean (2.50). This implies that most of the Nomadic School Teachers are not qualified to teach in NEP.

Research Question 2: How adequate are the infrastructural facilities for the implementation of the NEP in Zamfara State?

Table 4: Responses of the respondents on the adequacy of Instructional Facilities in Nomadic Primary Schools in Zamfara State

		Response category					
S/N	**ITEMS**	**SA**	**A**	**D**	**SD**	**M**	**StD**
9.	There are adequate classroom building structures in your Nomadic school in Zamfara State.	07	205	10	25	2.25	.77
10.	Collapsible classrooms structures are adequately available in Nomadic primary Schools in Zamfara State.	36	106	70	36	2.77	.98
11.	Library structures are available in Nomadic Primary Schools in Zamfara State.	09	19	207	13	2.10	.52
12.	All Nomadic primary schools In Zamfara State are having ICT facilities.	06	15	210	17	2.04	.47
13.	All your classrooms and offices are fully furnished in Nomadic schools in Zamfara State.	00	70	142	36	2.13	.64
14.	Dilapidated buildings in your Nomadic schools are renovated as required in Zamfara State.	07	18	111	112	1.67	.73
15.	Broken furniture is replaced in your Nomadic schools as required in Zamfara State.	42	50	71	85	2.20	1.08
16.	The nomadic school environment is provided with a variety of play materials in Zamfara State.	12	29	90	117	1.74	.85
17.	Nomadic schools have toilet facilities in Zamfara State.	03	138	35	72	1.87	.68
	Cumulative Mean/StD					**2.08**	**.75**

Decision mean = 2.50
Note: M=Mean, StD=Standard Deviation, SA=Strongly Agree, A=Agree, SD=Strongly Disagree, D=Disagree

Table 4 shows the result of the opinion of the respondents on the adequacy of instructional facilities for the implementations of NEP in Zamfara State. The result presented in mean and standard deviation for each item, shows that the respondents are not in agreement with almost all items, because the mean response of these items was below 2.50 as decision mean, and also the cumulative mean was 2.08 which was less than 2.50 as decision mean. Therefore, instructional facilities were not adequately provided for the implementation of the NEP in Zamfara State.

Hypotheses

Hypothesis One: There is no significant difference among the responses of the respondents on the qualifications teachers for implementation of NEP in Nomadic primary schools in Zamfara State.

Table 5: Kruskal-Wallis (*H*) test onthe responses of the respondents on the Qualifications of Nomadic Teachers in Nomadic Primary Schools in Zamfara State, Nigeria

Respondents	N	Mean Rank	$H(X^2)$	Df	A	Sig.	Decision
Teachers	205	104.01					
Headteachers	27	228.58	124.05	2	0.05	0.00	Rejected
Quality Assurance	16	211.25					

Table 5 shows the result of the test of hypothesis three that says there is no significant difference among the responsesof the respondents on the qualifications teachers for implementation of NEP in Nomadic primary schools in Zamfara State. The result of the Kruskal-Wallis (*H*) test indicated that there is significant difference among the responses of the respondents on the qualifications of for the implementation of the NEP in Nomadic primary schools in Zamfara State, Nigeria. It shows that Mean rank of 104.01, 228.58 and 211.25 for the three (3) groups of respondents, $H(X^2)$ of 124.05 and p-value of $0.00 < \alpha = 0.05$ level of significance was obtained. Therefore, the null hypothesis was rejected.

Hypothesis Two: There is no significant difference among the responses of the respondents in the adequacy of infrastructural facilities for theimplementation of the NEP in Zamfara State.

Table 6: Kruskal-Wallis (*H*) test onthe responses of the respondents on the adequacy of Infrastructural Facilities in Nomadic Primary Schools in Zamfara State, Nigeria

Respondents	N	Mean Rank	$H(X^2)$	Df	α	Sig.	Decision
Teachers	205	107.54	104.01	2	0.05	0.00	Rejected
Headteachers	27	220.86					
Quality Assurance	16	179.22					

Table 6 shows the result of a test of hypothesis one, which says there is no significant difference among the responses of the respondents in the adequacy of infrastructural facilities for the implementation of the NEP in Zamfara State. The result of the Kruskal-Wallis (*H*) test shows that a significant difference exists among the opinion of respondentson adequacy of infrastructural facilities for the implementation of the NEP in Zamfara State. It shows that the Mean rank of 107.54, 220.86 and 179.22 for the three groups of the respondents, $H(X^2)$ of 104.01 and p-value $0.00 < \alpha = 0.05$ level of significance was obtained. Therefore, the null hypothesis was rejected.

Discussion of Findings

The discussion is based on the variables contained in the study which were guided by the research questions and research hypotheses tested. The first finding on the qualifications of Nomadic teachers, the study revealed that the null hypothesis states that there is no significant difference among the responses of the respondents on the qualifications teachers for implementation of NEP in Nomadic primary schools in Zamfara State was rejected. And the study, therefore, concludes that Nomadic school teachers were not qualified for the implementation of the NEP in Zamfara State, Nigeria. This finding is in consonance with

Balegun (2013) who in a study on appraisal of nomadic education curriculum in selected Northern States of Nigeria found that there was a significant shortage and untrained manpower to operate at full capacity of nomadic schools in selected Northern states of Nigeria. This finding is also in consonance with Duze (2011) finding that manpower significantly posed administrative constraints in implementing educational curriculum in schools including nomadic primary schools. Similarly, this finding conformed to that of Utsu (2014) submission that nomadic education in the state is confronted with a lot of challenges which included a shortage of personnel.

The second finding indicated that there was significant difference among the responses of the three groups of therespondents in the adequacy of infrastructural facilities for the implementation of the Nomadic Education Programme in Zamfara State. The study found that infrastructural facilities were inadequate for the implementation of the NEP in Zamfara State, Nigeria. This finding, however, is in line with the outcome of Ada (2014) who's finding on the study on the impact of communal crises on nomadic education in Plateau State revealed that there is a poor state of infrastructural facilities for nomadic education in Plateau State. This finding is also in line with Duze (2011) who found that educational infrastructure such as classrooms, libraries, laboratories were lacking in implementing nomadic education curriculum in Nigeria.

Conclusion

From the findings of the study, it is concluded that both the objectives and goals of the Nomadic education programme have not been achieved and therefore, the implementation of Nomadic Education Programme in Zamfara state was generally low. The government and the nomads are to share the blame as the government has not succeeded in making nomadic education completely available and accessible to the nomads. The study also concludes that the provision of education to the nomads is far more than building nomadic primary schools as human and material resources were found to be inadequate in nomadic primary schools in Zamfara State. The government must provide adequate human and material education resources for these schools before quality education could be taken to the nomads. For any educational programme to succeed there must be enough and qualified teachers to teach, without qualified teachers, the pupils cannot be trained adequately and satisfactorily.

Recommendations

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

1. Stakeholders should ensure that infrastructural facilities are provided;
2. Government should employ qualified nomadic education teachers to teach in the nomadic schools irrespective of where they come from.

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DECOLONIZATION AND POST-COLONIAL STATES IN AFRICA: CONFRONTING THE MENACE OF TRIBAL COLONIALISM AND RELIGIOUS FUNDAMENTALISM IN THE 21ST CENTURY

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Abstract

Global restiveness, particularly the first and second World Wars and the Arab Spring did not only change the structures of social, economic, religious and politics of the Europeans, and north-Africa, it also heralded a new turn in international order. Aftermath of those wars have helped to redefine the global system, intellectualism, international relations and foreign policy directions of countries and accelerated the liquidation of the colonial system by weakening the colonial powers and placing the destinies of the new states squarely in their own hands. The emergence of a large number of states, during this period, who became members of the UN, was mainly on account of end of colonialism and subjugation of countries of Africa, Asia, and Latin America. However, Western scholarship ever since then has made frantic efforts to undermine the impacts of colonialism on the African world for obvious reasons. This paper therefore reinforces the contributions of the nationalist movement in the emergence of Africa in world politics. That the so-called exit of the colonial powers from Africa left a legacy of tribal colonialism (majority-minority) squabbles and this phenomenon has rather helped to underdeveloped Africa. Also, that the post-colonial states of Africa were deliberately programmed to fail exemplified by the present fiasco. It is now the task of Africa to formulate deliberate policies, local or foreign in manner that will help maximize the gains and opportunities of globalization and minimizing the threats of tribal colonialism in the 21st century.

Introduction

The scramble and partitioning of Africa by Europe was one of the major events that took place in 18th to 20th century. This was occasioned by the industrial revolution in Europe as a result of advancement in Science and Technology; Ever since then, it has not been the same with, and for Africa. The plight of Africa is aptly captured in the Chinua Achebe's novel, 'Things Fall Apart'. Yes, indeed, things fell apart for the continent of Africa. The implication was that Africa was integrated into the world capitalist system at a time she was not prepared for it. Not only did colonialism forcefully unite entities that sometimes had different histories and cultures, not only did it truncate the natural developmental process in pre-colonial Africa; it also disarticulated and distorted African economies; Not only did it initiate Africa into an international economic system that favour the Europeans, it also set the dysfunction of post-colonial states of Africa (Oshodi, 2012). The colonial relation between the indigenous majority and the minority of foreign invaders was epochal indeed. The fundamental decisions affecting the lives of the colonized people are made and implemented by the colonial rulers in pursuit of interest that are often defined in a distant metropolis. Rejecting cultural compromises with the colonized population, the colonizers were convinced of their own superiority and their ordained mandate to rule, and really did shy away mendacious identity (Osterhamel, 2005).

The colonial ruling class was united through the homogeneity of their social background and through their collective belief in their pre-eminence in the world and in the validity of the institutions which had created this. Most particularly, they shared almost without exception the twin assumptions of virtually any form of the colonial system – that colonized peoples were not capable of governing themselves under the strenuous conditions of the modern world and that the relationship between the interest of colonized and colonizer was an essentially reciprocal and creative rather than an exploitative and contradictory one. The African Negro, in Lugard view for example, lacks power of organization and is conspicuously deficient in the management and control alike of men or of business (Brettt, 1973).

To Mazrui (1977), of all the regions of the world, two have been fundamental in influencing Africa's history and conditioning the internal life-styles of Africans – Europe and the Middle East, The Western Europeans who have had the most direct impact on Africa in the modern period have been the British, the French, Germany and the Portuguese. All these incorporated large sections of the African continent into their own empires. In this regard, what ought not to be overlooked is the indirect impact of Germany on Africa's destiny. It was a German city, Berlin, which provided the diplomatic setting for the partition of the African continent among European powers. It was a German-initiated war, the Second World War, which more than half a century later came to provide the background to Europe's political withdrawal from large parts of Africa. In the following century, it was Hitler's Germany that created conditions for the Second World War. And by a strange destiny, this war helped to weaken European powers so seriously, and to arouse political consciousness among colonized people so effectively, that the end of the war inaugurated the beginning of decolonization. If Bismarck, in his attempt to prevent a European war, facilitated a smoother colonization of Africa, Hitler created conditions for its eventual decolonization (Mazrui, 1977).

Not only did the aftermath of the global restiveness saw to the liquidation of colonial power, they brought dimension in international politics and international relations. Fundamentally, the emergence of the principle of self-determination helped to provide a whole rhetoric for African nationalism. Increasingly, the members of the new educated elites of African countries formulated their aspirations in terms of the right of all people to determine their own destinies (Mazrui, 1977). The liberal notion of dignity of the individual had become collectivized into the dignity of the nation as well. It is in the liberty of the nation that the freedom of the individual will be guaranteed. So, the transition from individualism to nationalism was helped by the connecting liberal ethos of majority rule. The system of values which permits elections to take place on the principle of the choice of the majority, and which basis parliamentary procedures was bound to provide the critical missing link between liberal individualism and national self-determination. This provided the platform for the nationalist struggle in Africa.

The argument of this paper therefore is to x-ray subjugation, exploitation integration to the world capitalist system and the struggle for independence. That the states handed over to Africa to manage at independence were all programmed to fail. The hydra-headed tribal and religious fundamentalisms have dangerously challenged the developmental efforts of our government and leaders. How these factors affect us is the concern of this work. In other word, deconstructing the post-colonial states of Africa and positioning it for enhanced development is the major crux of this intellectual engagement.

Conceptual Issues

Decolonization is the disintegration of western colonial empire in the places that experienced it. It has two broad components. First, a demand by subject people of the colonies for independence, supported by their freedom struggles. Secondly, was the inability or unwillingness of the colonial powers to retain their hold over the colonies. Decolonization was largely the result of struggle of peoples of the colonies; but the changes in international climate, after the Second World War, accelerated the liquidation of the system by weakening the colonial powers. One of the biggest changes that can occur in a politically divided world is multiplication of sovereign states. This happened on a much smaller scale, after the dissolution of Hamburg and Ottoman empires in 1918 (Khanna, 2004). A generation later, it happened world-wide upon the dissolution of European imperialism. The aftermaths of the war forced the imperial powers to voluntarily give up or were forced to give up their colonial possessions. Forthwith, Syria, Lebanon, and Palestine for example, which had been placed under international mandate after the First World War, became independent. Again, Britain's defeat and retreat from its status of global power brought an awakening and revival among the colonies that were under her colonial rule. The result was a dramatic increase in the number of sovereign states.

The concept of tribal colonialism is also referred to as internal or indigenous colonialism. This occurs when a group of people in a country brought together by ethnic, religious or regional considerations attains political power other than by fair and democratic means, keeps it for itself to the exclusion of others other than by fair and democratic means for the purpose of exploiting those denied access to power (Ijewere, 1999). Tribal colonialism could also mean any attempt by any group of people, tribal or ethnic to perpetuate themselves in power and over others that are external or internal to them, by manipulating them (tribes) to keep them perpetually unfit for certain political positions, or deliberate attempt to concentrate developmental projects in a particular place whose people control power to the detriment of the others.

Tribal colonialists ride on the manipulation of population and the use of the military and the media. They use the military to intimidate and criminalize opposition and control of the media either to make sure views of the opposition are not reported or that the heinous activities of the 'controlling power' are hidden from public scrutiny and sympathy of international community. This tendency is high in areas that are more concerned with the issues of distribution rather than production. This of course is tantamount to underdevelopment. Experience in Africa and probably elsewhere, where ethnic divisions are sufficiently strong has shown that what might be described as internal colonialism or indigenous colonialism is not only in existence; it is, as a matter of fact rampant. It is a phenomenon that is motivated by the desire to protect and promote tribal or sectional interest and, unlike conventional colonialism, it has no redeeming features. It is colonialism, because, it denies its victims access to political power as a matter of policy and subjects them to economic exploitation by the use of force or the threat of its use (Ijewere, 1999).

Fundamentalism has a religious connotation which holds unwavering attachment to a set of irreducible beliefs. Fundamentalism has been applied to a tendency among certain groups – mainly, although not exclusively, in religion – that is characterized by a markedly strict literalism as it is applied to certain specific scriptures, dogmas, or ideologies, and a strong sense of the importance of maintaining in-group and out-group distinctions, Almond, Appleby, Scott, & Sivan, 2003). According to scholars fundamentalism is not just an issue of religion and faith, but a more complex and multi-level field, which includes social, political, financial and national/international factors The term generically refers to the belief that there is one set of religious teachings that contains the fundamental, basic, intrinsically essential, inerrant truth about humanity and deity. In other words, fundamentalism can be defined "as 'a pattern of religious militancy' led by 'self-styled true believers' who identified their cause as being directly opposed to secularisation". Religious fundamentalists are not confined to any particular faith or country, nor to the poor and uneducated. Instead, "they are likely to spring up anywhere people perceive the need to fight a godless, secular culture – even if they have to depart from the orthodoxy of their traditions to do it (Webinar, 2019).

Origin of Tribal Colonialism

In the years preceding the granting of independence to the countries of sub-Sahara Africa in the sixties, there were expressed fears inside and outside the continent by Africans and non-Africans alike, that the competition for power, position and jobs in the post-colonial period, would be along tribal lines and that the more successful nationality groups in the competition would treat the others like colonial subjects. Margery Perharm for example, observes that European colonial rule served as a 'steel grid' holding tribal African communities together in peace within each nation-state. Once this grid was removed each would be pre-occupied with reckoning up what natural strength it will have to protect itself or dominate its neighbours when all are left to find their own levels of power (Ijewere, 1999). In the same vein, Arthur (1965), maintains that, 'any idea that we can make different peoples into a nation by suppressing the religious or tribal or regional or other affiliations to which they themselves attach the highest political significance is simply a non-starter. National loyalty cannot immediately supplant tribal loyalty by creating a system in which all the tribes feel that there is a room for self expression.

With particular reference to Nigeria, Kimble (1960) opines that once the restraining hand of the British administrator has been lifted, there will be little to stop the leaders of the three regions from deciding that the best way to remain in power is to become more powerful. The same fear was expressed by the Ashanti people of Ghana on the eve of the granting of independence. Their anxiety was that they ran the risk of losing their cultural heritage in an independent Ghana. They had a foreboding that their cocoa farmers would be exploited for the benefits of the dominant political group in Accra which controlled the cocoa Marketing Board and important political-economic instrumentalities. They feared that the British colonial rule was being replaced by a new black imperialism. Nkrumah saw this agitation as nothing but a form of feudal revolt but the members of the opposition saw it as a legitimate search for self-determination.

To Ake (1996), the nationalist movement that negotiated independence in Africa, was essentially a coalition of disparate groups united by their common grievances against colonial oppression. It was typically a network of nationalities, ethnic groups, religious organizations, syncretic movements, secondary organizations, and professional interest groups. But even though they cooperated against the colonial regime, their relationship was never free from tension and conflict. As the prospect for independence, improved, the solidarity of the movement that fought for independence grew weaker and competition between its component units became more intense. Although members of the coalition fought against the colonial power, they worried about the enormous power they were trying to wrestle from it, power they will not entrust to any one of them or even share in a way that could reduce political anxiety. The normative, institutional and ideological mechanisms that could have made this power subject to constitutional constraints and accountability did not yet exist. So, while agitating to overthrow the colonial regime, the constituent elements of the coalition were also trying to block one another from appropriating it. Increasingly, their attention turned from colonial regime to one another, and eventually the competition among these groups came to dominate political life. As they pulled apart, they placed more value on capturing political power for themselves and grew increasingly fearful about what seemed to them to be the grave consequences of losing to their rivals in the competition for the control of state power.

By the time of independence and decades after, centrifugal tendencies had grown strong enough in many countries in Africa. Tribal colonialism in post – colonial Africa was amply justified by the chain of events after colonialism, where authoritarian regime was built around the tribe or group of tribes with a seat-tight culture. Such regime dominated the other tribe and exploited them using the paraphernalia of the state, such as the military, the Police, and other Para-military formations as their main weapons of intimidation and suppression. This was the case in Nigeria, Kenya, Ghana, Ivory Coast, Sierra Leone, Zambia, Uganda, Cameroon, Zaire, Rwanda and Burundi, etc (Ake, 1996; Ijewere, 1999). More so is the fact that this form of colonialism manifest in varying forms and degrees of intensity in Africa, and has apparently been protected from the scrutiny and criticism of international community by the principle of non-interference in the internal affairs of sovereign nations.

The apologetic of colonialism contends that colonial people are found in the colonies controlled by powers foreign to them. However, the proponents of tribal colonialism led by Belgium during the debate on decolonization by the United Nations at a time when there were only two Sub-Saharan member states of the UN, Liberia and Ethiopia. The Belgium delegation argued that colonial people were to be found in many parts of the world. That it was wrong to think that they were confined only to those areas that were customarily described as colonies. This school of thought criticized the submission of the apologetic by referring to their position as 'salt-water fallacy'. To them it is wrong to think that only those territories that were ruled by alien people separated from them by open sea could be described as colonies. This stream of thought does not appeal to our intellectual curiosity and thus, laughable. In other words, an alien people can take over the political control of the adjacent territory inhabited by a people culturally, linguistically and in other respects different from them without being adjudged colonialists simply because the two sets of people occupy an unbroken stretch of dry land.

The 'salt-water argument' (the apologetic) would want us to believe that stealing is not an offence if it is committed by a member of the household. The thief has to come from another household or even another district or town. To all intents and purposes a thief from within the household and the one from afar has the same objective which is to steal, kill and destroy where necessary, and operate in similar manner. They intend to deprive the owner of his property in a manner that will make the thief difficult or impossible to detect. The thief from without and the thief from within commits the same offence. There are two essential characteristics of colonialism. The first is the assertion of alien supremacy and the second is the denial of the right and ability of peoples to manage their own affairs. These two conditions are satisfied in the system of internal colonialism.

The Nature of Colonial Oppression

Divide and Rule was one of the strategies of the colonial power in disarticulating and exploiting Africa. Divide and rule is as old as imperialism. Wherever there were empires or colonies the policy of divide and rule was always there as a weapon used by the imperial powers for sustaining the system. Essentially, it is aimed at ensuring a state of permanent misunderstanding and misinterpretation among those who have the potential to organize a successful revolt against the imperial or the metropolitan power/interest. The colonialists catch in on the peculiarities of the people thereby emphasizing their differences rather than their commonness. This done, the native people are found perpetually drawn against each other in wars while the colonialist busy themselves scooping the resources of Nigeria. At independence, there was a carryover of this policy by the crop of leadership that took over power from the colonial masters. For instance, in the African situation what often happens is that the ruling tribal group tries to exploit the differences among the tribes that are precluded from access to power and the one in control of political power. In Nigeria for example the ruling oligarchy always succeeds in placing the three major ethnic groups of the Hausa, Igbo and Yoruba and other minorities groups each against themselves.

The manifestation of this dynamics is shown in the character of politics giving rise to what Nnoli (2011) describes as philistinism, selfish ambition and overriding desire for public office. The truth is that the petty bourgeois do not want public service but privileges, not protection and a place in history but wealth. They know that they can attain these goals easily and quickly through increased access to the public purse. Their politics is not about the empowerment of the people with democratic rights or the creation of wealth but the allocation of jobs, privileges, and opportunities for easy access to governmental treasury along ethnic and religious lines.

In this way one can understand the speed and brazenness with which Nigerian politicians abandon one political bandwagon in their quest to be close to position of state power. In other word, while the colonialists used ethnicity for divide-and-rule, the petty bourgeoisie is using divide-and-enrich. In this case, Nigerian politicians would jump unto any political programme, military or civilian, that gives them any hope, however false, of coming to power, even if this hope rides on a patently undemocratic, unproductive and unpatriotic route, and promise no future for the country (Ake, 1996).

Cash Crop production was also a British strategy of perpetuating poverty, exploitation and inequality. It is a British colonial strategy of forcing the natives to move away from the production for Africa demand to cultivating such crops and raw materials that are in high demand in the metropolitan state. In keeping with the colonial policy of subjugating the colonized to those of the metro pole, immediately after the Second World War, Britain constituted an agricultural policy for the maintenance of her teaming industries linking the African countries with the world capitalist system at a time the Africans were not prepared, thus leading to an unequal exchange between the core capitalist states and the peripheral states. This means that thenceforth Africans would be reduced to mere producer of such crops (cash crops) as prescribed by the colonial masters especially such as were needed by Britain. To keep in touch it has to establish a Marketing Board for agricultural produce of the Africans whose surplus earnings went to support British reconstruction efforts after the war and ensuring the supply of raw material to British industries. Little benefit accrued to the Nigerian peasants who bore the brunt of production. They received consistently low prices relative to the prevailing world market price. Africans became oriented to the export of primary products (principally agricultural), under the control of the metropolitan capital and constituted as markets for imported manufactures from the same metropolitan countries.
Describing the situation, Nantombo said: When the company came here to exploit our region, everyone was forced to cultivate one field of cotton… the time of cotton growing was a time of great poverty, because we could only produce cotton; we got a poor price for it, and we did not have time to grow other crops. We were forced to produce cotton. The people didn’t want

to; they knew that cotton was the mother of poverty, but the company was protected by the government. We knew that anyone who refused to grow it would be sent to the plantation on Sao Tome where he would work without any pay at all. So as not to leave the family and leave the children to suffer alone, we had to grow cotton. The company and government work together closely to enforce the system. The British cotton Growers Association for example took an active interest in the production and marketing of cotton from Nigeria among other colonies. Not only did the Europeans conspire to pay Africans the lowest possible prices for their products, they also paid them starvation wages. Uprooted from his village and thus denied the blessing of his subsistence economy, the African was bound to starve (Offiong, 1980).

Colonial policy enabled the foreign firms to set the prices at which farmers sold their crops, usually well below the world market prices, enabling the firms to amass huge profit at the expense of the peasant producers. In this way, the Nigerian farmers were forced to sell the products of their labour power at prices well below their real values even by market standards. This system of unbridled exploitation of the peasant producers for the monopoly profits of the foreign firms was later institutionalized in the activities of the Public Marketing Boards.

Where there is monopoly, there is exploitation. Colonial authority concentrated economic power in the hands of few foreign firms, notably the UAC. By 1930, it controlled more than 40 percent of import and export trade, the life wire of British colonial enterprise in Nigeria. In association with a few other foreign firms, it formed the Association of West African Merchants (AWAM) which controlled import agreements and allocated export quotas. Until 1933, two British banks, Barclays Bank, and the Bank of British West Africa, which later became UBA and FISRT BANK PLC exercised a monopoly of the banking business in the country. The extent of their profits depended on their skill in manipulating and taking advantages of price changes as well as the illiteracy of the primary producers (Bauer, 1953; Bauer, 1954; Buck 1948).

Furthermore, while the colonialists utilized the peasants' wealth to improve the facilities of the urban areas, which were considered more significant for the profitability of foreign capital than the rural areas, the peasants who produced the wealth were themselves encouraged to improve their own lives through community development projects. This became another form of taxation and exploitation of the rural population, under the guise that the governmental resources were not enough, and that it was morally healthy for the population to learn to fend for itself instead of depending on others.

Monetization: The integration of the African economies into the world capitalist system was concluded at the instance of monetization of the African economies. This has to do with the introduction of foreign currency as the sole means of exchange at the marketing board and trade. The whole policies were so networked in such a way that one cannot operate without the others. For instance, in the policy of taxation, the sole medium of payment was by foreign currency. So, for an African to be able to pay taxes, he must of necessity cultivate cash crops and harvest to sell to the Marketing Boards at determined prices by the colonialists. It is only from the marketing Boards they can get access to the approved currency to pay their taxes. Rejecting to cultivate cash crops would mean denied access or means of paying taxes. Failure to pay taxes was grievous than cash crop production.

To Nnoli (2011), British money was introduced into the country around 1900 as the only means of economic exchange. Without the new money, it was difficult to buy and sell goods and services in the new order. Nigerians were, thus, forced to engage in colonial activities, the only way they could obtain the money. Western European administrations and trading companies deliberately and systematically worked hard to bring about the underdevelopment of this continent. Rodney emphasizes that bringing Africa into the world economy may have had a few advantages but it did create the conditions for the present economic problems encountered by Africa. Integrating Africa into the international economic system at the time was premature and it marked the beginning of the increasing disequilibrium between the poor and the rich economies. This was so because Africa was forced into the international market system at a competitive disadvantage. Since Africa did not, nor does it now possess the kind of advanced technology known in the west and North America, it was virtually impossible for Africans to compete with the Europeans and the result was a one –sided trade. Not only was the trade a one-way affair but the Europeans had made African societies their de facto colonies.

In their vantage position as the conqueror, the dominant power – militarily, economically, and politically – were able to exploit Africa's natural resources which they sent home without paying just prices; in addition Africa served as a dumping ground for their cheap and surplus products. The end product of all these events was that Africa became a dependent economy, serving European interest and thus externally controlled and regulated by the metropolitan countries. Social services such as education and health were deliberately made scarce. For example, Lord Lugard contended that, in the new face of limited potentialities for growth of jobs opportunities, an increase in the number of educated Nigerians could lead to political instability in the near future. At the same time, colonized Nigerians viewed education as a very valuable commodity for entrance into good colonial employment, particularly in the south, required some level of education. Therefore, the need to earn colonial money was indeed compelling.

The point is that, the problem was not and has not been that Africa was brought into the world market system but rather, the manner it was introduced to it; having an economic relationship with Europe was not in itself a bad idea; what was bad was the nature of the relationship. The fight which African countries are waging today is therefore a fight not to eliminate the relationship but to change it so that Africa can move away from her present situation of economic dependence and subordination.

Taxation**:** To have control of the operation of the policy of cash crops production, the colonial masters introduced taxation. Worse still the said tax was to be paid using foreign currency. To be able to pay taxes, the Africans would have to produce cash crops which would be sold at prices determined by the marketing boards, in order to have the foreign currency needed for the payment of taxes. The point is that, the introduction of taxation increased indigenous participation in the colonial economy. Part of the motive for levying taxes was to stimulate the use of British currency. In order to raise money for these taxes Nigerians had to engage in colonial activities. Violence attended the introduction of taxation especially in the south. For instance in Lagos in 1915, when the Eleko (king) of Lagos refused the colonial request to order his people to pay new water rate, the Governor deprived him and his chiefs of their salaries for more than a year. Again in 1919 the colonialists withdrew their recognition of the Eleko as the king of Lagos because he supported a group of Lagosians that opposed water rate (Coleman, 1958).

The colonialists disarmed all serious opposition to their rule by systematically removing all serious firearms from, and maintaining a monopoly of modern weaponry. They converted the traditional military leaders into territorial administrators, posting them out to be district and village heads in the rural area under the Native Authority system. In the process, the colonialists assured them an income from the governmental salaries created for them and funded from taxation. So long as the NA efficiently collected these taxes, colonial officials ignored the methods of collecting them and the extortionate exactions that often accompanied tax collection.

Colonialism, like all forms of imperialism is a very reactionary force. It mutilate the full collective personality of its victims, humiliates them in various ways, exploits them viciously, take undue advantage of their weaknesses and inhumanly disorients them, thereby distorting their lives. In fact, it denies them any claim to full human existence, using its powers to reduce them to subhuman standard of living. In the process, it destroys their individual and collective creative genius, rendering them subject to the whims and caprices of the creative genius of other peoples in a way totally alien to men and women' humanity. In its single-minded pursuit of colonial interests, it throws all caution and morality to the wind, and does not hesitate to use violent instruments and dubious devices to archive this mission.

The Nature of Tribal Colonialism

The struggle for independence as already maintained failed fundamentally to address nagging issues that were raised among the native people. The colonialist failed to put in place institutional framework to discuss fundamental issues upon which the foundations of the new nation-states were to be built. These ranges from the issues of fear and trust, minority question, revenue sharing formulas, etc. when a group of people in a country brought together by ethnic, religious or regional considerations attains political power other than by fair and democratic means and keep it for itself to the exclusion of others, other than by fair and democratic means, for the purpose of exploiting those denied access to power, it is internal. When this happens in an ethnically conscious and plural society, it is tribal colonialism. There is no tribal colonialism where a political party in a competitive political system, seeks through democratic means, like free and fair elections, to win and retain power constitutionally for as long as the electorate expresses its support through elections. Tribal colonial interest may form political parties, although they operate more often through the military as their agents or their main prop. The aim of such parties is to ensure the domination of the country by the chosen tribes or group of tribes. Where they allow elections to be held, meaningful participation by opposition is made impossible by stiff conditions which are impossible to fulfill.

A perfect example was the three major tribes that championed the three regional political parties that operated during the first republic in Nigeria. The Action Group was the political wing of the Egbe omo Oduduwa, the NPN was known with Jamin Mutanin Arewa while the NCNC commanded the followership of the Igbos. It was on these tribal cleavages that the politics of the first republic in Nigeria was carried out. Little wonder then that nearly seven years after the granting of independence, the country was engulfed in the crossfire of civil war. Also, during the 1993 presidential elections in Togo, General Eyadema, the incumbent, who was also, a candidate, insisted his opponents in the elections must be medically certified to be fit by a hand-picked medical team. He knew that this would be difficult, if not impossible for his leading opponent to scale through. When at last a medical report was brought he rejected it on ground that it was too late. He naturally 'won' the election for another term after having being in the office for 26 years.

Agbley asserts with regards to the Togo's experience that '… there is no way to talk about peace or democracy in Togo without first dismantling the existing army which is simply an over-sized body guard to president Eyadema's person and made up of his Kabye kith and kin (The Guardian, 1993, April). In Burundi, the same was the case where the colonialists handed over power to a minority group (Tutsi) who in turn carried out ethnic cleansing of the majority tribe (Hutus) who form over 85 per cent of the total population. This was a calculation to reduce the number of the Hutus. In Rwanda, the Belgians handed over power to the Hutu Majority at independence. They too embarked on a policy of ethnic persecution by killing large numbers of the Tutsi. Many of the Tutsi went into exile and re-organized as a fighting force. They came back as guerrilla warriors known as the Rwandan Patriotic Front and took over the Rwandese government in 1994. The point is that the European colonizers having brought the various nationality groups together under the same administrative units did not make any attempt to nurture a sense of nationhood in them. The two main groups, Hutus and the Tutsi remained separate and distinct entities, each conscious of its own customs, traditions and values as people. This is probably what obtains in all African countries today.

Peoples' Struggle for Freedom

When efforts were being made to mobilize the masses against colonialism, nationalism was an inevitable initial form of political consciousness in Africa. Nationalism has successfully waged a fantastic anti- colonial struggle and united all kinds of section of societies into a national united front. It objectively served as the political ideology of the united democracy in Africa. Deutsch, Kedourie, Kohn, Schaar, Shafer, Smith, Snyder and Wirth, etc all agree that nationalism is an awareness of membership in a nation (potential or actual), together with a desire to achieve, maintain, and perpetuate the identity, integrity, prosperity of that nation. While there is no argument about the fact that nationalism has always been there since nations began to emerge, on this earth, however, it began in a real sense with the French revolution. The revolution shattered the foundations of traditional society and introduced the new age of mass (middle class) politics. Overnight, as it were, France became a nation. And the nation assumed responsibility for the destiny of its citizens.

The rise of nationalism coincided with the growth of certain democratic ideas and sentiment. Liberty, Equity, Justice, Fraternity, and so on, was not just accidental slogans of the revolution. The citizens could no longer tolerate Monarchy, Tyranny and Absolutism. African nationalist movements share many characteristics with their counterparts in other colonial countries of the world. Hence, it is a movement of protest and revolt. Frantz Fanon's focus on the Algerian situation shows how the settler dehumanizes and brutalizes the native and turns him into an animal. With the help of political parties, the anti colonial African nationalist movement continued to gain momentum. As a result of this development the national context became increasingly important in the affairs of the day. It is also very significant to note that during independence struggle in Africa, the political parties seemed to be highly united in fighting the common enemy, foreign rule. All these political parties were demanding independence through the non violent means. Anti colonial violence had only resulted in Algeria and Kenya. The Front of National Liberation (FNL) was organized in an attempt to drive away the French from Algeria. Although Algeria did not achieve independence at the battle ground, the French government was forced to grant it independence on July 5, 1962 as a result of political negotiations.

In Kenya, the Mau Mau could be seen as part of an ongoing process of African political development which began since 1920s. The colonial government in Kenya did not pay attention to the peasants' demand for their land and freedom. As a result of this neglect, violence broke out leading to the declaration of an emergency in October, 1952. In the rest of African countries, the nationalist struggle were conducted with the philosophy of nonviolence by African spokesmen like Kwame Nkrumah, Julius Nyerere, Leopold Senghor, Abubakar Tawa Balewa, Azikiwe Nnamdi, Obafemi Awolowo, etc took the Gandhian philosophy on nonviolence to achieve independence for their respective countries. In Ghana, there was the Convention People's Party (CPP), and in Tanzania, the Tanganyika African National Union (TANU), in Nigeria political parties were divided along regional lines. They include, North, the Northern Peoples' Congress, (NPC) East, the National Council of Nigeria and Cameroons, (NCNC), and west, the Action Group (AG).

According to Nnoli (2011), democracy, (freedom) to all intents and purposes is among the highest achievement of mankind in social and political relations. It is a product of the sweat, toil, creativity, blood and sacrifice of millions of people across space and time in the human struggles for a better life. Therefore, to negate democracy is to negate this history of struggle, toil and sacrifice; and the contributions of this struggle to human progress. Equally, a negation of this struggle is a negation of the further advancement of these historical struggles to greater social and political progress. Although a lot has been achieved in this field, more remains to be achieved in order to expand democracy in all fields of human endeavour, and to ensure that all strata of society are able to enjoy the democratic gains of mankind as a whole.

To Nyerere (1956), the people of Africa fought for their freedom because they did not believe in the white man's right to govern and civilize the black. They rose in a rebellion, not through fear of a terrorist movement or a suspicious oath, but in response to a natural call, a call of the spirit, ringing in the hearts of all men, and of all times, educated and uneducated, to rebel against foreign domination. It is important to bear in mind in order to understand the nature of a nationalist movement like mine. Its sanction is not to create the spirit of rebellion but to articulate it and show it a new technique (The Nationalist Sept., 18, 1964). Those who were aggressed were communities, ethnic groups, counter elites, minorities, peasants, workers and other groups. Initially, they were not in dispute with those who controlled state power, who aggressed them. The aggression occurred in the routine business of projecting power to realize vested colonial interests and to sustain domination (Ake, 1995). Eventually, opposition to state power arose as a result of the reckless abuse of state power in a process in which the generated a critical mass of desperate enemies. Government made decisions without consulting the stakeholders. It implemented policy decisions without providing for those adversely affected by them. The people reacted with hostility toward the government, which in turn repressed them, setting off a conflict spiral that culminated in democratic struggles. These struggles were waged at different times during the colonial period, in different places within Africa and over different issues.

Griffiths opines that colonialism is an outward expression of national energy. He saw it as a regularly recurring historical phenomenon. In general, western historians tacitly assume or openly declare that colonialism has been the only possible means of relatively rapid development. That any condemnation of colonialism is tantamount to a condemnation of the main process by which civilization has been diffused. Hanna holds that but for colonialism, Africa would have remained at a standstill over the last century. By this claim, Hanna negates the early history of Africa. This claim is very much the same as chauvinism in reducing the whole history of Africa to only one century back.

The contradiction of this historical interpretation in favour of colonial adventurism is that the interpreters do not like to connect this phenomenon with the development of capitalism itself. What they try to do is always to present the rosy picture of capitalist progress in the colonies. But the truth of the matter is that one cannot separate one from the other. In Karl Marx's word, whenever any real progress was achieved it was only done by dragging individuals and peoples through blood and dirt, through misery and degradation. So, for Marx, Africa was turned into a warren for the commercial hunting of black skin. For every African brought to America and Europe five or six perished in skirmishes or in the holds of slave ships. W. E. B. Dubois has calculated that during this period Africa lost about one hundred million people – the youngest and most able bodied. This loss, it could be seen, tremendously hampered the development of Africa. The rubbery of natural resources of Africa and slave-trade were two of the sources that accelerated European economic development (capitalism). This European mode of production brought more suffering to the peoples of the world, particularly to the peoples of Africa.

By the beginning of the 20^{th} century, the globe had been divided among the biggest capitalist powers. The territorial division between the imperialist powers was legalized at the Berlin conference (November 15, 1884) to February 26, 1885. The most important feature of the African economy in the colonial era was firstly, the absence of indigenous capitalist development and the introduction of capitalism from outside by foreign monopolies. Secondly, the introduction of capitalism into Africa took place within the framework of the colonial system of imperialism. These colonial powers used all kinds of theories to justify and eulogize their policy of exploitation. Their theoretical and moral bankruptcies are still actively used by the reactionary forces to deceive the people in many countries of the developing world. Racial theory is one of them. The Nazis used this theory of 'superior and inferior races to justify their crimes (Bala, 1973).

Implications of Tribal Colonialism and Religious Fundamental in Post-Colonial Africa

This indeed, tribalism and religious fundamentalism have devastating consequences. In colonialism, whatever were the achievements of the Africans were buried at the point; they were then made to learn the colonial culture, I mean, to study the histories of Europe and not his own because they were told that there was no African history to teach… only the history of Europeans in Africa. There is little doubt this cultural dominance created a dependency complex which led many colonial peoples to accept the characteristics assigned to them by the dominant group. To the extent that they did so they denied themselves the possibility of liberation; instead of resisting they manned the armies and carried the guns which maintained the colonial system, (Brett, 1973).

Tribal colonialism has contributed nothing positive to the development of the economies of countries of the African states that experienced it. It is generally predisposed to authoritarianism and militarism which enabled the subversion of all decent standards of justice and fair play. Allocation of resources is determined not by economic criteria but by regional and tribal considerations. Tribal colonialism affects negatively the productive capacity of most African countries; first, because of the patron-client system on which it thrives and second, because it completely destroys the incentive for hard work. It is an inhuman political course of action which achieved great economic gains at a great human cost. It breeds human misery and economic waste to the continent as a whole. The modern age cannot afford to trivialize and marginalize any group of people, no matter how feeble, powerless and small they may be. Injustice has a spiral effect. A society that is ridden with crisis can never develop and no system of government that negate these natural principle ever succeeds.

Human tragedies of great magnitude involving the loss of lives often attract world sympathy and assistance. This happened in the series of tragic events which occurred in Africa in recent years like the mass starvation in Ethiopia caused by many years of civil wars, the human tragedy in Somalia following the collapse of the political system and the genocide and mass starvation in Rwanda. Often, so many energy and resources go into providing relief for the victims of these sad events that little or no attention is paid to their causes and consequently to efforts directed at preventing their re-occurrence. Most tragedies in Africa are man-made and, invariably political in origin. They are often caused by ethnic rivalry for domination. Where there is desire for justice, the people themselves have tried, in their own way, to solve the problem of domination by holding or organizing constitutional conferences in Republic of Benin, Mali, Chad, Ethiopia Ghana and Nigeria, etc. in other words, where there is a desperate desire to maintain the status quo, no clear cut arrangements are made for reforms. If any attempt at reform is made, it is aimed simply at providing a new container for the old wine. Unless efforts are made to resolve this problem there will be more Rwandas and more Somalias in the continent.

We cannot claim to know how to find a lasting solution to the problem but we believe a way to start is to devise a political structure which guarantees the various ethnic nationalities within each nation-state the right to decide who rules them. This will necessarily mean a democratic arrangement for the devolution of power to enable the different ethnic components of the state nation-states determine their own destiny. Promotion of tribal colonialism for example, has motivated uprisings in so many parts of Nigeria today. For instance the secessionists' agitation by the Indigenous People of Biafra (IPOB) in the south-east, the Niger Delta Avengers (NDA) in the south-south Oduduwa Peoples Congress, (OPC) in the south-west, the Arewa Congress and Boko Haram in the north. Everywhere, the war drum beats in the air and these all threatens the continuity of Nigeria. Whatever threatens Nigeria threatens the rest of Africa.

Conclusion

It has been well established that the European colonial powers committed a fundamental anthropological, cultural linguistic, ethnic and tribal blunder, by lumping people with above characteristics to form a whole. The emerging independence and post-independence African elites did not see or deemed it fit to realign the shattered and tattered contraption in the name of nation-states. Possibly, out of sheer fears, or inability to engage in rigorous mental exercise to right the colonial wrongs, agree to maintain the *status quo.* The essence of our argument so our argument so far is that tribalism is evil when used as an instrument to secure and undue advantage for an ethnic group. It is evil when a group of people get together on the basis of ethnic or regional affiliation in order to subvert the course of democracy and justice with a view to monopolizing state power for the purpose of cornering for the group and their supporters the wealth of the nation at the expense of the others. On the other hand, tribalism is necessary, even welcome, if it means uniting an oppressed people in order to resist oppression and free themselves from their oppressors. The first type of tribalism is harmful to the course of a stable society because its main objective is the exploitation of one section of the community for the benefit of the other. The other type of tribalism is merely a reaction against oppression and as such serves the cause f the democratization process. If Africans got together to fight European colonialism they should feel free to unite against the exploitation of Africa by Africans.

Many years after colonialism, Africa is yet to recover from the shock it went through. The world has begun another process of 'new scramble' occasioned by technology and trade. I think it is, in strategic terms, misleading and uninformed to attempt to respond to the so-called 'new' scramble for Africa by asking; what can we do to gain more from the new scramble, that is, than we did from the old one. No matter how much capacity Africa may have built up since flag independence, if the international power structure of inequality and dependence, which determines the pattern of distribution of global wealth, is not radically changed, you will not gain anything from the new scramble. The critical question should rather be, how to take our destiny in our own hands, control and defend all our resources as though our lives depended on them. In other words, I do not think that our ambition should be get 'more' from our exploiters but to eliminate the very bonds that hold us prostrate, Oshodi, (2012).

As popularly conceived, colonialism means a policy of subjugating the political will of a people by another through the use of force or the threat of its use often aimed at, or resulting in, the control of the economic, social and cultural life of the colonized. Deriving from the above submission, colonial status has three main characteristics. (1) A colonized people do not exercise sovereign rights over their own affairs. These rights are exercised by the colonizing power. (2) The economic system of a colony is usually structured, where possible, to complement rather than compete with that of the colonizing power. This tends to slow down the pace of development in the colony because even where there were superior comparative advantages in a line of production in a particular colonial territory official policy, in many instances, ensured that such advantages were not exploited if at the end, it meant that the colony would be in competition with the metropolitan country in the given line of production. (3) Colonial people often come under the cultural influence of the metropolitan country (Ijewere, 1999).

The failure of the founding fathers of independence to reform the undemocratic state and culture inherited from the colonialists to eliminate its domination/authoritarian, oppressive/repressive, exploitative, and social-economic inequality and injustices inherent in colonial administration and deliberate policy to carry over such cultures have impeded our developmental stride.

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ROLE OF TEACHERS' QUANTITY ON THE ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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Abstract

Sequel to a national personnel audit that was recently conducted on public and private education in Nigeria, there has been a growing debate on the immediate need to increase the academic staff strength in all secondary schools in the country. This debate has however taken a controversial trend as a large part of the educational chiefs in the country have stood on an opinion to ordinarily improving the working condition of the existing academic staff since, to them, teachers' quantity has no direct impact on students' academic achievement. This paper therefore investigated the role of teachers' quantity on the academic achievement of secondary school students to determine whether small or excess teachers' quantity have a direct significant influence on how students perform academically. Using a descriptive survey design, the study sampled 120 teachers from a population of 1,205 in Chikun local government area of Kaduna state, Nigeria. A researcher-designed questionnaire of Likert scale was used for the data collection and descriptive statistical tools of frequency counts, percentages, mean and standard deviation were used for the data analysis. It was therefore concluded that most schools in the local government are underserved with teachers and that – that had created some sorts of low academic achievement among the secondary school students. Schools do not give a fair share of their revenue to improve staff strength in their schools. Also, schools that are characterized by a low number of teachers are faced by pressure, high workload, and overstress which invariably influence the poor academic achievement of students.

Keywords: *role, teachers' quantity, academic achievement, secondary school, students.*

Introduction

Growing concern about the nationwide teacher shortages has focused considerable attention on education and the teaching profession in the last five years. More than a million teachers are close to retirement, and projections indicate the need for more than two million teachers by 2025. A rising student population, attrition rates in teacher preparation programs, and teacher retention after they enter the profession are all factors contributing to this national "crisis". Roughly one-third of teachers leave the profession within the first five years.

Teachers are important inputs into the educational system. Aghenta (2000) described them as "the key factors in formal education." They have been referred to as the "essential input of a highly skilled labor resource" by Adesina (1981), and the "centre of the educational system" by Adeyemi (2004). As a result, teachers play a significant role in students' education. Umeasiegbu (1991) stated that "the quality of every school system is a function of the aggregate quality of teachers who operate it," and that "the level of performance in any school is directly tied to the quality of its teachers." His argument was in agreement with Moore (1994) contention that competent teachers would improve effective teaching in schools.

Mullens (1993) agreed with the idea, stating that a teacher's subject matter competency is a significant predictor of student learning.He maintained that a teacher's performance in the classroom is influenced not just by the completion of schooling, but also by actual achievement in terms of subject matter knowledge.

Notwithstanding the importance given to teachers in the schools' system, it was noticed that teachers' shortages have been a common feature in many countries (Dennison, 1984; Levin, 1985). In the United Kingdom, for example, Dennison (1984) observed a persistent lack of teachers in Mathematics and Physical Sciences. "A situation in which a school is unable to fill a Physics vacancy is a significant level in balancing staffing and curriculum, and it is a true institutional difficulty," he claimed. Levin (1985) too examined the problem of teachers' shortages in American schools and remarked that one of the most serious challenges facing American education is the death of Science and Mathematics teachers at the secondary level. He claimed that the majority of new Science and Math instructors in the United States lack adequate training in the subjects they teach.

Also, the teacher shortage has been on the radar of education advocates, school leaders, researchers, analysts, and policymakers since the early 1980s. Warnings of the possibility of severe shortages of qualified teachers have threatened for a number of years. According to the U.S. Department of Education's Teacher Shortage Areas Nationwide Listing report, there has been a teacher shortage of some sort in all states across the country from 1990-1991 through 2015. Attrition, retirement, increased student enrollment, and a focus on lower class sizes, according to the National Education Association of Nigeria, are the key reasons for the need for two trillion teachers in the next 11 years. The rates at which instructors leave or shift within the teaching profession are far more pressing, and often startling. For schools all around the United States, finding and keeping skilled instructors has become a difficult undertaking. According to the findings from Goldring, Taie and Riddles (2001), the results from the U.S. Department of Education 2012-13 Teacher Follow-up Survey indicates that 20% of teachers either moved to another school or left teaching altogether. Chang (2011) estimates that 25% of first-year instructors leave the profession before their third year.More than one third of new or beginning teachers depart from their teaching jobs within the first 3 years, and more than one third to nearly half depart after 5 years. The Carnegie Forum on Education and the Economy reported that half of all teachers leave the profession within 7 years. This rate of teacher turnover appears to be higher in comparison to other professions and occupations. It is this rate of turnover, which causes concern for schools and districts as they are challenged with the problem of staffing schools.

Effectiveness of teachers has a crucial place in education and it is usually evaluated based on students' achievement. The focus of teacher effectiveness has been primarily on quality of teachers and how teachers instruct. Teachers are a basic part of educational system as having a vital and decisive role in the quality of education and how well students learn. There may be a common public perception that pupils' learning levels are linked to how much they study and do their homework. Nonetheless, several factors can influence students' success in course grades and general tests, or in other words, their academic achievement. The effectiveness of teachers in teaching their lessons is one of the most important school-related elements in improving students' performance and achievement.Therefore, it is worthwhile to examine the factors that impact teacher quality or teacher effectiveness and how such factors affect students' academic achievement eventually.

The teacher is the most important factor of the teaching-learning process. The teacher has the greatest impact on the school. He establishes the tone of the classroom and the group's attitude. He is the figure of authority who sets the tone for the group's behavior. He is a role model who is openly emulated. The Government of Pakistan in 2020 says that the teacher is the pivot of any education system. In fact, teachers are the strength of a nation. Teachers continue to retain their influence and it is difficult to bypass them in the process of teaching learning. The importance of teacher is recognized throughout the world. Good teachers are essential for the effective functioning of education system and for improving the quality of learning process. Job satisfaction enables teachers to put their best to do the assigned work. The maintenance of high satisfaction and morale has long been an important objective for educators.

During the recent past decades, a variety of explanations have been reported in the literature. There are those who believe that the teacher shortage is due to an increase in student enrollment and an increase in the number of teacher retirements. Although increases in both student enrollment and teacher retirement contribute to the need for more teachers, the data indicate that the need to hire new teachers is affected by teacher turnover. According to Boe (2005), teacher attrition is the most important factor in determining the requirement for extra teachers. Teacher turnover, which for the purposes of this study, includes attrition, migration, retirement, termination, and school staffing cutbacks due to layoffs, school closings, and reorganization, plays a significant role in what appears to be a seemingly shrinking supply of qualified teachers.

Purpose of the Study

The purpose of this study is to assess the role of teachers' quantity on students' academic achievement in secondary schools in Kaduna state of Nigeria. However, the study focuses on two quantity indices: small and excess. These served as the basis for the two research questions: First, what is the role of small teachers' quantity on students' academic achievement in secondary schools in Chikun LGA, Kaduna state? Second, what is the role of excess teachers' quantity on students' academic achievement in secondary schools in Chikun LGA, Kaduna state? A sample size of 120 was purposely selected form a population of 2502 due to events of insecurity in the area of examination.

Method

Sample and Sampling Technique

The population of secondary school teachers in Chikun local government is 2,502. The target population of the study comprised of secondary school teachers in Chikun local government which had 10 public secondary schools with 188 teachers. However, the schools were purposely sampled; the criteria of school sample were based on complete administrative structure, coeducational, location of school. The researcher used four (4) public secondary schools out of the total number of ten (10) public secondary schools in Chikun local government. A total of 120 staff in the four (4) public secondary schools in Chikun local government will be provided with questionnaire using a non-probability convenience sampling technique.

Instrument

A questionnaire for the head teachers and key officers was developed by the researcher. The questionnaire is preferred as an instrument of research because it is easy to administer. All the questions required answer based on the Likert type-point scale of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD) in order to elicit the quantitative data intended facilitate the analysis of respondents' opinions.

Design

The researcher used descriptive survey design for collecting data: Survey instruments were used because it involves a relatively large number of respondents (Amin, 2005). The survey instruments method was self-administered questionnaire. It was therefore important that the survey research design employed in this study were relevant not only to the research questions but also to the purposes of the research, a fact underlined by both Cohen et al., (2007) and Bryman (2004).

Also, the data collected from questionnaire will be analyzed by the use of descriptive statistics (frequencies and percentage). The descriptive analysis is appropriate for this study because it involved the description, analysis and interpretation of circumstances prevailing at the time of study.

Results

Analysis of Bio-data

This section presents information on bio-data of respondents in frequency distribution tables and simple percentages; which dwelled on items such as status, gender, ownership of school, type of school, and location of school in tables as follows:

Table 1: Status of Respondents

Category	Frequency	Percentage
Teachers	72	60
Non-academic staff	48	40
Total	**120**	**100**

Table 1 shows status of the respondents by category. The table shows that teachers have the highest frequency and percentage. Table 2 below is on gender of the respondents.

Table 2: Gender of Respondents

Category	Frequency	Percentage
Male	97	**80.8**
Female	22	**18.3**
Total	**120**	**100**

The above table shows gender of the respondents by category. The table shows that male have the highest frequency and percentage.

Research question 1: What is the role of small teachers' quantity on students' academic achievement in secondary schools in Chikun LGA, Kaduna state?

Table 3: Opinions of respondents on the role of small teachers' quantity on students' academic achievement in secondary schools in Chikun LGA, Kaduna state

S/N	Items	SA	A	D	SD	Mean	STD
1	One advantage of small teachers' quantity is that students familiarize themselves better with the teachers easily than when they are many, thereby influencing their academic achievement	15	26	48	31	2.04	1.14
2	Low numbers of teachers significantly charge available teachers to work diligently thereby improving students' academic achievement	46	48	24	2	3.36	1.01
3	Most schools with small number of teachers spend more of their funds in improving students' welfare and instructional aids	14	29	32	45	1.76	1.21
Cumulative Mean						**2.83**	

Source: field survey, 2022

Table 3 revealed an aggregate mean score of 2.83, which is an indication that majority of the respondents have a positive view of the role of small teachers' quantity on students' academic achievement in secondary schools. Item one, which expresses that one advantage of small teachers' quantity is that students familiarize themselves better with the teachers easily than when they are many, thereby influencing their academic achievement, received a majority opinion of disagree (48) and strongly disagree (31). However, 41 respondents either merely or strongly agree to that item. Simply put, with a decision mean of 2.04, there is an indication that majority of the respondents disagree with the item.

Also, item two, which expresses that Low numbers of teachers significantly charge available teachers to work diligently thereby improving students' academic achievement, received a majority opinion of agree (48) and strongly agree (46). However, 26 respondents either merely or strongly disagree to that item. Simply put, with a decision mean of 3.36, there is an indication that majority of the respondents agree that low numbers of teachers significantly charge available teachers to work diligently thereby improving students' academic achievement.

Item three, which expresses that Most schools with small number of teachers spend more of their funds in improving students' welfare and instructional aids, received a majority opinion of strongly disagree (45) and disagree (32). However, 43 respondents either merely or strongly agree to that item. Simply put, with a decision mean of 2.76, there is an indication that majority of the respondents disagree that most schools with small number of teachers spend more of their funds in improving students' welfare and instructional aids.

Research question 2: What is the role of excess teachers' quantity on students' academic achievement in secondary schools in Chikun LGA, Kaduna state?

Table 4: Opinions of respondents on the role of excess teachers' quantity on students' academic achievement in secondary schools in Chikun LGA, Kaduna state

S/N	Items	SA	A	D	SD	Mean	STD
1	When there is an excess teachers' quantity, there is division of labour, which reduces the workload on subject teachers which in turn improve students' academic achievement	53	47	8	12	3.23	2.64
2	There is no single school with excess number of teachers except that students' academic achievement will keep improving	50	50	10	10	3.41	2.44
3	Teachers become lazy when they are many to share the same work thereby affecting students' academic achievement	32	7	49	32	1.24	2.01
Cumulative Mean						**2.62**	

Source: field survey, 2022

From table 4 above, item one showing a mean response of 3.23 clearly give an indication that majority of the respondents agreed that when there is an excess teachers' quantity, there is division of labour, which reduces the workload on subject teachers which in turn improve students' academic achievement.

Also, item two, which state that there is no single school with excess number of teachers except that students' academic achievement will keep improving, has a mean response of 3.41. This is also an indication that majority of the respondents agreed to that statement.

Lastly, item three, showing a mean response of 1.24 clearly give an indication that majority of the respondents disagreed that teachers become lazy when they are many to share the same work thereby affecting students' academic achievement.

Discussion

The discussion of the findings of this study were organized around the research questions formulated to guide the study.

In research question 1, the study sought to know the role of small teachers' quantity on students' academic achievement in secondary schools. It was therefore discovered that, sometimes when the teachers in any given school are low in numbers, the students familiarize themselves with them better than when there are a lot of them. What this further implies is that, when there is a single teacher to teach a single subject to a single class at a time, students tend to get use to his method of teaching and give a lot of attention than when there a more than one doing the same job. This slightly agrees with the findings of James (2013) who sees student-teacher closeness a means to good academic achievement. Also, it was found that teachers are intrinsically reinforced to do their jobs better in situations when there are just few of them on ground. Sometimes, teachers do not pay rapt attention to key duties as it relates to instructional functions when there are other persons that would automatically share or bear their job in case of any defects. Therefore, there is a need to, even if there are more than enough teachers on ground, clearly share individual duties without overlapping on the others' job. This will invariably help remove laziness and foster diligence among teachers. It was also found that most schools with small number of teachers do not see a need to spend more of their funds in improving students' welfare and instructional aids, thereby diverting their funds for other purposes.

Other the other hand, research question 2, which sought to assess the role of excess teachers' quantity on students' academic achievement in secondary schools, indicates a strong view of the need for a more-than-enough quantity of teachers in any given school. Part of what was discovered so far from the analysis is that – excess quantity of teachers allows for division of labour among available teachers, where workloads could be broken down such that individual teachers handles smaller parts for expertise and efficiency. Although there are some indications from the analysis of data that excess number of teachers tend to make teachers become lazy as some of them would neglect their responsibilities with the mindset that there are few others who would cover for them. This is in line with Adeoti (2016) who sees excess teachers in any given school as a waste of time, resources and funds.

Conclusion

From the foregoing, it can be concluded that most schools in the local government are underserved with teachers and that – that had created some sorts of low academic achievement among the secondary school students. Schools do not give a fair share of their revenue to improve staff strength in their schools. Schools that are characterized by a low number of teachers are faced by pressure, high work load, overstress etc. which invariably influence the poor academic achievement of students. However, schools with low number of teachers mostly facilitate high rate of students-teacher relationship such that – students familiarize themselves better with the teachers easily than when they are not many, thereby influencing their academic achievement.

Also, it was concluded that – low numbers of teachers significantly charge available teachers to work diligently thereby improving students' academic achievement. It is widely known that when there are enough teachers to share the job, there is going to be division of labour which would in turn lead to expertise, productivity and job accuracy. However, some teachers become lazy when there are more hands to do the job.

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ADOPTION OF INNOVATIVE TECHNOLOGY IN THE DEVLOPMENT OF SPORTS FACILITIES IN TERTIARY INSTITUTIONS IN NIGERIA

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Abstract

This research was conducted to investigate the Adoption of Innovative Technology in the Development of Sports in Tertiary Institutions in Nigeria. The purpose of the study is find out whether Adoption of Innovative Technology will minimize sports Officiating irregularities in Tertiary Institutions in Nigeria.To achieve this, survey research design was used. A self-developed questionnaire with Likert Scale was validated and pilot tested for reliability. five hundred and twenty-eight copies of the instrument were administered in the sampled states across the six geo-political zones in Nigeria. Five hundred and eleven copies of the instrument were retrieved. The data supplied by the respondents were statistically analysed using frequencies, percentages, means, standard deviation and Kruscal Wallis in order to provide responses to research questions and to test the hypothesis formulated. The results showed that; there exist significant difference of adoption of innovative technology in the development of sport facilities in tertiary institutions in Nigeria, (p value < 0.05, X^2 computed > X^2 critical at df3). Based on the findings, it was recommended amongst others that; Up to date procurement and supply of sports facilities will be paramount in developing sports in tertiary institutions in Nigeria.Sufficient sports facilities may pave ways for discovering hidden talents within the institutions.The institution may serve as future competition venue due to availability of adequate and standard of sport facilities.

Key words: innovative technology, sport facilities, sports development

Introduction

Sport and modern-day technology is a relationship of positive outcome. Sports excite people as a triumph of human effort and behind the scenes are number of things that go into that triumph but at the top is innovative technology. Technology can be the creation of new knowledge orideathat can facilitates competitive advantage. It may be the practical application of knowledge and ideas to invent new materials. According to Ross, (2018) technology is the technical means that helps athletes to improve in training, competition and overall athletic skills. It is the knowledge of specialized equipment and the application of modern equipment to perform tasks efficiently (Bichi, 2016). Technology adoption therefore, is the process of full utilization of modern equipment to suit an alternative purpose, function and performance.The sports world today is getting technology vital by combining natural athletic talent with artificial intelligence to produce the best possible outcomes on the playing field. Tushman, Michael and Anderson (2004) stated that in pre-digital age, the application of technologies in sport was heavily on athlete testing (diagnostics), but today's era range from improving sports equipment, reviewing player's performance; improving areas of weaknessthrough predicting optimum actions for future players. Technology is gradually part of our life, so it is normal that amateur and professional athletes can exploit vital possibilities.

Sports programmes exist in many settings and Nigerian tertiary institutions are not an exception. Tertiary institutions are considered as the highest centres of educational excellent and sport is an integral part of the programmes and therefore, sports development is concerned with improvement in training facilities, personnel, accurate officiating, fans engagement, record keeping, online sports services, sport media broadcast andparticipation rate of different ages, gender and nations. According to National Policy on Education (NPE) (2004), tertiary institutions are the highest learning centres after secondary education such as universities, colleges of education, polytechnics and Monotechnics. Tertiary institutions culminate in the receipt of certificates, diplomas, or academic degrees. The head of tertiary institutions in Nigeria views sports as a vehicle that will contribute to achieve national development and healthy society. Sports contribute to manpower development, recreation, institutional relationship, academic development, leadership skills; and enhance quality of life.According to Allan and Ajibua (2012), sport activities in tertiary institutions are being organized on institutional basis and also there are inter-collegiate sports such as Nigeria University Games Association (NUGA), Nigeria Colleges of Education Games Association (NICEGA) and Nigeria Polytechnic Games Association (NIPOGA). However, Nigeria tertiary institution's sport programme is not yielding the expected outcomes considering the global trend indicating most of the outstanding athletes were tapped from institutions of learning. Therefore, adoption of technology may lead to the development of sports facilities in tertiary institutions in Nigeria.

Purpose of the Study

The purpose of this study was to ascertain whether adoption of technology may improve sport facilities in the development of sports in tertiary institutions in Nigeria.

Methodology

Descriptivesurvey design was used. A self-developed questionnaire with Likert scale was validated and pilot tested for reliability. Five hundred and twenty-eight copies of the instrument were administered to required respondents composing of director of sports, spots committee members, coaches, and student athletes of tertiary institutions in Nigeria. five hundred and seventeen copies of the instrument were retrieved. The data supplied by the respondents were statistically analysed using frequencies, percentages, means, standard deviation,ANOVAand Kruscal Wallis to test the hypothesis formulated.

Result

Hypothesis: There is no significant difference in the adoption of innovative technology in the development of sport facilities in tertiary institutions in Nigeria.

Table Showing Kruscal Wallis on the difference in the Adoption of innovative technology in development of sport facilities in tertiary institutions in Nigeria

Ranks

	Institution	N	Mean Rank	Df	X^2 *computed*	X^2 *Critical*	P value
Hypo1	Universities	194	321.89	3	61.476	7.815	0.001
	Polytechnics	129	243.25				
	Coll. Of Education	136	215.54				
	Monotechnics	58	185.57				
	Total	517					

p value < 0.05, X^2 computed > X^2 critical at df 3

Results of the KruskalWallis H test Non parametric test showed that significant difference exists in the adoption of innovative technology in improving sport facilities in the development of sports in the various tertiary institutions in Nigeria.Reasons being that the calculated p value of 0.001 is lower than the 0.05 alpha level of significance and the computed X^2 value of 61.476 is greater than the 7.815 X^2 critical value at df3. The computed Mean Rank is321.89, 243.25, 215.54and 185.57by Universities, Polytechnics, Colleges of Education and the Montechnics respectively. This clearly showed that the universities have the highest level of Adoption of innovative technology in improving sport facilities in the development of sports. Therefore, the null hypothesis which states that there is no significant difference in the adoption of innovative technology in improving sport facilities in the development of sports in various tertiary institutions in Nigeria is hereby rejected.

Discussion

Modern sport facilities involve the use of technologies that motivate towards boosting athlete's skills and with a growing demand for sports globally, sport facilities will come to the forefront and takes a click online to find hundreds of improved sport facilities in a wide variety of sports. The sophistication and use of analysis in a sporting context by both participants and spectators has grown in recent times. Prime examples of these include: player evaluation; game strategies; coaching evaluation; officiating devices; and performance records, development of timing devices, record management devices, use of GPS to track players, use of VAR, social media to mention but few. Sport facilities are developed to meet the needs of the athletes, coaches and other critical factors in sports circle. Therefore, in relation to this variable, the opinion of the respondents in this study shows that, significant difference exists in the adoption of innovative technology in improving sport facilities in the development of sports in tertiary institutions in Nigeria. This means that, innovative technologyis relevant in the development of sport facilities in tertiary sports competitions. The computed Mean Rank are 321.89, 243.25, 215.54 and 185.57 by Universities, Polytechnics, Colleges of Education and the Monotechnics respectively. This clearly showed that the universities have the highest level of adoption of innovative technology in the development of sports. P value < 0.05, X^2computed>X^2 critical at df 3.This study is in line with the study conducted by Yong, (2015) on electronic and information technology application in sports using descriptive survey, stressed that ICT is a fast-developing advanced and plays a huge role in athletics. The study raises the level of sports referees, promoting the sports development of e-commerce or more accurately, to make technical analysis, scientific training, etc, requires the involvement of high technology. Sports technology in the world is not only strong in sports achievement, more information and other high-tech can be used for sports competition to improve athletics levels, shows the country's overall strength. Sports need to constantly break through humanity by combining cutting-edge technology with the information technology will bring sports leaps and prosperity.The finding is also in line with the work of Ride et. al (2013) on Sports Technology Needs Assessment for Performance Monitoring in Swimming using scientific approach, examined technology as an increasing role in many sports, including swimming. Far beyond the stopwatch and hand marked events, detailed biomechanical attributes can be measured using technology such as instrumented blocks and underwater/dolly cameras. With the advent of micro-technology, there has been an increasing trend toward the use of wearable sensors such as heart rate monitors, cadence aids and – more recently – activity monitors. The micro-electro-mechanical system (MEMS)-based inertial sensor class of activity monitor is of particular interest to the CWMA (Centre for Wireless Monitoring and Applications) at Griffith University. Due to the intensely competitive nature of professional sport, the difference between winning and not winning can be as little as a few hundredths of a second. An improvement to any single physiological or psychological parameter could potentially give one athlete a 'winning edge' over his or her competitors. This study provides a context-driven needs assessment to illustrate the use of technology in various situational contexts related to swimming. The end goal is to improve training outcomes by allowing the strategies and requirements of stakeholders to be targeted.This finding is also in line with the opinion of Bailey (2018 and Ranard, 2017) indicating modern training facilities involves the use of technologies that motivate towards boosting athlete's skills and combating the difficulties of coaching which makes job easier, safer and broader.

Conclusion

In conclusion, adoption of innovative technology influences the development of sports facilities in tertiary institutions in Nigeria with regards to sports development. The authors of this paper are therefore strongly of the opinion that adoption of innovative technology is undeniable in boosting sports facilities in Nigerian tertiary institutions leading to adequate and bravely winning of medals when properly managed.

Recommendation

Based on the findings the following recommendations were made:

1. Up to date procurement and supply of sports facilities will be paramount in developing sports in tertiary institutions in Nigeria.
2. Sufficient sports facilities may pave ways for discovering hidden talents within the institutions.
3. The institution may serve as future competition venue due to availability of adequate and standard of sport facilities.

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INFLUENCE OF MARITAL INSTABILITY ON SCHOOL ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS IN KANO METROPOLIS, NIGERIA

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Abstract

The study examined the influence of marital instability on school adjustment of secondary school students in Kano metropolis Nigeria. The study had two research questions and two null hypotheses. The target Population of the study was 11,412 Secondary School students in Kano metropolis. The sample of the study was upmade of 361 students. Ex post- facto and correlational design were adopted for the present study.Marital Instability Questionnaire and School Adjustment Scale were used for data collection. Pearson Product Correlation Coefficient (r) and t-test were used to analyze the data. The finding of the study revealed that negative relationship exist between marital instability and School Adjustment among secondary school students in Kano Metropoliswith (r= -.68, P<0.05). The study also revealed that difference exist between male and female students in relation to marital instability and School Adjustment (t= -3.367, P=0.001).It was concluded that marital instability has negative influence on school adjustment of secondary school students in Kano metropolis and female students differ negatively from their male counterpart in experiencing marital instability on school adjustment. Based on the findings it was recommended that couples must maintained the habit of understanding, tolerance and forgiveness in order to avoid marital instability on school adjustment, so as to enhance theircognitive, socio – emotionaland mental health their children in secondary schools.

Keywords: *Marital Instability, School Adjustment, Secondary School in Kano Metropolis*

Introduction

Marriage can be seen as an institution which has been in existence since the creation of man, it is a recognized more or less permanent alliance between a man and a woman. Marriage is a union of a man and a woman who makes a permanent and exclusive commitment to each other that is naturally fulfilled by bearing and rearing children together. Marriage is also a social or ritually recognized union or legal contract between spouses and their familiesthat isconsidered a cultural universal because individual may marry for several reasons among which include legal, social, emotional, financial, spiritual and religious purposes and they marriedspouses may be influenced by socially determined rules, prescriptive marriage rules, parental choice and individual desireKolo (2011). The issue concerning marriage problem has led to untold adverse consequences in children upbringing.

There is no doubt that despite the strength of traditional ties and modem society, such as cohabitation, at the same time there has been a constant growth of both separations and divorces. The instability of marriages and of family ties has become a central element of our society social life. Marriage before the 20th century was bonded with traditional rites.Kolo (2011) is of the views that marital vows such as to love, cherish and honors are declining due to the love of money, freedom struggle for power control and poor communication among couples, an essential perspective on the social and economic changes taking place (working class married women) represent a significant influence on marital instability and the structural variations.Lack of preparedness or lack of proper diagnosis and treatment of the problem, due to this decline, the marital vows are now replaced with social ills such as, poor development, lack of involvement, appreciation, understanding, companionship, support, attraction and forgiveness. However, recent marriages seem to tie under competitive corporate economy world where by all parents are working classes (Parker 1991).

Marital instability arise among couple due to economic, power control, lack of preparedness sexual satisfaction, and poor communication among others that cause instability and maladjustment among their wards. Brown (2004) described the influence of marital stability as an indicator on school related behavioural problems. In a distress-families, conflict and environment might significantly' have impacts on school performance and school- related behavioral problems, in fact, there is a significant link between family stability with adolescents "academic performance and school adjustment,family instability also yields residential instability and a sense of insecurity concerning household rules Melissa (2006) revealed that family instability had a detrimental impact on all areas of children's adjustment. School adjustment is the degree of acculturation required or adaptations necessitated for maximizing the educational fit between student's unique characteristics and the distinct nature and requirement of learning environment. Gates and Jersild in Mangal (2008) see school Adjustment as a continual process in which the students vary their behaviour to produce a more harmonious relationship with the school environment. School Adjustment can also be viewed as a process adopted by students in maintaining a balanced between their academic, socio- emotional needs and the school environment.

Indeed school adjustment depends on the match between ones competences, needs and the demand of the school environment that refers to any school-related outcome under investigation. Bronfenbrenner as cited in Ford (1992) maintained that School adjustment is the achievement of goals that result in social integration, as well as those resulting in positive developmental outcomes for the students. Socially integrative goals are desired outcomes that promote the smooth functioning of the social group, social approval and social acceptance, whereas self-related goals are those that promote the achievement of personal competence, feelings of self-determination and feelings of social and emotional well-being, this goal-based definition implies that classroom competence is a highly context-specific outcome reflecting the degree to which students are able to meet the demands of the classroom environment as well as achieve their own personal goals.

The school adjustment of secondary school student's is influence by a variety of factors, such as educational goals, social and emotional development. School adjustment is the process of adapting to the role of being a student and to other various aspects of the school environment. Failure to adjust can lead to mental health issues and school refusal or school dropout and that may require schoolcounselling.Family structure into which a child is born and develops, presents both advantages and disadvantages that subsequently affect cognitive, socio – emotional development and even physical health.Children from instable family are associated with child lower cognitive development, increased behavioral problems and poorer healthGrych and Fincham (2001).

Furthermore, Rogers and Rose, (2001) stated that secondary school students who often come from unstable homes feel insecure, over tense, greatly disturbed and rarely emotionally stable. These children have no socialization background from home through positive parent interaction for them to settle down and concentrate effectively for academic work, which often depress their educational attainment and lead to maladjustment to school work. Similarly, Coleman (1991), states that parents' involvement in school and learning process has substantialemotional and intellectual benefits for both male and female children, he observed that,childrenfrom supportive families significantly performed well and succeedin their schools,on the other hand teachers experiences challenges with children who comes fromdisruptive family and upheaval. Miliot, Sesma and Masten (1993) claim, that the family environment has the most powerful influence in determining students' school achievement, academic motivation and the number of years of schooling they will receive through their level of engagement and support. According to Padila(2003)students who fail to complete their school work and homework are more likely to receive failing grades, retained and experience difficulties in their peer relationships, which place them at greater risk for dropping out of school, later unemployment, psychopathology, substance use, teenage pregnancies and delinquent behavior.

Student from instable families are faced with multiple challenges such as irregulars attending classes, late coming to school, classes, examinations venues and in submitting their assignment, all these are multiple pressures that can affect concentrationcaused by school maladjustment while children from a stable families are well informed in learning process as a result of a stable and reciprocating family environment.

Research Questions

i. Does marital instability relate toschool adjustment among secondary school students in Kano Metropolis?

ii. What is difference between male and femalemarital instability influence on school adjustmentamong secondary school students in Kano Metropolis?

Hypotheses

H_{o1} there is no significant relationship between marital instability andschool adjustment among secondary school students in Kano Metropolis.

H_{o2} there is no significant difference in marital instability and school adjustment between male and female secondary school students in Kano Metropolis.

Methodology

Ex post- facto and correlational design were adopted for the present study based on the assumption that the variable under investigation cannot be manipulated. The population of the study comprises 11,412 Senior Secondary School Students in Kano Metropolis. A Sample of 361 students was drawn proportionately from five selected secondary schools as justified by research advisors (2006).

Marital instability questionnairewas developed and were validated by expert in Educational Psychology scoredon four likert scale. Baker &Siryk (1984)School Adjustment Scalewas adopted and contains twenty five items also scored on four likert scale. Thirty (30) students were used to pilot test the instruments in government secondary schoolTarauni, The response were coded and analyzedfor reliability,Cronbach alpha reliability coefficient of .070 and 0.83was obtained respectively. Pearson Product Correlation Coefficientwas usedto test hypothesis one that seeks to determine the relationshipand t-test was used to test hypothesis two which seek to determine differences in gender of the participants.

Results

Testing of Hypotheses

H_{o1}: there is no significant relationship between Marital Instability and School Adjustment among secondary schools in Kano Metropolis.

Table 1: Correlation between marital instability and students' School Adjustment

Variables	N	Mean	SD	dfr	p
Marital instability	361	24.78	4.744359	-.680	.05
School Adjustment	361	2.669	.9905		

From the above tables 1 indicates that there is negative relationship between marital instability and School Adjustment among secondary school studentsin Kano Metropoliswith r= -.68, P<0.05 obtained. This means that marital instability influences students' School Adjustment negatively among secondary school students in the study area.
H_{o2} there is no significant difference on marital instability and Academic Adjustmentbetweenmale and femalestudentsin Kano Metropolis.

Table 2: T-test for independent sample between male and female

Gender	N	Mean	SD	df	t	p
Male	230	33.671	12.223	359	-.3.367	0.001
Female	131	36.225	10.143			

The result in table 2 revealed that difference between male and female with t= -3.367, P=0.001 obtained. This means that the null hypothesis which states that there is no significant difference between male and female among secondary school students in the study area is rejected,because male students differ significantly from their female counterparts in marital instability and Academic Adjustment with female having more school adjustment problems than males.

Discussions

The present study aimed at investigating the influence of Marital Instability on School Adjustment among secondary schools in Kano Metropolis. The result of the findings indicated that marital instability has negative correlation on school adjustment. By implication marital instability in study area have negatively influence school adjustment which lead to absenteeism, lateness to school, substance use, teenage pregnancies and delinquent behavior, the finding of this study is in line with Miliot, Sesma and Masten (1993) claim, that the family environment is the most powerful influence in determining students' school achievement, academic motivation and the number of years of schooling they will receive. In line with the finding of this study Rogers and Rose (2001) stated that secondary school students who often come from unstable homes feel insecure, over tense, greatly disturbed and rarely emotionally stable. Furthermore the study is in consonant with finding of Melissa (2006) who revealed that family instability had a detrimental impact on all areas of children's adjustment.

The result of the hypothesis two revealed that the female students differ statistically and significantly from their male counterpart in experiencing marital instability on school adjustment than males this may be attributed to the time spend at home by female children and the nature of their home chores. The present study also corroborate with Coleman (1991) who states that parents' involvement in school and learning process has substantialemotional and intellectual benefits for both male and female children and that,childrenfrom supportive families significantly performed well and succeedin their schools.

Conclusion

The study concludes that: Marital instability influence school adjustment of secondary school students in Kano metropolis. The influence observed was a negative influence exhibiting poor school adjustment. The study also revealed that female students differ significantly from their male counterpart in experiencing marital instability on school adjustment.

Recommendations

Based on the findings the following recommendations were offered by the study

i. Families must maintain the habit of understanding, tolerance and forgiveness inorder to avoid instability because it has negative effects on their children school adjustment.
ii. Since female students differ significantly from their male counterpart in experiencing marital instability influence on school adjustment than male, parents should monitor their female children and maintained good relationship as a vital component to healthy development and proper school adjustment.

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