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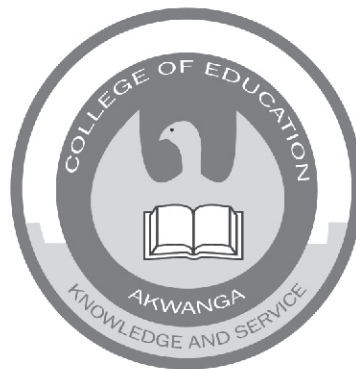


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Contents

Role of Health Education in the Promotion of
Maternal and Child Health

BULUS ENVULAPA EMBU 1-9

Marketing of Insurance Products: Emerging Challenges and
New Strategies for Sustaining Nigerian Economy in
A Globalized Commercial Setting.

HUBORAUGUSTINE KIOR 10-21

Management of Physical Education Facilities,
Equipment and Supplies in Secondary Schools in
Nasarawa State: Issues and Challenges

ALI ISAH
AMINA ABDULLAHI UBANGANI 22-28

The Problems and Prospects of Teaching Profession in Nigeria:
Nasarawa State Experience

REV. HARUNA OWUNA OBAGU 29-37

Challenges to Religious Freedom in Nigeria:
The Case of African Religion

REV. HARUNAO. OBAGU
TASHIA. TASHI 38-49

Education, Terrorism and Development in the
North-East Nigeria

TUKUR, ABUBAKAR IMAM 50-56

The Role of Entrepreneurship Education in Youth
Empowerment in Nasarawa State, Nigeria

AHMADU OMAME OYIGBENU 57-67

Children and Witchcraft in Nigeria:

The Role of Christianity

NGBEA TERWASE GABRIEL, PHD 68-80

Awareness and Utilization of Electronic Resources by
Students of College of Education, Akwanga, Nasarawa State.

ISHAYADANLAMI YAHUDA,

PATIENCE HABILA BARAU,

FRANCIS DANJUMA_(CLN) 81-91

Role of Manager's as A Tools for Commercial Banks

Success and Survival In Nigeria.

MAIWADA ABUBAKAR ATIKU,

ANASARIAGABI,

WAMBANUHU EYUGU 92-100

The Role of Small and Medium Scale Enterprises in
Employment Generation in Nasarawa North Senatorial
District of Nasarawa State.

WAMBANUHU EYUGU,

ANASARIAGABI,

MAIWADA ABUBAKAR ATIKU 101-110

The Legal and Ethical Issues in the Techniques of
Blood Transfusion Procedure

BOB LUKA KPADJI,

ILIASU ABDULLAZEEZ 111-123

Lesson Plan and Lesson Delivery

ARIA JOHN SALEH 124-128

Inclusive Empowerment and Employment of Persons
with Disabilities in Nigeria

TASHIA. TASHI,

TASHI TIMOTHY DAVE 129-134

Assessment of Domestic Violence Against Rural Women in Lafia Local Government Area of Nasarawa State											
LAMINO, Y.W	...	...	...	...	...	...	...	...	...	...	135-145
Towards Effective Teaching of Geometric Concepts In Senior Primary Schools in Nigeria											
GUDIZ. EGAH	...	...	...	...	...	...	...	...	...	...	146-155
The Cankerworm Called Corruption, Political Leadership and the Future of the Nigerian Youth											
MR. ADAGONYE, E. O., MRS. AKUSON, FELICIA	...	...	...	...	...	...	...	...	...	...	156-163
Language Arts Education and its Relevance Promoting Peace in Nigeria											
MR. BOKAHALIYU AUTA, MR. ADEDOYIN ABASS ADEGOKE	...	...	...	...	...	...	...	...	...	...	164-172
Religious Education: Its Relevance to Peaceful Co-Existence in Nigeria											
KUZHE D. LASSON	...	...	...	...	...	...	...	...	...	...	173-176
Political Problems Hampering the Education of the Exceptional Children in Nigeria											
LIATU JOSHUA BARAU (MRS.)	...	...	...	...	...	...	...	...	...	...	177-182
Managing Education in Nigeria its Relevance for Peaceful Growth and Development of the Society											
ADOKWE MARIA	...	...	...	...	...	...	...	...	...	...	183-188
Conflict Management in Education for National Peace and Stability											
AKOSHI, AMOS ALKALI	...	...	...	...	...	...	...	...	...	...	189-196
Education and Reconstruction of Value for Sustainable Peace in Nigeria											
OMBUGUS ABUNDAGADANJUMA ANGBRE, ADAMS FRANCIS	...	...	...	...	...	...	...	...	...	...	197-202

Poverty and Diseases: Implication for Education and Peace in Nigeria									
CHARLES ONVEH USMAN	...	...	...	...	...	...	...	...	203-209
Minority Languages Relevance to the Promotion of Peace in Nigeria									
UGWU THEODORE CHINWEIKE,									
UMENNAIKE CHIKA (MRS)	...	...	...	...	...	...	...	...	210-215
Poverty and Disease: The Implication on the Educational Attainment in Nigeria									
JATAU, I. B. SANTOS	...	...	...	...	...	...	...	...	216-222
Poverty and Diseases: Its Implications on the Education for Peace in Nigeria									
TIGGAMOSESI RIKO	...	...	...	...	...	...	...	...	223-229
A Rethinking of the Theatre As A Panacea for Violence in Nigeria									
PHILIP JIM UMARU	...	...	...	...	...	...	...	...	230-236
Poverty as A Threat to Education for Peace									
ANZAKU Y. MICHAEL	...	...	...	...	...	...	...	...	237-242
Science Education as an Instrument for Promoting Peace in Nigeria									
ALPHAALUKO AKWE	...	...	...	...	...	...	...	...	243-249
Hiv/Aids and the Nigerian Youths: Implications on Education for Development									
MR. ISHALEKU DAVID,									
ALH. HUDU SAMBO MUH'D	...	...	...	...	...	...	...	...	250-256
Hiv / Aids and the Nigerian Youth: It's Implication on Education Development									
FLORENCE E. MA'AZU	...	...	...	...	...	...	...	...	257-263
Job Satisfaction Among Science Lecturers for Sustainable Peace in Nasarawa State									
AHMADU OYIGBEMU	...	...	...	...	...	...	...	...	264-268
Islamic Education: It's Relevance for Peaceful Co-Existence in Nigeria									
ABDULLAHI O. KILANI,									
AHMED D. GERO	...	...	...	...	...	...	...	...	269-274

An Assessment of Staff and Students Use of Libraries
for Developing Reading Culture In Tertiary Institutions In Nasarawa State

MALLO GOWON VINCENT,

GAMBOI I. MAMGA,

ANNE OGIERIAKHISODAN 275-282

The Impact of Proper Internal Control Mechanism and the
Prudent Management of Fund as A Panacea for Surviving
Economic Challenges in College of Education, Akwanga

EBEGAB. LUKA,

ISHALEKU JULIE DAVID,

OGWUCHE AUGUSTINE 283-288

**ROLE OF HEALTH EDUCATION IN THE PROMOTION OF MATERNAL AND
CHILD HEALTH**

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Abstract

This study aims at highlighting the important role of health educators in maternal and child health care. The Objective is to highlight the importance of health education to maternal and child health care. A descriptive research design was used and data analyzed using percentages. The population of the study was pregnant women attending maternal and after birth care in hospitals in Akwanga Local Government Area of Nasarawa State. Sample and sampling techniques were used for the study. It was revealed that health educators were required to educate pregnant women during and after child birth. The research recommends that government should employ Health Educators in all the state hospitals and clinics. The results of the study show that most pregnant women attend maternity clinics. The study also discovers that there are health educators and nurses in most of the maternity clinics and there were always health talks for the pregnant/nursing mothers. It was revealed that most pregnant women were able to take their children for immunization.

INTRODUCTION

In this part of the world, complications and deaths arising from poor health education awareness has been tremendously increased until lately when sensitization campaigns and proper health education on killer diseases and related complications were given a good fight by organizations like United Nations (UN), United Nations, International Children Fund, World Health Organization and Government in

the country. According to Akhtar (1991), private providers of health care have visibly seen the role of health educators to play in maternal and child health. The Federal Government role is mostly limited to coordinating the affairs of University Teaching Hospitals, Federal Medical Centres (tertiary health care) while States Government manage the various General Hospitals (secondary health care) and the local Government focuses

on dispensaries (primary health care) FMH (2011) which are regulated by the federal government through the National Primary Health Care Development Agency (NPHCDA).

Maternal and child health have been of concern because anything that affects the health of these, affects the health of generations to come. It is when the health of the expectant mother and the child are properly taken care of, this will help in the promotion of the health of both and at the same time help in preventing them from contracting certain diseases that may affect their health in the future. The health of the mothers should be protected in order to give birth to healthy children that will help in contributing to the development of themselves and the country in general. Most of the maternal deaths that occur are as a result of lack of adequate health facilities poor knowledge of maternal care by the pregnant and nursing women as well as ignorance.

This paper focuses on the role of health education in the promotion of maternal and child health as it is the foundation that leads to good health practices that lead to good quality health.

SCOPE OF THE STUDY

This study covers all hospitals in Akwanga local government Area of Nasarawa west senatorial district of Nasarawa State.

Definition of Key Terms

Definition of terms provides people with common foundation for understanding some basic concepts used in the paper

Health

According to WHO (1999), health is defined as a state of complete physical, mental, social and emotional well being of an individual and not merely the absence of disease or infirmity.

Health Education

Health Education has been defined in so many ways over the years, for example, Green and Kreuter (1991), in their earlier work concluded that health education instruction was limited to conscious health directed behaviors and most effective when people were clearly oriented to solve a discrete and immediate abnormal behavior and health problem of importance to them. Health education is seen to be educative to mean the imparting of knowledge that relates to solving health-related problems that could affect the individual and the immediate community.

Maternal Health

Maternal health is the health of women during pregnancy and postpartum period. It encompasses access to health care dimension of family planning, preconception, prenatal and postnatal care in order to ensure positive and fulfilling experience in most cases and reduce maternal morbidity and mortality in other cases (WHO, 2013), The United Nation Population Fund (UNPF) estimated that 28,900 women died of pregnancy or child birth related cases in 2013. These cases range from severe bleeding to obstructed labour, all of which have highly effective intervention. As women gain access to family planning and skilled birth attendance with back-up emergency obstetrics care, the global maternal mortality ratio has fallen from

380 maternal deaths per 100,000 live births in 1990 to 210 death per 100,000 live births in 2013 (UNPF, 2013). This has resulted in many countries halving their maternal death rates. The effect of a mother's death result in vulnerable families, and their infants, if they survive child birth, they are more likely to die before reaching their second birthday. Four elements are essentials to maternal death prevention according to Fillipi and Veronique, (2006). First, prenatal care. It is recommended that expectant mothers receive at least four antenatal visits to check and monitor the health of the mother and fetus. Secondly, skilled birth attendants with emergency back-up such as doctor(s) nurses and midwives who have skills to manage normal deliveries and recognizing the onset of complications. Thirdly, emergency obstetric care to address the major causes of maternal death which are haemorrhage, sepsis, unsafe abortion, hypertensive disorder and obstructed labour. Lastly, postnatal care which is the sixth week following delivery. During this time, bleeding, sepsis and hypertensive disorder can occur and new born are extremely vulnerable in the immediate aftermath of birth. Therefore, follow-up visit by a health worker and health educator is to assess the health of both the mother and the child in the postnatal period is strongly recommended. In this case, health education is necessary not only for the pregnant woman but for the child's proper up-keep.

According to the National Bureau of Statistics (NBS) (2016), a woman's chance of dying or becoming disabled during

pregnancy/childbirth is closely connected to social and economic status, the norms/values of her culture, and the geographic remoteness of her home. Generally speaking, the poorer and the more marginalized a woman is, the greater her risk of death. In fact, maternal mortality rates reflect disparities between the wealthy and the poor communities more than any other measure of health. A woman is at risk of dying as a result of pregnancy or child birth which in the real sense needs health education.

In term of diseases like HIV/AIDS as of 2014 in Nigeria, the HIV prevalence rate among adults aged 15-49 according to world fact book (2014) across was 3.17%. The prevalence of HIV in Nigeria varies widely by region. In some states, the epidemic is more concentrated, driven by high-risk behaviors among pregnant women, while the other states are generalized epidemics that are sustained primarily and by multiple sexual partnerships in the general population which needs health education of keeping one partner. There are many more risk factors that contribute to the spread of HIV including prostitution, high-risk practices among itinerant workers, high prevalence of sexually transmitted infections (STI), clandestine high-risk practices, heterosexual and homosexual practices, international trafficking of women and irregular blood screening, all attributed to back health education which has to do with maternal and child health (WHO, 2016). According to UNICEF (2013), the last decade has seen large increase in death among young children due to HIV/AIDS contracted from parents which poverty is high and education is

low. Although several measures exist, cost and infrastructure are two central problems that international organizations and health agencies find ways in trying to implement solutions to the problems of mother- child HIV contact.

Malaria as of 2012 in Nigeria, its prevalence was 11 percent according to Nigeria Malaria (2016). As part of president's malaria initiative which identifies as a high burden country, as the campaign for free malaria continues, we hope through health education, it will come to an end one day (FMH, 2016).

Statement of the Problem

It is the state of maternal and child health that captures the attention of the researcher to embark upon this search of the role of health educators in maternal and child health in Akwanga Local Government Area of Nasarawa State among pregnant women and child health who battle with lack of knowledge to take care of the pregnancy or the child after birth. In this regards, the researcher seek to know whether the mothers during pregnancy are educated on food to eat, prevention of malaria and HIV/AIDS and other relevant issues that are at stake. Maternal and child health in poverty stricken areas are likely to engage in unhealthy behaviours such as drinking of alcohol or keeping an unkempt environment. This is the case that the researcher wants to find out whether health education will reduce the cases to the barest minimum. To achieve this purpose, the research used the descriptive design to arrive at the conclusion.

Research Questions

The following research questions were used for the study.

- i. Do women attend maternity during pregnancy?
- ii. Do you have knowledge of the types of food to eat during pregnancy?
- iii. Are you educated on HIV/AIDS and malaria?
- iv. Are there health educators to give health talks on complications you are likely to encounter during pregnancy or after birth?
- v. Do you need health education during or after pregnancy?

Hypotheses

The following hypotheses were formulated to guide the researcher in the course of this work.

- i. Pregnant women do not significantly attend maternity clinics in Akwanga LGA of Nasarawa State.
- ii. Pregnant women do not significantly have the knowledge of food to eat when pregnant.
- iii. Pregnant women in Akwanga LGA are not significantly educated on HIV/Aids and malaria.
- iv. There are no health educators to educate pregnant women on complications during pregnancy and after child birth in Akwanga LGA.

Methodology

Design of the Study

The descriptive research design was employed. The design allows the researcher to study the

respondents in their natural setting, according to (Iliya, 2016). The design therefore, permits the investigation of the need for health education and maternal and child health before and after birth of children by pregnant women in Akwanga local government general hospital in Nasarawa state.

Population

The population of the study comprises all pregnant women/nursing mothers attending maternity clinics in Akwanga LGA which numbered up to 250.

Sample and sampling Technique

The sampling of the study consisted of 125 from the hospitals in the local government area. Stratified random sampling technique was used to select only pregnant women in the hospitals where they attended antenatal clinics.

Instrument for data collection

The research instrument for the study was two sets of questionnaire designed by the researcher to checklist responses. Iliya (2016) stated the use of questionnaire designed by the

researcher was the best instrument for the collection of data because a survey is carried out in its natural settings, questionnaire increases the external validity of the study.

Validity of instrument

In order to ensure the validity of the instrument, the self structured sets of questionnaire were referred to three experts in Physical and Health Education department for vetting so as to ensure its appropriateness, relevance and clarity. Test- retest measure of reliability coefficient of 0.87 and 0.83 were obtained respectively.

Data Analysis

The completed sets of questionnaire were collected and analyzed using descriptive statistics of frequency and percentages. Bowling (1999) stated that descriptive statistics were considered adequate in this research situation where there are only two categories classifying observations such as the YES and NO questionnaire.

Research Results

Table 1: Responses on the attendance of maternity clinics

S/No	Variable	Responses			
		Yes	%	No	%
1.	Do you attend clinic in your area?	95	76	30	24
2.	Do you have health educator/nurse in your area?	75	60.8	50	39.2
3.	Do the health educators come to the hospital?	85	68	40	32
4.	Do the health educators organize health pep talks in the hospitals?	100	80	25	20
5.	Do health educators come to educate you on the types of food to eat during and after child birth?	123	99.4	2	0.6
6.	Do they educate you on how to take care of yourself during pregnancy and after child birth?	63	50.4	62	49.6

Result in the above table reveals that 95 which is 76% of the respondents attended antenatal clinics while 30 which is 24% did not attend. On the issue of whether health educators/nurses attended to them in the area, the result was 75 which is 60.8% that agreed and 50 which is 39.2% disagreed that no health educators in the hospital. On whether health educators come to the hospital, 85 of the respondents which is 68% were sure that health educators do attend their clinics and 40 of the responses which is 32% were in disagreement. On whether health educators organize health peep talks in the hospital, 100 respondents were unanimously

sure of receiving health peep talks which is 80% and 25% which is 20% did not agree with it. On whether they come to educate them on the types of food they should eat when pregnant and after child birth, 123 respondents which was 98.4% were of the view that they come to tell them of the types of food to eat when they are pregnant and after childbirth while 2 which is 0.6% disagree. On whether they are educated on how to take care of themselves during and after pregnancy, 63 of the respondents which is 50.4% said yes while 62 which is 49.6% were in disagreement that they did not educate them on how to take care of themselves during and after child birth.

Table 2 Health Educators prevention of diseases

S/No	Variable	Responses			
		Yes	%	No	%
1.	Do they teach you about diseases such as HIV/AIDS?	88	74.4	37	25.6
2.	Do they teach you about malaria? control/prevention	95	76	30	24
3.	Do they teach you how to use mosquitoes nets?	125	100	-	-
4.	Do they teach you about family planning?	98	78.9	27	21.6
5	Do they teach you on how to use condom as part of family planning?	100	80	25	20
6	Do they teach you on how to take care of your surrounding?	62	49.6	63	50.4

On whether they taught the pregnant women about HIV/AIDS, the respondents were 88 which is 74.4% that were certain that they taught them about it, while 37 which is 25.6% disagreed. Whether they were taught about malaria control and prevention, the respondents were 95 which is 75% were in agreement while 30 which is 24% were not taught. On how to use mosquitoes net, 125 of the respondents which is 100% were taught how to use mosquitoes nets.

On the issue of family planning, 98 respondents which is 78.48% were taught and only 27 respondents which is 21.6% were not having knowledge of family planning. On whether they were aware of the use of condom for family planning 100 respondents which is 80% were aware of it, while 25 of the responses which is 20% were not aware of it. On the issue of taking care of the surroundings 62 of the respondents which is 59.6% were taught, but 63

respondents which is 50.4% were not taught.

Table 3 Maternal and Child Health prevention of Diseases and Complication

S/No	Variable	Responses			
		Yes	%	No	%
1.	Do they teach you about exercise?	95	76	30	24
2.	Do you practice exercises you were taught?	35	28	90	72
3.	Do they teach you about immunization?	88	70.4	37	29.6
4.	Do you present your children for immunization after child birth?	101	80.8	24	18.2
5	Do you see the need of health educators in the hospital?	100	80	25	20
6	If given the opportunity, will you request the government to employ health educators in the hospitals?	120	96	5	4
7	Do they teach you how to take care of yourself after child birth?	20	16	105	84
8	Do they teach you about complications that may occur in pregnancy?	25	20	100	80

On whether they taught them about exercise, 95 of the respondents which is 76% were positive while 30 which is 24% were negative in their responses. On whether they practice exercise they were taught, 35 of the respondents which is 20% was positive and 90 which is 72% was negative. On whether they taught them about immunization, 85 which is 70.4% of the respondents were positive while 37 which is 29.6% did not present their children for immunization. On whether they see the need for health education personnel in the hospital, 120 which is 96% agreed and 5 which is 4% was not in agreement. On whether health educators taught them on how to take care of themselves after child birth, 105 which is 84% responded negative whereas 20 which is 16% responded positively.

Finding

From the research conducted the following

findings have been noted.

- i. Most pregnant women attend maternity clinics
- ii. It was also discovered that there are health educators/nurses in most of the maternity clinics
- iii. Health educators normally organize health talks for the pregnant women in the hospitals
- iv. The pregnant women are educated in how to take care of themselves during pregnancy and after birth.
- v. The pregnant women were taught about HIV/Aids, malaria control, family planning, how to use mosquitoes nets, exercises and general cleanliness.
- vi. It was discovered that most nursing mothers present their children for immunization
- vii. It was also discovered that the women

were not taught how to take care of themselves after birth and the

proper eating and the need to exercise to keep them healthy.

- v. Midwives should equally be engaged in educating women in basic aspects of pregnancy and child care.
- vi. Traditional birth attendants should equally incorporate health education principles in their counseling.

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MARKETING OF INSURANCE PRODUCTS: EMERGING CHALLENGES AND NEW STRATEGIES FOR SUSTAINING NIGERIAN ECONOMY IN A GLOBALIZED COMMERCIAL SETTING.

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Abstract

Sustaining Nigerian Economy in a Globalized setting is imperative, and one of the tools for achieving this is through insurance industry. Generally, insurance industry is seen as the backbone of any country's risk management system as it ensures financial security and offers a ready source of long-term capital for infrastructural projects. However, certain challenges are seen to be-devilling its operational efficiency. Hence, this paper reviews the operational efficiency of the Nigeria insurance industry from a historical perspective. The paper also traced the origin of insurance in Nigeria to 1918, when marine insurance was dominant in the economy. The paper shows that despite the long history of insurance industry in Nigeria, the sector's operational efficiency has remained sub-optimal. This, the paper attributed to factors such as unfavourable macroeconomic environment, poor regulatory framework, market suspicion of insurance companies among others. Ultimately, the paper argues that these challenges are not beyond redemption and recommends strategies to attain operational efficiency in the Nigerian insurance industry. These include the adoption of modern technology, solvency II, improved customer service strategy and creating favourable micro-economic environment among others.

Keywords: Insurance Industry, Operational Efficiency, Strategic Approach, Marketing, Nigerian Economy.

INTRODUCTION

Prior to the introduction of insurance, there were some forms of traditional social and mutual schemes that existed in Nigeria, which evolved through the African communal

channels like the extended family system, age grades, and clan unions, African cultures (Obasi, 2010). This form of traditional social insurance was by means of cash donations, organized collective labour of assisting one

another and the entire community, especially for those that suffer mishap (Usman, 2009).

The origin of insurance in Nigeria can be traced to the activities of European merchants in the West African coast. This was influenced by two factors; first, the expansion of cash crop production for exports, and the upward surge in economic activities in the 1890s; second, the British desire to protect its interest and properties in the protectorate of West African Coast. According to Uche and Chikeleze (2001), increased trade and commerce [in Nigeria] led to increased activities in shipping and banking, and it soon became necessary for foreign firms to handle some of their risks locally. They further show that “trading companies were therefore subsequently granted insurance agency licenses by foreign insurance companies”. The Nigerian economy at that time depended so much on agriculture, so the major risk the European merchants were confronted with, was the risk of transporting their cash crops to Europe. This accounted largely for the dominance of marine insurance in the country between 1918, when the first insurance agency came into force in Nigeria, and 1942, when marine insurance dominance was marginally diluted. In the country's post independence era, another characteristic of the insurance industry was the dominance of non-indigenous insurance companies.

The Obadan Commission of 1961 was set up to review the situation of the Nigerian insurance industry. The outcome of Obadan

Commission gave rise to the establishment of Insurance Companies Act of 1961. Arising from the Act, the number of insurance companies in Nigeria increased to 70 in 1976. Out of the 70 insurance industries, fourteen were foreign owned, ten were wholly owned while forty-six were indigenously owned. The upsurge in the number of indigenous insurance industry, in the main, could not transform to efficiency, as foreign domination was still prevalent in terms of volume of business. The fallout from this was the heavy drain on Nigerian foreign exchange earnings.

The introduction of Structural Adjustment Programme, led to a phenomenal increase in the number of insurance companies in Nigeria. For instance, the number of insurance companies increased to 110 in 1990. The financial system reforms of 2004, led to a dramatic change in the insurance industry. The National Insurance Commission in September 2005, set in place capitalisation requirements for insurance companies operating in Nigeria. The Commission stipulated N2bn for life insurance, N3bn for general insurance, and N5bn for composite insurance or have their operating licenses revoked. Insurance companies were given till February 27, 2007 to comply with the new directives. According to Research and Market (2009), of the 104 insurance companies and four reinsurance companies that existed before the reforms, only 49 underwriters and two reinsurers met the new capital requirements and were certified by the government in November 2007. Also, of the 312 companies listed on the exchange with 36

industry classification as at 2011, insurance industry has the highest number of individual firms listed on the exchange.

The astronomical increase in the number of insurance companies in Nigeria, and the recent improvements recorded in the industry between 2006 and 2009, has a serious research question on the strategies for economies of scale and optimum performance of insurance companies in Nigeria. Usman (2009), adopted the Cobb-Douglas cost and profit functional models to investigate the performance of randomly selected insurance firms in Nigeria. The result of his study suggests that operational cost drastically reduces profitability and overall penetration rate remains very low. It has been argued that “the insurance penetration level in Nigeria is a mere 0.6 per cent, which is lower than that of emerging markets in Africa”.

The performance of Nigerian insurance industry is sub-optimal. Insurance density stood at 6.9%, industry global ranking was 61 and the gross premium income was N180bn in 2008 (NAICOM, 2010). According to the National Insurance Commission (NAICOM, 2008), the industry has the potential to deliver N1.3trillion (US\$7.5bn) in Gross Premium by 2012 and N60trillion (US\$400.81bn) by 2020. NAICOM also targeted increased insurance penetration from the current 6% to 30% in 2012, grow insurance contribution to GDP from 0.7% to 3% in 2012, and grow insurance density from the present N1, 200 per individual to N7,500. In view of the projections by the

National Insurance Commission and the sub-optimal performance of the insurance industry, this paper advocates for the application of strategic management in achieving operational efficiency in the Nigerian insurance industry.

In order to achieve this objective, the paper is divided into four parts. Part one dwells on the introduction, two discusses the challenges facing the development of insurance companies in Nigeria, while part three examines the strategic management techniques insurance companies can adopt in order to attain operational efficiency, and part four concludes the paper and made recommendations.

The Challenges of Insurance Industry in Nigeria

Insurance is generally defined as the pooling of funds from the insured (policy holders) in order to pay for relatively uncommon but severely devastating losses which can occur to the insured. Insurance as a contract is between two parties where one party called the insurer undertakes to pay the other party called the insured a fixed amount of money on the occurrence of a certain event. Obasi (2010) defines it as “a contract between the person who buys insurance and an insurance company who sold the policy”. He opines that “by entering into the contract, the insurance company agrees to pay the policy holder or his family members a predetermined sum of money in case of any unfortunate event for a predetermined fixed sum payable which is in normal term called insurance premiums”.

The types of insurance products available in Nigeria include, motor insurance; general accident insurance; fire insurance; marine, aviation and transit insurance; life insurance; oil and gas insurance; health insurance; among others.

Insurance industry is generally seen as the backbone of any country's risk management system, since it ensures financial security, serves as an important component in the financial intermediation chain, and offers a ready source of long term capital for infrastructural projects. Babalola (2008) re-echoed in Obasi (2010) argues that the insurance industry “mitigates the impacts of risks and positively correlates to growth as entrepreneurs cover their exposures, otherwise risk-taking abilities are hampered”. Insurance also promotes the growth of small and large firms as it provides stability by allowing large and small businesses operate with a lesser risk of volatility or failure.

Insurance is also very important to the financial system. In collecting relatively small premium from the insured in the economy, insurers are able to pull together a large pool of funds that could be invested for short and long term periods (Obasi, 2010). Such long-term funding of the economy is very critical for economic growth, and the deepening and broadening of the domestic financial system. Thus, a strong and competitive insurance industry is a compelling imperative for Nigeria's economic development and growth. The insurance industries globally are experiencing a daunting task of sustained

profitability in the face of capital constraints and volatile assets value. In Nigeria, there are wide ranges of challenges facing the insurance industry. The major challenges include.

Unfavourable Macroeconomic Environment

A stable macroeconomic environment promotes the savings necessary to finance investments - a precondition for achieving viable insurance industry and sustainable economic growth. Insurance companies are sensitive to economic fundamentals. This means that insurance companies factor macroeconomic variables into the amount they collect as premium and their investment decisions in order to meet up with claims. These macroeconomic variables include among others, the size of the current account deficit in relation to foreign exchange reserves, government debt, government deficits, inflation, interest rates and exchange rates. Nigeria's macroeconomic policies over the last decade have been characterized by periodic financial indiscipline, leading to volatile and generally high inflation, large exchange rate swings, and negative real interest rates for extended periods.

For example, in a communiqué released by the Central Bank of Nigeria Monetary Policy Committee meeting on 20th-24th January, 2011, the Committee noted that “although inflation has been trending downwards, the single digit benchmark was not achieved in 2010”. They recommended that “one of the ways to keep aggregate demand in check is to restrain debt-financed government

spending” and called “for a review of subsidies and other recurrent expenditure categories that constitute a drain on the national budget as well as improving the revenue base”. However, a review of the 2011 budget shows that recurrent expenditure is over 70% of the total budget. Thus, the committee opines that “the risk to price stability posed by fiscal operations will need to be constantly monitored if inflation is to be brought down to a single digit level in the short to medium term”.

This could be interpreted to mean that the government is not sincere in promoting a favourable macroeconomic environment that will allow the financial service industries thrive. This will adversely affect the operational efficiency of the insurance industry. For instance, insurance companies will be unwilling to invest the premiums in long-term instruments because of the fear of inflation built up over several years by fiscal indiscipline and high inflation. Short-term investment yields lower returns. Such economic conditions might increase insurance premium or deter the ability of insurers to pay claims.

Market is Suspicious of Insurance Companies/Loss of Confidence

Nigerians have a negative attitude toward insurance companies. This accounted largely for the low patronage of insurance companies in Nigeria. This poor patronage and performance stemmed from the poor attitude of the insurers in non-claims payment. This tradition of defaulting in claims translated to some form of bad publicity for the industry and

consequently, confidence in the industry eroded significantly (Obasi, 2010). Because of the confidence crisis of the industry, Nigerians developed strong apathy for insurance, which made the industry a pariah industry. The industry has refused to change with the times, as policy documents still carry clauses that breed distrust with customers (Obasi, 2010).

Poor Regulatory Framework

The regulators of Nigerian insurance industry display puerile policies in making the industry viable. The history of insurance in Nigeria shows that at the early stage of insurance development in Nigeria, the government policy trust was on legislation to whittle-down foreign dominance in the industry. Currently the National Insurance Commission is empowered to ensure the effective administration, supervision, regulation and control of insurance business in Nigeria. The Commission is to establish standards in the conduct of insurance business in Nigeria. No such standard is known to have yet been established other than as contained in the constituting legislation. The Commission is given extensive powers of inspection in sections 3 of the Insurance Commission Act.

Section 31 endows the Commission with a mandatory inspection powers every two years over insurers, or as and when the inspectorate department of the Commission determines. The implementation of section 31 of the Insurance Act leaves much to be desired. The Commission is not stern in stamping out corruption in the industry. For example, of the one hundred and four insurance companies and

four reinsurance companies in existence before the minimum capital requirements for insurance companies, only forty-nine insurance companies and two reinsurance companies met the requirements and were certified by the government in November, 2007. Till date, no concrete policy statement is issued on the companies that could not comply with the requirement, except for speculation on mergers and acquisition, which is not fashionable right now going by the high profile corporate scandal witnessed in the banking sector after consolidation.

The National Insurance Commission (NAICOM), have been criticized for its reform programmes. The common feeling among scholars and practitioners is that these reforms have not had any impact on the insurance industry. The Commission only followed suit with the banking sector reforms, and following the aftermath of the banking sector crisis, the Commission seem confused on the next line of action, which vividly shows absolute lack of direction. For example, there was no closure of poorly performing companies and the sector continues to suffer from a poor image and high distribution costs.

There is a clear case of lagging supervision as few companies publish financial details that are more recent than 2006. For some, the latest figures are even older. According to Research and Market Report (2010), NAICOM has not published statistics for the industry since 2004, when it released numbers for 2002. In developed and

developing economies, the regulatory model for insurance companies is the risk-based model, and this has not been adopted in our economy. All these culminate into operational sub-optimality of insurance industry in Nigeria.

Poor Attitude towards Insurance Services

The abysmal level of insurance culture in developing economies has attracted relative interests among researchers and practitioners alike (Yusuf, Gbadamosi and Hamadu, 2009). Omar (2005) assesses consumers'- attitudes towards life insurance patronage in Nigeria and found out that there is lack of trust and confidence in the insurance companies. Other major reason he adduced is lack of knowledge about life insurance products. An instructive opinion suggested by the researcher is the call for a renewed marketing communication strategy that should be based on creating awareness and informing the consumers of the benefits inherent in life insurance so as to reinforce the purchasing decision. The drawback to Omar's study is not identifying demographic influence on these attitudes. The demand for life insurance in a country may be affected by the unique culture of the country to the extent that it affects the population's risk aversion. Nigeria is a nation characterised by varying levels of development, vast income inequalities, and cultural diversity in terms of language, religion, ethnicity and resource control crises.

Standard of living and religion could be some of the demographic factors that influenced the poor attitude of Nigerians

towards insurance services. For example, where people living below poverty line are high and per capital income is low, insurance penetration is bound to be low. The foregoing thus suggests that there might be disparity between the common behavioural response to insurance offerings and strategies, and what obtains in Nigerian business environment. On religious front, Henderson and Milhouse (1997) argue that an individual's religion can provide an insight into the individual's behaviour; and understanding religion is an important component of understanding a nation's unique culture. Also, Yusuf (2006) notes that religion historically has provided a strong source of cultural opposition to life insurance as many religious people believe that a reliance on life insurance results from a distrust of God's protecting care. Until the nineteenth century, European nations condemned and banned life insurance on religious grounds (Yusuf, Gbadamosi and Hamadu, 2009).

Some scholars are of the opinion that religious antagonism to life insurance still remains in several Islamic countries. For instance, Wasaw and Hill (1996) tested the effect of Islam on life insurance consumption using an international data set. The results of their study indicate that consumers in Islamic nations purchase less life insurance than those in non-Islamic nations. This becomes more evident in the fact that there is comparatively very low ratio of Muslims in developed countries with the majority residing in medium to low human development countries. In

Nigeria, the incidence of poverty has remained all time highest in core Northern states who are predominantly Muslims⁹. Patel (2004) opines that Muslims around the world are commonly faced with low-income levels, and lack access to social security systems, healthcare, education, sanitation, and employment opportunities.

Other challenges facing the insurance industry in Nigeria include; poorly developed distribution channels, poor capitalisation; lack of requisite skill to participate in highly specialized transactions especially in high value risk segments such as marine, aviation, and oil and gas; unsophisticated product offerings, with only a few companies creating new opportunities and exploring ways of filling existing gaps in the market; inability to attract and retain skilled talents; low technology leverage; low investment and assets capability; among others.

Strategies for Operational Efficiency of Insurance Industry in Nigeria

Companies in the insurance sector face complex challenges to improve performance, meet financial and operational targets and comply with insurance regulations. These challenges may deter the operational efficiency of insurance companies in Nigeria, but are not insurmountable. Many insurance companies are aiming at achieving operational efficiency and increasing their market share. For these insurance companies to achieve these goals, they must adopt a strategic management approach to these objectives. To maximize value for stakeholders while protecting

policyholders, insurance companies must simultaneously improve operating efficiencies while seeking profitable new avenues for growth by adopting the following operational efficiency strategies for promoting innovation, creativity and invention:

The Adoption of Solvency II

Insurance companies are faced with a lot of specific risks which necessitated the introduction of solvency 1 which is similar to Basle 1 in the banking industry. The development of solvency 1 in 1997 and subsequent implementation in 2004 was aimed at protecting the insured and maintain stability in the insurance industry. The focus was on stricter equity requirements for adequate solvency at all times (BGL Insurance Report, 2010). However, due to the rapid changes in the capital markets, technology, investment instruments and increasing competition, the risk environment of insurance companies also altered, necessitating a revision on solvency 1 (BGL Insurance Report, 2010). This led to the introduction of solvency 11. Solvency 11 framework seeks to create solvency requirements that are more aligned to the risks faced by the companies, and to establish consistent supervision across all European members states. Solvency 11 is also compatible with the Financial Reporting Standards which requires that assets and liabilities are marked to the market. Similar to Basle 11 for the banking industry, Solvency 11 requires insurance companies to set aside regulatory capital based on the amount of risk they face, with incentives in the form of reduced capital requirements for

companies that have strong risk-management system and robust controls.

Solvency 11 represents a much wider and much more sophisticated consideration of risk than Basle 11. While Basle 11 is a much more rule-based regulation, Solvency 11 is more principle based, accommodates institutional differences in terms of organization, regional scope and maturity. Given the double digit inflationary pressure in Nigeria, legislating minimum capital for insurance industry as was the case in 2005 will not ensure stability in the insurance industry. Rather, a more pragmatic strategy to permanently curb the poor capitalisation syndrome of insurance industry as is the case in Nigeria is the adoption of Solvency 11. This approach has the inherent appeal of eliminating the calibration of insurance companies, which poses some regulatory challenges. It also has the appeal of allowing insurance companies develop strong risk management system in relation to their exposure.

Improved Customer Service Strategy

Most insurance companies in Nigeria are having problem satisfying their customers in terms of product offerings, quality of services and sophistication of products offered. While customer service is clearly important for winning new customers and retaining existing ones, Nigerian insurance industry struggles to achieve an acceptable level of customer satisfaction. In the light of slow industry growth, many insurance companies have pursued mergers and acquisition to grow market share and achieve economies of scale.

While this strategy might be functional, the optimal strategy is keeping existing customers and attracting new ones. The first step in ensuring an exceptional customer experience is to offer multi-channel contact centre interactions. Offering superior channel interaction gives insurance companies a greater chance to differentiate their products and services, deliver more personalized services, improve cross-sell and up-sell rates and lower operating costs.

Giving the customers self-service insurance through the use of the web also improves customer satisfaction. Members can view policy coverage, pay bills, make changes to policies, submit claims and check the status of claim progress. In the health insurance business, providers can use online compliant tools to verify benefits or coverage, automate claim processing, review claims and correct errors. Agents and brokers can more easily obtain online quotes, proposal and plans, design for customers with different designs and needs. Initiating proactive contact can also improve customer satisfaction. Companies should consider initiating proactive contact to stay in touch with the customer. Insurance companies find that policy renewals increase with frequent communications leading up to the renewal event, and that the number of products sold per customer also increases.

Whenever an agent or broker opens or renews a large account, using proactive contact to send a thank you message can let these important distributors know that you appreciate their business. Proactive contact management

is also a useful form of automated telemarketing to scale the contact center for increased cross-selling and up-selling activities. Insurance companies can further use proactive contact to notify their customers of new products and services or special promotions. Given the slow growth in a mature market, some insurance companies are abandoning their product-centric approaches to selling. Instead, they are maximizing the lifetime value of customers through cross-selling and up-selling. In this new paradigm, using customer data and segmentation to anticipate the future needs of individual customers becomes more important than mass marketing. Going one step further, high-value policy holders and distributors may interact, when possible, with a life-time advisor who is intimately familiar with the client's history and needs, or using demographic matching as a way to assign the customer to an agent who has a common demographic profile.

Simplify Internal Information System Architecture

By simplifying internal Information Technology Architecture and creating standardized, repeatable processes, insurance companies can enhance collaboration among key parties, reduce paperwork, and more effectively manage the overall insurance process (Shepherd and Miller, 2010). The results of these efforts to automate and optimize business processes include increased profitability, superior customer service and a significant increase in shareholder returns.

Adoption of Modern Technology

Insurance process as a paper-oriented process is a common characteristic of Nigerian industry. So, it stands to reason that changing the way the insurance industry does business for the better means of finding new ways of handling information and revamping the manual processes that today push mountains of paper from place to place and department to department. The key is managing the process and the paper optimally to achieve the most effective results. The first step in overcoming the restrictions placed on insurance by paper files and manual processes is modernizing the legacy systems which drive most insurance companies in terms of core administration.

The sheer number of transactions handled and paper generated each day makes business process management a new essential for insurance companies. Since high-tech firms have developed technology that effectively manages complex processes across multiple systems, its adoption can deliver improved process control and increased agility. Modern technology initiatives incorporate industry standards and have the inherent ability to support core business concerns – from legislation and regulation to disaster recovery and business continuity; from security, privacy, and litigation support to efficiency, productivity, capacity, and customer service. However, equally important are the tools to monitor and alert based on Key Performance Indicators (KPIs).

They provide insurance company executives an eagle's eye view of what is going

on inside the business on any given day and the means to proactively improve processes, fully-manage workloads, and meet or exceed production and service goals. Proactive insurance companies can adopt and utilize these technological innovations today to gain greater control of processes, decrease expenses, and streamline operations. By utilizing some of the best practices defined by successful technological initiatives, insurance companies can realize a near immediate return on investment (ROI).

Strengthening Governance, Risk and Compliance in the Industry

Insurance companies in Nigeria have long struggled to gain greater efficiency and transparency in their financial processes through automation and process redesign. Their efforts have generally focused on the goals of controlling costs, reducing sudden financial shocks and avoiding regulatory sanctions. Experts are calling for a more integrated approach to managing financial processes that can be a source not only of efficiency but also of strategic advantage. Many companies are aiming at achieving that added value through Governance, Risk and Compliance (GRC) initiatives, which embed rules, processes and controls in keeping with a carrier's operating policies and strategic objectives. These measures provide greater transparency into day-to-day operations, help to identify potential risk exposures, and enable companies to react in a timely fashion to emerging risks. Governance, Risk and Compliance is characterized by efficiency and

accuracy, and can also add the dimension of providing a synoptic picture of risk to support strategic decision-making. That sort of insight has now become suddenly much more important, in the wake of a financial crisis that could just as accurately be termed a risk management crisis.

Conclusion

In the face of challenging economic times, pressing regulatory changes, and increased competition for market share, insurance companies in Nigeria are struggling to maintain their balance. Companies that adopt strategies for operational efficiency drivers to deal with the shrinking revenue and flat expenses will continue to weather the financial storm. The competitive landscape is shifting though and will favour those in the insurance industry who take advantage of today's market to take position for long term future business. Capitalizing on the current challenges and turning them into real opportunities will require new strategies that leverage human capital and increase productivity. Manual processes, customer retention, underwriter effectiveness, customer service response, and claims cycle times are all areas within typical insurance companies which are ripe for transformation. Insurance companies that understand the truly compelling need for this transformation, and that take advantage of the tools available today to increase operational efficiency and improve critical insurance processes, will be leaders in the industry for years to come.

Recommendations

Based on the foregoing, the following recommendations among others are made:

1. Adopting strategic management approach for achieving operational efficiency for sustaining Nigerian Economy in a Globalized Commercial Setting is imperative.
2. A more innovative and pragmatic strategy to curb the poor capitalisation syndrome should be evolved by adopting solvency II framework which is compatible with financial reporting standards.
3. Creating multi-channel contact centre interactions for delivering personalized services and lowering operating costs, etc as innovation strategy should be focused/advocated for sustaining Nigerian Economy.
4. There should be the process of simplifying Internal Information System Architecture as well as adopting modern technology. This reduces paper work, cost and increases profitability among other advantages accruing to it.

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MANAGEMENT OF PHYSICAL EDUCATION FACILITIES, EQUIPMENT AND SUPPLIES IN SECONDARY SCHOOLS IN NASARAWA STATE: ISSUES AND CHALLENGES

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Abstract

This paper examines the management of Physical Education facilities, equipment and supplies in secondary schools in Nasarawa State. The place of physical education facilities, equipment and supplies in secondary schools sports development were discussed. This paper exposed the problems of physical education facilities, equipment and supplies in secondary schools in Nasarawa State. It also discussed the poor maintenance culture of physical education facilities, equipment and supplies, and the state of facilities, equipment and supplies in Nasarawa state public secondary schools. Based on the discussions some of the recommendations made were that: All heads of schools should be held responsible for lack of maintenance culture of physical educational sports facilities, equipment and supplies. It was also advised that all hands and efforts should be on deck as to provide standard and adequate facilities, equipment and supplies that were locally manufactured for easy maintenance and cost.

Keywords: Maintenance, Facilities, Equipment, Supplies, locally manufactured

INTRODUCTION

School is a social institution entrusted with the formal education of the youth in the society. Sporting activities have been known to be an integral component of the educational programmes of the most, if not all nations of the world. In Plato's Republic, physical education was included as an integral component of the educational system. It is therefore the function

of the school to socialize the individuals.

In most advanced countries of the world; education authorities have realized the benefits accruing from participation in sports programmes and they have not hesitated in including physical education in their curriculum as a part of the learning experiences offered to the students. The implication is that a lot of resources (finance) were put into physical

education to enable the youths enjoy a worthy sports programme for their healthy development. Sports activities have been seen as an instrument for national unity. This role has been epitomized by the biannually organized “All Nasarawa state Sports Festival and Nasarawa state Schools Sports Festival”, which aimed at bringing people from various states and schools in Nasarawa state together through a healthy competition.

There is a clear indication that the authorities responsible for administration of sports in Nasarawa state have realized the contributions of the school physical education programmes towards sports development in Nasarawa state and are sparing no effort to encourage secondary schools to set up well structured physical education and sports programmes. This implies that Nasarawa state secondary schools are now looked upon as one of the fertile grounds for breeding the Nation's future sportsmen and women. In order to achieve this objective, the government through the ministry of Youths and Sports provided standard facilities, supplies and equipment to all the secondary schools through their local government, but the problems of facilities, and equipment management in the secondary schools in Nasarawa state, are' the issue of concern by many sports researchers, sports managers and practitioners as an area that merits investigation.

Management of Physical Education Facilities, supply and equipments in Nasarawa State

The provision of adequate facilities, supplies

and equipment are as important as providing adequate incentive for the athletes, but the maintenance of such adequate facilities, supplies and equipment use by many often constitute a managerial problems.

Traditionally, at the secondary schools level, facilities, supplies and equipment management are usually the responsibilities of those persons who are in-charge of physical education and sports programme. The facilities for which they are responsible include outdoor facilities - such as playgrounds, pools, skate parks, courts and fields - and indoor facilities - such as locker and shower rooms, natatorium, racket, sport courts, weight and exercise rooms, arenas, climbing walls, and gymnasiums, their supplies and equipment. Facilities, supplies and equipment management includes not only the effective scheduling, operation, and maintenance of such facilities, supplies and equipment but also, at times, planning new structures to keep pace with the demand for participation in physical education and sports programmes of the school. (Crompton 2005; Cohen 1996; Flynn 1993; Pate et al 1997).

The secondary school physical education programme is characterized by individual and lifetime sports as well as by team game 'activities. This emphasis, together with the popularity of recreational and interscholastic sport, and the fact that facilities, supplies and equipment are typically needed for recreational use. The cost of materials and labour is rising as a result of inflation, making it very difficult for new capital building projects to go forward. High interest rules make it difficult to get bond

issues passed for facility construction. Energy conservation and sustained maintenance and repair costs must also be taken into consideration.

Supplies are those materials that are expendable and have to be replaced at frequent intervals such as shuttle cocks, tennis balls, while physical education equipment refers to those items that are not considered expendable, but are used for a period of years, such as parallel bars, volleyball standards, soccer goals. Strength training equipment are need all needs to be considered in the managerial budgeting of the sports administrator.

The Place of Physical Education Facilities, Supplies and Equipment in Secondary Schools Sports Development

Recent studies and experimentations have yielded new trends in design for the construction of physical Education facilities, supplies and equipment. Although basic concepts, such as that of having teaching stations remain the same, current innovations in design are producing teaching stations that are more functional and less expensive. In order to catch them young, Nasarawa state secondary schools physical education requires a variety of sports/physical education facilities, supplies and equipment both indoors and outdoors. The relative needs of the students and athletes should be recognized in the planning of facilities, scheduling for their use and the purchase of the supplies and equipment. Supplies and equipment needs vary according to a wide range of factors, including the level of programme or participants, age of the user

group, type of activities being offered, number of participants, and, of course, finance. (Arnheim & Prentice, 200; Athletic Business February 2000; Athletic Business August, 2000).

Facilities, supplies and equipment provision are important aspect of physical education and sports management. Excellent programme is the key word in physical education and sports competitions, and this requires well equipped good play-ground for training. Standard facilities and equipment are essential prerequisites to good and impressive performance. Lack of adequate and standard facilities and equipment hampers physical education and sports programmes in many ways.

Adedeji (2000), also pointed out that there must be sufficient motivation in the form of attractiveness of facilities, supplies and equipment to captivate athletes' interest to participate in sports or games. He further stated that the facilities and equipment in this country are simply not good enough and are hindrance to physical education and sports development.

Problems of Physical Education Facilities; Equipment and Supplies Management in Secondary Schools

The effective performance of physical education and sports programmes in secondary schools involves the determination, allocation and development of funds for the achievement of the school sports programmes. The programme requires a large amount of money every year. This is because facilities such as

courts and pitches are constructed and maintained for the use of the students. Also equipment and supplies such as balls, nets, javelin, rackets, hockey sticks, bats, gymnastic and athletic (track and field) materials require either purchasing, replacement or repairs. Bucher and Krotee (2002) opined that facilities should be planned and constructed with an eye to the future. Too often, facilities are constructed and out-grown their use within a very short time. Most facilities constructed in our secondary schools are very difficult to expand or exchange. It is noticed in today's schools, the increased population, rising school enrolments, city life, limited space, and skyrocketing labour and material costs, are all altering physical education and sports facilities and equipment production and management.

According to Awosika (2009), Pate et al (1997), it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or of sub-standard. The scarcity of physical education facilities, supplies and equipment constitute a big cog in the successful administration, organization and management of physical education and sports in Nasarawa state. Nasarawa state athletes would have performed better if they have half of the facilities and equipment available to the Western World. It is noted that most of our athletes lack exposure to modern sophisticated sports/physical education infrastructural facilities and equipment for training. Igbunugo (2004) ascertained that athletes have been known to drop out of skip training because these things

(facilities and equipment) are either non-existent or inadequate.

Maintenance culture of Physical Education Facilities, Equipment and Supplies

Maintenance of most public properties which belongs to nobody is less concern of some citizen of Nasarawa state. Maintenance culture should be established by the physical education administrator, with proper repairs of physical education facilities, supplies and equipment. Bucher and Krotee (2002) opined that equipment and facilities should always be maintained in a serviceable condition.

Procedures for caring for facilities, equipment and supplies should be routinized so that repairs are provided as needed. All used equipment and supplies should be checked and then repaired, replaced, or serviced as needed. Such used items should be cleared and stored properly. (Brown 1977, Carron 1982, Howe 1981).

Nasarawa state is very good in programme and policy planning, good innovation, but seriously lack maintenance culture of equipment, facilities and supplies. Facilities and equipment should be attractive and esthetically pleasing with the utilization of good colour and design. Facilities and equipment should be easy and economically to maintain and should be durable. A great emphasis should be on maintenance culture by the administrators as to achieve the best results.

The construction of facilities for physical education must follow the established checklist for facility planners. The planning, construction, and use of facilities for school

physical education programme should consider the following health facility planning;

(a) Validity (b) Utility (c) Accessibility (d) Isolation (e) Departmentalization (f) Safety (hygiene and sanitation) (g) Supervision (h) Durability and Maintenance (i) Beauty (j) Flexibility and Expansibility (k) Economy and (l) Acoustics

It could be said that with proper maintenance culture, a facility will last longer, provide a healthier and safer environment, be less costly, and provide a more satisfying experience for user groups. Planning and constructing facilities in physical education and sport are team efforts.

If proper plans, construction, and materials are selected, then maintenance should be made easier. Nothing is more embarrassing than a new facility that is a maintenance nightmare because of poor management decisions in the design and planning phases of the construction process, not to mention the purchase of equipment, scheduling, and hiring of staff. Given an adequate facility, it is up to the physical education, recreational sports, and athletic departments' management and all user groups as well as the custodial staff to work together in taking pride in their facility and putting forth a special effort to see that it is maintained in as near perfect condition as possible (Flynn 1993. Pate. et al 1997, Appenzeller 1998, Kraus & Curtis 2000, Bucher & Krotee, 2002).

The State of Facilities, Equipment and Supplies in Secondary Schools in Nasarawa

State

In Nasarawa State today, sports is fast gaining recognition as a way of the life of the people. Sports has also become a universal political game, therefore no effort should be spared in encouraging every able bodied person to participate. The primary and secondary schools are the fertile ground for mass participation and sports for all through physical education programme. It is at primary and secondary schools that the aim of the slogan "Catch them young"! will be achieved. The importance of physical education and sports in this country has been demonstrated by the level of patronage from the government, individuals, private sectors and even the spectators. Excellent physical education and sports programmes have been matters of interest to many people and government, because physical education and sports have been the avenue through which great nations of the world exhibit their supremacy over others. Physical education and sports are now effectively used to propagate political, social and economic might.

There is strong evidence that every local government of the state spends a great proportion of her revenue to either resuscitate or maintain and improve upon the levels already attained in sports. Recognizing the advantages of sports and physical education therefore, the government established sports councils, schools sports management and others sports bodies. It would be impossible for any state to win unless talents are tapped at the grassroots (primary, secondary, colleges and

polytechnics/universities).

The physical education and sports administrators and organizers need to do a lot of work to raise the levels of physical education and sports in Nasarawa state. The planners need to appreciate that the foundation of good sports development is the exposure of the youths of that nation to participate in physical education/sports programmes by provision and maintenance of standard sports sophisticated facilities, equipment and supplies for the training and participation.

As it is now many public primary and secondary schools in Nasarawa state may not be proud of good and quality physical education and sports facilities, equipment and supplies in their school environment for the pupils and students use. No matter the government efforts towards improving this situation, many contractors with some ministry of Education personnel are ready to frustrate that government efforts.

Conclusion

It is well understood that the major cog in Nasarawa state secondary schools success in physical education and sports participation are sub-standard facilities and lack of sophisticated equipment. Nasarawa state also lack maintenance culture. Effective sports organization requires organizational and administrative variables such as personnel, facilities, equipment, finance, incentives, planning, scheduling and training. Facilities and equipment provisions are important aspect of physical education and sports

administration. Excellent programme is the key word in physical education and sports competitions. This requires well equipped and good play-ground for training. Standard facilities and equipment are essential pre-requisites to good and impressive performance. Lack of adequate facilities hampers sports progress in many ways as discussed in this paper.

Recommendations

This paper recommends that:

1. Adequate and standard facilities, equipment and supplies should be provided for all public schools (primary and secondary schools) in each of the local government in the state.
2. Trained physical education teachers and sports coaches should be employed to all the primary and secondary schools in Nasarawa state.
3. Physical education programme should be made compulsory in all primary and secondary schools in Nasarawa state
4. All heads of schools should be held responsible for lack of maintenance of physical education/sports facilities, equipment and supplies where necessary.

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**THE PROBLEMS AND PROSPECTS OF TEACHING PROFESSION IN NIGERIA:
NASARAWA STATE EXPERIENCE**

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Abstract

The need for the teaching profession to regain its value as the life-wire of educational development of Nigeria cannot be overemphasized. There is a truism that good teaching requires good teacher, and a good teacher depends on his/her quality and effectiveness in teaching. The quality of a good teacher is the key to effective delivery of educational pursuit of any nation. The problem of teaching profession in Nigeria started when the image of the teacher began to wear a new look in the society. The teacher in Nigeria no matter his rank is looked on with disdain even by his students. In the minds of the Nigerian public, the teacher is associated with object of poverty. The value of the teacher in the society has progressively suffered devaluation so much that the teacher has lost confidence both in himself and in the profession. The teacher feels he no longer counts in the scheme of things, in national development. Teacher finds himself working for months without pay or he is paid in percentage as currently going on in Nasarawa State. This paper discusses teaching as a profession, Teacher Education in Nigeria, the Problems that bedevil teaching profession, its prospects and the possible ways forward.

INTRODUCTION

Teaching is regarded as the most vital profession for national development because the mistakes of a teacher affect generation yet unborn. The mistakes of the members of other profession Ukeje (1991), amplified this when he stated that: It is a national suicide for any nation to allow its best brains, cure its sick, design and build its roads and bridges,

formulate and administer its laws, while its poorest brains teach its youth. He further stated that the results of such situation are roads that wash away after the first rains, hospitals that kill more than they cure and so on. It takes good and dedicated teachers to produce efficient doctors, competent lawyers, and functioning engineers. The education of teachers should be an issue for serious national development

(Agusiobo, 2000).

A profession, as seen by Adewuyi et al (2004), is an association of skilled men and women by which members commit themselves to the advancement of their knowledge and culture to promote the welfare and interests of their members. Almost every occupation now aspires to be called a profession due to the increasing recognition and prestige being attached to it (Adewuyi, 2004). It is more a symbol for a desired conception of one's work as well as one's self. Due to the self-concept involved, every occupation wants to be called a profession, ranging from the universally recognized ones like Medicine, Law, and Pharmacy to those recognized by few, like Tailoring, Barbing, Dry-cleaning etc.

Teaching as a Profession

According to Agusiobo (2000), teaching profession is the most crucial vital and strategic of all professions for national development especially for developing nations. Research on teacher professionalization is undoubtedly important because the qualities of teachers affect instruction and have strong impact on students' learning.

Professionalism as an issue has hardly been given attention in our teacher education curriculum. This is why for instance, for long, no difference is granted between the holders of the B.Ed. (CRS) and that of B.A. (CRS) in professional outlook. Both of them are given equal opportunity of appointment into the teaching profession. Wilensky (1964) in his analysis of natural development of eighteen American Professions showed that they

seemed to pass through an identical series of stages. If teaching can pass through these stages (listed below), Adewuyi (2004) stated that it can be regarded as a profession:

- i. The occupation must have become a fulltime job: For long, teaching in Nigeria has always been regarded as an occupation for dropouts and a stopgap for the highly educated.
- ii. A training system must be established: Teacher Training Colleges, Colleges of Education and faculties of education of Universities in Nigeria have been involved in the training of teachers for primary and post-primary institutions. The only problem here is that, at the slightest opportunity they check out for the greener pastures.
- iii. A Professional Association must be formed: The teachers' association in Nigeria (NUT) is not a professional organization but a trade union that is concerned primarily with increase in salaries and improved conditions of services. Its membership is made up of all categories of teachers (trained and untrained).
- iv. Persistent agitation for the support of law for the occupation: Licensing and certificates are weapons that professional use for protection. Registration of teachers in Nigeria does not regulate and control entry into the profession. Few people will be willing to submit to an operation by an unlicensed surgeon.
- v. A code of ethics must be established: A

professional must not only be competent, but he must put his whole being into his work. We find in all our institutions, undesirable characters who claim to be teachers, even professional teachers. Many of them are guilty of unprofessional conduct, such as; illegitimate sexual relations with their students, leakage of exams questions, deliberate use and misleading students for selfish ends, total neglect of their work and students, etc.

Teacher Education in Nigeria

The nature and development of Western Education are intricately related to teacher education in Nigeria. Since the advent of Western Education, most teachers have not been professionally trained. The earliest teachers were missionaries whose major qualification was their ability to operate as Catechists, in addition to imparting secular knowledge (Shika, 1998).

The first formal institution for the training of teachers was established in 1859 by the C.M.S (Fafunwa, 1974, Fajuna, 1978). This school moved to Lagos in 1867 and back to Oyo in 1897 to become St. Andrew College, Oyo. The Presbyterians Church of Scotland in 1892 established the Hope Waddel Institute, Calabar. This Institute has dual purpose:

1. to train young Primary School leavers in various trade and
2. to train teachers and preachers (Fafunwa, 1974)

In 1897, the Baptist Mission established the Baptist Training College, Ogbomosho. The Westeryan Methodist Society opened an

institution for training of Catechists and teachers in Ibadan in 1905, which later became Wesley College Ibadan, in 1918. The first Government Teacher Training Institution, the Nasarawa School, was established by the Government of Northern Nigeria in 1909. Apart from the Nasarawa School, all other training institutes then were linked to one religious organization or another. The initial aim of establishing those training institutes was to propagate the Christian faith. At that stage, the Nigerian teacher combined the function of interpreter to the white Missionary Priest with the function of Catechist and a classroom teacher. Obasi (1987), observed that teacher education at that time was lacking in depth because they were produce mainly for Primary Schools.

The Phelps – Stokes report of 1925, proposed two types of training institutes for the country, namely:

1. The elementary/Training College (ETC) for lower Primary School Teachers.
2. The Higher Elementary Training College (HETC) for Senior Primary School Teachers.

The College awarded Grade III Teachers Certificate and Grade II Teacher Certificate respectively. The year 1932 marked a remarkable change in Teacher Education with the establishment of Yaba Higher College. At its inception, it offered a 3 – years Diploma Programme in Education. This prepares teachers for science courses in Secondary Schools.

The real revolution in Teacher

Education came with the Ashby Commission of 1959. Following its recommendations, two new schemes for Teacher Education were developed: The Well – qualified non-graduate Teacher Certificate Programme (Grade I Teacher Certificate) and full degree programme. In 1961, the University of Nigeria Nsukka started the degree programme with 50 students only. University of Ibadan, Ahmadu Bello University, Zaria, the University of Lagos and University of Ife followed suit in 1963, 1964, 1965 and 1967 respectively. (Fafunwa, 1974, Akujuo, 1991). Under the auspices of UNESCO and Federal Regional Government, Five Advance Teacher Training College (ATTC) were established in 1962 to train Grade I Teachers. They later evolved to Colleges of Education (Akujuo 1991).

In 1976, the National Teacher Institute was established to upgrade unqualified teachers, using Distance Education Techniques to provide refresher courses for teachers and to organize seminars, workshops and conferences to improve teacher's programme.

Problem of Teacher Education in Nigeria

In the 50s and 60s, teachers were highly respected and given considerable attention. They live exemplary lives and contributed significantly to the well being of not only their pupils, but the entire community (Shika, 1978). That position was clearly expressed by Fafunwa (1967:83) where he stated:

At a formal level, the competent teacher is a good citizen, a community leader, an innovator, or an enlightened parent. His

influence extends beyond the confines of the classroom.

However, the image of the teacher began to wear a new look. As Shika (1998), puts it that, with the establishment of University College Ibadan, Yaba College of Technology and Similar Institutions, struggle for degrees and similar qualifications seemed to be the vogue. Coupled with this, Nigerians returning from overseas armed with higher degrees shifted attention from teachers to holders of Cambridge certificate and similar qualification. It was not long when other professions started challenging the stupendous teaching profession on competitive basis.

Following the oil boom in the country in the 60s and 70s, there was drastic change in the societal value system. Money became the new god and the Sole Yardstick for measuring all values, moral, economic and societal values. Most people who never saw the four walls of an institution started controlling money and as a result, looked down on teachers whose salaries are nothing to compare with their wealth (Iyama, 1988).

According to Agusiobo (2000), Nigerian teacher, no matter his rank is looked on with disdain even by his students. In the minds of the Nigerian public, the teacher is associated with object of poverty.

Emenyonu (1994:6) aptly put it: The value of the teacher in the society in the past decade has progressively suffered devaluation so much that the teacher has lost confidence both in himself and the teaching profession. He has begun to feel that he no longer counts in the

scheme of things in national development. He finds himself working for months without pay, but he must maintain himself and his family in the midst of spiraling inflation. Confused and disenchanted, the Nigerian teacher has belied to many unprofessional actions.

The obstacles facing the teaching profession are very great. Today, one has little or no option than to agree with the conclusion of Blakemore and Cooksey (1980), that teachers are regarded with mixed feelings: respect is mixed with ridicule, fear with affection, and admiration with contempt. They stated further that the position of teachers had, for several years been degrading leading to loss of morale and dignity.

Shika (1988), stated some of the issue leading to the loss of teachers dignity:

1. Teachers as agent of change and challenge should have been provided with enough up-to-date instructional materials to work with, unfortunately, most of these essentials are inadequate. Most of the items recommended for the implementation of the National Policy on Education are hardly available.
2. Conducive atmosphere is a contributory factor to effective teaching and purposeful learning. Today classroom and office accommodation are grossly inadequate. The classrooms or lecture halls are devoid of furniture. Teachers and their pupils/students are miserably conditioned under trees for rains to drench. Teachers' offices are not only congested but often lack basic furniture and equipment to facilitate

their work.

3. Teachers are not regularly paid their salaries and other fringe benefits; hence most of their financial benefits are in arrears. Other emoluments are completely denied them. The government wrongly assumes that teachers' needs are not a priority.
4. Teachers in Primary and Secondary School specifically are indiscriminately and incessantly transferred from 'North Pole' to 'South Pole'. They are often victims of poor management of schools.
5. Most teachers suffer promotion stagnation. Even when promotions are made, effecting of payments accruing to them becomes problematic.
6. Teachers are often ridiculed before their pupils/students and parents. Today, they are rudely taken to the Police Station or Court over trivial matters in the school. They are made to look haggard, crestfallen and dejected.
7. Teachers are highly exploited and victimized by their super ordinates.
8. The teaching profession is governed by favoritism and sentiment. Terminologies or jargons such as "godfatherism" "godmotherism" and "classmatism" have recently emerged and are used with reckless abandon.

Adewuyi et al (2004), also highlighted some of these problems confronting teaching as a profession. These are:

1. Large Membership: - Instead of large membership as an advantage, it turns out to make teaching cheap, common and thereby

- affects its status. Schools are found everywhere including the very rural hamlet, yet teachers are there. Teachers become common employees of government unlike accountancy, law, pharmacy where you rarely find them in large number.
2. **No Specific Benefits:** - A profession is accorded high status if membership of such profession could afford members the opportunities to enjoy a number of special benefits at a point in the career. Such benefits could be materials or otherwise.
 3. **Social Class of Entrants:** - The higher the social strata from which recruit generally come, the higher the status of a profession. In the same vein, the higher the status of a profession, the ore it will attract recruits form the higher social strata. Teaching does not enjoy this for it draws the bulk of its recruits from the low social background.
 4. **Members Qualification:** - One problem with teaching is that majority of our teachers in Nigeria are in Primary Schools. They constitute the bulk of the NUT and their basic qualification all along had been Grade II Certificate. Definitely there is a limit to the extent such caliber of professionals could fights for and develop the profession.
 5. **Lack of Commitment of the Members:** - The prestige and status of a profession defends much on the life commitment of the members of the profession. Such vital commitment is very much lacking. There are a considerable number of misfits who view their professional preparation at teaching career as a meal ticked or stepping-stone.
 6. **Young Clientele:** - Teacher generally deal with the young ones who are usually considered a captive audience; at best they can bark but they cannot bite. A number of teachers tend to capitalize on this. The young nature of teachers' clientele makes some people have the impression that teaching is less challenging for whether or not a teacher is competent, students would hardly complain. However, students are also beings; they do identify good and bad teachers. In most cases, they complain about second, best and bad teachers.
 7. **Public Profession:** - In professions like Law, Accountancy and Pharmacy, the more effective and efficient you are, the more, the prestige and patronage. Teaching on the other hand is a public profession whose clientele do not often depend upon the efficiency and the performance of the teacher.
 8. **Poor Salary:** - Among the major professionals in the country, teachers have all along been the least paid category. In a free enterprise economy, it is believed that the measure of esteem in which a profession is held among other things determines the level of wages enjoyed by the profession. All along, there had been that erroneous impression or belief that “teacher's reward is in heaven”. Despite the fact that teachers brought up other professionals, our society holds teachers in no high esteem. However, teachers' remunerations are getting better.
 9. **Entry point into Teaching Profession:** - Most people who have not been trained as

teachers are in the field teaching. One of the greatest problem we face in Teacher Education in Nigeria is the recruitment and retention of incompetent people in the teaching profession.

Improving the Teaching Profession

It is a recognized fact that no nation's education can rise above the level of her teachers. It is only when teachers are satisfied with their job that their performance and productivity would raise and the profession would enjoy appreciable improvement.

According to Adewuyi et al (1994), some of the issues to be addressed to enhance teachers' performance especially in Nigeria, include:

- a. **Improve Teachers' Condition of Service:** Teacher's condition of service has not been stable, neither has it been guaranteed like those of other professions like medicine, law etc.
- b. **Increased Entry Qualification:** The minimum entry qualification into teaching should be raised to NCE. This would go a long way to enhance the status of a profession.
- c. **Regular Payment of Teachers Salaries and Allowances:** Adequate arrangement should be made so that teachers would be paid as at when due.
- d. **Incentives to Teachers:** More than any other category of workers, teachers need to be given great incentives to work because of the fact that the nation's future is trusted into their hands.
- e. **Teachers to more innovative and**

flexible: Teachers should be more innovative and flexible in their duties and ways of life. They should attend seminars, workshop and conferences.

- f. **Provision of adequate funds to education:** Education is capital intensive and vital to the survival of any nation. Therefore, it should be given priority during fund allocation.
- g. **Teachers' job attitude must change.**

Prospect of Teaching Profession

Inspite of the problems confronting the teaching profession in Nigeria, there still exist a lot of rooms for improvements. These prospects below are not unrealizable. Teacher education in Nigeria is improving daily; hence we see the beginning of the Teachers Registration Council. This is a good beginning. However, the following are the prospect of teaching profession in Nigeria:

1. Teaching will no longer be a dumping ground for any Dick, Jack and Harry, nor will it be a “let – me-manage-this-kind-of-job”. It will be meant for whom the cast fits – the professional teacher.
2. The teacher will no longer see themselves as second-class citizens but professionals who will rob shoulders side by side with those in other professions.
3. The entry qualifications into the profession will no longer be the last resort to anybody but a striving requirement for the best.
4. Teachers shall no longer await their rewards in heaven but instead, after getting

their rewards here on earth, that of heaven will also be waiting for them as their attitudes to duties will be with strong passion.

5. Because the teachers shall be registered and licensed, they shall talk with one voice and the Government must listen.
6. Teachers all over will be afraid to indulge in only unprofessional misconducts because they will be professionals.
7. Teachers will have more positive attitudes towards themselves, their students, their colleagues and supervisors, their communities as well as the needs of their community.
8. There would be enhancement of skills needed to present, practice and appreciate the subject the teacher is handling and at the same time instill social, moral, ethical and cultural values in their learners
9. The teacher would now be a reservoir of knowledge, as opportunity would be given to him/her to upgrade his knowledge through in-service, attendance of seminars, workshops and conferences.

Recommendations

1. Grade II Teachers Training Programme should be restored throughout the country to provide regular entrants into NCCE programme. Grade II Teachers would therefore be compelled to obtain NCCE.
2. Professionalization of Teaching Profession should be seriously and quickly addressed.

3. The NCCE should work on the country's teachers needs up to the year 2030 and direct its Colleges to meet their requirements within a stipulated period.
4. The NCCE should look into the duration of various teacher education courses with a view to streamlining them. If the NCCE and B.Ed. Programmes must last for a period of six years as it is, NCCE graduates must be allowed to earn salary grade level 08 or EUSS and B.Ed. graduates, a grade level higher with substantial allowances.
5. In-service course/training should be without any hindrance.
6. There should be workshop, seminar and conferences for teachers always to update their knowledge.

Conclusion

There is high hope that teaching profession in Nigeria will once again regain its lost image and glory. For teaching to enjoy the status befitting a noble profession, those factors discussed above should be of concern to both the practicing and potential teachers and the entire community at large. Teachers are indispensable human resource in national development. It takes a well qualified, efficient, dedicated teacher to produce efficient doctors, competent lawyers and functioning engineers. Therefore, all hands must be on deck to enhance the status of teacher and his profession for the sake of this generation and the generation yet unborn.

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**CHALLENGES TO RELIGIOUS FREEDOM IN NIGERIA:
THE CASE OF AFRICAN RELIGION**

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INTRODUCTION

Religion is a universal phenomenon. This statement goes a long way in laying credence to the fact that, societies the world over whether developed or less developed have the notion of a transcendental power which regulates human activities and controls events. While it is an admissible fact that Religion lacks a univocal definition, it denotes man's experience, awareness, attitude, recognition, conception and understanding of the existence of the supernatural or the multiplicity of spiritual beings and his/her relationship or interaction with them Gbenda (2006). The above scenario portrays the fundamental fact that Religion is very important in human societies; as it provides meaning for life and answers vital questions regarding life, death and the hereafter. In Nigeria, there are different

Religious traditions being observed by their adherents. However, the dominant religious traditions are; Christianity, Islam and African Religion. The adherents of these Religious traditions are free to express their religious beliefs and perform their religious obligations privately and publicly unmolested as guaranteed in the constitution of the Federal Republic of Nigeria Chapter four Section 37. NRED (1989).

With the above background in mind, the paper examines the challenges to Religious freedom in Nigeria from the perspective of African Religion and Culture. To do this effectively the paper after the introduction, examines African Religion and Religious Freedom in Nigeria noting the challenges inherent in Religious freedom. A way forward is sought and a conclusion drawn.

Conceptual Issues

The following concepts which appear in the paper need some clarification:

African Religion

African Religion also called African Traditional Religion is the Indigenous Religion of the African people. Adasu subscribes to this line of thought by reiterating that African Religion is the Religion of the African people and that it is qualified by the word traditional which refers to indigenous. He further explains that a thing which is indigenous is that which is aboriginal, foundational, or handed down from generation to generation. (Adasu, 1985).

To Awolalu, African Traditional Religion is the Religious beliefs and practices of the Africans. According to him: it is the Religion which resulted from the sustaining faith held by the forebears of the present Africans and which is being practiced today in various forms and various shades and intensities by a large number of Africans; including individuals who claim to be Muslims or Christians Awolalu (1976). It therefore means that African Religion is still being practiced by men and women today as the Religion of the forebears. It is not only a heritage from the past but also a living reality today. If this be the case then no wonder Adasu maintains that for most Africans, Religion is part and parcel of life; an ontological phenomenon, dealing with existence of being. Thus, for the African and the community to which he/she belongs, to live is to be caught up in a Religious drama Adasu (1985).

Anyacho explains that African

Traditional Religion is the term used to describe the Religion that was founded by the forebears of Africans. Anyacho (2005). He is of the opinion that the term traditional is the most comprehensive title that best explains all the Religious experiences and Religious features that were articulated and conserved by the founders of various ethnic groups in Africa. Anyacho (2005) African Religion is therefore not a borrowed religion from any of the world Religions; rather it is a distinct religion with distinct features which evolved gradually through the years from the practices and experiences of the forebears Anyacho (2005).

While African Religion is not a Religion of the books; it is nevertheless written on the hearts of Africans and can be seen in other sources which include: songs, myths/legends, idioms, wise sayings and in arts/symbols. Various aspects of African religion include the beliefs in God. This God is eternal, omniscient, holy, just, merciful, faithful and transcendent. However, the perception of God and his attributes varies from one ethnic group to the other. There are the beliefs in spirits, deities, Ancestors, magic and witchcraft and traditional medicine etc.

Religious Freedom

Religious freedom is the notion which postulates that people of different Religious traditions or faiths are free to practice their Religion without opposition. This does not only include private devotions, but also acts of Religious significance within the realm of government. This implies that in the practice of one's faith or adherence to his/her Religion the

practitioner of such a Religion is not prohibited from expressing his/her faith by an individual, Religious group, the government or any of its agencies. Thus, a country which operates the principle of Religious freedom grants its citizens ample opportunity to practice the Religion of their choice unhindered both in private and in public.

In talking about Religious freedom other related concepts come into mind. These are Religious tolerance/toleration and Religion pluralism. The Wikipedia, commenting on tolerance opined that the mere statement on the part of a Religion that its own beliefs and practices are correct and any contrary beliefs are incorrect in itself constitutes intolerance. Therefore, Religious tolerance like Religious freedom refers to a situation where each person is free to chose his/her own faith and no other person has the right to pass opinions on the faith of another person (1 of 3).

On the other hand, toleration is the practice of deliberately allowing or permitting a thing of which a person disapproves of. Toleration would therefore signify no more than forbearance and the permission given by the adherents of a dominant Religion for other Religions to exist, even though the latter are looked at with disapproval as inferior, mistaken or harmful. From the above, we may not be wrong to state that tolerance is an attitude of mind that implies non-judgment and acceptance of different lifestyles or beliefs whereas toleration implies putting up with something that one disapproves of. Tolerance is a prominent theme in Judaism, Christianity,

Islam and other Religious Traditions (Wikipedia). In historical perspective, most incidents and writings pertaining to toleration involve the status of minority and dissenting view-points in relation to a dominant state Religion. However, the scope of toleration in the 20th century has expanded to include political and ethic groups, homosexuals and other minorities, and human rights embodies the principle of legally enforced toleration. Toleration has similarly caught the attention of individuals such as Voltaire (1694-1778), Pierre Bayle (1647 – 1706), Baruch Spinoza (1632 – 1677) and John Locke (1632 – 1704). The parliaments of the United States of America, Great Britain and France made draft documents on toleration Wikipedia (2012).

Another related concept to Religious freedom is Religious pluralism. Religious pluralism refers to an attitude or policy regarding the diversity of Religious belief systems co-existing in society. Religious pluralism entails all religions acting within the law in a particular region, whether or not an individual Religion accepts that other Religions are legitimate or that freedom of Religious choice and Religious plurality in general are good things (Wikipedia). Exclusivist Religions teach that theirs is the only way to salvation and to Religious truth and they would even argue that it is necessary to suppress the falsehoods taught by other Religions Wikipedia (2012). The Wikipedia thus argues that: Giving one Religion or denomination special rights that are denied to others can weaken Religious pluralism

Wikipedia (2012).

In recognition of the basic rights of individuals in their societies/countries and the need to protect and encourage same: The United Nations on the 10th December, 1948 at Palais de Chaillot, Paris–France at its General Assembly adopted the Universal Declaration on Human Rights (UDHR), Wikipedia (2012). The Wikipedia maintains that: The Declaration arose directly from the experience of the Second World War and represents the first global expression of rights to which all human beings are inherently entitled Wikipedia (2012). The Universal Declaration on Human Rights consists of 30 articles which have been elaborated in subsequent international treaties, regional human rights instruments, national constitutions and laws. The International Bill of Human Rights consists of the Universal Declaration on Human Rights, the international Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights and its two optional protocols Wikipedia (2012). In 1966 the General Assembly adopted the two detailed covenants, which complete the International Bill of Human Rights; and in 1976, after the covenants had been ratified by a sufficient number of individual nations, the Bill took on the force of international law Wikipedia (2012). With particular reference to Religious freedom in the Universal Declaration on Human Rights, this can be found in article 18 which explicitly states:

Everyone has the right to freedom of thought, conscience and Religion; this

right includes freedom to change his/her Religion or beliefs and freedom, either alone or in community with others and in public or private, to manifest his/her Religion or belief in teaching, practice worship and observance (NERDC, 1989).

The United Nations Declaration on Human Rights is marked on the 10th December annually as Human Rights Day globally. As a follow up to the UDHR policy, the organization of the Islamic Conference (OIC) adopted the Cairo Declaration on Human Rights in Islam (CDHRI) in Cairo, Egypt in 1990. The document which is an overview on the Islamic perspective on human rights affirms Islamic *Sharia* as its sole source. The document is intended to be a general guide for member states (OIC) in the field of human rights. The CDHRI became necessary for the OIC because: predominantly Muslim countries such as Sudan, Iran, and Saudi Arabia frequently criticized the Universal Declaration on Human Rights for its perceived failure to take into account the cultural and Religious context of non-western countries (Wikipedia). The Islamic countries felt that the Universal Declaration on Human Rights was “a secular understanding of the Judeo-Christian tradition” which could not be implemented by Muslims without trespassing the Islamic law. However, when the CDHRI was presented to the United Nations Commission on Human Rights in 1992, it was strongly condemned by the International Commission of Jurists – probably on its account of being based on Islamic law

(*Sharia*).

Similarly, in 1993 the ministers of Asian states adopted the Bangkok Declaration (in Bangkok – Thailand). The Bangkok declaration reaffirmed their commitment to the principles of the United Nations charter and universal declaration on human rights but emphasized the principles of sovereignty and non-interference which is a criticism of the universalisation of human rights Wikipedia (2012). The long discourse above clearly explains the importance of freedom and religious freedom in particular. As a result of this phenomenon most countries of the world have enshrined the articles of the United Nations Universal Declaration on Human Rights in their constitutions with the view to granting their citizens same.

African Religion and Religious Freedom

In discussing African religion and the challenges to religious freedom we have looked at this from two perspectives: that is at the level of African religion and other religious traditions and within African religion itself. Therefore, it is worthy of note that African religion is quite receptive of other religious traditions which it co-habits with. This phenomenon was and is still responsible for the religious harmony that existed and continues to exist where adherents of African religion are dominant.

The above fact explains the religious harmony and tolerance that existed in African societies prior to the coming of foreign religious traditions of Islam and Christianity which were given free room to operate on the

African soil. This made the foreign religions to flourish and win adherents from African religion. Seeing these traits Anyacho et'al succinctly state that the syncretic nature of African religion was particularly responsible for the successful planting of Christianity in West Africa. Anyacho (2005).

On the other hand, while African religion recognizes the rights and religious freedom of its adherents and accords same to them; there are restrictions in other areas especially as relates to women. This is because certain cults in African religion are exclusively male cults. Among the Tiv for instance, the *Igbe* cult is male oriented and women are excluded from it. When the *Igbe* masquerade carries out rituals in the night women are forbidden to go out or even see the flames of the fire it carries.

This explains why Iyortyom pointed out that women in general have no role in the religious affairs among the Tiv. Iyortyom (2008). This is because most of the *akombo* (rituals) among the Tiv have only to do with men. He further maintained that women are not entitled to cook the meat used to perform *akombo* (rituals) neither do they eat such meat as it would amount to their *peven* (violating) such *akombo*; thereby necessitating their purification. Iyortyom (2008).

In addition to the foregone, there are several taboos and prohibitions in African religion regarding women. For instance, women observing their monthly periods are barred from participating in public worship in shrines. This of course is a flagrant violation of the rights of women and religious freedom

particularly. These restrictions amount to the masculinization of society and its domination by men.

Another taboo was that a woman should not eat eggs or step over a dog or touch its dead body. If she violated this knowingly or unknowingly she would *pev swende* (violent death). The result being that such a woman would lose her baby each time she gives birth or she could miscarry such a pregnancy until *swende* ritual is performed to cleanse her of the violation.

Also, a young girl or maiden had *Ikyoor* (snail shell) tied round her neck to safeguard her virginity. She was expected to be chaste until she married. Men who violated such an initiate of *Ikyoor* could lose their male potency thereby becoming impotent. While this promoted morality, it nevertheless violated the sexual freedom of the girls especially seen that young boys of their age did not have any restrictive cult surrounding their sexual lives. Another area where the religious freedom of women is violated has to do with death; particularly the death of their husbands. Women receive degrading treatments in the hands of relations and religious leaders when they lose their husbands. They are made to shave their hair, wear black clothing, sit and sleep on the ground or floor and to weep profusely as visible signs of mourning. A woman who does not do this is seen as having caused the death of her husband.

Also, there is the feminization of evil and witchcraft in which women are said to be witches with the capacity to do evil. While there

exist male witches nothing is said of their prowls but women. Women accused of witchcraft are often sent away from their communities into witches' colonies where they suffer and die miserable deaths even if they have children that could look after them. It would therefore seem that there are lots of taboos and restrictions placed on the adherents of African religion particularly women. These prohibitions and restrictions are tantamount to denying these adherents religious freedom. There is therefore the need to address these abnormalities.

Challenges to Religious Freedom in Nigeria

It is worthy to note that the United Nations Universal Declaration on Human Rights (UDHR) document has had profound influence on the nations of the world particularly the signatories to the document. Undoubtedly, UDHR document led to the adoption of the Cairo and the Bangkok Declaration on Human Rights in Asian countries in 1990 and 1993. These documents all recognize the fact of the rights of a citizen especially right to freedom of Religion or Religious Freedom.

Furthermore, it is also significant to note that when the member states of the United Nations adopted the Universal Declaration on Human Rights on 10th December, 1948, Nigeria was still under colonialism. However, on gaining its political independence in 1960, Nigeria took a cue from the pioneering countries by signing the document on Universal Declaration on Human Rights and adopting same for its citizenry. Thus, the Universal

Declaration on Human Rights is enshrined in the constitution of the Federal Republic of Nigeria. These articles are referred to as the Fundamental Rights and are contained in chapter four of the constitution. Therefore, the section 37 (1) of the 1989 constitution of the Federal Republic of Nigeria states:

Every person shall be entitled to freedom of thought, conscience and religion, including freedom to change his/her religion or belief, and freedom (either alone or in the community with others, and in public or in private) to manifest and propagate his/her religion, in worship, teaching, practice and observance (NREDC, 1989).

From the above section of the constitution of Nigeria it is evidently clear that Religious freedom of a Nigerian citizen is granted in unambiguous terms. The provisions of that section also clearly indicate that the constitution of Nigeria recognizes the religious plurality of the country and the need to accord each of the faiths their due recognition and rights. By implication, it is also clear that the constitution has not adopted anyone religion in Nigeria as a state Religion.

However, it would seem that this constitutional provision operates only in principles; but in practical terms the reverse is the case. This has to do with several challenges that stand between the constitutional provisions and their actual implementation. These challenges are multi-faceted and they include:

i. Intra and Inter – Religious challenges: Here, the challenges are within

a particular group. For instance in the Sunni and Shiite struggle for supremacy in Islam or the Pentecostal and orthodox churches claim of authenticity in Christianity. Most often, one sees a group of fire brand Pentecostal preachers condemning certain practices of orthodox churches as wrong.

Similarly, inter-religious conflicts are very common occurrence in Nigeria. This is most often witnessed between adherents of Islam and Christianity. The *Maitatsine* riots of the early 1980s in Northern Nigeria which saw many Nigerians killed, churches burnt and property worth millions of naira destroyed Unah (2012). Also, the current spate of suicide bombings and the killing of Christians particularly and the destruction of churches in the campaign of orgy by the Islamist *Boko Haram* sect is another blatant attack on Religious freedom in Nigeria.

ii. Governmental Policies: While the constitution of Nigeria recognizes the religious plurality of the country, the government has continued to dabble into religious matters with a passion. For instance, the government organizes Muslim and Christian pilgrimages to Mecca and Israel annually using government funds. It is not only glaring that other religious tradition such as African Religion does not enjoy these governmental privileges but it is most unfortunately portrayed and depicted in bad light before the adherents of Islam and Christianity which are the dominant religions.

For instance, Hackett notes that:

popular Nigerian videos depict cosmic battles between the forces of good (Christian) and evil (traditional, ancestral religion) widely circulating the continent with titles such as “witches and the lost Bible”. These films play heavily on the peoples' fear of bewitchment and other occult forces, and the *salvific* powers of Christianity (Hackett, 2012). These films are not sanctioned but enjoy great patronage from the Nigerians including top government officials. Dismayed, Hackett maintains that:

It is hard to envisage someone daring to redeem the Image of traditional religions portrayed by these local film makers for they would be going against the grain of both market forces and popular culture. Furthermore, the majorities of African heads of state and government officials are Muslims/Christians and generally only acknowledge or recognize traditional ritual experts away from the public eye (Hackett, 2012).

Hackett further observes that the failure of the government to protect the religious rights of traditional religious worshippers emanate, from the view that these traditional religions represent more of a category invented by academics (such as African Traditional Religion (ATR) and increasingly by organizers of international religious freedom conferences Hackett (2012).

iii. O.I.C/IDB/Sharia law: In direct opposition to the constitutional provision and the principle of religious freedom; the military

Junta of General Ibrahim Badamasi Babangida in flagrant disobedience enlisted and registered Nigeria as a member of the organization of Islamic conference (OIC) in 1987. Recently, the National Assembly held debates on the pros and cons of Nigeria, becoming member of the Islamic Development Bank (IDB) and thus adopting Islamic Banking. In addition, during the Chief Olusegun Obasanjo regime, several states in Northern Nigeria spearheaded by Ahmed Yarima Bakura of Zamfara state adopted Sharia or Islamic law and Islam as state religion.

According to Unah, it would seem that government is paying lip service to the secular status of the state as contained in section ten of the constitution. He maintains that such a wayward position amounts to treating a very volatile issue with a kids glove Hackett (2012). Hackett also observes rather aptly that in states where Sharia law has been adopted, the Christians there complain of discriminatory treatment they received in trying to obtain land for church or school expansion Unah (2012).

In such places pre-existing buildings are displaced or destroyed if they are deemed to be too numerous or too close to Muslim places of worship. This policy undoubtedly constitutes a strategic way for government at both the local, state and national level to control both the expansion and activities of minority religious groups. Moreover, under these restrictive or inequitable conditions for land use, it is not uncommon for religious groups to creatively utilize school and university

buildings, private homes, hotels and cinemas Unah (2012).

iv. Education: This is another area that has the potential for including or excluding minority religious groups. Thus, education may be utilized as a powerful medium for the promotion, propagation, and spread of religion. It is also described as a location for segregation, victimization and harassment, and as a point of conflict Unah (2012).

This can be seen in some core Northern states in Nigeria where the states government do not employ or employ only few religious studies teachers making their number insignificant. This means that a great number of students who profess Christianity do not have the opportunity of receiving Christian teaching. This of course is tantamount to denying them their rights to the religion of their choice. This also contradicts section 37 (2) of the constitution of the Federal Republic of Nigeria which guarantees a person to receive religious instruction which relates to his/her religion as practiced by his parents/guardian.

v. Segregation of Women: According to Hackett there are many examples of segregation and exclusion of women by religious groups. This can be seen in Islam, Africa religion and Christianity (868). There are limitations on their ability to exercise leadership roles in these religious traditions. There are also imposition of styles of dress and behaviour. This clearly points out the fact that as far as the religious freedom of the Nigerian woman is concerned, there is a clear interplay of legal, social and theological

forms of discrimination (Unah, 2012). These among other constraints constitute not only the fundamental flaws in the constitution of Nigeria; but pose serious challenges to the issue of religious freedom in Nigeria.

How Can we Ensure Religious Freedom in Nigeria?

From the preceding discussion, we have come to understand that religious freedom connotes that peoples of different religious traditions or faiths be allowed to practice their religion without any interference from any quarters. This does not however, include religious beliefs such as secret cults or Satanism which are antithetical to societal norms and normal religious practices. Also, persons who granted religious freedom are to exercise this both in private or public without molestation.

Having said the above, we have also observed that the trends of religious freedom as enshrined in the universal declaration on human rights adopted by the General Assembly of the United Nations in 1948; and as contained in chapter four, section 37 (1) of the constitution of Nigeria are not been followed to the latter. Not even the section 10 of the constitution which forbids, the government of Nigeria from adopting any state religion is being followed.

It therefore means that religious freedom qua religious freedom is farfetched from being realized. This implies that the Nigerian citizen is not granted his/her full religious freedom or rights. In addition to the above, there are restrictions placed on women

in Islam, Christianity and African Religion. In view of the above, we offer the following points as way forward to the problem of religious freedom in Nigeria:

1. We call on the government of the Federal Republic of Nigeria to as a matter of fact implement the constitutional provision in chapter four section 37 (1) & (10) which clearly grants religious freedom to the citizens of Nigeria. Towards this end, restrictions on acquisition of land in some northern states for church development should be brought under control. This is because Muslims from the northern part of Nigeria have unrestricted access to land which they erect mosques and operate *Quranic* schools unmolested. An example of this can be seen in Benue state which has accommodated Muslims and given them land to build mosques in major towns in the state such as Makurdi, Gboko, Ikpayongo, Aliade, Naka, Vandeikya and Otukpo etc. The restrictions are capable of developing bad blood between the Muslims and the Christians who are denied their rights.
2. The Government of the Federal Republic of Nigeria should also stick to the constitutional provision in section 10 which prohibits it from adopting anyone religion as state religion. Towards this regard the annual pilgrimages organized by the government to Mecca and Jerusalem

should be stopped. Any person who wishes to embark on this spiritual journey should be prepared to bear the cost. A situation which the government commits a lot of money to organize this pilgrimage is not encouraging; such funds can be channeled into the social sector of the economy like improvement of facilities in schools and hospitals. In addition, why sponsor only Christians and Muslims? What happens to the practitioners of African religion, Buddhism, Shintoism, Hinduism and Confucianism? Governmental dabbling into religious matters smacks down on the idea of the secular status of Nigeria.

3. On the part of individual members of the society we advocate tolerance and mutual respect for the religious beliefs of others. This will create the much needed harmony, peace, tranquility and development of Nigeria.
4. The different religious traditions are called upon to remove the taboos, prohibitions and other numerous restrictions placed on women. These restrictions limit women from actualizing their religious potentials. The masculinization of religion should be discouraged and the feminine gender given their due. This of course is tenable if the assertion held by different religious traditions that God created both man and woman in his image is anything to go by.

5. While we advocate for religious freedom for all sort of religious traditions; this does not include religious practices such as cult groups, fanatical and extremist groups or Satanism which create more problems than good for societal peace and development.

Conclusion

It is a real fact that contemporary Nigeria in all its diversity illustrates well the interplay of local and global trends of rising religious intolerance, notably towards minority and non-conventional religions. It also demonstrates the application of legal and non-legal strategies that governments have used and continue to use to restrict the activities to unpopular groups.

Thus, it can be seen that the constitution of Nigeria and several other countries contain provisions expressly forbidding the state from engaging in certain acts of religious intolerance or preference within its own borders. However, a careful analysis clearly shows that while these constitutional provisions exist in principle, they are actually not being followed to the latter. This is because certain restrictions are put which clearly frustrate the activities of certain faiths {i.e. Christianity in Northern Nigeria}.

In addition to the above, among the religious traditions themselves certain issues point to the denial of religious freedom to certain category of people in society {i.e. women}. This strand of problem is found in Islam, Christianity and African religion which place certain restrictions on the female folk.

These issues need to be addressed in order to make women attain full religious potentials.

While we advocate for religious freedom for all Nigerians, we however feel that religious traditions and faiths which encourage strife, extremism and fundamentalism should be checked. Also, we do not subscribe to the idea of granting religious freedom to Satanism which is anti-God and has nothing good to offer society.

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**EDUCATION, TERRORISM AND DEVELOPMENT IN
THE NORTH-EAST NIGERIA**

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Abstract

This paper explain the concepts of education and terrorism. The causes of terrorism in the North-East Nigeria such government, religious, economic and political mechanisms were highlighted. The paper also look at the effects of education development in terms of enrollment of learners, deprivation and poor performance as a result of trauma amidst terrorism in the North-East Nigeria. The paper concluded that, terrorist activities has severely affected the Nigeria education and has contributed to the present state of the country's development. The recommendations made among others include; school administrators and parents should monitor students especially those at the secondary school levels to ensure that they don't develop tendencies related to terrorism. Government should develop good intelligence gathering system, through the security agencies, so that the menace is nip in the bud, by preventing terrorist recruiting agents, from getting closer to community members and schools.

Keywords: Education, Terrorism, Terrorists Groups, Government, Religious, Economic and Political.

INTRODUCTION

Terrorism has become a threat to the entire nation. It has traversed all spheres of life; threatening the very fundamental existence of Nigeria as a nation. Various terrorists groups according to Obioma (2012) exist within the country ranging from ethnic terrorism, political

terrorism, agitators' and religious terrorism. The existence of these terrorist groups has brought serious negative effects on education in the country. The most dangerous of the terrorist groups is the popular "Boko Haram" in the Northeast. Patrick and Felix (2013) stated that before 2009 Nigeria witnessed several forms of

terrorism which is a deliberate and systematic use of violence to destroy, kill, maim and intimidate the innocent in order to archived a goal or international attention to demands which ordinarily may be impossible or difficult to archived under normal political negotiation or on the battle field against the government army.

Adwoa (2017) stated that, domestic terrorism arose in Nigeria, because emergent militants groups took advantage of government inefficient action and inactions in dealing with the fundamental elements of nation -hood. Such as internal security, resource control, injustice, corruption, ethnic ism, sycophancy, favoritism, over lordship and marginalization. Of all the terrorists groups Boko Haram appears to be most hateful to education especially western education. Boko Haram do not only hate western Education; but also oppose western culture and modern science. Boko Haram also insists that issues like the world is a sphere, is contrary to Islamic teaching and should be rejected, also rain comes from water evaporated by the heat of the Sun; should be rejected too, as they are all contrary to Islamic teachings.

As Stated earlier, terrorism has traversed all spheres of life in Nigeria, causing a lot of inconveniences to the populace, ranging from large movement of human being from one place to another, displacement; non farming activities, non attendance to schools by pupils as a result of fear and closure of schools. In essence, education is worst-hit by the activities of terrorist. Apart from “Boko Haram” directly

fighting against western education which is widely practiced in Nigeria with schools established in every nook and cranny of the country; Patrick and Felix (2013) stated western education remained the Bedrock of human and capital development in Nigeria. It should be noted that, western education remained the unifying force in the North-East and Nigeria in particular. From observations, the Northern Nigeria was to some extent disadvantage as they embraced western education late.

Education and Terrorism

Education is the process of acquiring knowledge, skills, values, beliefs, and habits. It takes place under the guidance of teachers, but learners may also educate themselves. This means that education can take place in formal or informal settings and any experience that has a formative effect on the way an individual thinks, feels, or acts may be considered educational. Formal education occurs in a structured environment whose explicit purpose is teaching students. Usually, formal education takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher of the subject.

Education is a most element in the development of the nation. Learning is the major factor which is related to education. Learning new things, makes an individual to be educated more and more. Without the education there will be no exploration of new ideas to be able to develop the world because without ideas there is no creativity and without creativity, there is

no development. Education is the tool which provides people with required knowledge, skill, technique, and information and enables them to know their rights and duties toward their family, society, and obviously nation. Education expands the vision, outlook to see the world. Education develops the capabilities to fight the injustice, violence, corruption and other factors. Just as a face is the mirror of the heart, level of education develops the status of the nation. By providing education, we remove the poverty and every person in the country will become successful and provides their contribution to developing their country. Hence we can easily conclude that for an evolution of a country, there is need of education, we have to change the person's mind and make a developed country.

Terrorism on the other hand, is the acts of intimidating, or a deliberate and systematic use of violence to destroy, kills, or maim innocent citizens in order to archive goals which ordinarily may be difficult or impossible to achieve. The relationship that exists between the two terms is that, while Education stood for progress and development; terrorism other the other hand stands for retrogress and destruction. The two therefore, cannot go together; Education is also seen as a unifying factor in Nigeria, whereas terrorism is seen as divisive factor.

Terrorism is not a 21st century phenomenon and has its roots in early resistance and political movements ([Max, Mohamed and Hannah, 2018](#)). Modern terrorism largely came into being after the Second World War with the rise

of nationalist movements in the old empires of the European powers. These early anti-colonial movements recognized the ability of terrorism to both generate publicity for the cause and influence global policy.

Causes of Terrorism in Nigeria

Many factors are responsible for terrorism in Nigeria. These factors range from corruption, poverty, social exclusion, unemployment, religious extremism, and illiteracy.

Corruption: this is a form of dishonesty undertaken by a person entrusted with a position of authority, often to acquire personal benefits. Corruption from small favours between a small number of people to corruption that affects the government on a large scale and corruption that is so prevalent to be part of the everyday structure of crime in the society. Recently, terrorists activities has been blamed in Nigeria for the inability of the federal and states governments as well as security agencies to curb the corruption.

Poverty: poverty is an individual's lack of necessary means to meet basic personal needs such as food, clothing and shelter. Some causes of poverty may include lack of access to education, over population, lack of control in local food, corruption etc. Reexamining the sources of terrorism, analysts rank poverty at the top of the list. Recent studies by Cantin (2018) showed the terrorism-poverty nexus. The studies explained the attacks on New York city, identifying the economic deprivation as a critical cause. However, other studies disputed this fact noting that poverty doesn't play a direct role in inciting a particular individual to

perpetrate an attack, it creates the conditions in which terrorist organizations can acquire credibility and legitimacy, establish enduring foundations and develop a network of “support structures” that will allow them to flourish.

Social exclusion: social exclusion can also be identified as one of the causes of terrorist activities in Nigeria. The United Nations according to Cantin (2018) defines social exclusion as an individual's lack of participation in decision-making (processes) in civil, socioeconomic and cultural life and as a systematic denial of an individual's fundamental rights and opportunities that impedes his integration into communal life. By being relegated to the very margins of society, these excluded individuals or communities are particularly likely to develop potent sentiments of disenfranchisement and of alienation that might ultimately foster a feeling of identity vacuum. This lack of sense of belonging has a meaningful cause of radicalization in marginalized segments of societies which can often play a decisive role in their decision to subscribe to extremist narratives.

Unemployment: Unemployment to Tejvan (2017) is a situation where someone of working age is not able to get a job but would like to be in full-time employment. Youth unemployment is a major driver of terrorism (Getrude, 2017). Unemployment Rate in Nigeria increased to 18.80 percent in the third quarter of 2017 from 16.20 percent in the second quarter of 2017. Unemployment Rate in Nigeria averaged 10.63 percent from 2006 until 2017, reaching an all

time high of 19.70 percent in the fourth quarter of 2009 and a record low of 5.10 percent in the fourth quarter of 2010 (Trading Economics, 2018). The [2015 Plan of Action to Prevent Violent Extremism](#) acknowledged that youth unemployment make the spread of violent extremism easier. Without jobs, violent extremist organizations can be an attractive source in countries that fail to create employment opportunities for young people.

Government: The contemporary Nigeria society is engulfed by terrible acts of terrorism. It has been shown that, terror acts have been committed by both the State and terrorist organizations. It has also been realized that in Nigeria some of the contemporary acts of terrorism is a product of “Bad governance” and the character of State in Nigeria which encourages a “culture of impunity”. This is a prolong failure of the State to provide purposeful leadership and deliver the dividends of “good governance” to the people. State neglect breeds a culture of terrorism, and other segment, individuals and groups in the society imbibes this dominant political culture as a way of life. While it has been realized that, they are other predisposing factors / variables like economic marginalization, ethnic and religious fanaticism which influence terrorism, official corruption, State neglect and impunity, poverty and unemployment constitutes the main causes of terrorism in Nigeria.

Economic and political factors: Economic and political factors offer deeper insights into the causes of terrorism, it has been argue that, economic deprivation, political

marginalization, frustration and civil disobedience in Nigeria are by products of official corruption, when public officers and Politician's at federal, State and Local government levels steal public funds allocated to building schools, Hospitals, industries and provision of basic social services like water, electricity and road infrastructure Nigerians are denied good governance. They youths especially are affected negatively, socially, psychologically and economically. As Ayangese (2010) argues frustration, dejection and helplessness remain as a daily experience in their lives, they can easily be brain washed and indoctrinated into illegal activities and terrorism. Terrorism among other challenges is the price we pay for producing a “reserved army” of depraved, deprived, frustrated and unemployed youths as a consequences of official corruption and sometimes of a dysfunctional federal system of government.

Effects of Terrorism on Education in the North-East Nigeria

As earlier stated, terrorism is related to intimidating and deliberate or systematic use of force to destroy, kill or maim people. Terrorist activities in Nigeria especially Boko Haram in the North-East has been severely attacking the country's education system. Boko Haram's impact on education has flipped the Nigerian educational system as a whole by stealing the education of the youth and attacking the system in every way possible. The kidnapped [276 schoolgirls](#) from a secondary school in Chibok; teachers have been targeted, resulting in [600 teachers](#) being murdered and 19,000 teachers

fleeing in fear. Other teachers have been threatened, injured or even kidnapped. Boko Haram Terrorists also on Monday, 19 February 2018, invaded Government Girls Science and Technical College, (GGSTC), (formerly Government Girls Secondary School, GGSS), Dapchi, Bursari Local Government Area of Yobe State, Northeast Nigeria.

Four years ago, precisely on February 25, 2014, Boko Haram Terrorists attacked Federal Government College, Buni Yadi, Yobe State and slaughtered about 59 secondary school boys. Also recall that on November 24, 2014, Boko Haram abducted about [five hundred children from Damasak](#) while in another incident, scores of children were [burnt to death](#) on the outskirts of Maiduguri. The United Nations Children's Funds (UNICEF) as cited by Okereke (2018) asserted that about 1,400 schools (57% of them in Borno) have been shut down, 3 million children are in need of emergency education support and over 2,000 school teachers have lost their lives to the Boko Haram insurgency.

Out of a total population of 160 million, about [10 million Nigerian youths](#) are not in school, many of them girls. Instead of reading and learning, they are married off in their teens, while out-of-school boys are recruited into terrorist ranks. By early 2016, an estimated [952,029 school-aged children](#) have fled the violence, with little or no access to education. The [high displacement](#) from the hands of terrorist has forced school-aged children to be placed in private homes and communities. In such

communities, schools are made up of students of the same age congregating in large rooms or under trees for about three to four hours a day. However, these children do not have access to textbooks and their teachers must teach without any teaching aids.

The constant threat posed by terrorist and terrorism, which has become prominent in Nigeria from 2009, undermines efforts at improving education. Various terrorist groups carried out several attacks and issued threats to schools in the North, in some of these attacks, teachers were killed or injured and structures razed. On the 12th of March, 2012, gun men link to Boko Haram attacked Hausawa-Dan Maliki primary school in Kumboso Local government area of Kano State; several pupils and teachers were killed. In September 2013, a school of Agriculture in Yobe State was also attacked at night by Boko Haram and more than sixty students were killed (Waller, 2018).

The recent attacks on the University of Maiduguri, which led to the killing of some professors and many others is still fresh in memories Nigerians. These attacks on schools and other places have made many parents to withdraw their children and wards from the schools and making it difficult for them continue schooling. A report by Nigeria DHS Education data survey 2011 as stated by Waller (2018) showed a gloomy picture of education in the Northeast of Nigeria. According to the report, 12% of children in Borno State are not in primary schools.

Conclusion

Education is the bedrock of every society;

without it, development would be very difficult. Terrorist activities has severely affected the Nigeria education and has contributed to the present state of the country's development. Nigeria has witnessed series of attacks on schools from primary to tertiary levels by terrorist groups especially in the North-East region. Both structures and human resources are affected as lives of teachers and students are wasted. Efforts by the government at all levels, non-governmental organizations, International communities etc have yielded positive results, however, more needs to be put in place.

Recommendations

The following recommendations are made:

1. All schools in areas prone to terrorism should be beef up by securities, irrespective of locations.
2. School administrators and parents should monitor students especially those at the secondary school levels to ensure that they don't develop tendencies related to terrorism.
3. Government should develop good intelligence gathering system, through the security agencies, so that the menace is nip in the bud, by preventing terrorist recruiting agents, from getting closer to community members and schools.
4. Communities must ensure that terrorist cells are not established anywhere close to schools and communities.

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**THE ROLE OF ENTREPRENEURSHIP EDUCATION
IN YOUTH EMPOWERMENT IN
NASARAWA STATE, NIGERIA**

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Abstract

There is this colonial mentality among the first generation graduates in Nigeria where there has been a craze for white collar office work alone. In recent times, the Nigerian graduates have faced a lot of frustrations from lack of achieving the white collar job so to speak. This paper is advocating the adoption of re-positioning the economic development and entrepreneurial drive for job creation, wealth creation and global competitiveness of Nigeria youths and graduates. The basic truce of this paper is to enhance a match between theory and practice as facilitated by research and development centers in the Nigerian universities to serve as a technology laboratory and incubate entrepreneurship skills. The entrepreneurship education as a compulsory course in some Nigerian university system is actually viewed as a means to empower the youths through entrepreneurship education. The paper critically looked at the role of entrepreneurship education. The purpose is to equip the individual and create the mindset to undertake the risk of venturing into applying the knowledge and skills gotten from school. Other issues like the provision of individuals with enough training to enable creativity and innovation relevant to skill acquisition to encourage self-employment and self-reliance were x-rayed. Some techniques like industrial training exercise, workshop and seminar, excursion as a vehicle in the youth empowerment and eradication of poverty and extreme hardship were mentioned. Challenges like inadequate funding, lack of training personnel and men availability of equipment were identified as issues facing entrepreneurship education. Recommendations like entrepreneurial based curriculum at all levels of education, provision of enabling environment for entrepreneurial development required for economic advancement and youth empowerment should be the key focus in Nasarawa State and Nigeria for youths and graduates from various tertiary institutions as applicable.

INTRODUCTION

It is common knowledge that about 80% of graduates in most Nigerian universities find it hard to get employment every year. This is largely due to the curricula of the universities and other tertiary institutions with emphasis on training for white-collar jobs. Nigeria has an estimated population of 170 million people (NBS, 2004 and Ojo, Abayomi & Odozi, 2014). This population is endowed with abundant human and natural resources and favourable geographical location in the world map.

The current global financial crisis has impacted negatively on the macro and micro levels of the Nigerian economy. In the present, this situation has posed serious challenges and threats to government and a great number of the citizens. Nigeria like other developing countries is faced with a number of problems ranging from youths and graduates unemployment, high level of poverty, insurgency, conflict and diseases, insincerity, over dependency on foreign made goods, low economic growth and development, lack of capacity and required skills to move the economy forward and urbanization. Unemployment has become a major problem bedeviling the lives of youths and graduates causing frustration, depression, dejection and dependency on family members and friends. The high level of unemployment among this population in Nigeria has contributed to the high rate of insecurity, violence in elections and poverty (Ajufu, 2003 & Simkovic 2012).

The National Population Commission (2013), Ojo, Abayomi & Odozi (2014) and

Awogbenle and Iwamadi (2010) are of the view that sixty four (64) million of the Nigerian youths are unemployed while one million six hundred thousand (1.6million) are underemployed bringing the total of youths population to eighty (80) million representing youth population. When this percentage is deducted from the total population of Nigeria then you would agree with me that repositioning entrepreneurship education in our schools would salvage this gap as it were against the white collar job ambitions. One of the possible causes for this lack is that the education in Nigeria addresses only output end of capacity development solving problem. In addressing the input and therefore, a complimentary approach is needed. In developed economies or industrialized economies for instance, the education system emphasizes the trail of inquiry-discovery application in teaching and students to perceive problems (including societal problems) as challenges and opportunities that can be turned into goods and services of commercial value (Adejimola & Olufumilayo, 2009, Giwa 2000, and Adeyemi 2006).

One of the approaches to achieve the contending issues in Nigeria is teaching and research at entrepreneurship and innovation centres by universities and other tertiary institutions and the promotion of universities-private sector collaboration. This should involve developing the capacity of staff and students in entrepreneurship and innovation, engaging in outreach activities with small and medium enterprises through such interventions

as business incubators. Training entrepreneurs and conducting research and consultancies are inevitable as it pertains to entrepreneurial, industrial and economic growth in Nigeria.

The Concept of Entrepreneurship Education

The entrepreneurship education refers to many things to variation of people as applicable to their values and observations of what it means to them. Nwabuama (2004) sees entrepreneurship education as the identification of the general characteristics of entrepreneurs and how potential entrepreneurs can be trained in management techniques needed for effective performance of persons for long-time service of an organization after the acquisition of occupational skills. For Ebele (2008), entrepreneurship education is the teaching of knowledge and skills that enable the students to plan, start and run their own business. In the view of Olawolu and Kaegon (2012), entrepreneurship education prepares youths to be responsible and entering individuals who become entrepreneurial thinkers by exposing them to real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome.

Okereke and Okorafor (2011) assert that entrepreneurship education is a potent and viable tool for self-empowerment, job and wealth creation. Entrepreneurship education entails teaching students, learners and would-be business men, equipping the trainees with skills needed for teaching responsibility and developing initiatives of prospective trainees

(Ezeani, 2012). Entrepreneurship education entails philosophy of self-reliance such as creating a new cultural and productive environment, promoting new sets of attitudes and culture for the attainment of future challenges (Ogundele, Akingbade and Akinlabi, 2012).

Entrepreneurship education is the type of education which has the ability to impact on the growth and development of an enterprise through technical and vocational training. Actually, entrepreneurship education has its peculiar learning and teaching approaches. Solomon (2007), highlighted entrepreneurship education teaching approaches to include business then writing, lectures by professionals, case studies, choice programme supervision and experimental learning, visit of experts on site. Above all, the approaches of teaching and learning entrepreneurship education mentioned above, the experimental teaching which involves pragmatic approach seems to be the best based on the studies of Solomon and Tarabisky (1999). Young people can build confidence in their abilities to become entrepreneurs and be empowered in their future as a result of varieties of entrepreneurial activities provided through education.

The Purpose of Entrepreneurship Education

Entrepreneurship education as posited by Paul (2005) and Nwalado (2012) structured the following as the main purpose of Entrepreneurship education:

- a. Provides the young graduates adequate training that will enable them to

- be creative and innovative in identifying great business opportunities.
- b. To offer functional education to the youths to enable them to be well empowered and self-reliant people in their own right.
 - c. To serve as catalyst for economic growth and development.
 - d. To offer tertiary institution graduates with adequate training in risk management to make learning outcome feasible.
 - e. To reduce the high rate of poverty and insecurity and violence.
 - f. To create job and employment opportunities for its citizenry.
 - g. To reduce the rural-urban migration
 - h. To provide the young graduates with enough training skills and support that will enable them to establish a career in small and medium size business.
 - i. To incubate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
 - j. To create a smooth transition from tradition to modern industrial economy.

The Concept of Youth Empowerment

The term youth is the time of life when the individual is young especially the period between childhood and maturity of the early period of existence, growth or development. The word youth, adolescent, teenage and young persons are usually used interchangeably. A youth generally refers to a time of life that is neither childhood nor adulthood but rather

somewhere in between. Youth is an alternative word to the scientifically oriented adolescent and common terms of teen or teenage.

Jega (2012) defined youths as a special group of people with strong stamina and passion for realizing some goals and purpose. Different countries define the word youth relating to their objectives, conditions and realities existing on ground based on history, contemporary socio-economic and political issues as need to be addressed. For this, different parameters and variables are used in defining their youths in the country. In Nigeria, the National Youth Development Policy refers to all young persons of age 18 – 33 years as youths. This category is present in most cultures, the most volatile and yet the most vulnerable segment of the population, socio-economically, emotionally and in other aspects. The youths share certain characteristics that distinguish them from other generation. These characteristics include: impatience for change, zealously, radicalism, rebellions, curiosity, hard work, ego and ambition. The youths are the engine and actualizers of national development if their mindsets are channelled in the right direction.

Springing from the need to enable young people to have a say in decisions which affect them and to have heard voices; this gives rise to young people who have economic, social and cultural advancement of their countries and to gain self-fulfillment. Young people are empowered when they acknowledge that they have or can create choices in life and are aware of implications of these choices, make an

informed decision freely, take action based on that decision and accept responsibility for the consequences of that action. Youths empowerment is an attitudinal, structural and cultural process whereby young people gain the ability, authority and agency to make decisions and implement change in their own lives and the lives of other people including youths and adults (Ezeani, 2012). Youth empowerment means creating and supporting the enabling conditions under which young people can act on their own behalf, on their own terms, rather than at the direction of others. These enabling conditions include economic and social base, political will, adequate resource allocation and supportive legal and administrative frameworks, a stable environment of equality, peace and democracy and access to knowledge, information and skills and a positive value system.

The Efforts of Government on Entrepreneurship

The following were the efforts made by both Nasarawa State and Federal Governments on Agricultural Entrepreneurship:

1. Bada Koshi Agricultural Scheme:

The government of Nasarawa State led by his Excellency, Late Alhaji Aliyu Akwe Doma launched the programme of accelerated mass and focused production of food crops, livestock and fisheries in the state in 2009. The initiative is tagged BADA KOSHI AGRICULTURAL SCHEME.

The objectives of this

programme were:

- i. To increase and sustain agricultural productivity in order to ensure that the state maintains and improves on its position as a leading food producing state in the country;
- ii. To mobilize the youths to actively participate in agricultural activities;
- iii. To strength then institutional capacity at all levels;
- iv. To ensure that farmers in the state get economic value from agriculture through access to local and international markets; and
- v. To add value to agricultural produce in the state through advanced storage, processing and marketing;

It should be notated that a total of 763 farmers and cooperative groups benefitted from the loan package at 9% interest rate with a tenor of 3 years and one year moratorium. In the same vein, 52 farmers benefitted from tractor loans at 40% subsidy. The tractor loan has a tenor of 3 years.

Majority (70%) of the beneficiaries of the scheme were youths.

2. Anchor Borrowers' Programme (ABP)

The Central Bank of Nigeria

(CBN) in line with its developmental function established the Anchor Borrowers' Programme (ABP). The programme which was launched by President Muhammed Buhari (GCFR) on November 17, 2015 is intended to create a linkage between anchor companies involved in the processing and small holder farmers (SHFs) of the required key agricultural commodities. The programme thrust of the ABP is provision of farm inputs in kind and cash (for farm labour) to small holder farmers to boost production of these commodities, stabilize input supply to agro-processors and address the country's negative balance of payments on food.

The targeted commodities of comparative advantage to the state include but not limited to cereals (Rice, Maize, Wheat etc.), Cotton, Roots and Tubers (Cassava, Potatoes, Yam, Ginger etc.), Sugarcane, Tree Crops, (Oil Palm, Cocoa, Rubber etc.), Legumes (Soybean, Sesame Seed, Cowpea etc.), Tomato, Livestock (Fish, Poultry, Ruminants etc.) and any other commodity that may be introduced by the CBN from time to time.

The objectives of the ABP are:

i. Increase bank's financing to the

agricultural sector;

ii. Reduce agricultural commodities importation and conserve external reserves;

iii. Increase capacity utilization of agricultural firms;

iv. Create new generation of farmers/entrepreneurs and employment;

v. Deepen the cashless policy and financial inclusion;

vi. Reduce the level of poverty among small holder farmers; and

vii. Assist rural smallholder farmers to grow from subsistence to commercial production levels;

The interest rate under the ABP shall be guided by the rate on the N220 billion Micro, Small and Medium Enterprises Development Fund (MSMEDF) which is currently at 9% per annum (all inclusive, pre and post disbursement).

3. N-Power Agro

The volunteers deployed under this programme would serve as intermediaries between researchers and farmers to help them with tips for better farming practices to make Nigeria self-sufficient in terms of food.

The programme is not an employment and so the

beneficiaries would be paid an allowance of N30,000.00 every month for 2 years, which the programme would run. Since it is not an employment, an engaged graduate would be disengaged and another set of graduates would be engaged so as to take part in this, it is in the best interest of the beneficiaries to be looking for jobs or better still, create one for themselves.

Also, the body would be the one to deploy participants to the states where they would undergo the programme. One very good thing about the programme is, successful applicants will benefit from a compulsory employability and entrepreneurship skills development programme.

The objectives of the N-Power Programme include:

- i. To reduce the rate of unemployment in the country;
- ii. To bring about a system that would facilitate transferability of employability, entrepreneurial and technical skills; and
- iii. To bring solutions to ailing public service and government diversification policy.

Challenges Facing Entrepreneurship Education and Youth Empowerment in Nasarawa State and Nigeria

Entrepreneurship education has received a boost as a source of job creation, empowerment for the unemployed and the underemployed in a globalized economy worldwide. For Nigeria, the following reasons hinder Entrepreneurship education:

- Poor entrepreneurial culture,
- Lack of fund.
- Poor knowledge based economy and low spirit of competition.
- Lack of entrepreneurial teachers, materials and equipment.
- Non-inclusion of entrepreneurship practical programme in the school curricula.
- Poor societal attitude to technical and vocational education development.
- Inadequate facilities and modern equipment for teaching and learning.
- Insensitivity of government to enterprise creation and expansion strategy.
- Poor plan and execution of processes of action.
- Isolated or pockets of ineffective programmes and management in competencies.
- Inadequate parental care.
- Breakdown of family values and indiscipline.
- Political manipulation of youth organizations.

Despite the difficult situation and the

dire need for change, the government has done little to reduce the misery and frustration of its citizenry, fostering hopelessness in the majority of young people who have resorted to any means including crime to succeed in life. The youths are expected not to involve in crime but to channel their energy towards the development of our dear country Nigeria.

Entrepreneurship Skills Creation for Undergraduate Studies

The wheel of development of any country lies on the shoulder of how productive and creative the youths are. Parents, teachers and government have the obligation to ensure that the youths are empowered. There is apparent economic depression in the midst of our so-called oil boom in Nigeria. The problem with Nigerian educational programmes is the too much emphasis on the value on certificate rather than the skills required in the career. In other words, the individuals struggle hard through any means to attain the Golden Fleece which is the certificate rather than the knowledge and skills which should make them self-reliant. Hence, it is hoped and rightly too, that in the first place, government should encourage a diversification of the economy through adequate support for private establishment and practical acquisition of skills in higher institutions. For this, education should be refined with a view to create and enhance the supply and entrepreneurship in the youth initiatives and activities.

Apart from the entrepreneurship curriculum, there are other specific activities which can be carried out with a view to create

an entrepreneurship skills creation in the Nigerian tertiary institutions. Some of them as (Okojie 2008, Osibanjo, 2006 and Ememe 2011), highlighted:

- Establishment of entrepreneurship development centres.
- Establishment of small and medium scale resource centres.
- Establishment of some clubs in the tertiary institutions.
- Organize business plan competitions
- Introduce networking events through workshops, seminars, symposia, lectures and stakeholders where cross fertilization of ideas could occur.
- Identify entrepreneurship business opportunities.
- There should be role model interaction and mentoring to deliver motivated discussions in form of key notes or lectures.
- Industrial visits and excursions for onsite field trip like students of mass communication could visit media houses, medical students could visit pharmaceutical companies and education students could visit modern schools with facilities to mention but a few.
- Make the students master at least one vocation that can guarantee self-reliance.
- Inculcate in the students the knowledge of the modern information communication and technology that will enable them to interact effectively

with their immediate and distant environment.

- To fashion out modalities for setting up a career/entrepreneurship centre where students can be counselled and guided on the right career to choose after their graduation.
- There should be a school-based enterprise where students identify potential business plans, create and operate small business by using the school as a mini incubator.
- There should be some form of innovation for students who have done their practical work well during site supervision. This will motivate them to establish businesses after school graduation.

Conclusion

Entrepreneurship education has been clearly observed here as a vehicle to rid of the endemic problem of poverty, hunger and youth empowerment. When the youths are provided with the right training in practice, they explore opportunities in their immediate environment instead of chasing shadows in the cities. The development of Entrepreneurship education will go a long way in creating employment, give young people the opportunity to develop their enterprising skills, empowering the young to be job creators and not job seekers through the provision of necessary skills and knowledge to raise their output, income and wealth. Entrepreneurship education would also contribute to improve the image and highlight the role of entrepreneurs in the society. The

current industrial decay and the subsequent unemployment crisis among the Nasarawa State and Nigerian graduates have been traced to the theory-oriented university programmes and certificate frenzy coupled with the ceremonial mentality of golden fleece. The economic situation of Nigeria needs re-engineering in order to strategically reposition Nigeria as the true leader of Africa. I strongly recommend curriculum review, sensitization, advocacy and mobilization of support for Entrepreneurship education, programme focus and funding together with the political will and stability of the government in order to achieve the goals and the policy thrusts of the Federal Government of Nigeria.

Recommendations

Based on the foregoing, the following recommendations are made:

1. The Educational authority in the country should review our curriculum to embrace the acquisition of entrepreneurial skills.
2. Lectures, seminars and symposia should be organized for the youths on value re-orientation as to dissuade them from get -rich-quick syndrome.
3. Notable and successful entrepreneurs should be invited to give talks from time to time to students at various tertiary institutions.
4. There should be eradication of corrupt practices among people in position of authority so that poverty reduction programmes introduced by the government can succeed.

5. Youths should as a matter of necessity understand themselves as it will help them to identify areas of their strengths and align with them. This will make them more focused in life as to evade unemployment.
6. Government should provide the necessary basic amenities and infrastructural facilities that will enable entrepreneurs to thrive in the country.
7. A side the empowerment schemes/Programmes introduced by both Nasarawa state and Federal governments such as Bada Koshi, Anchor Borrowers' programme and N-Power Agro, they should come up with more programmes to cater for the teeming young graduates.
8. Beneficiaries of the N-Power Agro should be absorbed into the civil service instead of disengaging them at the expiration of two (2) years to reduce high level of unemployment, restiveness, violence and crimes among youths.

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**CHILDREN AND WITCHCRAFT IN NIGERIA:
THE ROLE OF CHRISTIANITY**

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Abstract

Witchcraft allegations against children in Africa have received increasing international attention. Recent reports have highlighted the violence and abuse towards children accused of witchcraft in Africa. Children accused of witchcraft are always subjected to violent exorcism rituals by African Pentecostals/Charismatic pastors who mix Christianity with African witchcraft beliefs. There is an epidemic in Nigeria that has not been covered much by the mainstream media. Thousands of Nigerian children are accused of being witches by their families and pastors. The witch accusations come as a result of the recent religious boom in the country, the numbers of churches in the country outnumber schools, clinics and banks put together. Since it's hard for some churches to carve out a congregation with so much competition, some pastors establish their credentials by accusing children of witchcraft. Most Nigerians believe witches are real, active beings that act to influence, intervene and alter the course of human life for good or evil. Children accuse of witchcraft are usually abused, abandoned and even murdered. Pastors that are involved in this ministry make a lot of money from parents and communities in the name of providing costly exorcism services. All over the Nigeria, there are cases of children being accused of witchcraft, but the states of Akwa Ibom and Cross River alone have about 15,000 branded as witches. The focus of this paper is on children and witchcraft in Nigeria and the role of Christianity. The paper will x-ray the issue of children and witchcraft in Nigeria with the aim of proffering solutions to the problem. The work recommends among others that government and stakeholders like community leaders, religious leaders, and parents have a critical role in dealing with child witch in Nigeria. The methodology to be adopted is historical and phenomenological.

KEYWORDS: Children and witchcraft

INTRODUCTION

Witchcraft, in historical, anthropological, religious, and mythological contexts, is the alleged use of supernatural or magical powers. A witch is a practitioner of witchcraft. It has been widely believed that witches were in league with the Devil and use their powers to harm people and property. Particularly, since the mid-20th century, “bad” and “good” witchcraft are sometimes distinguished, the later often involving healing. The concept of witchcraft as harmful is normally treated as a cultural ideology, a means of explaining human misfortune by blaming it either on a supernatural entity or a known person in the community.

For the majority of Africans and some Europeans, witchcraft is a reality. Many claim to have direct experience of it, while there are some who have indirectly encountered witchcraft through victimized relatives (Moti and Wegh, 2001). Believe in witchcraft is one of the important elements of African Religion even though, the question of actual existence of witchcraft continues to be a subject of heated debates among scholars and practitioners of different religions. According to Awolalu and Dopamu (1979, 247), witches are “those that possess the inherent physical power to send out their spirits invisibly, or through lower creatures to harm others, or to cause havoc to other persons”. Mbiti (1969) says “witchcraft is a term used more popularly to describe sorts of evil employment of magic power” (p. 202). In Nigeria, cross-cultural studies of beliefs shows that cultures have sociological, physical and

functional explanations of the witchcraft phenomenon. Witchcraft for many Nigerian cultures proves a common scapegoat for human failure; 'it must have been a witch' is enough to exonerate one from blame.

Witches and wizards are men and women who are believed to possess supernatural powers with which they can influence the lives and fortunes of others. It is the activities of these witches and wizards that are called witchcraft. Witchcraft is a phenomenon, which form part of the African worldview. World view is defined by Ekwunife (citing Metuh: 2011, p.24) is “the complex of people's beliefs and attitudes concerning the origin, the nature, structures, organization, and interaction of beings in the universe with particular reference to man”. Witches and wizards form part of African Cosmos. In as much as great scholars like Ekwunife (2011). Have discovered and documented instances that show the existence of different types of witchcraft ranging from benevolent and harmless to malevolent ones, witchcraft is still one of the most dreaded words in Nigeria.

The belief in witchcraft and the malevolent powers associated with it is not a new thing in Africa. What is new is that now, Nigerians blame all their problems, bad luck, infertility, death and even poverty among others on witchcraft Onyejekwe (2003). Therefore, one can only imagine the amount of stigmatization/punishment that awaits anyone who has the misfortune of being identified as a witch. Formerly, in Nigeria witchcraft was associated with old people. But recently series

of event have turned the accusing eyes of the public to children especially in Akwa Ibom State. The event were of such magnitude that it drew the attention of the international community.

There is a serious crime going on in Nigeria undercover, thousands of Nigerian children are accused of being witches by religious pastors. As a result, they are the victims of horrendous torture through exorcism, and deliverance ministrations. In some cases, such children are known to have been ostracized and driven away by their parents and guardians; some were physically abused to the point of disability. In extreme cases, children accused of witchcraft have been murdered by their parents. (Uffot, 2009). These witchcraft accusation and violent exorcisms are more rampant among the Pentecostals and evangelical churches. It is believed therefore that a comparative analysis of their belief and practices with regard to demon possession and deliverance ministration with the mainline churches as represented by the Catholic Church aid an understanding of their behaviour.

CHILDREN

Children are human beings who are yet to be adults. Biologically, a child (Plural; Children) is a human being between the stages of birth and puberty. The legal definition of child generally refers to a minor, a person younger than the age of majority. (Farlex, 2015). An adult is a mature, fully developed person who has reached the age of legal responsibility. (Cobuld, 2009). This means, that a child is a human being but not yet fully

developed or mature and within an age bracket when he or she cannot be legally held responsible for his or her actions. 'Child' has also been defined elsewhere, as a human between the stages of birth and puberty. A child is seen as a minor, otherwise known as a person younger than the age of majority. The word 'child' also describes a relationship with a parent or authority. It may also signify the membership of a clan, tribe, or religion. It can also signify being strongly affected by a specific time, place or circumstance as in, 'a child of the sixties' 'child of nature'. In some places 'child' applies both to fetus and the unborn ().

The United Nations Convention on the rights of the child which is ratified by 192 out of 194 member countries defines a child majority is attained earlier". This has been the case in some places, for instance, in Akwa Ibom State of Nigeria; a child is defined in their child right act of 2008, as a human being under the age of 16 (UNICEF,2010, para, 2). However, child in the context of this paper shall be understood as any human being under the age of 18. This class of people is generally believed to be unable yet, to make serious or legally binding decisions and need the protection, love and nurturing of adults.

WITCHCRAFT

Witchcraft as a concept has been misunderstood, misinterpreted and misrepresented by both foreign and indigenious scholars. The negative attitude emanated from the dominance of western cultural values and what people outside Africa had read and heard

of the diabolic activities of witches. In most English dictionaries, witchcraft and sorcery are roughly synonymous. In anthropological terminology, a “witch” differs from a sorcerer in that they do not use physical tools or actions to curse; their maleficium is perceived as extending from some intangible inner quality, and the person may be unaware that they are a “witch”, or may have been convinced of their own evil nature by the suggestion of others. (Wikipedia, 2018)

It is with the above concept of witchcraft that Russell (1987) wrote; “The original concept of witchcraft is sorcery, a web of benefits and practices whose purpose is to manipulate nature for the benefit of the witch or witch's client” (p. 415). Metuh (1987) says, “witchcraft for Africans is fundamentally evil and unjust” (p. 158). For Parrinder (1976), “witchcraft is a practice of black magic, sorcery of intercourse with the evil spirits through supernatural aid to accomplish evil of various kinds” (p. 19). Mbiti who is the leading African Theologian and Scholar of African Religion says, “witchcraft is a term used more popularly and broadly to describe all sorts of evil employment of magical power” (202). In Nigeria, cross-cultural studies of witchcraft believes show that cultures have sociological, psychological, and functional explanations of witchcraft phenomenon. Witchcraft for many Nigerian cultures provides a common scapegoat for human failure “it must have been a witch” is enough to exonerate one from blame. Witchcraft functions as a regulating mechanism to many Nigerian cultures.

CHILDREN AND WITCHCRAFT IN NIGERIA

Belief in witchcraft thrives worldwide. It is a growing issue worldwide, among not just African countries, but also in other countries around the world. About 1,000 people accused of being witches in Gambia were locked in detention centres in March and forced to drink a dangerous hallucinogenic potion, according to Human Rights Organisation Amnesty International (Kirimi, 2009). Thousands of Nigerian children are accused of being witches by religious pastors. As a result, they are the victims of horrendous torture through exorcisms. In some cases, the children are murdered by their own family members.

The kids who become victims of the bloody exorcisms are usually poor, orphaned, or disabled. Often times, the families that these children come from are so financially disadvantaged that they feel relieved to have one less mouth to feed. The witch accusations come as a result of a recent religious boom in Nigeria. There has been a rapid growth of Evangelical Christianity in Nigeria, and because of this, churches outnumber schools, clinics, and banks put together. According to the Huffington Post, it's hard for churches to carve out a congregation with so much competition. Some Nigerian Pastors establish their credentials by accusing children of witchcraft. (Huffington, 2009)

Nigerian children accused of witchcraft are often incarcerated in churches for weeks on end and beaten, starved and tortured in order to extract a confession. The children are normally

blamed for causing illness, death and destruction, prompting some communities to put through harrowing punishments to “cleanse” them of their supposed magical powers. Many of the children targeted have traits that make them stand out, including learning disabilities, stubbornness and ailments such as epilepsy. According to CRIN (2011, p.5) “the states of Akwa Ibom and Cross River have about 15,000 children branded as witches, and most of them end up abandoned and abused on the streets”.

Evangelical Christian Pastors in Nigeria and some Orthodox Church leaders in Nigeria have been involved in the torturing and killing of children accused of witchcraft. Over the past decade, around 15,000 children have been accused, and around 1,000 murdered. Churches are very numerous in Nigeria, and competition for congregation is hard. Some pastors attempt to establish a reputation for spiritual power by detecting child witches, usually following a death or loss of a job within a family, or an accusation of financial fraud against the pastor. In the course of “exorcisms”, accused children may be starved, beaten, mutilated, set on fire, forced to consume acid or cement, or buried alive. (Wikipedia, 2018)

Nigerian Christian pastors from Evangelical and some orthodox churches have in so many occasions involved themselves in the crime of torturing and killing of innocent children accused of witchcraft. Over the past decade, around 15,000 children have been accused, and around 1,000 murdered. These children are often accused of witchcraft, very

often after some kind of calamity, like the death of a family member, loss of job, infertility etc. young children who are naughty or hyperactive, children who like to sleep outside at night when the weather is hot or babies who cry a lot will all be accused of witchcraft. The so called men of God often instigate the accusations, induce hatred between children and their parents, and then extort huge amounts of money from families for “deliverance”, the children will then be subjected to abusive 'deliverance' ceremonies designed to drive out the spirit of the witch. They are often abandoned or neglected by their families and end up leaving on the streets. (Ukoima, 2015).

Nigerian children accused of witchcraft are often incarcerated in churches for weeks on end and beaten, starved and tortured in order to extract a confession. The children are normally blamed for causing illness, death and destruction, prompting some communities to put through harrowing punishments to “cleanse” them of their supposed magical powers. Many of the children targeted have traits that make them stand out, including learning disabilities, stubbornness and ailments such as epilepsy. According to CRIN (2011:5) “the states of Akwa Ibom and cross rivers have about 15,000 children branded as witches and most of them end up abandoned and abused on the streets”.

Most Nigerian devil children are “identified” by powerful religious leaders at extremist churches where Christianity and traditional beliefs have combined to produce a deep-rooted belief in, and of witchcraft. The

religious leaders spread the message that child-witches bring destruction, disease and death to their families. And they say that, once possessed, children can cast spells and contaminate others.

The religious leaders offer help to the families whose children are named as witches, but at a price. The churches run exorcism, or “deliverance” sessions where the pastors attempt to drive out the evil spirits. Only they have the power to cleanse the child of evil spirits, which normally costs the families up to a year's income. During the “deliverance” ceremonies, the children are shaken violently, dragged around the room and have potions poured into their eyes. The children look terrified, the parents look on praying that the child will be cleansed. If the ritual fails, they know their children will have to be sent away or killed. Many are held in churches, often on chains, and deprived of food until they confess to being a witch. The ceremonies are highly lucrative for the Spiritual leaders many of whom enjoy expensive lifestyle.

Generally, Africans believe sorcerers are spirits who carry out their nefarious activities as human beings, animals or insects. In Nigeria, witches are identified mostly with women or infant. While witch hunting is a thing of the past in other parts of the world, in Nigeria it is an ongoing activity among the tribes. Attacks on witches, persecution and killings still take place and most of the victims are women and children. In 2004, in Edo State, Nigeria, 27 men and women suspected of witchcraft died after being forced to drink a

local concoction believed to identify witches. And in 2011, 70 years old man killed his son in Kaduna in Northern Nigeria, alleging that he had used witchcraft to kill his three children in quick succession. (Superstition, 2011)

One of the most intriguing aspects of the belief in the witchcraft is the confession – the claim that sorcerers sometimes openly admits to having indulged in occult activities. Believers in witchcraft often cite and use this as a justification for attacking and persecuting supposed witches. For instance in 1998 in Lagos, a middle-aged woman was stoned and later burnt to death after she allegedly confessed to having practiced witchcraft. The women reportedly claimed to have killed ten people, including her own children, as well as being responsible for the repatriation of her brother from Europe. As in all cases of witch confession, no-one tried to critically examine or confirm these claims. At best, witch confessions are elicited under duress by a mob or are made by individuals of questionable mental health.

CHRISTIANITY AND WITCHCRAFT IN NIGERIA

The New Testament condemns the practice of witchcraft as an abomination, just as the Old Testament had Galatians 5:20, compared with Revelation 21:8; 22:15 and Acts 8:9; 13:6, though the overall topic of Biblical law in Christianity is still disputed. The world witchcraft in most New Testament translations is sorcerer/sorcery rather than witch/witchcraft. (Wikipedia, 2018). Indeed. The belief in witchcraft predates the advent of Christianity,

but over the centuries Christianity has spread while reinforcing and appropriating this traditional belief. Many churches in Nigeria organize fellowships and revival meeting to cast out demons and counteract their activities. Pentecostal churches in Nigeria, probably on account of their literalist approach to the bible, are championing a new witch-hunt in Nigeria. In 2003, people suspected of being sorcerers were clubbed or hacked to death in Akwa Ibom State in Nigeria. The killing started after some members of Christian churches accused their congregation's families of practicing witchcraft and being responsible for any calamities that befall them. As a result, some children attacked their parents, grandparents and other relatives to elicit confession of witchcraft (Superstition and Witchcraft in Africa: 2011). Expounding the Catholic stand on evil spirit possession and deliverance thereof, Preira (2001) wrote:

It is very clear from the Bible that Satan or Devil (the Hebrew and Greek words for enemy) does exist and afflict man. This is also the consistent teaching of the Catholic Church reflected in its theology and its official pronouncement.....such problems and evils cannot be dealt with adequately simply by personal repentance and interpersonal reconciliation, but need what is called the act of deliverance and liberation from this spiritual evil power... throughout its history, the Church has carried out the mandate that Christ has entrusted to her through the specific ministry of exorcism and

general ministry of deliverance.

The above statement by preira underscores the fact that the Catholic Church believe that human beings could be possessed by evil spirits or demons and be manipulated by the same or vice-verse. However, he went on to reiterate that though the Catholic Church has engaged in exorcism and general deliverance through history, it was the Catholic Charismatic Renewal within the Church that created more awareness of the need to set people free from Satan influence and affections. The above belief is not so obviously different from the stand of Pentecostals as portrayed by Robinson (2006). Thus:

Fundamentalist and other evangelical Christians exhibit a wide range of beliefs concerning demon possession and exorcism, but most share certain beliefs. Like the Roman Catholics, most believe that the passages about demons in the New Testament are accurate description of the power and activity of evil spirits. A belief derived from the concern that God inspired the authors of Bible to write texts that are of error. (p. 4)

Nevertheless, there exist difference which are not so obvious. These differences include, the fact that while catholic do not blame every problematic situation, ill health, dysfunctional behavoiour, and so on demon possession, most Pentecostals and evangelicals do. Based on the above stand, Catholic exorcist go for a lot of counselling before, during and after deliverance ministration to ensure through

discernment, that it is actually deliverance that is the answer to the problem of the individual, and that he or she cannot be helped otherwise. To this end, they believe that a functional deliverance ministry should include a psychiatrist (Preira:2001). The Catholics believe that in as much as every baptized Christian can pray for deliverance in simple case and on behalf of his or herself, family or friends, major deliverance ministrations should be carried out by and gifted and trained Priests and laity. The Pentecostals on the other hand are more liberal as regards who is qualified to engage in deliverance ministrations. Thirdly, as Preira (2001) puts it:

....But for us in the Catholic tradition, deliverance is a manifestation of compassion for the oppressed rather than exercise of power against the oppressor. It is also a process of liberation consisting of what should happen before, during, and after the prayer of deliverance rather than a once and for all act of zeal and holy violence. (p. 8)

Holy violence, is the impression one gets while watching some Pentecostals engaging in deliverance ministrations. It looks like a show of power over devil. Finally, there is also a difference in practice, which lies in the fact that Catholics make more use of sacraments like blessed water, the crucifix, and so on. They also invoke angels and saints while Pentecostals and evangelicals do not. In the above differences but last lies the reason why violent deliverance ministrations is more

rampant among Pentecostal and evangelical Christians than mainline Churches as represented by the Roman Catholic Church.

As in other aspects of African life and society, Christianity has confused and complicated efforts to eradicate witchcraft and realise social and cultural progress. Indeed the belief in witchcraft predates the advent of Christianity. But over the centuries Christianity has spread while reinforcing and appropriating this primitive belief. Many churches in Nigeria organise fellowships and revival meetings to cast out demons and counteract their activities, (Witchcraft, 2018)

The idea of witchcraft is hardly new, but it has taken a new dimension in Nigeria partly because of a rapid growth in evangelical Christianity in Nigeria. Campaigners against the practice say around 15,000 children have been accused in two of Nigeria's 36 states over the past decade and around 1,000 have been murdered. Nigeria is one of the heartlands of abuse accused, to be witches, but hardly the only one: the United Nations Children's Fund says tens of thousands of children have been targeted throughout Africa. (Alamba, 2011)

Some Nigerians blame the increase of children accused to be witches on one of the country's wealthiest and most influential evangelical preachers. Helen Ukpabio, a self-styled prophetess of the 150-branch Liberty Gospel Church, Ukpabio made a film, widely distributed, called End of the Wicked. The film tells in graphic detail, how children become possessed and shows them being induced into covens, eating human flesh and bringing chaos

and death to their families and communities. Ukpabio also wrote a popular book which tells parents how to identify a witch. For children under two years old, she says, the key signs of a servant of Satan are crying and screaming in the night, high fever and worsening health – symptoms that can be found among many children in an impoverished region with poor health care. She claims that her work is true to the Bible and is a means of spreading God's word. According to her, witchcraft is a problem all over Nigeria and someone with a gift like her can never hurt anybody. Ukpabio is a representative of many Nigerian pastors of the evangelical and Pentecostal churches who engage in the deliverance of all sorts. (Uffot: 2009).

The religious angle to this whole drama however is that Ukpabio is a Christian leader, an evangelist. Secondly, these children are being branded witches and wizards by some pastors and seers. These brandings lead inevitably to different forms of child abuse as stigmatization, ostracism, beating, torture, maiming, abandonment and in extreme cases killing by families who believe these children to be evil and the cause of all their problems. A case in point is Ikong Innocent, a 12-year old boy from Ubium local government area of Akwa Ibom state who was branded a wizard at the age of 8. His father put him through all kinds of maltreatment ranging from beating, starvation, and an attempt to hack him to death with a machet which eventually made the boy escape from home. Other examples abound (Uffot, 2009)

It may be worthwhile to note that the aforementioned Ukpabio spoke in her own defense saying that she cannot be blamed for a problem that arose nine years after the debut of her movie. She said that she was only doing her God given work which is delivering people from the bondage of witchcraft and that her movies are only a pointer to the reality that some children are witches and transfer this to greedy ones by offering them edibles.

The witch accusations have also been blamed on the recent religious boom in Nigeria. There has been a rapid growth of Evangelical Christianity in Nigeria (Proliferation of churches). Churches outnumber schools, clinics and banks put together. As a result of this development, there is serious competition for adherents. Some Nigerian Pastors established their credentials by accusing children of witchcraft (Huffington: 2009). Nigerian children accused of witchcraft are often incarcerated in churches for weeks on the end and beaten, starved and tortured in order to extract a confession. The children are normally blamed for causing illness, death and destruction, promoting some communities to put through harrowing punishments to “cleanse” them of their supposed magical powers. Many of the children targeted have traits that make them stand out, including learning disabilities, stubbornness and ailment such as epilepsy. “The states of Akwa Ibom and River have about 15,000 children branded as witches and most of them end up abandoned and abused on the streets (CRIN, 2011, p.5)

Foxcroft, a British Charity Worker

fighting to help children stigmatised as witches did a documentary about the children's plight in Nigeria. In the documentary, the Charity Worker visits a pastor who calls himself a Bishop in the Niger Delta, who claims to be able to drive evil spirits out of possessed children. At his church in Ibaka, the Bishop pours a homemade substance called African mercury, a potion of pure alcohol and his own blood, in to the eyes of the children saying "I want this poison destroyer to destroy the witch right now, in Jesus name". The Bishop has recently refined his techniques for dealing with child witches. "I killed up to 110 people who were identified as being a witch," he says. He claims there are 2.5 million witches and wizards in Akwa Ibom State alone. (Harrison, 2011)

An anti-witchcraft conference was attacked by Liberty Foundation Gospel Ministries in Calabar, Cross River State of Nigeria. The conference has been organised by the Nigerian Humanist Movement and the UK Charity Stepping Stones Nigeria in response to the widespread abandonment, torture and killing of children in Akwa Ibom and Cross River State due to the belief in child witches. As the anti-witchcraft Conference began at around 10:30 am, the religious protesters dressed in orange raided the venue and began protesting loudly. The extremists were carrying a number of banners with slogans such as, "this protest is organised by Akwa Ibom State Government", "we give freedom to the witches" and Stepping Stone is not a registered organisation. Despite the raid, the conference which was well

attended by representatives of the Cross River State Government, UNICEF, NAPTIP and a wide range of traditional rulers, students and NGO's still went ahead successfully. (British Humanist Association, 2011).

COMBATING ABUSE OF CHILDREN ACCUSED OF WITCHCRAFT IN NIGERIA

The Nigerian government is quite aware of the ongoing abuse of children accused of witchcraft who have been subjected to all forms of torture, rejection, dehumanisation, neglect and abandonment. The Nigerian government in collaboration with Non government organisations, both local and foreign are fighting against the abuse of children accused of witchcraft in Nigeria.

In Nigeria, witchcraft is recognised as an offence by Nigerian law in section 210 of the criminal code. The country in a fight against abuse of children accused of witchcraft had already harmonised domestic legislation with relevant international instruments to outlaw all forms of violence and abuse against children in addition to passing the Child Right Act 2003. On the 29th of June 2011, Nigeria joined the rest of the world to mark the International Day of the African Child, stake holders met in Abuja to discuss ways of curbing stigmatisation against children labelled as witches and wizards.

The participants at the conference include: the National Agency for the Prohibition of Trafficking in Persons and other Related Offences (NAPTIP), Christian Association of Nigerian (CAN) and Pentecostal Fellowship of Nigeria (PFN),

jointly, the participants agreed that, no Nigerian child should be subjected to torture, inhuman or degrading treatment or punishment as well as to be subjected to attacks upon his/her honour or reputation. The experts at the workshop also called on religious leaders to adopt child-friendly and protective doctrines in their places of worship. Churches and mosques are very powerful agents of change and since they are in control of a large congregation, they have the advantage of directing the thought processes of members of congregation on child witch stigmatisation. (CRIN, 2011)

The Nigerian Humanist Movement in conjunction with the British Humanist Association are also doing their best to combat the abuse of children, by organising anti-witchcraft conferences. The Association recently called on the Akwa Ibom State Government to uphold the terms of its Child Rights Act, which was enacted precisely to make accusations of witchcraft against children illegal. (BHA, 2011). The Nigerian Humanist Movement (NHM) have also been organising conferences to fight against the abuse of children accused of witchcraft, their last conference in Port Harcourt attracted a lot of participants who came from several states: Benue, Cross River, Edo, Imo, Oyo, Osun and Rivers.

Gary Foxcroft, the programme director for the UK Charity Stepping Stones is another British Charity worker who is fighting to help the children stigmatised as witches. He has raised money for the refuge – the Child Rights and Rehabilitation Network (CRARN) – and

tried to persuade the parents to take their children back. He has also helped to build a school for the children who are refused places at local schools. (Harrison, 2011)

CONCLUSION

From the foregoing, its important to note that What the Christians response should be to the problem of child abuse is clearly indicated in the bible where it is written that children are a blessing from God. Having children goes with the responsibility of taking care of not just their physical and material needs but also their spiritual and moral needs. An advice is given in proverbs 29:15 that the child should be trained with the rod (cane) but it should be borne in mind that too much of everything is bad. The apostle Paul liberated a slave girl who had the sorcerer spirit and whose owners subjected to child labour to make money for them. When Jesus Christ encountered people with unclean spirit He cast out the unclean spirits and not the possessed persons. They were neither beaten up nor torturer. It is clearly stated in the scriptures that, we did not wrestle against flesh and blood but against principalities and powers. In the light of this new testament response, it will seem unwise to continue to Exodus 22:18, “thou shall not suffer a witch to live” (King James version). Therefore, it is clearly unchristian for anybody to stigmatize, maim, abuse or even murder another because the spirit of witchcraft or any other evil spirit for that matter possess them.

The Nigerian government need to address the issue of extreme poverty, unemployment and ignorance that has been

identified as the root causes of child abuse/labour. It is not just enough that Nigeria has abundant resources, the issue of corruption and viable economic planning should be addressed with a patriotic spirit so that the impact of these resources can be felt even at the grassroots. Adequate, social institution should be set up to take care of abandoned and street children taking into cognizance the attendant changes in human relationships, Nigeria would do well to revive the spirit of communal living and caring.

Apart from upholding the terms of the Child Right Act, the Nigerian government should place full legislative machinery against labelling of Children as witches. It should enable a high powered investigation into every allegation against persons involved in stigmatization of children as witches. All persons found culpable of the crime of child labelling, should be prosecuted. Social resources should also be deployed for the support, comfort and enjoyment of all categories of children all over the country. Any organization involved in the evil act of child stigmatization should be closed down.

Christianity has been in Nigeria since the 19th century, vast majority of the country's 60 million Christians are moderate, but an influx of Pentecostals over the past 50 years has led to some churches to be dominated by extremist views. Thousands of innocent Nigerian children are accused of being witches by religious leaders which results to their being maltreated and dehumanised by the pastors in the name of deliverance which sometimes end

up to the death of so many children. There is need for the government to partnership with religious bodies and NGOs to stop this crime against innocent citizens. The government cannot fold its hands and watch evil elements of society dehumanise, demoralise, bastardise, displace, stigmatise or persecute innocent and defenceless Nigerian children for personal gains.

Witchcraft is an age-old reality globally. In the African traditional world view and Christianity, it is also acknowledge. There are no gain saying the fact that there seem to be genuine cases of child witchcraft in Nigeria and Enugu metropolis in particular. In these genuine cases, balanced and compassionate deliverance ministration is very necessary and should be encouraged. However, it is highly likely that exaggeration, misrepresentations, and misinterpretations of ordinary juvenile delinquency abound. It also seems that children have been used as scape-goat in the face of the harsh realities of life. It is also likely that some confession of witchcraft by children may have been induced by intimidation, fear and torture. Some churches leaders accuse thousands of innocent Nigeria children of being witches. This results to their being maltreated and dehumanized in the name of deliverance ministrations, which sometimes end up in the death of children. The phenomenon is no longer limited to Akwa Ibom it is gradually spreading to other parts of Nigeria.

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**AWARENESS AND UTILIZATION OF ELECTRONIC RESOURCES BY STUDENTS
OF COLLEGE OF EDUCATION, AKWANGA, NASARAWA STATE.**

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Abstract

This study examined awareness and utilization of electronic resources by students of College of Education, Akwanga, Nasarawa State. The study adopted a survey design method. The population of the study comprised of four thousand, one hundred and ninety (4190) students. The sample size used for the study consisted of one hundred and five (105) respondents who were selected through systematic sampling technique. This was obtained by using a pre-determined interval based on the population. Therefore, using a pre-determined interval of forty (40), the total population of four thousand one hundred and ninety (4190) students was divided by forty (40) to arrive at the sample size of one hundred and five (105). The instrument used was structured questionnaire and the data collected was analyzed using descriptive statistics to generate frequencies, percentages and mean scores to answer the research questions. The findings revealed the methods through which students became acquainted with the use of electronic resources such as library user education programme, by visiting the library always, interacting with fellow students, constant browsing of the internet, notice board, guidance from library staff, I.C.T courses offered in the College and through trial and error. The study also revealed the barriers militating against the use of electronic resources such as slow internet access, high cost of internet browsing, difficulty in finding relevant information, lack of suitable infrastructure, lack of adequate funds, constant power outage, lack of user education programme, lack of ICT personnel, incessant changes in technology and absence of workable policy on ICT use. In view of the findings, the researchers recommended adequate funding, provision of user education programme, employment of ICT personnel, and provision of basic infrastructure among others.

Key words: Awareness, Utilization, Electronic Resources

INTRODUCTION

The advent of Information and Communication Technology (ICT) has revolutionized every aspect of human society. Large scale computerization, invention of the internet and the influx of World Wide Web (WWW) has made extensive and fast dissemination of information and turned the world into global village. Academic Libraries have a long history, starting with the chained and closed-access libraries of earlier times to the present – day hybrid, digital and virtual libraries that use the latest technology for provision of information through various services. Today, these libraries are surrounded by networked data that is connected to vast ocean of the internet-based services to make desired information sources accessible to the academic community, students and the faculty alike.

The growing proliferation of the variety of electronic resources and technology over the last decade has influence on libraries and information centres in Nigeria, their staff, and other patrons. The change is noticeable visible in today's libraries and especially the components of electronic information retrieval, present a type of “culture shock” for many users. A significant transformation has been noticed in collection development policies and practices. Print medium is increasingly giving way to the electronic form of materials.

Okiki & Asiru (2000) defined electronic resources as information stored and transmitted in digital, electronic or computerized formats such as Diskettes, CD-ROM databases, DVDs, Online Public Access

Catalogues (OPAC), Bibliographic and full-text Databases, Electronic journals, Scholarly Databases, Information Gateway, E-books, the Internet and Electronic mail. On the other hand,

Electronic Resources are information resources provided in electronic form, and these include resources available on the internet such as e-book, e-journals, online database, CD-ROM databases and other computer-based electronic networks, among others.

Electronic resources available in a library play a prominent role in facilitating access to the required information to the user in an expediency manner. Electronic resources are one of the emerging environment in libraries and information communication in the competitive service. Electronic resources usually consist of e-books, e-journals, articles, newspaper, thesis, dissertation, databases and CD-ROMs, which are likely to be the alternative to the print media. The familiarity and use of electronic information resources in libraries for rapid development is necessary and important.

Electronic information resources have many functions and benefits which can be of immense use to students in schools and particularly more so in research institutions. Once a user is connected to the internet such user can link up with any part of the world for whatever purpose the user has in mind.

Egberongbe (2011) stated that electronic resources provided a number of benefits over print resources. These benefits include the fact that electronic resources are often faster to consult than print indexes

especially when searching retrospectively, and they are straight forward when wishing to use combination of keywords. They open up to be repeated or consulted at a later date. They are updated more often than printed resources.

Similarly, Velmurugan (2014) stated that, electronic resources provide access to information that might be restricted to the user because of geographical location or finances. Electronic resources also provide access to current information as these are often updated frequently. Through their various search techniques electronic resources provide extensive links to explore additional resources or related content. In addition, electronic resources are considered as important resources of teaching, research and training.

Although the introduction of these electronic resources and services is a welcome development to the information profession, their use by the library patrons poses some challenges and concerns (Gwazah, 2011). Some factors hindering the use of electronic resources in Nigeria higher institutions are: lack of strategic planning, lack of adequate or reliable funding, lack of use of internet to provide information services to users and lack of consistent training for users in new ICT services.

Similarly, Okon (2007) highlights the problems affecting the use of electronic resources as lack of manpower, lack of funding, poor maintenance of equipment, power and equipment failure, regulatory restriction of communication technologies, expensive or unreliable technologies, and low local content.

Therefore, this paper investigates awareness and utilization of electronic resources by students of College of Education, Akwanga, Nasarawa State.

Research Objectives

The study aimed at examines the awareness and utilization of electronic resources in academic libraries by students of Nasarawa State College of Education Akwanga. Specifically the study seek to;

1. Find out the types of electronic resources available in College of Education, Akwanga library.
2. Know the methods through which the students become acquainted with the use of electronic resources.
3. Identify the benefits the students derived from the use of electronic resources.
4. Know the barriers militating against the students' use of the electronic resources
5. Suggest measures that can be adopted to overcome the barriers students faced in the use of electronic resources.

Research Questions

The study was guided by the following research questions:

1. What are the types of electronic resources available in College of Education, Akwanga library?
2. What are the methods through which the students become acquainted with the use of electronic resources?
3. What are the benefits the students derive from the use of electronic resources?

4. What are the barriers militating against the students' use of the electronic resources?
5. What measures can be adopted to overcome the barriers students face in the use of electronic resources?

Review of Related Literature

Electronic resources are system in which information is stored electronically and made accessible through electronic systems and computer networks. These resources include OPAC, CD-ROM, Online Databases, E-journals, E-books, Internet resources among others (Aina, 2014).

Oyedun (2007) view electronic resources as facilities that assist the librarians to offer quick, adequate and efficient services to their clientele. It also helps them to meet the diverse needs of their patrons. Electronic information resource is also defined as an information retrieval system operating with a computer terminals, communication lines, links and models.

Effective use of library materials in both print and electronic resources is expected to enhance the quality of teaching and research in any institution. In Nigeria, the use of computer terminals in information searching is gradually gaining popularity and so the students need to be computer literate (Emwanta & Nwalo, 2013).

Kaminer (1997) claimed that the use of electronic resources would enable Scientist to be more productive in their research. He attributed this to the fact that, with electronic resources access to information is faster, which

invariably promotes efficiency in the research process and would definitely lead to an increase in research productivity.

Therefore, the utilization of electronic resources in academic libraries in Nigeria assists the librarians in performing a dual role; one to the patrons towards their information needs in the school, while the second is manifested in the daily routine work within the library environment where librarians works as seen in the two service units: readers services and technical section of the library.

One obstacle to the use of a library's resources and in particular, its electronic resources is that they are not seen as being easily accessible. This is in contrast to an internet search engine where a single keyword search could result in thousands of hits, no matter the topic. In the library, students have to choose a particular database and be more selective in the search words they use (Waldman, 2003).

Okon (2007) highlights the problems affecting the use of electronic resources as; lack of manpower, lack of funding, poor maintenance of equipment, power and equipment failure, regulatory restriction of communication technologies, expensive or unreliable technologies and low local content.

According to Aina (2014), despite the fact that electronic resources have a lot of benefits, there are some hindrances and challenges to its effective use. The challenges include; the slow internet access which results to wastage of time required to retrieve information, others are lack of constant electricity supply and lack of access to

electronic resources.

Methodology

The study used a survey design method. The population of the study comprised of four thousand, one hundred and ninety (4190) students. The sample size used for the study consisted of one hundred and five (105) respondents who were selected through systematic sampling technique. Using a pre-determined interval of forty (40) i.e the population of four thousand, one hundred and

ninety (4,190) was divided by forty (40) to arrive at the sample size of one hundred and five (105). Structured questionnaire were administered to sampled students. Data collected was analyzed using descriptive statistics to generate frequencies, percentages, mean scores and standard deviations to answer the research questions.

Data Analysis

Question 1: What are the types of electronic resources available to students of College of Education Akwanga Library?

Table 1: Responses of respondents on types of electronic resources

S/N	Electronic Resources	Frequency	Percentage (%)
1	Electronic Books	96	98.0
2	Electronic Journals	89	90.8
3	Electronic Mail	79	80.6
4	Online Public Access Catalogue (OPAC)	90	91.8
5	CD-ROM Databases	92	93.9
6	Online Databases	80	81.6
7	Online Newspaper	88	89.8
8	Electronic –Encyclopedias	76	77.6
9	Electronic- Dictionaries	81	82.7
10	Electronic- Magazines	79	80.6

In ranking order, table 1 above shows that almost all the electronic resources listed are available to students in the College of Education Library under study with e-books having the highest frequency of 96 or 98%, while 92 or 93.9% respondents indicated CD-ROM Databases, 90 or 91.8% respondents

indicated Online Public Access Catalogue (OPAC) and 76 or 77.6% respondents having the lowest frequency indicated e-encyclopedias.

Question 2: Through what methods were the students acquainted with the use of electronic resources?

Table 2: Responses of respondents on the methods acquainted with use of Electronic Resources

S/N	Awareness of electronic resources	Frequency	Percentage (%)
1	Through library user education programme	86	87.8
2	By visiting the library always	91	92.9
3	Through interaction with fellow students	82	83.7
4	Through constant browsing of the internet	95	96.9
5	Guidance from Lecturers	45	46.0
6	Through notice board	70	71.4
7	Guidance from library staff	82	83.7
8	Through internet ICT courses offered in the College	73	74.5
9	Trial and error	69	70.4

Table 2 above shows the results on the methods students became aware with the use of electronic resources. Analysis of the result presented indicates through library user education programme 86 (87.8%), by visiting the library always 91 (92.9%), through interaction with fellow students 82 (83.7%), through constant browsing of the internet 95 (96.9%), through guidance from the lecturers

45 (46.0%). Other results show through notice board 70 (71.4%), guidance from the library staff 82 (83.7%), through ICT courses offered in the College 73 (74.5%) and through trial and error 69 (70.4%). This finding is in line with Jhuree (2005) that says there is reform in education, one tenet of which is the introduction and integration of ICT in the education system.

Question 3: What benefits do you derive from using electronic resources?

Table 3: Responses of respondents on benefits of using electronic resources

S/N	Benefits of using electronic resources	Frequency	Percentage (%)
1	Access to wide range of information	88	89.8
2	Access to current and up-to-date information	84	85.7
3	Fast access to information	90	91.8
4	Helps in exchanging ideas among friends through e-mail	76	77.6
5	It saves time of the user	86	87.8
6	Access information from full text databases	75	76.5
7	Provides access to digital library	84	85.7
8	Provides access to e-resources	78	79.6

Table 3 above shows that majority of the respondents benefit maximally from using electronic resources. Some of the benefit in order of priority include first access to information 90 (91.8%), access to wide range of information 88 (89.8%), it saves time of the user 86 (87.8%), access to current and up to date information and provides access to digital

library 84 (85.7%) respectively. This revelation is because electronic resources have recognizes to be ingredients for effective learning and research.

Question 4: What are the barriers militating against the use of electronic resources in College of Education Akwanga library?

Table 4: Frequency on barriers militating against the use of electronic resources.

S/N	Barriers militating against the use of electronic resources	Frequency	Percentage (%)
1	Slow internet access	92	93.9
2	Difficulty in finding relevant information	76	77.6
3	Lack of suitable infrastructure	79	80.6
4	Lack of adequate funds	94	95.9
5	Constant power outage	86	87.8
6	Lack of user education programme	72	73.5
7	Lack of ICT personnel	88	89.8
8	High cost of internet browsing	92	93.9
9	Incessant changes in technology	90	91.8
10	Absence of workable policy on ICT use	89	90.8

It is glaring from table 4 that a high majority of the respondents -94 (95.9%) identified lack of adequate funds as a major barrier against the students use of electronic resources. Close to that are slow internet access and high cost of internet 92 (93.9%). This is followed by incessant changes in technology 90 (91.8%),

there is no doubt that these barriers have impeded awareness and use of electronic resources in the area under study. Rejesh (2003) had pointed out that countries that give little attention to the adoption and use of IT are lacking behind in the business of spreading education through the use of latest technology.

Question 5: What measures can be adopted to enhance use of electronic resources?

Table 5: Responses of respondents on measures to enhance use of electronic resources.

S/N	Measures to enhance use of electronic resources	Frequency	Percentage (%)
1	Provision of fast internet access	97	99.0
2	Provision of easy access in finding relevant information	90	91.8
3	Provision of adequate infrastructures	87	88.8
4	Provision of adequate funds	97	99.0
5	Provision of regular power supply	96	98.0
6	Provision of user education programme	94	95.9
7	Employment of ICT personnel	89	90.8
8	The College should reduce the cost of browsing the internet	92	93.9
9	Reduction in the constant changes in technology	91	92.9
10	Provision of a workable policy on ICT use	84	85.7

Table 5 shows responses of respondents on the measures to enhance use of electronic resources. Analysis of the result indicates provision of fast internet access and adequate funds which are represented by 97 (99.0%),

provision of easy access in finding relevant information 90 (91.8%), provision of adequate infrastructure 87 (88.8%), provision of regular power supply 96 (98.0%), provision of user education programme 94 (95.9%). Others are

employment of ICT personnel 89 (90.8%), reduction in the cost of internet browsing 92 (93.9%), reduction in the constant changes in technology 91 (92.9%) and provision of workable policy on ICT user represented by 84 (85.7%).

Discussion of Findings

The findings of the study revealed that the electronic resources available to students in College of Education, Akwanga include: Electronic books, E-journals, E-mail, Online Public Access Catalogue (OPAC), CD-ROM databases, Online databases, Online newspapers, E-encyclopedias, E-dictionaries and E-Magazines. The findings is in line with the viewed of Barret (2005) who view the different types of electronic resources to include CD-ROM, Internet, Online Public Access Catalogue (OPAC), Electronic books, Electronic journals, and Electronic index. The findings also revealed the methods students of College of Education, Akwanga acquainted with as regards the use of electronic resources such as through library user education programme, by visiting the library always, through interaction with fellow students, through constant browsing of the internet. Other findings revealed through notice board, guidance from library staff, ICT courses offered in the College and through trial and error. Further findings revealed the benefits derived from using electronic resources such as access to wide range of information, access to current and up to date information, fast access to information, exchange of ideas among

friends, through e-mail, access to information from full text databases, access to digital library and access to e-resources. The findings are in line with the view of Ani and Ahiauzu (2008); that electronic resources are important in libraries due to their enormous advantage to students. It offers students the chance of access to relevant and current information from different subject areas. Equally, the study revealed the barriers militating against the use of electronic resources such as slow internet access, high cost of internet browsing, difficulty in finding relevant information, lack of suitable infrastructure, lack of adequate funds, constant power outage, lack of user education programme. Others include; lack of ICT personnel, incessant changes in technology and absence of workable policy on ICT use. The findings corroborate with the view of Okon (2007) who highlighted the problems affecting the use of electronic resources such as lack of manpower, lack of funding, poor maintenance of equipment, power and equipment failure, regulatory restriction of communication technologies, expensive or unreliable technologies, and low local content. Finally, the findings of the study revealed the measures to enhance use of electronic resources which include provision of fast internet access, provision of adequate funds, provision of easy access in finding relevant information, provision of adequate infrastructure, provision of regular power supply and provision of user education programme. Others are employment of ICT

personnel, reduction in the cost of internet browsing, reduction in the constant changes in technology and provision of workable policy on ICT use. The findings are in line with the view of Ajayi, Shorunke & Aboyade (2014) who suggested creating awareness on use of databases and e-reference, provision of better internet facilities, improve level of reading skills, creating of enabling environment and constant training of students on how to use e-resources.

Conclusion

Based on the findings of this study and the purpose for which the study was carried out, the study revealed that the electronic resources available to students in College of Education Akwanga are: Electronic books, Electronic journals, Electronic dictionaries, Electronic encyclopedias, Electronic newspapers, Electronic magazines, Online Public Access Catalogue (OPAC), CD-ROM, and Databases among others.

Also, the study discovered that the students are acquainted with the use of electronic resources through user education programme, assistance from library staff, constant browsing of the internet, notice board and through trial and error. Finally, the study revealed that there are barriers affecting the students' use of electronic resources which include; slow internet access, high cost of internet browsing, difficulty in finding relevant information, lack of suitable infrastructure. Also, the following measures were revealed by the study; provision of fast internet access, provision of adequate funds, provision of adequate infrastructure, provision

of regular power supply, provision of user education, among others.

Recommendations

In view of the findings of this study, the researchers hereby make the following recommendations;

1. Adequate user education programme should be carried out by the library on its users especially the fresh students on the importance of using electronic resources for learning and research.
2. Trained and qualified ICT personnel should be employed to train and educate students on the basic of ICT skills that will enhance their effective use of electronic resources.
3. The College Management should make adequate budgetary allocation to the library for the acquisition, storage and maintenance of electronic resources to serve the information and research needs of both lecturers and students.
4. A well formulated policy on the use of ICT should be developed and reviewed periodically to meet the current changes in this information era.
5. In order to eliminate the slow pace of internet connectivity, there should be increase in the bandwidth and processors for the use of electronic resources by staff, students and researchers.
6. Finally, there should be constant training and re-training of library staff on the use and maintenance of electronic resources for effective

services delivery.

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ROLE OF MANAGER'S AS A TOOLS FOR COMMERCIAL BANKS SUCCESS AND SURVIVAL IN NIGERIA

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Abstract

Commercial Banks are the engine of growth and development of any economy because of their impact on employment generation, poverty alleviation and technological advancement in many countries. For any country to develop to its fullest capacity; such a country needs an organized leadership through effective and efficient role played by managers. Managers play great roles in every sphere of organizational success and survival, low rate of literacy affects the pace of growth and speedy development of organizations. Managers have performed wonders in the economies of most industrialized countries like Canada, China, Germany, Korea, Thailand etc. but this has not been the case in developing countries like Nigeria. Most research studies conducted on the roles played by managers of enterprises in Nigeria have indicated that these forms of organizations face numerous problems. The most significant of these problems are illiteracy, value system, person – to – person relationship, extended family superstition and attitude to time which result into high rate failure and low productivity among organizations. Developed countries in the world today have attained high level of literacy which is a panacea for organizational growth and development and providing a high standard of living for their citizens. In this paper, efforts have been made to elaborate the role of managers that will lead to success and survival of organization.

Keywords: Manager's Commercial Banks, Success and Survival

INTRODUCTION

Bank is a commercial institution which performs various financial activities such as accepting and handling of deposits of its

customers, it is a body of person who carry on the business of banking. Banks are institutions that create money and give out loan to people. Commercial banks are financial institutions

which accept deposits and other valuable from the public for safekeeping with the sole aim of making profit.

Unfortunately, today's there are rampant cases of banks exploitation, poor performance and failure as a result of bad and negative attitude of bank manager's. In Nigeria with the new recapitalization system of Twenty Five Billion Naira (? 25,000.00) banks has a lot resource to carry out their activities without any difficulties but still banks are collapsing as a result of corrupt and unsincere attitude of managers. Despite efforts by the Government through its agencies such as Economic and Finance Crime Commission (EFCC), Independent Corrupt Practice and Control (ICPC), still some banks are faced with a lot of scandals, overcharging, exploiting customers and underpayment of interests' rate. All these emanate as a result of poor and bad management attitude and control, due to incompetency, insincerity, fraud negligent and exploitation by the banks managers.

Management is defined by Mary Parker (2007) as the art of getting things done through people. It is the process of planning, directing and controlling organizational resource (Human, physical and information) in the pursuit of organizational goals. This implies that managers achieve organizational goals by arranging and coordinating for others to perform whatever task may be necessary and not by performing the tasks themselves. Managers are organizational members who are assigned the primary responsibilities of carrying out the management process.

Organizations is defined by Osuala (2004) as a group of people who work together to achieve common goals. There are different kinds of organization; namely business, university, hospitals, mosque, church army, theatre group, government agency and many more. Some organizations seek profit, some do not. But they all seek to attain goals of some kind. We know that organized life is essential for our survival. In the absence of organizations there should be chaos, anarchy, little if any productivity and human suffering on a massive scale. We also know that organized life requires directions, or management. Without leadership an organization ceases to be a united cooperatives activity and social goals cannot be achieved in return success and survival of such organization would not be materialized.

Success and survival of every organization depends upon the roles and qualities of leadership exhibited by the managers as such, every manager is expected to perform his or her roles beyond expectations.

Conceptual Framework

The foundation of every successful manager is leadership management and entrepreneurship. There are essential roles of every manager must build upon for the success of his organization.

Leadership involves character (a life worth emulating), vision an (ideal to die for), competence (expertise in any particular discipline, field of things).

Character is the foundation and the first criteria among the qualities of effective leadership. This is where it all begins. Who are

you? (Character) ultimately defines your success or failure as a leader. And when the leader fails, the whole organization fails. Character is the price you pay as a head for the leadership role you play. Being the head/chief does not mean you have the capacity to lead. The capacity to lead comes from character as a person. It is very difficult you understand this. Your position as manager/head does not confer on you. The capacity to lead, using your position as a strategy for leading is the sure best for autocracy (leadership through force). True/competences leaders the kind that makes organization effective) lead through permission (character) and not by position (authority). This is why character becomes a most; this is why character precedes all other qualities of effective leadership. According to Stoner & Freeman (2005) character can be defined as the stable and distinctive qualities build into an individual's life which determines his or her response regardless of circumstances. According to (Ejiofor 2008) character is the sum of those qualities of moral excellence that stimulate a person to do the right thing, which is manifested through right and proper action despite internal or external pressure to the contrary.

The key words to note about this definition is the word “sum” implying that character is not made up of only one thing, but comprised of more than one thing. Character means “wholeness”. It is the summation of several qualities, behaviors and thoughts that reveals the totality of a person. Character is not only a questions of what a person does (actions)

it also includes both how you do (attitude) and why you do (thought). Character is the whole of a person, an integration of “what you do” (action behaviours) “how you do” (disposition, attitude) and “why you do” (intention, thought).

Management is defined is defined by Osuala (2004) as the process of achieving an organization goals through the coordinated performance of five specific functions namely planning, organizing, staffing, directing and controlling. The organization as a group of people, the goal can be anything the organization seeks to do; some goals are large such as building a factory or installing an electric generator in the society. Other goals as comparatively small, such as to win football match or sell a used vehicle. But regardless of a goal size, the above functions must be performed by any organization in order to attain the goals.

The people whose main jobs are to perform the five functions mentioned above in order to achieve goals are managers. However, job titles for managers depend on the organizations. Mangers in business organizations are usually given the title “Manager” often this title is preferred by an adjective that suggests what is being managed. Thus, there are sales managers, bank manager, marketing managers, etc. often in non-business organization the manager is given another title that fit more closely with the customs of the organizations. Thus as religious organizations may be managed by Imam/Pastor, a military organization(s) by colonel and a medical organization by an administrator.

According to Bedford (2003) management may be seen as the function of executive leadership anywhere, it is primarily a mental activity combined with the work of planning, organizing and controlling the activities of an organization for the accomplishment of certain designated objectives.

Entrepreneurship as defined by Inegbunbor (2008) as the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. The concept of entrepreneurship has been associated with several activities concerned with the establishment and operation of business enterprises. These activities include identification of investment opportunities, decision making as to the opportunity to exploit, promotion and establishment of the business enterprise, aggregation of the scarce resources required for productions and distribution, organization and management of the human material resources for the attainment of the objectives of the enterprises, risk bearing and innovations. Obviously, an effective performance of the above activities is critical to the birth, survival and growth of the business enterprise. Thus, entrepreneurship is a vital factor in the process of organization success and survival as well as economic development of any nation.

Problems of Managing Organization

According to Oshogbemi (2008), there are some peculiar problems of management that leads to organization failure which are as follows:

- 1. Illiteracy:** There is illiteracy problem. The illiteracy rate(s) in Nigeria is (about 70%), this means that both leaders and followers still encounter multiple problems. Due to the rapid National Development Programmes and the recent indigenization of its economy, many managers found themselves in organization functions where the lack of knowledge and experience made their task much more difficult. Coupled with this consideration is the absence or shortage of facilities for decision(s) making. Facilities like the computers for information processing or the telephone for transmitting quick messages are still not available in some organizations.
- 2. Value System:** It's the socio-cultural context within which management operates in societies that gives it its greatest challenge. Socio – cultural factors determine our altitude and responses, our actions or inactions and our plans and their implementation. In some societies, the manager, himself an actor, is faced with the problem of controlling people who we allegiance to their group and who believe in the supremacy of the norms and values of this group. The manager and the workers are not to challenge the supremacy of this belief system. This belief does not tend to encourage sufficient initiative in the worker which manifests itself as impediments on

matters of delegation. When there is a challenge on the mental powers of the average worker, instead of giving higher positive responses, the result tend(s) to be that of tension, worry and stress.

3. Person – to – person Relationship:

The manager faces the problem of the emphasis laid on “person to person” management rather than the “person to object” models developed in the western world. There is personalization of offices in some societies which is a marked divergence from the practice and the emphasis on the system concept. Examples, “personality” factor in Nigeria management seems to supersede a preference for a system approach to organizational phenomena organizational heads and sometimes, some identifiable personalities are often the alpha and omega in decision situations, and talks of the organizational system as a whole for getting things done are at best academic. To get a picture from the formal organization structure as r e p r e s e n t a t i v e o f t h e authority/responsibility relation could be very misleading. Channels of communication are often flouted with reckless abandon. During organizational crises, sometimes workers react in response to who said what, not necessarily in response to the logic or the merit of what is being said

or in conformity to laid down organizational procedure for channeling issues or settling disputes.

4. External Family: The workers priority and loyalty go to their extended families where there are close knits and mutual cooperation rather than to the work environment. The implication is that one's family obligations in most cases take first place to one's place of work. A Nigerian, could thus defraud, steal or falsify employment procedures in order to satisfy an extended family obligation.

5. Superstitions: Oshegbemi (2008) referred to the respect that Africans have for their counterparts in the other world. Workers believe(s) that these counterparts control and predestine their actions and inactions with the result that it is difficult for an African worker to admit guilt or accept personal responsibility for failure or services. There is a psychological tendency however inexplicit to attribute errors of commission and omission, fortunes and misfortunes to one's superior counterpart, one's "god". Though Oshegbemi's in management, for example is that punishment often evokes resentment and anger rather than repentance remorse.

6. Attitude to time: Part of the socio-cultural problems is the African's general attitudes to time, called the “African time”. Africans do not

generally regard time as a scarce resource. Attendances even in official functions are hardly prompt. This gives further challenges to management. Coupled with all these is tribalism (the ethnic factor) and nepotism which many writers have mentioned as a peculiar problem in Nigeria. Bribery and corruption or the integrity factors especially in financial matters are some of the most serious management problem.

Overcoming Management Problems in Organization

- 1. Education and Training:** Today's managers mostly are lacking the capacity to head and run organizations successfully either because of knowledge, exposure and experienced. There is need for such managers to undergo a series of training, workshops, conferences, seminars in order to acquire the knowledge suitable for organization success and survival as well as attainment of organizations goals and objectives.
- 2. Respect of Norms and Values:** The norms and values governing a particular society in which the organization operates should be given major consideration so that the organizations activities may not clash with the existing societal norms and values. If managers were able to manage the organization in line with the societies norms, the goals and

objectives will be achieved without any difficulties.

- 3. Equal and Fairly Treatment of Personnel's:** The interest of the organization supersedes any individual interest. The goals of the organization must take precedence over the goals of individuals. Manager/Management should treat workers equally most especially those on the same hierarchy. This will evoke loyalty. Managers should exercise authority fairly to obtain the loyalty of subordinates to the organization and its goals.
- 4. Participation and Involvement:** When individual react to expected decisions with fear and anxiety, encouragement is needed from the management or managers to reduce their resistance. Resistance tends is less pronounced when the individual who is going to be affected by the decisions is allowed to take part in the decision process.
- 5. Absolute Time Management:** Manager's must do the right thing at the right time, because time waits for nobody and there is time for everything. Time should be more valued so that production/operation will be allocated within the specific time frame. Persons must know their operation period, break period and holiday's period, actions and activities should be allocated within these periods.

ROLE OF MANAGERS

According to Drunkey (2004), manager's roles can be classified into three groups, interpersonal, informational and decisional.

Interpersonal roles: This role consists of three major types, namely, the figurehead role, the leadership role, and the liaison role.

- i. **Figurehead:** Every manager most sometimes act as a figurehead. Cooperate presidents greet important visitor and vice-chancellors sit with wealthy alumni at football games. At a lower level in the hierarchy, a supervisor going to the wedding of a machine operator or typist would be playing a figurehead role.
- ii. **Leader:** This includes in the leadership role such activities as motivating, setting examples, hiring and firing, and expressing approval or disapproval of the actions of subordinates.
- iii. **Liaison:** The Liaison role involves contacts with colleagues at the same level in the firm and with people outside it. The informal, horizontal contact that result from the role, supplement the manager's formal, vertical contacts with subordinate and supervisors.

Informal Roles: Because of their network of contact, both formal and informal managers are the best – informal people in their firm. They serve as information centers. The informational

roles are divided into monitor, dissemination and spokesperson.

- i. **Monitor:** As monitors, managers scan the business environment for information of all types. Subordinates collect and feed them “hard” information, such as weekly sales figures. But because of their status, the managers themselves often are the only people with access to vital “soft” information. For example, by meeting the head of a labour union, a corporate president may get a feel for areas of concern as upcoming contract negotiation.
- ii. **Dissemination of Information:** A comment made over lunch by a key customer may be passed along to the marketing department for quick action. Managers also often pass information from one subordinate to another.
- iii. **Spokesperson:** Speeches, press releases and interviews on radio and television are formal examples of the spokesperson role. Hints dropped over cocktail and the famous “trial balance” floated by “high officials” in Lagos are less formal examples.

Decision roles: Managers spend a large amount of their time making decisions. There are four decision roles:

- i. **Entrepreneur:** In this role the mangers act as opportunity finders as well as

minimizing risk associated with the investment.

- ii. Disturbance Handler:** This is another name for problem solving. He must do everything possible in managing all the problems that may arise.
- iii. Resource Allocators:** In this role, the manager decides how the company's resources are to be divided among its various parts for proper utilization.
- iv. Negotiator:** Managers most engage in many kinds of negotiations. These include, of course formal contract negotiations with workers, customers, and suppliers. They also include negotiations with other managers on such matters as size of budget and division of responsibility. Managers are well suited to the role of negotiator because of their status and authority, their central position in the firm channels of communications, and the skills at getting things done through people that made them managers in the first place.

Conclusion

Most of the challenges of managers/management revolved around human problems. Prescribing solutions for these socio-cultural problems is invariably very difficult, it requires years of search and research must change their orientation or a new system that guarantees effectiveness and at the same

time will accommodate our peculiarities must be evolved. It seems easier to recommend an enlightened change in our orientations. Managers should always concentrate on their primary responsibility instead of capitalizing and enjoying the privilege attached to their offices.

Attracting the right people required in building a team of high performance, demand high standard and you are the first person everyone looks up to as the leader to model these high standards through your character.

Recommendations

1. First and foremost the authorities/institutes of management on their part should continue to encourage and monitor the activities of managers by ensuring strict compliance of their roles.
2. Stakeholders must create and provide an enabling environment for the managers to carry out their activities with little or no difficulty.
3. A forum or association of managers should be well organized and coordinated so that they will have access and benefit from one another.
4. Managers should venture into activities that have fast rate on return on investment so that they can pay back to stakeholders.
5. The manager's association/committee should periodically review the guidelines, for operations to be in tune with the reality of the moment so that many organizations can benefit from

the scheme.

6. Managers most attract the right people and exact the right result of their organization.

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**THE ROLE OF SMALL AND MEDIUM SCALE ENTERPRISES IN EMPLOYMENT
GENERATION IN NASARAWA NORTH SENATORIAL DISTRICT OF NASARAWA
STATE.**

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Abstract

The universally acknowledgement of small and medium scale business enterprises as a tool for employment generation has made it one of the foremost issues in developing countries. Unemployment is not only a problem to the government but to all and sundry. Past economic development around the world especially in the developing countries has led to the realization that large scale enterprises cannot alone be expected to play dynamic roles that are supposed to be played in the developing of the economy. The study therefore, identifies the importance of small scale business in generating employment in Nasarawa North Senatorial district of Nasarawa State (Akwanga, NasarawaEggon and Wamba). It equally ascertains the factors that hinder the progress of SMEs and proffered solutions to the problems. Three research problems were formulated to guide the study. Questionnaires were used for data collection and mean was used for data analysis. Fifteen (15) SMEs were purposely selected in Akwanga, NasarawaEggon and Wamba LGAs as out of which Ninety (90) respondents were randomly selected. The finding shows that small and medium scale enterprise is the main driving force behind job creation, poverty reduction, income distribution and reduction in income disparities. Also it furthers shows that it has the ability to generate more employment considering the fact it employs more labour intensive mode of production. There widespread in Nigeria and the multiplier effects they have on the rest of the economy enables them to be engine of economic progress. Based on the findings the following recommendations were made. Most of the government interventions failed to creates a much needed transformation due to poor coordination and monitoring and policy inconsistencies. That micro finance banks should extend their micro credit scheme to small and medium scale enterprises as way

of alleviating their financial need to small and medium scale enterprises. Also government should establish development agency as a way of selection, training and developing potential small and medium scale entrepreneurs.

Keywords: Small and medium, enterprise and employment generation

INTRODUCTION

There is a general belief that desire employment generation in this country can be achieved through development of small and medium scale business enterprises (Awosika, 2007, Schmitz 2003). They are seen as veritable engines for the development of entrepreneurial capabilities and indigenous technology which will generate employment in the country. Small scale industries constitute the basis for industry and national economy in many countries.

According to Steinhoff and Burges (2003) small and medium scale businesses are the back bones of the market economy of the U.S and the rest of the world. Infact, the economic “miracts” of the much celebrated Asian Tigers-South Korea, Malaysia, Indonesia, Singapore etc, is a veritable manifestation of the impact of small and medium scale business on a nations economy progress, its on this note that Nigerian government is putting concerted effort in developing and promoting the small and medium scale businesses.

The continued dominance of government in the economy made Nigerians to look up to the government as the provider of labour and employment opportunities. Most Nigerians do not think of self emoluments as an alternative to government employment (Bkekwe, 2011) no doubt, the ever increasing level of unemployment and government policy

on small and medium scale business development has stimulated a favourable response by the private sector to the new entrepreneurial opportunities. Nigerians especially graduates, school leavers, and the unemployed are now realizing that government is no longer ready to offer them employment, they are now entrepreneurship oriented by searching for and launching themselves into various ventures (Ugbaya, 2003). However, small and medium scale business activities are pivotal to the generation of unemployment within the country thereby reducing the ills associated with unemployment such as poverty, social crimes, waste of human resources etc.

OBJECTIVES OF THE STUDY

The major objective of the study is to ascertain the role of small and medium scale enterprises in employment generation in Nasarawa North Senatorial district of Nasarawa State. Other specific objectives include:

- ❖ Identify the economic importance of small scale business in generating employment in Nasarawa North Senatorial District of Nasarawa State.
- ❖ Identify the possible constraints facing small scale business enterprise in Nasarawa North Senatorial District.
- ❖ Find the possible solutions to the problems facing small scale business enterprises in employment generation

of Nasarawa North Senatorial District of Nasarawa State.

RESEARCH QUESTIONS

Three research questions were formulated to guide the study.

- ❖ What is the role of small scale Enterprises on employment generation in Nasarawa North Senatorial District of Nasarawa State.
- ❖ To what extent do these problems affect the performance of these enterprises in Nasarawa North district of Nasarawa State.
- ❖ What is the possible solution to the problem facing small and medium scale Enterprises on employment generation in Nasarawa North Senatorial district of Nasarawa State.

SMALL AND MEDIUM SCALE ENTERPRISE CONCEPTUAL ISSUE

Following the inconsistency in the definition of what a small and medium scale business is, they are defined differently by different countries to reflect their focus in the development of this sector of the economy. However, the basic definitional parameters remain the same. They include number of employees, assets base, turnover and financial strength among others. In most developed market economies such as the United State of America (USA), UK and Canada the definition criterion adapted a mixture of annual turnover and employment levels.

The European states traditionally have their own definition of what constitutes SMEs. For instance the traditional definition in

Germany limits small and medium scale enterprises to two hundred and fifty (250) employees while in Belgium it is limited to One hundred (100) employees. Recently, the European Union (EU) has standardized the concept by categorizing enterprises with less than ten (10) employees as “micro” and those with fewer than fifty (50) employees as “small” while those with fewer than two hundred and fifty (250) employees as medium. In the U.S.A, any business with fewer than One hundred (100) employees is classified as small while medium scale business with fewer than five hundred (500) employees.

In Nigeria, the small and medium industries enterprises investment scheme (SMIES, 2005) defines SME as any enterprises with a maximum asset base of N200 million excluding land and working capital and with a number of employed not less than 10 or more than 300. The Centre for industrial Research and Development (CIRD) of the Obafemi Awolowo University Ile-Ife defined a small scale enterprise as an enterprise with working capital base not exceeding N250,000 and employing on full time basis, 50 workers or less. The commerce and industry (NBCI) defines small scale business as one with total capital not exceeding N750,000 (excluding cost of land but including working capital).

Having harmonizing these definitions, it can be deduced that SMEs are enterprises that have the capital to employ at most 500 employees and at least 10 employees and has been proven to be bedrock of any economy.

THE ROLE OF SMALL AND MEDIUM SCALE ENTERPRISE (SMEs) IN EMPLOYMENT GENERATION

The following are basic economic importance of small and medium scale business in generating employment.

- **Poverty Reduction/Eradication:** Poverty is a condition of living that is characterized with lack of the basic necessities of life. Unemployment being reason for poverty level (Igbo 2004), and generation of employment in small and medium scale business will therefore reduce the level of poverty.
- **Reduction of Crime Rate:** it is strongly believe that unemployment is responsible to a large extent for the level of social complication of armed robbery, political thuggery, ritual killings, hired assassination, prostitution, money laundering, currency counterfeiting, oil bunkering, e-mail scam, and other such related crimes among Nigerians. When individual are unable to satisfy their needs, most often, frustration occurs. These frustrations breed fraudulent practice as earlier listed. Small and medium scale business therefore will reduce the level of frustration and consequently, crime rate.
- **Wealth Creation:** Small business enables individuals to use their potentials and energies to create wealth for themselves in the society.
- **Raise Standard of Living:** Through job

and wealth creation small business raises the standard of living among people. Owing to higher income earning and availability of disposable income, they can therefore, afford to acquire the basic necessities of life such as housing, clothing and food, education.

- **Encourages Capital Formation:** One factor responsible for the poor state of the economy is capital. When individuals are employed, they can afford to save out of their disposable income. Small and medium scale business can therefore, facilitate the use of these untapped savings thereby stimulating capital formation/accumulation, which is the engine of economic growth.
- **Skills Acquisition and Increase in General Productivity Level:** Small business can be a training ground where individual discovers or acquires and develops skills for creativity leading to a general increase in productivity level.

SOURCES OF FINANCING SMALL AND MEDIUM BUSINESS ENTERPRISE

Funds are very critical in starting a business, and when business has commenced operations, funds are indeed required for its growth and survival. The following are the sources of funds for small/ medium scale business:

- ✓ **Inheritance/Personal Savings:** Most small business owes its funding from the materials and assets which the owner receives out

of the properties of his or her dead parents or relatives. The personal savings are the accumulated assets over a period of time owing to the savings habit of the entrepreneurs.

- ✓ **Gratuity:** This is also another source of personal funding small business owners who venture into business after retiring from government/civil services.
- ✓ **Loans or contributions from friends, Relatives and well wishers:** In a traditional society, most small business owners rely on the generosity of friends and relatives for start up capital.
- ✓ **Trader Credits:** Here, credit is extended by a supplier to the purchaser. The purchaser is allowed to take delivery of goods, operate a trading concern and allowed to make payment later say in three (3) months time.
- ✓ **Social Clubs/Town Unions and “Susu”:** This is common among the Igbo's doing business in the rural areas. These are indigenous source of funds peopled together by members
- ✓ **Bank Loans:** Most of the loans made available for small business ventures are from the Bank of Agriculture (BOA). The projects for which the bank provides assistance include horticulture, poultry, fisheries, forestry, timber

production, animal husbandry, processing of agricultural products as well as storage facilities and marking of such products. Community banks (now micro finance banks) spread all over has been a tremendous source of short-term finance for small business owners.

THE PROBLEMS OF SMALL AND MEDIUM SCALE BUSINESS

Some of the problems facing small business in Nigeria are:

- **Lack of managerial/Experience:** This one of the most important factor that affects the operations of small scale business in Nigeria. The government will have to implement strategies that will motivate with managerial experience to train the existing population of small scale owners to yield positive result in their ventures.
- **Finance or capital:** One factor responsible for the poor state of the small scale business is capital. According to Akpa (2010) small businesses operate on subsistence level because their operators lack funds to acquire the necessary inputs. In most cases, the owners do not possess credit worthiness or collateral to win bank funding.
- **Government Policies and Regulations:** Government policies and regulations affect small business. Various business obligations to the government in the

form of registration, tax, custom duties, excise duties if is high, demotivates small businesses.

- Illiteracy: Lack of educational knowledge regarding the know-how or technicalities of business venturing.
- Polygamous Practice: The practice whereby one man marries more than one wife. The practice of polygamy makes a man to become financially overburdened as he has to take care of his wives, in laws and train his children. Therefore, he is kept with little or nothing to put into any investment or venture.
- Extended Family System: The communal practices where properties owned by one person belong to all members of the family makes one to be overburdened with demand from family members and inhibit small business development as what should have been saved is used to solve family problems.
- Relief in and Practice of Witchcraft: This has a tremendous devastating effect on small business. It is observed that many people who have innovative skills are most at time afraid to put them to practice because this may attract 'evil eyes' or witches and wizards when they become successful.
- Traditional belief and practice of burial rite: This also has a tremendous devastating effect on small business ventures. For instance, when a family

member of a small business owner dies, he/she has to close down the business operation for a particular numbers of days, months or even for a year depending on the closeness of the dead person.

RESEARCH METHODOLOGY

The study was carried out in Nasarawa North Senatorial District, (Akwanga, N/Eggon & Wamba) which is one of the prolific small scale entrepreneurial districts in the Nasarawa State. The selection of the study area was based on geographical proximity and owing to the fact that is an important developing Industrial location in the state. The study covered 15 small-scale enterprises in Nasarawa North of Nasarawa State of Nigeria out of which 90 respondents were randomly selected in the study area.

INSTRUMENT OF DATA COLLECTION

Data were collected through the use of questionnaire.

METHOD OF DATA COLLECTION

A total of 90 copies of questionnaire were distributed and administered to the selected respondents by the researchers.

METHOS OF DATA ANALYSIS

The items are structured on a five point scale using response options of strongly agree (SA), Agree (A), Undecide (UD), Disagree (D), and Strongly disagree (SD). Data collected were analyzed using mean score. For decision making, any items with a mean score of 3.5 and above was accepted while item with it mean score less than 3.5 was rejected.

RESEARCH QUESTION ONE

What are the roles of small scale enterprises on employment generation in Nasarawa North of Nasarawa State.

Table 1: Mean Responses of respondents on the importance of small scale business and employment generation in Nasarawa North.

S/NO	Item	Mean	Remark
1	Creating Employment	3.9	Accepted
2	Poverty alleviation	3.7	Accepted
3	Boosting productivity	3.8	Accepted
4	Prosperity	3.6	Accepted
5	Creation of wealth	3.7	Accepted
6	Producing various goods & service	4.0	Accepted
7	Use of Local raw materials	3.5	Accepted
8	Revitalizing Communities	3.6	Accepted
9	Creation of income	3.5	Accepted
10	Increase in food	3.5	Accepted

From table I above, Items 1-10 have their overall mean ratings to be 3.5 and above indicating that small and medium scale

enterprises create employment opportunities in Nasarawa North Senatorial district of Nasarawa State.

RESEARCH QUESTION TWO

To what extent do these problems affect the performance of these enterprises?

Table 2: Mean Response of the small scale business operators on the extent of the problems affecting the performance of their enterprises.

S/No	Items	Mean	Remark
1	Inexperience	3.8	Accepted
2	Low level of Education	3.7	Accepted
3	Irregular power supply	3.7	Accepted
4	Lack Institutional Credit	3.5	Accepted
5	Poor shortage of technical experience	3.6	Accepted
6	Lack of needed equipment	3.5	Accepted
7	Lack of proper record keeping	3.6	Accepted
8	Poor capital structuring	3.8	Accepted
9	Lack of infrastructural facilities	3.7	Accepted

From Table 2 above, reveals that items 1-9 obtain a mean score ranging from 3.5 and above indicating agreed on the respondents opinion.

This simply means that these are the items that affect the performance of these enterprises.

Research Question 3

What is the possible solution to the problem facing small and medium scale business in Nasarawa North.

Table 3

Means responses of respondents on the suggested possible solution to the identified problems.

S/NO	ITEMS	MEAN	REMARK
1	There is need for small scale business operators to scale for professional advice in their affairs.	4.0	Accepted
2	Proper record keeping help overcome financial challenges	3.7	Accepted
3	There is need for regular supply of electricity.	4.0	Accepted
4	Collateral security should be kept low on small business enterprises	3.6	Accepted
5	Embargo should be placed on the importation of goods that can be produced locally	3.8	Accepted
6	There is need for tax reduction	3.7	Accepted
7	Government should assist by granting micro credit loans	3.7	Accepted
8	Education is determined the success of a business enterprises.	3.5	Accepted

The data analysis in table 3 shows that items 1-8 have their overall mean ratings from 3.5 and above indicating acceptance. Here, the respondents proffered solution on how to solve the problem militating against efficient performance of small scale business in Nasarawa North of Nasarawa State and in Nigeria in general.

DISCUSSION OF RESULT

The result of the study revealed the role of small and medium scale business and employment generation in Nasarawa North Senatorial district of Nasarawa State. That small and medium enterprise are the main driving force behind job creation, poverty alleviation, boosting productivity, prosperity, creation of wealth, provision of goods and services, revitalizing the communities, creation of income, increase in food production and if

manage well SME, can transform to giant corporation of tomorrow. These findings agreed with the findings of Egebor (2001), observed that given a constraint free environment, small scale business enterprise can contribute immensely to the reduction of unemployment, poverty, increase in the availability of a wide-variety of goods and services, stem rural- urban drift and development of appropriate local manufacturing technology.

The study further revealed some of the problems that hinder effective performance of small scale business enterprises on employment generation in Nasarawa North. They are as follows: Lack of experience, Low level of education, Poor governance structure, Irregular power supply, lack of institutional credit, poor shortage of technical expertise,

lack of needed equipment, poor record keeping, poor capital structuring and lack of instructional facilities. These findings are in line with what is stated in Salami and Olom (2011), assets that experience and education is the best predictor of business success. The findings of the study also stated that poor capacity building, poor infrastructure, lack of institute credit, dependence on imported materials, lack of incentives, weak competitive advantage, poor capital structuring and shortage of technical expertise.

The study also showed that all the respondents agreed that small scale business operators should always seek for professional advice in any business related matters, understanding the financial status of their business through proper record of accounting book, placing embargo on the imported goods that can be produced locally, government should grant micro credit loans through designated bodies, reduction of interest rate and collateral securities by banks, provision of necessary infrastructure like good roads, pipe borne water etc.

CONCLUSION

Based on the findings of the study the following conclusions were made that small scale enterprises are the engine room of stabilizing the economy of a developing country. They are very essential to our economy as they provide employment for people, service the local market and also provide raw materials or inputs used in large business organization. It is pertinent to note that the findings of the study if given due consideration, the small and medium scale enterprises will contribute more

efficiently towards the nation building.

RECOMMENDATIONS

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

- ❖ Experience and Education are predictor to business success. These would allow small scale business operators to be more capable in handling the affair of their business perfectly. It is on this note that small business owners should seek for knowledge in the area of their business entity.
- ❖ Government at all level should encourage small scale business owners by granting micro-credit loans through designated bodies located in various local government area as a way of improving and alleviating financial constraint.
- ❖ Provision of necessary infrastructure and enabling environment for business operations is generally an imperative. Uninterrupted power supply, good food, transportation network, pipe borne water are basic to effective performance of these enterprises. Small scale business should be encouraged to have a proper ways of recording their transactions according to required standard. Record of day to day transaction of the business is very important.
- ❖ Government should provide incentives to small scale business owners in the form of tax relief and concession for at least 10 years to encourage them plough

back earnings for expansion.

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**THE LEGAL AND ETHICAL ISSUES IN THE TECHNIQUES OF
BLOOD TRANSFUSION PROCEDURE THE LEGAL AND ETHICAL ISSUES IN THE
TECHNIQUES OF BLOOD TRANSFUSION PROCEDURE**

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Abstract

The paper examines the legal and ethical issues that may arise and the principles that should be considered in the clinical practice for the transfusion of red blood cells and plasma into adults and children. Generally, the legal and ethical principles that apply to the medical transfusion therapy are not different from those applicable to any medical interaction or intervention. The main aim of this paper is attempt to maximize good health care delivery with the view of minimizing the risks and complications that may arise as a result of carelessness. Based on its finding the research recommends that, in order to avoid abuse of this very important and sensitive medical procedure, all blood and blood property should be properly screened to ascertain the blood group and Rhesus factor with potential infections before finally transfusing same into the body of the recipient.

INTRODUCTION

Blood transfusion has become a necessary medical procedure that is carried out in the medical clinics, hospitals and health care centers across some parts of the nation. Blood transfusion is a situation in which a patient

receives any component of human red blood cells and plasma from a single or multiple donors. In the words of Popovsky, blood is made up of various types: The red blood cells, white blood cells, platelets, and plasma. Blood transfusion is carried out either as whole blood

with all its parts or, more often, as individual parts. Blood is divided into four different groups and every individual person has one category of the blood group as follows: A, B, AB, or O with Rhesus (Rh) factor attached as either Rh-positive or Rh-negative. Blood transfusion is done in order to replace the volume of blood lost during surgery or due to a serious injury or when the body cannot make blood properly because of illness. The blood used in a transfusion must work with your blood type. If it does not, the antibodies (proteins) in your blood attack the new blood that is being transfused and could cause incompatibility and make one sick. Unfortunately, some medical personnel do not handle this sensitive procedure with the desired carefulness Popovsky (2017). There are instances where blood is transfused based on the choice of the recipient, in this case there is no proper screening (to find out the blood group and dictate and exclude the problem of incompatibility and disease germs) before transfusion. This is a breach of medical ethics and procedure that is capable of throwing many patients who would have made live into early graves. This paper examines the legal and ethical issues that may arise and the principles that should be considered in the clinical practice for the transfusion of red blood cells and plasma into patients. The main aim of this paper is attempt to maximize good health care delivery to people with a view of minimizing the risks and complications that may arise as a result of carelessness.

1.1 Conceptual Clarification

Blood: The World Health Organization describes blood as the familiar red fluid in the body that contains white and red blood cells, platelets, proteins, and other elements. The blood is transported throughout the body by the circulatory system. Blood functions in two directions: arterial and venous. Arterial blood is the means by which oxygen and nutrients are transported to tissues while venous blood is the means by which carbon dioxide and metabolic by-products are transported to the lungs and kidneys, respectively, for removal from the body WHO (2017).

Blood Transfusion: According to Pape, blood transfusion is the transfer of blood or blood products from one person (donor) into another person's bloodstream (recipient). This is usually done as a lifesaving maneuver to replace blood cells or blood products lost through severe bleeding, during surgery when blood loss occurs or to increase the blood count in an anemic patient. The following material is provided to all patients and/or their family members regarding blood transfusions and the use of blood products. During blood transfusion process, a small needle is inserted inside one of the venous blood vessels to receive blood proven to be healthy, Pape A. (2017).

Medical Ethics: In the words of Jacalyn, medical ethics is a system of moral principles that apply values and judgments to the practice of medicine. As a scholarly discipline, medical ethics encompasses its practical application in clinical settings as well as work on its history, philosophy, and sociology. Historically,

Western medical ethics may be traced to guidelines on the duty of physicians in antiquity, such as the Hippocratic Oath, and early teachings, Jacalyn K. and Jakobovits, I. (1983).

Functions of Blood in the Body: Blood has many vital functions in the body. In the word of Popovsky; the heart is the vital organ that pumps blood out and re-circle it through a network of arteries and veins throughout the body. The blood carries oxygen and other nutrients to other parts of the human body's organs and tissues; because having a healthy supply of blood is important to the overall health of individuals, Popovsky M. (2017).

The main functions of blood are as under listed:

Transportation:

- i. Blood is the primary means of transport in the body that is responsible for transporting important nutrients and materials to and from the cells and molecules that make up our body. It is the duty of blood to first take the oxygen processed by the lungs to all the cells of the body and then to collect the carbon dioxide from the cells and deliver it to the lungs.
- ii. It is also tasked with the job of collecting metabolic waste from up and down the body and to the kidneys for excretion.
- iii. Blood also has to perform the task of delivering the nutrients and glucose generated by the organs of the digestive system to the other parts of the body including the liver.

- iv. In addition to these tasks, blood also has to carry out the transportation of hormones produced by the glands of the endocrine system.

Protection: Blood performs the important task of protecting the body from the threat of infections and disease causing bacteria. The white blood cells found in blood are responsible for safeguarding the different organs of the body by producing antibodies and proteins which are capable of fighting off and killing the germs and viruses that can causes serious damage to the body cells. The platelets present in blood handle the task of limiting blood loss in the wake of an injury by helping the blood to clot quickly.

Regulation: Blood is also a regulator of many factors in the body. It has the capability to oversee the temperature of the body and maintains it to a level that is tolerated by the body with ease. Blood is also responsible for controlling the concentration of Hydrogen ions in the body, which are also known as pH balance. The administration of the levels of water and salt required by each cell of the body also falls under the regulation duties of blood. Another regulatory task performed by blood is to control the blood pressure and restrict it under a normal range, Popovsky M. (2017).

The Types (Components) of Blood: In his submission, Hess states that; the components or types of blood and their functions include:

Plasma: Plasma is the most abundant component of blood. It has a number of functions which includes carrying glucose which is the most important nutrient required

by each cell for generating energy. The other nutrients that are also carried by plasma include vitamins, cholesterol, amino acids, triglycerides and fatty acids. These nutrients are carried by plasma to and from each and every cell present in the body. It is also responsible for the transportation of Cortisol and thyroxin hormones, which attach themselves to the plasma proteins and are then taken to all parts of the body. Homeostasis and management of the functioning of cells is also among the duties performed by plasma with the help of the inorganic ions that it contains in large quantities. Plasma is also responsible for healing of wounds and control of spillage of blood through clotting is another function of plasma which is made possible due to the presence of clotting agents in it. Plasma even plays a part in helping the body fight against the germs and infections through the antibodies named gammaglobulins that are present in the blood volume, Hess J.R., Chan P. et al (2004)

White Blood Cells: The infections that threaten to damage the body are handled by the white blood cells found in blood. White blood cells contain bacterial agents trying to penetrate into the body. These cells which are also known as leukocytes are formed in the stem cells of the bone marrow and start circulating in the body by means of blood as well as the lymph fluid. The whole immune system of a human body is dependent on these white blood cells to identify the pathogens, cells with cancerous material in them and matters which is foreign to the body. In addition to identifying them, leukocytes are also tasked with the duty of destroying and

cleaning the body of these enemy cells, Allain J.P. et al (2005).

Red Blood Cells: As earlier on stated, the main job that is assigned to the red blood cells present in the blood is to make sure that the oxygen is delivered to all the cells of the body when the pumping of the blood has been carried out by the heart. The red blood cells have a very quick speed at which they travel through both the veins and arteries. The veins have a relatively smaller wall around them as compared to the arteries since the pressure of the blood is not too intense when it passes through them in comparison to the arteries, Allain J.P. et al (2005).

Platelets: The platelets Allain states; are the lightest and the smallest components of blood. Due to their small size they usually travel near the walls of the vessels carrying blood. The wall of the blood vessels which is made up of special cells named endothelium stop the platelets from sticking to them. However, in the case of an injury, this layer of endothelium cells gets damaged and the blood starts flowing out from the blood vessels. When this happens the platelets react immediately and get attracted by the tough fiber which surrounds the walls of the blood vessels. The platelets then stick to the fibers and begin changing their shape thereby making a type of seal which stops the blood from flowing out of the body, Allain J.P. et al (2005).

Blood Group: According to Hermening, Blood is transfused either as whole blood with all its parts or, more often, as individual parts. Blood is divided into four categories and every

individual person has one category of the blood group as follows: A, B, AB, and O with Rhesus factors attached, either Rh-positive or Rh-negative. As a result, if one has blood group A, it is either A positive or A negative; this is applicable to the rest of the blood groups. The blood used in a transfusion must match with the blood group of the recipient. If it does not match then, the antibodies (proteins) in the blood of the recipient attack the new blood and make the recipient sick. People who carry blood group "O" are called universal donors. It means that their blood is safe and can be used for almost everyone. While, people who have blood group "AB" are called universal recipients and can receive blood from all the other groups. Research shows that about 40 percent of the population has blood group "O" and are used for emergencies. The point of caution here is that, if one has Rh-positive blood, the person can get Rh-positive or Rh-negative blood. But if the person has Rh-negative blood, such a person can only get from a Rh-negative blood, Harmening D. (2017).

Blood Bank: In a discourse about blood bank, Hermening proposed that; a blood bank is a place where blood is collected, tested, and stored blood for use in situations of emergencies or at a designated time. The laboratory technician is expected to carefully screen all donated blood for possible infectious disease agents, such as bacteria and viruses that could make one sick. Each donated blood is screened to find out whether it falls under any of the groups A, B, AB, or O and whether the Rhesus factor is positive or negative. If a blood

group that is not compatible work with one's own blood type is transfused, this will make the recipient very sick. Therefore, technicians are been very careful when it comes to preparing blood for a transfusion. Some carry out what is called blood leukocyte reduction by removing the white blood cells. This is because some people are allergic to the white blood cells in blood donated to them. Removing these cells makes allergic reactions less likely to occur. For this reason, some people used to produce and store their own blood in the blood bank ahead of time so that when it is needed because of blood loss during operation transfusion can take place using their own blood, Harmening D. (2017). For instance, if surgery is schedule months in advance, the doctor may ask whether the patient would like to use personal blood, rather than a donated one. If the patient chooses to use personal blood, then, blood is drawn one or more times prior to the surgery and is stored in the blood bank for use if the need arises during surgery.

Indications for Blood Transfusion

Considering indications for blood transfusion, Pape pointedly submits that: Red blood cell transfusion is indicated for the treat hemorrhage and to improve oxygen delivery to tissues for effective functioning. The rationale for the transfusion of red blood cells is based on the patient's clinical condition. He outlined indications for such transfusion as including:

- i. Symptomatic anemia which results to shortness of breath, dizziness, congestive heart failure, and decreased exercise tolerance.

- ii. Acute sickle cell crisis leading to acute loss of more than 30 percent of blood volume.
- iii. Fresh frozen plasma infusion can be used for reversal of anticoagulant effects.
- iv. Platelet transfusion is indicated to prevent hemorrhage in patients with thrombocytopenia or platelet function defects.
- v. Cryoprecipitate is used in cases of hypofibrinogenemia, which most often occurs in the setting of massive hemorrhage or consumptive coagulopathy, Ape A. (2009).

Risks and Complications of Blood Transfusion

According to Sabrina, patients who received blood transfusion do not regularly experience any complications or problems. However, minor to severe problems do occur occasionally. Some of the most common complications include:

- i. Allergic Reactions: Some people develop allergic reactions to the blood received even when transfusion is given using the right blood group. In these cases symptoms may include hives and itching. Like most allergic reactions, this can be treated with histamines suppressant, known in medical term as antihistamines. If the reaction becomes serious, the attention of a doctor should be called for.
- ii. Fever: Mild fever may develop after transfusion as indication of the body's response to the white blood cells in the transfused blood. However, it can be a sign

of serious reaction if the patient is also experiencing nausea or chest pain. In this case, the patients should consult the doctors if other symptoms or side effects are present.

- iii. Acute Immune Hemolytic Reaction: Immune Hemolytic Reaction is a very serious, but rare, reaction that takes place in a patient's body due to attack on the transfused red blood cells. The attack usually triggers the release of a substance that is capable of damaging the kidneys. This is often the case when the donor's blood group does not have a proper match with the recipient's blood group. Symptoms may include nausea, fever, chills, chest, lower back pain and dark urine etc.
- iv. Blood-borne Infections: Occasionally, infectious agents infect a transfusion patient after the procedure. Even though, donated blood is strictly screened and tested in order to rule out the germs that have the potentials of causing diseases like viruses (eg. Lassa Fever, Virus Ebola etc), bacteria, and parasites. Though, the risk of catching a virus or any other blood-borne infection from a blood transfusion is very low.
- v. HIV: Donated blood is thoroughly tested for HIV. There is a 1 in 2 million chance that donated blood will not only carry HIV but also infect a transfusion recipient.
- vi. Hepatitis B and C: The risk of contracting hepatitis B from donated blood is about 1 in 300,000, while the risk with hepatitis C is 1 in 1.5 million, Sabrina B.

(2008).

Though, researchers are trying to find ways of making blood in the laboratory. There is currently no man-made alternatives to human blood. However, researchers have developed medicines that may help in the building of some blood parts. For example, some medicines have been developed to help some people who have kidney problems can now take medicine that can help their body manufacture more red blood cells. This means they may need fewer blood transfusions. In addition, surgeons do their best to reduce the amount of blood lost during surgery so that fewer patients would need blood transfusions. The safest blood product is one's own blood, so if a transfusion is likely, this is one's lowest risk choice. Unfortunately this option is usually only practical when preparing for elective surgery. In most other instances the patient cannot donate their own blood due to the acute nature of the need for blood. Although one has the right to refuse a blood transfusion, this decision may have life-threatening consequences, Sabrina B. (2008).

Sources of blood for Transfusion:-

Blood can be provided from two sources:

- i. Autologous blood (using one's own blood) Pre-operative donation: This is a situation where one donates one's own blood before surgery. The blood bank draws the blood and stores it until it is needed during or after surgery. This option is only for non-emergency (elective) surgery. It has the advantage of eliminating or minimizing the need for

someone else's blood during and after surgery. The disadvantage is that it requires advanced planning which may delay surgery.

- ii. Intra-operative autologous transfusion: Recycling one's blood during surgery. Blood lost during surgery is filtered, and put back into the patient's body during surgery. This can be done in emergency and elective surgeries. It has the advantage of eliminating or minimizing the need for someone else's blood during surgery. Large amounts of blood can be recycled.

Legality and Ethics of Blood Transfusion

The legality and ethics of blood transfusion compels a doctor to obtain the patient's informed consent before administering blood products. According to MacLarens, these includes; explaining to the patient the relative benefits and risks of receiving and not receiving the blood product, as well as any reasonably viable alternatives. It is helpful to compare the risks of receiving the blood product with other risks surrounding the patient's medical treatment. It is advisable that substitute consent be obtained for incompetent patients according to provincial or territorial laws. In emergency situations where treatment is necessary to preserve the life or health of the patient and consent is not available due to the fact that the patient is unconscious or otherwise unable to consent, the doctor may administer blood products and any other treatment necessary to preserve the life or health of the patient. This does not apply if the patient has

expressly refused the treatment before becoming incompetent. A competent adult is entitled to refuse or cease any treatment for any reason. In another a related development, parents can have the responsibility to provide consent on behalf of their young children; however, it is highly unlikely that parents can refuse life-saving treatment for their children. Physicians may not simply override a parent's refusal; recourse must be made through the relevant children's aid society. Although it is legally clear that a mentally competent adult is entitled to refuse any medical treatment, including a blood transfusion, physicians have a responsibility to ensure that the refusal is truly informed and voluntary. In the case of adults who were once competent, but have become temporarily or permanently incompetent, substitute consent laws, generally, provide that their prior wishes regarding treatment decisions should be respected to the extent that they are known or can be determined. Many judgment calls arise in the day-to-day practice of all physicians.¹⁵ This judgment require awareness and respect for legal and ethical considerations, but above all, they require an empathetic understanding of the patient and his situation.

Legal Issues Surrounding Blood Transfusion

The law of informed consent: MacLaren summarized the law of informed consent as consisting of four components of consent to medical treatment of a patient as follows:

- i. Consent must be given by the patient

voluntarily.

- ii. A patient must have mental capacity to give the voluntary consent.
- iii. Consent must be specific to both the treatment and the person providing it.
- iv. Consent must be informed, in such a way that the patient can understand the nature of the procedure, the attendant risks, benefits and any alternative treatments, MacLaren M. et al (2004).

It follows therefore, that disclosing the risks of a particular treatment, allude to the fact that the risks should not be presented to the patient in isolation. The patient should be given the information in the context that includes comparison with other risks, such as those of other aspects of the treatment plan, those of alternative treatments that do not require transfusion and those that do not require treatment.

The Right to Refuse Treatment: The corollary of the right to consent to medical treatment for Nancy, is the right to refuse to start or continue treatment. This right applies to when refusal of the treatment will result to harm on the patient or can even result to death. For instance, patients have the right to refuse consent to continue using a particular treatment that maintains the patient's life. Such a patient would prefer to die and so refuse consent to continue using the treatment that maintained his/her life. The evolution of the law of informed consent and established that prohibiting any treatment without consent is absolute. Therefore, the refusal of medical intervention could not be viewed as committing

suicide as simply allowing the disease to take its natural course, Nancy F. (1971).

Requirements and Content of Consent: The followings are requirements and content of consent as summarized by Fleming:

- i. Capacity to Consent: To be able to give or refuse consent, the patient must be competent. Adults are presumed to be competent unless proven to be otherwise. The test for competency is the ability to make a reasoned decision, as opposed to what others may view as a reasonable decision. A patient is not judged capable or incapable across the board, but rather capacity is assessed in relation to each decision that must be made. One important factor in this assessment is ensuring that the patient understands the consequences of consent to the treatment or refusal of the treatment. Per adventure a doctor is in doubt about a patient's capacity to make a particular decision, he or she should seek a second opinion, Fleming U. (2017).
- ii. Obtaining Informed Consent Form: Although most hospitals use standard consent forms for major treatments and procedures, Robertson affirms that, physicians should not rely on these forms to fully satisfy the requirements of informed consent. Consent forms are merely evidences of informed consent they do not constitute "consent" themselves. A standard document does not take into account factors unique to

individual patients; therefore, it cannot substitute for the participatory process of consent through which the doctor informs the patient. It is wise that the discussions around consent should be documented in the patient's hospital chart. It is the doctor who bears the legal responsibility for obtaining informed consent, Robertson G. (2017).

- iii. Emergencies: On his part, Schollenberg advises that, doctors should make themselves familiar with the specific law of their country. Though, laws may vary by jurisdiction, there are provisions where doctors ought to be given the privilege to treat a patient without consent in emergency situations. Such situations in which the patient's life or health is at risk or the patient is incapable of giving or refusing consent; and there is no substitute decision-maker available.
- iv. Substitute Consent and Advance Directives: Substitute consent is given by one person on behalf of another who is mentally or physically unable to do so. Many countries have laws governing substitute consent. Such laws usually have provisions addressing who the substitute decision-maker should be, Schollenberg E. (1989).
- v. Consent to Treatment by and on Behalf of Minors: Parents are charged with making medical decisions on behalf of their children, unless parental rights

have been lost due to abuse or neglect. When parents refuse treatment for their children, it is most often on medical or religious grounds or where children have a disability. It is sometimes difficult to identify the point at which treatment should be discontinued on medical grounds.

- vi. The Doctor's Responsibility: Despite the foregoing, Johnston warns that, the doctor can be held responsible for breaches of the principle of informed consent in 3 ways:
 - a. by failing to seek consent,
 - b. by failing to disclose properly the information required for the consent to be considered informed.
 - c. by providing treatment in the face of an express refusal, Johnston F. (1971).

It is necessary to go by these regulations of informed consent to curtail excesses and prevent abuses.

Ethical Issues Contiguous to Blood Transfusions:

According to Tretiak the role of ethical values in the development of the principles and recommendations to health care providers is to ensure that values, which may not be adequately incorporated into the law are given reasonable consideration .²² The potential ethical conflicts inherent in many medical decisions and the guidelines must reflect a thoughtful consideration and balance of the issues. Those ethical issues that are related to

blood transfusions are fundamentally not different from those relating to most forms of medical treatment. For instance, in response to the fear of HIV, consent to blood transfusions has taken an increased significance, such that the amount of information and level of consent required are closer to that which required for more complex and risky procedures. Corroborating this line of reasoning, Jutras submits that: Some of these ethical issues related to blood transfusion are discussed in practical terms below:

- i. Risk: The major ethical concern surrounding the use of blood products is that of the perception of the risk as been far greater than the objectively measurable risk, Jutrias D. (1993). This raises the need for increased access to alternatives to anonymous donor blood products and the requirement for fully informed consent. The doctor needs to understand the patient's fear and suffering.
- ii. Finances: The other issue is whether the financial cost of alternatives to anonymous blood transfusion is justified. Ethics requires consideration of the costs and benefits at societal and psychological levels.
- iii. Cultural issues: Many of us come from a variety of cultural backgrounds. It is difficult to apply cultural and legal standards to people who may not share the same belief structure. For example, in some cultures decision-making concerning medical matters is the

responsibility of men; while in other cultures the doctor is regarded as an authoritative person who is not to be questioned.

Etchells captured it right when he said; ethically, it is essential for the doctor to respect the cultural practices of the patient while meeting legal and professional obligations. To accomplish this, the doctor is expected to explain to the patient and the patient's family members, either directly or through a trusted member of the patient's cultural community on the need to provide information in order to obtain consent, Etchells E.S. et al (2017).

Recommendations for blood product administration

This paper recommends that, despite the fact that blood transfusions are a life-sustaining and life-saving treatment, there risks associated. Therefore, the followings should be strictly adhered to while administering blood products:

- i. Blood transfusions should be carried by, a trained and qualified medical personnel.
- ii. Before starting the transfusion, the medical personnel should ensure safe and accurate collection of blood samples for typing and cross-matching.
- iii. The medical personnel should verify that an order for the transfusion exists.
- iv. The medical personnel should conduct a thorough physical assessment of the patient (including vital signs) to help identify later changes and document

findings.

- v. The medical personnel should confirm that the patient/recipient or relation as the case may be has given informed consent.
- vi. The medical personnel should educate the patient about the procedures associated risks and benefits, what to expect during the transfusion, including signs and symptoms of a reaction, when and how to call for assistance.
- vii. The medical personnel should check for an appropriate and patent vascular access.
- viii. The medical personnel should make sure necessary equipment are available and accessible for administering the blood product and managing a reaction, such necessary equipment as an additional free intravenous (I.V.) line for normal saline solution, oxygen, suction, and a hypersensitivity kit.
- ix. He/She should be very familiar with the specific product to be transfused, the appropriate administration rate, bearing in mind that, the type of blood product and patients condition usually dictates the required infusion rate. For instance, a trauma victim who is rapidly losing blood must be infused faster than in a 75-year-old patient with heart failure, who may not be able to tolerate rapid infusion.
- x. The medical personnel should make

sure that, before hanging the blood product, a thorough check of the patient's identification and the actual blood product verified as per facility policy.

- xi. Infusion of the blood product should be done using filtered tubing.
- xii. The health personnel should know the window of time during which the product must be transfused starting from when the product arrives from the blood bank to when the infusion must be completed. This is because failing to adhere to these time guidelines may increase the risk of such complications as bacterial contamination.
- xiii. Stay alert for signs and symptoms of a reaction and immediate actions, such reactions as: fever or chills, flank pain, vital sign changes, nausea, headache, urticaria, dyspnea, and broncho-spasm. If a transfusion reaction is suspected, take these immediate actions: stop the transfusion and notify the physician, while monitoring the patient's vital signs, Tretiak R.L. et al (2006).

Conclusion

Blood transfusion is an essential but delicate medical procedure that makes it difficult to reduce the legal and ethical obligations of doctors to a set of guidelines. Although the legal principle of informed consent can be stated in a few words, it does not convey the scope of responsibility and how it

may vary depending on the circumstances, the patient and the procedure. It will certainly fail to convey the ethical complexity involved in a doctor patient interaction and the potential clash of values and beliefs that can occur in our multicultural society. What is required of the doctor is to create awareness and respect for legalistic, ethical and a compassionate understanding of the patient and his or her situation.

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LESSON PLAN AND LESSON DELIVERY

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Abstract

The thrust of this paper is to examine the important points and areas of lesson planning and necessary steps of a lesson plan. It is the meticulous execution of the lesson plan steps by the teacher that realizes the achievement of the lesson objectives. The paper will consider key components of lesson plan like previous Knowledge, Introduction, Development of Lesson, Mastery of Subject Matter, Instructional Materials, Presentation of Lesson, Activities, the Domains, SMART Objectives, Teaching Methods, Evaluation, and Summary/Conclusion.

INTRODUCTION

Lesson plan is a panacea for professional teachers or educationists. It is the guide for achieving general and specific objectives. It helps us (teachers) to adhere to time and deliver the lesson step by step. Just as the compass is to a geographer or a pilot, telescope to a biologist/scientist, stethoscope to a medical doctor or dictionary a language student, so is lesson plan to a Professional Teacher which is a detailed step by step guide to a successful delivery of a lesson.

Conceptual Overview

wikipedia.org defines a lesson plan as “a teacher's detailed description of the course of instruction or “learning trajectory” (direction)

for a lesson”. Abba, Nzeribe, Norris & Sawa (2000:86) explain that a lesson plan is “a daily expanded portion of a unit of scheme of work or breaking up topics into teachable units. It is planned on a day to day basis and telescopes (looking through) aspects of the unit to give further elaboration”.

Lesson Delivery

edu145-245 states that “Lesson Delivery is all about holding true to the objectives of the lesson”.

There are **3 phases** of planning before the teacher gets into the class:

- The first phase is that which considers the work of the **whole year** and breaks

into **3 terms of the year**; this is called **General Planning** and done at the beginning of the year.

- The second phase breaks each topic that is to be taught into the different parts that can be managed in one or more lessons called a **Unit**. It then assigns a week or weeks to a unit; this is called unit planning.
- The **3rd phase** which is the detailed planning of goes into the lesson that will be taught on a particular day; this is called “**Lesson Planning**” and is what the teacher takes to the classroom and follows step by step.

The Components of a Lesson Plan

Good lesson plans are vital for students' learning outcomes.

study.com outlines **3 key** elements of lesson plans:

- Learning Objectives
- Activities
- Tools to check for understanding

Learning Objectives

The teacher should be able to identify the learning objectives he/she wishes to address within the stated time of the lesson. This can be done as the teacher zeroes in on the topic, asking himself/herself what the students should achieve at the end of the lesson and what the teacher wants the students to do with the information they will learn.

Activities

This time of the lesson is more demanding because there are more activities to do which

involves the students. We, as teachers are encouraged to plan on using a variety of activities to explain what might be taught in the lesson because with the use of learning and teaching activities, the teacher can reach a wide range of learning styles. To make the lesson more exciting and interesting, the activities should be fun, interactive and should apply to real-world situations.

Tools to Check for Understanding

study.com is of the view that “this part of the lesson includes an assessment which can be formal or informal like series of questions, having a class discussion, feedbacks, having students work on short group projects, quiz etc. el-concilio.com adds the following to components of lesson plan:

Previous Knowledge

This is a recall or a reminder of what was taught last in the last lesson related to the new lesson.

Introduction

This is how the teacher will introduce the lesson for the day by using the topic to announce what he hopes to achieve at the end of lesson. The introduction of the lesson comes after the “Previous Knowledge”.

Lesson Procedure/Lesson Development

This is a detailed step-by-step description of how to deliver the lesson and achieve lesson plan objectives. This section is basically divided into several components which include: introduction, main activity and conclusion (as already stated above). This procedure is known as PPP (Presentation, Practice and Performance).

Materials

This includes Instructional Materials, Books and Equipment which the teacher will need.

“SMART” OBJECTIVES

UBEC (2013) provides illuminating information on these objectives:

S p e c i f i c , M e a s u r a b l e , Attainable/Achievable, Realistic and Time bound

How does a lesson achieve specific objective?

A lesson becomes specific when the teacher captures exactly what he intends to achieve for the pupils/students that for that lesson period/day. For instance, teaching JSS 1 “Types of Nouns” is Non-Specific” Objective. For this lesson to have a specific objective, the teacher should teach one type of nouns; maybe “Proper Nouns”. This is because types of nouns or kinds of nouns number up to eight and each type has sub-type under it. Types of nouns include Proper Noun, Common Noun, Collective Noun, Concrete Noun, Abstract Noun, Countable Noun, Uncountable Noun and Material Noun. These eight cannot be

taught by a teacher even within two hours. So, teaching this topic within a period or double is not specific and it is not measurable. The ability of the language teacher to identify these types of nouns and teach them using SMART objectives is what Williams (1990) refers to as “competence and performance”).

How Measurable is this Lesson?

The lesson objective is not measurable because the students cannot identify what make up “Proper Nouns”. **Is the Lesson Achievable?**

Types of nouns are not achievable because the topic is too broad.

Is the Lesson Realistic?

The lesson is not realistic because the students cannot identify what makes up “Proper Nouns” – names of people, places – countries, cities, towns, villages, titles – Mr, Mrs, Miss, Lady, Prof, Alhaji, Hajiya, Malam, Dr, Pr, Iman, Bishop, Rev etc, names of rivers, mountains, deserts etc.

Is the Lesson Time-bound?

The lesson can be time bound only when the topic is covered within 40 minutes or 80 minutes (double period).

Scheme of Verbs to Use in Writing Lesson Objectives

Knowledge: define, state, list, write, select, recall, recognize, label, measure, identify, repeat, describe

Comprehension: identify, justify, indicate, illustrate, represent, formulate, explain, judge, contrast, classify, translate, compare

Application: choose, explain, find, show, perform, practice, construct, find, use, apply, demonstrate, illustrate.

Analysis: analyze, identify, criticize, select, compare, examine, justify, evaluate, contrast, appraise, distinguish, illustrate

Evaluation: judge, support, identify, evaluate, defend, restate, relate, manage, determine, select, assess, rate, recognize, criticize, value.

(Cognitive Domains – Affective, Cognitive & Psychomotor) regarded by the students as an authority in this area of specialization. Examples of this are

Teaching Methods

Lecture method – This is an oral presentation of information by the instructor or lecturer. The lecturer tells, explains, describes or relates whatever information the students are required to learn.

Project method – This is the method which is student-centred. Examples of this method include Excursions and Acculturation. Students are required to submit reports after the exercise.

Demonstration method – can be carried out by teacher alone, teacher with a pupil/student, a child/student who is knowledgeable in the activity and an invited guest.

Enquiry method – This is the method which engages the learners to find out specific information or assignment on their own before submitting to the teacher.

Teaching for cooperative learning – This is also Team teaching where both persons listen to each other and observe corrections thereafter.

collections. info collector highlights some other teaching methods to include:

Instructor/Teacher Centered method – In this method, the teacher is looked upon or

The universal basic education commission (UBEC) (2013 in collaboration with Nasarawa State universal basic education board (SUBEB), a guide manual for cluster schools model of teacher professional development.

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**INCLUSIVE EMPOWERMENT AND EMPLOYMENT OF PERSONS WITH
DISABILITIES IN NIGERIA**

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Abstract

This paper looks at "empowerment and employment of people with disabilities in Nigeria". it also looked at factors associated with lower employment participation among persons with disabilities, it equally examine the characteristics of the jobs held by persons with disabilities, in comparison with jobs held by their nondisabled counterpart; occupation, industry, hours and weeks of work, and employment wages. The Disability Discrimination Act makes it unlawful to discriminate against people with disabilities in employment and it reveals lower employment rate for persons with disabilities and others. Conclusion was drawn based on the empirical finding such as, less disability persons were employed, education significantly reduces the differences between persons with a mild or moderate disability and those without a disability and the issue of employment discrimination was on the minds of a number of persons with disabilities. Recommendation: equal job opportunity should be given by the employers of labor such as government and non-governmental organization, the issue of discrimination should be eliminated and more priority should be given to the most qualified candidates irrespective of any status.

Key words: Inclusive, Employment, Empowerment of People with Disabilities, Discrimination

INTRODUCTION

In Nigeria, hundreds of thousands of individuals are suffering as a result of a physical or mental disability and high level of unemployment of which persons with

disabilities are the most affected in our communities and Nigeria as a whole. They are subjected to stigma and unnecessary discrimination. Due to the condition they found themselves, they are denied some certain

privileges in terms of employment, they are in a large extent excluded from participating in the civil and political activities.

However, experience has shown that if persons with disabilities are empowered adequately, they will be independent. This will enable them to be useful to themselves, their families, communities as well as the larger society. Again, there are strategies that when adequately implemented will go a long way to empower persons with **disabilities** in Nigeria so they can contribute not only to their families but to the development of the society. The following are the empowerment strategies:

- Access to sound education
- Empowerment through Agriculture
- Enlightenment and sensitization
- Functional rehabilitation
- Employment opportunities

Despite numerous positive stories and experiences, persons with disabilities remain less likely than others to be employed, both in Nigeria and other parts of the world. *Jason- (2009)*. It is true that some persons have a disability so severe that they cannot retain a job or work in a company. However, many others who would like to have paid employment are unable to reach that goal for reasons unrelated to their condition, such as workplaces that are physically inaccessible or discriminatory hiring practices Brown and Emery (2010). As a result, such individuals can become unemployed or give up looking for work. Such a situation is problematic both for persons with disabilities, and more generally for society and the economy. Individuals without a job may be

deprived of the benefits of labour market participation, a key component of social integration. In addition, society is deprived of their talent and their contribution to the economy, a situation that may represent a large opportunity cost in the context of rising retirements. Everyone has employable strengths and can work in the competitive labour force with the right support and in jobs well-matched and sometimes customized to the persons' interest and abilities. Employment is the first and preferred outcome regardless of the level of disability. This Disabled World category on disability employment is intended to provide a convenient entry point for resources on equal employment opportunity and disability, as well as links to resources from other worldwide employment organizations and agencies, including websites for persons with disabilities looking for work, disability job vacancies, and jobs working from home. Our disability employment categories by country can be found in the right hand menu, while general job articles are listed below.

The Disability Discrimination Act makes it unlawful to discriminate against people with disabilities in employment, including recruitment, terms and conditions of employment, and dismissal or termination from work. Developed countries like the United Kingdom and America

has moved beyond a concern about the cost of maintaining dependent people with disabilities to effective ways of creating opportunities and ensuring people with disabilities participate fully in workforce so they can contribute their

quota to the national development. Inclusive empowerment and Employment Services Can Provide the following:

- Ongoing support in a job if required.
- Help to prepare for work, including training in specific job skills.
- Purchase of vocational training and other employment-related assistance.
- Access to help with workplace modifications, support services, and interpreting in the workplace.
- Support when initially placed into a job, including on the job training and coworker and employer support.
- Job search support, such as resume development, training in interview skills, and help in looking for suitable jobs

Employment means real jobs, real wages. Employment is for all persons in working age a key element towards combating poverty and to achieve social inclusion and participation on society. This applies equally to persons with disabilities. In addition, employers need to be able and willing to employ persons with disabilities in order to ensure that they can hire the most competitive candidates. In this scenario, government have implemented numerous programs and policies enabling access to employment and postsecondary education so as to foster the labour force participation of persons with disabilities and

break down the social and physical barriers they face.

Aim of the study

This study aim at investigating inclusive empowerment and employment of people with disabilities. Specifically, the study is to look at:

1. Factors associated with lower employment participation among persons with disabilities.
2. Examines the characteristics of the jobs held by persons with disabilities, in comparison with jobs held by persons without disability; occupation, industry, hours and weeks of work, and employment income

Lower Employment Rate for Persons With Disabilities

Statistics revealed in 2012 that over 2.1 million people aged 25 to 64, or 11% of the population in this age group, reported being limited in their daily activities because of a mental or physical disability—conditions related to seeing, hearing, mobility, flexibility, dexterity, pain, learning, development, mental/psychological disorder or memory. First, in 2011, the unemployment rate of persons aged 25 to 64 with disabilities was 11%, compared with 6% for people who did not report having a disability. The participation rate the percentage of the population employed or seeking employment was 55% for persons with disabilities, compared with 84% for persons without a disability. The rates of unemployment and participation, however, may not be the most

effective to illustrate the difficulties experienced by persons with disabilities, who are more likely to be discouraged from looking for work. In other words, it is not because persons with disabilities are not part of the labour force that they do not want to work. A more appropriate measure is the employment rate defined as the number of employed people as a percentage of the total population. In 2011, this rate was 49% among individuals aged 25 to 64 who reported having a disability that limited their activity, compared with 79% among those who did not report having a disability.

However, persons with disabilities represent a diverse group some have multiple disabilities that greatly limit all their daily activities, while others have only one disability that has less of an impact on their activities. To account for this diversity, a severity score has been developed for the survey, by taking the number of disability types, the intensity of the difficulties and the frequency of activity limitations into account. Employment varied

widely depending on the level of severity. Specifically, the employment rate among individuals aged 25 to 64 with a mild disability was 68%, compared with 54% among those with a moderate disability, 42% among those with a severe disability and 26% among those with a very severe disability.

Expressed as a distribution of the 968,000 employed Canadians who had a disability, 44% had a mild disability, 22% had a moderate disability, 20% had a severe disability, and 14% had a very severe disability.

Persons With Disabilities Are Older And Less-Educated On Average

Persons with disabilities are older than those without a disability. In 2011, more than 40% of persons with disabilities were aged 55 to 64, compared with 21% of their counterparts without a disability (Table 1). These age differences may affect employment rates, since the rates go down significantly after the age of 55.

Characteristics Of Persons Aged 25 To 64 With A Severe Or Very Severe Disability, A Mild Or Moderate Disability, Or Without A Disability, 2011

	No disability	Mild or moderate disability percentage distribution	Severe or very severe disability
Total	100.0	100.0	100.0
Men	50.2	47.5	45.5
Women	49.8	52.5	54.5
Age group			
25 to 34	26.4	14.2	8.0
35 to 44	25.2	17.9	15.8
45 to 54	27.8	28.0	35.6
55 to 64	20.6	39.9	40.6
Level of education			
Less than a high school diploma	11.3	18.9	22.1
High school diploma	30.8	34.0	35.9
Trades certificate or college diploma	31.0	29.6	33.3
University degree	27.0	17.6	8.8

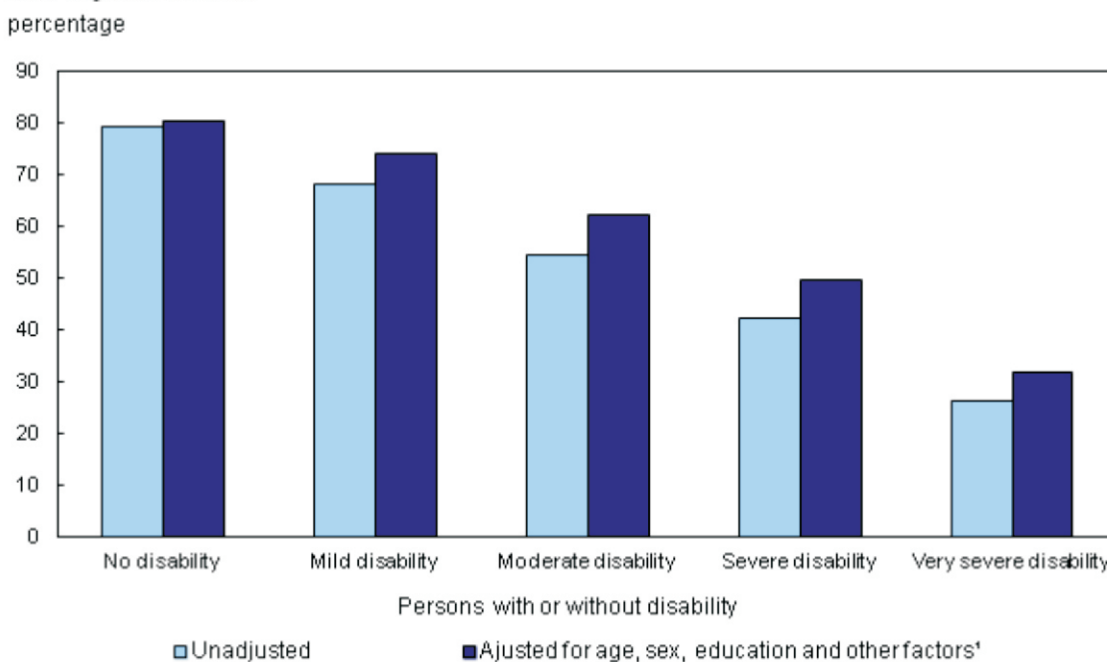
Source: Statistics Canada, Canadian Survey on Disability, 2012.

Furthermore, persons with disabilities are less-educated, another factor that can be related to lack of employment. For example, 9% of persons with a severe or very severe disabilities completed a university degree, compared to 27% of their non disabled counterpart.

Lastly, persons with disabilities are more often women, for whom the employment rate is also lower. To what extent are such

differences accounting for the differences in employment rates? To answer that question, the employment rate was adjusted to account for differences related to age, sex, education and other factors (such as living arrangements, Aboriginal self-identification and province of residence). Taking all these factors into account somewhat reduced the employment rate differences, but did not eliminate them completely (Chart 1).

Chart 1
Employment rate of persons with or without a disability, unadjusted and adjusted, 2011



1. Results were obtained from a logistic regression that included the following factors: severity of disability, sex, age group, level of education, Aboriginal self-identification, province of residence and living arrangements.

Source: Statistics Canada, Canadian Survey on Disability, 2012.

Description for Chart 1

For example, if persons with a mild disability had had characteristics similar to the average for each factor taken into account in the model, their employment rate would have been 74% instead of 68%. Nevertheless, the rate was still

lower than that of people without a disability, that is, approximately 80%.

Conclusion

In conclusion, it is clear that persons with **disabilities** in Nigeria and the world in general continue to experience effects of

discriminations, stigmatization and oppression, this diminishes their potentials and lives in general. First and foremost, many persons with disabilities were less likely than persons without a disability to be employed, even after accounting for the fact that they are generally older and proportionally less likely to have completed a university degree.

Secondly, education significantly reduces the differences between persons with a mild or moderate disability and those without a disability. Among university graduates, persons with a mild or moderate disability had employment rates that were virtually the same as those of university graduates without a disability.

Even though there were a number of differences between persons with and without a disability in terms of employment characteristics (occupation, industry and hours), these differences were smaller among university graduates. Nevertheless, some differences existed between university graduates with and without a disability, most notably in terms of employment income (especially among men).

Finally, the issue of employment discrimination which exist toward persons with disabilities, statistics revealed that 12% of them when interviewed said that they had been refused a job due to their conditions.

Recommendations:

1. Equal job opportunity should be given by the employers such as government and non-governmental organizations,

the issue of discrimination should be totally eliminated and more priority should be given to most qualified candidates irrespective of their disability status.

2. Access to quality and sound education should be made available to persons with disability as education is the key to success in life.
3. On the job training and retraining should equally be made available, this will keep their memories fresh.

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**ASSESSMENT OF DOMESTIC VIOLENCE AGAINST RURAL WOMEN IN LAFIA
LOCAL GOVERNMENT AREA OF NASARAWA STATE**

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Abstract

The study was conducted in Lafia Local Government Area of Nasarawa State, Nigeria. The study was carried out to assess the extent of domestic violence in the study area. The specific objectives includes to examine the socio-economic characteristics of the respondents, identify the forms of domestic violence common in the study area, determine the likely causes of the violence, determine the effect of the domestic violence on the women and to determine the various actions taken by the respondents to reduced the violence. The simple random sampling technique was used to select one hundred and twenty women who were used for the study. The results were analysed using simple descriptive statistics such frequency and percentage. The results of the analysis showed that majority (83.3%) of the respondents were married. Majority (45.83%) had Qur'anic education and (48%) were into petty trading. About 35.85% had annual income of between N41, 000 – N60, 000. Majority (98.33%) of the respondents were Muslims. The study also revealed that all the women (100%) were once abused. Shouted at and abused were the most common form of abuse experienced by the respondents. Poverty (47.67%) was found to be the major cause of violence in the study area. The study also revealed that (22.3%) of the respondents suffered from depression and most of them (58.33%) tolerated the violence. The study recommended that vocational and skills education should be encouraged, sensitization and awareness campaign should be promoted most especially to the women, police and the male partners, the legal frame work should be reformed so that the existing laws be made tough on domestic violence and the ministry of women should do more on the issue of domestic violence.

Keywords: Assesement; Domestic; Violence; Rural; Women

INTRODUCTION

Worldwide domestic violence has been widely acknowledged as a violation of basic human right. Violence against women has no age limit or cultural barrier, and indeed female experience various forms of violence throughout their lives. Domestic violence or intimate partner violence (IPV) is the intentional and persistent abuse of any one in the home in a way that causes pain, distress or injury. It is a pattern of abusive behaviour by one partner against another in an intimate relationship such as marriage, dating, family or cohabitation. Akrofi (2000) defined domestic violence as a pattern of coercive behaviour perpetuated to maintain power and control. The United Nation (1993) defined violence against women as any act of gender based violence that result in or is likely to result in physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. The body further declared that this violence could be perpetrated by assailants of gender, family members and even the “state” itself (UN, 1993).

Violence committed by family members within the family is the most serious of all types of violence. Most of the violence experienced by women is perpetrated by someone they know, most often their husbands or partners. A review of nearly 50 populations – based surveys from around the world found that between 10% and 50% of the women reported being hit or physically abused by an intimate male partner

at some point in their lives (Rehn & Johnson, 2002).

Violence against women have wide range of partner violence may have both short and long term physical and psychological impact (Cambell, 2002). According to the World Health Organisation (2012), domestic violence can lead to high social and economic cost. It further stated that health effect of domestic violence can include headaches, back pain, abdominal pain, gastro-intestinal order, gynaecological problems, emotional distress, and misuse of alcohol, post traumatic stress, abortion, and even suicide attempts.

Domestic violence or intimate partner violence comes in many different forms depending on the type of action. Aihie (2009) classified forms of abuse into physical abuse, sexual abuse, economic abuse, spiritual abuse, emotional abuse and neglect.

In Nigeria, report revealed high level of violence against women (Afro News, 2007). Amnesty International (2007) report that a third (and in some cases, two – third) of women are believed to have been subjected to physical, sexual and psychological violence carried out primarily by husbands, partners and fathers while girls are often forced into early marriage. Many researches were carried out on domestic violence on women in Nigeria (Afro News, 2007; Okemgbo *et. al.*, 2002; Okwoche *et al.*, 2010; Obi & Ozumba, 2007; Aihie, 2007) yet, no work on domestic violence on rural women was carried out recently in the study area. This left a wide gap that needed to be covered by this research.

It is in view of the above, that this study was undertaken to assess the extent of domestic violence in Lafia Local Government Area of Nasarawa State, Nigeria.

The specific objectives of this research were to; examine the socio economic characteristics of the respondents, identify the forms of violence experienced by the respondents, determine the likely causes of the violence, determine the various effects of the violence on the respondents and to determine the various actions taken by the respondents to reduce or control the violence.

METHODOLOGY

The study was conducted in Lafia Local Government Area of Nasarawa state, Nigeria. The Local Government Area is located between Longitude 7° – 9° N and latitude 7° – 9° E. The Local Government Area is bordered by Obi Local Government to the South, Quaap-Pan Local Government Area of Plateau State to the

East, Nasarawa – Eggon to the North and Doma Local Government Area to the West. The Local Government Area has land mass of 2, 737 square kilometers with a population of about 330, 712 (NPC, 2006). The people are mostly farmers of different ethnic background. Notably among the tribes are kanuri, Hausa-Fulani, Eggons, Gwandaras. Others tribe found also in the area include Igbo, Yoruba and Migili (Koro). The local government has thirteen wards. Six Wards were randomly selected. The wards were Gayam, Makama, Zanwa, Ciroma, Wakwa and Akurba. From the six wards, two communities were selected and finally ten (10) women were randomly selected from each community making up a total of one hundred and twenty (120) respondents who were used for this study. The data were analysed using simple descriptive statistics such as frequency and percentage.

RESULT AND DISCUSSION

Table 1: Socio-Economic Characteristics of Respondents

Age (years)	Frequency (F)	Percentage (%)
≤20	11	9.17
21-30	40	33.33
31-40	45	37.50
41-50	20	16.67
Above 50	04	3.33
Marital Status		
Single	00	0.00
Married	100	83.33
Divorced/Separated	16	13.33
Widowed	04	3.33

Educational Level		
Primary Education	45	37.5
Secondary Education	13	10.83
Tertiary Education	02	1.67
Qur'anic Education	55	45.83
No formal Education	05	4.17
Occupation		
Full time farming	10	8.00
Backyard farming	22	18.00
Civil Servant	05	4.00
Petty trading	58	48.00
Food selling/processing	15	13.00
Hair dressing	07	6.00
Teaching	01	1.00
Laundry/Cleaning	01	1.00
Others	01	1.00
Income Level (P.A)		
<20,000	10	8.33
21,000 – 40,000	38	31.67
41,000 – 60,000	43	35.85
61,000- 80,000	18	15.00
81,000-100,000	09	7.50
Above 100,000	02	1.67
Religion		
Islam	118	98.33
Christianity	02	1.67
Traditional	00	0.00

Source: Field Survey, 2018.

Table 1 shows the socio-economic characteristics of the respondents. It revealed that 9.17% of the respondents were below the age of 20 years, 33.3% were within the ages of 31-40 years while 3.3% were above 50 years. The age shows that the respondents were still in

their productive age (21-40years) capable of carrying out their responsibilities effectively. Majority of the respondents were married (83.3%), 13.3% were either divorced or separated, 3.3 were widowed. The higher percentage of married respondents in the study area may be

attributed to the socio cultural and religious beliefs of the community where marriage was seen as a sign of responsibility and religious obligations. Majority of the women were once married suggesting that they might have been abused at one time or the other in their lives. Kavitha (2012) reported that all the women he studied were once abused by their partners. In terms of educational level, most of the respondents had Quar'anic education (45.83%), 37.5% had primary education, 10.83% had secondary education, 1.67% had tertiary education while 4.17% had no formal education. The low level of western education can affect their adoption of improved agricultural technologies. It also means that most of the women may not necessarily understand their rights or the various laws

trying to protect them.

Most of the respondents (48%) were petty traders, 18% were into backyard farming, 13% were food vendors or processors, 18% were full time farmers, 6% were hair dressers, 4% were civil servants, while about 1% were teachers and hennah' tattoo designing respectively. The table further revealed the income level of the respondents. Majority of the respondents (67.5%) earned an annual income of between 20,000 Naira to 60,000 Naira. This showed that most of the respondents were low income earners (less than 100,000 Naira). This low income levels made most of the women to depend so much on their male partners a situation that easily lead to violence. The Table also showed that majority of the respondents were muslims (98.33%).

Table 2: Distribution of Respondents According to Form of Domestic Violence.

FORM OF ABUSE	FREQUENCY (F)	PERCENTAGE (%)
A. Physical Abuse		
• Pushed her, shock her, threw her	90	8.07
• Slapped her, kicked her, beat her	95	8.52
• Twisted her arms, twisted her fingers	102	9.15
• Pulled her hair, dragged her	50	4.48
• Chocked her, attacked her with weapon	40	3.59
		33.81
B. Sexual Abuse		
• Forced her to have sex	120	10.76
• Forced her to perform any sexual act she does not want	40	3.59
		14.35
C. Economic Abuse		
• Withholding money for essential items Such as food, clothing medicine etc	85	7.62
• Exploiting her for financial gain	60	5.38
		13.0

D. Emotional Abuse

• Threatening her/black- mailing her	100	8.97
• Confining her/restricting her movement	125	11.21
• Shouting at her, abusing her	138	12.38
• Humiliating her before others	70	6.28
	38.84	100

❖ Multiple choice

Source: Field Survey, 2018.

Table 2 showed the various forms of violence experienced by the respondents. Most of the respondents (38.84%) reported being emotionally abused, 33.81% experienced physical violence most of the times, and 14.35% reported sexual abuse. The study showed that shouting at, and abusing (emotional abuse), physically forcing them to have sex against their will (sexual violence), confining them to one place and (emotional abuse) and twisting their arms or fingers (physical abuse) were the most common form of abuse meted out to the respondents. This study tends to agree with the findings of

Okwoche *et. al.* (2010) that found out that emotional violence such as verbal abuse and shouting at were the most common form of violence against women in the area they studied. However, the findings was in disagreement with the findings of Kavitha, (2012), that physical violence was the most common form of domestic violence in most Indian states. It is not surprising to find out that emotional abuse was common in the study area. Religion plays a great role in the people's way of life. Islam frowns at men physically abusing their wives as such the men usually result to emotional abuse to get at their wives.

Table 3: Distribution of Respondents According to Causes of Domestic Violence

Causes	Frequency (F)	Percentage (%)
Alcohol/Drugs	03	2.5
Poverty	50	41.67
Unfaithfulness	02	1.67
Jealousy	04	3.33
Low education	46	38.33
Unemployed/Joblessness	10	8.33
Ill-health	01	0.83
Others	04	3.33
	120	100

Source: Field Survey, 2018.

Table 3 showed the various causes of domestic violence in the study area. The table revealed that poverty (42.86) and low education (38.83) were the major causes of domestic violence in the study area. The low income level of the women had greatly put the women in a disadvantaged position making them to rely so much on their partners for house hold maintenance. Men exploit this economic vulnerability by abusing them. Poverty experienced by men, due to pressure from their women can easily lead to violence. Quarcoo, (2000) reported that poverty experienced by

men was a great factor leading to violence. In another study by Obi and Ozumba, (2007) found that domestic violence was significantly associated with financial disparity in favour of the women.

The high level of Islamic education among the respondents made them totally submissive to their spouses, thus some of the abuse, were seen as 'normal' and acceptable. Oyediran and Isugo, (2005) in a study of women's perception of wife beating in Nigeria found that 64.4% of married women expressed consent for wife beating.

Table 4: Distribution of Respondents According to the Effect of Domestic Violence.

Effect	Frequency (F)	Percentage (%)
Physical injury	115	21.38
Sexual Transmitted Infection	80	14.87
Abortions	15	2.79
Miscarriages	21	3.90
Unwanted pregnancy	10	1.86
Gynecological problems	56	10.41
Post Traumatic Stress	30	5.58
Emotional distress	81	15.06
Depression	120	22.30
Others	10	1.86
	538	100

❖ Multiple Choices by Respondent

Source: Field Survey, 2018

Table 4 showed the various effects of the domestic violence on the respondents. Most of the respondents (22.30%) suffered from depression, 21.38% suffered from physical injuries such as minor cuts, bruises, and scratches to major ones such as broken bones,

headache and teeth removal. 15.06% suffered emotional distress, 14.87% were infected with sexual transmitted infections (STI). The table further revealed that 5.58% of the respondents revealed that they had suffered post traumatic stress, 10.41% had gynaecological problems,

2.79% had abortion, and 3.90 % had miscarriages, 1.86% had unwanted pregnancy while 1.86% said they lost confidence in themselves and tend to withdraw themselves away from people. This finding is in agreement with the findings of Heise and Garcia (2002), that women who were abused by their partners suffer higher levels of depression anxiety and

phobias than non abused women. They further reported that, physical damage resulting from intimate partner violence can include: bruises, lacerations and abrasion; abdominal or thoracic injuries; fractures and broken bones or teeth; sight and hearing damage; head injury, back, neck injuries, and attempted strangulation.

Table 5: Measures Taken by Respondents to Control/Reduce Violence

Reaction	Frequency (F)	Percentage (%)
Tolerance	70	58.33
Leaving home	10	8.33
Self-defense	03	2.50
Reporting to police	01	0.85
Reporting to family Head	22	18.33
Reporting to community leaders	03	2.50
Reporting to Neighbours	07	5.83
Reporting to civil society groups/NGO	00	0.00
Reporting to Religious Leaders/groups	04	3.33

Source: Field Survey, 2018.

Table 5 showed the various actions taken by the respondents to the various forms of violence against them. Majority of the respondents (58.33%) said they tolerated it, 18.33% leave the home, 5.83% reported to the neighbours, 3.33% reported to religious leaders or group, 2.50% reported to the community leaders while just about 1% reported such matters to the police. The study indicated that most of the respondents preferred to keep silent and

tolerate the violence. This can be attributed to the tradition where wives should always be patient and keep secret of their marriage. The women as victims accept that there was nothing they can do about the abuse since some of the abuses were seen as normal and the tradition accept it as a norm. Furthermore, most women in the study area have no awareness about their rights and prefer to remain tolerant of everything from the husband/partner. Enrique

and Juan, (2006) stated in their work that the high level of women violence tolerance was associated with the women lack of awareness about their rights.

Abeya *et al.*, (2012) reported that, most Ethiopian women prefer to keep silent and tolerate an abusive partner in order to protect their marriage and children. The respondents do not report cases of domestic abuse to the police because they said the police do not take action but rather refer them back to the family to settle such an issue.

Olakunle, (2014) reported that, women regardless of their education don't report cases of domestic violence to the police because of police mishandling and cultural inhibition.

Conclusion and Recommendation

The study established the fact that majority of the women were either emotionally abused or physically abused. The major causes of the violence were poverty and low educational level which were further supported by harmful gender norms, traditions and social acceptance of violence as normal by the society. There was the need to prevent and respond to violence effectively. These approaches must be comprehensive, multi- sectoral with strong long-term collaboration between the government and civil society at all levels.

Female empowerment can be increased through the expansion of education opportunities for women. Policies and programmes for Universal Basic Education should promote education for girl-child and women as a means of empowering them. Women and girls should be encouraged to

undertake vocational and technical training as this will help in addressing gender economic gap and will also ensure social protection and benefit for the women in employment situation especially those involved in informal employment.

Programmes to reduce or eradicate poverty should be put in place in order to promote economic participation and independence of the women. Women access to credit facilities should be encouraged. Social interventions and micro finance will do a lot in reducing poverty which will lead to reduce violence.

Sensitization and awareness campaign for male spouse, police and other law enforcement agencies alongside health personal should take place regularly. Beyond the need for greater awareness, there needs to be palpable plans to provide access to basic financial assistance to victims and survivors of domestic violence and other types of gender-based violence. Some of these monies can be used for resettlement, rehabilitation, hospital expenses etc. The mass media entertainment campaign can be implored to change perception of the people on domestic violence and gender equality. Similarly the mass media, religious groups, schools and other support systems should be used to dispel myth, misconception and traditional norms and beliefs of the people that condone domestic violence.

There is the need to reform the legal frame work which may include strengthening women's civil rights, improving existing laws and their applications, tougher punishment should be administered to those engaged in the violence

against women. Law enforcement and court mechanisms should be made friendly and accessible to women.

The government through the ministry of women Affairs needs to pay more attention to issue of domestic violence, sponsor more research on the area of domestic violence. This would help in making the right policies.

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**TOWARDS EFFECTIVE TEACHING OF GEOMETRIC CONCEPTS
IN SENIOR PRIMARY SCHOOLS IN NIGERIA**

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Abstract

This paper looks at the solutions to poor mastery of Mathematics in one content area by primary Mathematics teachers essentially, geometry, in which the poorest mastery was recorded in 1991, by Peter Habor and Omaka. A careful examination of the New National Policy on Education was considered vis-à-vis the objectives for primary school mathematics education in Nigeria, and learning geometry. Finally, an instructional guide is proposed that would help the teachers teach and children learn geometrical concepts effectively as senior primary school, based on the Nigeria Syllabus at the level.

INTRODUCTION

There is no reference made to the teaching and learning of geometry specifically in the objectives of the new National policy on Education for primary school mathematics Education (Revised 1998:11). Nevertheless, the teaching and learning of geometry could be deduced to consist of the following objectives; inculcation of permanent literacy and numeracy and the ability to communicate effectively: and the laying of a sound basis for scientific and reflective thinking. This means that, whatever mathematical ideas we attempt to teach the primary school children these should be aimed at achieving these objectives and of course relevant to their eventual role in

the society. This is important, in that, it will help us to assess among other things, the present state of teaching and learning of mathematics in general and geometry in particular regarding the realization of the stated objectives in the New National Policy on Education.

**CURRENT STATE OF MATHEMATICS
EDUCATION TEACHING AND
LEARNING AT THE PRIMARY
SCHOOLS IN NIGERIA**

Survey of primary school teachers' mastery of school mathematics content by Peter Harbor and Omaka (1991) revealed that the mean scores of the teachers on the different aspects of mathematics syllabus tested were as follows:

S/N	Content	Teacher Mean Score
1	Number and numeration	53.6%
2	Basic operations	68.64%
3	Measurement	43.32%
4	Practical and descriptive geometry	22.93%
5	Everyday Statistics	34.27%

Now, the teachers' mean score on each of the five sections is less than the expected mean score of 80% and above. This means clearly that there was no mastery of mathematics content by the teachers in the study. The teachers' best and worst performances were in basic operations and practical and descriptive geometry respectively.

The author's experience with students in teachers' college and NCE part-time programme (1981-1997), in Gindiri especially during their teaching practice reveals that they also have poor mastery of mathematics content, which they are to teach.

Research conducted in the 1980s in USA documented that practicing and pre-service elementary teachers exhibit low levels of geometrical knowledge (Swafford, et al 1997). Furthermore, he reported that teachers' performance is enhanced by their increased knowledge of geometric content and research based knowledge of student cognition. Swafford, Jones, and Thornton, (1997) in a research carried out in USA, examined his effects on instruction of an intervention programmed designed to enhance teachers' knowledge of geometry using senior primary and junior secondary teachers. There were marked changes in what was taught, how it was taught and characteristics teachers displayed. Teachers attributed these changes to increased

geometrical content knowledge and research-based knowledge of student cognition. It is against this background that, in this study an instructional guide is hereby proposed that would help the teachers teach and children learn geometrical concepts effectively at senior primary school, based on the Nigerian syllabus at the level. The junior primary version by the author, has been published in "The Gindiri Teacher" (2002).

INSTRUMENTAL GUIDE FOR TEACHERS OF SENIOR PRIMARY SCHOOL

The senior primary school begins in primary four to six, under the 6-3-3-4 system of education in Nigeria (Kalejaiye 1985), pupils are required to study the property of quadrilaterals.

PRIMARY FOUR

The content for this level as stipulated in the syllabus comprises symmetry: properties of square, rectangle and triangle, curve and straight lines and drawing of plane shapes.

SYMMETRY

The concept of symmetry should be first restricted to deal with one axis of symmetry of plane shapes only. A wide variety of illustrations of existence of symmetry in the everyday environment of the children should be provided to enhance through understanding.

Informal experience to be given to the children could include paper folding, mirror work and colouring.

The teacher should demonstrate and then ask the children to fold a sheet of paper and cut through it to make, for instance a heart shape as

shown in figure 1. The teacher should demonstrate by folding and opening out to show that the two halves are identical. then he could explain to the children that the fold is called a line of symmetry.

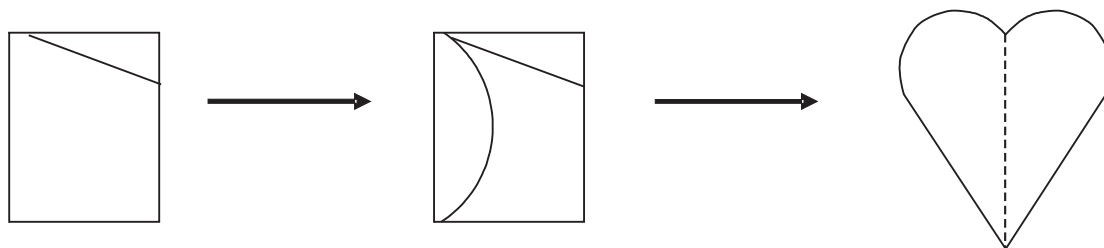


Figure 1.

PROPERTIES OF PLANE SHAPES (SQUARE, RECTANGLE AND TRIANGLE)

The method of teaching the properties of these shapes should provide the children the opportunities to explore with various solid shapes. for example, they can be allowed to handle cardboard, wooden cutouts, boxes in which properties like faces, sides, edges and corners discussed earlier in primary three. (Egah G. Z. 2002).

Following these activities, geometric names can be given to various shapes such as the face of a box is like a rectangle, a square and the face of a pyramid is like a triangle. These names for

geometric shapes grow out of experiencing the properties of the objects in terms of faces, edges, corners and so on.

Then each of the shapes (square, rectangle and triangle) and properties can be taught one at a time.

The children can be guided to discover that a square, for instance, has four square corners (4 right angles), four sides equal, two pairs of opposite sides equal and four lines of symmetrics. Then the properties of the shapes can be tabulated as shown in table 1.

Plane Shape	Equal Side	Equal Angles	Parallel Lines	Line of Symmetry
Square	4 sides	4 right angle	2 pairs of opposite sides	4 lines of symmetry
Isosceles Triangle	2 sides	2 angles	None	1 line of symmetry
Equilateral Triangle	3 sides	3 angles	None	3 lines of symmetry
Rectangle	2 pairs opposite sides equal	4 angles	2 pairs of opposite sides	2 lines of symmetry

STRAIGHT AND CURVED LINES

Teachers, particularly of primary school, should avoid formal definition in teaching

concepts. Rather children should be guided to understand mathematical concepts by using examples, illustration and models. For

instance, to inculcate the concepts of the straight and curve lines, model of line, such as a table edge and a semi-sphere edge should be used. the teacher could draw a straight line near

a table edge, and draw a curved line near a semi-sphere edge. Again a piece of twine can be used to illustrate the concept of straight and curved lines as shown in figure 2.

Figure 2: Modeling Straight and Curved lines



a. A model of straight line



b. A model with curved line

Figure 2

- a. A model of straight line
- b. A model of curved line

The children could be asked to give examples of objects with straight and curved edges in the classroom environment in order to consolidate abstraction of straight and curved lines.

Next, the teacher should draw a straight line using a blackboard ruler and a curved line using edge of cylinder on the board. The following emphasis should be made that the world line customarily means straight line with arrows at the end, indicating it is endless. And a curve is considered as a path from one point to another, not necessarily different points and that curves could be drawn with a free hand.

The children should be told that, in general, when a large number of points kept together without any gaps between them, lines are found, some straight and others could be curved. So we could say that lines are made up of numerous points.

Then children should be invited to draw straight and curved line on the board one after another as many as possible.

DRAWING PLANE SHAPES

The teaching method should provide the children with opportunities that would allow for the physical exploration of the various shapes which are models such as squares, rectangles, and triangles. Thus a cardboard or wooden cutouts, sticks of different lengths from which square, rectangle and triangle are modeled, to be provided. two pairs of sticks of the same length could be selected. The teacher should then guide the children to realize that the longer sticks are of same length and similarly the shorter ones.

The teacher should discuss with the children the shapes (square and rectangle). During the discussion, the children are told that the corners of both the square and rectangle are square, as shown in figure 3.

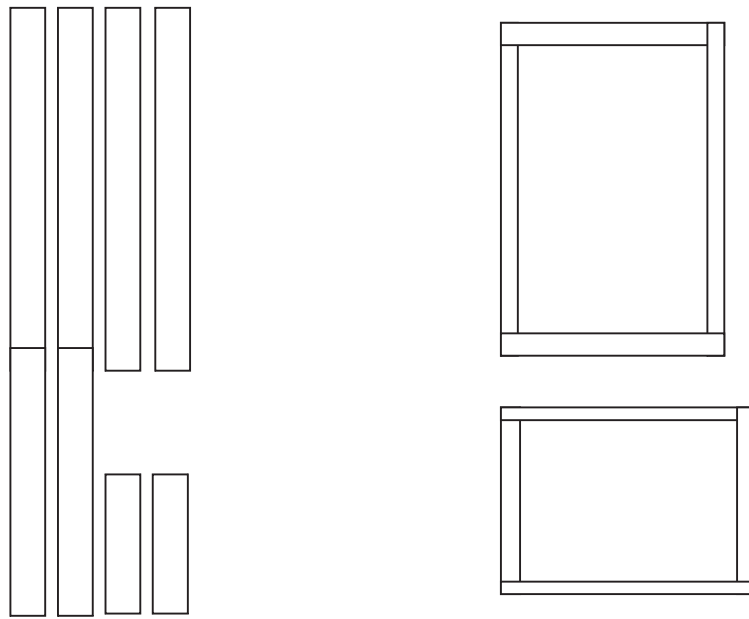


Figure 3

It should be pointed out to the children also that opposite sides of both the square and rectangle are the same length. The children can be asked to observe any difference seen in respect of sides of the square and the rectangle. (square has all the four sides equal, while the rectangle has two pairs of opposite sides equal).

For the model of triangles, (Equilateral and Isosceles), three sticks of the same length and a pair of sticks of the same length and another stick of different length can be selected. Then an equilateral triangle and Isosceles can be modeled. the children could be asked to compare the size of the corners of the square and rectangle with those of the equilateral and the isosceles triangles: Are each less than a square corner (right-angle)? And the discussion of the sides of the triangles should be held with the children. (Equilateral triangle has all the three sides equal, while isosceles triangle has two sides equal). It should also be noted that an

equilateral triangle has all the three sides and three angles equal, and that of isosceles has the two base angle equal.

The next exercise could be modeling of a scalene triangle in which none of the sides and angles are equal and all angles each could be less than a square corner. The case of right-angle triangle should be discussed and modeling in order to avoid any confusion in the children's minds.

Finally, the teacher should guide the children to draw the shapes on pieces of papers and cutting them out. This is a very important exercise; in that it will help the children remember what they look like.

PRIMARY FIVE

The concepts to be thought at this level comprise symmetry of plane shapes, angles-acute, obtuse and right angles; open and closed shapes, vertical and horizontal, North, South, East and West.

TEACHING SYMMETRY OF PLANE SHAPES

earlier in this section of the paper as shown in figure 4.

In order to teach symmetry plane, the teacher should review line symmetry in primary four

Figure 4: Folding to Determine Line of Symmetry.

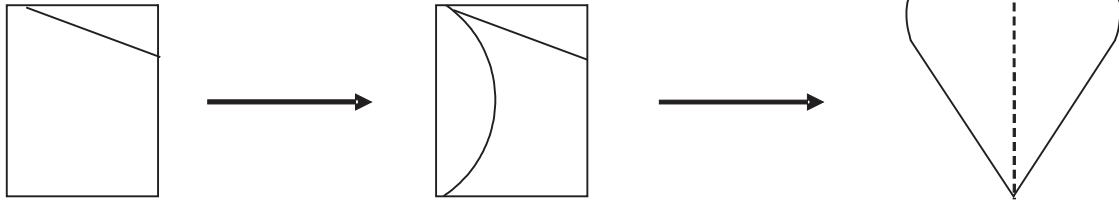
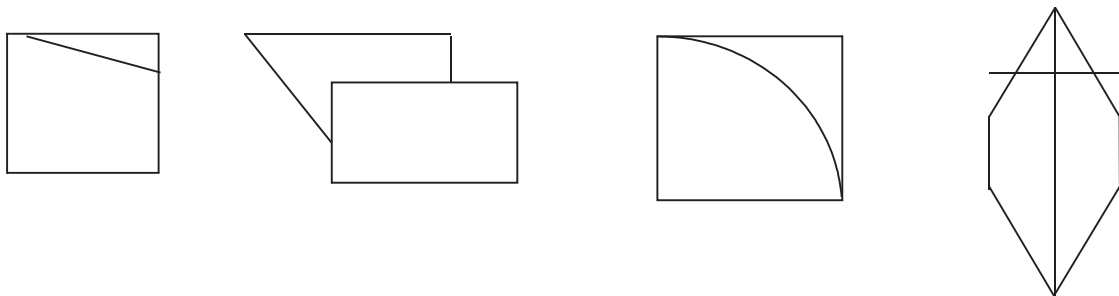


Figure 4

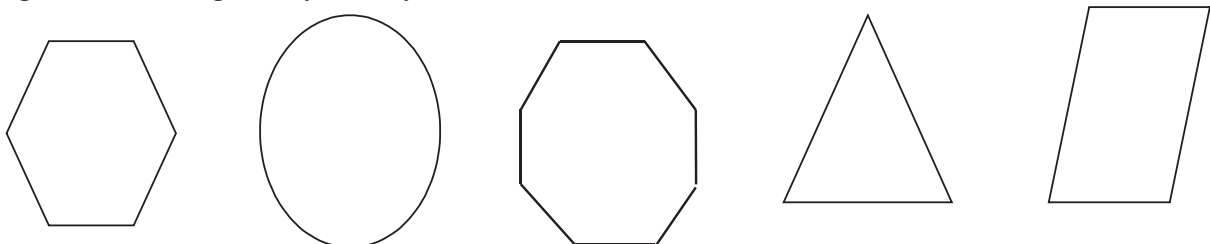
Next, the teacher should demonstrate how to fold and cut a sheet of paper to make design of two lines of symmetry as shown in figure 5.

Figure 5: Line of Symmetry of a Plane Shape.



Individual of pair of children should be given cardboard of rectangle, square, circle, isosceles triangle, kite, equilateral triangle, regular hexagon, regular octagon, regular pentagon and parallelogram to determine their axis of symmetry each by folding as shown in figure 6.

Figure 6: Drawing line symmetry



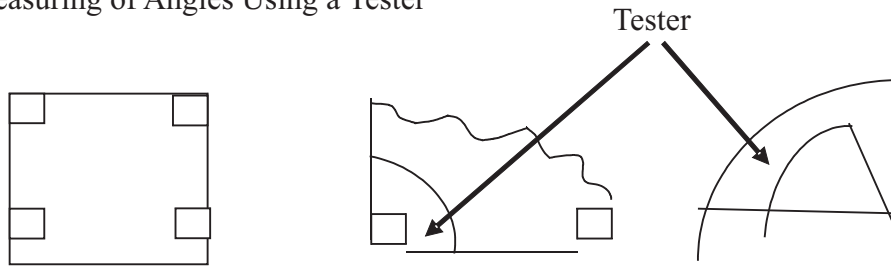
Angles

Since the children have been exposed to the term a square corner which is another name for right angle, their attention should be focused simply on square corners and right angles

simultaneously.

Next, children can be taught how to make right angles by shading in a little square at the corner of a rectangle cardboard sheet as shown in figure 7.

Figure 7: Measuring of Angles Using a Tester



In order to identify other angles which are greater or less than a right angle, a right angle tester can be used as shown in figure 7. The right angle should be made fairly small so that it does not completely cover an acute angle. then the teacher should tell the children an angle which is less than a right angle is called an acute angle, and those greater than right angle but less than two right angles are called obtuse angles.

HORIZONTAL AND VERTICAL LINES

Common objects in the environment of the children such as empty cartons (cube or cuboid), empty tin (cylinders) and so on can be used to teach the concepts of horizontal and vertical positions. Thus, the teacher could stand a cube and a cylinder on the top of a table to illustrate and demonstrate the positions (horizontal and vertical) relative to the faces and edges of the two objects as shown in figure 8.

Figure 8: Modeling horizontal and vertical positions



The teacher could then discuss with the children the relative positions of the faces and edges of the cube and the cylinder to the top of the table whichever face of the cube resting on the top of the table, there will be two faces and four face respectively horizontal and vertical to the top of the table. In the same vain, there will be eight edges and four edges horizontal and vertical respectively to the top of the table. In the case of the cylinder as shown in figure 8, there will be two faces and one face

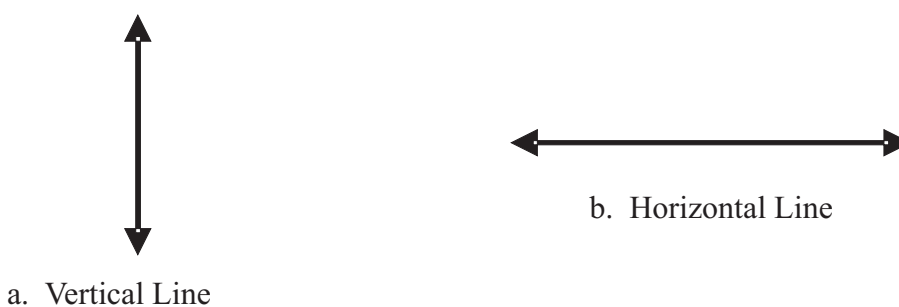
respectively horizontal and vertical to the top of the table. and there will be two curved edges horizontal and none vertical. If the position of the cylinder is now altered, there will be one curved face horizontal and two flat faces vertical, and the curved edges vertical and none horizontal to the top of the table. The children should be asked to give examples of horizontal and vertical positions of objects inside and outside a classroom.

HORIZONTAL AND VERTICAL LINES

The proceeding discussion on the reaching of straight and curved lines in primary four in this paper should help the children understand that curved lines do not have any relationship with horizontal and vertical positions in space. This

is because the word line being either horizontal or vertical or flat (in each case all refer to a straight line). So the teacher can draw a horizontal line and vertical line on the board, and discuss them with the children as shown in figure 9.

Figure 9: Drawing Horizontal and Vertical Lines



A question such as “what happens if the horizontal and vertical lines meet?” should be asked. (They will always form a right-angle). Then the teacher should draw the attention of the children to meeting point of the classroom floor and the wall, the ceiling and the wall, the faces and the edges of the edge and so on, which form right angles whenever they meet.

CARDINAL DIRECTIONS

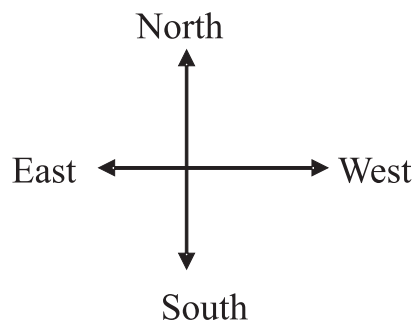
North, South, East and West direction can be determined by a number of ways. Directions do not change: if we could point in one of these directions the other three could be found. Thus, cardinal directions can be determined by the sun, the star, or a compass. For instance the teacher could take the children out on a sunny day, and use the shadow to help in finding directions. This could be done at noon, when shadow would be pointing towards the north

direction and the other three directions can be found, in which case if a child were facing his shadow, south would be behind him, east at his right and west at his left.

Also the sun can be used to determine the east and west directions in the early morning. If one were facing the sun in the early morning, west would be behind one, since the sun would come up in the east in the morning. Then north would be on the left and south on the right in the early morning. Similarly, facing the sun in the evening, one would be facing the west as the sun seems to set in the west, and the east would be behind one. Then, the north would be on the right, and south on the left in the evening.

Next, the teacher should conclude by telling the children that conventionally, the cardinal directions are found by drawing vertical and horizontal lines bisecting each other as shown in figure 10.

Figure 10: Cardinal Directions



R E C O M M E N D A T I O N A N D C O N C L U S I O N

This paper highlighted lack of mastery of primary mathematics content by the teachers and instructional guide for effective teaching of geometric concepts in primary four and five for promoting peace, particularly in the mathematics classroom in Nigeria.

As lasting remedy to lack of mastery of the primary schools mathematics content by the teacher at the level, I would like to suggest that: Mathematics education lecturers in University and Colleges of Education in Nigeria should also offer their contributions to knowledge at the primary and secondary school levels when on sabbatical leave. For instance, those from the University should either go to colleges of education, or secondary or primary schools. Similarly, lecturers at the Colleges of Education should go for their sabbatical leave at secondary and primary schools. This is to enable them acquaint themselves with the problems: and primary mathematics textbooks writers should as a matter of necessity make available the teacher's guide for each text for all levels of primary school. This will make the teachers become efficient in their lesson preparation in their day to day instructional practices in Nigeria.

In conclusion, the presentation of practical and descriptive geometry instructional guide above has been done with the view to inspire both teachers and children to lean geometry. There are a lot of materials that could be used in demonstrating pure geometry which are available to teachers. These can thrill, delight and interest pupils. (Cornelius 1980). It is the hope of the author of this paper that the instructional guide designed would serve a unique purpose in the hands of primary schools teachers.

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**THE CANKERWORM CALLED CORRUPTION, POLITICAL LEADERSHIP AND
THE FUTURE OF THE NIGERIAN YOUTH**

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Abstract

Transparent International rates Nigeria as the third most corrupt nation in the world. Though, this assessment of Nigeria did not go down well with the present political leadership as can be attested to by Present Obasanjo's swift counter response, the fact remains that Nigeria has not been blessed with visionary, dynamic and people-oriented leadership capable of transforming its abundant human and material resources for sustainable development. what the country has witnessed in its 45 years of existence was the leadership that is materialistic, self-serving, and unpatriotic, who imposed themselves on the people either through coup detat or electoral fraud. By their unpatriotic conduct they plunge the country into all sorts of crimes such as violence, dishonesty, cheating, ethnicism, religious fanaticism and unpotism. The corollary is that the Nigerian youths who are the future leaders are being socialized into the culture of avarice, violence, dishonesty and indiscipline. It is the contention of this paper that given the systemic decay in Nigeria manifesting in corrupt political leadership, no draconian measure can yield positive result unless through citizenship education which will help to raise good and patriotic citizens that are nationally conscious of their duties and obligations.

INTRODUCTION

It is axiomatic to pose that corruption has become an endemic phenomenon in Nigeria with successive regimes unsuccessfully trying to root it out or at least to minimize it. This cankerworm called corruption has done deadly below to Nigeria as a nation by stultifying its development efforts. This unfortunate

development is caused by poor leadership. The Nigerian political leadership incorrupt exhibiting all sorts of indiscipline.

This negative value has permeated into the rank and file of the Nigerian people. The prevailing value system makes it ineffectual for coups and counter coups and democratic change of leadership to eliminate corruption. Both the

leadership and the followership are corrupt. It is disheartening that the youths who are the failure leaders are made to believe that success in life means rapacious acquisition of mineral wealth and not the use of intelligence to conquer and dominate the environment for the benefit of humanity.

The dilemma of our existence as a people is how to reconstruct the prevailing decadent value system. This requires a re-orientation of attitudes through citizenship education rather than the crude application of force, as was the case of War Against Corruption of past regimes. This underscores the need for a dynamic and visionary leadership. Citizenship education if it must produce good result must be anchored on patriotism and social responsibility. Leaders need not only possess knowledge and skills but that such knowledge and skills must be based on acceptable moral values and attitudes.

THEORETICAL AND CONCEPTUAL EXPLANATIONS

This paper adopts the Marxist political economy as its framework of analysis. In the process of production of material values such as food, shelter, clothes etc. People get split into two main contending classes over the ownership and control of the means of production and appropriation of surplus. The social relation of ownership and non-ownership is rooted in contradictions, crises and struggles. The basic contradiction according to Marx lies between the socialization of production and private appropriation of surplus. This contradiction relations leads to conflict. The competition

within and between classes for the control of scarce resources results in the use of unconventional means to gain power, and in unconstitutional behaviour by those in power (Barongo, 1989:64).

These unconventional means and unconstitutional behaviours include fraudulent electoral practices, thuggery, embezzlement, falsification of account, abuse of fundamental human rights, ethnicity etc. To appreciate the fragility, violence and corruption bedeviling Africa society particularly Nigeria, one therefore needs to understand the material base of the society.

Corruption according to Ndubuisi (1986) is “any act of public official which violate the accepted standards of behaviour in order to serve private or selfish ends”. Corruption is the acceptance or giving of an incentive for the purpose of the performance of a legal duty. When consciously and deliberately do what is not allowed by law, it is corruption. Acts such as dishonesty, betrayal of trust, sabotage, embezzlement, lack of respect for constituted authority, giving and receiving of bribes etc. are corrupt practices.

Leadership as conceptualized by O'donnell (1976:284) is “interpersonal influence exercised in situation and directed through the communication process towards the attainment of a specific goal or goals”. It is the art of influencing and inspiring subordinates to perform their duties willingly, competently and enthusiastically for the achievement of group objectives. Leadership is the exercise of power or influence which implies “making things

happen” through others. According to Offiong (2001:137) leaders “are those who influence the behaviour of those under them and once the leadership is corrupt, those under them have no qualms in following the examples of their leaders”. This means that the quality of life in a given society is a reflection of the quality or efficiency of its leadership. A leader instills values, that is, preferences, ideas, beliefs, and inspiration on the rest of the society. Negative and reactionary values slow down the wheel of progress while positive and progressive values speed up the development of the society. A leader in a society the type of society he wants to construct, he then engages in a number of activities such as controlling, mobilizing, directing and guiding the efforts of others to achieve the identified goal of the group. He is therefore a social engineer who is his creative imaginative thought forms a mental picture of a good society and persuasively sensitizes and mobilizes his subordinates achieve the goal of that society.

Achebe sees patriotic leadership as indispensable in any social organization.

He elaborated thus:

The trouble with Nigeria is simply and squarely a failure of leadership. there is nothing wrong with the Nigeria character. there is nothing wrong with Nigerian land or climate or water or air or anything else. The Nigerian problem is the unwillingness or inability of its leaders to rise to the responsibility and to the challenge of a personal examples which are the hallmarks of true

leadership (Achebe: 1985).

It is undisputed that the Nigeria leadership has failed the Nigerian nation. Part of the explanation can be found in the Nigeria value system which are glorifies materialism or rapacious acquisition tendencies. This is an indication that something is wrong with the Nigerian character. I therefore, beg to disagree with Achebe's contention that “there is nothing wrong with Nigerian character”.

THE NIGERIAN VALUE SYSTEM AND CORRUPTION

The Nigerian society is suffering from systematic decay. The Nigerian value system has progressively been bastardized giving rise to what psychologist would call, “pleasure seeking principles” in preference for hard work. The desire and aspiration of Nigerians is to “make it” at the minutes opportunity. Nigerians according to Okolo (1993: 14) are “easily drawn to things immediate material gains, advantage of pleasure”. Money to a Nigeria is a key to paradise on earth as it is used to acquire power, social status and honours. The desire for moneymaking has driven both young and old into callous activities like drug peddling, currency trafficking, armed robbery, prostitution and the like.

The materialistic and squandermania mentality have become part of Nigeria's national consciousness or value (Okolo: 1993). Okolo further averred:

This mentality is rather a cultural fact, habit, or mental disposition which places undue emphasis on material social values as a way of life (Okolo: 1993).

Material success and possessions are highly prized in the social and cultural lives and aspirations of Nigerians. What gives an individual satisfaction in an avaricious society like Nigeria is “the quantity and not quality of life”. Nigerians cherish “show-offism”. This is demonstrated in reckless spending on such occasions like title-taking, naming ceremonies, weddings and funerals. Some of our leaders spend the ill-gotten wealth seeking positions in the church. Such individuals donate generously during church functions and offerings. They are therefore allocated special seats in the church and are treated like sacred cow. The leadership of the church often pretends not to see the misdeeds of these so-called sacred cows or deliberately covers up their sinful act but the same leadership of the church would not hesitate to marshal out punishment or even ostracize poor members whose financial contribution to the development of the church is relatively insignificant.

At the local level, titles are given to wealthy individuals from urban areas who have title or no knowledge of the custom and tradition of their people. The local people who have the knowledge of the custom and who have contributed greatly to the development of their society can hardly secure chieftaincy for the persistent call for its democratization in recent times.

Nigerians run after jobs that fetch fast money or promise immediate material rewards whereas those jobs that are tasking are shunned. According to Okolo (2000:16) it is this attitude of Nigerians that pushes them into business

deals like contract, distributorship executive post (white collar jobs where the real labour is often delegated to others).

there are household words or phrases in Nigeria some of which are spoken in colloquial (pidgin) English but which have powerful one symbolic significance indicating that one is bound to fail in life if he does not engage in fraudulent and illegal means. that is, for one to be successful one should do anything including among others, embezzlement, bribery, killing, staging a coup detat and cheating in an examination. Such household words include “Na fast guy”, “godfather”, “long-leg”, “if you can not beat them, join them”, In fact, to be “fast guy” commands respect in most Nigerian communities. The “fast guys” regardless of the methods they use to acquire wealth are generally among those accorded with the highest title and honour in the community by the uneducated people (Umez, 200: 54). In an attempt to outsmart one another in terms of control of power and wealth, many have lost their lives. The murder of Bola Ige December 1, 2002, the murder of Barnabas Igwe, the Chairman of Onitsha Branch of the Nigerian Bar Association and his wife, Abigail on September 1, 2002, the killing of Harry Marshal, Vice Chairman of NNPP on March, 2003 and the assassination of Amisonari Dikibo, Vice Chairman, South-south of the PDP on February 6, 2004 are examples of corrupt use of power in Nigeria (Odey 2004: 86).

Our political leaders regard political power as an avenue to amass wealth or an opportunity for

“sharing the national cake”. the “national cake” which the various regional political leaders compete for is spent on lavish entertainments, and politics therefore becomes a gamble for servicing personal interest and nit for public service (Okolo: 2000).

In fact, corruption at any level of government is today a highly profitable enterprise in Nigeria. Offiong supports this claims when he said:

After a few years in office most of them are able to amass fortunes worth many million times the amount of salaries received. Many of them simply siphon huge sums of money from public treasury to their private accounts abroad. A principal fount of illegal funds is the practice of getting cuts on government contracts. The customary cut in Nigeria is 10 percent, and for this reason the expression “ten percent” has become the pejorative nickname of all politicians. (Offiong, 2001: 127).

It is not overstatement to say that very many wealthy Nigerians and millionaires are cheats. It is sad that for someone to be a multi-millionaire in Nigeria he must be either a thief or a friend to a thief. The coup of December 1983 revealed that all political leaders stock-piled huge sums of money in foreign banks and in their houses while people were malnourished, workers' salaries not paid, roads full of potholes, school closed, hospitals poorly equipped and graduates roamed about in the street without jobs. illegally acquired wealth in millions of naira, dollars and pounds sterling were recovered in the houses of several

governors (Umez, 200: 75).

The recent scam of 55 million in the National Assembly involving some senators clearly shows that political leadership in this country lacks patriotism.

EFFECTS OF CORRUPTION ON NIGERIA YOUTHS

The Nigerian youths are undoubtedly socialized into a culture of materialism or inordinate ambition to get rich quick. This has given rise to a number of anti- social behaviours, with attendant consequences of indiscipline, arson, armed robbery, examination malpractice, prostitution, drug peddling, 419 etc. According to Rimfat (1999), “these youths sooner or later move out of school and 'litter' every nook and cranny, not only 'invading' but also infecting some innocent ones with such stigmatized behaviour”. Instead of going to school the youths have made hotels, bus stops, motor parks, abandoned structures, prisons, police stations, law courts and dark corners their permanent place of abode. These potential future engineers, lawyers, doctors, accountants, pilots, teachers and politicians drop out of school to pursue 'dirty' money.

In order to carry out their nefarious activities of becoming rich overnight the youths most often indulge in alcoholism, smoking Indian hemp and other stimulants. Some of them end up becoming lunatics roaming about in the streets. young girls of school age are found in hotels or are being taken away into foreign land as sex workers.

The resultant effect is the wide spread of AIDS claiming lives.

RECOMMENDATIONS

Education in its simplest meaning is the transmission of what is considered worthwhile to a people so as to prepare them for life. The values of people are the things considered worthwhile. If truly the role of education is basically a critique and reconstruction of people's value, the present moral decadence manifesting in increasing criminality, greed, profanity, indiscipline etc. Needs to be thoroughly re-examined and changed. The lot of mankind will not improve until a great change occurs in the fundamental constitution of people's modes of thought (Okolo, 1993: 37). The Nigerian conditions will not improve until there are revolutionary changes in the fundamental modes of thoughts of Nigerians. Until the Nigerian values and mentality are qualitatively transformed, the dream for "a disciplined, fair, just, humane and self reliant African society" would not be actualized.

The following recommendations if properly adhered to would transform the present decadent value system:

1. The starting point is to search for a relevant and dynamic education philosophy that will give the Nigerian man a new life and value. Citizenship education is therefore necessary to instill the ideals of patriotism and nationalism in our youths. Education in wrong values has inculcated false notion of human dignity. It conceives self-worth, and social status exclusively in terms of wealth acquisition and not achievement.

Education should enable one to master, dominate and transform his environment. the content of citizenship education should include cross-cultural studies, skills acquisition, attitude and value formation, moral issues etc.

2. The State should provide people with their basic needs of good, shelter and education.
3. Mass media, a powerful agent of socialization should also join in the efforts to educate Nigerians on the danger of corrupt practices.
4. Nigerians should be educated to shun arrogance and class-consciousness evidenced in the mad rush for title such as 'Chief', 'Sir', 'Lord', etc. This should be seen as socially unacceptable. The mania to acquire title is destructive. Arbitrary honorary conferment of degrees and dubious awards be stopped.
5. Extravagant display of wealth in occasions like marriage, naming ceremonies and funerals should be banned. Government should set a standard for people to follow.
6. Intellectual work of excellence should be rewarded. It is only through intellectual work that man will be able to master and domesticate his environment.

CONCLUSION

Corruption is a cankerworm that has vitiated or wrecked the Nigerian economy and society. The political leadership in its corrupt practices has slowed down the peace of socio-economic

and political development. The Nigerian youths have become victims of this negative value system thus engage in all kinds of activities which are detrimental to society and their self-actualization.

The solution to this hydra-headed monster that has engulfed the Nigeria society lies in citizenship education which inculcates the values of patriotism and nationalism. Until that is done we shall continue to experience corruption in our national life.

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**LANGUAGE ARTS EDUCATION AND ITS RELEVANCE PROMOTING PEACE IN
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Abstract

This paper attempts to examine briefly some basic areas of Language Arts Education, which is described as an individual's creative and expressive use of and response skills, knowledge and attitudes that all language possesses to achieve his purpose in many fields of human experience. The paper further seeks to show how such education is relevant and can be used to promote peace in the country. Peace, which is one of the fundamental needs of man in the society, needs not to exist but needs to be constantly promoted. such peace cannot only be acquired and developed, but fully utilized through the use of language. For peace to exist and be promoted, language has to be seen in action. This can be attained fully, when there is exposure to Language Arts Education.

INTRODUCTION

We all know that any country that means well for its citizens should have a variable education and such a country should have established aims and objectives. In Nigerian, there is the National Policy on Education whose aims is usually very broad and can hardly be fully achieved in a lifetime. The five main objectives of the policy for example are to achieve the following goals;

- a. A free and democratic society,
- b. A just and egalitarian society,

- c. A united strong and self-reliant country,
- d. A great and dynamic country, and
- e. A land, bright and full of opportunities for all citizens.

(National policy on Education, 1981: p7 Revised).

In an attempt to achieve the stated aims, education is only a tool. "Education" is a concept that cannot be pinned down but may be seen as involving certain well-organized criteria, which include:

1. Learning activities, which take

different forms e.g. in isolation or group.

2. Education implies not just a task but also an achievement done in a manner not objectionable but desirable.
3. Education also covers task in the sense of seeking or trying. Individuals, groups or countries seek such education. Nigeria, as one of the developing nations, is not left out in the pursuance of this noble course.

Education, therefore, is the only desirable value that can readily afford our nation the much needed awareness, skilled manpower, creativity, inventiveness, innovative thinking, technological advancement, variable durable political culture and stability needed in the task of building Nigeria. Peace is therefore needed to attain these desirable needs of the nation fully.

The New Webster's Dictionary of the English Language International Edition (2004, p. 738) defines peace as:

“The condition that exist when nations and other groups are not fighting, the ending of state of war... friendly relationship between individuals, untroubled by disputes, freedom from noise, worries, fear etc...”

Similarly, BBC English Dictionary (1992, p. 847) defines and explains peace in the following ways:

“State of undisturbed quite and calm. When there is peace in the country, there is no war. If there is peace among the people, they live or work together in

a friendly way and do not quarrel”.

In view of the definitions above, there is no doubt whatsoever that any meaningful and purposeful education cannot take place successfully without peace. Peace is an important key to the success of education.

LANGUAGE

Language as a concept is not easy to define because of its complex nature especially in terms of structures and functions. The Oxford Advanced Learners Dictionary of Current English, Revised and updated by A. S. Honby (1982, p. 662) defines language as:

“The human non-instinctive method of communicating “ideas”, “feeling” and “desire” by means of a system of sound and symbols”.

Jespersen, (1933, p. 1 - 2) a linguist, opined that:

“Language is nothing but a set of human habits, the purpose of which is to give expression to thoughts, feelings and especially to impart them to others”.

From the definitions above, Language is therefore a system by which signs, sound and meanings are related. On language effectiveness, the committee on language, American speech Language Hearing Association (1985, p. 25 - 44).

Writes:

Effective use of language for communication requires a broader understanding of human intensions including such associated factors as non-verbal cues, motivation and social cultural rules.

Put in other words therefore, Language is a meaningful medium of sending a message to the sender. The message may be ideas, feelings, desires etc. Thus, one of the ways of sending a message of peace is through language.

LANGUAGE ARTS

Language Arts (Education) refers to a unified outlook of language teaching in our institutions of learning. It refers to skills, knowledge and attitudes, which one acquires in the use of any language for various professional, socio-cultural and economic functions. It refers to techniques, skills and functions which all human beings have the capability of demonstrating in their daily lives, work place, leisure time and in all situations. It also refers to the development of the four basic skills of language which are listening, speaking, reading and writing.

Language Arts are essential part of education, which is an important aspect in the educational programme of every person. This means that in educational process of learning, language arts must have a central place. That arts however formal or informal must be acquired by anybody who wishes to function fully as a human being in the society. Language Arts may be in one's native language or in any additional indigenous language. Such arts may be acquired in the second language as in the case of English used by educated Nigerians with varied degrees of mastery. Some of the courses in languages arts Education are:

1. Nigeria Language family/culture
2. Mother tongue methods
3. African Literature

4. Literature and Criticism
5. Teaching English as second language-methods (primary/ post primary schools)
6. Curriculum and instructions
7. Sociolinguistics, psycholinguistics/ linguistics
8. Speech work
9. Language testing
10. Research work (field) etc.

One of the skills of languages arts education is that of reading skills which is said to be critical skill for a learner's success in the society. Reading is a complex skill which depends upon the mastery of other basic sub skills. The ability to read is therefore, one of the basic prerequisites of language arts education. Reading is a passport, a proof of knowledge, experience, and education. Survival to an extent is synonymous with reading.

Omojuwa, (1991) and Oyetunde, (1997) noted that reading is not pronunciation or word calling. Reading is rather the ability to obtain information from print. Getting meaning from the text or passage is central in reading. therefore, reading is comprehension which according to Aukerman and Aukeman (1981, p. 272) as cited by Oyetunde (1986, p. 9) as:

“The act or process of understanding the nature or meaning of something. The act or process of grasping with the mind”.

From the above definition of reading one can then rightly state that:

- a. Reading enable one to obtain information from a text or print.

- b. Reading is a survival skill (reading of sign boards, road safety signs, reading labels on medicine etc).
- c. Reading is an effective means of communicating ideas, expressing opinion, wishes, desires, hopes etc.

It therefore, follows that the relevance of this skill to the promotion of peace in the country cannot be overemphasized as instruction and information mostly formal ones are given in printed forms by individuals groups, organizations and institutions. Such pieces of information are thus read, understood and appreciate response given, thus avoiding ugly situation that might occur which could lead to destructions of lives and property. Examples of such information are notices of ultimatum to get on strike by her workers to employer; to boycott lectures by lecturers to heads of institution.

Closely linked with reading is another survival skill which is writing. It is constructing process which consists of pre-writing, drafting and revising. Sterner, Saucer and Hatch, (1964, p.3) states: “man is by virtue of his language” has the ability to express his “thought and feeling in words, and that lift him above animals man's ability to hear, to describe, to assert and to indicate time is the achievement of which he is proud. Man knows that language is his important invention, for it makes all other inventions possible. Whatever, he accomplishes in any field at all-science, medicine, law, engineering, education, business has to be done with words and placed

skillfully in sentences which other people can understand. The use of language is the highest exercise in our faculties.

Viewing language as a tool thoughts and feelings, there is no single iota of doubt that language is very much indispensable. And the skill of putting language in written form to express one's thoughts etc is important as it helps one to improve one's language competence, widens, one's horizon or language.

As some values of writing are expressed above, the participants/ audience will agree that peace can be promoted. When one expressed one's thoughts, feelings etc. In print appropriately/ correctly to the reader, for instance, when individuals, groups, associations, unions, authorities etc. sense any danger; meeting, conferences, workshops, seminars etc. Are summoned in written form either secretly or publicly depending on the nature of the impending situation (s). At the end of such gatherings, appropriate and final resolutions or communiqués follows as the case may be. Thus, by taking much action through such medium, impending disturbances of any kind and in varied degree which could breach peace, can be timely avoided or prevented.

If road traffic signs and symbols are well observed promptly by pedestrians, cyclists, motorists among other roads users, peace would prevail. Alhaji Gidado Idris (January 1997) in the “Revised High Way Code” said: infact, in Nigeria alone 78, 738 people were confirmed dead in 254, 492 report cases of accidents between 1980 - 1988.

Looking at the figure of death above, it reveals that the socio-economic and psychological effects of the accidents were quite staggering. Indeed, it is very sad that the number of dead persons as a result of cases of accidents even this day is high. When people hear about accident whether their relations, friends or colleagues are involved or not, they feel highly disturbed physically and psychologically especially when such accidents involve the lost of lives, the mind cannot be at rest and therefore peace will be difficult to attain through the reductions of accidents on our way, modern scientific and technological innovations have been brought to bear on our vehicles and the road on which the vehicles are used. The messages of such innovations, which include road signs, traffic light signals, regulatory signs, traffic signs etc. and symbols, are in language (written) and non-verbal form. These, when fully observed and well utilized by drivers, motorists and other road users, the rate of accidents utilized especially, thereby creating a relaxed atmosphere of peace. Thus, language as a means of communication whether verbal or non-verbal encourages peace to succeed. After all, road users, especially drivers receive instructions “to drive to stay alive, drive to safety etc”. In the language by the Federal Road Safety Commission. One other important area of study of language arts education is sociolinguistics which Trudgill (1983) says “is that part of linguistic which is concerned with the language as a social and cultural phenomenon”.

Sociolinguist therefore refers to a situation

whereby different languages and dialects are assigned different complementary uses in the society. Just as we have varieties of English, other languages too have their varieties.

Sociolinguist deal with language behavior across a nation such as government administration, political parties and other nationwide organizations such as a mass media and the judiciary. It has to do with the distribution of language varieties in institution for various purposes e.g. religion, ceremonial, self-expression and record keeping.

Basically, language persuades, informs, entertains and dissuades. therefore, with the exposure to varieties of language, members of the society can be empowered to carry out their linguistics tasks with better proficiency.

Varieties of language can be used in churches, mosques, market places, institution of learning, marriage institutions, industries etc. To propagate and promote peace. This is essential because the basic essence of communication is for effective comprehension, for the main purpose of persuading, informing, entertaining and dissuading members of the society as the case may be from doing those things that are detrimental to the progress of the country e.g. boundary disputes, land disputes, religious clashes, tribal conflicts, chieftaincy problems, intra and inter-political parties skirmishes, leadership tussles in unions, associations other labour organizations as has been the practice in the country of recent e.g. Shendam Yelwa religious crisis in Plateau State and those of Kano and Kaduna State some years back as well as the Nasarawa /Toto tribal conflicts in

Nasarawa, Ife/Modakeke tribal conflict among others too numerous to mention. Of recent too, the peoples' Democratic Party had its skirmishes and former National Chairman **Mr. Audu Ogbe** was removed and replaced with senator Ahmadu Ali.

One of the varieties of language is that of journalism. It is the job of collecting, writing, and publishing news in newspapers and magazines and on television and radio sets. "Language of journalism include the kind of writing in which truth and significance are sacrificed to crude sensationalism and compulsive appeal... Moody (1978, p. 132).

Journalists use their own variety of language in education and informing the teeming population of readers, viewers and listeners, about contemporary issues and happenings in the society. They do this mostly in order that government agencies, institutions, individuals or groups should take the public into confidence which paves way for the sustainability and growth of peace.

A society which is well and promptly informed about issues that can bring unrest, wars, confusion, instability, misunderstanding among other vices will find peace and development difficult to attain. Another area of language arts education, which is relevant to the promotion of peace, is literature. Encyclopedia Americana (Vol. 7) maintains that "it is one of the greatest creative and universal means of communicating the emotional, spiritual or intellectual concerns of mankind. Generally, literature is a body of written works about a particular thing for a particular purpose

classified according to a variety of system. Literature is seen as the expression of whole man, for literature, more than other subject, we meet man face to face.

Judging from the definition above, literature has important values in the society. Literature permeates thoughts and thus makes an impact on the reader. Some books influence the action of people, some shape people's thoughts and others continue to influence them through life. Examples are Holy Books etc. Literature exposes people to varied valuable experiences, real and imaginary local and worldwide, which may contribute to the emotional, social and moral judgment. Basically, literature educates, transmits, and preserves culture. It is also therapeutic.

As literature performs the functions stated, it is relevant in promoting peace especially through the study of the genres which are prose, drama, and poetry. For instance, in drama, which is a serious play for the theatre, television or radio, a play could be organized where the basic message is centered on the value of having and maintaining peace in the society.

The genre, poetry just as drama is also relevant. Poetry can be seen as the realization and exposure of the realities of man's sociological, psychological and mental freedom. Poetry deals largely with the realities of life. In carrying out our human activities, in poetic form, the message of peace can be related to the society. This can be done by composing songs with such a message. For instance, the National anthem which is creative and poetic, has the message of peace in the last two lines of each of

the two stanzas, thus,

Stanza I.

... One nation bound in freedom, peace
and unity

Stanza II

... To build a nation where peace and
justice shall reign.

Still writing on poetry's relevance to promotion of peace, Nyuize (2003: p87) talks about a famous Hausa poet **Alhaji Danmara Jos** who composes among others, songs of social criticism and reform. In his songs, Danmaraya criticizes institutions, group of people and individuals for their antisocial and immoral deals with the prime aim of making them see the urgent need for a change. He also signs about the plight of the common man, often calling on the government and the privilege of the society to rescue the poor from their plight.

The author, then went on to mention some of the songs in this group which include:

1. Jawabin Aure message/talk on marriage
2. Wakar Gargajiya (Song on culture)
3. Kare Mota (Motor boy)
4. Wakar Lebura (Song of the labourer)

In analyzing one of the songs, Jawabin Aure; the theme is that of divorce and its consequences. Danmaraya composes these songs mainly to discourage divorce and encourage couples to strive for stable homes.

“In an yi fada don annabi Allah a bar sauri fita”.
When you fight for the prophet's sake for God's sake don't hurry out.

Be this assertion, the poet-singer envisages that when there is a broken home, there is no peace, In order that peace should have a chance to

prosper, couples should cultivate the virtues of patience, tolerance, respect and the recognition of each other's worth. Spouses must accept their responsibilities and give each other their marriage rights. He also warns couples to beware of gossips (Yar gulma) and slanders (Damakirchin tsiya).

Apart from songs, one other way of communication is through non-verbal means. Thus, **Danazumi B, Mangwat E. S, Opara, S. E, Chingwong, Y. B.** (1998, p.2) says:

... It needs to be stressed that we communicate not only through the spoken or written words but also through gestures, signs, symbols, nodes, dress and other social acceptable formalities. Language therefore, is both used in expressing the total sense of people.

Through gestures, signs, symbols, nods, dressing and other socially acceptable formalities, the writers here are talking about non-verbal means of communication. Some of such means of communications are indicators of friendliness, danger, warning, etc. For instance, a smile signifies, friendliness, acceptance, encouragement; wearing a good dress indicates happiness comfort, acceptance by the society; a finger on the lip symbolizes that calmness, quietness and peace are needed. Literature transmits and preserves the culture of people through the use of language. A language does not exist in a vacuum. It is embedded in the culture of a people and reflects the totality of beliefs and sentiments of a community. A language is essentially rooted in the reality of

the culture, the present life and the customs of the people (English Teaching Forum, 1988: p44).

The message of culture is put across through the use of language. It is therefore, in line with various cultural activities, peace can be enhanced as our culture is being transmitted and preserved. Apart from these, there are varied and numerous cultural activities in Nigeria today being carried out mostly annually by different tribes or groups to project their culture in various forms. For instance, we have:

1. The Acil Eggon cultural Festival
2. The Ogun Festival
3. The Odu Festival
4. The Nze Berom cultural Festival
5. The Edi Festival.

These festivals and other forms of cultural activities attract many dignitaries within and outside the country. people live together peacefully only when they understand and appreciate the culture of one another. Misconception, resentments, sentiments, hatred and other vices can no longer be the order of the moment in the society as a result of such awareness and appreciation. Respect is accorded accordingly, law is maintained; there is harmonious living and smooth interaction between the various ethnic and other social groups in the country, all of which are the basic features or characteristics of a progressive nation where peace is always seen to prevail. We use Language Arts Education to: Think peace, talk and peace, practice peace.

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**RELIGIOUS EDUCATION:
ITS RELEVANCE TO PEACEFUL CO-EXISTENCE IN NIGERIA**

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Abstract

A fundamental element of development and progress is peace. Religious Education plays a key role in fostering peaceful co-existence in society. This paper summarized in brief the definition of education and religious education toward peaceful co-existence in society, though a herculean task, can be achieved through effective dialoguing among religious groups. The negative side of religion particularly the Nigeria experience is also cited in the paper.

INTRODUCTION

Nigeria, a pluralistic society with multi-ethnic and religious groups faces complex problems, ranging from ethnic, political, social, economic and religious ones. Consequently, there is need to address these differences so as to create an atmosphere that will promote peaceful co-existence.

To address this topic effectively, we feel the need to ask two fundamental questions at this initial stage: (i) What is Education? (ii) What is Religious Education?

According to new Webster's Dictionary of the English Language, International Edition (2000), Education means instruction or training by which people learn to develop and use their mental, moral and physical powers. This definition fits in perfectly with one of the national education aims as stated in the

National policy on Education (revised) which states that "Education is the acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live and contribute to the development of his or her society".

According to New Age Encyclopedia (Vol 15 p. 366-36) religious education is based on faith and revelation. It also seeks to educate, liberate, inculcate respect for human dignity, the right of the individual, promote good moral upbringing, communal cooperation and combat social vices so as to change dehumanizing social values. In short religious education emphasizes the presence of God in everyday experience, the perfectibility of man through improving the society in which he lives, the innate worth of the individual, and the importance of a historical and critical

interpretation of the Holy Books.

THE RELEVANCE OF RELIGIOUS EDUCATION TO PEACEFUL CO-EXISTENCE IN NIGERIA

Nigeria is acknowledged as a highly religious nation. In Nigerian schools the two major religions:- Christianity and Islam are taught. Thus, the Nigerian government at all levels deems it necessary to teach the Nigerian child about God and instill in him respect for life and for his fellow human beings. It is in the light of this that religious education is offered at all levels of education in Nigeria.

Since religious education is based on the holy books which emphasize love for God and love for one another, sharing with one other, being one another's keeper, it means that religious education is very relevant to peaceful co-existence in Nigeria. Therefore, it is expected that teachers of this discipline must live out what they teach by matching theory with practice. Learners must see in practice in the lives of their teachers what teachers have taught theoretically. This will go a long way to build the learners' characters positively towards God and man.

God is a God of love and peace devoid of violence. These attributes of God must be emphasized in the religious education class. Since all humans are created in the image of God, God must be the model in both private and public life. His goodness must be seen in us in our offices, in our political and social lives as well as our economic and religious endeavours. Our religious education must emphasize that any nation that is religiously and morally

bankrupt will soon collapse or at best progress only slowly in a condition of mediocrity and despair.

Vernie Schorr, et al (1995: p9) stressed that the future of any society is only as strong as the moral development of the young people who will soon make up the workers, elders and families of the nation. Thus, religious education has a great role to play in promoting peaceful co-existence in Nigeria. It should not just be seen as a thing to only inform the minds but also as an education to inspire and influence spiritual convictions as well as the moral character development in the learners.

From the fine picture painted of religious education and its relevance to peaceful co-existence in Nigeria discussed above, we can confidently say that religious education is important.

First and foremost, it is not an overstatement to say that over 70% of the crises in Nigeria are religious. These crises are either intra or inter-religious, beginning from the Maitasine riots of the 1980s and the subsequent inter-religious crises between the Muslim and christen which have destroyed many lives and property. The plateau and Kano inter-religious crises of 2004 left fresh sad memories in the minds of many Nigerians and beyond. Has in no small way affected the social, religious, political and economic lives of the affected areas.

Judging from recent events, it would seem that religious profession has only nuisance value in the society. Some people have written religious education off as irrelevant to peaceful co-existence. Worse still our religious is said to aid

and abet corruption and has now become a great threat to the unity and security of our country. Many foreign investors are afraid to invest in Nigeria because of sporadic religious crises.

In spite of what is said about the weakness of religious profession the relevance of religious education to peaceful co-existence in Nigeria cannot be overemphasized. If religious education must play substantial and distinctly unifying role in Nigeria then the obstacles on its way must be eliminated.

First, Nigerians must be made to place loyalty to the nation and then use their different world-views/ religious faith to build a viable and enduring community where no one suffers any form of discrimination. Although, it is not easy to promote peaceful relationship among different religious groups, effective dialogue can bring about the desired unity where Christians and Muslims will see themselves first as Nigerians and their religions as second. This will go a long way to create a peaceful and enduring community where people from different cultures and religions could co-exist. This means that the adherence of all religions have a great role to play.

Human beings are all created in the image of God. Thus share a common humanity and all live in the presence of God. Thus, where there are genuine religious encounters and interactions in which there is reverence for divergence, frankness and cooperation, truth and peace will transcend differing perceptions. Consequently, religious education will in no small measure be seen to be relevant to peaceful co-existence in Nigeria.

CONCLUSION

Religious Education must aim at proving a conducive atmosphere for peaceful co-existence for the various ethnic and religious groups in Nigeria. A peaceful atmosphere gives room for free interaction, discussion and creates opportunities for development and progress. Religious educators must involve religious institutions such as churches and mosques which are agents of socialization and have great influence on their adherents.

This type of collective effort will enhance and foster a community of brotherhood in which peace will reign supreme.

No doubt, religious education which is God – centered and applied to life has the potentiality to promote peaceful co-existence, a just society and a conducive atmosphere for development and progress.

Recommendations

1. Government should be more committed to religious education by making it compulsory at all levels of the educational system.
2. Government should make available relevant textbooks in the discipline and train manpower in the field.
3. Those to be employed to teach religious education must be people of proven integrity who must live by what they teach and can match theory with practice.
4. Government should encourage religious education teachers by giving them some inducement allowance.

5. Religious Bodies should embark on vigorous and pragmatic teaching of the religious tenets to their members and avoid what will divide the citizens.

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POLITICAL PROBLEMS HAMPERING THE EDUCATION OF THE EXCEPTIONAL CHILDREN IN NIGERIA

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Abstract

The paper discusses the State of special education in Nigeria nothing the draw –backs faced by the system. These problems range from funding, lack of equipment to insufficient personnel training programmes and poor administration. It concluded by recommending that Nigeria must address the issue of special education as required by the Untied Nations.

INTRODUCTION

The term special education involves the education of the handicapped children as well as the gifted and the talented. The two groups are referred to as exceptional children. By the term “exceptional” it means the category of children are different from the normal children. Therefore, it suggest that their education needs some additional services to ensure that they benefit from the educational objectives of the Nation.

The need to educate the exceptional children to meet the challenges of the present scientific and technological complex worlds cannot be underestimated because there are potentials hidden in them. To enable this category of Nigerians meet modern challenges, a qualitative and functional education should be given to them. This paper discusses how to

enhance education and build a strong personality for the exceptional children to meet modern challenges.

FACTORS MILITATING AGAINST EFFECTIVE GROWTH OF SPECIAL EDUCATION IN NIGERIA

The bedrock of any society is the type and quality of education given to the citizens. The increasing complexities of the human society and the technological advancement have made it necessary to provide an appropriate and functional education to every member of the society.

In Nigeria, almost every state has a school for exceptional children. most of these cools are residential, while a few integrated in regular school system. But the question is, are these schools preparing these exceptional children to

meet the challenges of education and for living in the modern society?

The quality of education for the exceptional children in Nigeria is hampered by many factors; one of the problems is lack of fund. According to Mba, (1998) the problem of funds seems to be a predominant barrier in special education in Nigeria. Most Nigerians including political authorities view special education as a social welfare programme and not a basic right in spite of the proclamation in the National Policy of Education in the Country.

Due to poor funding, services provided are sub-standard and the exceptional children who are the beneficiaries of the programmes are under-nourished, unhealthy or in great discomfort. Even the existing government policy on the education of the handicapped as noted by Iheanacho (2001), gave only a legal backing to their education and the right to demand education along with the non-handicapped without specific provision for extra budgetary needs for the handicapped, these omissions and silence on the extra needed budgetary allocations needed for special education services in almost all the documents of the planners of the National Policy on Education so far published may have disastrous consequences for special education.

Another serious political bottle neck hindering the smooth implementation of the programme in Nigeria is the absence of a National Board or commission for special education. The formation and subsequent constitution of this board/ commission by tested and seasoned special educators would

have acted as a spring board or life-wire and the mouth-piece for the formation of several other education boards in respect to special education. It is rather sad that while adult and non-formal education as well as science and technical education have well articulated boards for effective administration of their activities, special education is still suffering the quagmire of “board-less body”. Politics has shown its hand in the emergence of a Nomadic Education Board despite the fact that this aspect of education was not adequately envisaged in the national policy on Education.

Development cannot take place without proper planning and planning cannot be realistic without the identification of those being planned for. Jones, (1999) emphasized the need for identification by demographic characterizations of handicapped children and their distribution by age, sex, age of onset of impairment and the possible causes and programme services to be received by them. This indeed should be the basic of planning for development of the people with handicap situation. Unfortunately, it is not so in this country. The absence of effective screening and identification programme in the country has laid waste the ability and potentials those with exceptionalities.

The National blueprint on the handicapped (1990) emphasized the need for architectural barrier-free facilities, in respect of physical facilities, “where ramps and other modifications are made to create enabling environments for persons with special needs in each community” notes Iheanacho (2001: 11).

However, there was no implementation of working plan or module neither was there indication as to when to start and deadline for targeted completion which according to him, has “made this document a front in self-defense and a mere provisory or promissory note without full enforcement” (2001:11).

The provisions on special equipment and materials and personnel in section (c) i-iv and (d) i-ix (pp5-7) respectively, in the National Blueprint on the handicapped and section 8 9p. 39) of the National Policy on Education show the importance government attaches to special schools and the education of persons with disabilities. These provisions are just intentions and have never passed the intension stage.

Kolo, (2001) observes that:

Its implementation working plan has not yet been brought to the drawing board, professionals, as well as persons with special needs are yet to be called to work out ways and for their realization. How much each intention or proposal will cost, strategies for commencement and how, when, and where to locate such proposals have not been envisioned even eleven (11) years after the ideas were born. As usual no targeted time frame has been put in place for their realization.

The document fell short by not spelling out the procedural guidelines that will enable such

institutions to collect such funds for training and the modalities for adequate funding. This implies that government is yet to fully work out these subvention to fully realize its objectives (pp. 11 and 12).

In both policy documents, there is no trace of an outlook or a systematic approach to training tied to them. How the individuals will be selected for training and the need for the training are not mentioned except that it is for meeting the needs of persons.

According to Mba, personnel training should have the following systematic procedures thus:

- i. Carry out an occupational analysis (human resource analysis) to determine who, how and when training is needed on a factual and authentic basis. By this manpower needs are identified in specific terms.
- ii. Develop job specification - to establish job content, curriculum content, performance standards, and skills/knowledge exactly as needed by special education unit of the Ministry of Education to carry out effective services delivery package for persons with special needs.
- iii. Training programme development - to avoid trial and error in training and learning and to make it relevant training programme are developed after organizational needs analysis have been carried out and job specifications developed.
- iv. Implementation a training programme -

this is to ensure a successful implementation of the programme, facilities, equipments, supplies and aids while facilities prepare in good time for the training.

- v. Evaluating and feedback information - this will adequately ensure relevancy in needs training, constant training and exposure of special personnel (pp. 13-18).

Another political issue affecting special education management is legislation. A critical perusal of the NPE as it relates to special education is a misadventure. Though well-articulated objectives and aims are laid down, one can still fault the absence of legislation, which is mostly needed for the implementation of promise of 'heavy funding' and 'comprehensive planning' in the National Blueprint on the handicapped, (1990) would have been translated into rights rather than privileges while management would have the expertise and political will to sustain and improve the technical standards as well as being close and sensitive to the real needs, aims and feelings of the populace. Even though decrees, bills, acts and grants -in-aids exist, there is complete absence of comprehensive plan for "balanced education provision" and operation of education of persons with special needs guided by appropriate legislation, notes Iheanacho, (2001). Consequently he suggested that any legislation for the special needs must aim at:

- i. Protecting the rights of all personnel for their education.
- ii. Ensure adequate provisions for all

categories of citizens.

- iii. Ensure qualitative education for as well as supportive services.
- iv. Ensure basic uniformity in service provision (p. 24).

As a result of glaring legislative gaps, the following observations are made by Mba:

- a. The need for rights of persons with disabilities to be spelt out in clear terms.
- b. The need to spell out the responsibilities of the different tiers of government by law.
- c. The need to spell out the components and make-up of environmental rights of persons with disabilities.
- d. The need to delineate funding education services for persons with special needs from general education formula.
- e. The need to apply the "per-capita" budgeting system used to run special education services in most countries of the world and so forth.
- f. The need for a definition of the constitutions and make-ups of the communications rights of persons with disabilities in Nigeria.

Again, the sitting and building of special schools have been a matter of politics in Nigeria. Special schools are sited according to the whims of defector governments. The sittings of National Primary school, Zaria (Kaduna State) and the Nigeria Gifted Academy, Suleja (Niger) are good examples at hand; the two schools are sited in locations that are supposed to have regional advantage over

others. This is an example of how administration of special school has ever operated without interference from government. Even in the presence of seasoned professionals or experts, they are not always given a free hand to run such schools/programme. Besides, such schools have suffered the ignominious problem of playing host to “first ladies” or top government functionaries who would want to transform such institutions to the position of “pity” or “charity homes”.

There is also lack of administrative harmony between the ministries that are charged with the responsibilities of special education a situation created by the inability of the National Policy on Education to clearly spell out the responsibilities of each ministry to enable them map out yearly budgetary allocations. Tribalism, religion, quota system, federal character etc. are some of the factors that contributed greatly to administrative problems in special schools and ministries, the appointment of an officer who may not have any professional background and qualification in special education based on any of these factors to a higher position may be viewed with contempt by professionals already in the field.

CONCLUSION

This paper has attempted to unveil the major political problems facing the education of the exceptional children in Nigeria. Arising from the analysis, it is observed that the problem hampering the growth of special education in Nigeria include lack of funds, the absence of legislation backing the implementation of

special education as stated in the National policy on Education, lack of identification of the handicapped based on demographic characteristics. Other problems include - lack of special equipments, personnel and lack of administrative harmony between ministries that that are charged with the responsibilities of special education.

It is therefore suggested that Nigeria, being a member of the United Nations Organization (UNO), should follow the United Nations' charter on rights of the disabled, to stem stagnation and re-cycling of inequalities, the education of the exceptional in Nigeria must be vigorously addressed.

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**MANAGING EDUCATION IN NIGERIA ITS RELEVANCE FOR PEACEFUL
GROWTH AND DEVELOPMENT OF THE SOCIETY**

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Abstract

Education is language – centered. This paper focuses on the relevance of language study in the Education industry in Nigeria. It examines whether or not, adequate provisions for language teaching and learning in our schools and colleges are provided. Finally, the paper stresses the need to give required attention to language education in view of its relevance to both the individual learner and the society at large.

INTRODUCTION

This paper focuses not on a particular language but on the language of instruction, which could be local or foreign. Numerous definitions of language abound as seen by various scholars.

Babuje et al (1998 p.2) sees language as “organized system of speech used by human beings as a means of communicating ideas, feelings, thoughts, civilizations and philosophy”. Holiday (1982) sees language as an act of interaction between the subject and his environment. The environment is seen as a social fabric where the individual is placed as a social being. Nwogu (1984) sees language as “a vehicle for cultural transmission as well as a key to all forms of knowledge”.

For Banks (1977) language enables us to learn,

think creatively and change socially. Elogbe (1980 p. 12) opined that “a people can always have their history traced through their language”. Microsoft Encarta Premium suite (2004) defines language as “communication among human beings that is characterized by the use of arbitrary spoken or written symbols with agreed upon meanings. More broadly, language is communication in general”.

In other words, language is an effective means of communication and expressing ideas, concepts, feelings, and desires. It is the most effective medium of imparting knowledge, skills and attitude relevant for development. As a matter of fact, “modern men can hardly contemplate communal life without the instrument of language “(NCCE Minimum

standard, 1996). Language is essential for all thinking and for satisfactory relationship with other people. It is quite important at this stage of our educational and national development to take a closer look at the relevance of language education as a subject or discipline in the nation's schools and colleges. The emphasis of the Nigerian government (federal, state and local) today is more on the teaching and learning of science related courses. The argument for this preference of science and technology is that these disciplines play a vital role in the socio-cultural, economic, political, scientific and technological development of any nation. As a result huge sum of money is therefore, spent annually on science and technology. It is unfortunate however that in spite of all spent, preference and encouragement given to these areas, learners' performances in these fields have not been impressive over the years. Consequently the nation's desire to advance scientifically and technologically remains mirage.

It is sad to note that, language which facilitates the acquisition of knowledge, skills and attitudes relevant to development is accorded low level of recognition. This claim can be proved thus; for instance, the body responsible for conducting admissions into the nations' universities, colleges of education and polytechnics (JAMB), does not make a credit in English Language a compulsory requirement for admissions into science and technology courses. These questions immediately comes to mind; Are adequate provisions made for language teaching in our schools and colleges

as deserved? Of what relevance is language study to the Nigerian learner and the society at large? How could language be more relevant to educational development of the Nigerian learner?

This paper attempts the answers to these questions under three main sub-headings.

1. Provision of language study in Nigerian schools and colleges
2. The importance and relevance of language to the Nigerian learner
3. How to make language more relevant to the educational needs and development of the learner.

PROVISIONS FOR LANGUAGE STUDY

The importance of language in all aspects of our human endeavour: socially, culturally, economically and politically cannot be overemphasized. Hence languages like English, French, Arabic, Igbo, Yoruba and Hausa etc, are being taught in the nations' institution of learning at different levels. These languages are used in Nigeria as a means of general or interpersonal communication (English, Hausa, Yoruba, Igbo), internal communication and diplomacy (English, French); Instruction/education (All the languages), Judiciary (All except French and Arabic); Banking, Commerce and trade (all of the above except Arabic); Administration (English); media and entertainment (All except Arabic) etc.

Though, there are provisions made in terms of official permission for the teaching of these languages, facilities, instructional materials, funds and personnel, yet these provisions are

grossly inadequate. For instance, the ambiguities enshrined in the National Policy of Education has hindered proper implementation of the nations' language policy. In addition the policy caused the backwardness of some languages like French and Arabic by making them electives in JSS level. Thanks to the new language policy through which French is gradually resurrecting and hopes to die no more in Nigeria. There is also the problem of sufficient time allocation to language study on the timetable of schools and colleges while lack of motivation constitutes another major problem. Besides, students do not have a habit of constant practice of ineffectiveness accounts for the cases of poor performances and low enrolment, the resultant effect of which is shortage of teachers in these languages at all levels.

THE IMPORTANCE AND RELEVANCE OF LANGUAGE TO THE NIGERIAN LEARNER

In Nigeria, language is very important and essential in every aspect of our lives. In other words, language, be it local or foreign, is used in Nigeria either for general communication, official communication, for business, commerce or trade, promotion of humanistic awareness, cultural documentation, pedagogical enrichment etc. As a matter of fact, the development of all courses- science, technology and humanities depend largely on effective means of communication. In other words, language particularly that of instruction “facilitates the development, teaching, acquisition as well as the dissemination of

knowledge, concepts, skills and attitudes relevant for development in the individual learner” (Amah 1997) language is also relevant to the mental, emotional and social development of learner. Thus, through language, the total development of the learner can be ensured.

Language “inputs in the, earner a form of knowledge that is of thought or cognition” (Microsoft Encarta Premium suite (2004). A learner who finds difficult some lessons in maths, biology, physics, chemistry or arts related courses has problems in understanding the language of instruction. In the same vein, Ngochal (1996) states that:

Every problem is first and foremost that of the language. Once the language of a problem is understood, the problem is partially solved. And that is what makes language a central pillar in the curriculum.

Besides, language aids mutual understanding. It enhances unity of heart and purpose in the society. With a common language, for instance, there is a flow of ideas and people can work together under a common goal. Suspicious and fear of betrayal are removed while peaceful coexistence is guaranteed.

Ngochal (1996), further stresses that learners are supposed to be critical thinkers. And critical thinking according to Herbert (1991: 204) involves “the capacity to use language in all its forms as a tool for thinking, for problem solving and for communication”. According to Ahmed and Waziri (1997), language and learner are interdependent at every fundamental level of

experience. They further stress that language development should be a proper concern for all teachers, whatever they teach. Uncommon words and terminologies, ambiguous and vague expressions are some of the common characteristics that abound in textbooks of the different fields of study science, technology and humanities. And before any meaningful learning can take place, learners will have to be familiar with the meanings of new words, terminologies, ambiguous and vague expressions. When learners are properly exposed to sound and appropriate language background, their learning will be enhanced. This is so because proficiency in the language of instruction will enable learners to read with understanding. Interpret and apply correctly knowledge acquired in textbooks and related written materials. In addition, it will enable them to draw objective conclusions from their findings or investigations.

HOW TO MAKE LANGUAGE MORE RELEVANT TO THE LEARNER

One significant and surest way in which language can be made more relevant to the Nigerian learners is to train them very well in the language particularly, the language of instruction. One of the fundamental characteristics of language is its functionality, the ability of the speaker/ writer (teacher or learner) of language to express himself/herself effectively. For this, the Nigerian learner must be trained very well to express himself/ herself effectively both orally and in written form. For effective teaching, teachers are required to have good knowledge and command of language.

For this reason, emphasis on language teaching and learning should be on functionality of the language. The teaching and acquisition of a good stock of current and appropriate vocabulary items are necessary. These vocabulary items should therefore cover a wide range of areas: Science, technology, and humanities. This will enable learners to learn more effectively their chosen fields of study. Acquisition of good command of language will enable them acquire appropriate skills and attitude in their areas of study. It will also enable them to apply correctly these skills and attitude, which should ultimately translate into self-actualization or empowerment.

The language programme designed to enhance learning must be relevant and adequate. Similarly, an effective and coherent methodology in the teaching of the language of instruction should be designed and adopted to meet the needs of the learners. Teachers should therefore, endeavour to enhance their learners' language competence in the following ways:

1. They should always speak clearly and correctly in the classroom, using proper grammatical structures of the language in use.
2. Uncommon or new words and terminologies should be explicitly defined and/ or explained to the understanding of the learners.
3. Learners should be encouraged always to speak freely about what they are doing.
4. Pidgin should be discouraged in our learning environment except for

reference. With these, the performances of learners in their chosen fields of study will improve greatly.

CONCLUSION/RECOMMENDATION

In this article, it has been stated that language has tremendous values to mankind regardless of his professional inclination. It enables him to express and share his feelings, aspirations, and desires. It enables him acquire knowledge, skills and attitude relevant for self-fulfillment. Language education could also be made more relevant particularly to the Nigerian learner. One significant and surest way is to be train him (learner) very well especially in the language of instruction, be it local or foreign.

The writer would like to conclude this write-up by making the following recommendations based on the focus of the article. Nigerian learner must disabuse his/her mind of the superiority of other subjects/disciplines over language, for language and learning are inter-dependent. Without the instrument of language no meaningful learning can take place. Emphasis should be on functional language teaching and learning. Teachers should be properly trained in the language so as to be able to train their learners to enable them learn more meaningfully on their own.

Steps should be taken to recruit more but only competent professionally trained teachers in the language of instruction. This should be backed up with adequate instructional materials.

Finally, an appropriate, coherent and comprehensive programme of the language of instruction should be designed and adopted.

The programme should be such that will satisfy the needs of the learners. This should be backed up with an effective and coherent methodology to ensure effective teaching and learning in our schools and colleges.

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**CONFLICT MANAGEMENT IN EDUCATION FOR NATIONAL PEACE AND
STABILITY**

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Abstract

Education like other social enterprises is endemic with conflicts, which originate from the goals of education, the curriculum and method of evaluating performance. Organizational structure in education and role expectations are all possible areas of conflict. The various levels of education system do compete for scarce human, material and financial resources. Staff welfare and other demands give rise to labour unrest at all levels of education. This paper has identified different types of conflict behaviour in social organizations including the educational system. It is recommended among others that educational goals should be made explicit and adequate resources provided to avoid unnecessary conflict in education.

INTRODUCTION

Conflict generally is a term with different meanings; but in this paper, conflict is defined as mutual hostility in inter-human relationships in educational institutions in Nigeria. Mutual hostility can occur in the form of: insults, name calling, defamation of character or blackmailing, stepping into another's shoes, sarcasm, false accusations; withdrawal of love, support, services, salaries fringe benefits or incentives; strikes, sudden transfer, suspension, termination of appointment, demotion, marginalization, deprivation, boycott of classes violent demonstration, detention, open violence or killings.

Randall (1984) sees conflict as a relationship

between two or more parties who believe they have incompatible goals. In other words, conflict exists whenever an action by one person or group of persons prevents, obstructs, interferes with, injures or in some way makes less likely the desired action of another person or group of persons. So that conflict arises in any structure in which two or more parties perceive that their goals are incompatible.

Conflict do occur at the level of interpersonal, inter- group, organizational or intra-organizational relationships involving the chief executive (Vice- chancellor, provost, rector, principal or headmaster/ headmistress) and the rest of staff, the super- ordinate cadre and the subordinates; the senior and the junior staff; the

students/ pupils and the school authority; the school and the community, and others.

Conflict according to Owens (1981: 278), has many definitions. Basically, it implies the pursuit of incompatible goals such that gain to one side comes out at the expense of the other. Katz and Khan (1978: 613) who quote Pondy (1974) assert similarly that the term conflict denotes four different usages such as:

- a) Antecedent conditions to some over struggle for scarce resources;
- b) Cognitive state, such as the perception that some person or entity acts against one's interest;
- c) Affective state; like tension or hostility;
- d) Conflict behaviour, which may be verbal or non-verbal, ranging from passive resistance to active aggression.

From the above, it is clear that conflict exists when divergent and incompatible views, goals, attitudes, values and activities and groups within organization pursue incompatible goals and policies. Education as a social system is prone to conflicts, for conflict can originate from the goals of education, curriculum, methods of evaluating students' performance. Education often competes for scarce resources. And the welfare of the human resources in education very often generates conflicts.

The purpose of this paper is to identify and discuss strategies for effective management of conflict in the Nigerian Education System with reference to the primary, secondary and tertiary levels.

Types of Conflict

There are many types of conflict as postulated

by many researchers, though according to them, Conflicts are difficult to categorize or compartmentalize. Adimora (1983) identified some types of conflicts as:

a. Overt and Convert Conflict:

An overt conflict is indicated when there is official refusal of one staff group to accept the validity of another group's work whether or not it has merit and value for organizational goals. This happens when one group commands more power than the other. On the other hand, convert conflict is indicated when one staff group refuses to provide another with information required for its work. Evidence of conflict is nowhere indicated but the group or even individuals bear grudges on the basis of which they dodge giving valuable and needed information to the other group. However, it is important to note that generally conflict can either be overt (manifested publicly) or convert (hidden or not yet in the open).

b. Situational Conflict:

According to Adimora, this is a conflict in which one finds himself unintentionally. This type of conflict occurs because of ethnic, religious or tribal bias.

c. Destructive Conflicts:

This is the type of conflict that develops between line and staff members. Line and staff members have different time horizons, goals, interpersonal orientations and approaches to problems. These differences enable line and staff members to accomplish their respective tasks effectively, but the differences also increase the potential for conflict.

Conflict has been categorized into two broad

areas namely:

a. Intrapersonal Conflict:

This type of conflict is internal to the individual and difficult to analyze. It is individual level conflict concerning only the individual being uncertain about what he or she is expected to perform, when some work demands conflict with other demands or when the individual is expected to do more than he or she feels capable of doing.

Intrapersonal conflicts also relate to need drive-goal motivational sequence Omenyi (2003). In this sequence, needs produce motives which lead to the accomplishment of goals. These needs are caused by deficiency motives and these deficiencies can be physical or mental. The achievement of the goal satisfies the need and reduces the motives.

Intrapersonal conflict also exists when there is a barrier between an individual motive or desires to achieve. For example, when a staff feels that he has not received promotions because of his sex or tribal background. This can lead to frustration.

Other forms of intrapersonal conflict are, mutually exclusive positive, positive negative and negative- negative conflict.

The Mutual Exclusive Positive Goal Conflict:

This is also described as approach-approach conflict and occurs when an individual is forced to choose between two or more equally attractive or desirable (positive) but mutually exclusive goals. A good illustration of this type of conflict is the decision a qualified student makes in selecting an academic major.

Business management, law, mass communication, medicine, accountancy, may be desirable to him/her, but all cannot be pursued simultaneously. He has to choose to pursue only one major at a time. The same is the case of brilliant student who had an outstanding result at the end of his academic programme. He was thus given an award to choose from either automatic employment or scholarship award for further studies. Though both options are desirable, he can only choose one.

Positive Negative Goal Conflict

This type of conflict is called approach avoidance conflict. It occurs when an individual wants to attain a particular desirable objective but as the person gets closer to the objectives, there occurs a rethink because he or she sees some negative features, threat or a lot of work involved.

For example, in pursuing a top professional position, the lecturer frequently must make personal sacrifices not only of his own time but also time with his family.

Negative- Negative Goal Conflict:

This type of conflict is also known as avoidance conflict. It occurs when an individual is forced to choose between two goals neither of which is viewed favourably, both are equally unattractive and undesirable. For example, when one does not like his or her present job due to some health hazards and work over load. Another example is one working in a power section of a factory. The job may not be desirable, but the same time quitting the job will mean being jobless. The person finds himself or herself in a situation which can lead to

frustration.

b. Conflict External To The Individual:

This type of conflict is external to the individual and is more destructive than the intrapersonal conflict. Under this group certain categories are identified, such as:

- i. **Interpersonal conflict:** This refers to conflict or friction between two or more persons in the same organization or school system. It is the most common type of conflict in formal organizations and can occur between two or more heads of departments (HODs), between the Head of Department and the Dean as in the case of a system and so on.
- ii. **Inter-group conflict** This type of conflict exists between groups in the same organization. Inter-group conflict is always very harmful and can seriously affect the work of an organization, e.g. ... the super-ordinate cadre and the subordinate, the senior and junior staff.
- iii. **Inter-organization conflict:** This refers to conflict between organizations. Such a conflict is built into the economic systems of nations through the competitive motive, e.g. ...the school and the community.
- iv. **Inter-Department Conflict:** This is conflict between departments in an organization or school. Inter-department conflict can arise as a result of interpersonal conflict, differences in perceptions, interdependence competition for scarce resources, ambiguity etc.
- v. **Strategic conflict:** This type of conflict

is planned and often intentionally started. Generally, this type of conflict results from the promotion of self-interest on the part of an individual or a group. The individual or a group that starts the conflict intends to get an advantage over the other party, for example, when a new project is going to be started and is viewed as being very worthwhile, a manager within the school or organization often engages in strategic conflict to gain control of the project. Strategic conflict do not necessarily mean that the participants are unethical or dishonest. The reward structure of many organizations often encourages strategic conflict. This type of conflict can easily become unfair and result in severe negative outcomes.

CONFLICT BEHAVIOUR IN FORMAL ORGANIZATIONS INCLUDING SCHOOL

Before one can attempt to resolve any conflict, one has to establish that conflict actually exists. Then, the diagnosis of the causes or the internal events as well as external influences that structure the conflict. The knowledge of this will aid in finding effective approaches in managing the conflict behaviour in organizations. The surface symptoms of organizational conflict have been identified; these are:-

- a. Poor communication, literally and vertically, in which decisions are therefore taken on wrong information;
- b. Inter-group hostility and jealousy;
- c. Inter-personal friction;
- d. Escalation of arbitration cases;

- e. Proliferation of rules and regulations, norms and myths; and
- f. Low morale, which is usually expressed in frustrating statements, (Handy, 1982: 224)

Many organizational theorists have identified several factors of conflict behaviour in organizations. Handy is quoted by Owen (1981: 283) to have classified most of organizational conflicts into three basic types of latent conflict; these include:

- i. Competition for scarce resources by the organization's sub-units in form of budget allocations, assigned teaching positions, space of facilities.
- ii. Struggler for autonomy when a sub-unit seeks to define its territory.
- iii. Goal divergence, which will cause disagreement between two sub-units of an organization.

The structural view of conflict in organization sees conflicts in terms of the conditions that influence behaviour, for instance, the rules and procedures that regulate behaviour in the organization. Another structural factor is the kind of people with their personality predispositions, and attitudes towards the authority that are found in the organization. In addition, there are social norms, and social pressure which motivate members to stand up and fight, or to adopt a more reconciliatory attitude of not to rock the boat of the organization (Owens, 1981: 286).

Katz and Khan (1978:618) have developed a model of conflict behaviour within two systems of organization or parties in conflict. They have

also specified categories of variables necessary to understand the conflict process as follows:

- i. Organizational properties of interacting units made up of size hierarchical structure, goals and ideology needs for resources, growth rate and other dynamic tendencies.
- ii. Conflict of interest which signifies in compatible needs or performances regarding some actions. Interdependence including funding source, space and time.
- iii. Role expectation from the role set within the larger organization.
- iv. Personality and predisposition of persons occupying conflict relevant boundary positions.
- v. External conflict regulating norms, rules and procedures, and
- vi. Previous conflict interaction including immediately preceding acts.

With these categories of variables one can see that formal organizations are embedded with conflict. Alye (2003) asserts similarly that every aspect of organization life that creates order and coordination of effort must overcome other tendencies to action, and in that fact lies the potentiality for conflict. Other causes of conflict behaviour in educational institution are role dissatisfaction and ambiguities and communication obstacles (Walton and Dutton, 1975:271).

Iyortsuum (1981:5) had identified five areas of school system where conflicts often occur. These are:

- a. Organizational structure of the school;

which is structure bureaucratically, with the decision-making process centralized on one person, the head teacher;

- b. Conditions of service, which is an economic factor;
- c. Production of job satisfaction;
- d. Alienation of teachers from the community and school, where no recognition is given to teachers or the teaching professional by the society; and
- e. Unrealistic demands made on the schools and, of course, on the teachers.

MANAGEMENT OF CONFLICT

All organizations made up of collections of people have conflict potentials due to varying personality types. Thus, there is bound to be moment of frictions, book licking power struggles etc, as individuals strive to derive the best they can from the organization. However, some of these struggles are functional and can provide checks and balances to the system and can even motivate creativity and innovation among members of the organization. Thus, it is important to note, however, that there is no best way to handle or manage conflicts. The method adopted would depend on the nature of the issue involved as well as the personality dispositions of the actors in the conflict. Atimes, a combination of methods would prove a better solution towards resolving a conflict.

According to Handy (1978), the following strategies have been found effective in the management of conflicts, namely:

- (1) Dialogue; (2) Arbitration; (3) Boxing

the problem; (4) Confrontation and (5) Neglect/Silence.

By Dialogue:

The people or individuals in conflict are brought together to expose and discuss the issues and problems involved in the conflict aimed at gaining a clearer view of factors causing and promoting the conflict. An educational administrator takes the initiative to bring the combatants into meaningful dialogue, face to face, to examine and discuss the factors, issue and problems. It gives those in conflict the opportunity to express their feelings, their grievances and views of the matter. A healthy dialogue frees the mind of grudges and bitterness to bury the hatchet ad settle the conflict.

Arbitration:

Is a process by which a peacemaker, arbitrator or a peace panel settles the conflict through appealing to the conscience of those in conflicts. Dialogue, persuasive speech, exchange of ideas, empathy and good communication can be used to achieve resolution of the conflicts. The arbitration panel or the peace panel are usually appointed by the management to settle the conflict. Members of the panel are usually impartial individuals acceptable to those in conflict. Sometimes, those in conflict are given the option to choose or appoint the arbiter or the arbitrators.

In Boxing The Problem:

Factors responsible foe the conflict are identified by the group or the organization. The problem is examined carefully through a critical evaluation of it aimed at destroying the

problem or expressing the triviality or the-much-ado-about-nothing inherent in the identified problem or problems. The problem can be subjected to a public debate on the matter aimed at destroying or eliminating it and convince the combatants of its emptiness.

By Confrontation:

The issue and problem can be subjected to a debate between those in conflict or neutral groups in order to expose the problem and convince the combatant of its emptiness.

Neglect or Silence:

Can be used occasionally by the chief executive in educational setting to prove to those in conflict that the conflict is not important to merit the attention of the vice-chancellor, rector, provost, principal or the headmaster. Neglect or silence involves delaying tactics which can disarm the combatants emotionally as they wait for days or months on end, without any practical action on the part of the chief executive. The built-up emotional anger can dwindle as the delay, neglect or silence continues to end the conflict. However, this particular strategy should be used with caution because neglected or silenced problems may gather momentum one day to erupt like a volcano which may do more harm than good.

RECOMMENDATIONS

As conflicts are endemic in all levels of education, school managers and other stakeholders in educational enterprise should be trained to use affective approaches in managements.

Education at all level is capital intensive, therefore, to avoid unnecessary conflicts over

competition for resources, stakeholders should allocate and release adequate financial, human and material resources including space to education. Staff-welfare is another area prone to conflict in education. There, all personnel matters including pay should be treated with dispatch and with human face to avoid strikes. The use of non-violence means in the management of conflict is strongly recommended because of its human/human face and lasting effectiveness. Our Lord Jesus Christ, Ghandi and Dr. Martin Luther KING Jr. successfully used and recommended non-violence in the management of conflict.

CONCLUSION

Since conflicts are unavoidable in educational institutions, it will be beneficial for the school executives to acquire some effective management skills and to use a right method to resolve conflict in their institutions. The main aim here is to minimize the disruptive tendencies of conflicts; and to use conflict for productive growth and health of the institutions.

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**EDUCATION AND RECONSTRUCTION OF VALUE FOR
SUSTAINABLE PEACE IN NIGERIA**

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Abstract

The main concern of this paper is the reconstruction of Nigerian value system through education. Concepts such as education and value are defined. The paper discusses the value system of Nigerian as individuals as well as an explanation of how our education is with little or no character thereby making it incomplete and misdirected. This cannot sustain peace in Nigeria. The paper also reviews some common Nigerian values the need for re-educating Nigerians to recognize the existence of a hierarchy of values for peaceful co-existence in our country Nigeria.

INTRODUCTION

We have certainly reached a stage of suffering and near desperation in this country, where, as citizens, we can neither bear our ills nor even their cure (if prescribed). The future of the nation, at worst, is uncertain and compoundedly problematic. Nigerians have had varied problems in her relative short history in such areas as education, economy, politics as manifested in social ills such as instability, coups, election rigging, religious intolerance, corruption, tribalism, secret societies and armed robbery Boko Haram, herdsmen/farmer crisis, banditry etc.

The problems of Nigeria, her politics and all, are the problem of the Nigeria citizen himself. It is what we are, our values and our essential

materialistic, ethnic outlook on things which do not sustain peace but tear us apart.

Our problem as Nigerians, is, in short, wrong or false values, wrong priorities and the materialistic outlook which girds us. From the perspective of our educational system the Nigerian of regular violence is easily stated as the tragic failure of the Nigerian educational system to embrace the right values and right priorities for Nigerians. It is, as it were, then failure of the nation to produce a concrete, relevant, sustained society. At this juncture it may be better to start with a brief characterization of the Nigerian Society as a true indicator of the kind of values which dominate the individuals in it, in both leadership and follower-ship cadres. This is

evident when one considers character to mean a person's good reputation. Most Nigeria citizens prefer material things at the expense of acceptable behaviour and good name.

THE CONCEPT OF EDUCATION AND VALUE

Opara (2003) defines values as a worth of some sort, that is, a thing is said to have value if it is worth something. Value also refers to a thing thought to be good, desired, a linking or preference. Education, in its simple and non-sophisticated meaning, is the transmission of what is worthwhile to a people to equip them for life, and its values are things worthwhile. Then education as a tool for re-constructing values becomes apparent.

THE DOMINANT BUT UNDERIRABLE VALUES AMONG NIGERIANS

Consumer Consciousness:

Is defined as the disposition in a people by which they conceive and judge things mostly in terms of materials and at times, consumable value. On the whole, the society becomes one dominated largely by acquisitive rather than productive-instinct. The problem associated with these values are exhibited by the leaders and the led alike.

Willingness of Individuals:

Is the society to have more rather than be more, prefer quantity of life rather than quality, and desire for immediate rather than remote gains are values that hinder productivity.

Excessive Love For Money:

Naturally, money is highly valued for what it does and can do. In the Nigerian context,

money is usually everything. It is a key to paradise on earth, to prosperity, power, social importance, even national honours.

Caring Less About Integrity:

An average Nigerian gives very little attention to good name, good moral life, honest and moral integrity.

Love For Marital Gains:

Because of greed for instantaneous gain or success, those jobs which fetch fast money and promise immediate material reward are highly valued, whereas, those which promise nothing but blood, sweat, and tears without immediate gain are usually shunned.

In the former category jobs "famous" Nigerians include business deals, contracts, distributorship, executive posts (where the real labour is often delegated to others).

For the Nigeria, getting money with little or no labour at all is ideal. He usually shuns creative labour which promises values other than material. His sole ambition is largely centered on being rich overnight. consequently, it is not a big surprise to any one to realize that drug-peddling, currency trafficking, armed robbery, cultism and other such evils are rife among Nigerians.

Ethnicity and Nepotism:

Ethnic affiliations and nepotism become respectable values to the Nigerian because somehow they are means of survival and hence of materials and social and advantages to individuals and families or relative in this competitive, open society made up of a remarkable number of ethnic groups.

Indeed, it is common knowledge that those in

high positions in Nigeria give preferences in conflict, for instance, to their relatives and friends, qualified or not. The point of it all is that ethnicity and nepotism are valuable in Nigeria because of the materials and social favours they engender.

Cheap Fame or Base Honours:

In a Society like Nigerian where money and wealth are acquired with little moral scruples and means, other mini-values are bond to surface such as unproductive spending, wealth exhibitionism, brandishing of wealth, power, showmanship in wealth displays such as the cost and advertisement of funerals, weddings, title-taking, cerebation's of all sorts are fully indicative of cheap fame since class consciousness is implied. Our greatest enemy is the love of ostentation. It is really alarming. No section of our society is free from this disease.

These are all values that do not sustain peace and are very much unlike the ideal life espoused by Dewey (1957) in his well-articulated concern for not just life but a good-moral life. We consequently have no blame our sad predicament of political crises and social upheavals, ultimately, on our inability as rational people to control our irrational appetites and desires.

RECONSTRUCTION OF VALUES

The brief sketch of the dominant undesirable values of the Nigerian drawn above is sufficient indication of kind of person he is and why peace cannot be sustained in our nation. This is what is wrong with Nigeria. It is the Nigerian himself, the kind of man he is and the kind of values he pursues and parades. It is the Nigerian

who needs to be changed, whose values and mentality need to be qualitatively re-attuned for the Nigerian society to attain its articulated ideals, namely, “a disciplined, peaceful, fair, just, humane and self-reliant African society” as contained in the 1999 constitution. Certainly, philosophers of education and other educationists have no doubt about the means to change people, their ideals and values. This is largely done through education.

With reference to the Nigeria society, what the Nigerian needs as an important starting point is a relevant, dynamic and technically oriented educational philosophy, a certain pedagogy which ultimately should give him a new life and value system. Our task here therefore is to spell out some higher goals and values which this new educational philosophy should inculcate in the Nigerian.

TRUE LABOUR AND HUMAN DIGNITY

Perhaps what is primary in the task of re-educating Nigerians is man's true self-concept and worth. What gives man true worth and dignity? Education in wrong valued has inculcated false notion of human dignity in the Nigerian. He conceived self-worth and social status almost exclusively in terms of wealth acquisition, that is to say, being a car magnet, land magnet, fat bank book magnet, power magnet and all other kinds of magnet. As a result his conception of labour or hard work is in connection with occupations that bring instantaneous gain such as contracts, distributorship, area representatives of companies and so on.

This is false labour, which inculcates false

consciousness about human dignity. The labour is false because it ultimately leaves man at level of need and satisfaction of the stomach much like brutes whose daily cares and anxieties are not beyond the level of their material needs. It is false labour in another sense, too, in that it ultimately makes individuals slaves to and dependent on the foreign goods and companies. But the type of labour which confers true worth and dignity is the production and hence creative one. This makes individuals masters of their own environment and controllers of their progress. Man, for Dewey (1957) is “a creative intellect”, essential active, “a being who responds in action to the stimuli of the environment”. To this pragmatist philosopher man is indeed a creator, an artist, experimenter, an inventor.

Man's lofty pedestal in nature and hence, his eminent dignity lies not in this ability to accumulate in nature but to master, dominate and transform nature as he sees fit. This he does through labour, the making of tools, science and technology, initiative, resourcefulness, at times prolonged sacrifices. These are the hard sweat, not gift transferred from abroad.

If the concept “character” is embodied in the education philosophy of Nigerians early in life at least, from primary school through tertiary institution and rewarded accordingly in practical life, these ideals and many more of man and his dignity through labour, would be truly salutary and constitute a direct attack on false consciousness of Nigerians in this regard. Consequently the “important man”. “the big man”. is and should not be a person who has accumulated money and wealth and does them

out in large quantities for public show, for instance.

The real “big man”, the man truly great, is and should be the creative individual who has transformed the environment through industry, initiative and resourcefulness for the benefit of the lot of people and society. Such individuals make the society truly independent, able to stand on the government, given merit awards and made to become respectable as ideal citizens, peoples' of ideals human worth and dignity are bound to, not only change but help to sustain peaceful coexistence among Nigerians.

TRUE DEVELOPMENT

In the task of using education to reconstruct the Nigerian's value system and attacking his false consciousness about a lot of things, we must include his notion of development or national progress. The Nigerian conceives development and national progress quantitatively in terms, for instance, of Gross National Product, that is, the amount of money available to transform literally the face of Nigeria, construct and reconstruct highways, pipe-borne water, bridges, communication systems, building of sorts which make the Whiteman's world a dream and ideal for him.

As a result, since independence, the Nigerian, or the African for that matter has set out to simply modernize his home, construct roads and bridges, establish industries of all kinds. He thus seeks himself as soon able to “catch up” with the white man in a couple of years, perhaps the very reason why people have toyed with the nation of “technological transfer” in this

country. Many must have thought, even still think, of the phrase as a spontaneous gift of the Whiteman to the developing nations, or more naively, that it is “something” the oil money can buy, at least help the nation bribe its way through.

What is important now is the re-education of the Nigerian and the consequent destruction of these kinds of false consciousness. We have seen that the key to true human dignity and self-fulfillment lies in creative labour. National development, self-reliance, peace sustenance, materials or otherwise is not something spontaneous, not a gift from abroad on a platter of gold but the result of creative effort and labour. Consequently, Nigeria cannot develop or make any real progress or become great in the qualitative sense without the creative effort of the people, their mastery and control of their environment through indigenous technology. In the thrill of creative effort, Achebe (1982) made a critical remarks, “to realize that civilization does not fall down from the sky, it has always been the result of people's toil and sweat, the fruit of their long search for order and justice under brave and enlightened leaders.

Labour, truly creative, is consequently the main key to progress, peace and national development. It calls for initiative, patience, sacrifice, responsibility from Nigerian and from any other people. Sweat and sacrifice not love of ease and comfort are the true path to progress and prosperity. Any other route is an illusion.

R E C O M M E N D A T I O N A N D C O N C L U S I O N

It is high time we rise to restore the glory of our educational system, as clearly stated by the founding fathers of the University of Nigeria, Nsukka, the purpose of education is to restore the dignity of man. Such dignity can only be restored when education contains “character” as its component and given its rightful place in the nation. We must introduce and emphasize character in our educational systems, for by so doing, we gradually produce people who will transform our fatherland and respect the roles of good reason rather than the gains of material wealth got by corruption.

For peace to be sustained as it is now in Nigeria, education will have to be re-analyzed, its delivery system must have to be re-assessed. The implementation system needs rejuvenation if not resuscitation. Until then it remains incomplete and misdirected.

Finally, I really pray for Nigeria my country, my home, the fatherland I have grown to know as where belong. I like her name, I love her people, but unfortunately, I hate her behaviour. Thank God, the people would remain, but the behaviour can change.

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**POVERTY AND DISEASES: IMPLICATION FOR EDUCATION AND PEACE IN
NIGERIA**

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ABSTRACT

Development of any kind is dependent to a large extent upon more access to many opportunities and basic social services like health and education. Education has been used by all nations as a vehicle for development and promoting national integration and peace. However, poverty has stood in the way of many families denying them opportunities offered by education, hence reducing the chances of such poor people to contribute to national development which is a threat to peace. This paper attempts to discuss the conceptual definitions of poverty by various authors focusing on the biblical, physical, social, economic and political context. The paper further examines the major causes and effect of poverty in terms of human sufferings - diseases, ill health, and hunger. The paper observed that poverty, education and peace are closely tied; and this fact has global recognitions. It also observed that education is a panacea for alleviating poverty; while viewing poverty as a threat with great implication on education and peace in Nigeria. The paper has carefully x-rayed the extent to which poverty and diseases denied many families in Nigeria from getting access to education. In the light of this, the paper has made suggestions or recommendations that Nigerians require access to basic social services especially education as an agent for alleviating poverty and diseases if we are to promote peace in Nigeria today.

INTRODUCTION

Development of any kind is dependent upon more access to many opportunities and basic social services. Education is a social service - a service upon which all other sectors of the economy like political and culture depend and derive their meanings. Uguchukwu (1990) maintained that as the process of development

of any nation is hinged on so many factors of life- education, clothing, food, health, culture, housing etc, it is very important that people should up-date their knowledge and skills (capacity building) and face up the challenges of the complex and contemporary society in the 12st century.

Taylor, (1923) said, culture is that

complex whole, which include: knowledge, belief, art, morals, laws, customs, other capacities and habits acquired by man for the society's survival.

As viewed by United Nations and UNESCO (1996), "Education is the basis for the full promotion and general improvement of the state of society as a whole. It is the basic tool that should be given to citizens of any society (either traditional or modern) in order to fulfill their role as full members of the society.

Gani Fawehinui, one of the "fire brands" who in no small way has contributed to the awareness of equalization of education and opportunities has this to say:

Nigeria must see education as a production agent, a factor which contributed to the production of other factors which provides and adds to human skills, knowledge or awareness, and ability which contributes to and facilities changes ...

He is not the lone voice. Tai Solar, Baba Fafunwa, Aminu Kano, Kennedy and others shared the same sentiments.

A British educator Coloman (1958: 130) commented: "the concept of the aim of education is that it should make useful citizens" and apart from the fact that western education is requisite for running a modern state, most Nigerians regard it as a grace giving process. Education provides access to power, health, wealth, knowledge, and it also enhances individual's dignity and group prestige.

With the birth of the UPE in 1976, and UBE in

1999 many colleges, polytechnics and universities today, it would be only a question of time for equalization as the machinery is already in motion.

A country's educational system is linked to the derive for equality in several ways. This pre-supposes that a certain amount of schooling may be regarded as the right of each citizen; this forms part of the welfare services the government provides. Therefore, education was considered and used as a means of bridge the gaps between north and south, rich and poor, man and woman, youths and adults, literacy level and ignorance. In Nigeria today, education, is a legacy which so many Nigerians have missed.

CRISIS IN NIGERIAN EDUCATION

One of the most burning issues in the development of the Nigerian education industry is that the literacy level is still very low. The (1985, 1996) UNESCO statistics showed 65% illiteracy rates for women and 40% for men. Commenting on the crisis in Nigerian education, Tahir et-al (1991) lamented that the education system has failed to provide effective and sufficient basic literacy. It has also failed in the inculcation of appropriate values and attitudes, and the transmission of what is taken to be cultured heritage. Also, literacy rate in Nigeria as estimated by UICEF is put at between 40% and 50% of the population, which is far below what other countries like Ghana, Ethiopia and Ivory Coast have. The literacy rate in some states in Nigeria is below the national standard. There can be no meaningful development in the future with a

preponderance of illiterate people. It will not be out of place to mention in this paper, that many societies today, though educated, civilized and cultured are still faced with population problems, social vices, relative peace while others have no peace at all.

We must first remove our people from the shackles of ignorance, poverty, disease and hunger and superstition as well as tribal and religious conflicts and crisis situations, if not, Nigerian society and educational system will remain unpeaceful.

CONCEPT OF POVERTY AND DISEASE

The dawn of democracy in Nigeria was greeted with euphoria and expectations of social packages and improvement in general living conditions or standard of living. However, democracy dividends refused to come, rather, poverty, disease and crisis of development have become the fate of most Nigerians. Indeed, the World Bank, CBN (2003) observed that 70% Nigerians were living in poverty. It is paradoxical to say that Nigeria is rich, but the people are poor, why? poverty has been aggravated by the implementation of world Bank's Structural Adjustment Programme (SAP) of 1986, the interference of the international monetary Funds (IMF), corruption, collapse of and imbalance in educational system, and collapse of party politics in the fourth republics without clear agenda, leadership crisis, power struggles and mismanagement of resources as well as general insecurity and instability in the country (Mohammed 2004).

Thus, these and others constitute obstacles for

the survival and viability of peace education in our young democracy. Today, there is evidence of decayed infrastructure and collapsing social services and institutions- education due to under - funding, politicization of education and deregulation policy by the government. Similarly, the proponents of SAP, privatization, commercialization, underdevelopment has made the cost of education, health food and houses beyond the reach of the users (the masses). While the Nigeria masses sink deeper and deeper in to poverty, the political leaders and the neo - colonial elite benefit through privatization and monetization policies.

According to the United Nations report (1999), Nigeria human development index (HDI) was only (0.416) which places the country among the 25th poorest nations in the World. Nigerians life existences at birth is 51 years, literacy rate was 44 - 45 % and 70 % of the rural population do not have access to social services.

Though, the problem of poverty is global in nature, it is a serious problem confronting Nigerians and may other nations. While poverty has been minimum basic need of food, clothing, shelter, poverty has been defined as word, which describes the deplorable living condition of individuals and communities and social political deprivation. In other word, poverty manifest not only in economic deprivation but also in terms of the individual ability to have access to basic infrastructures and utilities like electricity, transportation, water supply and environment protection (MP, 2003). They affect the educational system. the world book encyclopedia (1982: 641) defines

poverty as a lack of enough income or resources to satisfy a person's minimum basic needs.

Johnson, (1996) explain the poverty may be defined as existing when the resources of families and individuals are inadequate to provide a socially acceptable standard of living. World development report (1990 and 1996), FOS (2001) showed that incidences of poverty have seriously increased during this democratic dispensation. It has been established that there is a deterioration in socio - economic conditions in other indicators such as occupation, educational attainment, as well as access to social, political and economic infrastructure.

The current poverty level has gone higher than 66% in 1996 (Aliyu, 2003) and Daily trust (2003) revealed that poverty situation reach 70%. The biblical concept of poverty is based on considered in context of Israel's history (old testament) in the original base, the intention of God at creation for man was luxury, comfort, joy, justice and peace as against the present reality of pains, diseases, hunger and poverty. God willed that good health; comfort, prosperity and fruitfulness be enjoyed by man, but today, poverty remained the legacy of life in Nigeria, despite all education policies adopted in Nigeria since colonial education to date. In short, there are spiritual and physical poverty.

The spiritual poverty where Mathew considered "blessed are the poor in the spirit for theirs is the kingdom of God" refers to the equality of people before God and men" while the Lukan concept "blessed are the poor for yours is the kingdom of God" portrayed a mark of deprivation. Therefore, poverty in Nigeria

prevails due to deprivation and domination (World Bank (1999) and poverty in Nigeria also varies with geography (State to State, Local government to Local government, Family to Family, Individual to Individual).

IMPLICATIONS OF POVERTY AND DISEASE FOR EDUCATION AND PEACE IN NIGERIA TODAY

It has been established over and over in many literatures that poverty is a result of poor state of economic, poor health conditions has serious negative implication for the physical environment, social economic and political life of the people for the present and the future. The sign and effect of poverty in terms of human suffering especially in developing countries like Nigeria include - poor nutrition (malnourishment for men and women), poor housing and shelter, poor environment sanitation, lack of medical facilities, diseases and illness, high rate of death, high rate of despair, high level of illiteracy, varying crimes and killing as well as hunger all these affect education and peace adversely in the society.

As Galbriath (1996) and Ike (1996) put it "this classifies Nigerian as a poor nation and as the 13th poorest nation in the world. they explained that those afflicted by poverty have such limited and insufficient food, crowded, cold and dirty housing, disease and a healthy people that are uneducated that life is painful and comparatively short" under such deplorable situation meaningful learning does not take place.

It is important to consider the impact of education and development, as a strategy tool

for liberating the masses from ignorance, disease and poverty. A young man or woman who grows up with a decent education is trapped in a life of poverty he/she will not have the skill or capacity for survival in a complex society of our time. It is also important to consider that the implication of poverty and disease as they affect education for peace in Nigeria today.

A hungry man, it is often said, is an angry man. The security of a nation internally and externally, can be measured in terms of food sufficiency and insufficiency. Where people are well fed, educated, healthy and housed, there is bound to be peace. Hence, education can be looked upon as a most effective weapon not only for national peace but for friendly international economic and political interactions. A hungry, uneducated nation can in fact be regarded as a weak nation and a region subjected to diseases, massive unemployment, famine or starvation and cannot be secured. A country such as Nigeria, China, with a large population which is unable to feed, educate and provide her population with adequate medical facilities might be subjected to series projects, demonstrations, struggles, violence, arson and killings that such anger, frustration, despair and pains and disillusionment lead to.

According to the World Bank Poverty Assessment (2001) and Federal Office of Statistics (FOS), (1996, 2000) the rural people's standard of living conditions showed deplorable situations - high increase of poverty from 28.4% in 1980 to 66% in 1996 and 70% in between 2000 and 2005. Also, there is high rate of infant and maternal mortality. As a result of

prevalence of disease and poor environmental sanitation, malnutrition of children and pregnant mothers, unbalanced nutrition/ food, unhealthy population. HIV/ AIDS, people are dying like chicken. There are naked children in the streets of the cities/towns. With these evidences, what else does Nigerian education provide for the present and the future generation? With such persistent poverty, disease and crisis, the security and peace of the nation has been disturbed and threatened not necessarily because of poverty and disease but our personal, selfish, and political interest as well. The nation is no longer at peace. Other nations of the world like Europe, Latin America, Arab regions in the Middle East, Asian regions, Congo, Liberia, Burundi and Togo share similar experiences with Nigeria.

Otite (1995: 31) maintains that the most devastating issues of contemporary Nigerian can be analyzed in the context of ethnicity and religion, which championed the political struggles for power and resources, riots and demonstrations, ASU strikes and labour unrest. Right from the birth of Nigerian nation up to date, there have been many agitations and uprising by groups or individuals, both teachers and students in Nigerian Education institutions which are traceable to the feelings of deprivation and social vices which have been tormenting the nation. Indeed, leadership struggles and crisis of development, numerous cases of communal violence ethno-religious violence, cultist and ritual killings, political murders, bribery and corruptions were major ills that negatively affected the government

functionaries engaged in bribery and corruption. The poor suffer more from diseases, illiteracy and other afflictions.

Otite (1995: 31) maintained that violence abound which seriously affected our education for peace in Nigeria. This includes violence of Kafanchan-Zaria, and Kano-counter killings of Yorubas (1999), Kaduna-Kano Sharia crisis (2002), Plateau crisis (2003), Tiv-Jukun-Fulani conflict (Oct. 2001), Tiv-Alago Nasarawa crisis (2003) and political assassinations. All these attracted worldwide condemnation.

The socio-economic and political situations for long in Nigeria have not been encouraging. Hardly do we know peace in Nigeria for two solid years without one form of violence and disturbances or the other. In a nation like Nigeria who present and future of education is shaken, bleak or doomed. She bound to face problems of poverty, disease and hunger all of which threaten peace and education. What hope do the citizens have?

CONCLUSION

The essence of Nigeria Federation includes maintaining peace, unity in diversity and ensuring equal educational opportunities as well as proportional participation of all components in the national economy, protecting the minorities against the majority domination and deprivation. However, the problems militating against the survival and education development to achieve better improvement of life as well as desired standard of living have been persistent poverty, disease and violent crisis situation.

Hardly do we know peace in Nigeria for many

decades now and there is no desirable functional education any longer. Ironically, Nigeria has the highest number of religious institutions than Israel and the Arab nations, yet, Nigeria is one of the highest corrupt nations in the world, second to Bangladesh. Poverty and diseases remain the major social, economic and political problems in Nigeria, today. Unless these are shaken off, Nigerian education cannot be put into proper focus or perspective.

RECOMMENDATIONS

As a result of the poverty and disease problems that have swept lives across the nation and subsequently affected education and peace adversely, the following suggestions/recommendations are made.

- The citizens of this country require qualitative education and access to basic social services.
- As advised by Obasanjo (The punch Oct. 15th 2002) “If we manage our resources well there is no reason why all Nigerians should not have access to good education, health care, portable water supply and tarred roads to your community”.
- Also UNDP (1996) asked, “what panacea for poverty?” Furthermore, “to break the poverty cycle, there must be increase in social services like health facilities, education, etc.
- President Lyndon Johnson of America officially launched a war against poverty in 1964 and the only weapon he resolved to use was education.
- Nigerian government should treat

education as a national emergency second to war, but should avoid massive education; without corresponding facilities. Educational sector should be properly and adequately funded in accordance with UNESCO, recommendation of 26% for education.

- Government should come out with mechanism for reducing conflicts so as to enhance peace, unity, progress and development in Nigeria.

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MINORITY LANGUAGES RELEVANCE TO THE PROMOTION OF PEACE IN
NIGERIA

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Abstract

This paper looked at the relevance of minority languages to the promotion of peace in Nigeria. It assessed the status of the minority languages when compared to major languages. Areas of shortcomings were highlighted and reasons given why such gaps should be closed for the effective utilization of minority languages in promoting peace. Suggestions were given on how to develop the use of these languages so that there will be stability in the country.

INTRODUCTION

Education is defined by Webster's Dictionary (1995) as "Instruction or training by which people (generally young) learn to develop and use their mental, moral and physical powers ... such experience gained may be either helpful in improving ones world view". It is pertinent to note that we are looking at education here from the positive angle. This aspect of education improves ones understanding of worldview. Education may be formal or informal as the case may be and for this paper, both are seen as being vital for peace to reign in our country.

Language on the other hand, which emanated from liberal education is seen by Bussmann (1996: 253) as

Vehicle for the expression or exchange

of thoughts, concept, knowledge, and information as well as the fixing and transmission of experience and knowledge, it is based on cognitive processes, subject to societal factors and subject to historical change and development... Language refers to a specific form of expression that is restricted to humans and differs from all other possible language, such as animal communication and artificial languages.

From the above, language is purely a human characteristic. There will be confusion if the Lord did not give us that gift. All human endeavours are transmitted through language. Education stated earlier can only take place

through the vehicle of language, for it is the medium by which information can be given out. The vital words in the definition of education given above are mental, moral and physical powers. All these are expressed using a language. The outcome of a good education delivered through an understandable language in a society is peace and unity.

Peace is seen by Webster's Dictionary (1995) as “the condition that exists when nations or other groups are not fighting; friendly relations between individuals or groups untroubled by disputed”. The outcome of a state having peace is that there will be unity among the groups that make up the society. There will be a state of singleness rather than diversity among them.

Nigeria as a nation is made up of different ethnic groups, having different languages and different worldview. It is in the light of this that one would like to give the relevance of minority languages in promoting peace in Nigeria. It will be important, to clarify the meaning of the term minority language at least within the Nigerian context. Any language that is not Hausa, Igbo or Yoruba is classified as a minority language. This classification was done using the numerical strength of the native speakers of these languages. through Ndukwe (1990: 81) added more information by saying “the term minority is usually used not merely with regard to relative numerical size but also to the condition of being inferior or subordinate to some specific (dominant) majority. A minority group therefore, can be so designated only within the community or society of which it is a part.

The state of seeing a language as being inferior or subordinate creates tension within the political circle of a society. How can we harness the minority languages so as to achieve optimum peace in Nigeria?

THE RELEVANCE OF MINORITY LANGUAGES IN PROMOTING PEACE

The areas designated as being occupied by the minority languages are the middle belt and south Zones of Nigeria. These areas have been crisis points even before the coming of this democratic dispensation. Education and language are interwoven in the sense that the power of knowing can be expressed through language whether oral or sign form. Minority languages have not benefited much in the development accorded other three major languages. Much has been known about their three major languages. Their speakers have their own awareness about the world or worldview. They on their part do not know much about minority languages because most of those languages do not have standard orthography. This condition has created animosity among minority language speakers against the major languages speakers.

The outcome of the above is what we call language identity. Pugh (1996: 40).

The role of language in identity goes further... for as well as the differential world views embodied within different languages and self consciousness awareness of a speaker of this or that language; language mediates between the inner world of the person and the external world of other people.

Language is the bridge that links us to the social world But more than that; it construct identity through its use; in one sense we find out and create who we are through the language.

Every linguistic group is struggling for identification and suppressing or neglecting them will bring unrest to the political system. Language is the carrier of culture and a speech community relates with another speech community through the use of language. For it is the language that will inform a person about the likes and dislikes of a group of people. There is an emotional attachment given to a language by its speakers. Williamson (1990: 118) confirmed the statement when she said that “closely connected with cultural commitment are the intimacy, ease of communication and ability to appeal to the emotion that are characteristics of ones own language”. If another group is working toward the death of such language; jealousy will arise thereby endangering peace.

A Language attitude of resistance will develop in such minority language speakers. Adegbija (2000:85) is of the opinion that “Language attitudes are formed, established or changed according to the function, status, potentials people perceive particular language as possessing. Language attitude has both sociological and physiological undertones. Oyetade (2001: 25) on his part says “That the extent to which one language or type of language is favoured or preferred depend on the community's perception of the role or status of that language or language type in the context of

the prevailing linguistic attitude in the society”. The linguistic attitude of Nigeria Government toward minority language is that of apathy. This has created hatred in the minds of the minority group against the major groups thereby creating the state of unrest in the Niger Delta Areas and middle belt area. The case of Zango-Kataf, Plateau and Nasarawa Crisis as still fresh in our minds. The minority language speakers find a difficult to ascend the political power because of the rallying point a language gives to the major language sparkers. Itamar (1986: 4) say that:

If our mother tongue does not happen to be the standard in a certain country or region, we are underprivileged in the sense that our access to social opportunity does not happen to be same as for people coming from the center, who naturally speak the standard.

The statement above shows that identify and promoting any language accord a certain privilege to the speakers. If one's language is not enjoying such recognitions we shall expect nothing except disagreement from such a person. This may result in lack of peace and unity.

The claim that Nigerian government is not doing much to promote and develop minority languages was noted by Essien (1990: 159) in these words:

It seem quite clear... that the minority languages have a very low priority in the National scheme. They are systematically excluded from most of the privileges enjoyed by the major

languages and placed only at the periphery of developmental activities. The government language policy and its implementation makes it clear that these minority languages should not take one too far.

The accusation against the government has not been refuted. Something positive should be done about it. To the minority languages speakers, what is good to the geese should also be good to the gander. They do not want to be seen as the sacrificial lamb that should be sacrificed to keep this nation one or in peace. The minority language areas are the melting point for stability in the political and economic well being of this nation. Any unrest in any part affects the country drastically. The oil pipeline vandalization has done great harm to the economy growth of Nigeria and only integration of the divergent groups will stop the violent acts.

Essien (2002) states that they (Minority) have been sacrificing for the peace of this country in this statement of this:

While minority languages speakers should learn at least one of the majority languages; there is no provision in the NPE for reciprocity, which should truly meet the unity criterion of provision No. 8 of the NPE which among other things says "in the interest of national unity each child should be encouraged to learn one of the three major languages other than his" The logic of this is that the burden of national unity seems to rest more with the minorities.

The end product of this statement is resistance to the policy. This is the reason why second language (L2) project is failing in most parts of the country. The spirit and notion of domination is still in the psyche of the minority speakers. Ugwu (2005) states that:

The notion of being superior due to ones language dominance over other languages has increased the level of disunity in the country. Such groups (dominant) see themselves as being superior people and other language speakers as being inferior. A language identifies a person from other people and if his language is looked at with contempt; he will form a defensive wall, which definitely breeds hatred.

The attitude from the above was result of what Essien called choice of language. He continued by saying:

The choice of language is one of the most obvious signs of power. the selection of one type or form of language rather than another, practically and symbolically asserts the dominance of that language user. Thus, choice reveals power and, also reinforces it, by excluding or marginalizing those who cannot speak the choice language or prefer not to.

Although the Federal Character Commission is working hard to correct the ugly trend of language affiliation in appointment, much is still being expected from it. Opening up opportunities for other languages through the support of the Federal government for the

development and use of other languages in schools and mass media will surely bring in a sense of belonging to the people speaking such languages; thereby reducing tension in the country. He further said that:

The development and promotion of indigenous languages (minority) will promote national consciousness and acculturation, thereby enhancing national unity. Communication is central if integration is to be achieved. Effective Communication can only take place where there is flow of information, thereby, reducing rumour to the barest minimum.

Communicating to a person in a language he understands best gives such a person a sense of belonging. This will invariably reduce the tendency of misinformation which is rampant in our political system. To achieve this, government at all levels should endeavour to promote the use of the indigenous languages especially minority ones within their domain.

SUGGESTIONS AND CONCLUSION

We have seen that we cannot underestimate the power of language in the sustenance of peace in a society. Consequently the following suggestions are made so that peace will be maintained continuously:

There should be a commission set up for minority languages; especially the endangered ones so that it will have responsibility for the development and promotion of these languages.

A more integrative approach should be adopted in the education policy so that other languages

that are outside the major ones should be studied in schools.

An intensive use of the minority languages should be adopted by the mass media especially radio and television houses; so as to educate the people about government policies. This will help to reduce the rumours that are rampant in this country.

The National Orientation Agency should have programmes that will be delivered in the language of the people especially the minority languages. This will make the people have a sense of belonging because government recognizes their language.

The agency should intensify efforts to erase the feeling of superiority and inferiority complex in both major and minority languages speakers.

In conclusion, language is a vital tool for the sustenance of peace in society. Society has a multilingual setting should strive to integrate the minor language groups through the study of their language by the major languages speakers. This will bring about National integration. The outcome of such integration will be peace and unity. So quality use of language will produce peaceful society bearing in mind that the essence of education is to train the individual mentally, morally, and physically; thereby making him useful to the society. In the light of the above let us remember that a language is a carrier of culture and every culture has something to contribute to the overall well being of the society.

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**POVERTY AND DISEASE: THE IMPLICATION ON THE EDUCATIONAL
ATTAINMENT IN NIGERIA**

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Abstract

Poverty as a social phenomenon has affected man's life in many ways. A poor man cannot attain functional education, afford medical facilities in order to maintain healthy living, feed well, reason well, such a person is liable to be manipulated, marginalized and exploited by the elites and the ruling class. It is in view of this that this paper addressed the concept of poverty, diseases, and its implications for education for peace. The paper also proffer solutions as to the eradication of poverty and diseases as the only instrument for functional education for peace in the Country. It is until every person has access to functional education as a right, that poverty level can be reduced to a minimal level.

INTRODUCTION

The type of economic system of a society of a society determines the extent of the level of poverty of the society. In the early stage of human society, there was communal ownership of the means of production and distribution of scarce resources, but later on with the depletion of resources and clashes between and within the communal societies, scarcity set in. The struggle for the scarce resources led to the formation and division of the society into classes, one of which exploits the labour of another, thus, creates impoverished masses. Khal Marx (1883) and Ongiogwo (1979). The development of the exploitation of labour by

one another started with feudalism, which thereafter metamorphosed into capitalism, the higher stage of exploitation. The acquisition and redistribution of the scarce resources was done on unequal bases, hence the forces of production disappeared from collective ownership to individualistic ownership, resulting to poverty which subsequently led to poor nutrition, poor health, poor thinking which called for reaction capable of threatening peace and stability in the society.

CONCEPTUALIZATION

Poverty is a social problem found in all societies in the world. Kornblum (2000:13). It is a University problem and as such draws the

attention of every government whether local, state, national or international, primitive or civilized to address the issue. The concept of poverty can quickly be understood in terms of comparative analysis of the societies and measurement of the indices Haralambos (1980: p140). The indices or yardsticks must be applicable to all societies; the term poverty can be defined in three perspectives - Absolute poverty, relative poverty and subjective poverty.

Absolute Poverty: according to Haralambos (1980: p140) is that “measurement of poverty level that concerned with establishing the quality and amount of food, clothing and shelter, deemed necessary for a healthy life”. This type of poverty talks about the basic assessment of minimum requirement for subsistence. Those who income falls below meeting these basic requirements are defined as poor. Haralambos (1980: p141) in attempt to operationalize what constitutes the index level of living thus nutrition both quality and quantity, shelter the quality and degree of or number of persons per a room and health is measured by the factor infant mortality and its quality of available medical facilities. Absolute poverty transcends beyond subsistence to include “basic cultural needs” such as education, security leisure and recreation. Haralambos (1980: p142) what is the degree of children enrolment in the school and the quality of education matters in ascertaining the level of poverty, what is the rate or number of violent death in relation to the size of the population in the society? and possibly the amount of leisured

or rest time to the hours put in work.

Relative Poverty: is defined as the judgment by members of a particular society if what is considered reasonable and acceptable standard of living and style of life according to the convention of the day. When the conventions change from time to time, place-to-place so also will be definition of poverty. Haralambos (1980: p143) argued “individual families in the population can be said to be in poverty when they lack the resources to obtain the types of diet, participates in activities and have the living condition, or at least society to which the resources are below these commanded by the average individual or family that they are in effect excluded from ordinary living pattern of customs and activities. When the world changes this definition also changes.

This position is maintained by Kornblum (2000: 9) “that poverty is not absolute concept and must be measured relatively to the standard of well being in particular societies”. This definition is faulted by a number of factors like religion, class, age, ethnicity, tribe and as well as the problem of comparison of poor.

Subjective Poverty: is referred to “as the feeling of the individuals or groups that they are either poor or not. An individual may see himself as poor but other people of the same society regard him as rich. In this regard the standard of the living of certain individual is judged by the majority e.g. old age or pensioners.

Whatever way poverty is defined, it conjures an ugly picture symbolizing state of deprivation, state of want, insufficiency and helplessness by

which person or groups of persons are unable to provide for the basic necessities of life. From all indications, poverty as a universal phenomenon is historically constructed. Ken Coates and Richard Stillborn in Haralambos (1980: 143) say that “poverty has many dimensions which constitute interrelated network of deprivation, hence it is a vicious cycle”. Therefore, the solution of poverty must have to be constructed by man and his society by way of equitable distribution of the scarce resources Marx in Otite and Ongiogwo (1979).

Diseases are defined as “illness of the body or the mind, or of plants caused by infection or internal disorder”. (Hornby 1995: 381). As a popular adage says “Health is Wealth” it then goes further to mean that if you are ill, you will not get food to eat because it is assumed you didn't have strength to work. This means that poverty has relationship with disease, hence if we are well or free from illness 'ceteris paribus' we will be rich or certainly do something to eat or lean upon.

Peace is defined as “freedom from war or violence, a state of clam or quite, harmony and friendship”. Hornby (1995: 852). A serious society or nation needs these elements for development.

Education as a process of training and instruction, is a process of giving knowledge and developing skills of the people (Hornby 1995: 369) National Policy on Education sees education as an instrument for national development.

Development means the progression and improvement of individual and society,

therefore, for development to take place, the level of gap of poverty between the rich and poor should be reduced, absent of diseases, adequate educational facilities and presence of peace are necessary where all hands will be on deck for development.

CAUSES OF POVERTY/DISEASES

Just as many scholars view the meaning of poverty in various prospective, so also the causes of poverty. Halarambos (1980: 144) blames the causes of poverty on “inadequate wages and salaries as the major factor”. with the small size of the salary, it will hardly feed the family. Other factors that cause poverty include large numbers of the family and dependents affect the saving aspects social life. Other factors that increase the level of poverty include unemployment, diseases or sickness. The absence of supplementary benefits from the government to its citizen especially the unemployed complicate the poverty condition. Other causes include the emergence of capitalism with its attendant consequences of exploitation; marginalization, deprivation and all forms of corruptions responsible for poor condition of other people who don't have. Marx in Haralambos, (1989: 169). The history of slavery in Nigeria and other parts of the world is a factor in this regard. Colonialism and colonial education are social and historical factors which cause poverty and backwardness in the developing countries Rodney (1972: 76).

The quest for modernity has in one way or the other affected adversary the standard of living in a particular society. The taste for modernization has further mortgaged some

societies into international and global exploitation by other advanced world. Offiong (1980).

The causes of diseases could be internal and as well as external. poverty can induce one to be sick because he/she cannot feed well. The knowledge of tackling the law of nature is another factor that can lead to poverty and sickness.

IMPLICATIONS OF POVERTY AND DISEASE ON THE EDUCATIONAL ATTAINMENT FOR PEACE IN NIGERIA

Many literatures on poverty have accepted a poor state of economy, poor housing and shelter, poor medical facilities and state of ill health, high level of illiteracy, poor nutrition, poor environmental, security state of deprivation and marginalization etc as the main causes of poverty. Halarambos (1980). These factors have negative implication on the lives of people. Nigeria as one of the developing countries in characterized by these mentioned factors, which are capable of threatening the peace of this nation. In a situation where poverty, diseases and illiteracy affect the majority of the people, the lives of these people under such a deplorable condition is painful and can subject them to violent action as the popular adage, which says, “a hungry man, is an angry man”.

This is to say present state of education does not equip the learners the basic skills for productivity and meaningful activity for self-reliance. Offiong (2001/04) observes “Chronic hunger saps energy, decreases, productivity and increases vulnerability to diseases”.

Records from federal office of statistics (1996-2000) have shown that the level of the people especially on the savannah area has increased to 70 between 2000 - 2005. Also, more importantly is the rate of infant mortality and maternal mortality where pregnant mothers and children are dying like ants because they lack access to medical facilities. With such a situation of misfortunes, what do you expect Nigerian education to look like; diseases, crisis, insecurity as the ingredients for peace of nation would certainly be threatened.

The present situation of political uncertainties that can be seen on the context of marginalization, ethnicity, regionalism, religious bigotry, corruption have pushed further the intensive struggle for powers. This process (es) has) have) produced demonstrations, riots and violent destruction of lives and properties. where students and teachers who are said to be the custodians of education go on strike, what do you expect will be the fate of education, poor education and as such consequent condition of poverty. Onigionwo(1995).

Most of the religious conflicts, communal clashes; killing for ritual, political assassination, bribery etc which affects the peace and unity of the nation is as a result of the processes of acquiring scarce resources. The educated and healthy men who are in power therefore use the poor masses to actualize their ill motives can only exhibit the marginalizing and domination. These situations are glaring in the recent crises in the country for instance in Zaki Biam Tiv-Jukun, Igbira, Bassa, Jos

clashes Boko Haram which left these places at disadvantage in terms of education.

Although, Karl Marx advocated that strike is the only means to actualize progress (development) but his society was not characterized by massive hunger as it is the case with us.

On the other hand, capitalists take advantage of this situation where not every one is rich, educated, and healthy so that they can be subservient to them. This position has made the poor to establish master servant relationship, which reduces him to a mere “Yes Sir”. This further depicts the type of education the capitalists produce as earlier mentioned. Poor level education has placed the majority of the people out of owning the means of productions, thereby conditioning them to all sorts of dirty works to the advantage of the haves.

However, a society that is characterized by poverty, poor education, poor housing and shelter, lacking clothing, poor medical facilities will virtually be exposed to violence and instability that will actually not produce progress (development) Rodney (1972). The campaign and strategies of reducing poverty will continue to remain an illusion under fundamental issues like dynamic and restructuring of economy.

RECOMMENDATION

Nigeria had been making frantic efforts toward fighting poverty. So many packages like formation of co-operative societies/shops, operation feed the nation, Green revolution, N. A. A. B, the peoples Bank of Nigeria, FEAP, DFFRI, Better Life for Rural Women, NAPAP/

NAPED. In spite of all these, the fate of the downtrodden masses remain bleak as “the poor remained stubbornly poor despite the efforts of the agencies”.

However, this paper agrees with the opinion of Ezeh (2001: 20) on the following recommendation of alleviating poverty and disease at all levels.

1. Federal Government should introduce and religiously implement welfare policies that can offer the poor the opportunity to have access to essential human needs such as health care, houses, education etc.
2. There should be provision of social amenities - roads, electricity in rural areas.
3. Government should come out with functional agricultural policies and to promote this sector of economy to produce food and cash crops.
4. Employment opportunities be created.
5. The Nigerian education be made functional to reduce unemployment and to facilitate national development.
6. Population control through an effective law be enacted.
7. There should be free education and medical care for citizens.
8. Payment of workers salaries, wages, allowances and retired benefits on time.
9. Wasteful spending of public funds by government officials should be discouraged by an effective stiff legislative act.

Similarly, Matter and Robby in Haralambos (1980: 168) said that: “poverty Alleviation programme must be recognized as an effort to engineer changes in the stratification profile of

the society”.

Once poverty is perceived as an aspect of inequality and not a merely problem of the poor, then the solution involves restructuring the society as a whole. This is because the obstacle to eradication of poverty is not the behaviour of the poor but the self-centeredness of the rich interest to maintain their status quo.

Gans a quoted by Halarambos (1980:168) argued further that “prime obstacle to eradication of poverty lies with the economic system which provides welfare economy for the citizens”. The above suggestions if strictly adhered to and welfare packages are provided, the gap between the rich and the poor will be reduced. Consequently, the youths will not be used as thugs to cause violence in the society. By so doing the aim of eradication for peace will be achieved.

CONCLUSION

By way of concluding this discussion, it is interesting to mention that there is the need to redefine our values, attitudes as to acquisition of the public funds; appointment etc. In other words there should be rebirth of the culture of becoming rich. The rule of law shall not become the rule of man. The government should go ahead and maintain its current crusade on war against corruption. The ICPC and EFCC be given support to deal with those found wanting and corrupt. Corruption penalty be equated with armed robbery penalty and president Olushangun Obasanjo's war against corruption should be carried out at all levels of the government.

The regime's international partnership on the

areas of education e.g. LEAF, UBE, compass, medical facilities like polio, HIV/ AIDS, malaria, and food production - cassava is a welcome development for education for peace but should be monitored closely. About 60% of Nigerian's crises are exhibited by the unemployment youths who are being used by the political class and few individuals who are disgruntled and use their position to amass wealth.

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**POVERTY AND DISEASES: ITS IMPLICATIONS ON THE EDUCATION FOR PEACE
IN NIGERIA**

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Abstract

Poverty and diseases have implications on lack of peace in Nigeria. Many conflicts have been caused by lack of education. Lack of education, on the other hand, can bring about poverty and diseases. The trio variables poverty, disease and education are vital ingredients of potential conflicts. They are capable of bringing lack of peace in Nigeria. Government, non-governmental organizations (NGOs) are called upon to assist in whatever way possible to reduce the extent of poverty and diseases in this Country. This can be done through the establishment of schools at affordable rates, in order to improve the level of education in Nigeria. This will help in curtailing conflicts for much needed peace and to allow the socio-economic development to take place. It is only through education, that the vicious cycle of poverty can be minimized.

INTRODUCTION

The major problems of Nigeria today and indeed Africa are poverty and disease. Other crucial problems are lack of education and peace.

Looking at poverty, one would think that, its meaning and dimension may be simple. However, Abdalah and Engelhand (1993), Chinsman (2000) defined it as deprivation of entitlement through lack of access to economic and social resources as well as to political participation and consultation. Greenwald (1965) also viewed poverty as a condition in which income is sufficient to meet subsistence

needs. Either in its descriptive or structural sense, poverty is a situation that must be transformed in order to improve the quality of life. Disease is illness of the body and the mind. It can be caused by infections or internal disorder. Illness is a period of not being well.

The two problems, that is, poverty and disease are variables, which can cause one another. There are many types of diseases such as infections disease, sexually transmitted disease, heart disease, kwashiorkor and marasmins (starvation), which are caused by lack of nutrition. Education is being considered as what makes a man good. It is what makes a

person do what he ought to do which is morally sound, but for an action to be morally good a person must have freedom of choice. An educationist John Dewey (Tribble, 1965) considers education as an end in itself, not as a means or a preparation towards pre-conceived ends.

Poverty and diseases coupled with lack of education has brought about lack of peace. reports from committee for the protection of people's dignity in Nigeria stated that communities have been pitted against each other over small amount of compensation. It further states that the conflicts over Nigeria's vast oil wealth which accounts for over forty years. Even during civilian rule, inter-communal conflicts over land and compensation rights is still common.

Poverty as it is well known is an undesirable state of affairs. According to Adam Smith (1776).

“...no society can surely be flourishing and happy, of which by far the greater part of the numbers are poor and miserable”.

Mahatma Gandhi in Ajeji (2000: 52) said that “poverty is the worst form of violence”.

It is on this note that this paper intend to look at the implications of poverty and disease so as to educate Nigerians for the much needed peace.

THE THEORICAL AND CONCEPTUAL ISSUES IN POVERTY, DISEASE, EDUCATION AND PEACE

Poverty, which has been with us, it is in us and will continue to be with us cannot easily be defined. However, many scholars have attempted to explain what it is, from different

perspectives: Economic, sociological, cultural and physiological points of views. In this paper these views are being examined.

Onibokun and Kumuyi (1996: 2) stated that the Morgan Commission in Nigeria gave an economic line using the minimum wage/ income is believed to be living below poverty line. The scholars further quoted the UNO (1993) multi-dimensional definition that:

Poverty manifest itself in the sphere of economics as a deprivation, in culture as ruthlessness and in ecology as vulnerably.

Todaro (1985) on the other hand defined poverty in terms of:

The number of people living below a specific minimum level of income which is an imaginary intentional poverty line which recognize neither national boundaries or levels of per capita income.

Aliyu (1998: 55) asserted that poverty is a condition in which a person is unable to meet minimum basic requirements of food, healthy, housing, education and clothing with an estimated sum of N3, 920 per month by an adult in Nigeria.

Atoloye (1991) also described poverty as the level of deprivation that encompassed a short fall and inadequacies in basic human needs, which prevent people from achieving internationally acceptable level of well-being.

Ajegena (2002) saw poverty as:

Being in a state of want, lack of scarcity of having little money, therefore, a low standard of living less than needed or expected.

Chinsman (2000: 828) opined that there are as many perceptions of poverty. continuing, the scholar feels that poverty is relative to people, country, context, developmental approaches and national with distributions. Absolute poverty he asserted is lack of resources to be capable of certain minimum number of activities. Desai (1992) said that these activities include:

- (i) Capacity to stay alive, live long and ensure reproduction.
- (ii) Capacity of healthy living and social interactions.
- (iii) Capacity to have knowledge and freedom of expression and thought.

Relative poverty, on the other hand, is a situation in which individuals are poor in absolute terms but have much less than other by way of income, property and other resources. Townsend (1979) in Onibukun and Kumuyi (1996: 4) further describe relative poverty rather aptly when they argued that “individuals, families and groups in the population can be said to be in poverty when they lack the resources to obtain the living conditions and amenities which are customary or at least, widely encouraged or approved in societies to which they belong. Their resources are so seriously below those commanded by the average individual or family that they are in effect excluded from ordinary living patterns, customs and activities”.

The Oxford Advanced Learners' Dictionary defined disease as “illness of the body, of the mind... caused by infection or internal disorder”. Illness is a period of not being in

good health.

Early philosophers such as Aristotle and Huxley consider education as what makes a man good and the ability to make a person do what he ought to do, which is morally sound respectively.

Lack of education is more or less a disease of the mind, since education has been described as an end in itself, not as a means to an end.

Cardinal Newman in Anyanwu (1997: 19) described education as raising the intellectual tone of the society, cultivating the public mind, facilitating the exercise of private life.

Education viewed from the historical point of view is the transitive and receptive which constitute the imparting of the traditions, skills, insights and accumulated values of the past.

Peace on the other hand connotes freedom from war or violence, peace of mind, that is, freedom from worry. It is a state of harmony and friendship.

EMPERICAL LITERATURE

In this study, it is assumed that the documents that were used has been published in national and international journals and magazines for public consumption are, however, giving only face validation. It is further hoped that the facts contained in the documents reviewed are reliable; otherwise, this forms limitation in this study.

Empirical facts relating to poverty has been stated by many scholars. However, the most recent by Shah (2005: 2) shows that:

- a. Half the world... nearly 3 billion people live on less than two dollars a day.

- b. Nearly 1 billion people entered the 21st century unable to read a book or sign their names.
- c. 640 million people live without adequate shelter.
- d. 400 million have no access to safe water.
- e. 270 million have no access to health services.
- f. 10.6 million died in 2003 before they reached the age of 5.
- g. The GDP (Gross Domestic Product) of the poorest 48 nations is less than the wealth of the world's three richest people combined.
- h. Less than 1% of what the world spent every year on weapons was needed to put every child into school by the year 2000 and yet it didn't happen.

The above scenario depicts what is obtainable worldwide. But what is the situation in Nigeria today? The following statistics provided by Aliyu (1998) gave a gloomy picture of the poverty situation in Nigeria. He opined that:

- i. About 50% of Nigerians live below poverty line
- ii. Only 40% of the population has access to safe water
- iii. About 64% of the population has no access to primary health care.
- iv. About 50% of Nigerians are illiterate.
- v. About 70% of the population lives in rural areas without access to facilities like roads and social services.
- vi. About 85% of the urban population lives in single rooms with about 8 occupants

per room on the average.

- vii. Most Nigerians consume less than one third of the minimum require protein and vitamins intake due to low purchasing power.
- viii. The per capita income for Nigeria by 1996 was only \$260 compared to \$390 for Ghana, \$400 for Zambia and \$980 for Indonesia.

IMPLICATIONS OF POVERTY AND DISEASES ON THE EDUCATION FOR PEACE IN NIGERIA

If we agree that poverty can bring about diseases as a result of poor sanitation, poor living conditions, and lack of access to clean water which are, all indices of poverty, the poverty has great consequences towards the spread of disease in Nigeria. Similarly, diseases are more likely to attack poor people because of their inability to provide good and ventilated houses, clean environment, eat balanced diet and be able to attend health centers when they become sick as a result of poverty. Majority of poor people are not educated elites. Even their lack of education is a disease of the mind that makes them poor educationally. Lack of education, which will enhance their income results in deprivation while politically they are marginalized. Poor people's inability to generate high income to acquire knowledge through education in sociological parlance brings about their discrimination within the society in which they find themselves. Furthermore, because of lack of education by the poor they are ruthlessly dealt with culture wise. The surest way of getting out of this

poverty is through education. Education we noted earlier as what makes man good. It is only through education Anyanwu (1987: 18) stated that individuals gain knowledge or insights or develop attitudes and skills which enables them to attain the development of their potentialities and their maximum activation when necessary to the right reason to achieve their perfect self-fulfilment.

The implications of the world poverty statistics and that of Nigeria show a gloomy picture of continuous poverty cycle. Oscar Lewis' (1965) idea of the "culture poverty" is that, if the parents were poor, invariably their children would be poor, at least, within the few years of their lives. They can only be rich when they start working.

Poverty results from interplay of many factors, which compound the problem with far reaching implications. The socio-economic conditions brought about by inappropriate IMF/World Bank policies, Structural Adjustment, Food dumping etc all push more and more people into marginalization, underemployment and unemployment. This creates low earning power, which in turn fuels food insecurity and malnutrition. Malnutrition manifest resulting in poor health as a result of disease. Inadequate housing which the poor live in a poor environment, compound the poverty condition. Deviant behaviours and high rate of crimes results in lack of peace. It is the continuous education of our people that will solve the duo problem of poverty and diseases.

International politics and various interests have led to a diversion of available resources from

domestic needs to western markets. Historically, politics and power play by the elite, leaders and rulers have increased poverty and dependency. These have been manifested in wars, hot and cold, which have often been trade and resources related. Mercantilist practices of the old termed free trade still exist in this 21st century.

It is very disheartening to say that at this age of computers about 50% of Nigerians are still illiterate, 50% live below poverty line and 85% of urban populations live in single room with an average of 8 people per room.

Ghanaians who were sent packing in the early 80's now have higher per capita income of \$390 than that of Nigeria, which is only \$260. In relative terms Ghanaians earn 50% more than Nigerian.

DISCUSSIONS

Many studies have focused on the causes of poverty. Some of these causes are urbanization resulting from migration of unskilled, uneducated or not well educated migrants from rural areas hoping to secure employment in urban centers, mismanagement of the country's resources, laziness, parental status at birth. Shah (2005: 1) has further outline the causes of poverty in Nigeria to include Structural Adjustment, hunger, food dumping and aid, IMF and World Bank Policies.

The IMF and World Bank prescribed structural adjustments policies have meant that nations that are lent money are done so on condition that they cut social expenditure e.g. health and education. This has increased poverty and dependency for most people or nations. It also

forms the backbone to what we today call globalization. As a result it maintains the unequal rules of trade.

Around the world, inequality is increasing while the world is further globalized. Poverty is therefore not just an economic issue; it is also an issue of political economics.

Addressing world hunger therefore, implies addressing world poverty as well. If food production is increased and provided to more people while the underlying causes of poverty are not addressed. Hunger will still continue because people will not be able to purchase food.

Food dumping and aids that are not emergency related, is destructive, as it undersells local farmers and can affect the entire economy of a poor nation. If the poorer nations are not given means to produce their own food, if they are not allowed to use the tools of production for themselves, then poverty and dependency will continue.

The various policies of IMF and World Bank couple with globalization have further compounded the dependency levels of nations, which brought them to poverty situation.

CONCLUSIONS

Poverty, diseases and lack of education have been a major reason of conflicts that has resulted in lack of peace in Nigeria and the world in general. Lack of education in itself is a disease of the mind. Poverty can bring about disease likewise, disease, which brings illness, can make a person poor. Similarly, lack of education is responsible for low income among poor families. This result in the vicious cycle of

poverty where the children of the poor are themselves poor for at least during their early years until when they are adequately educated, it is only then that they can come out of poverty.

The three variables poverty, disease and education could be prime movers of conflicts around us. Poverty can make an individual or society to fight in order to up-lift their living standard. As a result of lack of education, individuals and communities may be ignorant of government policies and resort to fighting on some trivial issues that does not warrant that kind of action. Attacked by physical and mental diseases one can take whatever measure including violence to ensure survival.

In conclusion, poverty and disease have far reaching implications on the education for peace in Nigeria.

RECOMMENDATIONS

In order to get out of poverty so that peace will continue to reign in this country, government, NGO's and spirited individuals should;

- i. Establish more schools from primary to tertiary levels at affordable costs to enable children of the poor acquire education, which is a necessary end to get out of poverty.
- ii. Set up more health centers especially in the rural areas where majority of the citizenry live since the majority of them are peasant farmers with low incomes.
- iii. Provide good governance and provide the needed infrastructures such as good roads, electricity, telecommunications and things that

are necessary for essential life in order to prevent social conflicts especially in areas where mineral resources and other necessities of life are found.

- iv. Distribute the nations wealth equitably to stem out continuous conflicts to provide the much needed peace for sustainable development.
- v. Respect the rule of law and provide the needed legal protection of the poor by treating everybody equally irrespective of his status in the society. This has the advantage of moving any ill feeling that they are being cheated or marginalized.

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**A RETHINKING OF THE THEATRE AS A
PANACEA FOR VIOLENCE IN NIGERIA**

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Abstract

Nothing is more remarkable in the Evolution and History of man than the way education has transformed and has kept a grip on people's minds. Fortified by the theories of Piaget, Rousseau, Dewey, Bloom, Tanner, Socrates, Plato, Aristotle, modern educationists like Alaezi, Fafuna, Okam and other educational thinkers, have fashioned ways of imparting knowledge (Formal, non-formal and informal) to mankind. The works of Plato and Aristotle have influenced arts education in this millennium and revolve around the teaching and learning of language, literature, music, painting, sculpture, molding, carving, drama and theatre. The overwhelming realities of Arts education are to create awareness, socialize and to harmonize the activities and programmes of learning in order to facilitate peaceful co-existence in the school, training ground, and the society. This paper attempts to examine the mind(s) of the learner (s) and frees it from prejudices, breaks it radically from the hegemony of violence, terrorism and therefore affirms its relevance in promoting peace.

INTRODUCTION

A nation or society may not achieve greatness if its citizens are not enlightened. Moreover, nothing may be as deadly as ignorance. Pursue education to live peacefully with others. A man's life is full of experiences which challenge him to react to situations, and may either improve or destroy his peace. This could be the essence of existence.

The existence of man is dependent partly on how the experiences he acquires help to train his character. And this leads to knowledge.

For knowledge to be properly focused, a forum or setting is required to make inquiry, hold discussions and resolved conflicts. Educational forum is the answer and this calls for concerted effort by individuals and groups to uphold and nurture this pantheon for present and future sustenance.

Sustaining education as a legacy erases violence and enthrones peace. This raises big questions: What is education? What is art, what is Literature, what is theatre, how are they relevant in promoting peace? Education is

defined by Oxford Advanced Dictionary (1974), “is the systematic training and instruction given in a school, college etc (could be formal, non formal and informal) and which must involve both intellectual and moral training.”

Art according to Webster's dictionary (1994), “is the use of the imagination to make things of aesthetic significance.” Essentially, imagination is the creative artist's tool to compose that, which is artistic... and as Charles Taylor (1996: 47) describes:

In art, we reach a vision of things is maximally unreflective, unaware of what underlies the coherences it embodies in the work. The artist follows a 'necessity' which he cannot grasp and Hegel speaks of the inspiration of the artists, as a force foreign to him. Considered as a revealer of deep truths, the artist walks as though in a dream.

This lack of definition of the message is essential to art. Hegel is Taylor (1996: 473) points out that, “a work of art which is merely meant to say something which is already clear in thought is without interest”.

In other words, lack of definition and reflexive unclarity are essential to art (Literature and theatre) because it is a mode of consciousness embodied in an external work rather than in the inwardness of conceptual description. Where we are conceptually clear, the work is superfluous. Greek poetry (Literature) and art (theatre) were great because they were not rendering teaching which was already formulated in “Universal religious

preposition,” but rather because the poets and theatre performers could work what fermented in them into external expression only in this form of art and poetry.

This goes to describe literature as a mode or method of expression, a way in which something is said or written or presented and theatre as communication between the actor and the audience in a particular place, forum or setting.

Theatre as performance of literature and which together form part of arts education have the potentiality to influence the thinking of man towards conflict resolution.

ANTIQUITY AND THEATRE

Every society has its own system for training and educating its citizens especially the young ones for the purpose of achieving good life. This has been one of most persistence concerns of man throughout history.

However, the goal of education and method of approach may differ from place to place, nation to nation and people to people. The Greek idea of an educated man was one who was mentally and physically well-balanced. This occupied the minds of the early Greek educators like Plato, Aristotle and others.

In the old Nigeria society as well other African nations, the purpose of education was clear, functionalism as a guiding principle. Education in Africa was generally for an immediate induction into society and a preparation for adulthood.

Children learnt by doing: That is to say, they were engaged in participatory education through ceremonies, rituals, imitation,

recitation, demonstration, as well as practical farming, fishing, weaving, cooking, carving, knitting etc.

One important guiding principle of education, “in the widest sense of the word, should be a continuous process flexible enough to accommodate any mature person at any age” (Fafunwa 1974).

Thus, African traditional as education was organized in this context and showed the vulnerability of education.

The use of theatre was common through story telling or folktales to the African child during antiquity or olden days. It is also common in rural communities. After a hard day's work, when the moon is shining, children from part of the story telling theatre. In this theatre, there is no clear demarcation between the performer and the audience. They are all part of the theatre, for the contribution from the audience goes a long way to shape while adult are still putting finishing touches to their daily chores, the children seize the opportunity to play some moonlight games. These games through exerting have immense educational benefits. These games which can be equated with theatrical games teach the children to have control over their voice, body, emotions, concentration, verbalization and improvement of their vocabulary.

Antiquity or educational activities of old united the children or participate thereby promoting peace. This can still be encouraged so that people do not individualized their lives but embark on communal educational activities. Individuality breeds suspicion but a

communal unity and promotes peace.

However, important this theatre may seem, it is been threatened by the television, satellite, computers, as children now spend their time in the evening in front of these electronics. Children and people in the rural areas still observe or enjoy the natural setting of the story telling theatre and the moonlight games.

COGNITIVE DEVELOPMENT AND THEATRE IN EDUCATION: THE NIGERIAN PERSPECTIVE

Informal education is a universal concept practiced, by mankind. Man is always striving to learn, to acquire knowledge, informally therefore, remains discoveries.

As mentioned earlier traditional education in Africa incorporated many activities occupy the child thereby reducing the desire to commit evil or involve in diabolical activities. This minimized or reduced violence.

The pre-colonial period in Nigeria witnessed a traditional education system which Ehindero (1986:43) describes thus:

...informal curriculum in pre-colonial Nigeria was not only relevant to the expressed educational purposes but it was also mostly differentiated between sexes, thus, men in the society could be said to operate a separate one, with some overlapping- graded chronologically- especially those related to social, physical, emotional and cognitive development of the individual.

This shows that the objective of traditional curriculum was simply and relevant to the

needs and yearnings of society especially in sustaining the socio-economic and political realities of the people of such communities.

Although there were theatrical activities like drama, games, music and dance but were confined to either the palace or the home, and once in a while the whole community was involved. Adedeji and Ekwazi (1998: 133) report that:

The Alarinjo theatre emerged from the dramatic roots of the egungun (masquerade) as ancestor worship and during the reign of Alaafin Ogbolu, who acceded to the throne of Oyo Igboho about 1590, as a court entertainment.

The traditional education even though was in an informal set up in Nigeria could still be considered as providing a setting for theatrical and dramatic instructional activities. Indeed theatre and drama in education were in existence as they were effectively performed during and other past time activities.

Developed theatre and drama came into schools and churches by the missionaries from 1824-1888 and later the colonial government education in Nigeria. From the occurrences of theatre and drama so far in Nigerian schools, it is worth defining theatre in education (it is a specifically designed dramatic activity done or performed to an audience of school children or any target audience with the aim of imparting one form of education or

another, e.g. Aids awareness, drug abuse, terrorism, occultism, violent clashes etc.

Drama, music and dance were incorporated into the school curriculum which were usually presented after school hours.

Later, the drama method was used to teach subjects in the school timetable. So theatre and drama in education featured for academic and leisure purposes.

Theatre and drama blossomed in Nigeria after independence. Schools of drama have been established, theatre arts studies are going on in schools and colleges as a result of Western Education.

This concepts/course are taught, studied in the college of education as requirements for graduation in English Language and theatre arts. Directly or indirectly, primary and secondary schools offer the course and also in some departments of English and Compulsory in theatre/ dramatic arts departments in the universities.

Drama in education on the other hand is any dramatic activity done in the classroom under the supervision of a teacher.

The emphasis is on character building, creativity and intellectual development. An example is the yearly project by NCE II English Studies in the course English 224 and which enables students to

participate in creative drama in the primary schools in Akwanga. Topics for dramatic composition emanate from social vices and virtues (cheating/stealing is bad. Hard work leads to success, disobedience/disrespect is bad). Once students learn to work as a team, distance is reduced.

THE THEATRE AS A PANACEA FOR VIOLENCE

A look at the Greek theatre of the 6th 5th and 4th centuries BC would attest to the relevance given to it as an educational liberation tool.

If the mind is liberated from emotions, prejudices and negative feelings, it is then ripe for progressive dissemination of ideas. The Great Greek thinkers formulated theories of education, philosophy and the theatre so as to prepare learners for meaningful contribution (s) to the society. Socrates prepared the young even though he was condemned to death on a charge of having corrupted the young by his teaching. In fact Socrates had only made “critical of the existing order”. This Socratic method was adopted by Plato (teaching in dialogues, questions and answers). The theatre has utilized this over the years.

Plato in his “Apology” in the great Book foundation (1985:44) summarizes this point:

the young men who follow after me- especially the ones with leisure,

narrowly the richest - they follow of their own initiative rejoicing to learn men, fasted, and often they imitate me and undertake to test others and rethink, they find an ungrudging plenty of people who think they have some knowledge but know little or nothing.

Both Socrates and Plato considered the young as their target audience who will become adults and grounded in their theories.

Aristotle (384-322 BC) Wrote much on the theory of drama in his 'poetics' and defines poetry and drama as modes of “imitation, as are music and dancing”.

Theatre and education have some characteristics which are common (enlightenment. Entertainment and above all, they provide intellectual and moral training to the learner).

The people need education especially the young one who are the leaders of tomorrow to be acquainted with challenges and changes occurring daily.

The new provision for formal and non-formal education in 6-3-3-4 system seems to say that 'schooling is just part of education' and more so two form of education (formal and non formal) are interrelated horizontally (school and work experience) and vertically throughout the different stages of the learner's life. In other words, unlike the colonial education the 6-3-3-4 system of formal school learning is highly related to societal realities and perceives education as a continuous process and there lies the concept of life-long education.

A look at Ola Rotimi's **Our Husband Has**

Gone Mad Again shows how peace is restored as Lejoka Brown withdraws from politics, to allow Sikira his wife contest for the presidential election. For peace to reign in the society, one part should compromise with the other.

In Ama Ata Aidoo's, *The Dilemma of a Ghost*, peace is restored. Ato's mother embraces Eulalie, Ato's wife (traditional education and western education unit to end violence).

This point also can be emphasized in literature, drama and theatre studies to the learner. Most of the writings in East and South Africa talk arms struggle, but fortunately the violence leads to peace (independence). This shows that education brings understanding of situations, and people for peaceful coexistence.

THE RINDRE USHI ANGRI THEATRE: A REMEDY FOR PEACE

This theatre is performed usually at the emergence of a conflict between the husband and wife when the wife refuses to submit to the husband sexually. The masquerade (Ushi Angri) appears as requested by the husband to intervene in the matter. The presence of the masquerade is frightening and creates fear of the unknown by way of roaring like a lion with a cane, which is used on the woman who refuses to cooperate with the husband.

Another appearance of the masquerade called Ushi Angri is when there is conflict (s) between clans. He comes over along with musicians and dancers to pacify the gods to settle the conflict (s).

Importantly, children of ages 12-18 years are initiated into manhood after passing through the training of three days in the forest and the

village square. The masquerade appears to frighten the children and any one that run away cannot pass the test. Any one that withstands it is initiated into manhood. This helps to bring sanity into the community and peace comes into play or else the community will experience violence from the youth. This is an informal training of the child to be peaceful in the society.

CONCLUSION

This paper has highlighted the relevance of education in promoting peace in the society especially in Nigeria with emphasis on the theatre as panacea for violence, that is, theatre as a means of solving conflicts, quarrels, misunderstanding which could lead to peaceful co-existence.

The Nigerian New Policy on education provides guidelines on functional, participatory learning which engages the learner in meaningful activities. This could curb violence.

The point being corroborated here is that education and the theatre are for development and development is incomplete or destructive if there is no peace.

The traditional theatre like the Ushi Angri also contributes to peaceful co-existence of the community as the youth are trained to cope with life situations.

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POVERTY AS A THREAT TO EDUCATION FOR PEACE

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Abstract

Nigeria amongst other third world countries of the world is fine tuned to poverty and this means that, Nigeria and Nigerians are sick and like a sick lion, its practices are dangerous, suicidal and inimical to education that could bring peace and development. This paper will discuss poverty as it affects education for peace in Nigeria. Recommendations are provided as sure way for our country to forge ahead.

INTRODUCTION

There are two key words in our topic: Poverty and education. There are as many interpretations of the word “poverty” as there are many fields and specialists. The New Webster's Dictionary of the English Language (2000: p786) defines poverty as “The condition or equality of being poor”. The condition so referred to in this sense is that state of being affected. Quality refers to the status, level or line of poverty.

Poverty is also defined as “the condition and the awareness of being left behind, while economically everyone else is marching forward; ...” Ifemesia (1985: p49).

The above definitions are no doubt from the point of view of a material-wealth-believer, which agrees again with Emerson: who says

that, poverty is an embodiment of feeling poor. In that case, feeling could be seen as a complex in the individuals stemming from psychoanalysis. To the psychoanalysts, poor people are those with terrible outlook, they are rigid, suspicious and unfriendly to other people. To the religionists especially Christians, somebody is said to be spiritually poor if the person is not a 'born again' even though the person is a Christian, from the foregoing statement, poverty is not only economic but also spiritual, psychological and cultural. Whether economic, spiritual, psychological or cultural, poverty is a distortion of any meaningful existence.

EDUCATION

Longman Dictionary of contemporary English (1978:350) defines education as the “teaching

or the training of mind and character”. Ndayako (date unavailable (6) says education is a “fragment of organic perfection on which we do not seem to realize”. He however maintains that, a society is blind, baseless and dreamy if the system of its education does not operate in the interest of that society.

However, to many others, education is simply a means of acquiring wealth, whichever way we look at education, it has to do with imparting knowledge, which we should apply to use our resources to the best advantage. Otherwise, our personality, dreams and aspirations will be a failure.

WHAT ARE THE CAUSES OF POVERTY IN NIGERIA?

Many Nigerians wonder why we suffer an undue hardship despite the abundant resources available to us. God so loved Nigeria that He gave every human being material resources so that he may exploit, utilize for the progress, to advance or to develop a happy country. However, because of the mistaken views of the world (wrongful practices by man) as Bertrand Russel, would say, we should not blame God for our sufferings. The problems are not natural but artificially created by certain privileged-exploitative people who live among us. But who are they?

P O L I T I C A L O F F I C E HOLDERS/STAKEHOLDERS

Policy and decision-making and the implementation of such are not done in the true sense of justice, honesty, or equity, but just for the survival of a few, to the detriment of

development. Many people have fallen victims of self enrichment by office holders. The Reach Out Magazine Vol. 1 No. 3 (2005: 243) reported that, of the 109 senators, each was to receive N 2.43 million, while members from the lower House were to receive N 2.38 million as furniture allowance. Besides all the senior ministers, were to receive N 2.38 million each, while ministers of state were to receive N 2.35 million.

Always as an excuse, government says that it does not have enough money and they leave the masses who elected them to languish and die in pains. Some of the masses who manage to send their children to school cannot even pay the school fees, let alone buy textbooks for them. The future of the young ones are destroyed because of selfish aims.

CORRUPT LEADERSHIP

The elites instead of bringing joy and hope to their people, afflict pains on them, through looting and defrauding. Their action is mainly to satisfy their bourgeois ambition. They are not mindful of what the public would say. For instance, the fifty-five million Naira scandal by the former senate President Adolphus Wabara and his accomplices (still fresh in our minds) is a clear testimony of how the ruling class and indeed a few privileged ones dash the hopes of others. The exploitative class does not only steal from government, but even steal from the masses their entitlements such as leave grants and salary increments. Instead of sponsoring bills and enacting laws that would promote education and development, the law makers pass the ones that would bring them back to

power-back to looting and defrauding.

This singular action makes youth to lose interest in continuing their education. They would rather remain at home and fight all over places to become councilors of wards, chairmen or secretaries of political parties and party-delegates for the purpose of sharing the 'cake' instead of baking it. The politicians always want to control power because it is a secret means of misappropriation and self-enrichment.

COLONIAL LEGACY

Perhaps one issue that has remained uncontested is the change in production from cash to cash crop production. The colonialists made Africans divert attention to production that would best generate more money for them. Oil and gas which people think and believe is the "pride" of Nigeria remains one area that accounts for mass suffering today. The people have learnt how to lavish money because income from oil has greatly influenced attitudes to spending. Though, Nigeria is the largest oil producer in Africa, it remains one of the twenty-five poorest nations of the world. The practice of striving to make oil business a more profitable venture has pushed the youth to engage in dishonest deals for quick money. Some of them are involved in the vandalisation of oil pipelines. This causes death occasionally.

DEBT/DEBT SERVICING

It is a truism that, people in the federal, state and local government affairs spend more money than they earn. The result is that, Nigeria runs into heavy debt traps. For instance, Nigeria's

external and domestic debt stands at 70% of the GDP. Needs (2004: p24). Current income or revenue is mainly used for servicing such debt. Laudable programmes in education that could make the industry a rewarding one are often neglected. If adequate attention is not paid, it is common knowledge that a society without proper education has a severe setback.

HOSTILE ENVIRONMENT

How can growth and development be achieved in an atmosphere of sheer hostility, Chaos and Anarchy? Nigeria has had many ethnic and religious crises/ wars which are the hindrances to our development. For instance, the Plateau State experience of 2001/2002, the Tiv/ Jukuns crises in 2001, the Hausa/ Fulani, Yoruba crises in Lagos 2002, the Christian / Muslim crises in Kwara, 1999 etc. The Reach Out Magazine (2005: 42-43). Many lives and belongings were destroyed and most women and children suffered more severe consequences. Education at that material time suffered a great setback.

THE MULTINATIONALS

The activities of multinational co-operations: Shell petroleum, Texaco, mobile, Gult, Agip, Satrap (Elf), Tenneco and Amoses, Chevron, the Gadfly magazine, vol. 4 No. 7 (2004/ 2005: p40) are always geared towards maximising profits through maximum exploitation and minimum wages for labours. Most profits are sent overseas for the development of Europe or America to the detriment of Nigerians. Although, changes are made in that direction as reported by Newlink Magazine Vol. 1 No. 1 (1999: p25) "... the oil industry with its 80%

contribution to the country's export earnings remains a driving force of the economy and continues to play an active role in national economic growth and poverty alleviation”.

The above claim will be watertight if only the lion's share of the 80% is expended in education – being the catalyst for peace and development. Otherwise, the peace and development being refereed to here will remain an illusion.

ARMED ROBBERY/ASSASINS

There are individuals who feel that they are not privilege partakers of the national cake. They constitute a negative pressure group, who watch citizens and plan what they feel should be done to them regardless of the unpleasant consequences of their actions when caught.

IMPLICATION OF POVERTY FOR EDUCATION AND PEACE

Obasanjo (1999: p37) remarked at the inaugural session of the National Assembly that “there is no home in this country which is not concerned about the State of our education. The structure is in a disgraceful condition. Teachers are demoralized and disenchanted and the system is now producing thousands of functionally illiterate young people for a life of joblessness and despondency”.

Mr. president may be right and is entitled to his opinion as an individual. But somebody is responsible for the failure of the structure. People are of course responsible for producing the functionally illiterate young people. Government has to pay its role by financing education, to make it qualitative, by relating it to job opportunities for when there are no such

opportunities the youth will indulge in illicit acts: “...drug addition, prostitution, armed robbery, indiscipline, corruption, cultism etc Anzaku et al (2003: p9).

Furthermore, if teachers are demoralized and disenchanted in the words of Mr. president, it is because teachers are not encouraged to do their jobs honestly. How can the best be gotten from the teachers whose salaries and allowances are not paid regularly or promptly whose promotions do not come, whose leave grants and annual increments are diverted into personal pockets? Teachers are impoverished. They will look elsewhere for survival through town-service driving, operating eating houses, barbing saloons and the like to keep body and soul together.

Poverty is no respecter of any person. A hungry man they say, is an angry man. Contentious issues which jeopardize developmental efforts could be redressed through education. Education in this sense becomes a curative measure through which citizens are sensitized. Any society that is not educated is an embodiment of an uncivilized society. In order words a savage society. The integration of such societies to other nations of the world is not possible since there are exigencies and standards for participation, functionality and integration.

CONCLUSION

This paper is a discussion of the impending factors to development, with poverty playing the leading role.

It agrees paradoxically that, God so loved Nigeria that He gave her all the human and

material resources necessary for development that should make it a model to other countries of the world. Unfortunately your own attitudes and my own attitude place Nigeria amongst the twenty-fifth poorest countries in the world. We have no reason to blame God for suffering. Thus, our sufferings are human.

Whatever it is, education is the key word for the peace we all need and the progress that we seek to achieve. It is the only remedy to our ignorance and so, we have to give it a chance to reign for positive results. But if we neglect education, people will call us names as underdeveloped, or simply a society in a mess. And poverty will welcome us as a permanent friend. But for poverty, an enemy, we hate it, we either sentence it to “firing squad” (to terminate its life) or we must try to sentence it to “life imprisonment”.

RECOMMENDATION

1. Education must be our watch word for a complete man-based on truth and purpose to chase away poverty.
2. Education must be seen beyond a meal ticket or a device for acquiring ill-gotten wealth.
3. Poverty is not a friend. It dehumanizes an individual, takes away his happiness and poses pains, discomfort and sadness. So, poverty eradication should be seen beyond mere policies or programmes like NDE, NEEDS, ESP, “Better Life” and the like.
4. Leadership is noble; it has to shun all forms of corruption, to embrace truth, honesty and fairness to give peace a

chance for education to bring development.

5. Vision is paramount. Our attitudes inimical to development must change.
6. Jobs must be created, opportunities must be given for participation.
7. Tolerance, love and respect for one another are all we need.
8. All resources must be harnessed for adequate utilization.
9. Empower our women as mothers to have a nation of good personality and image.
10. Nigerians must change their attitudes toward unnecessary spending and live within their income.
11. All stakeholders must be responsible to create an enabling environment devoid of chaos and anarchy for a purposeful future.
12. Obasanjo (1999: 209) quoted the Chinese adage, as popularized by the Late Tai Solarin which says:

“If you are planning for one year, plant rice; If you are planning for five years plant trees, If you are planning for the future educate your children”

The above quotation is all about relevance of education in our society as a long-term or life investment. Education in fact, has no alternative – it is the bedrock, the ultimate and the only ultimate to development. No wonder, no society rises above the quality of its education. Education must be placed as top priority for Nigeria to be ranked with other top nations of the world.

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**SCIENCE EDUCATION AS AN INSTRUMENT FOR PROMOTING PEACE IN
NIGERIA**

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Abstract

In a developing nation like Nigeria with multi-ethnic and religious diversities and with serious economic, social-political and geo-political problems and crises, science education present itself as a potent instrument for promoting peace. Science education when properly applied to the Nigerian society will promote self-reliance and articulated programme for national development. It will provide indigenous personnel and infuse positive growth in the economic, social, political, cultural and intellectual structure of the nation.

INTRODUCTION

Education means different things to different people depending on their perception of it. Education is the process of inculcating in the individual knowledge, abilities, skills or behaviour to enable him/her function in his/her immediate environment and the society at large.

Fafunwa (1974) defined education as “the aggregate of all the processes through which a child develops abilities, attitudes and other forms of behaviour which are of positive value to society. Chauhan (1976) sees education as “the process of shaping individual's behaviour for adequate adjustment in the society”.

This explains the fact that education plays the role of a refiner and regular of human behaviour

in the society. It equips an individual with the tools, skills and attitudes in its cultural setting and heritage in order to foster continuously the well being of mankind and guarantee its survival against the unpredictable and hostile forces of man's nature.

THE NIGERIA SOCIETY AND EDUCATION

In a developing nation like Nigeria with multi-ethnic and religious diversities and with various economic, social, political and geo-political problems and crises, education is the only known potent instrument for social reconstruction or social change. The Nigerian society has, unfortunately bastardized and almost completely destroyed the educational system through decades of military dictatorship

and neglect. This decay is particularly grave, and debilitating to education. For education to develop in Nigeria, it requires a greater commitment than other developmental activities because it is not a one time injection but a continuous, labour-intensive process, it require skilled, highly training staff, government and private institutions to restructure the decay system. Science education had suffered tremendous setback over the years in Nigeria educational system, due to lack of motivation, poor staffing and administration. In the existing technological era ever increasing change in the order of the day. through science, the society becomes accustomed to changes in the physical world around them. Science encourages curiosity, inquisitiveness, a desire to know the why of things and the wish to improve on the present situation (Okeje, 1986). Education and indeed Science education is crucial factor in all around development of a nation.

AIMS OF SCIENCE EDUCATION

The present day Nigerian society needs specific knowledge to develop its human and material resources. The world today is predominantly shaped by the overwhelming impact of science and technology so much that every aspect of human endeavour has been modified due to the influence of science and technology.

Science has to do with systematic study of the environment. It involves the orderly collection of facts, principles, techniques and methods. Bajah (1983) has it that science is a process of description and classification of all forms of life and matter. Science aims at imparting to all

citizens a confidence that changes for the better is possible, and that this material world can be controlled to man's advantage by man's own endeavour.

Lewis (1972) stated that science should be able to identify natural phenomena appropriate to children interest and skills and secondly, science should equip teachers, society with knowledge, skills, and freedom to perform their demanding task of providing their pupils with opportunities to learn for themselves. He further said that, Science courses should be designed to enable those able and aspiring to become practicing scientist or technologist to pursue academic excellence for the purpose of national development.

CAUSES OF CRISES AND SOCIAL VICES IN NIGERIA

Society no matter the size tries to initiate its members into desirable behaviour that will help them to move ahead in order to attain social, economic and political stability. certain behaviours among the members of any society that are not desirable tend to underscore that point of acceptance by other scientist. For peace to be maintain, Adewale (1989) says that “there is a case for national understanding as it seems a prerequisite”. The (1999) Nigeria constitution also stressed that the people of Nigeria indissoluble sovereign nation under God. The constitution goes further to emphasize that it will promote good government and welfare of all persons in Nigeria on the principles of freedom, equality and justice and for the purpose of consolidating the unity of our people.

But, peace is hard target to achieved in Nigeria because of some imminent factors such as:

1. Corruption and greed:

The most destructive vice that every other vices takes its roots from according Kukah (1999) is “corruption and greed”. He further said that corruption and greed have both combined to reduce the majority of our people to a life of despicable poverty, leading to a feeling of loss of integrity and personal worth. The Nigerian society is corrupt. Lawal (2004) believes the “Corruption has somehow become a sign-song of every innocence school children that our country is the second most corrupt nation in the world”. This as hindered our progress to peace and national envelopment.

2. Religion:

The average Nigerian is a religious animals who believes in the existence of God. Nigerians are believed to be committed to the superhuman (God) so much that the take the mode of worship in whatever they do and wherever they go. Nigeria is a multi-religious society. Ejekam (2003) stated that “multi-religious implies that we have different gods, different mode of worship, eschatological views, including views of different destination in the life hereafter”. The peace of the nation has been disturbed under the guise of religion. Usman (1987) stated that “violent attacks has been laugh against

life, property and place of worship in most major cities and towns in Kaduna State. Churches and Mosques; hotel and cinema centers, business centers, vehicles, private homes and persons have been attacked smashed up and systematically set on fire in an unprecedented campaign of violent act”. throughout the length and breath of our dear country, only few cities have not witness religious crises. Many people loss their lives and properties in this major crisis in Kaduna, Kano States, not to talk of plateau state.

3. Ethnicity:

The Nigerian society is made up of different ethnic groups and different culture settings, norms. value, visions etc. Today, elders in the various communities have put words of segregations and hatred in our minds under the disguise of customs and beliefs, leading to riots, violent demonstrations, killing and mayhem. Usman (1987) describes such people as mischievous and enemies of land.

4. Politics

Man is political animals. Ngu (2003) sees politics as “a game of values to be achieve through collective efforts”. Fawehinmi (2004) says that “parties are formed to advance certain interest and politic which is about interest articulation”. Due to political differences crisis have resurfaced around the country. Odunlami (2002)

believes that “a lot of politicians and traditional rulers who have lost out in the present democratic dispensation are also suspected to be sponsoring all kinds of crisis in the country”. The incite the youths to engage in violent political demonstrations destroying lives and properties.

PEACE AND SCIENCE EDUCATION

The development of science education in Nigeria is so tremendous that science which started as an informal system of taking stock of daily trade and farming activities has grown in scope and complexity. Its development had suffered neglect, been mercilessly raped, bastardized and almost completely destroyed through decades of regimes of military dictatorship and neglect.

Due to neglect, the Nigerian society with multi-ethnic and religious diversities is suffering from serious endemic and epidemic social, economic, political and geo-political crisis. These debilitating and dehumanizing effects have plundered the nation from developing to under-developing nation despite her abundant human and natural resources (Nigeria is about the 7th largest oil producing nation in the world). In their hurry to make significant progress before the task becomes hopeless, the leaders have predictably turned to economics for salvation, to economic planning, to the drawing up of priorities in investment, to power survey and development, and so on. But, since the early part of this decade, a realization has slowly come to the surface that science can play a crucial role in the planned revolution.

Nigerian problems can be reduced to the barest minimum through proper application of science principles, both stake-holders:- Government, private bodies most improve the education sector by attending to the four shortcomings which are: the poor or non-existence training of science teachers, the rigid adherence to the syllabus, the worship of paper qualification and learning by rote.

Scientific techniques can be used as instrument for peace in Nigeria when applied to problem situations. Experiments in science encourage students to make observations by using the sense of touch, smelling and taste. When problems situation arise in the communities they live in, the students with the knowledge of science will be able to take rational decisions and avoid trouble.

RELEVANCE OF SCIENCE EDUCATION IN PROMOTING PEACE AND NATIONAL DEVELOPMENT

Todaro (1979) and Adeboye (1989) define development as a multi-dimensional process involving changes in social structure, popular attitudes and the acceleration of economic growth. While Okolo (1998) observed that development means a reduction of the gap not only between the rich and poor nation but also between the poor and the rich people, between the educated and ignorant, between those who can choose and those who cannot choose because they have no skills to offer. National development connotes social, political and economic advancement of a country. It can be regarded as the progressive positive changes within the national territory in “all activities

involve in improving a nation's potentials, attitudes, material advancement, scientific and technological process” (Dauda, 2002).

For the nation to be said to be developing, it involves growth in the standard of living of its people by building in the individual definite evidence of positive change, maturity and progress in his physical, mental and emotional characteristics.

National development brings about changes in the physical, economic, political arena. These changes involve improvement of what are sometimes called “infrastructures such constructing of new roads, better railways, communication systems, health system, building, industries, securities etc. or the change may be in the noticeable improvement in the economic resources as the exploitation of oil and other mineral wealth, increased in agricultural production and the establishment of more industries and commercial enterprises. Science education has been identified to play a catalyst role in promoting peace and national development. The marvels of science and technology could be noticed in agriculture, where modern machines have taken over duties hitherto performed by man, from bush clearing stage to harvesting and has caused tremendous improvement in plant quantity and better product from farms. In medicine, science and technology have teemed up to tame diseases hitherto considered intractable and incurable. In the field of communication and transportations the world has been made smaller and smaller having been compressed into a huge human family through science and

technology. Advances in electronics, health, construction, sports, defence, and improvement in recreation facilities in countries of today is due to advancement in science. White field (1974) in Urenbu (1990) said that science has provided us with many aids for “the good life” from bicycles to jet aircraft, antiseptics, radar to colour television and fertilizers to plant growth hormones. The coming of science and technology has brought about population control and planning. The primary function of science education is the acquisition of knowledge. It inculcate the spirit of oneness, rational thinking, making of sound decision for the purpose of promoting peace in his/her immediate environment thereby bringing development to his community.

CONCLUSION

In all nations around the world, science education is seen and believed to be an effective tool for change. These changes are seen in improvement in all spheres of life such as agriculture, medicine, transportation, communication, politics, and economics etc. The government and people of Nigeria are fully aware of the role of science education in national development. Efforts should therefore be directed to imbue positive changes by inculcating in the students and populace the message of science.

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HIV/AIDS AND THE NIGERIAN YOUTHS: IMPLICATIONS ON EDUCATION FOR DEVELOPMENT

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Abstract

About half of the population in sub-saharan Africa is of the school age (5 to 25 years) with a back log of hug unschooled adults who need to be catered for. However, there are no adequate resources to cater for their educational needs. For instance, many Nigerians do not receive good quality education while a large proportion of the population is not literate. The consequence of this high illiteracy rate and poor quality education, with poverty, results to the Nigerian youths being engaged in activities that risk them in HIV/ AIDS infection. This has great implications on the education and development of threats of the epidemic on our educational institutions it its entirety, with specific reference on Nigerian Youths and development. Recommendations were given to enable the development of specific interventions to reduce scourge of HIV/ AIDS Pandemic.

INTRODUCTION

The Human Immunodeficiency Virus (HIV) and Acquire Immunodeficiency syndrome (AIDS), have captured public attention in remarkably short period of time. The diseases complex ramifications, investigated here in, include medical, socioeconomic, moral, technical, and legal considerations. The pervasive and devastating spread of HIV/AIDS primary among youths, has promoted varying, sometimes, diametrically opposed reactions (Brain and Lawrence, 1998).

Nigerian is reported to be 3rd largest population

living with HIV/ AIDS in the world following South Africa and India (NARHS, 2005). The epidemic has not been classified as a generalized epidemic; however, there are several Nigerian sub-populations that are more affected. The National HIV/ AIDS and Reproductive Health Survey (NARHS, 2005) reveals those about 84% of female and 61% male youths within the ages 20- 24 years are sexually active. Furthermore, the World Bank estimates that 90% of all HIV/ AIDS transmission in Nigerian Youths is thought heterosexual intercourse. These statistics

illustrate behaviours, their are social, cultural, economic and educational factors also that facilities these vulnerabilities. According to the 2003 National HIV/ AIDS sentinel survey, young people account for 30% of all HIV/ AIDS cases in Nigeria and the National HIV prevalence among its 19 years old 5.9%.

The growth of the epidemic poses a significant challenge of educational institutions to the economic and educational development of the nation places the epidemic in the forefront of issues that should be addressed within these educational communities.

Despite the great resource potential of the country (natural and human) Nigerian has been in throes of economic recession which has now plunged the country into a heavy debt burden, the services of which takes a large chunk of her annual earnings. The effect of this is that, expenditure on social services e.g. Health and education has sometimes had to be curtailed. In the delivery of education, there are problems of gender disparity due to HIV/ AIDS infection, poverty and ignorance on the part of the youths. Though, a wide range of programmes were developed in education from the primary to the tertiary levels, these programs have not been achieved due to issues that may be related to poverty and HIV/ AIDS infection (Borishade, 2002: 4).

E D U C A T I O N F O R Y O U T H D E V E L O P M E N T

About half of the population in sub-saharan African is one of the school age i.e. 5 to 24 years; in addition, there is a backlog of huge unschooled adult who need to be catered for.

However, there are no adequate resources to cater for their educational needs. For instance, many Nigerians do not receive good quality education while large proportion of the population is not literate. Similarly, school enrollment rate is declining. School enrolment rate is declining for example, primary school enrollment rate in 1982 to 1983 was 93%, but it reduces to 78% in 1990 to 1991 (F. O. S. 2000).

The consequence of the high illiteracy rate and poor quality education is manifested in the failure to meet the demand for new and appropriate technology for agriculture and other productive sectors. The illiteracy rate in Nigeria as at 1990 is between 40% to 59%, (World Bank, 1996).

The implication of this means that more citizens (especially youths) will have less knowledge of the debilitating effects of HIV/ AIDS, thus, engage in activities that will risk them to HIV/ AIDS infection.

The low enrolment of girls for formal education in Nigeria as discussed by Hodges, (2001), due to ignorance by the parents and the fact that they thought the education of the Girl-child is a waste and it is her husband who did not bear any of the pains or cost of her formal education, while be the one to reap the dividend in her. This implies that greater number of women are illiterate and incidentally because of their state of illiteracy, their contributions to national development is minimal or nil. According to Alao, (2004), illiteracy hampers women's economic contribution to wealth.

There is no doubt that youth posses tremendous potential for national development. Their

instinct to endure, to persevere and to love (even when it is painful to them) need not to be over-steered. This attributes of the youths to ensure personality adjustment and balance, family harmony, social cohesion and overall national development (political, economic, technological etc) are veritable tools in the development of Nigeria.

HIV/ AIDS INFECTION AND EDUCATION

Education, according to Maduabum, (1991), is the process of teaching, training and learning for the development of skills and knowledge so as to prepare individuals to live happily with themselves and others in the society.

Therefore, it could be said that the live wire of any nation in the present and the next millennium is her level of education. For a nation to be self-reliant, it has to be capable of processing its resources to solve most of its problems rather than depending on other nations technologically. Thus, education is an important investment that Nigeria cannot afford to neglect for her youths, who are the vanguard of tomorrow. Since education is an important tool for the growth and development of a nation, the issue of HIV/ AIDS has to be taken with seriousness due to its devastating effects on rapid spread among youths that form the bulk of the work force.

IMPLICATIONS OF HIV/ AIDS ON EDUCATION

The role played by education is an indication that it is the foundation of all development. Thus, sustainable development of any nation is

dependent upon the educational system (Koyten, 1994). In Nigeria, a number of factors emanating from the prevalence of HIV/ AIDS infection, which affects educational development of the youths, have been identified as thus.

1. Death of Teachers:

The success of any system of education depends to a large extent on the number of teachers, (who are youths) their quality, and their devotion to duty and effectiveness on the job. It is as a result of this central position of the teacher that it is often said that no education system could rise above the quality of its teachers (Fafunwa, 1999: 5). Thus, the death of the teacher as a result of AIDS is a problem that steers in the face of education be it at whatever level. In addition, there are few qualified teachers coupled with rapidly expanding number of schools. The remaining few cannot contribute meaningfully to the development of education, (Ameh 1990)

2. Poor Quality of HIV/ AIDS Awareness:

The implication of poor quality of HIV/ AIDS awareness for sustainable development is not for fetched; hence the educational practices on it are also faulty. Therefore, a significant proportion of HIV infection occurs in young people, especially young Nigeria women. Thus, the AIDS awareness should highlight the need to reach distinct youths with effective sexual health and HIV prevention awareness programmes. More importantly, educating the Nigerian youths, who may comprise up to 16% of the total population, is an instrument in the

future (Fordetal 1992:163). During the period of sexual and social maturation, social awareness programmes make it possible to reach large numbers of youths in order to build young people's knowledge about HIV transmission and prevention. The main challenge, however, is to be able to achieve success in changing the behaviour which put our youths at risk of HIV infection.

3. The Growth of the Epidemic:

The growth of the epidemic poses a significant challenge to educational institutions. The age strategy of the population, the confinement of a large pool of people in a small locality and the relationship of these institutions to the economic development of the nation in general, places this epidemic in the forefront of issues that should be addressed within these educational communities (HIV/ AIDS knowledge, attitudes and practices, 2005).

4. Ego- Boosting Environment of HIV?AIDS Education:

Government and the general society at large have not accorded the HIV/AIDS educators the right respect and honour needed as a take-off for better service. HIV/AIDS educators are not regularly paid their wages, and they are held at very low ebb. These attitudes have generated a lot provocative get-back in the role they can play to ensure sustainable development (Badejo, 1998).

5. Poor Funding of The Campaign Against The HIV/AIDS Scourge:

Nigeria being one of the developing countries, its educational institutions at various levels are poorly funded generally, which consequently

manifest itself in poor infrastructural and educational materials. Students are supposed to learn about the intricacies involved in the prevention, treatment etc. about HIV/AIDS education is taught with a simple wave of hand and possibly regurgitations. This does not lead to sustainable development. As a check on these problems, the following suggestions are put forward.

- Ø The federal government should provide enough funds for antiretroviral drugs which could be used for suppressing the synergistic reactions of HIV/AIDS and other opportunity diseases that accompany HIV/AIDS.
- Ø The problem of low motivation on HIV/AIDS educators may be solved if there is increase in motivation in form of the provision of mobility, instructional material/ aids, and out of station allowances. This will accord the HIV/AIDS educators their desirable high social esteem and states and thus motivate them to put in their best to ensure sustainable development.
- Ø The HIV/AIDS education programmes should be geared towards eliminating the issue of stigmatization, as this will encourage or enhance a closer relationship (in terms of fund) with people living with HIV/AIDS (PLWHA).
- Ø Government / NGOs should organize seminars, conference and workshop at the rural areas where greater numbers of people will obtain information/

awareness about HIV/AIDS then at urban centers, which are meant for television, radios and papers to carry (Akimade, 1997).

- Ø Poverty is a diseases which when not treated will eat up the bones and marrows of our educational sector, thus, the nation will continue to be a vicious cycle of ignorance and disease (Aleo, 2004) in line with this, to design an effective and sustainable educational strategies, it is imperative to understand the nature and the cause of poverty. This is by developing realistic, sustainable education and protect expenditure framework to meet educational needs of the most disadvantage youths. HIV infection among the youths could therefore, be attributed to poverty. This is because the knowledge of HIV/AIDS is to certain level unsatisfactory. The youths consider HIV/AIDS as a minor problem compared to their unemployment and lack of money and quests for acquiring wealth.

WAY FORWARD

From the foregoing, it is explicit that education is the pivot of the development of no only the youths but also the nation as a whole in terms of HIV / AIDS infection; education therefore, will be more than the acquisition of knowledge but the ability to utilize the knowledge obtained. Thus, the prosperity of a nation depends neither on the abundance of its revenue, nor of the beauty its cultivated building, but it consist of its cultivated citizens (youths) in its men of

education, enlightenment and character.

Thus, for Nigerian youth to be free of HIV / AIDS, to improve education for development, the following suggestions are offered:

1. The youths need more care especially in their adolescent. This is when they are at their secondary school and the ego begins to rear its head as a result of the attainment of puberty. They easily fall prey to temptations to have lovers of all sort (boy-friends, girl-friends and sugar daddy or mummy). This situation distracts the attention of the youths from studies and other worthwhile social, moral and religious exercise, thus, leading to HIV / AIDS infection that are disastrous to health.
2. Provision of guidance and counseling. Nigerian youths at their age, require adequate guidance and counseling services. Thus every school and colleges, be staffed with trained guidance counselors to provide such services.
3. There should be legislation against giving out of girls before 18 years in marriage. This is because such practices prevent the female youths from acquiring education pursuit that could make them responsible wives, mothers that will assist in developing the nation.
4. Poverty and unemployment problems be checked to improve the economic situation of the youths thus preventing them from engaging in activities that will risk them to HIV / AIDS infection.

5. There is the need to employ students (at tertiary level), while in school for sexual work to alleviate the State of poverty among students. Thus, they will be able to concentrate on their studies and to assist them not engaging on other activities that will predispose them to HIV/AIDS.
6. There is the need to change government politics on education. Issues where most of our boarding schools are converted into day schools, for example, has hampered out educational set-up, thus, most of the youths who are supposed to be engaged in academic and other extra-curricular activities (siesta, games, preps) are left roaming about, hence most of our youths were forced to be engaged in activities that risk HIV/AIDS.

CONCLUSION

Since a greater proportion of Nigerian youths are unschooled, do not receive good quality education and with poverty surrounding it, it is imperative to design interventions to prevent them from falling victims of HIV / AIDS infection. Moreso, that a considerable proportion of these youths are sexually active and at risk of both HIV infection and other sexually transmitted diseases. Sex education therefore, should begin with the younger age group especially 6 to 12 years of age. This set of age groups needs education and preventive information to produce a cohort that has a better chance of going through their lives without becoming infected.

Cultural believers and attitudes, denial and secrecy have always surrounded meaning. Nevertheless, if they are to be successful, AIDS programmes must be based on interventions agreed upon by the community after discussion.

This paper demonstrates not only the need but also the possibility of an approach that will build knowledge, perception of risk and understanding of norms and raises children feelings of self-efficacy and self-esteem. In our schools, this must be done with all three (3) major partners, that is, the children, the teacher and the community. Including programming for our school is also essential.

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**HIV / AIDS AND THE NIGERIAN YOUTH: IT'S IMPLICATION ON EDUCATION
DEVELOPMENT**

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Abstract

This paper attempts to examine the scourging effects of HIV / AIDS on the Nigerian youth. Being the country's future workforce and leaders, youths are the most sexually active group of people and hence the most vulnerable group that is being infected by this dreaded disease. This presently stand as a threat to the education and consequently to the development of the country. The paper further examines the implication of HIV / AIDS on both the students and the teachers alike, which is detrimental for full and meaningful participation in school for effective teaching and learning. This will go a long way to affect the development of the country. Possible suggestions and recommendations have been provided.

INTRODUCTION

The HIV / AIDS pandemic is a serious scourge on humanity as all segments of the population world over are either being infected or affected. this dreaded “disease” is claiming thousands of lives every day and the continuous spread of the virus is a serious threat to the education and subsequent development of Nigeria.

Hopkin (2003) noted that in Nigeria,
About 5% of its citizens age 15- 19 years... are infected with HIV. Young people age 15-24 years have the highest rate of HIV infection in Nigeria... HIV infection is a very big problem and a threat to development in

Nigeria...

From the above quotation, it can be observed that the age group that is highly being infected with HIV are the youth who are the most sexually active group of people. Thus, if the spread of HIV is not brought under control, the education and subsequent development of the country is at stake.

The paper has discussed among other things the following:-

- The concept of HIV / AIDS and its transmission.
- The concept of youth.
- The concept of education.

- The implication of HIV / AIDS on youth education for development.

THE CONCEPT OF HIV / AIDS AND ITS TRANSMISSION

This letters HIV stand for Human Immunodeficiency Virus. This is a small germ that cause AIDS and which cannot be seen with the ordinary microscope. The virus can only be found in human and not in animals or insects. Moreso, it can only transmitted from human to human and not from human to animals or vice versa. It is pertinent to note that it takes only a few of these viruses to enter a person's body for that person to become infected. When the virus enters the body it attacks the white blood cells thereby reduces the immune system, which is the defence mechanism of the body. In other worlds, the virus attacks and destroys the immune system which protects the body from all kinds of infections. HIV is not a disease but rather it is a virus that causes AIDS.

AIDS on the other hand refers to Acquired Immunodeficiency Syndrome. This implies that a person can only acquire the virus from an infected person and not by heredity. When the viruses have destroyed the white blood cells, the immune system can no longer defend the body from any disease that enters it. Syndrome here is a collection of sign and symptoms that a person experience when he/she has AIDS. Hence AIDS itself is a collection of different signs and symptoms that develop towards the end of life of an infected person.

This deadly virus can be transmitted through various ways which include:-

- Sexual intercourse:- This occurs when

an uninfected person have sex with an infected person is enough to infect someone.

- Mother to child:- This can occur during pregnancy, delivery or breast feeding. According to garland and Dr. Blyth (2005), malaria during pregnancy ... increase the risk of passing HIV to the baby... the baby could also be infected if it sustains bruises in the process of delivery or swallows fluids or the mother's blood during delivery. The HIV virus could also be transmitted to the baby through the breast milk.
- Blood transfusion:- The HIV can be transmitted to a person through the transfusion of an infected blood.
- Sharing of sharp instruments:- Sharp instrument such as needles, syringes, razor blades, surgical knives, clippers and even tooth brush can pass the virus if they come in contact with an infected person's blood. A person can contact HIV if his/her blood also comes in contact with such infected instruments However, HIV cannot be transmitted through mosquito bites, touching, eating, sharing of toilet, spoons, cups, etc with an infected person.

THE CONCEPT OF YOUTH

There is no any universally accepted definition of youth. It has been described in many different ways; sometimes as a particular age group, as a stat of life or as an attitude. The meaning of youth could also differ from one country to another.

However, the youth as defined by the United Nations and cited in the International Statement on youth by the International Federation of Social workers (2000) refers to the youth as the “population sector ranging from the age of fifteen to twenty-four (15-24) years...”.

Some other definitions see youth as an early period of development, the time of life between childhood and maturity, the freshness and vitality characteristics of a young person, etc.

For the sake of this paper, the last definition, which sees a youth as the freshness and vitality characteristics of a young person, shall be adopted. Going by this definition, this paper also sees the youth age as the age between eighteen to forty five (45) years. This is because at this age the youth is full of strength and vitality. The youth therefore could be seen as the backbone of a country and there will be stagnation in virtually every sphere of development of that country.

THE CONCEPT OF EDUCATION

Education, like any other concept has no one universally accepted definition, authors have defined it differently. Ohiri - Aniche (2004) defined education as the acquisition of knowledge and skills that facilitates protection for health so that access to the employment market can be fully realized and achieved in long term. In another definition, Fafunwa (1974) states that “education is the aggregate of all the process by which a child or young adult develops the abilities, attitude and other forms of behaviour which are of positive value to the society”.

The Advance Learner's dictionary (2000)

defines education as process of teaching, training and learning especially in schools or colleges, to improve knowledge and learning of skills.

From the above definitions, it can be inferred that education involves formal and informal process of inculcating into younger generation skills, beliefs, attitudes and knowledge so as to improve their social as well as physical well being in the society, education also serves as an access to individual rights such as employment, social security and the like. It can also lead to change of attitudes and behaviours and these can go a long way to affect human existence. For these to be achieved, there must be specialists who have those knowledge and skills and learners who will be taught those skills.

These two groups of people therefore must be physically, mentally and socially sound to be able to effectively play their roles.

THE CONCEPT OF DEVELOPMENT

The term development could be seen from a multi-dimensional approach, which could be political, economic or social. Moreso, the term could involve all aspects of human life.

Rodney (1976) sees development as:

... a many -sided process. At the individual level it implies increase skill and capacity, greater freedom, creativity and material well- being... at the level of social group, therefore, development implies an increasing capacity to regulate both internal and external relationships. A society develops economically as its members

increase jointly their capacity for dealing with the environment.

This definition suggests that for development to take place in a society, the people concerned must acquire some skills and knowledge. This therefore, implies that development cannot be achieved without education because skills and capacities are transmitted through effective teaching and learning.

Thirlwall (1985), states that; “development implies change, and this change is one sense in which the term development is used to describe the process of economic and social transformation within countries”.

This definition agrees with that given by Rodney above. This also involves structural or physical change in a society. It also involves change in attitudes and behaviour of the people and this can be achieved only through education.

Another definition is that given by Osayimwese (1983). He sees development in “term of attacking widespread absolute poverty, reducing inequalities and removing the spectre of raising unemployment...”

In the same vein seers cited in Osayimwese (1983) posed certain questions that are related to the meaning of development which he said:

The questions to ask about a country's development are therefore, what has been happening to poverty? what have been happening to inequality? if all three of these have decline from high levels... this has been a period of development for the country concerned. If one or two of these... have been growing worse... it would be strange to call the

result development even if per capita income doubled.

These fundamental questions suggest that development have to do with the well being of people in a particular society at a particular time and not merely increase in per capital income. For the conditions above to be met or achieved, the citizens of the country concerned must be indicated.

From the above discourse, it can be inferred that education and good health at the basic prerequisites for any meaningful development in any country. Without good health there can not be education and without education there can not be development.

THE IMPLICATION OF HIV/AIDS ON YOUTH EDUCATION

Hodges (2000) observe “HIV prevalence amongst the sexually active age group of fifteen (15) to forty-nine (41) years has been rising”. This could be as a result of continuous spread of the virus among this age group.

In a statistic gathered at the Evangelical reformed church of Christ, Alushi Medical centre between the months of August 2004 to June 2005, about 1,003 people tested positive. Among these, five hundred and eighty-seven (587) representing 74.3% falls between the age group of fifteen (15) to thirty-five (35) years. About two hundred and forty (240) were classified as adults. Those that fell between the group of thirty- six (36) to forty- five (45) were 112 people presenting 14. 64% while only twenty (20) fell between the age group zero (0) to ten (10) presenting 2.6%.

From the above figures, it is evident that the

number of people that get infected with HIV reduces with increase in years. The youth therefore, are the highly infected group of people.

The implication of this dreaded virus therefore falls on both the teacher/ lectures and students alike. On the path of the teachers/lecturers according to a report given by United Nations Educational, scientific and cultural organization (UNESCO) on the impact of HIV/ AIDS on Africa, there will be decrease in supply of teachers as great population of them get infected with this dreaded disease which may eventually end up in death. This situation if not brought under control may have serious effects on the teaching / learning process, which include:-

- Increase expenditure for the government in the recruitment and training of new teachers in a situation where those that passed away are to be replaced or where new ones are to be employed.
- Absence from school as a result of prolong illness or in a situation where the teachers have to take care of sick relatives will affects the student's learning process. This is because either the students may be combined with another class or they may be left untaught.

The implications on youth education is more devastating. These include among others:-

- In a situations where both parents are infected, this will affect the education of the children in terms of financial,

material and emotional support especially if both parents are lost to HIV/ AIDS. This may further lead to children dropping out of school or they may not even be able to enroll at all.

- Children may be forced (by situation) to take care of sick parents/ relatives thereby unable to attend school.
- Infected children do not live long to start school or they do not survive the years of schooling.
- In the long run, AIDS related infertility will lead to decline birth rate thereby leading to fewer children and hence decline in school enrollment.
- There will be increase expenditure for parents who may have to adapt the children of relatives lost of HIV/ AIDS. This may go a long way to affect the education of their children in terms of quality and level.

Consequently, if the teachers/lecturers and students (who are the corner stone of the educational sector) are infected or affected by this dreaded disease, the education of the entire country will, definitely, be affected. And if the situation is not brought under control then there may be stagnation in the educational sector which will adversely affect the development of the country. In other words, no country of the world can develop without her citizens being educated. So when the prospective labour force is sick then the developmental process is invariable sick.

RECOMMENDATIONS

For long-term plan, it is very important to

prevent children from being infected with HIV at birth and later on in their life. This could be achieved through early education, which could be included in the curriculum from primary through secondary school and through the tertiary institutions.

Similarly, parents should be able to educate their children about the dreaded disease before these children become sexually active. Parents should teach sex education at home to their children.

Churches, Mosques and other religious bodies as well as non-religious bodies should take the challenge to campaign and educate the youth about the HIV/AIDS. They should encourage members to live by their religious ethnics.

There should be core-peer education by the youth. This could be done thorough the formation of clubs and associations in schools, churches and mosques.

Educational policies could be formulated that will deter students especially female, from engaging in risky behaviours such as indecent dressing that may cause sexual harassment.

Teachers/lecturers should serve as role models to students especially in the area of dressing and general behaviour. They should practice justice in the discharge of their duties to reduce the level of lobbying to exchange sex for marks and other gifts by female students.

There should be respect for professional ethnics especially by health workers. Teachers/lecturers and student should avoid stigmatizing and discriminating people living with HIV / AIDS as this may contribute to their inefficiency in playing their roles.

CONCLUSION

The HIV scourge is ravaging the youth who are the productive force in the country. Education is the means through which development can be attained. Any country that are citizens are not educated cannot therefore develop. The HIV / AIDS scourge is a threat to education and subsequently to the country's development. If HIV / AIDS is out of control, education will be out of reach and development will be unattainable.

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**JOB SATISFACTION AMONG SCIENCE LECTURERS FOR SUSTAINABLE PEACE
IN NASARAWA STATE**

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Abstract

This study reviewed the job satisfaction of science lecturers in the three (3) tertiary institutions in Nasarawa State. Fifty-one (51) science lecturers (30) males and (21) females were randomly selected from 3 tertiary institutions in Nasarawa State. Job satisfaction Questionnaire (J.S.Q) designed with high liability coefficient of 0.98 were used to collect data from the science lecturers. T-test and ANOVA were used to analyzed the result. The findings showed that:

- (i) There was an increase in the level of job satisfaction of science lecturers from low to high,*
- (ii) There was no significant difference in job satisfaction between male and female science lecturers,*
- (iii) There was no significant difference in satisfaction among science lecturers according to their qualifications and,*
- (iv) There was statistical significant difference between job satisfaction of married and single science lecturers. The implications of the study shows that salary is a strong factor in job satisfaction and sustainability of peace. Increase in salary scale structure has a direct relationship with job satisfaction.*

INTRODUCTION

In the recent past, Nigerian workers including lecturers were dissatisfied with their jobs. Because of large number of students lecturers, they experienced job stress more than other workers. Their salaries were delayed for several months. Most landlords who are not God-fearing ejected lecturers from their houses and refused to accommodate them. This led to a

situation where lecturers began to look for alternatives or supplements whereby some became pure water and minerals sellers even in the school premises. Lecturers recognition and satisfaction is not peculiar to Nigeria, it shows general trend worldwide. This was reflected by Awake (2000) “that inspite of all challenges, setbacks and disappointment, millions of lecturers worldwide persevere in their chosen

profession". Studies have shown that poor performance of students could be attributed to several factors which include inadequate funding of schools, demoralized and unsatisfied lecturers (teachers), lack of textbooks etc. (Orji, 1998; Ajayi, 1999; and Sotayo, 2002). This shows that to improve the performance of students, lecturers must be satisfied with their job in order to put in their best.

Ajayi (1999) revealed that there was a low level of job performance among the teachers. He traced the reason to the poor condition of service prevailing in the teaching profession.

Ajayi (1999), Abe (1999) revealed that there was significant difference between male and female teachers job performance. This is an indication that female teachers are more committed to teaching job than their male counterparts. It was established that in the United States of America, there was significant relationship between work values and vocational interest, occupations, gender, job specific skills and employability skills (Pryor and Taylor, 1986, Prediger and Staples, 1996, Marini, 1996). Job satisfaction, occupational choices, education have been linked with job values (Martin and Shehan, 1989, Itacket, 1992, Sotaya, 1998). This study therefore examined job satisfaction among science lecturers in selected schools in Nasarawa State.

Hypotheses

HO1: There is no significant difference in job satisfaction between male and female science

Lecturers.

HO2: There is no significant difference in job satisfaction among science lecturers according to their qualifications.

HO3: There is no significant difference in job satisfaction between married and single science lecturers.

Methodology

The sample consisted of 51 science lecturers (30 males and 21 females) randomly selected from 3 tertiary institutions in Educational Zones of Nasarawa State. The institutions selected are Nasarawa State University Keffi, Nasarawa State College of Education Akwanga, and Nasarawa State Polytechnic Lafia, situated in the Western, Northern and Southern senatorial zones respectively.

Lecturer's Job Satisfaction Questionnaire (JSQ) which was designed with reliability coefficient of 0.98 was used to collect data for the study.

The questionnaire contained two sections A and B

Section A solicited for information on demographic data of the lecturers while section B comprised of 20 items (5-point likert type scale) which the lecturers responded to. The data were analyzed using T-test and Anova. The hypotheses were tested at 0.5 level of significance.

Hypothesis 1

There is no significant difference in job satisfaction between male and female science lecturers.

Table 1

Gender	N	Mean	S.D	T	Sign
Male	30	60.10	9.77	0.393	0.696
Female	20	61.29	11.71		

$\alpha = 0.5$

Table 1 shows that 't' value is 0.393 while the significant value is 0.696. This reveals that there was no significant difference in job satisfaction between male and female science lecturers. The table also reveals that the mean difference is 1.19.

Hypotheses 2

There is no significant difference in job satisfaction among science lecturers according to their qualifications.

Table 2

	Sum of Sq.	df	Mean square	f	Significant
Between group	273.088	3	91.029	0.814	0.493
Within group	5255.265	47	111.814		
	5528.353	50			

$\alpha = 0.5$

Table 2 reveals that 'f' value is 0.814 while the significant value is 0.493. This indicates that there was no significant difference among the science lecturers according to their qualifications.

Hypotheses 3

There is no significant difference in job satisfaction between single and married science lecturers.

Table 3

Marital status	N	Mean	S.D	T	Significant
Single	8	51.25	8.28	-2.984	0.005
Married	43	62.33	10.3		

Table 3 shows that there were 8 single and 43 married science lectures with mean of 51.25 and 62.33 respectively. The 't' value is -2.94 while the significant value is 0.005. This implies that there is significance difference in job satisfaction of single and married science lecturers.

Discussion

The study revealed that there is a high level of job satisfaction among science lecturers in Nasarawa State, this contradicts Sotayo (1998) and Ajayi (1999). The reason for this could be traced to the new salary for workers. It shows

that the new salary scale has impact on the science lecturers. The difference in job satisfaction between 1998 and 2004 indicated that science lecturers in Nasarawa State are now happy on their job and hence perform their duties as expected. The study further revealed

that there was no significant difference in job satisfaction of male and female science lecturers. This implies that both male and female science lecturers are satisfied with their job.

This is expected since the primary aim of a worker irrespective of sex is to earn a living and now that the salary is better than before both male and female science lecturers are satisfied.

This finding contradicts the study of Ajayi (1999) and Abel (1999). Before increase in salary the male might not be satisfied with poor pay, since they are breadwinners.

The non-significant difference among science lecturers according to their qualification could be traced to the fact that the lecturers were remunerated according to their qualifications and level, in addition the increase in salary cuts across all workers. Hence irrespective of science lecturers' qualifications they view job satisfaction the same way. The study also revealed that there was significant difference between job satisfaction of married and single science lecturers.

The variation in job satisfaction between single and married science lecturers is explicable due to the fact that the married science lecturers are contented with their jobs and may not eye other jobs because of transfer away from their family. The single science lecturers are still free to further their education and/or change jobs.

IMPLICATION AND CONCLUSION

This study showed that salary is a strong factor in job satisfaction and sustainability of peace. Increase in salary scale structure has a direct relationship with job satisfaction. The

government should therefore try to improve on the other factors like working environment, reward, working conditions, welfare packages etc. If a factor could raise the job satisfaction level from 57.7 - 60.6, improvement of other will awaken the interest of science lecturers in their job and as a result improve the act of teaching and sustain peace.

The variation in job satisfaction among single and married science lecturers is an indication that the salary is not challenging enough to keep the single science lecturers on the job. The government should as a matter of principle review the conditions of service in order to make teaching conducive for all cadres of lecturers.

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ISLAMIC EDUCATION: IT'S RELEVANCE FOR PEACEFUL CO-EXISTENCE IN NIGERIA

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Abstract

In Nigeria today, religious intolerance has become an issue of national concern to well-meaning citizens of this great nation. This intolerance has culminated into series of religious crisis which has continued to rock and threaten the unity of the country, both in the past and even in the present. The problems created by the religious crisis has penetrated into every sphere of life of the citizens and one tends to ask questions such as: 'What is the relevance of religious education we have in our schools' curriculum?'; 'what is the relevance of our religious educators and scholars?' and 'using the ethical and moral values taught in Islamic Education, how can we guarantee peaceful co-existence among the Nigerian citizens?' for this reason, the proper examines the aims and objectives of Islamic Education; the importance and implication of teaching it to the Nigerian citizens (both old and younger generations) and its relevance for peaceful co-existence of Nigeria. Recommendations were proffered to enhance the removal of the obstacles hindering the implementation of the ethical and moral values of Islamic Education, which can guarantee peaceful co-existence among Nigerian citizens.

INTRODUCTION

Violence and several crises emanating from tribal, socio-economic, political and religious intolerance have become issues of national concern to well-meaning citizens of this great nation, Nigeria.

This paper will seek to examine the relevance of Islamic Education for peaceful co-existence in Nigeria. Nigeria is such a vast country with

different ethnic and religious groups. Islamic education has an important role to play in ensuring peaceful and meaningful co-existence.

Islam as a divine religion has provided all the nations of the world with universal and comprehensive principles that would help formulate their policy on every aspect of life. Education is one of the most superior of these

principles. The entire mission of Islamic religion basically is to establish a working system for correlation between human beings and their material needs within God's unique and divine plan. In fact, Islam as a religion provides not just a mere emotional belief system that is cut off from the actual domain of human life, but rather it provides a kind of system that guides all human activities for this world and hereafter> It is quite clear that issues of moral values and peace in all walks of life cannot be ignored.

Also, contrary to the stereotype of Islam, Prof. Mohammed Abu Nimer (2002:2) stated that "Islam advocates numerous non-violent and peace building values and expects Muslims to live by them". These values are supported by the Qur'an and Hadith (i.e. prophetic tradition – saying and actions) e.g. there are values like justice, good deeds, equality of mankind, respect and preservation of human life, tolerance and kindness.

Despite all these ideas set out for the Muslims, Abu Nimer (2002:2) noted that various societal forces are the co-option of religious leaders by government, which leads to lack of trust and creditability in religious leadership i.e. religious leaders were brought- over by the government and lack the ability to practice what they are preaching and hence their teachings are not taken seriously by their followers. Also, there is the attitude of negligence of moral teachings of Islam, which brings about serious consequences of social vices that become rampant among the young ones and the elders in the society. Islam has

provided medicine that prevents and cures all these problems of tolerance, violence and other moral vices.

Our argument in this paper is that at this crucial period, when violence, crises and intolerance have become rampant in our society, Islam religious instructions taught by honest and trustworthy teachers is the solution to guarantee peaceful co-existence among the citizens, tolerance and conflict- free society. We have made adequate/ deliberate attempts to cite examples from the Quranic verses, Hadith of the prophet (S.A.W), views of the scholars and other various perspective to support our discussion and to affirm that Islamic religious education is an indispensable aspect in every human society aspiring to achieve tranquility and peaceful co-existence among her populace /citizens.

ISLAMIC PERSPECTIVES ON PEACE, TOLERANCE AND PEACEFUL CO-EXISTENCE OF MANKIND

Islam is a comprehensive and all embracing faith which caters for the spiritual, social, political, economic and moral needs of humanity. It is a divine religion which embodies both religious and secular guidance sent by Almighty Allah for the entire mankind. Contrary to misrepresentation of Islam today, Abu Nimer (2002:2) opined that, Islam 'advocates numerous non-violent and peace building values and expects Muslims to live by them". These important values were supported by Qur'an and the Hadith. These values include:

- a. Justice - it is an important duty of Muslim to pursue justice as

commanded in Qur'an chapter 5 verse 8 thus: "O you who believe! Stand out firmly for God, as witness to fair dealing and let not the hatred of others to you make you swerve to wrong and depart from justice. But just: that is next to piety: and fear God. For God is well-squinted with all that ye do".

- b. Good deeds- also, Islam lays emphasis on good deeds by struggling against oppression and helping those who are in need. It makes no discrimination because of the belief that all human beings are Gods' creation whose lives are sacred as shown in the following verses:- "O mankind! we created you from a single (pair) of a male and a female, made you into nations and tribes, that ye may know each other (not that ye may despise, each other). Verily the most honored of you in the sight of God is (He who is) the most religious of you. And God has full knowledge and is well acquainted (with all things)" (Q. 49:13) and Qur'an chapter 7 verse 11:- "it is we who created you, gave you shape; them we bade the angles bow down to Adam, and they bowed down; not so Iblis; he refused to be of those bow down".

Islam does not grant special privileges to people based on their race, ethnicity or tribal affiliation. All Muslims are to respect and preserve human life as in Qur'an Chapter 5 verse 35 which states thus:

'... We ordained for the children of

Israel that if any one slew a person unless it be murder or spreading mischief in the land- it would be as if he slew the whole people. And if any one saves a life, it would be as if he saves the life of the whole people. Then although there came to them our apostles with clear signs, yet even after that, many of them continued to commit excesses in the land".

- c. Peace, tolerance and kindness: Islam also calls for the quest for peace, tolerance and kindness which is a state of physical, mental, spiritual and social harmony. Other virtues of Islam are that Muslims are urged to be imbued by the spirit of kindness and forgiveness in Chapter 23 verse 96 of the Holy Qur'an; and Muslims are further urged to live in harmony and peace with all fellow human beings.

All the above listed values and virtues were practically demonstrated by the Holy Prophet Muhammad (S.A.W). He used non-violent methods to resist those who persecuted him. He never resorted to violence or force. Peace-making, negotiation and dialogue are considered more effective than aggression and violent confrontation. For instance, the virtue of tolerance and forgiveness as demonstrated by the Prophet Muhammad (S.A.W) can be seen vividly when the people of Makkah were in famine and he helped them in spite of the fact that they had driven him out of his home. Similarly, after the conquest of Makkah, the people of Makkah expected the Prophet

(S.A.W) to kill them all in relationship, or make them slaves at least take away their properties and belongings. They were extremely worried and wondered that declaration prophet Muhammad (S.A.W) was going to make at his historic address. However, he begin his address by saying to the pagans of Makkah: “Today there will be no blame on you for anything and no one will harm you anyway”.

There is no other such example in the history of mankind to show this excellent bahaviour towards the enemies. This is the type of behaviour expected from a good practicing Muslim.

Imtiaz Ahmad (2001: 50) stated that one of the glorious companions of the Prophet Muhammad (S.A.W), Umar Ibn Al-Khatab used to give scholarship to needy non-Muslim. There is hardly any moral teaching, both at personal and inter-personal level that has not been provided for by Islam.

ISLAMIC EDUCATION AND ITS RELEVENCE FOR PEACEFUL CO-EXISTENCE IN NIGERIA

Nigeria has been experiencing a number of crises, social vices, and lack of cordial relationship among her citizens. There have been constant hostilities among the inhabitants of one town and the other; or one state and another or inhabitants of the same town or the same state based on tribal or religious or ideological differences.

Nigeria is a not alone in this predicament. Several other nations of the world are facing this problems, but in order to ameliorate the problem and to achieve national cohesions,

integration of various communities and peaceful co-existence among their citizens, through Islamic education is necessary. It is observed that the above problems emanated as a result of selfishness, negligence or ignorance of the teaching of Islam and lack of moral and ethnical values that are required to guarantee peaceful co-existence among citizens living in the same society. The Europeans, the Jews, the Arabs including Africans are deep-rooted in the practice of togetherness in the spirit of “the love of our people”.

However, Nigeria in her own moves to remedy the situation has given herself an education policy which spelt out important values that should be inculcated into the recipients. These values include moral and spiritual values in personal, inter-personal and human relations. It aims at inculcating national consciousness and national unity and the right types of values and attitudes for the survival of the individual and the Nigerian society. It is believed that if these values are inculcated in our citizens at the primary, secondary and tertiary levels of educational system, we will be able to build a free, domestic, just egalitarian, united, strong and self-reliant nation (national policy on education, 1998:7)

Nevertheless, in line with the aims and objectives of our national policy on education, the aims of teaching Islamic education at the primary and secondary school levels were summarized in pivotal teacher Training programme for Universal Basic Education course Book on Islamic Studies as Follows:

- a. To awaken in the child a consciousness

of Allah, as a foundation of his intellectual, emotional and spiritual growth;

- b. To teach the child to be conscious of his responsibility to Allah serving him with all the talents and resources he has given him; and very importantly.
- c. To train the child's personality towards the best moral and social conduct, and self-discipline in accordance with the guidance of the Qur'an and Sunnah, and to encourage him through this training to grow up as a good and law abiding citizen who will contribute to the well-being of society and humanity in general, etc.

Islamic education, which deals with a comprehensive way of life, is the totality of training or learning experiences which centre on the relationship between man and his creator and between man and his fellow man. It instills in the individuals the sense of gratitude.

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**AN ASSESSMENT OF STAFF AND STUDENTS USE OF LIBRARIES FOR
DEVELOPING READING CULTURE IN TERTIARY INSTITUTIONS IN
NASARAWA STATE**

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Abstract

An assessment of staff and students use of libraries for developing reading culture enables one to acquire knowledge, seek individual self- improvement and for re-creative purposes. The school library as a resource focus inspires a love of reading among users. This study aimed at establishing how the school libraries can be used to nurture a reading culture among staff and students of tertiary institutions in Nasarawa State. It sought to establish the use of the school libraries in developing of a reading culture in tertiary institutions. The objectives were assessment of staff and students use of libraries for developing reading culture by use of relevance materials available in the school libraries, establish the perception of staff and students towards the use of the school library, to investigate how staff and students make use of the reading culture in libraries in tertiary institutions of Nasarawa State. The study was guided by Vygotsky's socio-cultural model of Reading and Skinner's Behaviorist theory. It adopted a descriptive survey design. Four different higher institutions purposively sampled. thus, a total number of 80 staff and 120 students were used. Data was collected using the questionnaire, interview and observation schedule and a document analysis checklist. It was analyzed using descriptive statistics then presented thematically and also in form of tables and figures. Findings indicated that school libraries mostly stocked examination-oriented texts like course books, revision books and story books (mostly old text books), newspapers and books on donations. It was established that staff and students believed that these texts equipped them with knowledge and skills necessary for passing examinations. Consequently, they used the library

for the purpose of assignments, conduct research and make notes. However, most of them did not read for leisure because of lack of attractive reading materials, the tight examination-oriented syllabus and lack of enough time for usage of the library.

INTRODUCTION

An assessment of staff and students use of the institutional libraries has become a focus of renewed interest for scholars and educationists comparable both nationally and internationally (Walker, 2005). Staff and students have indicated some ultimate notions with respect to the use of institution libraries. The library provides bodily or numerical contact to material, and may be a physical building or room, or a virtual space, or both. A library's collection can include books, periodicals, newspaper, manuscript, films, maps, prints, documents, microform, CDs, videotapes, DVDs, Blu-rays Discs, e-books, databases and other formats. Libraries range in size from a few shelves of books to several million items. In the 21st Century, the part of the School Library is confident to the teaching and learning program of a school. The key goalmouth of the library is to inspire the growth of permanent learning in our staff and students, by promoting a reading culture and developing comprehensive research skills (Akinbode,2005). Libraries are devoted to providing free and equitable access to information for all be it in written, electronic or audiovisual form. They play a vital part in creating literate atmospheres and promoting literacy by offering relevant and attractive reading material for all ages and all literacy levels and by offering staff and students literacy

classes. They hold the social responsibility to offer services that bridge social, political and economic barriers, and traditionally make a special effort to extend their services to demoted people. Libraries assist in finding, using and interpreting appropriate information that opens up opportunities for lifelong learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking, and ultimately, empowerment in an increasingly complex world (Amucheazu,2006). Understanding is an action which helps to develop the mind and disposition of human beings and ultimately enriches their intellectual lives. Staff and students learn to enjoy reading; learning becomes related and it improves their reading culture and self-concept. According to Elaturoti (2011), students can only achieve their potentials in life if they have developed interest in the use of their school or class libraries. This is because reading helps an individual to achieve greater control, increased independence and a greater sense of self-worth and belonging (Meribe, 2005). Apart from provision of reading materials, school libraries provide reading programs that motivate staff and students to read for pleasure. Reading culture are reading activities school or class libraries provide to create awareness of the collection and motivate staff and students to read for pleasure and academic achievement.

The reading programmes include display, exhibition, access to reading materials, lending of books, storytelling, debate, book talks (Carbo and Cole, 2005). Engaging students in variety of reading experiences through book talks, readers' theatre, and storytelling will help students develop habit of listening, comprehension and recall. Asiabaka (2008), school facilities management play an essential role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staff and students. Reading is an activity which helps to develop the mind and personality of human beings and ultimately enriches their intellectual lives. As staff and students learn to enjoy reading; learning becomes relevant and, in that way, improves their reading culture and self-concept. Reading helps readers have mastery of their lives, and situations in life. Examples of how people in the books managed their situations give staff and students knowledge of how to cope with similar situations. According to Elaturoti (2011), students can only achieve their potentials in life if they have developed interest in the use of their school or class library. This is because reading helps an individual to achieve greater control, increased independence and a greater sense of self-worth and belonging (Meribe, 2005).

Apart from provision of reading materials, school libraries provide reading programmes that motivate staff and students to read for pleasure. Reading culture are reading activities school or class libraries provide to create awareness of the collection and motivate staff

and students to read for pleasure and academic achievement. They are reading experiences provided in the school or class library to encourage staff and students' use of the collection and inculcate voluntary reading cultures in students. The reading programmes include display, exhibition, access to reading materials, lending of books, storytelling, debate, book talks (Carbo and Cole, 2005). Engaging students in variety of reading experiences through book talks, readers' theatre, and storytelling will help students develop habit of listening, comprehension and recall. Students' participation in debate and book club will challenge them to read widely and seek information in the library. Asiabaka. (2008), maintained that school facilities management play a pivotal role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staff and students. School records are an important means of accountability because they provide proof.

Library seeks to promote a reading culture in the staff, students and the Community. Library also plays a vital role in supporting the teaching and learning program of the School. Access to a wide range of relevant resources and equipment is available from the Library, via the catalogue. The Library team collaborates with classroom teachers to develop information literacy skills, making use of the excellent facilities provided in the Library Learning Space and appropriate online databases. Lack of interest in reading among students is one of the causes of low education quality in Nigeria. In fact, reading is

a source of knowledge. Teachers should not only focus in teaching in classrooms, but in motivating students to improve their knowledge (Bassey, 2006). Although the main purpose of a library is a source of knowledge, it is more often used as place to store books. Students still prefer to choose other activities than reading books in a school or class library.

Reading makes great people and great nations; the researchers were moved to carry out this study to see how far the use of school library programs can go in promoting the dilapidating reading culture which is getting worse. Providing equity of access to reading resources, engaging authors' visits, and supporting books fairs, exhibition and displays are means to building lifelong readers. Specifically reading culture promotion is one of the cardinal roles of school library (Dike, 2008). Four out of the nine contributions expected of the School libraries in Nigeria are on reading development. According to the Minimum Standard; libraries promote the development of reading skills and encourage long term learning habits through reading, listening to and viewing a variety of learning materials. Reading culture form the key to continuous success in school as well as personal enrichment of the teachers/students. Libraries also provide opportunities for further reading and use of materials other than prescribed classroom textbooks. Stimulate research and independent study by providing a wide variety of materials so that it does not only supply information in printed form, but also in pictures, films, tapes etc. This makes learning more exciting. It

provides materials for recreation and encourage teachers/students to read for pleasure. Free voluntary reading also helps students in the acquisition of other language skills, success in their academic, improved reading ability, vocabulary knowledge, emotional stability, enjoyment of leisure hours, and increased knowledge of political, economic and social issues in his environment. (Sandars,2007).

Statement of the Problem

In fact, most tertiary institutions in Nasarawa State are facing non-availability of suitably recognized libraries (Ajumobi, 2004). For those institutions that may have library facilities, these are either poorly stocked or have outdated books which may not stimulate staff and students to read. Lack of school libraries or poorly established libraries have a negative impact on literacy levels of staff and students. The non-availability of library resources in most case often force students to read only what they are taught by lecturers during class. (Tella Ayeni and Popoola, 2007). Many influences are responsible for the weakening the staff and students use of school libraries and reading culture in our society. Some of these factors include newness with reading on the part of many, insufficient advance of reading skills amongst students, lack of continuity with reading programs on the part of the staff, and language interference, amongst others. The distraction by the fallout from technological innovation in the world today, such as the easy availability of the entertainment media, games and gambling, the

inadequate funding of educational institutions including funding of libraries and e-library units. The introduction of information and communication technologies, students are seen carrying their phones and texting messages, listening to music, yahoo yahoo, etc. They neither study nor read and thus are getting distorted. Their command of English language is poor, so also is their vocabulary and diction. All these are because they do not read anymore (Akinbola,2007).The lecturers should provide assignments that require students to use library resources so as to spread the culture of reading beyond the library walls; the staff as well as heads of the institutions must understand the need for a culture of reading in the institution to support the recreational reading lives of staff and students and to develop the reading habit in our students, preparing them for future academic success and lifelong literacy and learning. It is a concern that many staff and students do not choose to read, and lecturers need to work to build and maintain a strong culture of reading in the institutions so that students do not just learn to read at school, but choose to read in their free time as well. This study intends to look into staff and students use of libraries for developing reading culture in tertiary institutions.

Research Questions

- 1 To what extent do staff and students use of school library in promoting reading culture?
2. To what extent are the available of books in school library affect reading culture in tertiary

institution?

Research Hypotheses

HO:1. There is no relationship between staff and students use of school library in promoting reading culture

HO:2. There is no relationship between availability of books and the use of school library.

METHODOLOGY/FINDINGS

The study adopted the descriptive survey design and data was collected from respondents in the selected institutions which are Federal Polytechnic Nasarawa, Isa Mustapha Agwai Polytechnic, Lafia, Nasarawa State University, Keffi and College of Education, Akwanga, Nasarawa State, through the administration of a closed ended questionnaire of 80 staff and 120 students were purposively selected for the study. A self-designed questionnaire “titled Reading Habits and Library Use” was distributed to all the purposively selected respondents. All the questionnaires were returned and only 184 copies were returned valid for analysis. Descriptive and Inferential statistical tools such as frequency counts, percentages, mean and standard deviation were used to analyze the research questions.

It was found that there is a positive relationship between the staff and students' use of school libraries and their reading habit. This always means that the use of the school library can influence the reading habit of the staff and students. This finding is in consonance with Philip (2009) who observed that there is a link between school libraries and literacy, the staff and students should be provided with relevant,

rich and up-to-date materials, with an inviting library environment and sympathetic staff, to help them in knowledge acquisition. Once a student has developed the reading culture, such students will always come back to the library to look for more books. Surendran (2014) also revealed that school library should be located in an area of maximum accessibility to the staff and students. It should have good ventilation and ample area to conduct other activities, this is to achieve maximum. Similarly, the finding is in consonance with Fabunmi and Fobrunso's (2010) research report. The researchers found that Nigerian secondary school students do not have a healthy reading habit due to the fact that their school library are not adequately stocked to satisfy the information needs of the students, as well as improving their reading culture. The researchers suggested that for these schools to achieve their purpose towards inculcating reading habit in staff and students, they should have school libraries with adequate information resources that will enhance their reading culture as well as employing professional librarians to guide the students in their use of the library.

Conclusion and Recommendations

Based on the results of the study, the researcher concludes as follows:

There is a positive relationship between staff and students reading habit in use of school library for knowledge acquisition, staff and students visit the library periodically, there is a strong relationship between utilization of school library by the staff and students reading habit, school libraries faced various challenges

which has affected the staff and students reading habit, there is a significant relationship between staff and students reading habits and there is a significant relationship between utilization of school library and staff and students reading habit.

Based on the findings of the study, the researcher made the following recommendations

which are believed will improve reading culture among staff and students if implemented. They are:

1. Adequate information resources – both book and non-book information resources should be made available in the school libraries in order to influence the reading habit of the staff and students. If children imbibe the habit of reading papers and other pleasurable materials in their early stages in life, they will continue in future and forming a good reading habit since it is not exam-based.
2. Students should be given priority attention for effective utilization of school library resources. Students should be encouraged to use the library not only during the official time, but whenever they have need for it.
3. Conducive environment can enhance staff and students' patronage to the library. The library building should be spacious, well ventilated and attractive so as to attract the staff and students use of the library as well as influencing their reading habit.
4. There is need education planners and policy makers to revise the current syllabus that has been termed exam-oriented so that students can find more time to do leisure reading and finally

develop a reading culture.

5. Schools need to allocate funds in the yearly budgets to fully equip libraries with reading materials like newspapers, journals, comic books, storybooks and magazines. These should be made available in large quantities to motivate students to read for leisure. If this is done, these quality reading materials will encourage students to develop an interest in reading for pleasure hence develop a reading culture.

6. Schools should come up with a clear programme that ensures that libraries remain open for use by students during their free time especially at night and over the weekends.

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THE IMPACT OF PROPER INTERNAL CONTROL MECHANISM AND THE PRUDENT MANAGEMENT OF FUND AS A PANACEA FOR SURVIVING ECONOMIC CHALLENGES IN COLLEGE OF EDUCATION, AKWANGA

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Abstract

The investigation examines the impact of proper internal control mechanism and the prudent management of fund as a panacea for surviving economic challenges in college of education, Akwanga, Nasarawa State of Nigeria. The methodology of the study is based on the survey research approach. Sample of one hundred and fifty (150) copies of questionnaire was distributed to some selected staff of bursary, audit and business education departments in college of education, Akwanga. The college of education was selected for the research. The data obtained from the questionnaire were analyzed using both descriptive statistic and inferential statistic such as frequency tables, percentages and chi-square analysis. The result of the analysis shows that there was significant relationship between proper internal control and prudent management of fund, this is because the chi-square value calculated (i.e. 128.000) was greater than the chi-square value tabulated (i.e. 9.488). Therefore, based on this result the study recommends that management should develop and robust policies that will encourage a strong and reliable proper internal control system so as to encourage the prudent management of fund to college of education, Akwanga, Nasarawa State.

INTRODUCTION

College of education Akwanga, required to use funds for improving the living standards of

their employees and their immediate environment. But, more –often-than-not the reverse is the case, as some employees in

various colleges are often found guilty of diverting fund for their personal use, (Lent, 2004), this often makes the management of most colleges conduct surprise audits, which serves as a form of control to check mismanagement of funds (Anthony and Young, 2003). Decent financial management practices demand that key management concepts and principles such as sustainability, accountability and transparency among others, are put in place to ensure administrative efficiency. Some colleges of education also ensure this administrative efficiency is achieved, by installing well organized internal control procedures. According to David, (2008) internal Controls can be defined as a procedure designed by those charged with governance, (i.e. management) to ensure reasonable assurance about the achievement of an entity's objectives, with regard to reliability of the financial reporting, effectiveness and efficiency of operations and compliance with applicable laws and regulations. Management of college of education, Akwanga should adopts the internal control in a supple way, such that the system checks itself and any irregularities within the system, are being detected and corrected without much effort. To ensure that the system checks itself, management could adopt controls such as: segregations of duty, supervision of work and acknowledgement of performance. The effective arrangement and implementation of this control system would ensure proper management. Financial management is focused on financial aspects of running the

college and can be described as the application of planning and control to the finance function of the college. It helps in profit planning, measuring costs, and controlling inventories and accounts receivables. It also helps in monitoring the effective deployment of funds in non-current asset and in working capital. It aims at ensuring that adequate cash is on hand, to meet the required current and capital expenditure. It facilitates ensuring that significant capital is procured at the minimum cost to maintain adequate cash on hand, and to meet any needs that may arise in the course of business. Financial management helps in ascertaining and managing not only current requirements but also future needs of the college (ACCA, 2014). Infarct, most colleges manage their finance by behaving in an economic way, and trying to realize their goals in the most capably way likely.

Statement of the Problem

The duty for the establishment of internal control is fundamentally that of the management. For any organization to achieve the targeted goals and objectives, the internal control must be strong and reliable. To get this done, all the basic characteristic that guarantee effective functioning of the internal control must be willingly available. These characteristics include: authorization, segregation of duties, physical control and others to mention a few. However, recent developments have shown that where due approval or authorization has not been granted by appropriate authorities (i.e. the college's governing council) this often leads to wastages

and mismanagement of resources. Furthermore, challenges associated with segregation of duties, which is also a major characteristic of internal control, has led to problem of conspiracy, fraud and misstatement of financial records in most of the organization.

Research Question

The study will provide answers to the following research question;

- I. What is the effect of proper internal control on prudent management of fund as a panacea for surviving economic challenges in college of education, Akwanga
- II. What is the effect of performance of proper internal control on prudent management of fund as a panacea for surviving economic challenges in college of education, Akwanga
- III. To what extend is the segregation of duty affect proper internal control on prudent management of fund as a panacea for surviving economic challenges in college of education, Akwanga
- IV. What is the effect of supervision of proper of proper internal control on the prudent management of fund as a panacea for surviving economic challenges in college of education, Akwanga

Research Hypotheses

For the purpose of this research work, the following formulated null hypotheses are as follows;

- I. Ho1: There is no relationship between proper internal control and prudent management of fund as a panacea for surviving economic challenges in college of education, Akwanga
- II. Ho2: There is no relationship between performance of proper internal control and prudent management of fund as a panacea for surviving economic challenges in college of education, Akwanga
- III. Ho3: There is no relationship between segregation of proper internal control and prudent management of fund as a panacea for surviving economic challenges in college of education, Akwanga
- IV. Ho4: There is no relationship between supervision of proper internal control and prudent management of fund as a panacea for surviving economic challenges in college of education, Akwanga

METHODOLOGY/FINDINGS

This study is a survey research based on primary data obtained from distribution of one hundred and fifty (150) questionnaires distributed to staff of bursary, audit and business education departments in college of education, Akwanga, Nasarawa State. The questionnaire used for the research work were self-designed. The data obtained from the questionnaire distributed were analysed using Frequency table, percentages and Chi-square statistical tool in SPSS (Statistical Package for social sciences).

The findings of this study show that properly established and implemented proper internal control mechanism has significant relationship with the prudent management of fund as a panacea for surviving economic challenges of college of education, Akwanga, Nasarawa State of Nigeria. This is because the chi-square value calculated (i.e.128.000) was greater than the chi-square value tabulated (i.e. 9.488).

Conclusion and Recommendations

A properly recognized and implemented proper internal control will significantly enhance prudent management of college of education, Akwanga's fund. This is because the chi-square value calculated (i.e.128.000) was greater than the chi-square value tabulated (i.e. 9.488). - Ensuring subordinates work down are acknowledge and effective supervision contributes significantly to the attainment of educational goals and objectives this is because more than 41.8% of the respondents supported the question related to this statement in the questionnaire distributed - Weakness in the internal control can cause gradual and systematic collapse of the college, this is because 50.9% of the respondents, agreed with this statement in the questionnaire distributed. From the above Conclusions and findings of this study the following recommendations will be highlighted:

- i. The management of the college of education, Akwanga should have a well develop strategies that will ensure the submission of the proper internal control department are

always implemented since this contributes to the prudent management of the college fund.

- ii. Attainment of college goal and objectives can be made easy if the staff of the college are regularly trained. Therefore, management should include some selected internal control staffs in the planning process and of the college, so that the goal of the institution can be easily achieved with the available fund.
- iii. Internal audit department of the college should be regularly monitored to reduce bias judgement and prevent gradual or systematic collapse of the college.

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