**ZARIA JOURNAL OF EDUCATIONAL STUDIES**

##  (ZAJES)

**A PUBLICATION OF**

**THE FEDERAL COLLEGE OF EDUCATION, ZARIA**

**SPONSORED BY**

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 **VOLUME 19, 2018 ISSN 07940015**

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### Zaria Journal of Educational Studies

**(ZAJES)**

A Publication of the Federal College of Education, Zaria

Volume 19 Special Edition

2018

ISSN 07940015

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# BRIEF INFORMATION ABOUT THE JOURNAL

Zaria journal of Educational Studies (ZAJES) is the official Journal of the Federal College of Education. Zaria, Nigeria. It was first published in 1988 when the College wasan arm of Ahmadu Bello University, Zaria. It has since then served and continues to serve as an important forum for seasoned and fledgling academics and practitioners in the different fields of education to publish their research findings, thoughts as well as reactions to earlier findings and practices. Recognizing the high standard of the Journal, the Tertiary Education Trust Fund (TETFund) of Nigeria began to sponsor the production of its issues in 2010.

Articles which address any issue within the broad discipline of Education are published in the journal. To facilitate location of papers by readers, papers dealing with similar theme are put close together. As a result, the papers in the journal are usually grouped under five broad disciplines of arts and social science education, language and literature education, science and mathematics education, trends and innovation in education, and vocational and technical education.

Good as the ideas and opinions enunciated in the issues of Journal might seem however, they neither represent the thoughts and feelings of the Publisher nor the Editorial Board; they are entirely those of the writers.

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The Editorial Board of **Zaria Journal of Educational Studies (ZAJES)** invites papers from interested stakeholders in education for publication in the journal. The paper may focus on analytical research, research reports, replicated research, research notes, descriptive research, book reviews, etc from any of the following areas in Education:

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## MONTH OF PUBLICATION

The Journal is published yearly for now. Papers are however accepted all the year round.

## GUIDELINES FOR PAPER PREPARATION

### Manuscripts

1. Which must be written in English or any other acceptable language, should be scholarly original and contribute to knowledge;
2. Must not have been published or under consideration for publication in any other journal. Once a paper is accepted for publication in ZAJES, the author(s) cede copyright to the publisher of the journal;
3. should clearly state on its front cover page, the title of the paper, author’s name(s), his/her status/rank, and institutional affiliation. The next page should also begin with the title of the paper (but no name of the author) and followed by an **abstract of not more than 150 words;**
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The current American Psychological Association (APA) style of citation at referencing is used in the Journal as follows:

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The author's name whose idea/statement is being cited should be stated and the year of publication of enclosed in brackets in front of the name. If the statement is **paraphrased**, it is not enclosed in inverted commas. E.g.

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107-114

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2. Contributors are advised to adhere strictly to the above guidelines for presentations, since failure to submit manuscript in the correct style may result in referral or rejection.
3. Authors whose articles are accepted will each receive a copy of the issue where their articles appeared.

### Dr. A. P.A Matemilola

 **Editor-in-Chief:**

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## ROLES OF EDUCATIONAL ADMINISTRATORS IN PROMOTING THE CULTURE OF PEACE IN COLLEGES OF EDUCATION IN NORTH CENTRAL GEO – POLITICAL ZONE, NIGERIA

### Maryam Adamu Garba and Ibrahim Muhammad Tanimu

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Research on Role of Educational Administrators in Promoting the culture of peace in Colleges of Education in North – Central Geo – Political zone, Nigeria was aimed at gathering information on the opinions of management staff, Academic staff, and non-Academic staff on roles of educational administrators in promoting the culture of peace in colleges of education in North-Central Geo-Political zone, Nigeria. The objectives set to guide the study include to determine whether the roles of educational administrators promote the culture of peace on equity, ascertain the roles of educational administrator in promoting the culture of peace on discipline, assess the roles of educational administrators in promoting the culture of peace on hierarchy of authority, find out the roles of educational administrators in promoting culture of peace on human relations, determine the role of educational administrators in enhancing promotion of culture of peace on coordination in Colleges of Education in North – Central Geo-Political Zone, Nigeria. To this end, a descriptive survey research design was employed in order to assess the opinions of four hundred and thirty-nine (439) respondents randomly selected from eight Colleges of Education in North-Central Geo-Political Zones, Nigeria. Questionnaire was used for data collection while data collected were statistically analyzed and the Cronbach Alpha was used to establish the reliability index. The result indicated reliability coefficient of 0.77 along with its internal consistency index. Findings showed that there is a significant difference in the promoting ability. It was, therefore, recommended that school administrators should create an enabling environment for peace to reign in their colleges of education.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* **Keywords:**Roles Educational Administrators Culture of Peace **Introduction**

Armed violence has characterized almost all the parts of Nigeria thereby resulting in the loss of lives and property. Richardson (2010) and Robert (2009) attributed some of the causes of armed violence in Nigeria to lack of proper understanding of the meaning and the functions which education plays in the socio-economic and political development of a nation, lack of indept understanding and respect for the culture and religious beliefs of other people and inability to cope with the socio-economic, political and religious differences that characterized heterogeneous country like Nigeria.

In the continent of Africa there is pre-valence of armed violence in countries like Nigeria, Mali, Cameroun, Congo, Somali, Ethiopia, Libya and Egypt resulting in lost of lives, property and displacement of many families. Similarly, armed violence exists at the globe level in countries like Syria, Iraq, Russia, Ukraine, Indian, Pakistan, and Afghanistan resulting in unprecedented lost of lives and property. Colleges of Education are educational institutions such as the universities, polytechnics and monotechnics established to achieve the following objectives:

1. The acquisition development and inculcation of the proper value orientation for the survival of the individual society.
2. The development of intellectual capacities of individual to understand and appreciate their environment.
3. The acquisition of both physical and intellectual skills which will enable individuals to develop into useful member of the community and

The acquisition of an objective view of local and external environment National Policy on Education (2004).

 The above laudable objectives of colleges of education cannot be achieved in full without the expected roles of educational administrators in the promotion of peace and unity in their various colleges of Education. Furthermore, the harmonious and progressive development of any society, is only realized through knowledge and peace. Knowledge and peace are intangible, and no society can progressively develop without them. Developed countries like United States of America, china, Japan, Canada, Indonesia and Spain used education as a spring board for peace, unity and stability as well as for socio-economic, political and technological development. In Nigeria for example education has not been able to perform its expected functions of nation building and a vehicle for promoting peace and socio-economic development due to lack of access to quality education, poverty, ignorance and poor school administrative leadership (Richard, 2010).

####  1.2 Statement of the Problem

 There is an organized or systematic way of doing things whenever this organized method is not used, chaotic situation is bound to happen in which case performance is hampered. Culture of peace seems to be non-existent in colleges of education. It is observed that some educational administrators appear to have failed in their managerial roles and responsibilities towards their subordinates. Therefore in the light of the above, the qualities and talents of the teacher cannot be fully harnessed and passed to learners. Studies have shown that in spite of qualification, intelligence and other potential a teacher has, with poor result, on the contrary, effective roles of educational administrators in promoting the culture of peace in colleges of education has been proved to be responsible for effective management of some colleges of education.

 One of the cardinal objectives of education, as spelt out in the national Policy on Education (2004) is to inculcate the right type of values and attitudes for the survival of the individual and Nigerian society. No country can grow, develop or survive with absence of peace. Institution like colleges of education that accommodates multi-ethnicity should promote the culture of peace and be used as model for other institution to emulate but reverse is the case. Humanitarian principle of administration is not practiced. It has been asserted that things are not done the way they should be done, for instance, people (staff) are not treated equally, favoritism is the order of the day and that there is no unity, no affection and co- operation in Colleges of Education as expected particularly in the NorthCentral Geo-Political Zone, Nigeria. There is deviation from the real school administration. For instance, the principle of first come, first serve is absent in terms of allocation of offices, equipment and post even when qualified. This has made things to fall apart and consequently, the centre cannot hold.

 Furthermore certain aspects of the educational administrator’s roles such as equity (fair play), discipline, hierarchy of authority, human relations, coordination and several others are not being properly handled by the administrators. Consequently, the effectiveness and efficiency of college system in achieving educational goals are affected. This is concurred in Knapp (2009) when he stated that without effective leadership, most of the goals of educational improvement will be very difficult to achieve. Therefore, culture of peace is hampered. The guideline necessary for efficient administration of schools should contain appropriate and relevant culture of peace for directing the institutions affairs. It is in view of the need to develop appropriate culture of peace relevant to the Nigerian situation and capable of reversing the problems outline above and even other problems that can be further identified in the educational system, this study on the role of educational administrators in promoting the culture of peace in Colleges of Education in North-Central Geo-Political Zone, Nigeria becomes imperative.

## PURPOSE OF THE STUDY

 The purpose of this study is to discover the impact of culture of peace in colleges of Education in North – Central Gee-Political Zone, Nigeria. The study seeks to uncover the following:

1. Examine the roles of educational administrators in promoting the culture of peace on equity in colleges of education in North – Central Geo – Political Zone, Nigeria.
2. Ascertain the roles of educational administrators in promoting the culture of peace on discipline in colleges of education in North – Central Geo – Political Zone, Nigeria.
3. Assess the roles of educational administrators in promoting the culture of peace on hierarchy of authority in colleges of education in North – Central Geo – Political Zone, Nigeria.
4. Find out the roles of educational administrators in enhancing the promoting the culture of peace on human relation in Colleges of Education in North – Central Geo – Political Zone, Nigeria.
5. determine the roles of educational administrators in enhancing the promotion of the culture of peace on coordination in Colleges of Education in North – Central Geo – Political Zone, Nigeria.

## RESEARCH QUESTIONS

 The following research questions are designed to guide the research work:

1. in what way does an educational administrator perform roles of promoting culture of peace on equity in colleges of education in North – Central Geo – Political Zone, Nigeria?
2. To what extent does an educational administrator perform the role of promoting the culture of peace on discipline in colleges of education in North – Central Geo – Political Zone, Nigeria?
3. How does an educational administrator perform the role of promoting the culture of peace on hierarchy of authority in colleges of education in North – Central Geo – Political Zone, Nigeria?
4. How does an educational administrator perform the role of promoting the culture of peace on human relation in colleges of education in North – Central Geo – Political Zone, Nigeria?
5. In what manner does an educational administrator perform the role of promoting the culture of peace on coordination in colleges of education in North – Central Geo – Political Zone, Nigeria?

## METHODOLOGY

 The descriptive survey research design was used to assess the role of educational administrators in promoting the culture of peace in colleges of education in North – Central Geo-Political Zone, Nigeria. The cluster random sampling technique was employed in the selection of four hundred and thirty nine (439) respondents drawn from eight (8) Colleges of Education in North – Central Geo – Political Zone, Nigeria. Data were collected with a 50 item questionnaire title “Roles of educational administrators in promoting the culture of peace in North – Central Geo – Political Zone, Nigeria.

The questionnaire had two sections: Section A elicited the bio data of the respondents while section B focused on the variables of the study. The face and content validity of the instrument was determined using the opinion and input of experts on educational administration and planning in Ahmadu Bello University, Zaria. The test retest reliability analysis which was used to determine the instrument’s reliability yielded reliability co-efficient of 0.77. The instrument was personally administered on the respondents by the researcher and this ensured a 95% rate of return. Data collected were analyzed with inferential statistical tools. The findings are presented in tables 1 – 5.

### Population of the Study

 The population of the study consists of four hundred and thirty-nine (439) management staff on the college of education in the zone, North central geopolitical zone, Nigeria.

### Sample and Sampling Technique

 The stratified sampling technique was used for selecting the required sample from the colleges. The advantages of this procedure is that it allows for equal opportunity of each of the colleges to be represented in the selected sample size. From the 17 colleges in the seven states, 7 colleges were selected at random. The sample for academic staff two hundred and fifty (250) respondents, (150) that of the management staff thirty-nine (39) were evenly distributed between the states. The source of data collected is National Commission for Colleges of Education: [www.ncceonline.edu.ng/college.php.](http://www.ncceonline.edu.ng/college.php)This satisfied the condition of effective representation of the colleges in the study in line with Nworgu (1991).

### Research Instrument

 A structured questionnaire comprising of six sections was designed for the data collection. The first section solicited for demographic characteristics of the respondents while the remaining five sections solicited opinions of the respondents on the roles of Educational administrators in the promotion of culture of peace on equity, discipline, hierarchy of authority, human relations and management coordination in the colleges. The responses to items in the five sections were measured on a five point Likert Scale. This agreed with Araoye (2004) for a survey instrument for data collection.

### Validation and Reliability of the Instrument

 To ensure the content validity of the instrument, the designed questionnaire was subject to vetting by professionals in the department of Education and Statisticians in Ahmadu Bello University, Zaria for face validation. Based on their comments, necessary adjustment were made.

### Reliability of the instrument

A split-half reliability test was used to ascertain if the instrument was reliable. A correlation co-efficient of 0.77 was obtained using Cronbach Alpha correlation coefficient.

### Administration of instrument

 The researcher solicited the help of the provost of the selected colleges and the Administrative Secretaries cum Registrars for the instrument administration. Some of the questionnaires were posted to the designated officers who helped in the administration. The researcher visited some of the colleges and obtained assistance from officials in the administration and collection. The respondents were required to complete the questionnaires with some privacy and two days duration after which the completed questionnaires were collected.

### Data Analysis

 Data collected were subjected to statistical analysis using the Statistical Package for the Social Sciences (SPSS) IBM version 23. The descriptive procedures were adopted and include frequency and percentages, means and standard deviations. Graphical illustrations were carried out with the MS-Excel version 2013.

## RESULTS

### Research question 1

In what way does an educational administrator perform roles of promoting culture of peace on equity in colleges of education in North – Central Geo – Political Zone, Nigeria?

### Table 1: Opinions of the respondents on Educational administrators’ roles of promoting culture of peace on equity in the colleges

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **SN**  | **Culture of peace on equity**  | **SA**  | **A**  | **U**  | **D**  | **SD**  | **Mean**  |
| 1  | Staff are not treated differently by the educational administrators; therefore they do not interact on the basis of tribe, ethnicity and socio-economic background  | 46(12.7)  | 196(54.1)  | 16(4.4)  | 20(5.5)  | 84(23.2)  | 3.28  |
| 2  | The educational administrator establishes good rapport and creates a sound relationship with the academic and nonacademic staff; this enables this college to share facilities accordingly  | 167(46.1)  | 125(34.5)  | 10(2.8)  | 9(2.5)  | 51(14.1)  | 3.96  |
| 3  | The educational administrator ensures that academic and non-academic staff are treated equally’ this enable him/her to establish good working relation  | 90(24.9)  | 149(41.2)  | 26(7.2)  | 7(1.9)  | 90(24.9)  | 3.39  |
| 4  | The educational administrator encourages the non-academic staff to show warmth, love and affection to academic staff by being fair; this enable them to have harmonious working relationship with the staff  | 104(28.7)  | 212(58.6)  | 35(9.7)  | 5(1.4)  | 6(1.7)  | 4.11  |
| 5  | The educational administrator disciplinary qualities such as being more; upright and honest make academic and non-academic staff to relate well with him/her  | 78(21.5)  | 207(57.2)  | 32(8.8)  | 2(.6)  | 43(11.9)  | 3.76  |
| 6  | The educational administrators are just in dealing with the members of the staff; this reduces gossiping, rumours and ethnic issues to the barest minimum  | 109(30.1)  | 82(22.7)  | 29(8.0)  | 71(19.6)  | 71(19.6)  | 3.24  |
| 7  | The ways an manner the educational administrators relates with the academic staff makes all the staff members sees him/her as a partner  | 145(40.1)  | 134(37.0)  | 32(8.8)  | 43(11.9)  | 8(2.2)  | 4.01  |
| 8  | The educational administrators are bias when it comes to the distribution of items, facilities, equipment and posts to the academic staff in this college; this has led to breakdown of law and order  | 94(26.0)  | 104(28.7)  | 21(5.8)  | 20(5.5)  | 123(34.0)  | 3.07  |
| 9  | The educational administrators follow due process in allocating offices, staff quarters, equipment and store to staff members of the college  | 56(15.5)  | 101(27.9)  | 28(7.7)  | 24(6.6)  | 153(42.3)  | 2.68  |
| 10  | The educational administrators denied the right of some of the academic staff in these colleges; right to sponsorship of conference and workshop attendance are personalized, this has created enmity among staff in the college  | 63(17.4)  | 126(34.8)  | 18(5.0)  | 29(8.0)  | 126(34.8)  | 2.92  |

Most of the respondents were of the view that the treatment of staff by the Educational administrators help in the promotion of the culture of peace on equity in Colleges of Education. This is indicated in the table by 46(12.7%) and 196(54.1%) of the respondents who strongly agreed and agreed respectively that Staff were not treated differently by the educational administrators and therefore do not interact on the basis of tribe, ethnicity and socio-economic background in the colleges. The mean score for the item is 3.28 which would imply that the level of disagreement was relatively low with this suggestion. Among such roles in the promotion of culture of peace on equity in the college is the establishment of good rapport and creation of a sound relationship with the academic and non-academic staff which almost all the respondents agreed with a mean score of 3.96, enables their colleges to share facilities accordingly.

 As part of the treatment in the promotion of culture of peace on equity in the colleges, the respondents were of the view that the Educational administrators ensures that academic and non-academic staff were treated equally’ which enable them to establish good working relationships in the colleges. In the table, 90(24.9%) and 149(41.2%) of the respondents strongly agreed and agreed respectively with this opinion and the mean score was 3.39. The treatment of the staff is perceived to encourage the non-academic staff to show warmth, love and affection to academic staff due to the fairness of the treatment which in turn enhances harmonious working relationship among all staff in the college. The mean score of 4.11 for the item means that most respondents were in agreement with this opinion.

 The roles extend to the individual dispositions of the educational administrators which the respondents agreed with a mean of 3.76 was attributable to personal qualities such as being upright and honest which encourages the academic and non-academic staff to relate well with them. Coupled with this individual quality is the perception that the administrators are just in their dealings and express their conducts through effective communication which help to reduces gossips, rumours and ethnic issues to the barest minimum in the colleges. Though this was not a general agreement as indicated with the mean score of 3.24 but most respondents in the colleges were of this opinion. This general personal attribute is seen in the expressed opinion of the respondents in item 7 of the table where 145(40.1%) and 134(37.0%) of the respondents strongly agreed and agreed respectively that the ways and manner the educational administrators relates with the academic staff makes all the staff members sees them as a partners in the administrative progress of the colleges. The mean score for this item is 4.01 which means that the level of disagreement with this notion was very low among the respondent.

 Opinions was somehow divided among the respondents when it comes to distribution or allocation of facilities. In item 8 of the table, 94(26.0%) and 104(28.7%) of the respondents strongly agreed and agreed respectively that the educational administrators were bias when it comes to the distribution of items, facilities, equipment and posts to the academic staff in the colleges and that this biasness has led to breakdown of law and order in some of the colleges. But 20(5.5%) and 123(34.0%) of the respondents disagreed with this opinion and 21(5.8%) did not respond to the question. In Line with this opinion the respondents disagreed with a mean score of 2.68 in item 9 of the table that the educational administrators follow due process in allocating offices, staff quarters, equipment and store to staff members of the college and in item 10, they disagreed with a mean score of 2.92 with the suggestion that the educational administrators denied the right of some of the academic staff in the colleges such as right of sponsorship to conference and workshop and that attendance are personalized which has created enmity among staff in the colleges. From the observed opinions, it could be said that the Educational administrators ensure the promotion of culture of peace on equity in the colleges through their mostly equality of treatment to all staff and remaining accessible to them in the colleges.

## RESEARCH QUESTION 2

To what extent does an educational administrator perform the role of promoting the culture of peace on discipline in colleges of education in North – Central Geo – Political Zone, Nigeria?

### 2. Roles of Educational administrators in promoting the culture of peace on discipline

To ascertain how Educational administrators perform their roles of promoting culture of peace on discipline in the Colleges of Education within the NorthCentral Geopolitical Zone of Nigeria, their moral integrity, the way and manner they administer the disciplinary processes in the colleges among others were

assessed. Table 2: shows the opinion of the respondents on the selected items used in the assessment.

### Table 2: Opinions of the respondents on Educational administrators’ roles of promoting culture of peace on discipline in the colleges

S/n Culture of peace on Discipline SA A U D SD Mean

1. The educational administrators are 77(21.3 122(33.7) 26(7.2) 9(2.5) 128(35.4) 3.03 morally sound as such academic )

and non-academic staff sees him/her as a role model

1. The educational administrators are 74(20.4 88(24.3) 26(7.2) 33(9.1) 141(39.0) 2.78 morally upright such that academic )

staff sees them as role model

1. The educational administrator 90(24.9 149(41.2) 26(7.2) 7(1.9) 90(24.9) 3.39 ensures that academic and non- ) academic staff are treated equally’ this enable him/her to establish good working relation
2. Some academic staff who are found 164(45. 113(31.2) 29(8.0) 17(4.7) 39(10.8) 3.96 wanting are not served with 3)

warning letters by the administrators; this has resulted to chaotic situation in the college

1. The educational administrators do 82(22.7 192(53.0) 36(9.9) 18(5.0) 34(9.4) 3.75 not use disciplinary committee in )

the maintenance of the behavior of some staff in the college

1. The educational administrators 57(15.7 97(26.8) 133(36.7) 9(2.5) 66(18.2) 3.19

 ensures that no lecturer is above the )

law when it comes to enforcement of discipline in this college

1. The educational administrators 97(26.8 73(20.2) 114(31.5) 21(5.8) 57(15.7) 3.36 believe that all staff members are ) equal when it comes to enforcement of disciplinary action in the college
2. The educational administrators give 70(19.3 65(18.0) 57(15.7) 39(10.8) 131(36.2) 2.73 preferential treatment to staff who ) gossip to them
3. The educational administrators 65(18.0 94(26.0) 26(7.2) 67(18.5) 110(30.4) 2.83 ensure that staff who are found )

wanting are disciplined no matter their background

1. The educational administrator gives query to staff offenders on personal basis

73(20.2 178(49.2) 24(6.6) 25(6.9) 62(17.1) 3.48

)

There was no major consensus on the moral integrity of the Educational administrators in their roles of promoting culture of peace on discipline in the Colleges of Education. Though 77(21.3%) and 122(33.7%) of the respondents strongly agree and agreed respectively with the view that the educational administrators were morally sound, such that non-academic staff sees them as a role models but 128(35.4%) and 9(2.5%) of the respondents strongly disagreed and disagreed with the suggestion and 26(7.2%) of the respondents did not answer the question. The mean score (3.03) was however in support of the moral integrity. It should be noted that some (27or 7.2%) of the respondents did not express their opinion on the issue. The Educational administrators were however not seen as role models for the academic staff in the next item where 141(39.0%) and 9.1%) of the respondents strongly disagreed and disagreed with the suggestion that the educational administrators are morally upright such that academic staff sees them as role model. The mean score is 2.78 which shows that most respondents did not agree that they could role model to the academic staff. The difference in opinion here could be attributable to the fact that among the non-academic staff in the colleges, the management cadre is their line of ascendancy in the hierarchy of authority and statuses within the colleges.

 The respondents were of the view that the Educational administrators cannot discipline some of the academic and non-academic staff who are found wanting because of their background. This is further supported with the response to the next item where most respondents with a mean score of 3.96 agreed that some academic staff who were found wanting were not served with warning letters by the administrators which they said has resulted to chaotic situation in the colleges. In the table, 164(45.3%) and 113(31.2%) of the respondents strongly agreed and agreed respectively with this suggestion. This development is associated with the inability of the administrators to utilize the services of disciplinary committees in the college. This is clearly seen in item 5 of the table where 82(22.7%) and 192(53.0%) of the respondents strongly agreed and agreed respectively with the suggestion that the educational administrators do not use disciplinary committee in the maintenance of discipline of some staff in the colleges. The mean score is 3.75, a clear indication that most respondents were of this opinion. This could explain the almost divided opinion among that respondents that the educational administrators ensures that no lecturer is above the law when it comes to enforcement of discipline in this colleges. In what could be said to be a divided opinion, 133(36.7%) of the respondents did not express their view on the item. However, the respondents agreed that the educational administrators believe that all staff members are equal when it comes to enforcement of disciplinary action in the college even where such belief is not put into practice in the administration of the colleges.

 The respondents did not agree with the suggestion that the educational administrators gives preferential treatment to staff who gossip to them. With a mean score of 2.73, it could be said that most respondents did not agree with the opinion. But the respondents did not agree that the educational administrators ensure that staff who are found wanting are disciplined no matter their background. The mean score for the item is 2.83 which support the general perceptions that certain staff could not be discipline in the colleges. The respondents agreed in the last item of the table that the educational administrator gives query to staff offenders on personal basis in the colleges. This is indicated with a mean score of 3.48 for item 10 of the table. From the opinion of the respondents, the roles of the Educational administrators in promoting culture of peace on discipline in the colleges is tainted partly because of sentiment attributable to cleavages, and personal moral integrity and intervention from external forces.

## RESEARCH QUESTION 3

How does an educational administrator perform the role of promoting the culture of peace on hierarchy of authority in colleges of education in North – Central Geo – Political Zone, Nigeria?

### 3. Roles of Educational administrators in promoting the culture of peace on hierarchy of authority

In assessing how the Educational administrators perform roles of promoting culture of peace on hierarchy of authority in the Colleges of Education within the North-Central Geopolitical Zone of Nigeria, issues considered were respect for hierarchical authority, delegation of powers for administrative processes, respect for professionalism and utilization of allocated resources in the administration of the colleges. Table 4.5 shows the opinions of the respondents on the selected items used for the assessment.

### Table 3: Opinions of the respondents on Educational administrators’ roles of promoting culture of peace on hierarchy of authority in the colleges

S Culture of peace on Hierarchy of SA A U D SD Mean

n Authority

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1  | The educational administrators arrange all the employees in this college according to their importance  | 76(21.0)  | 235(64.9)  | 19(5.2)  | 10(2.8)  | 22(6.1)  | 3.92  |
| 2  | The educational administrators administers the affairs of the college in hierarchical order  | 109(30.1)  | 208(57.5)  | 33(9.1)  | 8(2.2)  | 4(1.1)  | 4.13  |
| 3  | The educational administrator delegates power and authority to subordinates for ease of administration  | 71(19.6)  | 245(67.7)  | 34(9.4)  | 5(1.4)  | 7(1.9)  | 4.02  |
| 4  | The educational administrators suggest that the right people should be at the right place at the right time; this enables them to avoid confusion and disorderliness in the college  | 176(48.6)  | 103(28.5)  | 59(16.3)  | 5(1.4)  | 19(5.2)  | 4.14  |
| 5  | The educational administrators do not follow the ethics of authority in the affairs of the college  | 41(11.3)  | 110(30.4)  | 26(7.2)  | 53(14.6)  | 132(36.5)  | 2.65  |
| 6  | The educational administrators assigns academic and non-academic staff to act as agent of higher authority to whom they report to hierarchically  | 45(12.4)  | 122(33.7)  | 84(23.2)  | 18(5.0)  | 93(25.7)  | 3.02  |
| 7  | The educational administrators deny academic staff allocation and permission to use the necessary resources needed in the college  | 42(11.6)  | 101(27.9)  | 25(6.9)  | 68(18.8)  | 126(34.8)  | 2.63  |
| 8  | The educational administrators favours non-academic staff because they obey orders, rules and regulation of the college  | 21(5.8)  | 35(9.7)  | 73(20.2)  | 55(15.2)  | 178(49.2)  | 2.08  |
| 9  | The educational administrators are legitimate for controlling the academic and non-academic staff; this made them to willingly obey  | 85(23.5)  | 161(44.5)  | 32(8.8)  | 3(.8)  | 81(22.4)  | 3.46  |
| 10  | The educational administrators do not arrange the staff members according to their importance in the college  | 33(9.1)  | 141(39.0)  | 25(6.9)  | 38(10.5)  | 125(34.5)  | 2.78  |

The promotion of culture of peace on hierarchy of authority in the colleges, the respondents agreed with a mean of 3.92 that the administrators arrange all their employees in the colleges according to their hierarchical importance and administers the affairs of the college in hierarchical order. The latter is indicated by

109(30.1%) and 208(57.5%) of the respondents who strongly agreed and agreed respectively with the suggestion in item 2 of the table. The mean score for the item is 4.13 which means that most respondents agreed with this view.

 In the promotion of culture of peace on hierarchy of authority in the colleges, respondents agreed that the educational administrator delegates power and authority to subordinates for ease of administration in the colleges. In the third item of the table, 71(19.6%) and 245(67.7%) of the respondents strongly agreed and agreed respectively with this opinion and the mean score is 4.02. In pursuit of the culture of peace on hierarchy of authority, the respondents were of the view that the educational administrators suggest that the right people should be at the right places at the right time which will enable them to avoid confusion and disorderliness in the administration of the colleges. This is indicated with a mean score of 4.14 for item 4 of the table. This could explain the disagreement by the respondents on the suggestion that the educational administrators do not follow the ethics of authority in the affairs of the colleges in item 5 of the table with a mean score of 2.65.

 There was a divergence of opinion among the respondents on the suggestion that the educational administrators assigns academic and non-academic staff to act as agent of higher authority to whom they report in hierarchical order. While 45(12.4%) and 122(33.7%) strongly agreed and agreed respectively with the suggestion, 18(5.0%) and 93(25.7%) disagreed and strongly disagreed with the suggestion and 84(23.2%) of the respondents did not express their view on the issue. The respondents however disagreed with the suggestion that the educational administrators deny academic staff allocations and permission to use the necessary resources needed in the colleges. This is indicated with a mean score of 2.63 for item 7 in the table. The respondents also disagreed with the suggestion that the educational administrators favour non-academic staff because they obey orders, rules and regulation of the colleges. The respondents agreed with a mean score of 3.46 that the educational administrators are perceived to have the legitimacy for controlling the academic and non-academic staff which make the staff to willingly obey their authorities. The respondents did not agree that the administrators do not arrange their staff members according to their hierarchical importance in the colleges. This is indicated with a mean score of 2.78 for the last item of the table. The observation from this table is that the educational administrators effectively promote the culture of peace on hierarchy of authority in the colleges through effective adherence to hierarchical disposition of authority through the staff.

## RESEARCH QUESTION 4

how does an educational administrator perform the role of promoting the culture of peace on human relation in colleges of education in North – Central Geo – Political Zone, Nigeria?

### 4. Roles of Educational administrators in promoting the culture of peace on human relationship

To find out how the Educational administrators perform their roles of promoting the culture of peace on human relations in Colleges, among other issues assessed were respect for subordinates, relationship between academic and non-academic staff, application of the principle of justice and fair play and the motivation of staff to perform their tasks in the colleges. The opinions of the respondents on the items are shown in Table 4.6.

### Table 4: Opinions of the respondents on Educational administrators’ roles of promoting culture of peace on human relations in the colleges

S Culture of peace on Hierarchy of SA A U D SD Mea

n Authority n

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1  | The educational administrators have 85(23.5 respect for subordinates in the college )  | 251(69.3)  | 16(4.4)  | 3(.8) 7(1.9)  | 4.12  |
| 2  | The educational administrators relate 103(28.well with the academic and non- 5) academic staff of this college  | 199(55.0)  | 42(11.6)  | 12(3. 6(1.7) 3)  | 4.05  |
| 3  | The educational administrator do not 33(9.1) apply the principle of justice and fair play in the college  | 48(13.3)  | 54(14.9)  | 46(12 181(50..7) 0)  | 2.19  |
| 4  | The educational administrators 74(20.4 establish cordial relationship with the ) subordinates in the college  | 210(58.0)  | 57(15.7)  | 11(3. 10(2.8) 0)  | 3.90  |
| 5  | As a result of the harmonious working 69(19.1 relationship between the educational ) administrators and the subordinates, standard is maintained in this college  | 245(67.7)  | 27(7.5)  | 6(1.7) 15(4.1)  | 3.96  |
| 6  | Because of the good relationship 108(29. between the educational 8) administrators and the academic staff, culture of peace is maintained in this college  | 227(62.7)  | 23(6.4)  | 0(0.0) 4(1.1)  | 4.20  |
| 7  | The educational administrators have 65(18.0 cooperation of the academic and non- ) academic staff; this enables them to succeed  | 274(75.7)  | 23(6.4)  | 0(0.0) 0(0.0)  | 4.12  |
| 8  | The educational administrators work 72(19.9 with non-academic staff and seek their ) help  | 240(66.3)  | 30(8.3)  | 5(1.4) 15(4.1)  | 3.96  |
| 9  | The educational administrators 56(15.5 motivates their employees in the ) college; this enables them to attain greater height  | 177(48.9)  | 26(7.2)  | 8(2.2) 95(26.2)  | 3.25  |
| 10  | The educational administrators work 31(8.6) closely with and through the people  | 234(64.6)  | 43(11.9)  | 17(4. 37(10.27) )  | 3.57  |

In promoting the culture of peace on human relations in the colleges, the respondents were unanimous that the educational administrators have respect for subordinates in the college; this is indicated with a mean score of 4.12 for the first item in the table. This opinion is supported in the next item of the table where the respondents agreed that the educational administrators relate well with the academic and non-academic staff of the college. This could explain why the respondents did not agree that the educational administrator do not apply the principle of justice and fair play in the colleges. The respondents were of the view that the educational administrators established cordial relationship with the subordinates in their colleges. This is indicated with a mean score of 3.9 for item 4 in the table and in item 5 they supported the suggestion that the harmonious working relationship between the educational administrators and the subordinates enables some standard to be maintained in the colleges. This is indicated by 69(19.1%) and 245(67.7%) of the respondents who strongly agreed and agreed with the suggestion and with a mean score of 3.96. This is affirmed by the respondents in item 6 of the table where they agreed with a mean score of 4.20 that the good relationship between the educational administrators and the academic staff has enhanced the culture of peace that is maintained in the colleges

The promotion of culture of peace on the human relations in the colleges is perceived to have resulted in the cooperation between the academic and nonacademic staff of the colleges which enables them to succeed in the administration of the college. And in item 8 the respondents agreed that the educational administrators work with non-academic staff and seek their help where it is necessary. The respondents therefore perceived that promotion of the culture of peace on human relationship in the college have led to motivation to work more effectively by the staff. This is indicated with a mean score of 3.25 for item 9 in the table where 56(15.5%) and 177(48.9%) of the respondents strongly agreed and agreed respectively with the suggestion that educational administrators motivates their employees in the colleges which enables them to attain greater heights in their tasks. This could explain the agreement in item 10 where the respondents agreed that the educational administrators work closely with and through the people. The observation here clearly shows that the educational administrators play their roles effectively in promoting the culture of peace on human relation through effective and respect for all staff.

## RESEARCH QUESTION 5

In what manner does an educational administrator perform the role of promoting the culture of peace on coordination in colleges of education in North – Central Geo – Political Zone, Nigeria?

### Roles of Educational administrators in promoting the culture of peace on management coordination

The aim here is to examine how the Educational administrators perform their roles of promoting the culture of peace on management coordination in Colleges. Towards attainment of this objective, the roles of the Educational administrators in terms of arrangement of the college activities, the mechanism employ for management coordination, provision for exchange of information for effective communication, and the effectiveness of skilled personnel in coordinating staff were examined. Table 4.7 shows the opinions of the respondents on the items used for the assessment.

### Table 5: Opinions of the respondents on Educational administrators’ roles of promoting culture of peace on management coordination in the colleges

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ulture of peace on Hierarchy of

Authority

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Mean

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1  | The educational administrators arrange activities in order, this enables them to have a smooth flow of work in the college  | 105(29.0)  | 225(62.2)  | 22(6.1)  | 4(1.1)  | 6(1.7)  | 4.16  |
| 2  | The educational administrators employ appropriate mechanism of coordination; this enable them to achieve greater height  | 87(24.0)  | 251(69.3)  | 19(5.2)  | 0(0.0)  | 5(1.4)  | 4.15  |
| 3  | The educational administrators make provision for effective exchange of information in this college; this enables them to achieve a coherent outcome  | 47(13.0)  | 282(77.9)  | 27(7.5)  | 1(.3)  | 5(1.4)  | 4.01  |
| 4  | The educational administrators employ appropriate mechanism for effective coordination. This enables them to have clarity of roles on the part of staff members  | 53(14.6)  | 241(66.6)  | 68(18.8)  | 0(0.0)  | 0(0.0)  | 3.96  |
| 5  | The educational administrators provides effective exchange of information through teachers’ handbooks, annual introduction programme and others  | 84(23.2)  | 213(58.8)  | 16(4.4)  | 5(1.4)  | 44(12.2)  | 3.80  |
| 6  | The educational administrators brings all the members of the college in the picture as concerns the operational processes within the school system  | 140(38.7)  | 143(39.5)  | 44(12.2)  | 11(3.0)  | 24(6.6)  | 4.01  |
| 7  | The educational administrators often allocate jobs according to skill and competence of individual members of the college; this enables the academic and non-academic staff perform their assignment efficiently  | 128(35.4)  | 194(53.6)  | 23(6.4)  | 9(2.5)  | 8(2.2)  | 4.17  |
| 8  | The educational administrators brings the related activities together; this make the academic staff to work together in a cooperative fashion  | 101(27.9)  | 234(64.6)  | 22(6.1)  | 0(0.0)  | 5(1.4)  | 4.18  |
| 9  | The educational administrators do not employ all channel of network which relies on decentralized channels with shared leadership  | 41(11.3)  | 127(35.1)  | 56(15.5)  | 41(11.3)  | 97(26.8)  | 2.93  |

10 The educational administrators do appreciate the uniqueness of each staff and contribution they offer in the establishment

 56(15.5) 234(64.6) 30(8.3) 16(4.4) 26(7.2) 3.77

From the responses in the table, the educational administrators applied various strategies in promoting the culture of peace on the management coordination in the colleges. These included, as shown in item 1 of the table the arrangement of activities in order which enables them to have a smooth flow of work in the colleges. In the table, 105(29.0%) and 225(62.2%) of the respondents strongly agreed and agreed with this suggestion and the mean score is 4.16, a clear indication that most of the respondents have the same opinion on the item. Another strategy is the application of appropriate mechanism of coordination in the administrative processes which the respondents in item 2 of the table agreed with a mean of 4.15 that enable them to achieve greater height in the administration of the colleges.

 In terms of communication, the respondents were of the opinion that the educational administrators make provision for effective exchange of information which enables them to achieve a coherent outcome in their management processes. This is indicated in item 3 of the table with a mean score of 4.01. The application of appropriate mechanism for effective coordination by the administrators is perceived by the respondents to be responsible for their clarity of roles on the part of staff members in the colleges. In item 4 of the table, 53(14.6%) and 241(66.6%) of the respondents strongly agreed and agreed respectively with this suggestion and the mean score for the item is 3.96. Apart from this application of appropriate strategies, the respondents agreed with the suggestion that the educational administrators provides effective exchange of information through teachers’ handbooks, annual introduction programme among others for effective communication in the administrative processes of the college. In item 5 of the table, 84(23.2%) and 213(58.8%) of the respondents strongly agreed and agreed with this opinion and the mean score for the item was 3.8.

 As part of the strategies for promoting the culture of peace on the management coordination, the respondents are of the view that the administrators incorporate all members of staff in the decisions affecting the administrative procedures in the colleges. This is seen in item 6 of the table where 140(38.7%) and 143(39.5%) of the respondents strongly agreed and agreed with the suggestion that the educational administrators brings all the members of the college into the picture as it concerns the operational processes within the school system. The mean score for the item is 4.01 which clearly imply that most respondents agreed with this approach of the administrators in the colleges’ administration. As part of this process, the respondents agreed with a mean score of 4.17 that the educational administrators usually allocate jobs according to skills and competence of individual members of the college staff and that this procedure enables the academic and non-academic staff to perform their assignments efficiently.

 Towards effective coordination, the respondents agreed that another approach used by the administrators is collection of related activities into a single system such that there will be cooperation and effective execution. This is the opinion of 101(27.9%) and 234(64.6%) of the respondents who strongly agreed and agreed respectively on item 8 of the table where it was suggested that the educational administrators bring the related activities together and that it makes the academic staff to work together in a cooperative fashion. The mean score of 4.18 is a clear indication that most of the respondents were in agreement with the suggestion. This is further affirmed in item 9 of the table where the respondents disagreed with a mean of 2.93 that the educational administrators do not employ all channel of network which relies on decentralized channels with shared leadership in the colleges. In the last item of the table, the respondents agreed with a mean score of 3.77 that the educational administrators appreciate the uniqueness of each staff and the contribution they offer in the administration of the colleges. The observations here shows that the educational administrators apply various strategies such as inclusiveness in decision making among others in the promotion of the culture of peace on management coordination in the colleges.

## DISCUSSION OF FINDINGS

 Effective administration of colleges of education depends on certain tested administrative practices appropriate to a particular level of education. Administrators need to be aware of such theories to establish a point of reference in the administration of their colleges.

 The result of the analysis revealed that promoting the culture of peace is very important in an institution of learning because it is only when peace reign that development and growth can take place. From the findings, it can be inferred that administrators who are in promoting the culture of peace, are more successful in their administration. The findings showed that the administrator’s poor managerial knowledge has been reasonable for managerial failure in the Colleges of Education.

 It can be inferred from the findings that, there is an evidence of ignorance on the part of some administrators of College of Education on the non-existence of culture of peace in their institutions. Therefore, there is the need for a conscious effort to perform the culture of peace. It is true that it is only when administrators apply the culture of peace that the college can grow, develop, and raise excellent students who can be effective leaders of tomorrow.

### Conclusion

 Based on the findings from the analyzed data for this study, the following conclusions could be dawn. The Educational administrators in the colleges are effectively performing their roles of promoting the culture of peace on equity, hierarchy of authority, human relationship and management coordination in the colleges. Their role of promoting the culture of peace on discipline is hindered by numerous factors which included, lack of moral integrity on the part of the administrators, selective application of disciplinary measures, external intervention of other personalities and associated sentimental cleavages.

### Recommendations

Based on the findings from this study, the researcher would wish to recommends that:

1. To maintain the promotion of the culture of peace on equity in the colleges. The educational administrators should apportion equal treatment to all according to their entitlements.
2. There is a need to ensure that equality of disciplinary measures application is observed for all equal categories of breach of the laws, rule and regulations of the colleges.
3. The role of hierarchy of authority should be maintained for the achievement of peace in the colleges and thus the wider society that is to stay; the right people should be at the right place at the right time to avoid confusions and disorderliness in an organization.
4. The promotion of culture of peace on human relationship in the colleges should be maintained and improved upon i.e. by fostering the morale of its employees.
5. Educational Administrators should uphold the culture of management coordination observed in the colleges for peaceful coexistence not just in the colleges but the wider society, by encouraging keenness use of each person’s abilities and reward each one’s merit without arousing possible jealousies.

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**EVALUATION OF THE IMPACT OF POVERTY ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS: A STUDY OF SOME SELECTED SCHOOLS IN KADUNA STATE, NIGERIA.**

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*The main objective of this research is to evaluate the impact of poverty on Students’ performance in their final examinations in Kaduna state. This research used questionnaire to collect data on the socioeconomic characteristics of the parents and the students as well as academic performance of students in Secondary schools. The study made use of Mock and SSCE results to obtain the general performance of students relative to their parents’ income level.*

*Comparison was also made between students’ performance in public and private secondary schools in the state. Based on the nature of data, a multi-staged sampling method was used to select three local government areas from each senatorial zone so as to ensure that the sample size is a good representation of the population of the study. The study employed the Pearson Product Moment Correlation Coefficient and Chi-square-test techniques as means of analysis. The results show significant relationship between parents’ income and academic performance, significant difference between academic performance of students in public secondary schools and those in private secondary schools and also significant difference between students whose parents are educated and those whose parents are not educated. The study concludes that poverty has a negatively significant impact on students’ academic performance. The major recommendation of this study is, since poverty has been found to have significant impact on students’ academic performance; the State Government should ensure that its poverty alleviation programme captures the right persons and should be extended to education through scholarships. This will help raise the income of parents and help students concentrate on their studies without any disruption.* **Keywords:** poverty, academic performance, secondary schools.

#### Introduction

Access to education is one of the most important basic human rights in all societies. In Nigeria, the provision of education has been one of the most critical issues of government social policy of which Poverty has however remained a stumbling block for most people to attain this basic right. Poverty is a universal social problem that cuts across nations, race, locations, culture and religion. Poverty stricken members of the human race have always struggled in a number of ways to attain decent living standards. Poverty presents a number of challenges to its victims such as access to proper health facilities, education, nutrition, employment and the realization of personal ambition. In spite of the efforts of the government towards ensuring sound education in secondary schools, outputs from WASSCE and SSCE results have not been encouraging. As such, studies on the relationship between poverty and academic performance of students are needed especially now that poverty has taken multidimensional phases. The output of this study will be an important caveat for analysis related to the performance in the education sector in Kaduna state. Previous studies on human capital in Nigeria are deficient in their conceptualization and measurement of human capital as well as not take into cognizance the educational outcomes of students from the poverty stricken families.

According to Brooks-Gunn and Duncan (1997), prolonged exposure to poverty is detrimental and the most damaging effects seem to occur for children who live in these severe environments for many years. Particularly, this study will focus on the challenges that poverty stricken students face in their struggle for higher educational attainment. The plight of poverty stricken students is exasperated by the attitudes of teachers and fellow students, shortage of food, school wear and stationery and unfavourable home environment. The current economic crisis where the prices of basic goods are very high adds more suffering to the already poverty stricken students. Also, neighborhood characteristics, family structure (such as single-parent households) and number of siblings are factors that help explain differences in academic achievement between these two groups (Mayer, 1997).

Poor quality of education is based on weak indicators for levels of learning achievement, state of infrastructure/facilities, adequacy of learning materials, and availability of competent teachers. Low learning achievement is an issue at all levels and this is particularly evident at SSS level where there is steady decline in the quality of SSCE results, more so in science and technical subjects. In 2002/03, only 8% of candidates who took the NECO SSCE examinations achieved the minimum success level of 5 credits including English and Mathematics. This score dropped to 1.17% in 2005.This challenge of poor results cannot be unconnected with some fundamental problems such as inadequate numbers of qualified teachers, lack of adequate materials/equipment and facilities, ineffective supervision in schools, and weak assessment methods. While there is slight improvement in the results of Senior Secondary students who sat for WAEC in the period 2008-2012, there is the need to improve the quality of teaching at this level of education by improving the quality of teachers through training and provision of good facilities that will make learning environment conducive.

Government and some other stakeholders have over the years been putting effort in reducing the rate of failure especially in secondary schools, yet there is no remarkable improvement. This may be due to problem of misplacement of priorities or lack of identifying the main problem because government seems not lay much emphasis on poverty as one of the likely cause of the students’ poor performance. In this regard, this study attempted to examine the performance of students based on their parents’ income level, the results of which will help government especially in their current efforts towards ensuring free education for all. The following questions have been set based on the foregoing:

1. Is there any correlation between parents’ level of income and their children’s academic performance?
2. Is there any significant difference between academic performance of the students having literate and those whose parents are illiterate?

1. Is there is no significant difference between academic performance of the students in public schools and those in private schools.

#### Objectives of the Study

The main objective of this research is to evaluate the impact of poverty on the Academic performance of Secondary School Students in Kaduna state. To achieve the main objectives, the following specific objectives have been set to achieve:

1. To examine if there is any correlation between parents’ level of income and their children’s academic performance.
2. To examine if there is any significant difference between academic performance of the students having literate and those whose parents are illiterate

1. To examine if there is any significant difference between academic performance of the students in public schools and those in private schools.

#### Hypotheses of the Study

Based on the objectives of this study the following hypotheses were formulated.

Ho: There exists no significant difference between academic performance of students whose parents are low income earners and those whose parents are high income earners.

Ho: There is no significant difference between academic performance of the students having literate and illiterate parents.

Ho: There is no significant difference between academic performance of the students in public schools and those in private schools.

#### Justification for the study

This research will be beneficial because it will stress the need to intensify efforts towards poverty alleviations programme so as to ease the sufferings of the poor which as well can boost students’ understanding. Secondly, the result from this study will allow policy makers to increase intervention in the form of making the needed facilities so that teaching and learning can take place in a conducive atmosphere. Thirdly, it will also enable policy makers know where to put priority and where public expenditure is likely to be more productive when it comes to training and re-training of teachers. Fourthly, this study will go a long way to know weather the problem of mass failure is from the curriculum and planning system or not. Finally, a proper study of poverty and its relation to education will contribute to the existing scope of literature thereby contributing to knowledge in the area as to the best of the researchers’ knowledge studies conducted on the impact of poverty on academic performance in most cases focus on specific subjects while this study focused on general performance of secondary school students. Also none of the literature reviewed, properly addressed the relationship between poverty and students’ performance in Kaduna state. From this research, it will be possible to bring out the peculiarities of Kaduna state and the different factors that can enhance the performance of secondary schools in the state.

#### Review of Literature

The review of literature will focus on the concept of poverty, concept of education and performance and empirical evidence from Nigeria.

#### Concept of Poverty

One of the oldest and unresolved social problems of human society is poverty (Yakubu &Abbas, 2013). In every society, there are groups of people who are well to do considered to be rich and those who lack considered as poor. According to United Nations Development Programme UNDP (2006) poverty has been conceptualized within four different clusters. These clusters are seen from the perspectives of income and consumption tying poverty with inability to meet the basic needs of consumption, poor shelter or poorly equipped shelter without the needed furniture together with lack of some audio-visual materials that can help in making people well informed about the opportunities available in the society. Deprivation in terms of capability lack of which affects even the personal respect individuals can enjoy and lastly multi-dimensional deprivation which depend on the society one belongs to.

The Organization for Economic Cooperation and Development OECD (2013) argues that in most societies the notion of what constitutes poverty varies greatly as such, it is hard to arrive at one definition that encompasses the full meaning of poverty. However, some perspectives of the concept have emerged. Ebong (2013) defined poverty in terms of income/consumption perspective, the basic needs perspective and capability perspective as well as incapacitation in terms of human resource formation. There also exists a minimum level of income and consumption below which an individual is considered poor in the society. In this regard, poverty can be absolute or relative meaning poverty in one place may not be poverty elsewhere.

It is generally agreed that poverty means lack of basic needs and services such as food, clothing, bedding, shelter, basic healthcare and education. This can be referred to as lack of minimum standard of living and powerlessness, indicating lack of ability to express one’s view locally and nationally. Other conceptions of poverty include moral poverty, which is measured by the normative way of life defined by society.

Lastly, in the context of this study poverty is conceptualized in terms of income/consumption perspective as it is generally believed and observed as well that low level of income is the major and most visible symptom of poverty. It is also based of level of income that poverty line was constructed to determine a minimum level of income below which a person is considered to be absolutely poor. Also, the study lays more emphasis based on the Nigeria’s context as relative poverty relate more to developed countries as absolute level of poverty in those countries has been wiped out (Brian, 2009). Poverty is also multidimensional relating to income, deprivation, culture and even the psychology of people.

#### Overview of Academic Performance in Kaduna State Table1: Total Number of Public Secondary Schools by State, 2006 – 2010

 **State** 2006 2007 2008 2009 2010

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Abia**  | 231  | 653  | 653  | 653  | 499  |
| **Akwa Ibom**  | 325  | 608  | 608  | 608  | 546  |
| **Kaduna**  | 235  | na  | na  | na  | 450  |
| **Kano**  | 517  | 683  | 683  | 683  | 672  |
| **Niger**  | 182  | 513  | 513  | 513  | 664  |
| **Ogun**  | 348  | 332  | 332  | 332  | 451  |
| **Taraba**  | 204  | 91  | 91  | 91  | 214  |

**Source:** National Bureau of Statistics, Harmonized Nigeria Living Standard

Table 1 above shows that despite the fact that Kaduna State is more populous than all selected states in the table except Kano State, in 2006, the state had only 235 public secondary schools and this is 90 schools less than Akwa Ibom State and 113 schools less than Ogun State. In 2010, Kaduna State had 450 public Secondary schools and this is less than the number of secondary schools in all the States except Taraba State. The implication of this statistics is that, the number of schools in the state is far below what is supposed to be, considering the population of the state which is based on 2006 population census it is the third most populous State in the country.

Various aspects of education delivery and implementation are overseen by governmental agencies and Parastatal. Of these, SUBEB (the State UBE Board) for supporting primary schools, the Education Resource Centre (ERC), together with the various inspectorate bodies, aimed to assure quality of education through performance monitoring and other means and the Mass Adult Education agency has special responsibility for literacy and non formal learning among the adult and hard-to-reach youth populations in the state. The Teacher Service Board (TSB) is responsible for staffing and recruitment at secondary level. Private sector and not for profit organizations also provide a range of education services at all levels.

In spite of efforts by the State Government through the above mentioned agencies, quality of education is low based on weak indicators for levels of learning achievement, state of infrastructure/facilities, adequacy of learning materials, and availability of competent teachers (Kaduna State Education Strategic Plan (ESP) 2006 – 2015 document). Low learning achievement is an issue at all levels but is particularly evident at SSS level where there is steady decline in the quality of SSCE results, particularly in science and technical subjects. In 2002/03, only 8% of candidates who took the NECO SSCE examinations achieved the minimum success level of 5 credits including English and Mathematics. This rate dropped to 1.17% in 2005. The government’s incentive of paying SSCE fees for state indigenes has not addressed the fundamental problems: inadequate numbers of qualified teachers, materials/equipment, and facilities, ineffective supervision in and of schools, and weak assessment methods Kaduna State Education Strategic Plan (ESP) 2006 – 2015document). With the World Bank report through the World Bank SESP appraisal document (2007) about 51 percent of available classrooms are considered to be in good condition.

#### Theoretical Framework

This research is situated within the framework of Bronfenbrenner’s ecological theory and Carl Rogers and Abraham Maslow’s humanistic theory. These theories attempt to explain socio-economic impact of poverty on individuals’ development.

#### Ecological Theory

Bronfenbrenner’s ecological theory examines major theories of the processes by which economic deprivation results in children’s psychosocial problems. This theory is a useful framework for examining the theories on the effects of economic deprivation on the children’s holistic development. theory suggests that people’s surroundings, including their home, school, work, church, neighbourhood, culture and government all have an influence on the way the child develops (Donald, Lazarus, and Lolwana, 2010; Berk, 2007). Development of the individual is a function of many direct and an indirect influence, which either facilitates or impedes the individual’s potential. This includes any immediate relationships or organizations they interact with, such as their immediate family, school, peers, neighbours, and caregivers. Within the Microsystems of the home, the stresscoping theory and family process models are frequently used to explain the socioemotional development effects of poverty.

####  Humanistic Theory

The contributions of Carl Rogers and Abraham Maslow were used also as a theoretical base of this study as also used by Chinyoka (2013) in his study. Humanists believe in the goodness of the individual, his/her ability to make choices, and purposefully work towards being the best he/she can be (becoming a fully-functioning individual, or self-actualization). The key concepts underlying

Rogers’ theory are unconditional positive regard, empathy, congruency/genuineness, freedom of expression and self-concept. They are necessary and sufficient conditions for the promotion of the learning of children. Other humanists such as Abraham Maslow proposed a theory of ‘needs’ based on a hierarchical model, with the basic needs at the bottom, and the higher needs at the top (the physiological, safety, love, esteem, cognitive, and aesthetic needs, and the needs for self actualization and transcendence). The central point in Maslow’s theory is that people tend to satisfy their needs systematically, starting with the basic physiological needs, and then moving up the hierarchy. He believed that the higher-level needs can only be achieved if the lower-order needs have been satisfied first. For example, a hungry girl child is not likely to be motivated to selfactualization until her hunger is satisfied.

#### Review of Some Related Empirical Studies

Gordon (2005) studied the impact of family income on child using a fixed effect instrumental variables strategy to estimate the causal effect of income on children’s math and reading achievement. The study found that a $1,000 increase in income raises math test scores by 2.1 percent and reading test scores by 3.6 percent of a standard deviation.

Sholeh and Guyonne (2005) examine the effect of family income and personal and environmental characteristics since childhood on both academic performance and subsequent schooling choices by using a new and extensive panel data set from New Zealand. The results obtained from single equations and joint estimation, allowing for possible endogeneity of academic performance; reveal the importance of the role of academic performance in models of demand for education. Several factors that are at work for a long time, such as household income at different points in time, influence the school leaving decision through academic performance. These results point to the role that stimulating academic performance may play in breaking cycles of disadvantage.

Misty and Laura (2011) examine the effects of poverty on academic achievement and found that Poverty directly affects academic achievement due to the lack of resources available for student success. Low achievement is closely correlated with lack of resources, and numerous studies have documented the correlation between low socioeconomic status and low achievement. Several strategies exist to assist teachers in closing the poverty achievement gap for students.

Victor (2011) analyzed some determinants of academic performance as measured by course work exam grades in an introductory biochemistry (AGRI 1013) course plagued by chronic high failure rates. Relationships/associations between gender and learning styles, gender and entry qualifications, age and learning preferences, and age and entry qualifications were analyzed using Pearson’s chi-square test. There were significant (P < 0.05) associations between entry qualifications and both gender and age. However, since entry qualifications did not significantly (P > 0.05) affect academic performance, this association should be of limited concern. None of the investigated factors significantly affected academic performance.

Ajao and Awogbemi (2012) study the relationship between students’ achievement in mathematics conducted by the West African Examination Council (WAEC) and the National Examination Council (NECO) in four selected secondary schools in Ifedayo Local Government Area, Osun State, Nigeria. The analysis showed that there is significant positive relationship between mathematics in all the selected schools.

Femi and Adewale (2012) examine the relationship between home-based environment factors and the academic performance of students in selected secondary schools within a local government area in Kwara State is investigated. Samples were obtained with one hundred and eighty (180) students randomly selected from three secondary schools. The four factors that were examined and statistically analyses were: parental socio-economic background, parental educational background, parental educational qualification and students’ health statuses. The study revealed that Parental socio-economic status and parental educational background did not have significance effect on the academic performance of the students. However, the parental educational qualification and health status of the students were identified to have statistical significant effect o the academic performance of the students.

Irfan and Shabana (2012) carried out a study to investigate factors affecting student performance in intermediate examination with students’ outline consisted of his approach towards communication, learning facilities, proper guidance and family stress. The research is based on student profile developed on the bases of information and data collected through assessment from students of a group of private colleges.

Chinyoka (2013) examines how the psychosocial effects of poverty affect the academic performance of the girl child and identifies various policies and programmes designed to attenuate the negative effects of poverty on children. Findings from the study revealed that the majority of the families in Zimbabwe cannot afford even the basic human needs (food and non-food items) which are necessary to sustain life, thus adversely affecting the children’s health, and their emotional, physical, moral, social and academic achievements. The study recommends early intervention programmes for children, and the sustainable development of mining, rural and urban communities. The government, and the families, should make basic education affordable to all children, irrespective of their gender.

Helen (2013) investigated the reasons for continued poor performance in public mathematics examinations using a 10 item questionnaire administered on 141 randomly selected students and all mathematics teachers in GSS in Atyap Chiefdom. The results showed that students consider teacher-related factors and resource materials for teaching very crucial in determining their performance in mathematics. Also there are observed differences in factors to which male and female students assign strong links with poor performance in mathematics.

Ikebude, Modebelu and Okafor (2013) examined the impact of poverty on senior secondary school girls’ prospect for tertiary education in Nigeria. The study was conducted adopting empirical design using time series data. A stochastic model was specified for the study to show the impact of poverty on senior secondary school girls’ prospect for tertiary education in Nigeria during the period under study (1992 – 2011). The ordinary least square (OLS) regression technique was used to analyze the study’s data. The estimated result showed that both poverty and unemployment are significant determinants of senior secondary school girls’ prospect for tertiary education in Nigeria.

Mamman and Eya (2014) investigate the pattern of students’ performance for ten (10) years (2004 to 2013) in Nasarawa State, and to infer the implication of the observed and predicted mathematics performance on Nigeria’s vision of 20:2020. The study used secondary data and discovered that ,nmmathematics performance in Nasarawa State has been persistently poor over the years reviewed. Based on the findings, the study recommended among others, that policy makers should review the existing mathematics curriculum and enforce its implementation.

Nnamani, Dikko and Kinta (2014) conducted a study to find out the impact of finance on students‟ academic performance with reference to Kaduna Polytechnic and found that financial status depends on the source of finance. The selfsponsored students are more satisfied than those that get their money either from their parents or from a scholarship fund. It was also discovered that the adequacy

/inadequacy of a student’s finance does not depend on gender. Bi-serial correlation analysis reveals that adequacy of the money affects student’s academic performance.

In summary, majority of the empirical studies reviewed are in agreement that family income levels has a significant effect on the performance of students. For instance, Gordon (2005), Sholeh and Guyonne (2005), Ikebude, Modebelu and Okafor (2013) and Chinyoka (2013) have shown significant negative impact of poverty on academic performance. However, studies conducted by Victor (2011), Femi and Adewale (2012), Irfan and Shabana (2012), Helen (2013) have identified factors such as entry qualifications, environment, learning materials and others as the major determinants of academic performance. Unfortunately, the studies focused on specific subjects like mathematics or specific examinations like WAEC or NECO not the general performance of students throughout their secondary school study. Again, in the course of this research, no study was found to focus on the impact of poverty on the performance of secondary students in Kaduna state. Thus, this study attempted to fill or at least narrow the gap identified in the existing literature especially on Kaduna State.

#### Research Methodology Research Design

The research is divided into two parts. The first part is descriptive used to obtain data on socioeconomic characteristics of teachers, parents as well as students. The second part is exploratory used in explaining the impact of parents’ level of incomes, learning facilities and cost of schooling on students’ academic performance.

#### Population and Sampling Design

The population of this research will be the parents/students of senior secondary school in Kaduna state which in 2015, the total number of students of senior secondary school stood at 269,000 in the state. Thus, a multi-staged and purposive sampling methods were used to select three local government areas were selected from each senatorial zone so as to ensure that the sample size is a good representation of the population of the. The secondary schools in Kaduna State are spread among the senatorial zones and then narrowed to local governments and then the schools.

#### Data Collection Instruments and Analytical Technique

The study employed questionnaire method of data collection. The questionnaires were administered to parents whose children graduated from public or private schools in Kaduna state. The questionnaires comprise both open and closed ended questions.

For analysis, descriptive and inferential statistics were used. For the descriptive analysis, the researchers explore the use of tables, frequency and percentage while for the inferential, the Pearson Product Moment Correlation Coefficient, Cross tabulation and Chi-square-test techniques were used for analysis.

#### Data Presentation, Analysis and Discussion of Results Analysis of Socio-Economic Characteristics of Respondents

A total 293 questionnaires were responded to and returned out of which 230 (78.5%) of the respondents who are either parents or guardians are males while the rest are females. Of the 293 respondents, 185 (63.1%) are married while 95 (32.5%) represent the respondents that are either single or divorced or separated and 13 (4.4%) did not indicate their marital status. Majority of the parents belong to nuclear families as shown in the table with 164 (56%) of them while 129 (44%) belong to extended families. Educational status of the parents can play a significant role in the academic performance of their children. 16 (5.5%), 98 (33.4%), 64(21.8%), 35 (11.9%), 39 (13.3%) and (34 (11.6%) are holders of primary, secondary, NCE/ND, HND, First Degree and higher certificates respectively while 7 (2.4%) respondents did not show their level of education. In terms of occupation of the parents, 144 (49.1%), 91 (31.1%) and 38 (13%) respondents are civil servants, farmers and traders respectively. 20 (6.8%) respondents did not indicate their occupations. The income levels of parents are used to determine the poverty levels of the parents. Of the 293 respondents, 187 (63.8%), 87 (29.7%) and 19 (6.5%) respondents are classified as low income, middle income and high income earners respectively.

We used school fees paid by students to stand as a major segment of the cost of education. Parents’ assessment of the school fees shows that 35 (11.9%), 169 (57.7%) and 49 (16.7%) parents rate the school fees as low, moderate and high respectively while 40 (13.7%) respondents declined to rate the school fees. On the area of residence of the respondents, 62 (21.2%), 101 (34.5%), 47 (16%) and 76

(25.9%) respondents reside in GRA, Urban, semi-urban and rural areas respectively while 7 (2.4%) did not indicate their areas residence. For the disability of children, 237 (80.1%) parents indicated no any form of disability while 12 (4.1%), 24 (8.2) and 6 (2.05%) showed that there children are deaf, blind and lepers respectively. Lastly, 155 (52.9%) parents claimed they could afford private schools for their children while 138 (47.1%) claimed they could not.

#### Analysis of Facilities in the Secondary Schools Selected

215(73.4%) of the parents have their children in public primary schools while 78 (26.6%) of the parents have their children in the private schools. The purpose of classifying the schools into public and private schools is to compare the facilities and academic performance of students in the two schools as well as to examine affordability based on the income level of parents. In terms of the class size 100(73.4%) of parents show that in the school their wards attend, the number of students per class is less than 100 while 173 (59.0%), 17(5.8%) parents showed the number of students as 50-100 and more than 100 respectively. Class size is a very important factor in ensuring conducive and convenient teaching and learning process. Majority of the secondary schools in the state have libraries as indicated by 210 parents while only 83(28.3%) parents have indicated non-availability of libraries in their wards’ secondary schools. However, most of the libraries are not well equipped as shown by 48.8% of the respondents. In addition not all the students have access to the libraries as such some of the students rely on their personal textbooks at home as indicated by 132 (45.1%) of the respondents with 158 (53.9%) respondents showing non-possession of textbooks at home at all.

On why the students do not have textbooks at home, 197 (67.2%) parents can not afford the textbooks while 52 (17.7%) indicated non availability of the textbooks in the markets as the reason. It is important to note that lack or inadequacy of reading materials adversely affects the students’ performance. To reduce the problem of non possession of textbooks many students resort to borrowing as shown by 185(63.1%) respondents. Extra lessons at home to a large extent helps to boost students understanding and performance. However, even though, 184 (62.8%) parents have afforded extra lessons for their children, 103(35.2) of them indicated that their children are not engaged in extra lessons at home a problem that can affect their children’s performance. Still on the extra lesson, 167 (57.0%), 50 (17.1%) and 35 (11.9%) have shown that they can not afford a lesson teacher, there is no lesson teacher nearby and there is no need for extra lesson respectively while 38 (13.0%) of the parents have not given any reason.

#### Analysis of Cost of Schooling

There are many forms of costs students and parents incur in the course of study ranging from the school fees, transportation, examination fees, feeding and so on. From the responses, only 38 (13%) of the respondents show the distance of at least 4KM from their homes to school while 255 (87%) show the distance ranging from less than 1KM to 3KM. the implication of this is that majority of the students are close to their schools and as such transportation to school requires no or little financial cost. Means of transportation to school include trekking, family school bus, transport bus/Okada and bicycle/bike. In the table, 126 (43%), 74(25.3%), 27(9.2%) and 60(20.5%) of the respondents show the means of transportation to schools to be trekking, family school bus, commercial bus/okada and bicycles/bikes respectively.

On payment of school fees, 288(98.7%) of the respondents indicated payment of school fees with only 5 (1.7%) responded in the contrary. In spite of the payment of school fees, 93 (31.7%) and 149 (50.9%) of the parents rated the school fees as being low and moderate respectively. However, 48 (16.4%) and 3(1.0%) rated the school fees as being high and too high respectively.

Apart from school fees and transport costs, there are other costs that are being incurred. For instance, 76 (25.9%), 63 (21.5%), 86 (29.4%) and 38 (13.0%) of the respondents show the costs as examination fee, feeding, examination fee and feeding and others (such as PTA dues, MSS, FCS e.t.c.) respectively. On the effects of these costs on academic performance of the students, 176 (60.1%) show that students sent back home due to non payment of school fees, 50 (17.7%) show that students abscond or some time are late schools due to distance and 61 (20.8%) show that students lose concentration on lesson due to interruption, fatigue, hunger and sometimes even miss some papers examination due to non or late payment of school and examination fees.

#### Rating of Academic Performance

On assessment of academic performance of students in the selected study areas we used their mock examination results organized by the State at SS II and their SSCE results organized by WAEC and NECO. On performance in mock examination, 145 (49.5%) parents show that their children obtained 0-4 credits, 80 (27.3%) obtained 5-9 credits with English and Mathematics, 65(22.2%) obtained 5-9 credits without English and Mathematics while 3 (1.0%) did not respond at all. Performance in SSCE examination show that 155 (52.9%) parents show that their children obtained 0-4 credits, 81 (27.6%) obtained 5-9 credits with English and Mathematics, 54(18.4%) obtained 5-9 credits without English and Mathematics while 3 (1.0%) did not respond at all.

Assessment of the two examinations show that in Mock examination, 24 (8.2%), 74(25.3), 44 (15.0%), 122 (41.6%) and 29(9.9%) of the parents assesses their children’s mock examination as excellent, very good, good, fair and poor respectively. For SSCE, 21 (7.2%), 57(19.5%), 26(8.9%), 134 (45.7%) and 55(18.8%) of the parents assesses their children’s mock examination as excellent, very good, good, fair and poor respectively. In terms of admission requirements, 46(15.7%) and 233 (79.5%) of the parents showed that their children had got requirements for admission into universities and colleges of education/polytechnics respectively while 5 (1.7%) did not get requirement for any school and 9 (3.1%) did not respond.

In identifying the factors that affect academic performance, 80 (27.3%) of the respondents see shortage of qualified teachers as a factor affecting students academic performance, 76 (25.9%) inadequate resources/teaching materials, 35 (11.9%) lack of motivation of teachers, 14(4.8%) lack of motivation of students by teachers, 40 (13.7%) attitudes of teachers and students to teaching and learning, 16 (5.5%) examination malpractice, 6 (2.0%) all the above factors and 26 (8.9%) did not respond. Lastly assessing income level as a major factor affecting academic performance, according to 202 (68.9%) of the respondents income level of parents affects their children’s academic performance while 85 (29.0%) are of the view that income has insignificant impact on academic performance.

#### Inferential Analysis

The analytical techniques adopted for this research are cross tabulations and chi square tests. These techniques are used for testing the hypotheses of this research with a view to drawing inferences about the research questions addressed**.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  SSCE  | Total  |   | Value  | Df  | Prob.  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 0-4 credit s  | 5-9 5-9 credits credits with eng without and eng and maths maths  | Pearso n Chi-Square  | 45.43  | 4  | 0  |
| Income  | low income middle income high income  | 106 48 1  | 35 184 19 87 0 19  | Likelih ood Ratio    | 42.6 9    | 4    | 0    |
| Total  |  | 155  | 54 290  |   |   |   |   |

### Cross Table 1: Level of Income \* Performance in SSCE Chi-Square Tests 2

#### Source: Field Survey May, 2016 and IBM SPSS Statistics 20

Cross Table 1 presents performance of students in SSC examination based on income levels. Out of the 184 respondents that are in the low income group, 106 of them show 0-4 credits, 43 show 5-9 credits with English and Mathematics and 35 show 5-9 credits without English and Mathematics. Out of the 87 respondents constituting the middle income class, 48 obtained 0-4 credits, 20 obtained 5-9 credits with English and Mathematics and 19 obtained 5-9 credits without English and Mathematics. For the high income class, comprising 19 respondents, only one respondent show 0-4 credits and 18 respondents got 5-9 credits with English and Mathematics, this shows that majority of students from the low income group failed the mock examination while all the students form the high income group made the requirement for admission into universities. In the Chi-Square test 1, the Pearson Chi-Square is 45.427 showing that we can reject the Ho at 5% level of significance meaning that there is a strong relationship between income level and level of education.

#### Cross Table 2: School Type \* Performance in SSCE Chi-Square Tests 2

 SSCE Total Valu Df Pro

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 0-4 credit s  | 5-9 credits with eng&maths  | 5-9 credits without eng& maths  |  | Pearson ChiSquare  | 22.77  | 2  | 0.00  |
| School type  | Publi c Privat e  | 118 20  | 51 39  | 43 19  | 212 78  | Likeliho od Ratio   | 23.09   | 2   | 0.00   |
| Total  |  | 155  | 81  | 54  | 290  |   |   |   |   |

 e b.

#### Source: Field Survey May, 2016 and IBM SPSS Statistics 20

Cross tab 2 presents performance of students in SSCE examination based on types of school. Out of the 212 parents whose children are in public secondary schools, 118 (55.7%) of them show 0-4 credits, 51(24.1%) show 5-9 credits with English and Mathematics and 43(20.3) show 5-9 credits without English and Mathematics. Out of the 78 respondents whose wards are in private secondary schools,

20(25.6%) obtained 0-4 credits, 39(50%) obtained 5-9 credits with English and Mathematics and 19 (24.4%) obtained 5-9 credits without English and Mathematics. By comparing the performances in the schools, in the percentage representing 0-4 credits is 55.7% in public secondary schools while in private secondary schools it is 25.6%. Also, percentage representing 5-9 credits with or without English and Mathematics is 74.4% in public schools while it is 84.6% in private schools. This is an indication that students perform better in private than public secondary schools. Chi-square 2 shows the Pearson chi-square results as 22.77 at 0.05 level of significance implying that we can reject Ho which means there is a significant difference in academic performance between students of public secondary schools and those in private ones.

#### Cross Table 3: Income \* School Type Chi-Square Tests 3

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   |  | School Publi c  | type Privat e  | Total  |   | Value  | Df  | Prob.  |
| Pearson ChiSquare  | 127.59  | 2  | 0  |
| INCOME  | low income middle income high income  | 145 69 1  | 13 27 38  | 158 96 39  | Likelihood Ratio    | 126.35    | 2    | 0    |
| Total  |  | 215  | 78  | 293  |   |   |   |   |

#### Source: Field Survey May, 2016 and IBM SPSS Statistics 20

Cross tab 3 presents the level of income of parents and types of school. Out of the 158 low income parents 145 of them have their children in public secondary schools and only 13 of them enrolled their children in Private secondary schools. Of the 96 parents who are middle income earners, 69 of them have their children enrolled in public secondary schools while 27 of them have their children enrolled in private secondary schools. 38 out of the 39 high income earners studied enrolled their children in the private secondary schools. This shows that significant majority of the low income earners patronize public secondary schools probably due to the low cost relative to private schools. On the other hand, high income earners patronize private schools. Chi-square 3 shows the Pearson chi-square results as 127.59 at 0.05 level of significance implying that we can reject Ho which means there is a significant difference in academic performance between parents’ level of incomes and the type of schools their children attends. This is also confirmed by the Pearson correlation coefficient (0.61) between income level and schools type which indicates a strong positive correlation between income and types of school in table 2. The higher the level of income the more expensive the schools their children attend.

|  |  |  |
| --- | --- | --- |
| **Table 2 : Correlation**  |  |  |
|   |  | Income  | Schooltype  |
| Income  | Pearson Correlation Sig. (2-tailed)  | 1  | .614\*\* .000  |
|  | N  | 293  | 293  |
| School type  | Pearson Correlation Sig. (2-tailed) N  | .614\*\* .000 293  | 1 293  |

### Source: Field Survey May, 2016 and IBM SPSS Statistics 20

#### Table 3: Chi-Square Tests 4

|  |  |  |
| --- | --- | --- |
|   | Value Df  | Prob  |
| Pearson Chi-Square  | 25.485 10  | .004  |
| Likelihood Ratio  |  10  | .005  |

25.358

#### Source: FIELD SURVEY MAY, 2016 and IBM SPSS STATISTICS 20

Lastly, table 3 shows the results of chi square test between educational level of parents and their children’s academic performance in SSCE. The table shows the Pearson chi-square results as 25.49 at 0.05 level of significance. The probability value of .004 implies that we can reject Ho which means there is significant difference between academic performance of the students whose parents are literate and those whose parents are illiterate.

#### Summary of Findings and Conclusion

This study used income levels of parents to determine their poverty levels as such 63.8% of the total respondents are classified as low income earners. Majority of students from the low income group failed both the mock examination and the Senior Secondary School Examination (SSCE) while all the students form the high income group made the requirement for admission into universities. There is an indication that students perform better in private than public secondary schools as such there is a significant difference in academic performance between students of public secondary schools and those in private ones.

There is a strong positive correlation between income and types of school as such the higher the level of income the more expensive the schools their children attend. The research also found that income level of parents affects, shortage of qualified teachers as a factor affecting students academic performance, inadequate resources/teaching materials lack of motivation of students by teachers, attitudes of teachers and students to teaching and learning and examination malpractice are major factors affecting children’s academic performance.

Most of the libraries especially those in the public Secondary schools are not well equipped and the libraries are not accessible by all the students as such some of the students rely on their personal textbooks at home, parents can not afford the textbooks, It is important to note that lack or inadequacy of reading materials adversely affects the students’ performance. Many children are not engaged in extra lessons at home a problem that can affect their children’s performance

The research also finds other problems like feeding, transport, school fees, examination fees, poor infrastructure, congestion and lack of good incentives to both teachers as major contributing factors to the poor academic performance of students.

#### Recommendations

To improve the academic performance of secondary school students, this study proffered the following recommendations based on its findings:

1. Since poverty has been found to have significant impact on students’ academic performance, the State Government should ensure that its poverty alleviation programme captures the right persons and should be extended to education through scholarships. This will help raise the income of parents will help students concentrate on their studies without any disruption.
2. Government, parents and other stakeholders should face issue of education with all seriousness. Students’ performance in private secondary schools appeared to be better as a result of proper monitoring and availability of better and more learning facilities. Government and parents should intensify monitoring and evaluation functions to ensure that teachers discharge their duties appropriately.
3. Provision of infrastructure such as more class rooms, furniture and other teaching and learning instructional materials. This will reduce congestion and enhance students’ understanding.
4. Encouragement of extra-lessons especially to students whose parents are illiterate as it was found that children whose parents are educated have advantage over those whose parents are not educated.
5. Provision of well equipped libraries with current text books so that students can have access to textbooks at ease.
6. Government should continue with the policy of paying SSCE’s examination fees for students that performed very well in their Mock examination. This will assist those students who can not pay or whose parents cannot pay them.
7. Issue of incentives to teachers is very important. Government should ensure prompt payment of salaries, leave grants and other grants that will boost the morale of teachers.

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## RESEARCH BASED ON PRODUCTION OF SOFTWARE DEVICE ON TEACHING SKILLS ACQUISITION FOR BASIC SCHOOL TEACHERS IN KADUNA STATE, NIGERIA

**Musa Aliyu Hamza (Ph.D), Fatima Bello & Abdulrahaman Ibrahim** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Production of software teaching skills was put together to enhance teachers effectiveness and professional development. The package contains components of teaching skills which are ten (10) major problems identified through research with basic school teachers namely: set induction, motivation, chalkboard usage, use instructional material, class control skills, reinforcement skill, stimulus variation skill, questioning skill, explanation skill and closure skill. Verma (2003), theoretical model method of demonstrating good teaching skills was adopted for adjusting the terms to overcome the problem of classroom instruction. The systematic analyses undertaken came up with some enhancement skills package as a way forward. The ultimate goal is to provide empirically based research input (Teaching skills) that could be of immense benefit to the Nigerian teachers, particularly, teachers teaching at basic level of education.*

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### Preamble

To teach is to facilitate learners to acquire knowledge, skills, attitude, norms and values in preparation for useful living. Unless teachers exhibit professional teaching skills, no meaningful learning could take place. Thus, competence in teaching skills assumes great importance for teachers to perform their job effectively, as it directly affects the learning foundation and level of progress of learners particularly at basic school level.

The Kaduna State Teacher Competencies Examination (2017), revealed that some teachers find it difficult to differentiate between class instruction and teaching skills. This has resulted to cases of poor literacy and numeracy acquisition among pupils, lack of ability to communicate effectively, poor manipulation of skills for self-reliance resulting to many children becoming disinterested in learning and increasing dropout rate due to large number of those teachers already teaching at Universal Basic Education level. However, the teacher competence test could be subjected to lack of practical approach to teaching skill test. For the teachers to display their capability in classroom instruction. Ironically, most of these teachers are trained in various colleges of education and institutions of teacher education programme in Nigeria. One almost impossible task is uprooting these crops of teachers from classroom completely because of their large number. However, the problem could be tackled and reduced to the bearest minimum by identifying teacher teaching skills errors or deficiency and improving on them.

In an attempt to solve the problem, the researchers innovated multimedia education software device which contains components of audio-visual teaching skills activities that can be used to enhance, acquisition of teaching skills which the in-service teacher lack. This research is aimed at producing teaching skills software device for the use of every Nigerian teacher for the purposes of enhancing teaching skills and competency in the teaching profession. The teaching skills software device is multipurpose which comprises flash, films ware, slide, DVD, C/D ROM, Memory card, internet, that can also complement classroom instruction to self skill learning development concept. To buttress this, UNESCO (2014) asserts that multimedia technology influence in form of audio-visual display has permeated every aspect of human life endeavour, challenge the boundaries of conventional teaching and learning system (involving the teacher, chalkboard and students in the classroom for the purpose of class instruction).

### Statement of the Problem

Federal Government of Nigeria (2008) demands that teachers must be professionally trained and the minimum qualification to teach at Basic School shall be Nigeria Certificate in Education (NCE). But the comments and records of the Inspectorate Division of Ministry of Education in Kaunda State, have observed over the last two decades that some teachers poor performance in all areas of classroom instructional have been in lesson delivery (Kaduna State Universal Education, 2014).

### Objectives of the Study

The main objectives of the study are to:

1. identify teachers teaching skills deficiency;
2. determine the extent to which teaching skills can be acquired with the use of teaching skill software devices; and
3. ascertain the extent to which the product device can be within the reach of the classroom teachers.

### Research Questions

The following research question were postulated to guide the research;

1. Can teachers teaching skills deficiency be identified?
2. Can teaching skills be acquired with the use of teaching skill software device? iii) Can the produced software devices be within the reach of the classroom teachers?

A descriptive survey that covered three senatorial zone of Kaduna state was employed to reach the targeted population. The population of the study consisted all the science teachers in model primary schools in Kaduna state, lower basic education level totaling 3,500 (Source: State Universal Basic Education, Kaduna State, 2014). The simple random sampling technique using hat and pick method was adopted to select a sample of 350 teachers represented 10% of the target population. The team of researchers served as assessors using teaching skill assessment score which was developed by the research team. The sample teachers were observed teaching at their various schools and classes. The duration of the exercise lasted for six weeks. The study discovered that:-

The ten (10) major teaching skills problems observed by the team of researchers with teachers of Basic School in the study area are:-

1. Set Induction Skill: Is simply the introductory step or beginning step of a lesson. It is a teacher’s device to open the room of knowledge.
2. Motivation Skill: This skill is being used as an encouragement that aims at eliciting a behavior. In other words, it is an encouragement given to assists and propel a student to come with a positive response.
3. Chalkboard Usage skill:- Effective application of the use of skill of chalkboard is a real asset in class teaching as it serves to make direct appeal to a child’s senses and strengthens his retention.
4. Use of Instructional Material Skill:- Instructional materials are teaching materials which are expected to help the teacher in interpreting ideas and make understanding not only easier but retentive and effective.
5. Class Control Skill:- It has to do with the teacher employing effective techniques towards redirecting or refocusing the attention of a learner who has been distracted by an unrelated element in lesson.
6. Reinforcement Skill:- Any form of encouragement that a teacher gives to the students with a view to increase the rate of positive responses and subsequent participation in lesson.
7. Stimulus Variation Skill:- Any purposeful action that is introduced by the teacher into the classroom consciously to keep students awake, alert and attentive. In other words to change the environment in such a manner that pupils are stimulated to learn.
8. Questioning Skill:- Are statements which require response from both the teacher and the learner. The response is expected to carry learners further knowledge and deeper understanding.
9. Explanation Skill:- The skill that provide details information for immediate understanding of an issue or phenomena in the teaching and learning process.
10. Closure Skill: - The skill a teacher employ to focus students attention on the completion of a specific sub-task, lesson or unit of instruction. A good closure have the potential of identifying major points which led to the accomplishment of the designed objectives.

### Assessment of Teachers Teaching Skills at Basic School S/N. N Appropriate Fair Poor

 1. Set induction skill 350 44 (12%) 76 (22%) 230 (66%)

1. Motivation skill 350 70 (20%) 190 (54%)

90 (26%)

1. Chalkboard usage 350 86 (25%) 60 (17%) 204 (58%)

skill

1. Use of instructional 350 52 (15%) 88 (25%) 210 (60%)

materials skill

1. Class control skill 350 46 (13%) 64 (18%) 240 (60%)
2. Reinforcement skill 350 50 (14%) 80 (23%) 220 (63%)
3. Stimulus variation 350 46 (13%) 44 (12%) 260 (75%)

skill

1. Questioning skill 350 66 (19%) 82 (23%) 202 (58%)
2. Explanation skill 350 66 (19%) 76 (22%) 208 (59%) 10. Closure skill 350 32 (9%) 84 (24%) 234 (67%)

**Source**: *Researcher Field Work, 2016.*

From the table above under set induction, out of 350 participants 44 which represent 12% were appropriate, 76 participants representing 22% were fair and 230 participant representing 66% were incompetent.

Out of the 350 participant with motivation skill, 90 represent 26% were appropriate, 70 represent 20% were fair while 190 representing 54% were incompetent.

In the assessment of teachers with the skill of chalk board usage, 86 participants representing 25% were appropriate, 60 participants were fair and 204 participant represent 58% were incompetent.

The participants displayed the skill of use of instructional materials, thus: 52 representing 15% were appropriate, 88 (25%) were fair while 210 representing by 60% were incompetent.

Under the class control skill, 46 participants or 13% were appropriate and 64 (18%) were fair while 240 representing 60% were incompetent.

Out of 350 participants that displayed reinforcement skill, 50 (14%) were appropriate, 80 (23%) were fair while 220 representing 63% were poor.

Out of the 350 participants under the skill of stimulus variation, 46 representing 13% were appropriate, 44 participants (12%) were fair while 260 representing 75% were incompetent.

The skill of questioning shows that, 66 participants were appropriate and 82 representing 23% were fair while 202 participants were incompetent.

In the skill of explanation, 66 participants representing 19% were appropriate, 76 were fair while 208 representing 59% were poor.

Finally, in the use of closure skill, 32 participants representing 9% were appropriate, 84 participants were fair while 234 representing 67% were incompetent.

It is pertinent to note that, an overwhelming majority of the teachers had NCE and others with B.Ed. Despite the exponential rise in the number of teachers with various certificates it was observed that some were incompetent to display teaching skills in lesson delivery.

Each of these skills of teaching is an important ingredient towards ensuring efficiency in lesson delivery. The deficiency of some skills among teachers of Basic School level could not permit effect lesson delivery. Government intervention and Contributions Colleges of Education as well as other Teachers Training Institutes (NTI and others) were in line with the Sustainable Development Programme of the United Nation (UN) towards its programme for school teachers such were in the form of workshops which had recorded little or no success at improving teachers’ skills acquisition in teaching and learning process. For a decade some factors such as inconsistency of government policy in education, dilapidated and shortage of infrastructure and facilities, poor incentive to teachers, shortage of instructional materials and others did not permit the conversion of much of their contribution to visible improvement in the teachers’ performance.

In formal context, considering that teachers in college of education and other teacher training institutions spend between three (3) years for NCE programme and three (3) to four (4) year pursuing a B.Ed qualification. Mills (2007) sees teaching skills as a scale down realistic classroom training context in which teachers, both experienced and inexperienced, may acquire new teaching skills and refine old ones. This informal teaching skills acquisition complements the formal microteaching theory and practicum in such a way that the teaching skills are broken down. Thus, reducing the difficulties in acquiring the skills as well as in the socialization process. Mills, Hertel & Noyd, (2002) opinion that pedagogical skill for teaching can be acquired through more structured and cheaper faculty training techniques.

#### Field Action

Part III segment of the study requires Basic School teachers’ mastery of teaching skills using the software. The software is an integrated training package where various skills are demonstrated for beginning teachers as well as in-service teachers to practise, acquire master and to adjust themselves where necessary.

* Teachers are expected to choose from the demonstrated skills under review and practice so as to improve their teaching skills.
* Over a long period of time of viewing the software, the research traced impact revealed significant growth in the effect of each component skill identified as teaching problem on teachers.
* More importantly, the materials obtained and improvised in the production of the software were locally procured. This means that the software could be within the reach of classroom teachers in Nigeria. **Research Impact**
* The teachers were observed and reflected the following:- i) Change in situational context in teaching ii) New goals were identified by teachers iii) Adjustment on teaching skill exhibition iv) Teachers effectiveness and improvement in teachers performance.

v) There is room for new actions towards further improvement in teaching skills.

#### Conclusion

Teaching skills problem with proven sincerity of supervision could be traced and identified. Hence, research of this magnitude using progress in ability of teachers to adjust, connect and improve in their teaching skills quality. Therefore, both pre-service and in-service teachers should be encourage to view the software, practice several times until perfection is attained. This is believed that production of the software in mass will enhance quality of teacher education in Nigeria.

#### Recommendations

1. There is need to integrate technological package in teacher education programme
2. Teachers are adviced to embrace technological revolution to enhance their teaching skills.
3. Government should endeavour to permit and encourage teachers to attain professional development programme such as workshops, seminars and conferences.
4. There is need for government intervention toward financial assistance to produce the software in masses for teachers consumption.
5. Colleges of education are adviced to improve evaluating mechanism of teachers in training teaching skills performance to enhance production of quality teachers in Nigeria.

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## IMPACT OF GOVERNMENT EDUCATIONAL SPENDING ON PERFORMANCE OF STUDENTS IN SSCE IN KADUNA STATE

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*The aim of this paper is to analysed the Impact of Government Educational Spending on Students Performance in SSCE In Kaduna State, Nigeria. Education remains the largest industry and government funding for education in the state is low compared to some other states such as Cross-river, Lagos, FCT, Enugu and Kwara. The impact of government spending on students’ performance in SSCE in Kaduna State is an unresolved issue, yet, the modality at which government spends on education has enormous effects on how students perform in secondary schools especially in SSCE. This research used questionnaire to collect data on the socioeconomic factors that affects students performance in SSCE in Secondary schools. This study made use of WAEC results to obtain the general performance of students relative to government spending on secondary education. Based on the nature of data, a multi-staged sampling method was used to select three local government areas from each senatorial zone so as to ensure that the sample size is a good representation of the population of the study. The study employed questionnaire method with both descriptive and inferential statistic (Pearson Product Moment Correlation Coefficient and cross tabulation techniques as means of analysis. The results showed significant relationship between government expenditure and academic performance, significant difference between academic performance of students who had access to educational facilities such as textbooks and other learning materials and those students who do not have. The major recommendation of this study is Successive Nigerian governments must give top priority to education financing. A situation where the country spends an insignificant proportion of total government expenditure and gross domestic product on education leaves much to be desired. As a matter of urgency, government should massively invest in education.*

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### Introduction

The impact of government spending on students' performance in SSCE in Kaduna State in Nigeria is an unresolved issue, yet the way and manner at which government spends on education has enormous effects on the students' performance in SSCE in Kaduna State in Nigeria. This is because meaningful expenditure on education can go a long way to enhance better students' performance in SSCE in Kaduna State in Nigeria. According to (World Bank,

1980; Barro and Sala-i- Martin, 1998) cited in (Oladoyin, 2010) empirically, education (and human capital) have been found to have a positive and significant effect on economic growth. This goes to explain why government involvement in spending on education is necessary. In modern times, the educational enterprise in Nigeria had grown into a huge venture engaging more men, money and material resources of the nation than any other sector of the economy. This is why the issues and problems of education are probably more visible today than they had been. (Durosaro, 2006).

A recent source of funding education explored by government in Nigeria is the Education Tax Fund (ETF) established in 1995. ETF ensured that companies with more than 100 employees contribute 2 % of their pre-tax earnings to the fund. Primary education receives 40% of this fund. Secondary education receives 10% and higher education 50%, Primary education has in the past also receives from Petroleum Trust Fund (PTF) for capital expenditure and provision of instructional materials. In higher institutions, gifts, endowment funds, consultancy services, farms, satellite campuses, pre-degrees etc are other alternative funding sources (Moja, 2000). From the aforementioned, it is obvious that secondary education in Nigeria receives less fund from ETF (Education Trust Fund) than other levels of education.

Musgrave and Musgrave, (1989) argued that public spending on education can be said to be based on the classical literature on public goods, where it is argued that social goods provide a rationale for the allocative function of budget policy. It is argued that the public sector performs certain functions because some goods cannot be provided efficiently through the market system owing to apparent market failures or associated inefficiencies. Market failure occurs because the benefits created by social goods are not limited to one particular consumer who purchases the goods, as is the case with private goods. The non-rival or non-excludability nature of public goods has important implication for consumer behavior and on the provision of both private and social goods.

According to Fanfuwa (2003), the importance of education to human being cannot be over emphasized. Education has been defined as all efforts, conscious and direct, incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individual's own needs as well as the needs of the society where that education is based. At the outset, it is important to point out that education goes beyond schooling. But schooling at all levels help to achieve the purpose of education., Otive (2006).

Recently, the focus has also being shifted not only on the importance of government spending on education to enhance economic growth but on the determinants of students' performance in SSCE in Kaduna State. Although various factors determine the quality of students' performance in SSCE in Kaduna State in Nigeria as well as other countries in the world, for instance, the World Bank (1990) Primary Education Policy Paper has identified five principal contributors to primary education effectiveness; curriculum, learning materials, instructional time, classroom teaching, and students' learning capacity. The rest of the paper proceeds as follows, section 2 presents the literature review. Section 3 deals with the theoretical framework and methodology. Section 4 focuses on the long-term trend review and empirical results and section five focuses on the analysis of results and identify major policy implications.

### Problem Statement

Government spending can be categorized into two; capital and recurrent, and over the years, government has been using these two forms of expenditure to enhance development in the educational sector. Most often than not, government spending on education is more of recurrent expenditure than capital expenditure. Despite government spending on education in Nigeria, students' performance in SSCE in Kaduna State is still low.. (Abidogun, 2008) noted that low government resource inflow to education sector may hamper accessibility to education in Nigeria, especially by the poor. He indicated that about 0.76o/o of GNP allocated to education sector by government in Nigeria is lower than the average of about 5% of GNP allocated to education sector in Sub-Sahara African countries, and lower still when compared with the average of 6% of GDP allocated to education sector by OECD countries (Robert et al,2002). There is need for government to intensify efforts to invest more in education because for education sector to thrive better, funding is key. Low spending on education especially at the senior secondary level has shown to be a major cause of students’ poor performance in SSCE.

The research seeks to find answers to the following questions:

i. What is the effect of government spending on students' performance in SSCE in Kaduna State (proxied by students' average performance in SSCE) ii. In what ways can students' performance in SSCE be improved other than public spending in Kaduna State.?

### Objectives

1. To examine the effect of Government spending on students' performance in SSCE in Kaduna State.
2. To identify other ways or means to improve students’ performance in SSCE in Kaduna State aside government spending.

### 2. Literature Review

#### 2.1 Conceptual Framework

Government spending on education consists of recurrent and capital government spending on education includes government spending on educational institutions (both public and private), education administration as well as subsidies for private entities (students/households and other privates entities) (UNESCO, 2010). School finance is concerned with the mobilization and allocation of resources to schools. School finance issues are of paramount concern to all levels of educational system both at federal, state, and local government level. The child's future as well as the future of a society in general, depends largely on the quality of the educational system. (Olabanji & Abayomi, 2010).

According to Psacharopoulos and Woodhall (1997) economic evaluation of educational investment projects should take into account certain criteria which are:

* Direct economic returns' to investment, in terms of the balance between the opportunity costs of resources and the expected future benefits;
* Indirect economic returns, in terms of external benefits affecting other members of society;
* The private demand for education and other factors determining individual demand for education;
* The geographical and social distribution of educational opportunities; and,
* The distribution of financial benefits and burdens of education.

Education plays a great and significant role in the economy of a nation, thus educational expenditures are found to constitute a form of investment. This augments individual's human capital and leads to greater output for society and enhanced earnings for the individual worker. It increases their chances of employment in the labour market, and allows them to reap pecuniary and nonpecuniary returns and gives them opportunities for job mobility.

The concept of students' performance in SSCE in Kaduna State are defined in terms of the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences. (YCCD academic senate, 2005)

**2.1.1 Types of Students Learning Outcomes:**

**1. Institutional** Result of obtaining a degree or certificate from the institution **2. Program-level** a. Result of finishing a program b. Result of completing a student services program activity

**3. Course-level** a. Result of completing a course

Each degree and certificate from an institution need not fulfill every institutional student learning outcome. However, each degree and certificate must meet at least one of them. Likewise, each course within a program need not fulfill every program-level student learning outcome. However, each course must meet at least one of its program's established student learning outcomes. By contrast a course should meet every one of its stated student learning outcomes. (YCCD academic senate, 2005)

##### 2.1.2 Determinants of Students' performance

Determinants of students' performance in SSCE in Kaduna State can be perceived as the factors that affect education outcomes.

Measures of income and accumulated wealth are factors that increases students performance. Children from wealthy homes tend to perform better on the average than children from poor homes as access to educational materials are easily assessable to them than children from poor homes.

1. **Return to investment in education:** Schultz, (1998), education outcomes are typically influenced by individual, household and community characteristics. To Schultz (1998), since human capital theory treats education as the means to increase an individual's economic position, therefore, returns to investments in education act as one of the most important determinants of education.
2. **Parental education:** In a study of educational achievement of institutions of learning of education and uneducated homes in western Nigeria, Ogunlade (1995) opined that children of illiterate homes perform worse than their counterparts from the education homes. Students from this home also study and concentrate in the class a lot more than the former. In other words, parents that are intelligent academicians well educated and professionals provide their children with a favourable environment to motivate or encourage them to develop similar interest and perform well in their studies. Regardless of their own education, parents can have a positive effect on their child's education simply by taking an interest in it.
3. **Household Income:** Household income is found to be a key determinant of schooling outcome. Income captures household's access to resources in the long-run and its associated impact on schooling (students' performance).

##### 2.1.3 Overview of Public Spending on Education

Funding is one of the most challenging tasks that our educational system faces, whether they are in the early stages of reform or years into sustaining improvements. To sustain improvement, government must devote sufficient funds to fully implement priority goals before moving on to others.

Education has been in crisis for many years, much of the difficulty lies in the fact that the sector is poorly funded. This results in poor performance of students; lack of qualified teachers; high turnover rate of teachers; shortage of classrooms, and a host of other problems. These difficulties have been most pronounced at both the primary and secondary schools levels. The system of education at all levels has undergone rapid changes and growth within a context of an unstable economy. The educational sector continued to expand even though there were substantial economic setbacks. The economic crisis has had a negative impact on the educational system and played a major role in the decline of the quality of education offered.

The 1970s were the period of the oil boom in Nigeria. The economy expanded and with it came rapid growth and development of the education sector. By the 1980s, in contrast, major economic problems were encountered following the decline in revenue from petroleum products. The decline in the real gross domestic product in the 1980s and 1990s was estimated to be 6o/o. By 1994, the Central Bank ofNigeria reported that the money supply, particularly by way of deficit financing, had increased tremendously in a period of ten years. By 1995 the value of the Naira had fallen from a US$ ratio of 1:1 in 1985 to one of 85:1. According to CBN (2000), poor financial investment has been the bane of Nigerian education system to the extent to which the budgeting allocation has been very low compared to others. Furthermore, the federal government allocation to education has declined steadily since 1999 and is much lower than the average in the last five years of military rule. This is particularly important in view of huge increase in number of intake at all levels of education - primary, secondary and tertiary.

The secondary level of education has been programmed to achieve the following objectives in Nigeria as stated in the National Policy on Education,

1. Provide an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of sex, social, religious and ethnic background;
2. Diversify its curriculum to cater for the differences in talent, opportunities and roles possessed by or open to students after their secondary school course;
3. Equip students to live effectively in our modem age of science and technology;
4. Develop and protect Nigerian culture, art and languages as well as the world's cultural heritage;
5. Raise a generation of people who can think for themselves, respect the views of others; and
6. Inspire its students with a desire for achievement and self-improvement both at school and in later life (FRN, 2004).
7. In order for secondary education to achieve these objectives, the Nigerian government decentralized secondary education. The 1954 Littleton, and 1999 constitutions respectively spelt out the constitutional responsibilities imposed on the three tiers of government. The Federal

and State governments, have constitutional power to legislate on the secondary education in the concurrent list under second schedule part II. However, no appreciable development can be carried out and noticed at this level of education without adequate resources allocated to the system in right proportion. Resource allocation is a plan for using available financial, human, and material resources to achieve educational goals. These resources are allocated among competing educational projects. This allocation therefore calls for making choice among the competing items on the plan.

### Empirical Literature Review

Oladoyin (2010), examined the effect of government educational spending and macroeconomic uncertainty on students' performance in SSCE in Kaduna State in Nigeria using the econometric methods of cointegration and error correction mechanism together with the vector auto-regression methodology. It found that all variables exhibited non-stationarity. The results indicate that schooling/educational outcome cointegrated with all the identified explanatory variables. The study found that government educational spending impacts positively on schooling outcome while macroeconomic instability impacts negatively. The variance decomposition analysis shows that "own shocks" constitute the predominant source of variation in schooling outcome. The impulse response analysis shows that any unanticipated increase in the macroeconomic uncertainty rate will have a contractionary impact on literacy rate. The policy implication of this study is that government should pay attention to policies that enhance educational attainment through adequate public social investment under stable macroeconomic environment.

There is now a substantial literature exploring the relationship between public spending on education and outcomes such as enrolment rates. However, decades of intensive studies produce conflicting results. Most of these studies are based on cross-country data. Most studies revealed that the direct impact of public investment on measures of education attainment is weak (Noss, 1991; Mingat and Tan, 1992). Findings by Anand and Ravallion (1993) showed that there was no significant relationship between education outcomes and government spending.

Gupta et al (1999) use ordinary least square and two stages least squares regression on a cross section of data from 50 developing and transitional economies. Results indicate that greater public spending on primary and secondary education has a positive impact on widely used measures of education attainment such as gross enrolment in primary and secondary education, gross enrolment in secondary education and persistence through grade four. Regression estimates showed that performance in the education sector is also affected by other factors such as per capita income, urbanization, adult illiteracy, access to safe sanitation and water, and immunization. This is consistent with the findings of Mingat and Tan (1992).

McMahon (1999) found a negative and significant relationship between per pupil expenditures and the primary gross enrolment rate, and a positive and significant impact of total education expenditure as a proportion of GNP. Findings from McMahon study suggest that increasing primary education expenditures has a positive and significant impact on the primary gross enrolment rate. However, it is noteworthy that this study does include per capita income as an explanatory variable and probably these resource variables might have been used as proxy for per capita income. Colclough and Lewin (1993) include per capita income variables and found that expenditure as a proportion of GNP is not significant when entered separately.

Gupta and Verhoeven (2001) apply Free Disposable Hull (FDH) techniques to measure the efficiency of government spending in social sector in developing countries. The study utilizes the FDH analysis taking government expenditure on education as the input and literacy, primary, and secondary enrolment as output. results show that there was an increase in efficiency in expenditure over time in Africa. However, it still lags behind compared to countries in Asia and Latin America. In a study of 5 African countries Ogbu and Gallagher (1991), attempt to establish whether education outcome are affected by the composition of government spending. They reported that enrolment rates are significantly affected by the composition of government spending. Mehrotra (1998) observes that high education attainment is associated with relatively high public spending on education and a relatively high share of primary education in total education expenditures.

Using a panel data for African countries from 1990 to 2002, the aim of Anyanwu and Erhijakpor (2007) was to investigate the relationship between government expenditure on education and enrolment at the primary and secondary school levels, with illustrations from the SANE countries (South Africa, Algeria, Nigeria and Egypt). Results provide support for the proposition that government expenditure on education impacts positively on education attainment. The evidence is stronger for secondary education. The study also finds that other policy interventions, such as consolidating and sustaining democracy, accelerating national income and international community fulfilling its aid promises to Africa also were found crucial for school enrolment. This is consistent with the findings of Mingat and Tan (1992) and Appleton et al (1996) which reported that others variables such as per capital income, the age distribution of the population, parental perceptions of costs and benefits, urbanization and family background or parental education are statistically significant variables explaining education attainment.

### 3. Theoretical Framework and Methodology

Economic theories most often do not automatically produce strong conclusions about the impact of government spending on students' performance. Most economists argued that there are other factors (such as parents' educational background, students' learning capacity, school curriculum, economy of the parents, quality of teachers and so on) that enhance students' performance aside government spending on education. Others argued that government spending on education is a key factor to promoting better students performance in the country.

Policy makers are divided as to whether government spending helps and promotes or deter students' performance in SSCE in Kaduna State.

###  Human Capital Theory for Educational Development

The central difference in the policy implications of the human capital model and the alternative models relates to the desirable level of government spending on education. The basic implication of the human capital model is that allocation of resources on education should be expanded to the point where the present value of the streams of returns to marginal investment is equal or greater than the marginal costs.

Many of the developing nations have thus realized that the principal mechanism for developing human knowledge is the education system. Thus, they invest huge sum of money on education not only as an attempt to impact knowledge and skills to individuals but also to impart values, ideas, attitudes and aspirations which may be in the nation's best developmental interest.

In addition to manpower planning needs, parents strongly feel that in an era of scarce skilled manpower, the better the education their children can get, the better are their chances of getting well paid jobs. The poor often look at their children's education as the best means of escaping poverty. The concept of human resources has provided a useful bridge between the theoretical concerns of students of the developmental process and the practical requirements of assistance to planners. Irrespective of the explanation given for global educational expansion, the consequences of this expansion for social systems can be problematic. The tensions and strains of educational expansion can impede economic, social and political development. For example, the accelerated costs of expanding educational system compete with other sectors of the respective societies for finite resources. As mass primary education is attained, expansion shifts to the secondary and tertiary levels as these too are gradually transformed into mass systems. At the same time, the increase in costs is not arithmetic but geometric. These pressure ultimately create dilemma for government who must realistically assess and determine spending priorities for scarce economic resources (Olaniyan and Okemakinde, 2008).

It is also worth noting that the causal relationship between education and earnings has important implications for public policy. If human capital theorists are correct in arguing that education is the primary cause of higher earnings, then it obviously makes sense to provide more education to low-income groups of society to reduce poverty and the degree of income inequality.

This analysis suggests that the primary focus of subsidies to education should be on ensuring that all those who can benefit from, have access to appropriate opportunities, rather than on reducing costs incurred by those who would undertake higher education in any case.

### Education Production Function

An education production function is an application of the economic concept of a production function to the field of education. It relates various inputs affecting a student's learning (schools, families, peers, neighbourhoods, etc.) to measure outputs including subsequent labor market success, college attendance, graduation rates, and, most frequently, standardized test scores. The original study that prompted interest in the idea of education production functions was by a sociologist, James S. Coleman. The Coleman Report, published in 1966, concluded that the marginal effect of various school inputs on student achievement was small compared to the impact of families and friends.

The report launched a large number of successive studies, increasingly involving economists that provided inconsistent results about the impact of school resources on student performance. The interpretation of the various studies has been very controversial, in part because the findings have been directly entered into policy debates. Two separate lines of study have been particularly widely debated. The overall question of whether added funds to schools are likely to produce higher achievement (the "money doesn't matter" debate) has entered into legislative debates and court consideration of school finance systems. Additionally, policy discussions about class size reduction heightened academic study of the relationship of class size and achievement.

### Research Methodology Research Design

The research is divided into two parts. The first part is descriptive used to obtain data on socioeconomic characteristics of facilities in schools supplied by Kaduna State Government, teachers, as well as students. The second part is exploratory used in explaining the impact of government spending on education as it affects students’ academic performance especially in SSCE (WAEC).

### Population, Sampling Design and Analytical Technique

The population of this research had students of senior secondary school in Kaduna state which in 2015, the number stood at 269,000 in the 289 secondary schools that are in the state. Thus, a multi-staged sampling method was used to select three local government areas from each senatorial zone so as to ensure that the sample size is a good representation of the population of the. The secondary schools in Kaduna State were spread among the senatorial zones and then narrowed to local governments and then to the schools. The study used questionnaire to gather data and the data were analysed using both descriptive and inferential statistics. For the descriptive analysis the use of tables, frequency and percentage were explored while for the inferential, Cross tabulation techniques were used for analysis.

#### 4.0 Data Presentation, Analysis and Discussion of Results 4.1 Analysis of Socio-Economic Characteristics of Respondents

300 copies of the questionnaires were distributed, 250 were responded to and returned out of which 170 (68%) are male and 80 (32%) are female, this indicates that the population of boys that goes to school in Kaduna state are more than that of girls. Of the respondents, 228 (91.2%) students pay their school fees through their parents/guardian and self. While the remaining had government pay their school fees. This could imply that the 22 (8.8%) students are on scholarship and the others would have their parents and guardian pay their school fees and some of these students have to do some menial jobs after schooling hours and weekends to raise money for their schooling, this could affect their performance in school as the time they need to do extra studying after school are used up in seeking livelihood to sustain them therefore giving them little or no time to study at all.

Age is used to also determine how students perform in WAEC. it is expected that students at the age range of 15 to 18 which constitute about 70% of the sample of study would perform better than students of older age, this is because at this age, it is believed that they have little or no worries about the happenings in their society they tend to put all their energy in their studies. On the other hand this same age range can easily be distracted and discouraged by little issues that stare at them in the face like inadequate teaching materials in the school, lack of qualified teachers and having to fend for themselves.

#### 4.2 Analysis of Facilities in the Secondary Schools Selected

Government expenditure is in two forms, the recurrent expenditure and capital expenditure. Recurrent expenditure on education takes care of school facilities and material for teaching and learning, such as board, writing materials, textbooks in the library, equipments in the laboratories, desk and chair, payment of salaries as at when due and so on. The capital expenditure include building of classrooms, offices for staff, toilets, installing electricity and pipe borne water system in schools among others. All respondents are from public secondary schools in selected areas of Kaduna state.

141 of the respondents says chairs and lockers were used in their schools while 109 of the respondents sits on the floor to receive lessons in their various schools. This leaves much to be desired as there is need for more chairs and desk for students this will enhance learning and this also suggests that classrooms are not sufficient hence the few available classes might be overcrowded leaving some students sitting on chairs and others on the floor to receive lessons.

Majority of the schools have school libraries as indicated by 250 respondents, however, most of the school libraries have no textbooks and are not well equipped as shown by 210 respondents and most of students have no access to the libraries. This hinders how students perform especially in WAEC as many students could not afford textbooks of their own as indicated by 88% of the respondents. The few that have access to personal textbooks showed great performance in WAEC.

### On Government Expenditure on Education in Kaduna State

The share of education in the state expenditures decreased from 16.3% in 2001 to

15.5% in 2002 and then sharply to12.1% in 2003; then it steadily increased to 12.2% in 2004, 15.4% in 2005 and 18.5% in 2006. The expenditure increases have been noticeable since 2004,

In 2006, the distribution of state expenditure by education levels was 51% to primary, 29% to secondary and 16% to tertiary. However, more than 90% of the expenditures in primary education goes to personnel and the portion covering overhead costs was very little at less than 7%. The unit costs of education expressed as a percent of per capita GDP were respectively 7.6, 17.1, 244 and 39 for primary, secondary, university and polytechnics. These levels of spending are much lower than in other African countries.

### Inferential Statistics

The analytical technique used for this paper is cross tabulation. This analytical technique is used with the view to draw inferences on what hinders performance of students in SSCE in Kaduna state.

|  |  |  |
| --- | --- | --- |
| **Table 4.1 - class \* what hinder performance (Cross tabulation)**  |  |  |
| Count   | What hinder performance  |  |  |  | Total  |
|  | Self inadequate sustenance teaching personnel  | lack qualified teachers  | of inadequate teaching materials  | insecurity/po verty  |  |
| ss2 class ss3  | 6 12  | 12 10  | 6 30  | 2 32  | 2 2  | 28 86  |
|   | 8  | 28  | 0  | 0  | 0  | 36  |
| **Total**  | **26**  | **50**  | **36**  | **34**  | **4**  | **150**  |

### Source: FIELD SURVEY, 2017 and IBM SPSS STATISTICS 20

Table 4.1 shows how from inadequate teaching personnel to insecurity affects students performance in SSCE in Kaduna state. 50 of the respondents have inadequate teaching personnel as a major problem in their schools, not having any teacher at all to take certain subjects such as physics and so on have affected their performance in WAEC. 36 responded to having lack of qualified teaching personnel and 34 responded to inadequate teaching materials. 26 of the respondents depends on themselves to pay school fees, feed, cloth and transportation.

### Table 4.2

**Name of sch \* are basic amenities from govt (Cross tabulation)** Count

|  |  |  |  |
| --- | --- | --- | --- |
|   |  | Are basic amenities from govt  | Total  |
| yes  | No  | 3.00  | 4.00  |
| nameofsch  | Alhudauda  | 7  | 3  | 0  | 0  | 10  |
| GGSS K/G  | 5  | 8  | 0  | 0  | 13  |
| GGSS K/K  | 7  | 6  | 0  | 0  | 13  |
| GSS SAMARU  | 0  | 1  | 0  | 0  | 1  |
| Chindit  | 9  | 4  | 0  | 0  | 13  |
| Saulawa  | 8  | 2  | 0  | 0  | 10  |
| Panpaida  | 6  | 4  | 0  | 0  | 10  |
| Paki  | 6  | 4  | 0  | 0  | 10  |
| Ikara Dorayi Mayare  | 3  | 7 5 2  | 0  | 0 0 0  | 10  |
| 5  | 0  | 10  |
| 0  | 8  | 10  |
| Gunkumi  | 0  | 0  | 7  | 3  | 10  |
| Makarfi  | 0  | 1  | 8  | 1  | 10  |
| Lere  | 1  | 0  | 8  | 1  | 10  |
| Giwa  | 0  | 0  | 6  | 4  | 10  |
| Total  |  | 57  | 47  | 37  | 9  | 150  |

### Source: FIELD SURVEY, 2017 and IBM SPSS STATISTICS 20

Table 4.2 shows the cross tabulation of students performance and supply of basic amenities to schools. It is expected that public schools teaching and learning facilities should come from state government. From the table above, 57 responded to having government provide school facilities to their respective schools while 46 have other sources. This shows that government supplies to schools might not get to all schools in the state.

**Table 4.3 Performance of Students in SSCE in Kaduna State**

###  Year Total Sat Total Passed

1. 46327 1978
2. 53682 1949
3. 56742 2504
4. 56444 3113
5. 64720 16354
6. 80338 31501
7. 85643 25343
8. 90343 32876
9. 100362 36514
10. 110232 38324

### Source- West African Examination Council

0

20000

40000

60000

80000

100000

120000

1

2

3

4

5

6

7

8

9

10

11

Series1

Series2

Series3

Computed by Author, Micro Soft Excel 2016

Table 4.3 and figure 4.1 above shows the number of students that sat for SSCE in Kaduna State and the number that passed. The figures are very discouraging as there is a wide disparity between the number of students who sat for SSCE and the number that passed. From 2006 where about 23% of those who enrolled and sat for SSCE passed to 2015 where about 2.4% passed left more to desired.

### Summary, Conclusion and Recommendations

####  5.1 Summary

The study investigated the effect of government educational spending on Students’ performance in SSCE in Kaduna State in Nigeria. Using descriptive and inferential statistical techniques. The study examines the effect of expenditure on education in Kaduna state on students performance in WAEC. This is analysed with the use of tables and graphs. From the responses gathered from the questionnaires administered to students across the state, it was gathered that other socio-economic factors such as cost of schooling, adequate teaching and learning materials, school facilities, qualified teachers among others have a greater impact on how students perform in schools especially in SSCE. This factors were analysed with the use of cross-tabulation technique.

####  5.2 Conclusion

The study therefore showed that there is need for massive investment in education in Kaduna State. It is not enough to have more schools built without proper furnishing with teaching facilities such comfortable chair and desk, well ventilated classrooms, teaching borad, laboratories equipment, library materials and so on. These have shown to have tremendous effect on how students perform in SSCE. Other variables as government expenditure on education, per capita income, number and quality of teachers proved to be very important factors that enhances students’ performance in SSCE in KadunaState.

####  5.3 Recommendations

It is noteworthy that “**The goal of the Kaduna State Government is to reduce poverty and improve the well-being of its population. Within this context, the aim of Government is to work in partnership with stakeholders, to provide skills to all citizens through the education system, which supports both their personal betterment and the socioeconomic development of both the state and the nation”.** From the above, and the findings from the study, the following policy implications are proferred,

Government should pay attention to policies that enhance educational attainment through adequate public social investment.

Successive Nigerian governments must give top priority to education financing. A situation where the country spends an insignificant proportion of total government expenditure and gross domestic product on education leaves much to be desired. As a matter of urgency, government should massively invest in education.

Also, from the findings, it was discovered that at senior level of education, students pay their school fees. Government need to come in and help even if it means subsidizing the WAEC fees for students in public schools, this will motivate the students to study hard and perform in SSCE.

Within this context attention should be given to the need to provide educational facilities which makes learning practical and easier, especially at the secondary school level because it serves as a ladder to further education to degree level. There is the need for qualified teachers from the pre-primary level of education to the tertiary level, this is important to impart the right knowledge to pupil from the very tender age.

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## THE PLACE OF CONFLICT RESOLUTION IN THE PROMOTION OF PEACEFUL CO-EXISTENCE IN NIGERIA

**Asabe S. Moukari**

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*Conflicts are featured today in the media and in our daily activities in many different forms ranging from interstate disputes to personal quarrels or disagreements. Many people today are using politics and religion as weapons of destabilization for different reasons and motives. To this end therefore, we all must learn the processes of conflict management to be able to have a national development. The causes of conflicts and how conflicts can be resolved forms the nucleus of this paper as well as styles of handling conflicts. Recommendations made include tolerance for each other, love for one another, consideration for the norms and values of others, dialogue in setting disputes and good uses of the tongue through conversations.*

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### Introduction

According to Webster’s dictionary, Conflict means a fight, battle, struggle, a sharp disagreement or opposition as of interests, ideas, etc, an emotional distribution resulting from a clash of impulse in a person. From this definition, conflict is understood to be an unfriendly meeting of two opposing factions or parties each with its own vested interests that are quite divergent. Conflict has to do with power sharing, control, perception, misconception, self-Interest, intra and inter-groups power interest. The characteristics of conflict would include war, disputes, disagreements confusion, hatred and a host of others.

Conflict is not just the absence of war but also, the absence of peace and friendliness. When there is emotional instability between people, conflict is eminent. For the purpose of our discussion however; Conflict is seen as the various encounters with the diversity and options within a person or between two or more people that may lead to strained relationship. Ahmadi (2001) it is diverse because people are not the same in personalities with each individual having unique characteristics that make us different from one another. When our differences encounter each other, they generate challenging relationships that may lead to what we may call conflict. Conflict is further an option not only because one can avoid it but because it gives the opportunity to either express it destructively or constructively. Positive change can be achieved when conflict is understood as an opportunity for growth and is constructively expressed. Hence, Conflict could indeed be an opportunity for social change and development if other people's views, feelings and interests are put into consideration even during conflicts situations and conflicts is viewed from positive perspective. Conflict can also be a source of disaster not just for individuals but the nation as a whole. Ajibuah (2007) cited in Dyaji (2012) submitted that conflicts in Nigeria have caused human deaths, fell (2007) observed that the rising spates of militias/cultists, ethnic, religious and communal conflicts with devastating consequences on lives and properties are of unimaginable magnitude.

To Imhabekhai (2009), conflict connotes disagreement, imbalance or distortion of beliefs, values and situations within, between or individuals, persons, groups, communities, states, tribes and countries. Conflict arises from an interaction of interdependent people or groups and with varied perception of incompatible goals and interference from each other to achieve these goals. In other words, a conflict is a product of competition between and among individuals or groups for tangible and intangible things with the desire of each individual or to have more of these than others (Imhabekhai, 2009).

### Causes of Conflicts Culture

Since cultures differ, our understandings perceptions, world view, values etc. are different: they can be possible reasons for conflicts. Dodo (2005) postulated that conflicts do arise over interests on an issue or scarce resources or even over perceived deprivations. These interests underline positions and people's feelings about what is basically desired. In the bid to preserve, defend and guide one's r culture there might be an infringement into the rights and values of others that have different culture. People do not come from the blue skies but from different human cultures which have become part of them, if care is not taken any infringement or disrespect for the culture of a people by another, can stir up conflict.

### Clash of Interests

God has created us with a choice of interest where individual's interests differ from another. They could be interests over resources, territory, money, energy resources, food, sports, ideas and opinions, dressing etc, and how these interests will be justly distributed. There could be interest over power and how control and participation in decision making are allocated. There is also interest over identity which people believe that they are and should be treated with respect and dignity. Also, they want their traditions and social positions respected. There is also interest over values particularly those embodied in system of government, religion and ideology, where one feels that his interest is not considered in any given situation or decision, conflict begins to wail from the inside.

### Clash of Personality

Every human being is created with an ego which he tries to defend at all costs. When some people consider themselves more important than others and believe therefore, that they must be heard and respected by others believed to be less important, there is the tendency to fight back by the belittled others who also have their egos. When people interact together, it is important to respect each other as individuals because people cannot and must not all be the same and behave in the same manner always. Struggle for respect and personality recognition stirs up conflict.

### Unnecessary Arguments

Doubtless to say, some people will like to argue and ask unreasonable and provocating questions and such people are never be satisfied with answers. It is better not to engage in unnecessary arguments, because they produce quarrels. When going for social meetings and interaction sessions, some people prepare long lists of questions they will ask to hold the meeting to ransom. They create inconclusive atmosphere for others just to boast at the ends that they were most intelligent. During such arguments, there is always the tendency that sarcastic comments will come out and in response a quarrel or fight has started. When each person insists on his view being upheld against the others, conflict begins to loom and others may take sides.

### Wrong Use of the Tongue

Sometimes the things that are said can stir up conflict in the society. Every individual should know what to say, when to say it, where and how to say it. Careless talks and comments mount up tension. An anonymous writer wrote: A wise old bird sat on an oak. The more he saw, the less he spoke, the less he spoke, the more he heard, lord make me like that wise old bird. He went on to say that "wisdom is knowing when to speak your mind and when to mind your speech", what one says will either kill the spirit of conflict or fuel conflict. Though small, the tongue can cause conflict which can set a whole nation into confusion. It is wisdom to always mind one's tongue is speaking. It is even in the midst of provocation. Tale bearers, “busy bodies" or "gossip" cause conflict significantly. When a little thing happens within a short time, they have told virtually all who come in contact with them, thereby causing strive and conflicts. It is no exaggeration to say "without wood a fire goes out; without gossip, a quarrel dies down". People become victims of lies and are disregarded because of gossips which no efforts are made at finding out the truth.

### Transferred Aggression

Some people may have hatred for their fellow members either as a result of what happened to them in their homes or misunderstanding they might have had somewhere else. Whenever such people meet at any given situation, they ventilate the carry over aggression on those who offended them or transfer such aggression and frustrations to others who might be innocent. By so doing, they disturb the peace of the people. Sometimes, wives who feel maltreated by their husbands in an attempt to fight back descend on their innocent children with the intention to get at their husbands through the children. At other times superiors in the offices transfer the problems and frustrations in their homes to their subordinates in the office.

Such attitudes stir up conflicts when one feels cheated and humiliated innocently.

### Role Models

People usually have people they look up to as their role models. Whatever such role models say or do they support blindly. As a result, anyone who challenges their models or mentors attracts their wrath which often results in conflicts. This is because mentors differ from individuals to individuals and each individual respects the opinion of his mentor and defends the interest of such a mentor even when sometimes they are wrong. Bad mentorship therefore can cause conflicts among people.

### Selfish Desires and Ambitions

When some individuals want power to control by all means, they will fight tooth and nail to get it. Anyone who stands on their way must be crushed even if it means blackmailing or creating problems for their victims. If these people do not A have their desires met, they make life unbearable for other. They make use of their money and influence to bulldoze their way. At time, if these bulldozers have a common interests or desires, and each one wants to have it his own way, then there is conflict. Thus the saying "when two elephants fight, the grass under them suffers". Many people will be hurt if not crushed. Such people become too proud to humble themselves as giving up to them mean failure and defeat. Conflict therefore becomes eminent because it is true that pride only breeds quarrels but wisdom is found in those who take advice.

### Human Tendencies

Any human behavior that is prone to racism can also be a source of conflict. It is worse if it is institutionalized and enshrined in a constitution and justified by an ideology of the superiority of one ethnic group over another, e.g. the civil rights movement in the 60s in the United States of America and the struggle against apartheid in South Africa. Discriminatory legislations which limit to one degree or another civil and religious rights of those belonging to religious and ethnic minorities which are of different ethnic groups and religious from those of the majority citizens. Ethnocentricity is a very widespread attitude. Whereby a people has a natural tendency to defend its identity, downgrading that of other to the point that at least it refuses to recognize the full human quality of others. This behavior no doubt response to an instinctive need to protect the values, beliefs and customs of one's own community which seem threatened by those of others communities. Rejection of difference can lead to genocide by the dominant culture. When rights of the minorities are not respected, conflicts can easily arise (Yakubu, 2012). A desire to impose one's own culture, religious beliefs, ideologies and rules upon others among several others are also sources of conflict. Hope (1978) Cited by interfaith Mediation workshop (2008) remarks that "behavior is the result of instead which are present in man since birth". **CONFLICTS RESOLUTION Effective Communication/Dialogue**

Some people approach issues with hidden agenda. Those involved will quickly know through communication or dialogue. It is not right to judge others by condemning them even when you have not heard the other version of the story. A channel of dialogue and communication should be opened for the participants to feel free to express themselves in the issue. The moment any participant realizes that any party intervening or dialoguing has made up his mind against them before coming, he will not cooperate and will not give listening ears to the discussion or dialogue. The parties concerned in the conflict should be involved in the dialogue and each party be given a listening car and of course a fair hearing before judgment is justifiably passed, given room for the parties involved to make up.

### Forgiveness

For a conflict to be resolved, each party should be ready to forgive his opponent no matter the offence or the hurt. Sometimes we may consent to forget and forgive, but she never drops the habit of referring to the matter now and then. It is often said; "to err is human and to forgive is divine", but it is difficult to keep to this. Give to men what you expect them to give you. In other words, do unto others what you want done to you. Difficult though, forgiveness is paramount conflict is to be resolved. This will involve a "give and take" exercise. People involved must be prepared to give and take by accepting defeat or surrender some of their rights in order to arrive at a reconciliatory point.

### Respect for the Cultures and Values of Other

In the process of handling conflicts, appeal to the culture of the people where such cultures conflict with your personal ethics for peace to be arrived at. Where the norms, beliefs and values are at variance, one showed not be condemned in preference to the other instead, implore to appeal and make both parties see reasons and understand through an appeal which should not be to one side only.

### Love

It is profitable that we should love each other, even our enemies. Where love prevails, there will hardly be any situation that can go out of hand. If there is love, there will be consideration for others. Even when a misunderstanding comes in, it will be resolved easily and amicably. Hatred is a serious factor that brings about violence and conflict in human existence. Once hatred is not there, love exists, and where love exists, there will not be fault finding, blames, irritations etc against others.

### Good Conversation

There is joy, happiness and togetherness to leave at peace with all men which should reflect in our manner of conversation. Words either provoke or calm an aggrieved individual. It is therefore very important how one uses his/her tongue in any given situation. A soft answer turns away anger but grievous words stir up anger. A lot of conflicts have resulted from simple pronouncements by people.

What is said has the power to cause conflict, going by recent happenings in Nigeria. Therefore, people should cultivate good habit in their conversation in order to keep conflicts and quarrels out of relationships. Any person in life who is able to control his tongue without making mistake with his tongue is a complete man, a perfect man. Everyone should always mind his words and language anywhere, anytime and anyhow.

### Tolerance

Tolerating others and accommodating their mistakes can create an atmosphere of peace and understanding. Even when mistakes and wrongs are committed, the culture of accepting others with their different peculiarities will avert unnecessary conflict. In the event that each person strives to understand the culture, norms and values of the other, conflict can be minimized when wrongs and mistakes are expressed, offenders should accept their wrongs and make peace before the situation gets out of hand. 'This can only be achieved when people accept the fact that as human beings, we all have individual differences.

### Conflict Handling Styles

The interfaith mediation centre (MCDF) (2008), Kaduna however, grouped conflict handling style into three:

###  i. Avoidance/Denial

We may decide to avoid the other person or pretend that the conflict does not exist even while hurting or angry. This style creates more hurts, frustration, annoyance, anger and resentment. This approach creates an atmosphere of win/lose option where one person gels the expected desire and the other gets nothing. 'This does not solve the problem but buries it for some time. However, avoidance in some situations is useful because it can be a stop yap to reflect on what next to do.

###  ii. Confrontation/Fighting

Some people may decide to drag it out with the other person in conflict situations. They yell, push, threaten, insult and hold tenaciously to their view disagreeing with the other person's points of view. This approach often lead to violence and creates lose/lose option where both parties loose, none benefits anything. Sometimes, it leads to the stronger party with bigger winning power and the weaker and smaller losing power.

###  iii. Problem Solving

This approach affords both parties to listen with intention of understanding the underlying elements in the conflicts and attack the issues. Using this approach shows respect for differences and seeks ways to resolve the problem. People that use this style arc not concerned about who is right or wrong but rather, they view conflict as a problem for both of them which require their mutual collaboration to resolve This style makes room for win/win solution and both parties come out of the conflict satisfied because their needs have been met and their relationship restored.

### Recommendations

* Peaceful co-existence can only be found in a conflict free society; therefore individuals should endeavour to create a conducive atmosphere free of conflict.
* The religious believes, cultures, customs, norms and values of people should be respected so that the society can be rid of conflict.
* Let genuine love be in the heart of everyone, love others from a sincere heart and do not pay lip service or show facial and pretentious love.
* Everyone should mind his tongue in any given situation; say healthy things to your hearers.
* Individual members should respect the feelings of other people in any situation rather than being self-centred.
* Dialogue should be adopted in all facets of life to bring about proper understanding in issues that can fuel conflicts.
* Problem solving style in handling conflict should be used to stop the accumulation of ill feelings and hurts resulting to conflicts.

### Conclusion

Proper crisis management which implies a somewhat mechanistic view of the relation between state or parties as a system which needs to be managed by its chief member so that crises or conflicts in their relation with one another may be prevented. Conflict situations call for means of resolving them. It calls for efforts to increase co-operation among and between the parties to a conflict and deeper their relationship by addressing the issues or conditions that led to the conflict to foster positive attitudes allay, distrust through forgiveness and reconciliation initiatives and building or strengthening the institutions or processes through which the parties interact e.g. through the following steps among so many that space time will not permit us to discuss here.

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**08030800174, 08029990635 aminamoukarin@gmail.com EFFECTIVENESS OF ANALOGY INSTRUCTIONAL TEACHING ON STUDENTS’ PERFORMANCE IN TRIGONOMETRY IN ZARIA LOCAL GOVERNMENT AREA, KADUNA STATE**

**BALARABE**, Bashir & **MOHAMMED**, Haruna *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*This study sought to investigate the effectiveness of analogy instructional approach on performance of SS II students in Zaria Local Government Area of Kaduna State. A total number of 5936 SS II students formed the population of the study; the sample consisted of ninety nine (99) students selected from two coeducational school. Where one intact class was randomly selected from arms of SS II students in the selected schools for the study and sorted out into experimental and control groups through balloting. The sample was made up of forty seven (47) students for the experimental group and fifty two (52) students for the control group. The study employed quasi-experimental design involving pretest and posttest research design. The research was guided by two research questions which were answered using descriptive statistics and two research hypotheses which were tested at P<0.05 level of significance using t-test analysis . The findings revealed that students can improve in their trigonometry performance if analogical instruction is used. More so, analogy instruction is gender friendly. Therefore, the study recommends amongst others, that Mathematics teachers should intensify effort in developing analogies from practical experience to make the students get proper concepts of mathematics and discourage rote learning and cramming of formulae and procedures of obtaining solutions without proper understanding of the concepts being learned*

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**Keywords:** Mathematics, Trigonometry, Analogy, Performance, Gender

### Introduction

Mathematics is an old discipline, a formal area of teaching and learning that started more than 5000 years ago among Sumerians. As they developed mathematics, they also developed reading and writing (Ambali, 2014). The actual roots of mathematics even preceded the Sumerians as human beings since antiquity had always found reasons to communicate about size, measurement, distance, quantity and time. Thus, mathematics can be viewed as instrument that facilitate the teaching and learning of other formal school subjects and also very crucial a tool for resolving problem situation in all disciplines(Kolawole and Ajetunmobi ,2014).They also submitted that the pivotal position of mathematics to national development has resulted in the educational policy makers’ resolve to position mathematics as a compulsory subjects in both pre-tertiary and even for admission into tertiary institutions in Nigeria.

The Nigerian Secondary School Mathematics Curriculum was developed and structured around six (6) main concepts namely: Algebra; Number and Numeration; Geometry; Mensuration; Statistics and probability; and Trigonometry. Orhun(2010) viewed Trigonometry as a branch of mathematics that deals with various properties of functions and the applications of these functions to determine the unknown angles and sides of a triangle and it also forms an important background for solution of problems in many disciplines, such as astronomy, technology and constructions to mention but a few. Trigonometry is an aspect mathematics that mainly deals with measurement of distances, relationship between sides and angles of a triangle. The knowledge of Trigonometry assists the students to appreciate shapes and situation around their environment and helps to develop their inductive reasoning skills that become necessary ingredient for learning mathematics. Trigonometry constitutes a substantial part of the senior secondary mathematics curriculum, which forms a great part in their assessment in standardized examination such as the West African Examination Council (WAEC) (Abakpa, 2011).

However, despite the importance of Mathematics trigonometry) to the technological development of human in our day-to-day activities and as agent of technological development, students’ performance in Mathematics (trigonometry) has not been encouraging. Table 1 illustrate the performance of students in WAEC examination from 2007 to 2017

### Table 1.2 Performances of Students in Mathematics in WAEC 2007- 2017

|  |  |
| --- | --- |
|  YEAR  | Total No. No. of % of No. of % of Students of students Students that Students Students with with (D7- F9) Who Sat Obtained with Credit (D7-F9)  Credit & & Above Above (A1 - (A1 -C6)  |

C6)

1. 1,275,330 198,441 15.56 1,076,889 84.44
2. 1,369,142 314,903 23.00 1,054,239 77.00
3. 1,373,009 425,633 31.00 947,376 69.00
4. 1,351,557 453,447 33.55 898,110 66.45
5. 1,540,250 587,630 38.93 952,620 61.07
6. 1,675,224 819,390 49.00 852,834 51.00
7. 1,543,683 555,726 36.00 987,957 64.00
8. 1,692,435 529,732 31.30 1,162,703 68.70
9. 1,593,442 544,638 34.18 1,048,804 65.82
10. 1,544,234 597,310 38.68 946,924 61.32
11. 1,471,151 923,486 59.22 547,665 40.78

### Source: (WAEC, 2017)

However, bearing in mind the importance attached to mathematics, the continued poor performance in the subject would lead to ripple effects which will undermine the future development of nation in terms of scientific and technological development. Generally, Trigonometry is an area of study in mathematics that students believe to be particularly difficult and abstract compared with the other contents area in mathematics. Ahmadu (2014) opined a number of factors are responsible for poor performance of students in trigonometry among which include; lack of qualified mathematics teachers that will handle the abstract curriculum that does not address to immediate use of trigonometry in real life, and poor teaching strategies. Therefore, Thompson, Byerley and Hatfield (2013) suggested the use of a constructivists teaching approach which emphasis is on the students-centred as a better option compared to the traditional method.

 Analogy refers to a cognitive process of transferring information or meaning from a familiar source (analogue) to an unfamiliar source (target). Holyoak and Stigler (2004) defined analogy as an inductive mechanism based on structured comparisons of mental representation. Analogy is when some less familiar domains or abstract concepts are made more understandable to the learners by making references to similar relations, objects or situation with which the learners are familiar through activating relevant prior knowledge which is already understood by the learners. The aim is explaining an abstract concept or process by comparing it to something that is familiar to the learners.

Gender is the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between masculinity and femininity. For many years different studies have been conducted to investigate the effects of gender on academic performance at different levels (primary, post-primary and tertiary) and on different subjects. Muduabum and Odili (2007) studied the trends in male and female students’ performance on Further Mathematics (trigonometry) in Senior School Certificate Examination (SSCE) in Nigeria from 1999 to 2005. The findings showed that male attained higher percent scores at credit level than the female.

In a similar study conducted by Anagbogu and Ezelira (2007) in which they examined gender difference in scientific performance in Awka Education Zone, in Anambra, the findings reveled that female students performed better than their male counterparts. It can sum up that literature on gender difference in academic performance reveals mixed results. In view of this, the study intends to find out the effects of analogical instruction on the performance of students in trigonometry and whether, it has effects on gender performance.

### Objectives of the Study

The main purpose of this research work was to find out the effects of analogical instruction on performance in trigonometry among secondary school students in Zaria. Specifically, the study sought to investigate the:

1. Effectiveness of analogical instruction on senior secondary school students performance in trigonometry
2. Effectiveness of analogical instruction on the performance of male and female students in trigonometry

### Research Question

Based on the stated objectives, the following research questions were formulated for answering:-

1. What is the difference in the mean performance scores between students taught trigonometry using analogical instruction and those taught using lecture method
2. How does the mean performance scores of male and female students differ when taught trigonometry using analogical instruction.

### Research Hypotheses

From the research questions, two null hypotheses were formulated and were tested at probability level of P≤0.05 significance

1. There is no significance difference in the mean performance scores between students taught trigonometry using analogical instruction and those taught using lecture method
2. There is no significance difference in the mean performance scores between male and female students taught trigonometry using analogical instruction **Methodology**

Research Design

The study employed quasi-experimental control group involving pre-test and posttest as advocated by (Sambo, 2008). This is made of two groups, one experimental and the other control group. The experimental group (E) was taught using analogical instruction while the control group (C) was taught using lecture method. A pre-test was given to both groups before treatment. A post-test was administered after the treatment to determine whether analogical instruction has an effect. Figure 1 illustrates the research design for the study

 E O1   ~~X1~~  O2

###  C  ~~O~~1 X0 O2

#### Fig.1: Research Design illustration Sambo (2008) Population and Sample for the Study

The population of the study comprised all the senior secondary two (II) students in Zaria education zone of Kaduna state. This is made up of 22 senior secondary schools with 12 co-educational 5 boys and 5 girls schools with a total population of 5936 comprising of 3306 boys and 2630 girls of average age 16 to 19 years. The sample consisted of ninety nine (99) students selected from two coeducational schools. Where one intact class was randomly selected from arms of SS II students in the selected schools for the study and sorted out into experimental and control groups through balloting. The sample was made up of forty seven (47) students for the experimental group and fifty two (52) students for the control group. Table 2 shows detail of the sample

#### Table 2: Sample for the Study

|  |  |  |
| --- | --- | --- |
| Group Female  |  No. of Students  | Male  |
| Experimental  |  47  |  25 22  |
| Control  |  52  |  29 23  |
| **Total**  |  **99 54**  |  **45**  |

#### Instrumentation

The instrument used for this study was Trigonometry Performance Test (TPT) containing a forty item multiple choice questions with four options (A-D) each obtained from a collection of west African examination council (WAEC) past questions papers from (2010 - 2017) relevant to the topics of instruction.

The instrument Trigonometry Performance Test (TPT) was validated by four (4) experts in the field of mathematics education, two Ph.D holders of the rank of Senior Lecturers from the Department of Science Education, Faculty of Education

ABU, Zaria and two Principal Lecturers from Federal College of Education, Zaria.

These experts validated the instrument based on adequacy and relevancy of the instrument in relation to objectives of the study. Necessary amendments were made on the instrument based on their suggestions.

The study employed a test re test method on the scores obtained from pilot study. After the first test, two weeks interval was given for the second test, this in line with Sambo (2008) recommendation. A reliability coefficient of r = 0.79 was obtained using Persons Product Moment Correlation Coefficient.

The researcher taught the concept of trigonometry selected for the study for six weeks, after administration of pre-test by using lesson plans and lesson notes prepared on analogical instruction. The experimental group was taught using analogical instruction and was exposed to post-test after the treatment. However, the control group was also taught the same concepts based on lesson plans and lesson notes prepared using lecture method after which they were equally exposed to post-test

#### Results

The data collected through pres-test and post-test scores of the students were subjected to descriptive statistics

**Research Question One:** What is the difference in the mean performance scores between students taught trigonometry using Analogical Instruction and those taught using lecture method.

**Table 3**: Descriptive Statistics on Performance of Experimental and Control groups

 Group N Mean S.D Mean Diff.

 Experimental 47 80.65 5.749

 29.40

 Control 52 51.25 6.866

From Table 3 the mean performance and standard deviation of in Experimental and Control groups were 80.65, 5.749 and 51.25, 6.866 respectively with mean difference of 29.40 in favour of experimental group. Hence, it can therefore be assumed that students in from Experimental group performed better than students from the control group. However, further analysis was conducted to ascertained whether the difference in the means was statistically significant and this led to hypothesis one.

**Hypothesis One**: There is no significant difference in the mean performance scores of students taught Trigonometry using Analogical Instruction and those taught using lecture method.

**Table 4**: t-test Analysis on performance of Experimental and Control groups

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **Group** **pvalue Decision**  | **N**  | **Mean**  | **S.D Mean Diff. Tcal Tcrit**  |  |
| Experimental   | 47   | 80.65   | 5.749  29.40 21.9 1.96  | 0.001  |
| significant Control  | 52  | 51.25  |  6.866  |  |

Significant at tcal˃tcrit

From table 4 it was observed that there was significant difference between the mean performance scores of experimental (80.65) and the control group (51.25) at 0.05 level of significance ( tcal =21.9 ˃ tcrit = 1.96; df = 97, P< 0.05).

Therefore, hypothesis one was rejected. Hence, there was significant difference in the mean performance scores of students taught trigonometry using analogical instruction and those taught using lecture method.

**Research Question Two**: How do the mean performance scores of male and female students differ when taught trigonometry using analogical instruction

**Table 5**: Descriptive Statistics on Performance of Male and Female Experimental group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group** **Diff**  | **N**  |  **Mean S.D**  | **df**  | **Mean**  |
| Male 25   | 45.00   |  8.485   |  45  | 0.91  |
| Female  | 22  | 45.91 7.904  |  |  |

Table 5 revealed that the male had a mean score of 45.00 with standard deviation of 8.485 while the female students had a mean of 45.91 and standard deviation of 7.904. this result shows that the female students mean performance score was slightly better than that of their male counterparts

**Hypothesis two:** There is no significance difference in the mean performance scores of male and female students taught trigonometry using analogical instruction

**Table 6**: t-test analysis on Performance of Male and Female students (Experimental group)

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** **pvalue Decision**  | **N**  | **Mean**  | **S.D Mean Diff. Tcal Tcrit**  |
| Experimental   | 25   | 45.00   | 8.485  0.91 0.89 1.96 0.730  |
| N/S Control  | 22  | 45.91  |  7.904  |

From table 6, the mean performance and standard deviations of male and female students in experimental group were 45.00, 8.485 and 45.91, 7.904 respectively with mean difference of 0.91 in favour of female students. However, the (tcal=0.89 < tcrit=1.96; df = 45, p˃ 0.05).therefore, the null hypothesis was retained and it was concluded that , there is no significance difference in the mean performance scores of male and female students taught trigonometry using analogical instruction **Discussion of Results**

Findings from the study revealed that there is significant effect on the students’ performance in trigonometry when taught using analogical instruction. The experimental group obtained higher scores in the Trigonometry Performance Test (TPT) as compared to those who were taught using lecture method. The significant difference in favour of the experimental group suggests effectiveness of analogical instruction. This result is in accordance with findings of Wushishi (2006); Owolabi (2007); and Ayandat et al (2012). Who all opined that analogy instructional strategy is a tool for improving students’ performance.

The findings of this study also shed some light on the effects of analogical on gender, the findings revealed that the interaction effect between analogical instructional strategy and gender was not significant on students performance .This findings agrees with earlier studies of Okigbo (2010); Nneji (2013); and Ajai and Imoko (2015) who reported that gender is not a significant influencing factor in students’ performance.

#### Conclusion

Based on the findings of the study, it was concluded that the use of analogical instruction improves students’ performance than the lecture method when taught trigonometry. Also, it was concluded that gender is not a significant influencing factor in the students’ performance in trigonometry when taught using analogical instruction.

#### Recommendations

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

1. Teachers at primary and post-primary levels should employ the use analogical instruction in the teaching of trigonometry in senior secondary schools. Since analogical instruction help to improve the performance of students in trigonometry.
2. Science based teachers should be encouraged to be attending seminars and workshops to keep themselves abreast with the new teaching strategies like analogy instruction for better result.
3. Relevant professional bodies like the Mathematics Association of Nigeria (MAN) Science Teachers Association of Nigeria (STAN) should organize seminars and workshops to train mathematics on the use of analogies so that they incorporate it in their teaching of trigonometry.
4. Mathematics teachers should intensify efforts in developing analogies from practical experience to make the students get proper concepts of mathematics and discourage rote learning and cramming of formulae and procedures of obtaining solutions without proper understanding of the concepts being learned.

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## INDIGENOUS LANGUAGE EDUCATION AND THE CHALLENGES OF INSECURITY IN NIGERIA

**Dr. V. A. Oyedeji**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*This paper sets out to discuss the significant roles that indigenous language education can play in finding the lasting solution to the numerous socio-political that are threatening the ever sustained security of our beloved nation. It is an incontrovertible fact that language is an indispensible instrument of culture; in fact, it keeps and preserves the culture of any given community. If none of the nation’s heterogeneous cultures preaches violence, then language should not be underestimated. In conclusion, the paper urges the concerned authority to project, embrace, encourage and empower the indigenous languages and their teachers so that more can be achieved in promoting secured atmosphere in the country.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* **INTRODUCTION**

 The sate of security in our nation in these present days is unmistakably pathetic. The country whose citizens have been co-existing many decades ago on the basis of love and unity suddenly found herself in the trauma of tribalism, communal crisis, socio-political war, religious imbroglio and a host of others.

 Another aspect of insecurity that the nation is experiencing as of now is economic insecurity which gives birth to devaluation of naira, scarcity of food, joblessness or mass unemployment. All these factors are the internal tragedies that are retrogressively affecting the development of our beloved nation.

 Although both the government and the concerned citizens are working round the clock to drastically find lasting solution to these catalogues of problem but this paper tries to examine other dimension in which the government can b e supported in overcoming these challenges. This now brings us to the roles that indigenous languages can play in transforming, orientating and educating the masses on the need to live in peace and harmony.

### The Nation’s Security Challenges

 Macmillan English Dictionary defines security as safety from attack harm or damage. It further illustrates that it is a situation in which one can feel confident and safe. Some of the contemporary security challenges in our country today are:

TERRORISM: Njoku (2011) defines terrorism as the practice of using or willing to use violent action in order to achieve political or force a government to act in certain direction. Example of this is Boko haram menace.

MILITANCY: Which is defined by Ahule (2012) as an act of using or willing to use violent or strong pressure by a group of persons to achieve socio-economic or political change (as we have the activities of militants in Niger-Delta of the country).

UNEMPLOYMENT: This is a situation where people are able and ready to work but cannot find job to do or rather create any for them (Ogunmosunle 2011).

POVERTY: Abbah {2012} describes as level social and economic inequalities that exist between individual in the society.

INSECURITY: That is defined Ahule (2012) as a strong feeling of not being safe or protected against attacks or danger on lives or properties of person.

 All the above mentioned are conspicuously manifesting in soci-political existence of Nigeria. **They are manifest threats and failure to keep them under permanent control could trigger war.**

### Indigenous Language

Language: Many scholars have tried to define language from different linguistic perspectives. Some see it as purely human and non-instinctive method of communicating ideas, desires by means of voluntarily produced symbol (Sapir 1920) certain linguists have observed that human beings used language to record experiences, express emotion, perception and responses to the experience of others. Sapir defines language as a vehicle for conveying the culture and traditional of the people that owns it. With the series of definition given by the linguists what is clear about language is that it cuts across the human and non-human behaviour and it is characterized by complex and flexibility interchangeability, contextuality, arbitrariness utilization of vocal and auditory channel and ability to grow openendedness.

Nigeria boasts of numerous ethnic groups. These are Yoruba, Hausa and Igbo. Although we have numerous dialects and ethnic minorities that are embedded in each of the aforementioned ethnic group but the trio are the most popular in the country as a whole. The Yoruba people are easily found in South-West axis of the country using Yoruba language as medium of communication.

 The Hausa occupied the Northern part of Nigeria and their major language is nothing but Hausa language. Igbo people dominate the South part of the country and they are the custodian of Igbo language culture. The languages being spoken by the major tribes that constitute the nation that is call Nigeria today are referred to as kept and treasured. **Language and Culture**

Oyedeji (2007) observed that language and culture are inseparable as each throws light on the other. Culture serves as the reservoir of peoples identify such as customs, attitude, norms, values and beliefs and all these are encoded and conceptualized in the language of the people which is indigenous.

 Ogden and Richard (1993) quoted Malisnowku and Adeyanju (1989) that: *Language is essentially rooted in the reality of culture, the tribal life and custom of people and it cannot be explored without constant reference to those utterance.*

Therefore language and culture is just a mixture of air and water. That is inseparable. No wonder, Brumfit (1983) sees culture as language habits, customs, beliefs and values as well as the literary, written and unwritten art form or expression of people. In conclusion we can clearly deduce that language is culture itself is language.

### Roles of Indigenous Language in Solving insecurity

 The three major indigenous languages are used to sermonize or orientate people towards exhibiting desirable attitude in the society. As earlier mentioned none of the three tribal cultures and beliefs preaches violence, hooliganism and war. The monarchs, community leaders, and elders, when holding peace meetings or negotiation with their subjects can make use of philosophic proverbial and rhetorical languages that could convince the aggrieved ones on the need to think and live in harmony with their people. For instance, among Yoruba there are proverbs, story, metaphorical composition and historical analogies that could be used to avert wars and violence:

1. ọmọ ọlọ́m ọ là á rán níṣẹ́ dé tòru tòru

 (Another person’s child is compelled to return from errand even in the

 mid night)

1. Ogun kì í ṣe iyán

Ogun kì í ṣe ẹ̀k ọ

Iwájú ogun àfi bí iná

Ẹ̀y ìn ogun kò rọrùn

War is not like pounded yam

War is not like pap

War front is like fire

Back or front

 Its consequence is always unbearable to people that are intended to be used to foment trouble. The saying tries to enlighten that the initiators of troubles would never include their wards in the trouble but they will want to use others that are not related to them. The second axiom is explaining the dreadfulness of war and warns that people should prevent wars.

 With these few philosophical saying a rightful thinker, who is really cultured with African customs and norms will definitely prefer peace to violence.

Secondly indigenous languages consist of moral ingredients that prepare a child (from the adolescent age) towards being a useful citizen to his nativity and the country at large. These moral ingredients are mostly found in indigenous oratures such as home training (“Ẹ̀k ọ́ ilé’) folktales (Àlọ́) proverbs (owe) moral songs (orin akọ́nil ọ́gb ọ́n) poem (ew ì) story or phrase (ìtàn àròsọ). A child that is groomed with all these at tender age till he is matured will not suddenly wake up and become a notorious being in the society but the nonchalant attitude of the concerned people towards the study of indigenous languages in our schools has made some of these moral imparting equipment to elude our children. The dividend is what we are experiencing today. For instance in the yester years in our primary and post primary schools there were poems that discouraged children from being a thief or a lazy boy. Examples of these poems are:

|  |  |  |
| --- | --- | --- |
|   |   | **Translation**  |
|  Kín ni ń ó folè ṣe  |   | what will I do  |
|  Láyé tí mo wá?  |   | With stealing in my  |
|  Kín ni ń ó folè ṣe  |   | life? (2ce)  |
|  Láyé tí mo wá.  |   | In this life of mine  |
|  Kàkà kí n jalè  |   | instead of me stealing.  |
|  Ma kúkú dẹrú  |   | I prefer to be a slave  |
|  Kí ni n ó folè ṣe  |   | what will I do with  |
|  Láyé tí mo wá?.  |   | Stealing in my life?  |

 The poem is basically teaching us that being a thief is the worst, the poet now suggested that becoming a slave or servant is better that being a thief. In the other verse the poet conclude that if a thief is caught he either goes to jail or get killed. All these are not in our curriculum again then our schools and society at large are producing battalion of youths that are morally bankrupt.

 Insecurity is not applicable to violence or war alone it could be social or economical. When a nation economy is doomed it amounts to economic insecurity which could easily bring about unemployment (as we are witnessing today) Poverty, inflation and a host of others. Indigenous languages have played prominent role in alleviating the problem of unemployment in this country (although it may not be widely noticed by the government and the public) many people earn their daily bread through the artistic utilization of oral literatures. Today, these people are not looking for white collar job instead they have become successful entrepreneur and employers of labour. For example, people like Chief

Ayílárá (Ajóbíewé) Yẹmí Ẹlẹ́bu ìbọn and Láńrewájú Adépọ̀j ù are waxing stronger daily in entertainment industries. Therefore indigenous languages are sources of employment opportunity for those who can discover its relevance.

 Furthermore, our indigenous languages contain some African literatures that are spiritually and constitutionally use for checks and balances in our sociopolitical endeavors. Examples of these are ìwúre (prayer blessing), èpè or àásán (curses), ògèdè, ọfọ̀ or àyájọ́. All these are spiritual and ritualistic utterances that are used when the need arises. They are use to unfold mysteries, detect the truth and punish the culprit. For instance curses are retained on anybody or group of people that disturb the peace of the land and when this is done “things” must happen.

 If our Western philosophies ideas, and strategies have failed us to catch the evil doors in our society let us go back to the traditional way of solving problems. Let our leader so go to the shrines of Ògún, (the god of iron) Ṣàngó (the god of thunder) and Èṣù láàlu) (the vagabond minstrel) to swear if they are clean from the calamitous atmosphere that envelops the country. The above mentioned African “verses” are not mere words themselves but when the authorities utter them things usually happen. The people that are fomenting trouble are black ;like us, they eat, drink and walk on the land of the black then let authorities invoke the gods of the land to judge them definitely the evil ones will reap their sow

 Another noticeable role that indigenous language can play in the security angle of the nation is comprehensive interpretation of intra-tribal culture that contains customs and norms that forbid war, violence, terrorism and others. No other language or literature can better teach the people all these desirable attitudes except the indigenous languages which is better understood and comprehended by the speakers. We Africans decode our culture through our indigenous languages; if our culture is well understood and practiced our people would not be deceived and acculturated by foreign doctrine (which cloud be political or religious) that preaches wars and violence. Investigation has revealed that, no part of Hausa, Yorùbá or Igbo culture embraces killing of innocent people, kidnapping, and terrorism. In the olden days our heroes and heroines jointly fought for independence. They were living in unity. They took the composition of the national anthem as their watchword and then the nation was at her best. When we started disregarding our languages (calling them vernacular) we are gradually losing our culture as a result of this we are ignorantly becoming slaves to terrible philosophies and doctrines that are totally incompatible with ours. We became extremists to the religions that are not ours we listen to preaches and teachings that are detrimental to our co-existence now the result is terrorism, tribalism and social crisis.

### Recommendations and Conclusion

 Having discussed the vital roles that the national indigenous languages can play in the security challenges the paper therefore recommended the following to the government and the concerned citizens that:

 The three major indigenous languages should be brought to lime light as being reviewed and suggested by the National Policy on Education that:

1. every primary school child be taught in his mother tongue or language of his immediate community;
2. mother tongue be used as medium of instruction in pre-primary education;
3. every junior secondary school student should learn one major Nigerian Language(Hausa, Yorùbá, Igbo) in addition to his mother tongue; and.
4. at the senior secondary school (SSS) level, only one major Nigeria language is to be studied.

- The main objective of this is to foster unity. Constant follow up and proper monitoring will make this objective achievable because some educational institutions are still afro- phobic to indigenous languages. Enough motivation and encouragement should be given to the individuals who are keen or promoting the indigenous language because they are the ones holding the pillars of our culture to avoid total collapse. Late President Ahmed Sékou Touré of Guinea once declared in Conakry in 1978 that people renouncing the use of their language are doomed to stagnation and even retrogression; and to disappear completely as a people. Nigerian government should set a day aside as indigenous language day where those people that have in one way or the other contributed immensely in promoting Nigerian languages and culture would be publically awarded. This also will encourage more research on the importance and the efficacy of speaking studying and leaning of indigenous languages. Also it will be a revival operation for our dying language and culture.

 In our community political matters especially during meetings and deliberations indigenous language should be the medium of communication using foreign language to express or discussing indigenous matters is first a mere display of individual linguistic ego which may not be well deciphered by the listeners. African issues and matters should be settled in African ways.

 Henceforth, any political aspirant should be made to swear and be sworn to political positions using verses of his/her local traditional beliefs to swear. For instance, among the Yorùbá, the instruments of oath taking or swearing are symbols of Ògún (iron, gun or cutlass), Ṣàngó and others. If any of these is used to swear, people dare not default, else, the culprit will get “guide action”. Holy Bible and Quran should not be used again because these holy books do not want sinners to die but to repent.

 Before the white men came with their britonocratic constitution, African languages and culture were already enriched with traditional norms which served as their own constitutions. Then, peace and harmony were the order of the day until every costume and norms of Africans were westernized

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**PRODUCTION OF BIO – ETHANOL AND BIO – BASED MATERIALS FROM SUGAR CANE BAGASSE**

**Hassan A.B1, kutigi G.I2 and Tanko 0.03**

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 *Ethanol may be produced using sugarcane bagasse as raw material through organosolv process with dilute acid hydrolysis, thus increasing ethanol production with the same cultivated sugarcane area . In this work, simulations of bioethanol production from sugarcane juice and bagasse are carried out using software UniSim design. A typical large scale production plant is considered;1000m3/day of ethanol is produced using sugarcane juice as raw materials. A three-step hydrolysis process (pre-hydrolysis of hemicellulose, organosolv delignification and cellulose hydrolysis) of surplus sugarcane bagasse is considered. Pinch analysis is used to determine the minimum hot utility obtained with thermal integration of the plant, in order to find out the maximum availability of bagasse that can be used in the hydrolysis process, taking in to consideration the use of 50% of generated sugarcane trash as fuel for electricity and steam production. Two different causes were analyzed for the production purification step: conventional and double-effect distillation systems. It was found that double effect distillation system allows 90% of generated bagasse to be used as raw material in the hydrolysis plant, which amounts for an increase of 26% in bioethanol production considering exclusively the formation of hexoes obtained from the cellulosic fraction.*

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## INTRODUCTION

Sugarcane, or sugar cane, are several species of tall perennial true grasses of the genus Saccharum, tribe Andropogoneae, native to the warm temperate to tropical regions of south and south east Asia, Polynesia and Melanesia, and used for sugar production. It has stont, jointed fibrous stalks that are rich in the sugar sucrose which accumulates in the stalk internodes. The plant is two to six meters (six to twenty feet) tall. All sugarcane species interbreed and the major commercial cultivars are complex hybrids.

Sucrose, extracted and purified in specialized mill factories is used as raw materials in the food industry or is fermented to produce ethanol. Ethanol is produced on a large scale by the Brazilian sugar cane industry. Sugarcane is the world’s largest crop by production quantity with 1.9 billion tonnes produced in 2016, and brazil accounting for 41% of the world total. In 2012, the food and agriculture organization (FAO) estimated it was cultivated on about 2.6 x 106hectares (6.4 x 101 acres), in more than 90 countries.

Other than sugar, products derived from sugarcane include falernum molasses, rum, cachaca (a traditional spirit from Brazil), bagasse and ethanol.

Sugarcane is harvested by hand and mechanically. Harvesting accounts for more than half of production, and is dominant in the developing world. In hand harvesting, the field is first set on fire. There fire bums dry leavesand chases away or kills any lurking venomous snakes. Harvesters then cut the care just above ground level using cane. A skilled harvester can cut 500kg (1, 100 lb) of sugar cane per hour.

## MATERIALS AND METHODS

Sucrose, extracted and purified in specialized mill factories is used as raw material in the food industry or is fermented to produce ethanol.

Ethanol is produced on a large scale by the Brazilian sugarcane industry cane become sugar with milling process with the fiterate evaporated under vacuum to leave 60% sugar solution. Further evaporation yields first crop of raw sugar and the raw sugar shipped to a refinery, where it is recrystallized into table sugar 99.9% sucrose.

 The final mother liquor is known as blackstrap molasses, and the remaining plant material is bagasse. Each of the four components sugar molasses, bagasse and fiber mud has several uses an can lead to value added products.

However, the bagasse which is the dry fiber of the care juice has been extracted is used for several purposes: fuel for the boilers and kills production of paper, paper board products, and reconstituted panelboard, agricultural mulch and more as a raw material for production of chemicals.

The primary use of bagasse and bagasse residue is as fuel source for the boilers in the generation of process steam in sugar plants.

The new plant will also be able to produce animal feed by mixing the stillage with two other by products fish waste and sugarcane bagasse.

## ETHANOL AND GLYCERIN

The proposed rum plant will not be large enough to produce many chemical products, but a molasses based fuel ethanol plant would be such a plant could be a significant new source of glycerin. Kampen, Njapau and Munene have studied the fermentation that produces both ethanol and glycerin and kampen holds patents for increased glycerine production. The glycerine can be recovered by using membrane fitteration and liquid chromatography. If the osmotic pressure in the fermentation vessel is increased, the cells undergo plasmolysis and survive by raising their osmotic pressure. The cells raise their pressure by making polyolsclriefly glycerin.

## RESULT AND DISCUSSION

Table 1st NUTRIENT INFORMATION FROM ESHA RESEARCH UNITS.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Units  | (26.56kal)111.13KJ  | 27.51/g  | 26.98g  | 0.27g  |
| Nutrients  | Energy  | Carbohydrates  | Sugars  | Protein  |

Table 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Minerals  | Calcium  | Iron  | Potassium  | Sodium  |
| Percentage  | 11.23mg  | 0.37mg  | 41.96mg  | 17.01mg  |
| Quantity %DV+  | 1%  | 3%  | 1%  | 1%  |

Units; mg=micrograms. Mg=milligrams; IU=International units.

Percentages are roughly approximated using US recommendations for adults.

Source: USDA Nutrient Database.

## BIO-GAS PRODUCTION

Recent cogeneration technology plants are being designed to produce 200 to over 300KWh of electricity per tonne of bagasse. As sugarcane is a seasonal crop, Shortlyafter harvest, the supply of bagasse would peak, requiring power generation plants to tragically manage the storage of bagasse.

A greener alter native to burning bagasse for the production of electricity is to convert bagasse to biogas. Technologies are beings developed to use emymes to transform bagasse into advanced biofuel and biogas.

Sugarcane crop is able to efficiently fix solar energy, yielding some 55 tonnes of dry matter per hectare of land annually. After harvest, the crop produce sugar juice and bagasse, the fibrous dry matter. This dry matter is biomass with potential as fuel for energy production. Bagasse can also be used in tilling, transportation etc. Thus, the solar energy-to-ethanol convention efficiency is 0.13%.

The sugarcane delivered to the processing plant is called burned and cropped (b and c), and represents 77% of the mass of the raw cane. Each ton of b and c yields 740kg of juice(135kg of sucrose and 605kg of water) and 260kg moist bagasse(130kg of dry bagasse). Since the lower heating value of sucrose is 16.5MJ/kg, and of the bagasse is 19.2MJ/kg, the total value of a ton of b and c is

4.7GJ of which 2.2GJ came from sucrose and 2.5GJ from the bagasse.

Per hectare per year, the biomass produced corresponds to 0.27TJ. This is equivalent to 0.86W per square meter. Assuming an average insolation of 225W per square meter, the photosynthetic efficiency of sugar cane is 0.38%.

The 135kg of sucrose found in 1 ton of b and c are transformed in to 70liters of ethanol with a combustion energy of 1.7 GJ. The practical sucrose-ethanol conversion efficiency is therefore, 76%(compare with the theoretical 97%)

One hectare of sugar cane yields 4000liters of ethanol per year(without any additional energy input, because the bagasse produced exceeds the amount needed to distill the final product). This, however, does not include the energy used in tilling transportation and so no.

Thus, The solar energy-to-ethanol conversion efficiency is 0.13%

## CONCLUSION

Sugarcane bagasse is a potentially abundant source of energy for large producers of sugarcane, such as Brazil, India and China hence, with use of latest technologies, bagasse produced annually in Brazil has the potential of meeting 20% of Brazil’s energy consumption by 2020.

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## PROFESSIONALIZATION OF MATHEMATICS TEACHING AND LOW

**STUDENTS ENROLMENT INMATHEMATICS TEACHER EDUCATION MUAWIYA HARUNA USMAN**

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*Mathematics is a basic requirement for obtaining admission into higher institutions in the pure and applied sciences, engineering and medicine. It is also the most basic requirement for the attainment of technological self-reliance by any people. But the enrollment of the subject by students in Nigerian teacher education programmehas been very low over the years. This has consequently affected the quality of teaching and the professionalization of mathematics teaching. The major causes of this low enrolment in mathematics teacher education and the strategies for teacher’s professionalization was considered. Recommendations arising from the discourse were proffered.*

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## INTRODUCTION

Teachers are the key driver in the quest for an effective and sustainable educational development of any nation.The teacher’s centrality in teaching and learning has made most of the problems of the education sector to impinge critically on him(Idakwoji,2008;Rafindadi,2014;Idakwoji,2015). The springing up of schools, both by the missionaries and the colonial government necessitated the establishment of training schools where prospective teachers would be taught the science of teaching and learning (Osuji, 2009) In retrospect, the majority of teachers employed by the missionaries and colonial government were untrained.

The issue was a prominent focus of Ashby Commission report on „Investment in Higher Education‟ in 1960. Lord Ashby – an educator per excellence and one time

Vice Chancellor of Cambridge observed that; „the quality of teachers at the primary and secondary level is poor‟ and „great majority of teachers have neither enough general education to qualify them to teach, nor adequate professional training‟. The situation was very critical during the missionary era. Pupils in higher classes were used to train pupils in lower classes in the same school. The senior ones were taught in the morning while the senior turned to junior ones from noon till closing hours (Adeyinka, 1971; Fajana, 1978; Akinkungbe, 2011). With more commitment from the government, and pursuant to implementation of Ashby report, the country witnessed a substantial improvement in training and focus on professionalism. According to National Policy on Education (2004), the goals of teacher education in Nigeria are to; produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;  encourage further the spirit of enquiry and creativity in teachers; help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;  provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; enhance teachers‟ commitment to the teaching profession.

The indispensable role of the teacher in the teaching and learning process has been well documented in a number of studies The teacher among other things is :

* A role model within and outside the school (Makinde,2005)
* A parapsychologist and counselor(Oyeleke et al,2013)
* A motivator and trailblazer (Makinde,2005)
* A surrogate parent to learners under his tutelage (Udo,2003)
* A leader, supervisor and an administrator(Oyekan,2000)
* A community spokesman and an harbinger of community values(Oyeleke*et al*,2013)

It is at this beehive, that the professionalization of teaching and indeed mathematics teaching has been at the front burner among science educators, professional bodies and government in recent times.

**What is professionalization?**

Yusuf, Afolabi, &Oyetayo (2014) defines profession a as an occupation or vocation that requires special skills, knowledge of some department of learning and qualification to especially one with high social status. It is a job that requires special skills or knowledge through special training with a high level of education; and it utilizes functional education and mental ability rather than manual or physical labour. According to Dada&Fadokun (2010), a profession entails an occupation that is dependent upon specialized intellectual study and training for the provision of skilled service to other member of society; government, nongovernmental agencies for a definite fee or salary. Orubite (2010) posits that a profession is a paid job that requires prolonged training and liberal or formal educational qualification. TRCN (2005), attests that professionalism guarantees that ethics are imbibed, the rules of the game exist and are obeyed by all, clients get value for their money and efforts, public interest is protected, priority is given to nation building, and above all that the professionals are regarded with dignity and awe.

NTI (2007) defined profession as any occupation which demands of all who work in it a prolonged and specialized knowledge, skills, and attitudes that are necessary for providing a particular service in the community. Adesina (2005) viewed that professionalization refers to building into teaching career some control device to ensure that the practitioners are worthy members of the profession Okunloye (2005) defined a profession as a symbol for a desired conception of one’s work and by extension of one’s self (the worker). Oyekan (2000), defined professionalization as a process involving improvement in the status and practice of the occupation as the practitioner continually upgrades the knowledge, skills and attitudes required for effective and efficient professional practice. The writerposit that in attaining professionalization for the mathematics teacher, the need to synchronize and perhaps jealously and zealously guard teaching from meddlesome interlopers cannot be overemphasized.

A milestone for teacher professionalization in Nigeria has been recognized, appraised, echoed and re-echoed as a collective desire in the National Policy on Education (NPE) (2013) where it is clearly started that teaching, like other professions, will be recognized as a profession. The Teacher Registration Council of Nigeria (TRCN) was established by Act No 31 of 1993 to regulate and control the teaching profession which in the writer’s view has been up and doing.

Inspite of the numerous policies and legislation in place, the profession as it stands in Nigeria is still bedeviled witha number of challenges that appears insurmountable. For instance, Akinduyo (2014) and Fareo (2015) in their studies enumerated the various categories of challenges confronting the teaching profession. They include: Low wages, bad motivation and poor welfares Irregular self-esteem in the society Absence of education professional academy Negative reenforcement which is doing the profession no good. Lack of professional and inservice trainings Low professional status High teacher –pupil ratio Ineffective machinery to enforce the code of conduct in the teaching profession. Politicizing education Lack of autonomy by Nigeria Union of Teachers (NUT) Poor budgetary allocation to teaching profession Poor work environment (e.g. infrastructures amenities etc.) Government’s inability to register NUT as a profession organization Massive unqualified staff. Porous entry qualification Non-involvement of teachers in decision-making process The State control of staff personnel services for teachers Fragmentation of teachers into many different associations like Nigerian Union of Teachers (NUT), Conference of Primary School Head-Teachers, the All Nigerian Conference of Principals of Secondary Schools (ANCOPSS), Committee of Provosts of Colleges of Education, Committee of Vice- Chancellors of Nigerian Universities, Association of Classroom Teachers, Science Teachers Association of Nigeria (STAN) Social Studies Teachers Association of Nigeria (SOSAN) and other teacher organizations.

Yusuf *et al*(2014) and Nwosu(2017) in their separate studies listed a number of strategies for the full professionalization of teaching to include:

**Government Strategies of full Professionalism** The government must ensure immediate commencement of work by the recently established Teachers’ Registration Council of Nigeria. As the National Teachers Registration Council has been established through the enactment of Act No 31 of 1993, this national body should be assisted by the State Teachers’ Registration Council in every State of the Federation, to be charged with the responsibility of teachers’ registration, accreditation, certification, promotion, development, discipline and making regulations to control the practice of teaching as a profession. The categorization of teachers was also suggested.

**Teachers’ Organization for full Professionalism** The teachers’ organizations must be fully represented and actively involved and must work relentlessly to safeguard the autonomy inherent in the status of teaching as profession. They must strictly enforce members’ compliance with professional codes of ethics.

### TRCN Strategies of full Professionalism

TRCN can catch young teaching professionals by laying a strong foundation for professional consciousness and commitment through the induction of graduates in education disciplines at the point of graduation.

## LOW STUDENTS’ ENROLMENT IN MATHEMATICS TEACHER EDUCATION

According to Francis Bacon “mathematics is the key of all sciences”. Today's world largely depends on science, and science in turn depends on mathematics. People grant it as a theoretical subject. But the truth is all the branches of mathematics were developed to meet the demand of day to day practical life(Pia,2015) Mathematics is a unifying factor for all disciplines in life, being beneficial to the learner, his catchment environment (or discipline) and the world (or knowledge) at large. But surprisingly, students’ enrollment of this vital subject which largely defines the development status of any nation has been on the decline in Nigerian schools over the years. In some schools, there were even no candidates for the subject for some years. At tertiary level some institutions enroll only a scanty number of students in their physics departments, because the few students who offered and passed mathematics at senior secondary certificate (SSC) level, thereafter opt for medicine, engineering and other seemingly prestigious and lucrative fields of study. The problem is one of the reasons why it is difficult to have university graduate teachers of physics, chemistry and mathematics is because the good students of these subjects invariably go in for engineering and medicine (Mbamara and Eya, 2015). In fact, one of the most depressing problems colleges of education in Nigeria face is the perennial loss of good students in the sciences to the universities after one session, not to study education but invariably medicine, engineering architecture or pharmacy (Ukeje, 1986). This is not peculiar to Nigeria, according to Wenning (2002), Samela (2010) and Taale (2011) in their submissions agree that the situation as a universal one, creeping up to university level. This state of affair is unacceptable because in complementary sciences like biology and chemistry, enrollments are comparably higher. For example, the data from the University of Nigeria Secondary School, Enugu Campus, showed that all the 126 students who took the SSCE in 1995 and all the 130 students who took the same examination in 1996 in the school offered biology. The question which then arises is ‘What is the reason behind this unhealthy disparity?’ At junior secondary school (JSS) level, integrated science which is the prerequisite subject for all the senior secondary school (SSS) science subjects is offered by all students compulsorily. And a look at the curriculum of integrated science from JS1 to JS3 reveals that all the component science branches – physics, chemistry, biology, agricultural science and earth science – are given comparably equal attention and basic introductory presentations. Notably also, mathematics which is complementary to the study and prerequisite to the understanding of physics is compulsory for all students both at JSS and SSS levels. Something therefore seems to be fundamental to the low enrollment of students in mathematics.

In terms of choice satisfaction there is no doubt that everyone enjoys the outcome of the study and knowledge of mathematics. People who offer mathematics as one of their subjects are always happy they did, more so as even their contemporaries in the other branches of knowledge usually esteem them highly, and more so if they are females.Mathematics results are appreciated by all and sundry. Percentage failure in SSCE in mathematics is usually the least when compared with the other science subjects (WAEC, 2014). More so, future prospects for mathematics are even wider than for the other subjects. These facts make one wonder all the more why less people offer mathematics in their choice of subjects. These developments should therefore be points of attraction for most students to opt for mathematics; but alas, the contrary is observed. The effect of this abandonment of physics is more than expressible because it triggers a chain of consequences on our national outlook as a whole. It stalls our technological advancement, leads to inadequate number of mathematics teachers for the present and future generations, leads to a proliferation of the arts subjects and excessive demand for admission and jobs in those areas, while such demands in the area of mathematics remains low and sometimes totally lacking. The repercussion of the neglect remains prominent throughout life. Such people eventually get frustrated or muddle up things, and this in turn leads to inefficiency, low output, or even disaster. Thus the low enrollment of students in mathematics is an ill-wind that blows nobody any good. **FACTORS**

## RESPONSIBLE FOR LOW STUDENTS ENROLLMENT IN MATHEMATICS TEACHER EDUCATION PROGRAMME

The body of academic literature is replete with a number of factors fuelling low enrolment in mathematics teacher education. Few will be considered in this discourse.

Negative attitude of mathematics means having an aversion towards learning mathematics and using it in their daily life and discouraging students from choosing mathematics as their major subjects. Hostile feelings and negative attitudes toward Mathematics and science, therefore, have a great influence on general behavior and values . These feelings and attitude that sustain a dislike of Mathematics or hamper any interest in mathematics and are great barriers to the development of Mathematical literacy than any lack of particular concepts, skills, or thinking abilities’

 Many students develop fear towards Mathematics due to their misunderstanding, non-understanding and failure during previous lessons . That mathematical anxiety is developed as a result of having a poor image of mathematics due to general lack of comfort in that someone might experience .

 The lack of connections to the use of mathematics and relevance in daily life or in relation to other sciences fosters low motivation and negative attitudes towards mathematics learning and hence the feeling that why learn if it has no use prevails among most students

Often gender difference in attitudes about mathematics have been referred as one factor that has contributed to lower enrolments and less success of girls in compare to boys in mathematics courses (Pia,2015). A number of scholars have noted that Mathematics is perceived as a male domain in various countries

Other factors may include peer group influence, parental influence, poor mathematical background,etc.

## IMPLICATION OF LOW ENROLMENT ON MATHEMATICS TEACHER PROFESSIONALIZATION

The sensitive and crucial issue of teachers’ working conditions is at the heart of any examination of the quality of basic education in sub-Saharan Africa. A review of the literature produced since 2000 does indeed confirm that work in teaching has become increasingly insecure, even though teachers are regarded as the mainstay of quality in basic education.The implication of low enrolment in mathematics and teacher professionalization are numerous and interwoven:

1. Lack of motivation. The way teachers are motivated ranging from remuneration package to working condition has not encourage upcoming generation to see teaching as viable profession to indulge. Instead it is seen as a second alternative where all else have failed.
2. Aging of existing human resources for mathematics professionalization. The consequence of low enrolment plays up itself in the lack of personnel or manpower to bequeath the baton of profession for in the next generation hence there is fosslity of man power for mathematics teacher professionalization.
3. Recurrent trends of mass failure in mathematics for our upcoming generation- As a consequence of low enrolment, today engineers and other allied science find their wayinto our schools and colleges teaching maths without appropriate technique and strategy. This ugly trend lead to mass failure at the beginner’s level.
4. Low productivity in science and mathematics- Mathematics is the bed rock of science and the difficulty inherent in low enrolment will no doubt translate to lack of manpower in mathematics teacher’s professionalization and by extension low productivity in science and mathematics.
5. Vulnerability of the profession to quacks- Today most persons teaching mathematics in our schools are not professionally competent.Idakwoji(2016) not that minimum teaching qualification, sound pedagogical knowledge and sound disciplinary knowledge were not taken as basic conditions for the engagement of a good number of teachers where they are available.. These basic conditions were usually seen to be overlooked in favor of other considerations by most state teacher employment agencies he further submitted..
6. Frustration in educational policyas a result of gap created by low enrolment of students in maths teacher education which consequently affect placement in Schools.
7. Huge gap between policy and implementation among others.

## SUMMARY AND CONCLUSION

In this paper, a modest attempt has been made to discuss the problem inherent in low enrolment and professionalization of mathematics teaching.The factors affecting low enrolment of students in mathematics teacher education was also considered with clarion call on all and sundry to team up with educational and statutory bodies to arrest the ugly trend if the professionalization of mathematics teaching will not go into oblivion. Attempt was also made to review the effort and strategies of learned societies and statutory bodies at professionalization of teachers. This in the writer’s view is a step in the right direction but a bold and courageous step is required through appropriate incentives to encourage the study of mathematics which will in turn be a booster to the professionalization of mathematics teaching.

## RECOMMENDATIONS

In view of the foregoing discourse, the following recommendations are proffered:

1. Students should start early in life to develop interest in mathematics as a subject. This will make the subject easy for them when they now choose it as one of their subjects at school. Then they would have a comparative advantage over their mates and be happy with their subject choices then and after.
2. Parents should arrange extra lessons for their children in the sciences, particularly in such areas as mathematics which they find somewhat difficult. Verbal encouragement and guidance, even in the absence of everything else, will also help tremendously to put the children in the right track regarding their careers.
3. The teachers on their part should cease to stick to strictly orthodox ways of teaching as it concerns the sciences, particularly mathematics. Less formal approaches should be adopted in order to first and foremost impart a positive attitude and friendly posture on their pupils in relation to themselves and their subjects.
4. School principals and heads of science departments, though operating on tight budget, could still do a lot to tilt the interest of their students towards mathematics.

Commendation of teachers’ efforts and fruitful dialogs on their problems will also help in bringing out the best out of the teachers. Principals should not hesitate to nominate, recommend and sponsor their mathematics teachers.

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**NATIONAL LANGUAGE POLICY IN NIGEIA AND THE VISION 20:20:20 Habiba Mohammed**

*The world is undergoing a global transformation in every facet of human endeavour especially in the aspects of language and education. Nigeria has shown its desire to break away from an exogenous policy situation in which a nonindigenous second language alone is used by a fraction of the population. The National Language policy has however, give room for the use of indigenous languages in education sectors for national development. This paper tries to examine the issue of language policy as it relates to education. Two selected area of priority of current research activities were considered. Early Childhood Education (ECE) and ICT-Mediated Programme for Distance and adult Literacy. The findings of this paper however, show that the activities have really helped in developing learner’s language skills. Even though they are not without some challenges, some recommendations such as the government should continue to create awareness and sensitize people on the value of education to states local government and communication were, made among others.*

**Keywords:** Vision 20:2020 Language Policy Early Childhood Education and Distance Adult Literacy, ICT-Mediated programme.

## INTRODUCTION

The vision 20: 2020 which is aimed at repositioning Nigeria to become one of the 20 largest economies in the whole world by the year 2020 was launched in 2003. The vision expresses the country’s aspiration to improve the quality of life its people through the development of an information and knowledge-based economy that the people can use to gain social, economic and educational benefits, and fulfill their potentials (Needs Assessment in the Nigeria Educational Sector, 2014). The vision, a blueprint for economic transformation, is aimed at meeting the government’s need to enhance development in key sectors such as education. The goal is intended to develop a vibrant educational system that will give every Nigerian the opportunity and facility to achieve his/her maximum potential and provide the country with adequate and competent man power. Thus, the logo of the Nigeria’s Vision 2020 according to wikipedia, stated that:

“By2020 Nigeria will be one of the 20 largest economies in the world, able to consolidate its leadership role in Africa and establish itself as a significant player in the global economic and political arena”.

The nation’s commitment has hitherto, given birth to the implementation of such international protocols as the Education for All (EFA), the United Nations

Millennium Development Goals (MDG’s) as well as her own home-grown medium-term development plan, the National Economic Empowerment and Development Strategy (NEEDS). However, the goals of vision 2020 on education cannot be achieved in the absence of the nation’s language policy. There will be insignificant revolution and very little growth in the nation’s educational sector if language is not considered. In fact, the impetus for the positive changes that is expected from the nation’s commitment to the implementation of quality education delivery is language education. Education is believed to be a tool for the promotion of peace, integration, and unity, so, language education can be as a roadmap to national development and democratic greatness (Olaoye,

2013). Based on the above points, it is pertinent for the government of Nigeria to be serious with its language policy in order to make her vision a reality.

## LANGUAGE POLICY IN NIGERIA

Although, nations historically have used language policies most often to promote one official language at the expense of others, many countries now have policies designed to protect and promote regional and ethnic language for national development. Language policy is defined as what a government does officially through legislation. Court decisions or policy to determine how languages are used to cultivate language skills needed to meet national priorities or establish the rights of individuals or groups to use and maintain languages. The scope of language policies varies from state to state (Wikipedia 2017). Language policies play a significant role in the spread of literacy. There is a strong link between language policies and the attitude towards choice and development of indigenous languages as noted in EFA report (2005).

The creation of a democratic culture or policy depends on language, especially indigenous languages for proper articulation. Language is an indispensable cultural legacy with which all forms of human interactions are carried out (Nwadike 2004). This explains why the National Policy on Education (6th Edition, 2013) stated that;

1. The medium of instruction in the primary school shall be the language of the immediate environment for the first three years in monolingual community during which English shall be taught as a subject; ii
2. From the fourth year, English shall be progressively taught as a medium of instruction and the language of the immediate environment, French and Arabic shall be taught as subjects;
3. In the Junior Secondary School, the core subjects (Languages) shall be English, French and Language of immediate environment. Elective language shall be

Arabic; and

1. In Senior Secondary School, the core subjects on languages shall be English and one of the three major languages. Electives (Languages) shall be literature in English, Arabic and any Nigerian languages that has orthography and literature.

The NPE also states that the business of the National Assembly shall be conducted in English and in Hausa, Yoruba and Igbo when adequate arrangements have been made thereof. Also for smooth interaction with our neighbours, it is advisable for every Nigerian to speak French. Accordingly, French shall be the second official language in Nigeria and it shall be compulsory in Primary and Junior Secondary Schools but non-vocational at the Senior Senior School.

It is indeed clear that the government appreciates the importance of language as a means of promoting social interaction, national cohesion, cultural preservation and national development. The identification of indigenous languages in the policy alongside. English expresses the desire to break-away from an exogenous policy situation in which a non-indigenous social language alone is used by a fraction of the population for governance (Adegbite 2008). However, this paper believes that programmes and related activities need to be carried out for the fulfillment and achievement of the national goals.

## CURRENT RESEARCH ACTIVITIES RELATED TO LANGUAGE POLICY

In the educational context, a lot of activities and programmes have been introduced in relation to the language policy on education, the Federal Ministry of Education in collaboration with other government and non-governmental agencies are making efforts in repositioning Nigerian’s educational system for global competitiveness.

As a matter of priority, this paper intends to look into two areas of language policy on education and the activities related to them. The areas are; Early Childhood Education and ICT-Mediated Programme for Distance and Adult Literacy. This paper is interested in these areas because the first area signals the foundation of knowledge for future language development and the latter is meant for those who were not opportune to have said foundation of knowledge at the early stage of life through modern communication technology but given another chance to strive.

## EARLY CHILDHOOD EDUCATION (ECE)

In every modern society, it is believed that education is the key to national development and there is the need to maintain every level of education especially, the pre-primary stage because it is the bedrock upon which all other educational levels are built (Obiweluozor, 2015). Early Childhood Education or pre-primary education is defined by the National Policy on Education (FRN, 2012) as the education given to younger learners before the age of enrolling into the primary school it is an education given in formal setting for children aged 3 to 5 years. This type of education include; crèche, nursery and kindergarten. Early childhood is currently provided to private entrepreneurs, although the official recognition of it was in the National Policy on Education 1977, revised 1981, 1998, 2004, 2007 and 2012.

Since the goal of language policy is to develop the language skills in individuals especially in their indigenous languages, the NPE (2012) in its implementation guideline states that the medium of instruction is principally the mother tongue or the language of the immediate environment. It is intended that the orthography of many of the Nigerian languages will be developed and textbooks will be produced in those languages and the method of teaching shall be through play. Learners are exposed to activities such as; identification of letters, graphics, pictures, singing of rhymes and listening to music and stories. At times, television is provided for them to watch children’s programmes.

Early childhood education is enriched by the informal traditional upbringing given to children from 0 to 3 years which makes them ready for school. The sustenance of the policy couldn’t have been possible without the joint collaboration of the Federal Government of Nigeria, United Nation Education Scientific and Cultural

Organization UNESCO). United Nations Children Emergency Fund (UNICEF) and United Nations Developments Programme (UNDP). ECE has indeed given our young children the sense of belonging in the educational arena.

The importance of ECE is that it builds the learners language skills, enhances their level of understanding,, sharpens their cognitive domain through learning and while playing, and it helps in emotional development. In order to curb aggressive behaviour group activities are introduced. It also includes the spirit of enquiry through exploration of nature and environment, music, arts and playing with toys. Despite the advantages of the programme, this paper opines that the objectives of the government on ECE can be fully achieved if the programme is not solely in the hands of private entrepreneurs.

## ICT-MEDIATED PROGRAMME FOR DISTANCE AND ADULT LITERACY

Information and Communication Technology (ICT) is an umbrella term that includes any communication device or appliance encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on. It is an extended term for

Information Technology (IT) which stresses the role of unified communications and the integration of telecommunication (Wikipedia). The essence of ICT is to encourage literacy inn a modern way. According top Robinson (2007), literacy is about communication and it is therefore, a fundamentally language-based activity. There can be no literacy without a language. In fact, the general consensus is that Distance Learning and ICT can provide opportunities for formal and non- formal literacy to adult.

ICT is expected to serve as a catalyst in making mass access to learning possible through the use of appropriate technologies. An example of new ICT with potential benefits of encouraging literacy is the use of mobile phones. Many activities that are carried out in distance learning include the use of short text messages in form of questions to learners by their instructors in which the learners are expected to reply via text too. Learners can also access other facilities that enhances learning and language development such as internet browsing. Even though the spread and use of mobile telephone has 83% coverage of the population according to World Bank (2008) the indigenous languages are yet to be given prominence.

As part of Nigeria’s commitment to attaining the goals of Education for All (EFA), a National Commission for Mass Literacy, Adult and Non-formal Education was established in 1990. The commission was concerned with the delivery of formal education through Literacy-by-Radio Programme. The radio programme was used to supplement the face-to-face interaction sessions with the learners. The activity involves the learners meeting at a specific time and location to listen to an organized broadcast and assessment is conducted at the end of the period. Primers are given for graphics and illustrations with facilitators to coordinate them. This programme is discovered to be effective for adults especially men and women who do not have time to attend formal education. The result of this programme shows that the learners develop literacy skills within a short period of time and drop-out rate was very low. A report from Niger State which is one of the 12 states used for the pilot study has it that, 213 females and 6 males participated from two local government areas; Agale and Lepai (Niger State Agency for Mass Education 2008) and they performed considerably well.

Another activity carried out through ICT-Mediated programme is the **training of distance learners via the internet**. The course content is assembled into modules. And, each module is made up of lessons divided into sub-topics. The lessons include; an introduction, objectives,

structured content, summary, and references to consult for further reading. In this form of activity, the students are expected to participate in online discussions, quizzes, test, or projects at the end of module (Ofule 2011). Unfortunately, the programme which assumes computer literacy skills is basically in English language.

## CHALLENGES OF THE RESEARCH AREAS AND ACTIVITIES

Even though there are many benefits derived from the above areas and activities in the development of language skills in learners, it is essential to note that there are some challenges faced by learners and instructors in the process. The language policy stipulates that primary 1-3 pupils are to be taught in their local languages but it is only applicable in context where the native languages have been developed in terms of instructional materials and teachers. Also, most of the nursery schools in Nigeria are privately owned and mostly in the urban areas. The children that attend those schools are mostly from the rich or educated background and the medium of instruction is always English. The implication of this is that children will be denied at the early stage. This however contradicts the objectives of the policy on Early Childhood Education in Nigeria.

Moreso, there is no sincere commitment on the part of the government in the implementation of this programme as public schools have not been involved. There is poor motivation and monitoring of the implementation, coupled with wrong curriculum objectives that failed to look into the availability of language teachers, language materials from various languages and infrastructures.

On the aspect of ICT-Mediated Programme for Distance and Adult Education, the activities carried out are very much in line with the current trend on language education because it gives opportunity for an inclusive delivery of formal education through telephones, radio and the internet. However, the use of telephone is limited to a set of people who can operate the device effectively. Prominence is given to English at the expense of other indigenous languages in Nigeria. The people in the rural areas have limited opportunities of involvement because of lack of exposure and access to internet facilities. The most worrisome is the incessant power supply which is considered the greatest challenge in the utilization of these devises.

## CONCLUSION

The question of developing indigenous Nigerian languages for teaching and scientific competitiveness has been a daunting and protracted one. Therefore, this paper has pointed out that a linguistically heterogenous country like Nigeria requires an efficient language policy to enable its citizens acquire and use English alongside their indigenous languages for nation’s identity and national development. For Nigeria to achieve its goal of inclusive education through the EFA and Vision 2020, programmes and activities that involves both young children and adults (men and women) were discussed. Even though, many achievements have been recorded in the areas touched in this work, it is observed that there are challenges which need to be looked into for more achievements in the implementation of language policy in Nigeria.

## RECOMMENDATIONS

Based on the challenges observed in the implementation of the language policy through the two areas discussed in this paper; Early Childhood Education (ECE) and ICT- Mediated Programme for Distance and Adult Literacy, the following recommendations are hereby given for more successes to be recorded in language education in Nigeria;

1. The government should continue to create awareness and sensitize people on the value of education to states, local governments and communities.
2. The government needs to be more serious and committed to bilingual/multilingual education programmes that will strengthen local languages and foster national development.
3. Public schools must be involved in the running of Early Childhood Education Centres in both urban and rural areas with proper monitoring government agencies.
4. Teachers need to be given solid training programmes for specialization in ECE and ICT management
5. Enough teachers should be given adequate training in the various indigenous languages with available orthographies.
6. There should be adequate language teaching materials at all levels of education in Nigeria.
7. Language facilities and adequate infrastructures need to be provided in schools and language training centres especially for children and adults in both urban and rural areas.
8. Government should ensure constant power supply in order to record reasonably success in ICT-Mediated programmes.
9. Proper exposure to the internet must be given to people especially those in the rural areas in order to meet up with the current trend as a nation.
10. Prominence must not only be given to English but also to other indigenous languages in the teaching of learners for language and national development as clearly stated in the National Language Policy on Education.

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## THE PROBLEM OF INSECURITY IN ACHIEVING UNIVERSAL BASIC EDUCATION IN NORTH- EASTERN NIGERIA

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*One of the major challenges faced by most contemporary societies of the world today is the problem of insecurity, a situation that has led to wanton social unrest and destructions of live and properties, mostly in the developing countries of the world. The worrisome situation is the educational system that has become the theatre of absurd by the activities of insurgence and threat of insecurity. However, achieving Universal Basic Education in most developing societies as contain in 2000, United Nations developmental plans on Millennium Development Goals, has continue to suffered setback. It is against this background, the research study attempt examine the insecurity situation in the North-Eastern Nigeria as a threat to the achievement of Universal Basic Education. The objectives are to identify causes and sources of insecurity, Identify the effect of insecurity on education, identify the strategies in achieving UBE in north-east. Questionnaire was administered on 1200 subjects in three states of north-eastern Nigeria, Borno, Adamawa and Yobe as sample frame, using stratified random sampling in ten (10) schools among the selected target groups in all the three states mentioned aboveas sample size through primary source to elicit opinions that provided understanding into the phenomenon of problem of insecurity on the achievement of Universal Basic Education, while secondary source, deals with review of relevant literatures on the subject matter. The study chooses the afore mentioned states because of their volatility to insurgency, as a result of porous borders that influence influx of migrants, whose activities are rather inimical. The study revealed that there is no significant correlation between insecurity and the achievement of Universal Basic Education in North-Eastern Nigeria. Hence, we accept the null hypothesis and conclude that Universal Basic Education has not achieved its goals in education at the basic level. And suggest that new strategy be adopted with a view of ameliorating the attainment of education for all.*

**Keywords:** Insecurity. Achieving, UBE, North-East

### Background to the Research Study

Insecurity situation in the global context is a major source of concern, in both academic circle and the general public, while most part of the third world societies are volatile to the violent threat of insurgency, a process taking an unprecedented dimension. Education as the bedrock of socio-economic development has become a serious target for heinous violent threat, hampering the realization of educational activities in the affected societies. Insurgence attacked on Garissa University, Kenya and an attempted attack on Abdulmumin University, Niger with numerous assassinations of school teachers, attacked on schools with high profile of death toll/abduction of students, are worrisome situation a process that have virtually paralyzed academic activities at the basic level of Education in most part of the North-Eastern Nigeria are such few scenario of insecurity on Education. However, achieving Universal Basic Education in line with the policy strategies designed by the United Nations on Millennium Development Goals (MDGs) in the year, 2000 to cater for developing countries with problems of illiteracy, gender disparity, poverty, low health status and quality of life among others, are not without challenges (Adetunji,2015). It is within this premises, the research study attempt to examine the problem of insecurity in achieving Universal Basic Education in North-Eastern Nigeria, being a region of an educationally disadvantage, bedeviled by high level of poverty with low level economic income and diversification. The greatest threat to the nation peace and development is the prevalence of insecurity, channeled towards destruction of educational system. According to Egbe (2010) cited in zieba (2004) is of the opinion that education is the philosophy that empowers the individual with broad knowledge and transferable skills and strong sense of values, ethics and civic engagement. A situation of inaccessibility by school age pupils to basic education in north-eastern Nigeria remain a serious danger on the upcoming generations as the region may continue to suffer perpetual marginalization in terms of requisite knowledge and transferable skill, prerequisite to socio-economic development, based on Millennium Development Goals (MDGs) plans in eradication of illiteracy and poverty.

### Justification for the research

Understanding the insecurity situation in the North-Eastern Nigeria and the fact that the region is bedeviled with backwardness in education, influx of trans-border ideologies and high-level poverty, achieving Universal Basic Education is worrisome as it will require best form of strategies in its policy drive, towards enhancing desire transferable skills and strong sense of value with civic engagement that will boast individual commitment in requisite knowledge and socio-economic participation of the region.

### Aims and Objectives

The research study is to examine the threat of insurgency in attainment ofUniversal Basic Education of North-Eastern Nigeria, as it affects education. Other specific objective will be to:

1. Identify causes and sources of insecurity
2. Identify the effect of insecurity on education in north-east
3. Identify the strategies in achieving UBE in north-east

### Research Questions

This study will address the following research questions:

1. What are the causes and sources of insecurity?
2. What are the effects of insecurity on education in north-east?
3. What are the strategies in achieving UBE in north-east?

### Research Hypothesis

This study has put forward the following hypotheses:

1. Ho:there is no significant relationship between insecurity and the achievement of Universal Basic Education.
2. Ho: nature of insecurity has no significant relationship with Universal Basic Education.

### Insecurity and Its Causes

Insecurity has being viewed from different perspectives; there is no agreement among scholars on the concept of insecurity, even though there is no disagreement on its manifestations and impact in the society. The problem of definition is further compounded when it is realized that insecurity is multi-dimensional, such as conditions inimical to physical, emotional, psychological and any other form of harm, attack, terror injurious or undesirable to human existence. This being the case, there is no grand or universal theory to analyze the issue properly. In trying to examine the concept, scholars have avoided definitions and are rather trying to operationalise the concept. Johnmary (2010) sees insecurity as a condition in the society. An action, natural or social which may cause structural damages leading to destruction of human capital development, such may be viewed as threat of insecurity. In the words of Vornanen (2009) Insecurity is a feeling of inferiority by the individual threat of loneliness, a subjective and objective experience which may affect connection between inner experience and outer conditions; such may be as a result of environmental threat or risk. The concern of this paper is insecurity in regards to threat to human lives and properties by the activities of insurgency or terror group and their attack in north-eastern Nigeria thereby exposing the region to continuous loss of human lives and capital, which impacts negatively on the human capital index. Many schools and physical structures in most institution of learning, have suffered violence attacked from insurgency with wanton loss of lives and destruction of properties among others. Udoidem (1997) argues that insecurity in Nigeria is deeply rooted in the negating values and predilections that are of ethno-religious origins. For instances, insecurity problems confronting Nigeria breath economic depression and political malaise and the rise of religious crises. However, situation of Insecurity has being viewed from the perspective of an aggressive tendency to act out destructive behaviours against others, inform of violence such as, harmful or injurious to human, animals and properties. Namadi, (2006) who believed Nigerian State has remained an insecurity generating mechanism, rarely shedding its colonial attributes. Repression, suppression and intimidation have remained its enduring features. Hence, the establishing of hegemony, consensus building, dialogues, negotiations and respect for human rights and the rule of law is largely alien to its modus operandi.

The causes of insecurity in the north-eastern Nigeria could be viewed from both the remote and the immediate causes. The remote cause of insecurity in the words of Omoyibo&Akpomera (2005) from the political and historical development of Nigeria with an abandonment of its sovereignty to a group of military and political cabal whose exercise of authority lack legal recourse to the populace in lieu of an acceptable referendum and constitution, a process that relegate Nigerian state and its national security perspective to a source of threat, as there are no core values to defend except corruption. In the same vein, Namadi (2006) observed that the British colonial administration encouraged communal sentiments among Nigerians. It’s seized every available opportunity to spread the myth and propaganda that they were “separated from one another by the distance, differences of history and traditions, and by ethnological, racial, tribal, political, social and religious barriers”. This situation leads to the harvest of ideological permutation and social crises being the source of insecurity. The analysis of the above scholars on the causes of insecurity, attempt the failure of country’s political structure which either represent a mere geographical expression or manipulation of mere sentiment by the privilege few. But understanding the immediate cause of insecurity, it could be attributed to the fallout of parental control of their children/wards, as a result of broken-home/homelessness, being the major contemporary challenges in the globe as most parents lack the impetus on impacting the requisite socialization/moral discipline among others, leading to emergence of sub-groups of antagonism with conflicting ideology and system incompatibility.

### Sources and Nature of insecurity in the North-Eastern Nigeria

The greatest threat to the nation peace and development is the activities of insurgency which is eroding educational system (western education) in the northeastern Nigeria, even though the region is regarded as educationally backward region, a gap the universal basic education was set out to fill. However, the incessant insecurity problems and the activities of insurgency which leads to assassination of school teachers, bombing of schools, attacks/abduction of students are such worrisome scenario as it has paralyze educational activities, rendering the set out goals of universal basic education unattainable among others. The major sources of insecurity in the north-eastern Nigeria could be attributed to the fallout of numerous porous borders in Nigeria, believed to have being amounted to 663 routes(Dukku, 2015). This process creates opportunity for the influx of alien immigrants from some economic and political war torn zones in Africa, these situations further breed religious ideological permutation with various cross border crimes along north-east porous geographical boundaries. Borno state could also be said to be a source of breeding theatre of absurd with hubs and vary degree of religious ideological permutation based on its pedigree as a center for education (Islamic) from the time immemorial of trans-Sahara trade of Kanem-Borno empire. A scenario that creates influx of peoples from both international and national communities, such as the northern part of Cameroun, the southern part of Chad and Republic of Niger; others are Adamawa, Gombe, and Yobe state within the northeastern Nigeria. The consequence of these cross-border ideological permutations is the harvest of ethno-religious crisis, with greater influence on the youths with family disconnection, such as broken home; orphans, war victims and children of marital/family conflict among others, being such scenario of youths left on their own volition. Gital (2007) opine, they are widely involved in deviant behavior when it comes to finding of their economic viability and other anti-social activities. In a similar vein, Mebude (2015) posit, such youths are easily recruits into crime forming syndicates which organize gangs for pick pocketing, burglary, drug trafficking, prostitution and even terrorist activities. In another development, the problem of insecurity as affect the achievement of universal basic education, instance of north-east has being viewed, as arising from the cultural held belief and perception that the concept of western education is ‘Haram’ meaning forbidding or fake knowledge which has been extant in northern Nigeria for over a century. It was this derogatory name tagged on western education ‘iliminboko’ meaning fake education, as a result of held believe that the philosophy of western-Christian education was alien to African traditional culture and Islamic belief, due to prolong existence of Islamic form of education in the north, before the advent of western education.

Also the fact that the emergence of western education was championed by Christian missionaries with the sole aim of training clergymen and based on the formation of early schools as western-Christian orientation, such as St. John, Catholics, Methodists among others, which signify Christian dominance over the system. According to Abdurrahman &Canhan, (1979:58) the contributing factors to menace of the northern cultural conception of western education as ‘iliminboko’ were based on the behavior of the early educated ones which involve alcoholism and lack of concern for religious activities with alien characters among others. This scenario tends to create the southern-northern dichotomy in education, a cultural situation that has failed to be rename as ‘iliminzamani meaning modern education which is responsible for the misconception and misinterpretation that stir the psyche of most contemporary northern youths, rather gave rise in ‘Almajiri’ system of Islamic education leading to clash of civilization on the concept of modernity in most developing societies of the world and northern Nigeria in particular. This situation impacted more on doctrinal difference, leading to more often recorded sectarian crisis. Instance of these were the ‘maitatsine’ riot which struck Kano in December, 1980, Maiduguri in 1982, and Kaduna in 1983 with

Yola in 1984 are such instances. There had been ‘Fanshakara’ insurgence in 2000 in Kano, the current embattle ‘Boko-haram’ and the recent clashes of ‘Shi’ite movement with the Nigerian army in Zaria which led to the partial disruption of academic activities, are such numerous threat of insecurity to educational development in the northern Nigeria. (Garba&Uchenna, 2009)

#### 2.2. Education

Education has been viewed from various perspectives among scholars, such as process of liberation of human from the cloche of illiteracy and poverty, process that unlock human civilization among others. Egbe (2012) viewed education as the philosophy that empowers the individual with broad knowledge and transferable skills and strong sense of values, ethics and civic engagement.Obasanjo (1999) defined education as the sum total of culture values and attitude which each generation systematically transmit to those who are desirable, adapt this continuously to meet the exigencies of changing times. In a related development, Garba & Uchenna, (2009) are of the opinion that education is a life-long process of learning which beings at birth and ends with death. It was based on this premise Islam reiterated the significance of knowledge as revealed by numerous Hadiths on the significance of learning. Thus:

*“He dies not he who seek for knowledge”“Seek knowledge even though in China”“To be present in a circle of learned men is better than oneself in prayer a Thousand time or visiting a thousand sick persons and attending a a thousand funeral” Garba .A et’al(2009) cited in (Hossain, 1979: 93-*

*4).*

The views of these scholars justified education as prerequisite in reposition the individual(s) mind in creative activities that will engender social sanity and egalitarian environment towards socio-economic development among others.

North-eastern Nigeria’s disadvantage position in requisite education with current ravaging in educational activities by the insurgency is viewed within these premises of afore mentioned scholars view on education.

### Universal Basic Education

Universal basic education (UBE) as founded in 1999 in Nigeria is a scheme of renewal vigor from universal primary education (UPE) initially lunched in the country in 1976 to address the problem of distortions in basic education with the aimed of eradication of illiteracy, ignorance and poverty. In the word of Uche&Chinyere (2013) the need for a more responsive/robust education in Nigeria became inevitable, following the outcome of the Jomtien World Conference held in 1990 and the declaration of Education for All (EFA) by the year 2000 at the conference and later the Millennium development Goals (MDGs) which reemphasized the EFA message.

Tsafe (2013) *universal basic education(UBE) is the type of education in quality and content that is given in the first level of education. The concept UBE changes from country to country. The UBE in Nigeria is intended to be universal, free and compulsory. Basic education according to Federal Government of (1999) is the foundation for sustainable lifelong learning. It provides reading, writing and numeracy skills. It comprises a wide variety of formal and non-formal education activities and programmes designed to enable learners to acquire functional literacy, such as six years of primary schooling, three years of junior secondary school, learning up to 15 years of age.*

 It was within the afore mentioned premises universal basic education is founded with its specific objectives that will impact positively on cradles towards life-long functional process of sustainable knowledge, that will remain an indelible archive in mental possession of an individual for optimum application.

### Objectives of UBE

Yusuf &Ajere (2015) cited (UBEC) (2004) the Universal Basic Educations’ objectives of its programme among others are:

*Developing in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion;*

*The provision of free, Universal Basic Education for every Nigerian child of school-going age; reducing incidence of dropout from the formal school system (through improved relevance, quality and efficiency); and ensuring the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills, as well as ethical, moral and civic values needed for laying a solid foundation for life-long learning.*

North-eastern Nigeria is backward in terms of western education, even though the concept of universalization of primary education has begun in the Western Region since 1954 and subsequently Eastern Region of Nigeria popularly referred to as universal Primary Education (UPE) with the recently re-introduction of Universal Basic Education (UBE) that repudiate UPE, due to its ineffectiveness (LaboPopoola et’al 2009). Hence, the attainment of basic education for the school age pupils in the north-eastern Nigeria as MDGs’ affirmation on education for all, has continue to attract debates within the academic cycles and public discus on the continuous disruption of academic activities and ravaging of school infrastructures by the activities of insurgency in the region, among others.

### Millennium Development Goals Policies

The millennium development goals (MDGs) were designed to cater for developing countries led by United Nations in the year 2000. The conceived goals of MDGs were in line with the problems of illiteracy, gender disparity, poverty, low health status and quality of life among under-developed low income countries. Thus:

1. Eradication of extreme poverty and hunger;
2. Achieving of universal primary education;
3. Promoting of gender equality and empowerment of women;
4. Reduction of child mortality;
5. Improving of maternal health;
6. Fighting against HIV/AIDS, malaria and other diseases;
7. Ensuring environmental sustainability; and,
8. Development of a global partnership for development (Adetunji, 2015) **Sustainable Development Goals Policies**

The sustainable development goals (SDGs) is set to achieved a broad range of sustainable development issues, these included ending poverty and hunger, improving health and education, making cities more sustainable, combating climate change and protecting oceans and forests. Sustainable development goals is the successor to the millennium development goals, transforming the world, being 2030 agenda for sustainable development, contained in paragraph 54 United Nation Resolution A/RES/70/1 of 25 September, 2015.

The above goals were designed with specific targets, and related with quantifiable indicators in line with the requirements of the Millennium Development Goals and Sustainable Development Goals. However, the major concern of this research study is the attainment of millennium and sustainable development targets in northeastern Nigeria as education play pivotal role in national development. In the word of Uche & Chinyere, (2013) the emergence of UBE in Nigeria was a source of development by the country’s administration towards achieving the MDGs and to meet the agitations and needs of the Nigerian populace for an educational system that would be more useful to the socio-economic, political and cultural process of the society among others. However, SDGs give right to education been recognized by some government including at the global level. Article 13 of the United Nation such as international covenant on economic, social and cultural rights recognizes a universal right to education.

It is against this background, that it become worrisome by the scenario of insurgence in most sub-Sahara African countries, Nigeria and north-east in particular, as the insecurity situation continue unabated understanding the backwardness of education in the north-eastern with current insecurity hindrance in attainment of MDGs/SDGS on universal education plan, a truly practical plan for achieving the MDGs/SDGs has to be based on recognition of the existing approaches to identifying the best alternative developmental strategies in achieving a desire universal educational goals in the region, as hundred percent gross enrollment rate, eradication of adult illiteracy and general improvement in the quality of education remain unattainable.

### Effect of insecurity on education in North-Eastern Nigeria

The incessant insurgency in north-eastern Nigeria has creates psychological trauma, phobia and fear, apart from wanton destruction wreck on lives and properties, living people in perpetual fear of uncertainty and misfortune.

Many people are subjected or confined to refugee camps (IDPs) in their birth place across states boundaries as most economic activities are on the decline. Educational structures, either newly built or renovated schools structures by ETF has been destroyed amidst abduction of school pupils, elimination of some school teachers leading to disruption of academic activities as school age pupil are either made to stay home or flew their various communities among others.

### Theoretical Approach Social Disorder/Disorganization Approach Theory

Social disorder/disorganization theory was founded in early 1900s at the Chicago University and was developed by Flynn and Conrad, (1978). Holborn and Haralambos (2004)attempt to account for the effect of industrial revolution as a mitigated ecological perspective on social disorganization characterize by problem of urbanization, migration, poverty, unemployment, over-crowding given rise to various degree of crimes. The consequent of these scenarios created weaknesses in law enforcement in the social arena, due to high level of social disorder and disorganization among people. The theory however, seems to analyze the various degree of situations in the north eastern Nigeria, ranging from concentration of people of questionable characters, the emerged complex environment with little accessible to scares resources, uncontrollable cross-borders migration with divergence ideologies. The theory further attempt to explained the vulnerability of certain situation in the north-east, which may be a propensity in weaken the activities of law enforcement agencies, such as broken-down in the family system, either as a result of high level divorce rate, poor economic participation and backwardness in western education among others. In a similar vein, Kubrin and

Weitzer (2003) cited Thomas and Znaniecki 1920, on social disorder/disorganization theory, which attempt to explain a situation of weak social relationship and communication difficulties, arises from culturally diverse populations. The formation of city leading to concentration of people in certain areas, as a result of influx migration of people to urbanism, with its adverse effect was informed by arising competition over resources. The over whelmed scenario of Social disorder/disorganization was rather expressed via the degree of certain lapses or failure in the family functional system,which the theory laid claimed as a situation thatgave rise inthe formation of sub-social groups, due tothe incapacitation of law enforcement agencies to offer community based services. Others are insecure nationalgeographical/regional boundary in regulatingboth the influx and the activities of an individual(s) harboring criminal tendency, leading toall sort of slums in the neighborhood environment, shaping behaviors (undesirable) among members of the society. Braithwaite (1988) wrote thatthe tranquility and wellbeing of a society are the pre-conditions for security, which naturally promotes human capital building.

### Methodology Brief History of the Study Area

The study area is North Eastern part of Nigeria, located within the border region sharing with other African countries, such as Niger, Chad and Cameroun. North east comprises of Borno, Yobe, Adamawa, Taraba, Bauchi, and Gombe States. The region share major routeslinking other sub-Sahara Africa to Nigeria, which served as trans-Sahara trade that linked the famous Kanem Borno with the Magrib states and other parts of African countries from pre-colonial era. Prior to the advent of insurgency, it has been a relatively peaceful, multicultural and dynamic region in Nigeria. Apart from its landlocked, vast desert, a small unevenly distributed population of diverse origin, religion and ways of life. The escalation of insurgency further served as impediment to the achievement of basic education, even though the region could be attributed to the under-developed economy with low level educational accessibility among most of its rural communities.

### Research Design

Descriptive research method was used for this study that access first hand data from the respondents, describing the nature of condition as it was existed at the time of the study period, to discover the causes of particular occurrence and it gives greater options in selecting the instrument for data gathering.Multi stage sample method was employed for the study. First of all, purposive sampling was used, which enables the researchers to select the population for the study. Stratified sampling wasused because of the large size of the population.

### Sample Size and Sample Technique of the study

Stratified sampling technique was used in identifying respondents, such as, variation in population, people accessible to school, vulnerable to porous boarders, among others in the three states of the north-east. Three local governmentswere randomly selected from each of the states. Purposive sampling techniques were used to select parents while staff and students were randomly selected. 10 schools were derived from Borno State in three Local governments (Bama, Shani&Biu Local government Areas), 10 schools were derived from Yobe state in three local governemnts(Damaturu, Yusufari, &Gaidam Local government Areas), and 10 schools were derived from Adamawa state in three Local governments(Yola, Numan&Madagali Local government Areas) The total sample size of the study was 1200 respondents. Table.1. 1 below shows the sample frame for the study. Table 1.1 Sample Frame of Respondents in the study area

|  |
| --- |
| RESPONDENTS BORNO YOBE ADAMAWA TOTAL STAFF 50 35 40 125 PARENTS 250 160 230 640 PUPILS 200 106 127 435  |
| TOTAL 500 301 399 1200  |

Borno State has the highest respondents (500), because the state is highly volatile in terms of destruction on education by the activities of insurgence, followed by Adamawa with (399) respondents and Yobe (301) respondents.

### Methods of Data Analysis

The researchers analyzed the data using descriptive, frequency tally and simple percentage. Analysis of Variance (ANOVA) was used to test the null hypothesis.

### Data Analysis Table 4.1 Problem of Threat of Insurgence on the Attainment of Universal Basic Education in the North-East

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item Statement  |  |  |  |  |  |  |  |
| **Causes and sources of insecurity**  | Categories of respondents  | Strongly agreed  | Agre ed  | Undecid ed  | Disagr eed  | Strongly disagreed  | Mean  |
| The activities of the influx of trans border ideologies  | Staff  | 15  | 15  | 8  | 1  | 6  | 9.0  |
| Parents  | 85  | 73  | 2  | 4  | 6  | 34.0  |
| Pupils/Stu dents  | 48  | 40  | 10  | 13  | 2  | 22.6  |
| Weak socioeconomy activities and break down in family system  | Staff  | 25  | 22  | 6  | 5  | 1  | 11.8  |
| Parents  | 70  | 71  | 2  | 30  | 20  | 38.6  |
| Pupils/Stu dents  | 90  | 62  | 2  | 10  | 2  | 33.2  |
| Negative perception of socio-cultural belief on western education  | Staff  | 10  | 8  | 1  | 1  | 1  | 4.2  |
| Parents  | 2  | 10  | 10  | 85  | 75  | 36.4  |
| Pupils/Stu dents  | 15  | 48  | 5  | 35  | 20  | 24.6  |
| **Assessing** **Insecurity on** **Education**  |  |  |  |  |  |  |  |
| There is phobia due to threat of fear of unknown among populace  | Staff  | 25  | 15  | 5  | 6  | 1  | 10.4  |
| Parents  | 85  | 73  | 5  | 6  | 6  | 35.0  |
| Pupils/Stu dents  | 90  | 62  | 2  | 10  | 2  | 33.2  |
| People are displace and accessing education is difficult  | Staff  | 15  | 22  | 8  | 6  | 1  | 10.4  |
| Parents  | 70  | 71  | 2  | 30  | 20  | 38.6  |
| Pupils/Stu dents  | 45  | 38  | 5  | 15  | 10  | 22.6  |
| Abduction of pupils, killing of teachers and  | Staff  | 8  | 10  | 1  | 1  | 1  | 4.2  |
| Parents  | 108  | 90  | 10  | 15  | 25  | 49.6  |
| Pupils/Stu | 80  | 36  | 10  | 13  | 2  | 28.2  |
| destruction on schools is a major obstacles  | dents  |  |  |  |  |  |  |
| **Strategies** **Required to** **Achieve** **Universal** **Basic** **Education**  |  |   |   |   |   |   |   |
| The need for ICT security networking in educational institutions with community policing  | Staff  | 12  | 10  | 6  | 1  | 1  | 6.0  |
| Parents  | 38  | 98  | 0  | 2  | 1  | 27.8  |
| Pupils/Stu dents  | 90  | 62  | 2  | 10  | 2  | 33.2  |
| Domestication of traditional school system ‘Al’majiri into conventional school  | Staff  | 15  | 15  | 8  | 1  | 5  | 8.8  |
| Parents  | 45  | 50  | 10  | 15  | 25  | 29.0  |
| Pupils/Stu dents  |  |  |  |  |  |  |
| Correction of misconception of sociocultural belief on western education by way of enlightment  | Staff  | 10  | 3  | 0  | 7  | 1  | 4.2  |
| Parents  | 10  | 11  | 2  | 80  | 75  | 35.6  |
| Pupils/Stu dents  | 45  | 38  | 5  | 15  | 10  | 22.6  |
| Government and Private participation on wealth creation to engage school leavers  | Staff  | 10  | 10  | 1  | 6  | 4  | 6  |
| Parents  | 102  | 73  | 0  | 3  | 1  | 35.8  |
| Pupils/Stu dents  | 80  | 36  | 10  | 13  | 2  | 28.2  |

### Test of Hypothesis

**Hypothesis one**: The insecurity situation has significantly affects the achievement of UBE/MDGs.

### Table ANOVAComputation Table

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **GROUP**  | **SA**  | **AG**  | **UD**  | **DA**  | **SDA**  | **TOTAL**  | **MEAN**  |
| BORNO  | 130  | 200   | 35  | 30  | 105  | 500  | 100.0  |
| YOBE  | 90  | 96  | 40  | 38   | 37  | 301  | 60.2  |
| ADAMAWA  | 102  | 120   | 79  | 56  | 42  | 399  | 79.8  |
| TOTAL  | 322  | 416  | 154  | 124  | 184  | 1200  | 240.0  |

**Source:** Field Survey 2016

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Source of variation  | Sum of square  | DF  | Means square  | F  | P-value  |
| Between groups  | 6602.889  | 2  | 3301.444  | 0.677361  | 0.677361  |
| Within groups  | 47620  | 6  | 7936.667  |   |   |
| Total  | 54222.89  | 8  |   |   |   |

## DISCUSSIONS OF FINDINGS

Based on the objectives, 85 respondents among parents strongly agreed that the activities of influx trans-border ideologies are the causes of insurgency and 90 respondents among pupils/students strongly agreed that weak socio-economy and break down in family system also contributed to the activities of insurgency.

The effects of insurgence on education in north-east 90 respondents among pupils/students strongly agreed that the abduction of pupils, killing of teachers and destruction on schools are the major obstacles in attaining basic education in the region.

The strategies among the respondents’ pupils/students, 90 strongly agreed on the need for ICT security networking in educational institutions with community policing.

Also 102 respondents’ parents strongly agreed that government and private participation in wealth creation to engage school leavers is critical

The essence of this study is to examine the insurgence problem in attaining universal basic education in north-eastern Nigeria. The analysis of the study was on the effect of insurgence on the attainment of universal basic education in the north-east. The following are the major findings.

First, our finding revealed that weak in socio-economy activities/break down in family system with the activities of the influx of trans border ideologies had significantly negative effect on the achievement of universal basic education. This is in agreement with Holborn et’al (2004) on theory of social disorder/ disorganization on the effect of insecurity in achieving basic education in the north-east, owning to the mitigated ecological environment characterize by migration, poverty, unemployment and uncontrollable cross-border activities with negative divergence ideologies among others.

Second, it also revealed the abduction of pupils, killing of teachers and destruction on schools as a major obstacles couple with phobia as a result of fear of unknown among populacehad significantly affect the achievement of basic education. In the same vein as put forward, in work of Labo-popoola et’al (2009) who believed that the continuous disruption of academic activities, ravaging of school infrastructures includes abduction and killing by insurgencies may likely to hinder the attainment of universal basic education as contained in MDGs affirmation on education for all. However, in line with SDGs 4 goals, it was to ensure inclusive and equitable quality education and promote lifelong learning opportunity for all being extension of MDGs goals, such as: An effort on the over view concerning an enormous progress in achieving the target of universal primary education. Be it the total enrolment rate in developing regions and the worldwide number of children out of school. The goal pre-empt the challenges being faced in developing regions due to high levels of poverty, armed conflicts and other emergencies, resulting to increase in the proportion of children out of school. Instance of this scenario could be seen on the threat of insurgent on education in the north-eastern Nigeria.

However SDGs 4 goals is channel in achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This is to ensure that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training and to eliminate gender and wealth disparities with the aim of achieving universal access to a quality high education. It is against this background, the research study concern itself on the best strategies to adapt by SDGs in tackling the situation of universal basic education in the northeastern region of Nigeria

Third, our finding also revealed that,the best strategic approach lies ingovernment and Private participation on wealth creation to engage school leaversand the need for ICT security networking in educational institutions and community policing, that will guarantee successful execution of basic education in the north-east region

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## CONCLUSION

Understanding the global insecurity situation and the ravaging of the north-eastern Nigeria, leading to wanton destruction not only on lives and properties butalso on educational activities and facilities, being new strategies of the insurgencies of wrecking on the attainment of basic education, however, this process has called for adoptionof new paradigm shift in tackling the activities of insurgency. Hence, if most developing societies of the world must be ride of illiteracy in 2030 as a driven motive of SDG’s, there is need for robust re-strategize in universal basic education drive on its programmes and activitiesto make its goals a realistic process.

## RECOMMENDATIONS

Based on the findings of this study, the following recommendations has being advocated in order to make programmes and activities of basic education accessible and available to the target groups, (young school age groups) in volatile areas, not only in the north-eastern Nigeria, but also in most affects insecurity areas of the world.

1. There is need for an even economic infrastructural distribution by government and private sector in encouraging/engaging most teaming youths in meaningful ventures that will bring about balancing in nation’s economic developmental indices and resource allocation.
2. Building human capacity is central to securing security and socio-economic development, the need to co-opt ‘Almajiri’ (Islamic traditional system of education) into universal basic educational programme activities, is crucial such as its modification into conventional school system through expanding its funds utilization, while strengthen adult literacy education in most hinter/periphery part of the north-east region, as these segment of people are easily aided or abetted by the insurgent activities due to their low level education and awareness as could easily be swayed by vary ideologies.
3. There is need for the collaboration of government and nongovernmental agencies to strengthen ties in correcting the socio-cultural ill-perception on western education as ‘iliminboko’ or ‘boko haram’, meaning forbidding of fake education, as a commonly held belief in the north-east and northern region in general, so as to erode negative conception on western education, through process of campaign and enlightenment, using educated elites in the academic arena among others.
4. There should be private-public alliance in the transformation of the country’s security system through ICT-based security networking, to handle over 663 routes linking nation’s porous borders and community policingshould be instituted with sustain collaboration of present involvement ofwhat is known as ‘Civilians Joint Task Force’ (CJTF) with conventional law enforcement agencies in north-eastern Nigeria. Security post should be mounted in every five kilometers away from each established schools or academic institutions of learningin the north-east among others.

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## NEGATIVE PORTRAYAL OF MASCULINITY IN YORÙBÁ PANEGYRICS

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*This paper examines the various ways in which masculinity has been negatively portrayed in some Yorùbá panegyric(Oríkì Yorùbá). Relying much on the rich Yorùbá oral tradition of the Ọ̀yó ̣ and Ìbàdàn people, the paper discovered that most praise-songs (Oríkì Yorùbá) which tend to praise the men folk implicitly or explicitly condemn them. Apart from seeing men as oppressors/suppressors of both men and women, several Yorùbá panegyric(Oríkì Yorùbá) have alleged men to be thieves, sexual abusers and ruthless tyrants. It is hoped that this attempt will fill a need in the aspect of a critical study in the Yorùbá panegyric(Oríkì Yorùbá). However, we encourage a further research on the acceptability of this unequivocal negative portrays by the entire men folk. For the purpose of this paper and literature review the word ‘panegyric’ and ‘Oríkì Yorùbá’ are used interchangeably.*

## INTRODUCTION

Yorùbá panegyric is a vital aspect of Yorùbá cultural signpost. It remains one of the easiest and accessible means of pinning down a person to his family heritage and lineage. Languages or dialects (as the case may be), tribal marks and essentially names, are other strong traditional elements used in ‘retracing one’s root i.e. *orírun*, which means ‘source’.

While it is possible to have two different persons from different cultural backgrounds sharing the same name, if events or circumstances surrounding their birth are similar, it is however almost impossible for the same people to share in whole or part the same Yorùbá panegyric. Thus, Yorùbá panegyric, more than other elements of culture, remains a more direct way of identifying where a Yorùbá man or woman hails from. It is the usual practice to have people of the same family backgrounds or lineage: sharing the same or similar Yorùbá panegyric.

In addition, Yorùbá panegyric is both historically and functionally fluid. Historical in the sense that every Yorùbá panegyric is believed to have originated from a particular source as discussed earlier. Its functional fluidity is explained by the several uses to which its expressive mode can be put. For example, when it is addressed to a person, it elicits expected reasons from the addressee depending on the purpose it is intended to perform. Yorùbá panegyric could be used to praise, annoy, incite, indict, appease, appeal, placate, arouse, impress, eulogize and do several other things. Consequently, the reactions you get from the addressee could be positive or negative.

It is a known fact that most aspects of Yorùbá cultural expressions relegate the women folk to the background. This unwarranted relegation, injustice, domination and oppression have come a long way and quietly too without much protest from the women. As an aspect of the function of Yorùbá panegyric, Yorùbá women in the core traditional societies have found expressions to bear out their bottled minds and disapprove the men’s domineering posture on them through Yorùbá panegyric. Therefore, it is how women have perceived the men through Yorùbá panegyric that actually constitutes the concern of this paper.

### Definition of Yorùbá panegyric

Barber (1990) describes Yorùbá panegyric as attributions or appellations: epithets, elaborate or concise, which are addressed to a subject and which are equivalent to, or alternatives to names.

 Yorùbá panegyric provides an essential complementary and corresponding sheen that serves as impetus for a narrative framework in the portrayal of masculinity in Yorùbá culture whether positively or negatively. This is concomitant to Barber, (199: 315) that:

*Each Oríkì gestures away from its location within the performed text to a hinterland of meaning outside the text. Not only this, but each may lead to its own hinterland by a different route. Some are literal, some are ironical, some are specific historical references and some are generalized comments referring to a timeless or idea state of affairs.*

Barber (1991: 12) says:

*Oríkì are felt to encapsulate the essential qualities of entities. They evoke a subject’s qualities, go to the heart of it and elicit its inner potency while their utterances energizes and enlivens the bearer.*

Ògunbà, (1975: 80) agrees that:

*“Yorùbá praise poems in its various forms and contexts are often recited as an early morning piece by a mother or grandmother…, when a young member of the Olówu family in Ìjèbú wokes up in the morning and greats his ̣ mother or grandmother or his just returned home from a journey the woman is likely to reply with a recitation of part of the heroic appellation of the family.”*

*Ọmọ Olówu òdùrú Ọmọ Ajífèpèṣeré?*

*Ọmọ ògbògbòǹdu ẹkùn*

*Ọmọ Asè-̣ Jèbụ́ -ṣe-bí Ọ̀yó ̣* Akínyẹmí (1992: 74) explains that:

*Some of these Oríkì are made up of standard units referring to qualities of character or physical appearance, which are highly specific, referring to incidents in the subjects life - often apparently trivial and even scandalous occasionally. The more Oríkì a subject accumulates over the years, the more important he is in his society.*

Awé (1974) has earlier noted that “the importance of oral traditions in the reconstruction of the history of non-literate peoples has virtually ceased to be a mother of debate and is now generally acknowledged”. This shows that the role of orature in the construction and reconstruction of history is tremendous. She goes further to state that indeed the genesis of the Yorùbá panegyric and the method of composition confer some authenticity on the contents of the Yorùbá panegyric and highlights its potential historical value (Awé 1974: 33). Barber (1999:37) says further that Yorùbá panegyric are concentration of utterances that are capable of extension both within the text and beyond it into other modes of discourse. The text of a particular Yorùbá panegyric goes beyond the context of performance in interpretation and application, especially the lineage poetry (oríkì orílè) . At the same time, Yorùbá panegyric complements history (ìtàn), to have a meaningful construction of the social history of the people in positive and negative ways. It has been pointed out by Barber (2003: 329) that:

*When male elders tell the history of the image, their ìtàn often depend on Oríkì to move from point to point. A narrator may recount a historical episode and then conclude ‘and that is why we are called such-and-such’; or he may introduce a new episode by naming a character in the narrative...*

*Oríkì Orílè* *̣* is made up of several units accumulated over time referring to events and qualities of a person or group of persons depending on the subject of the chanter. *Oríkì Orílè* *̣* is less fluid than other forms of Yorùbá panegyric due to its function of identifying kin groups through emblematic references to a common origin, (orírun/orísun). Yorùbá panegyric is not a distinct genre in and of itself but it is the thrust of almost every orature among the Yorùbá people. It could be performed as song, chant or recitation. Akínyẹmí (1991a; 1991b; 1992; 1993; 2000) prove that information embedded in the palace poetry could be used for historical reconstruction.

Culture is the convergence of social, political and economic contexts in which people act and which shape people’s expressions. Mechan (2001) adds that culture is what people do to express meaning. Due to the patriarchal structure of many societies of the world, many people, including scholars, are fond of examining images and representations of women in diverse discourses in the societies. But little attention has been given to the image and representation of men in society. An aspect of critical discourse of this sort should also go beyond sterotypes as the main focus of many critics. Before going into the representation of men in Yorùbá panegyric, it is worthwhile to have an understanding of the word patriarchy. Hartman (1997: 97) defines patriarchy as:

*A set of social relations that has a material base and in which there are hierarchical relations between men and solidarity among them which enable them in turn to dominate women. The material base of patriarchy is men’s control over woman’s labour power. That control is maintained by excluding women from access to necessary economically productive resources and by restricting women’s sexuality...*

Hartman’s summation above proves that patriarchy refers to all acts and devices employed by men folk to oppress, suppress and dominate women in any society. This is a common phenomenon in Africa though in varying degrees, depending on the traditions and culture of the people.

Presentation of the Yorùbá panegyric is by men and women. Portrayals of Yorùbá women and men differ significantly in literature even in those produced by men, but more visible in those that are produced by women. In discourse, power can be defined as the ability to influence the way people think and act. Institutions are of enormous interest for critical discourse analysis because of their control over both the context and structures communication and power-relations in the society. In everyday life, language users speak as members of the discourse group and such a group can be regarded as acting by the actions of their members. These individual social acts are constitutive of higher level social processes in a given society.

The culture of masculinity and male privileges in a patriarchal society like that of Yorùbá is a means to perpetrate violence against women. Such violence involves the domestic, social-political, and religious arena. The Yorùbá panegyric as a strand of women and men genre in their society incorporates diverse views of Yorùbá women about the culture of masculinity and male privileges that lunges on the gender inequalities.

Hence, an analysis of the Yorùbá panegyric on the depiction of men by women would give meanings to the type of power-relations between men and women and will also bring into the limelight the cultural traits ascribed to men in this genre.

It is even revealing from many examples of this literature that Yorùbá men are violent against their women or themselves. Below is an excerpt from the Yorùbá panegyric of Aláàfin Láwànì. When Láwànì became the Aláàfin of Òy ó, he proved stubborn and uncontrollable for his chiefs. Because of his stubbornness, Aláàfin Láwànì is referred to in a negative form by the *Rárà* chanters as:

A-mú-bí-ẹyá

Agogo-ìjà

Ọkọ akọ

Ọkọ abo

He who is as sharp as *ẹyá* knife

A-fighting-bell

The lord of the male

The lord of the female

The role and social construction of women in the society is sequel to the treatment given to them by men. Men are seen as oppressors and suppressors of women or men. This is concomitant with the observation of Iwere (2007: 75) who stresses that:

*There is no doubt that there are biological differences between male and female person but the oppression, discrimination and marginalization of women in society result from the social construction of the role of men and women in society.*

Beier says our poetry are replete with panegyric. Therefore, we cannot differentiate between one or the other until when it is outlined.

 Dáramólá and Jéjé (1967) says:

*Oríkì* jé òr ò ìṣírí tí àwọn Yorùbá máa ń fi yin ara wọn tàbí ẹni tí inú wọn bá dùn sí.

Panegyric is an encouraging words that the Yorùbá use to praise themselves or who they are pleased with.

The belief is that this (culture) is used to enliven somebody doing something good or worthwhile or sometime to showcase somebody that they pleased with him.

If one is working or dancing and hears his panegyric he will be enlivened.

The explanation is that panegyric reveals one’s source. It should be understood that it is not only human being that can be praised; animal can also be praised.

Thus, Ọlátúnjí (1984: 71) says:

*Oríkì is not a private property, but a traditional material which its owners know and which others, especially bards, like drummers and raconteurs learn for their own use.*

 Ayòrìndé (1973: 63) explains:

*Oríkì could be described as a praise-name, cognomen or nickname. It describes the child’s character, or the circumstances of its birth, or what he or she is hoped to become. It may be given either of the time of the naming of the child, or alter as a result of the child’s subsequent development. The Oríkì is derived from “orí” (head or origin) and “kí” (to cite) and so means to cite ones origin.*

Laṣebìkan (1958: 32) says:

*It is Oríkì which tells, where a person originates from, how wealthy they were, and all the noble things that they had done.*

Panegyric is used for person to enliven him, when it is used, it makes such person to give out something (gift). Panegyric tells what his being is in the society.

 The nucleus/core/live of anything resides in its panegyric whatever can be discussed on anything that has panegyric, whatever can be difficulties in terms of fortunes or misfortunes are embedded in it. The Ifa’s divination on panegyric bares the whole truth. Panegyric never hides anything whether it centers on elite, nickname, town, family, or lineage.

###  Ìran Òḳ òmị́

*Ọmọ afàjìngòdò gbárúgbó renú ìgbé ̣rè é dó*

*Ó dó ọmọdé bí ẹni lu bèṃ ̀ bé ̣*

*Offspring of he/who carries the aged into the bush to have sex with in the dead of the night.*

*He has sex with youth/child as if beating bèṃ ̀ bé ̣drum.*

(Babalọlá, 2000: 65)

The panegyric of this Image shows their men as bestial and merciless. They are adulterous and wayward who makes no distinction between the aged and child that is not matured to have sex with. This is both child and female abuse.

### Látòòṣà's Praise Poetry

 Ọmọ pa sílé, pa sójà

 *Pa sídìí òg̣ èḍ è, pa sídìí òrọ ǹbó*

*Pa sí kòtò, pa sí gegele.* Isola (2003:12)

*The child of he who kills at home, kills on the markets place, kills in the plantain (plantation), kills at the orange tree, kills at the pit, kills at the undulated places.*

Látòòṣà is a man. He has no mercy, he is also a murderer.

 In the panegyric of male gods, we also observe negative character. For example:

### Ṣàngó's Praise Poetry

*Òòṣà tíí kiná bọlé bójò bá ń rò ̣*

 *Iná lójú, iná lénụ*

*Iná lókèè páànù*

*The god that sets house on fire while it is raining*

*Fire in the eyes, fire in the mouth,*

*Fire on the top of the roofing sheet.*

Line 1 showcases Ṣàngó as mighty and warrior, if it were not so, can fire be burning in the rain and rains will not quench it. Yet the Yorùbá says *omi níí poró iná* “water quenches fire” it is not so with Ṣàngó. He is a destroyer that destroys people’s property.

Line 2 and 3 reveal that he is person not to be associated with because we will not want our property to be destroyed or be burnt with fire.

### Ògún

*Ìbà Ògún onírè ọkọ ò ̣ mi*

*Eléwèlè ọkùnrin*

*Èḅ è ̣làwa ń bògún*

*Ko mó ̣ gbalé, gbodò,*

*Kó má gbagi oko lóẉ ó ̣ wa*

*Òlómi nílé fèj̣è ̣wè ̣*

*Ikú ti ń forí ja ti ń fìrù jà*

*Adulation my lord, Ògún, the owner of the ire*

*Mischievous man*

*It is plead, we plead with Ògún*

*Don’t usurp house, river and trees of the forest from us*

*He who has water in the house but uses blood to bath Death that uses both head and tail to fight.*

Line 1 and 2 show Ògún as a man. *Ewèlè* means someone who cannot be understood. An impetuous person. Line 3 and 4 reveal that he is to be avoided. He is somebody that can usurp or take over one’s house, river, and farm as these are ventures for daily living. Ògún is to be feared. Line 5 shows Ògún as a murderer and who savours blood. Therefore, Ògún is bestial, a murderer and an impetuous person.

 Line 6 shows Ògún as an agent of death. Nobody has ever thought of death as good; death is fearful and a discouragement. Ògún is associated with fear. This panegyric mirrors mal-violence which is also fearful and to be avoided.

 This aspect drives home while our gods are driven into oblivion. Their panegyric is fearful and one cannot move near them. This is why other religions have taken over from them. No one can run to personality that is death, impetuous and bloodsucking for refuge.

### Ọba Làmídì Adéyẹmí Praise Poetry

In Ajóbíewé Àrèmú S ulaimon album (2008) in Yorùbá lineage panegyric, he praises the Aláàfin Òy ó, Ọba Làmídì Adéyẹmí as follows:

*Ikú, ọmọ ikú, ọmọ àrùn*

*Ọmọ òfò, ọmọ àdánù*

*Death, the son of death, son of disease,*

*Son of waste, son of loss*

Death - is not wanted by any creature, they run away from death.

Son of diseases - Yorùbá says “disease shouldn’t use our house as playground nobody wants any relationship with diseases or death”.

Son of waste, son of loss - it is not good for one to waste or loose either property or live, Therefore, Aláàfin Làmídì is clothed in his panegyric as somebody that cannot be related with in any form or shape and should be avoided.

###  Ọòni Olúbụ̀ ṣe

 *Ṣíjúwadé Olúbùṣe Èrí Oguṇ*

 *Èbìtì kìṃ ọ pìrì móḷ è ̣*

 *Ò súnmọ sílè, súnṃ ọ sénị́*

*Ò kunmọ lósùn kunmọ láta*

*Oosa Ilaree fabu kan*

*Ṣíjúwadé Olúbùṣe, war witness*

*Trap that pinches child to the ground*

*One who pushes child to the ground, pushes child into mat*

*One paints child with camwood, paints child with pepper*

The praise-song here is bestial and rash. He is a murderer and to be avoided as this panegyric reveals. How can somebody to be related with will be painting a child with pepper and be pushing a child to a bare ground from the mat.

Men are kings in Yorùbá land. Therefore, they cannot be closely related with.

### Ìjèṣ̣à

In one of the Ìjèṣ à lineage panegyric, they are praised:

 *Ọmọ ìkàrà ku méjì sagbada ki mi jòkàṇ*

*Ọmọ ò gbuṣu lájà obìnrin gúnyán jẹ*

*Son of bean cake remains two in the pot eat one.*

*Son of who steals yam from the women’s ceiling for pounded yam.*

Line 1 shows this man as thief covetous, self-centered, and selfish and who only shows consideration for himself. When bean- cake remains only two units for the whole family and he decides to take a whole one. Line 2 shows man as being lazy. He, whose hands cannot work; he is bread-wined by his wife. This negates Yorùbá culture. Husband is the head of the family. He is to provide for the entire family. It is only the drone of a man that looks up on to the wife before he eats as revealed in the above panegyric.

### Olúfè ̣

In Olúfè panegyric, it shows that they are bestial, and murderer,

*A è é dúró kí wọn n’Ífè ̣Ọònị*

*Mo bá yó ̣ kéḷéḳ éḷé ̣lọ báwọn níbi òòṣà*

 *À ṣágbárí ọmọ tuntun ni wón fi í ṃ ẹmu diiwo*

*(Ọdẹàjò, 1992: 24)*

*We don’t wait to greet them at Ife Ọònị*

*I stealthily went with them to the shrine of god*

*It is a new born baby’s skull they use to drink palm wine in their cult.*

New born baby’s skull is used to drink palm wine that is why they would want a stranger or non-initiated to get to the shrine of their god as revealed in line 3.

### Òjó

*Òjó-kurebi, Òjó rebete*

 *Òjó jà lója, ó délé ḳ ọyán*

*Òjó a bádìyẹ ṣàba lórí ẹyin*

*Òjó déỵ ìnkùnlé àna rè ̣*

*Ó mókó làgiri pàrara*

*Ì ké ̣oyà un, i á b’ale un líbi gógó orí imú*

*Òjó ì wè ̣lódò, kete ọmọge na ò ̣ ọṣẹ*

*Òjó Kurebi,*

*Òjó fought in the market, got home and rejected pounded yam*

*Òjó who on the eggs with the hen*

*Òjó gets to his in-law’s backyard*

*He uses penis to split the wall thunderously*

*He says may be it will meet the concubine on the tip of the nose.*

*Òjó who bath in the river, all spinsters are handling over soap to him*

Òjó is a fighter and highly temperamental. He is also an adulterer. It’s a male that bears Òjó.

 The Baṣòrun Ògúnm ólá interpretation of the panegyric shows men as a gender that can be easily carried away by woman’s love. Hence, they stand greater risk of heterosexual practices. They can do anything to satisfy the sexual urge. It is a common occurrence for men to be unfaithful to their marriage partners especially in this era of civilization. It has been proved that due to religious affiliation of some men who are Christians and because Christianity preaches monogamy, they have one legal wife but with many mistresses (Fádípè, 1970). Due to the social reality of Yorùbá women’s experiences with their men, the presenter of Yorùbá panegyric Baṣòrun Ògúnm ólá ch allenges the brides at the time of marriage to do everything to curb their husbands in order not to lose them to prostitution. An example of such songs is seen below:

*Bó bá dalé ̣ńbò ̣ wá t’ákọ fi bá abo lọ*

*Ọmọ a fé ̣arúgbó tewútewú*

*Ọmọ a dó’mọ bí èkúté ilé*

*I will come in the night makes the male to elope with female.*

*He who marries an elderly woman with grey hair He who knows how to have sex like house rat.*

The image portrayed in the above song shows that some men cannot control their sexual desire and appetite. Hence, they could be easily carried away with sexual intercourse.

 The introduction of new norms of morality within the society have also affected the Yorùbá panegyric in particular. It has had an adverse effect on its authenticity. This is so with the Yorùbá panegyric’s value judgements on the subject. Because the Yorùbá panegyric is meant to give a portrait of a subject, it has often, even while praising that subject, been able to criticize it and to point out those traits which will now be considered a moral. In a few cases, such comments have been found embarrassing by the descendants of those concerned and this has tended to encourage the suppression of certain parts of the poem. The case of the Yorùbá panegyric on Olúyòlé , the first real ruler of Ibàdàn in the nineteenth century, is a good example. His Yorùbá panegyric which was collected and recorded early in this century was published in a book on Ibadan, by the Late LB. Akinyẹlé who eventually himself became the ruler of the town After some copies of the book had been sold, Olúyòlé ’s descendants protested and about two pages, i.e. pages 35 - 36 were removed from the remaining copies of the book.

 *Oó gbọdò ̣ bu, o ò gbọdò ̣ sa, oò gbọdò ̣ sòṛ ò ̣ è ̣léhìṇ*

*Ẹni ó bú ’Ba le’ke wọn ó jìyà*

*Àṣè ̣lá mú rù wóṇ*

*You must not abuse him, you must not insult him,*

*You mustn’t backbite him,*

*Whoever calls Iba a deceiver will be punished.*

*His corpse will be carried away a broken door.*

The whole idea of this verse is to emphasize the immensity of his power, to indicate that he was a man who had power over all and could do anything. This assertion is illustrated by reference to the fate that befell two of his chiefs - Bánkólé and Òṣ ó who antagonized him: he had them killed in a most ruthless manner. The image shows that some men are naturally wicked, they are nothing but killers. They can do anything to have their ways.

## CONCLUSION

This paper has found out how the women folk perceive the men folk in certain Yorùbá panegyric. It has discovered that masculinity has been negatively portrayed by several Yorùbá panegyric panegyrics. It has also discovered that more than using Yorùbá panegyric to praise or eulogize the prowess and exploits of men, the women folk have utilized the resource of Yorùbá panegyric to subtly lampoon, expose and discredit the negative attributes and activities of the men folk.

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