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Relationship between Social Support and Academic Performance among Undergraduate Students of Madonna University, Nigeria

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Abstract
Students' academic performance is of very critical importance to parents, guardians, as well as other significant stakeholders. Among other factors, Social Support has been identified as a key variable influencing the academic performance of students. This study examined the relationship between Social Support and academic performance among undergraduate students of Madonna University. 270 students, selected through convenience sampling method participated in the study. It was hypothesised that Social Support would be significantly and positively related to academic performance. The Social Support variable was measured using the Social Support Behavior (SSB) Scale by Vaux et al. (1987); while the Cumulative Grade Point Average (CGPA) was used to measure the academic performance of students. Correlation analysis was carried out to measure the relationship between

Social Support and academic performance. Results of correlation analysis indicated that there was a positive significant relationship between Social Support and academic performance (r = 0.88). This result validates the positive linear relationship between Social Support and academic performance. In other words, the higher the Social Support availed and accessed, the higher the quality of academic performance delivered. The findings of this study will be of immense utility to parents, guardians, educators, counselors, and significant others, in the development of strategies, for the facilitation and sustenance of enhanced academic performance of students.

Keywords: Social Support, Academic Performance, Undergraduate Students, Madonna University.

Introduction

From post-independence, through the military interregnum, to the present democratic dispensation, Nigeria's education system has witnessed a number of turbulent times in a quest to effectively position that sector for the training and production of requisite manpower to drive the overall goals of sustainable national growth and development, consistent with contemporary trends among developed economies.

Concerns about children's academic performance in most Nigerian households constitute issues of topmost agenda. Although challenges exist at virtually all levels of the educational hierarchy, the striving to pass from a given class to the next higher class, and to ultimately acquire a degree, is most prevalent among university undergraduates (Bassi, Busso, Urzua, & Vargas, 2012). Consequently, the frantic search for factors most likely to be associated with students' academic performance at the university level should constitute some interesting challenge to Nigerian scholars and researchers. The aim is to unearth a window of opportunity that helps to beam the light on the knowledge of necessary interventions for the improvement of academic performance.

The general perception is that the great majority of the present-day products of Nigerian universities are ill-positioned to effectively contribute to national growth and productivity (Ogbeide, 2012). As Uzoka (2006) observed, most commentaries lament the present uncertainties regarding the quality of students and educational standards in Nigeria. According to Akor (2006), university education in Nigeria totters at the brinks due to

the uninformed nature of intervention by concerned authorities in the management of educational institutions as well as the social and academic lives of the students.

To reverse the trend and bring about a more inspiring state of affairs, it behooves the various political leadership hierarchies in the country to mandate relevant authorities in the educational system to take a more perspicuous assessment of the relevant constituencies of the social life of students in schools across the nation with a view to interrogating and re-engineering all mundane and non-intellectual approaches to the management of university/tertiary institutions, for the needed stimulation and nurturing of a system that consciously agitates students' creative capacities toward improved social and academic performance (Ogbeide, 2012). This will entail the tracking of students' performances, their challenges, as well as searching for valuable insights on what intervention procedures may be required to effectively mitigate identified challenges threatening their prospects of desired academic performance.

It is believed therefore that a keen examination of possible antecedents of academic performance at all levels of educational engagement will be most expedient. Among a host of factors, Social Support has been particularly found to be related to students' performance at every educational level (Safree & Adawiah, 2010). According to Gurung (2006), Social Support refers to the experience of being valued, respected, cared about, and loved by others who are present in one's life. Social Support has been described as a promoter of health and well-being (Dollette, Steese, Philips & Matthews, 2004).

Social Support for students emanates from a number of sources: fellow students, family, friends, teachers, the immediate community, or even social networks to which he/she may belong. Social Support can manifest in the mould of material assistance or in the form of emotional support (Safree & Adawiah, 2011). Several Study outcomes have indicated that the individual's adjustment capacity is strongly linked to the quality of availed and received Social Support (Nahid & Sarkis, 1994; Holahan, Valentiner & Moos 1995; Safree & Adawiah, 2011). It should therefore be useful to determine the mechanism through which students perceive and receive Social Support; and to assess the extent of its relatedness to academic performance, if any.

Oswald and Suss (1994) identified warmth; behavioral control; and psychological autonomy as the three dimensions of Social Support deriving from the family and friends constituencies. These highlighted dimensions stimulate and provide impetus for the development of social proficiencies; responsibility and competence; impulse control, positive self-esteem, self-worth and self-efficacy, among other self-conceptions. These three dimensions also play the "Ombudsman" by inwardly counseling the individual against unacceptable social conducts; leading ultimately to the enhancement of academic performance.

This study therefore seeks to examine the relationship among Social Support, perceived and received, and the observable manifestations of academic performance of a Nigerian sample of undergraduate students. The study's outcome is expected to provide more instructive insights into the salient dynamics that underpin and provide excitation for the support-achievement nexus. The designers, administrators and the regulators of the education system in Nigeria would find the outcome of this study enlightening and beneficial, especially for the re-engineering of hitherto mundane perspectives, to a more cosmopolitan and functional approach to educational development and management, consistent with global best practices.

Academic development is considered as having a strong relationship with social development (Konoshi, Hymel, Zumbo & Li, 2010). The reason availability of Social Support tends to predict better academic performance takes anchorage on the two perspectives of the Social Support construct - the *main effect* model; and the *buffering* model - as conceptualised by Cohen and Wills (1985). The academic arena has often been seen as a hassle-fraught, stress-laden domain (Richaud de Minzi, 2006; Wrzesniewski & Chylinska, 2007; Shokri, Farahani, Nouri, & Moradi, 2013). Consequently, the perception of the availability as well as the actual utilisation of availed support constitute elements that can significantly abate the stressful experiences that often characterise academic pursuits. The prospect of actual accessibility of Social Support is particularly crucial because it strengthens the feeling of a resource unconditionally ceded for utilisation at the beneficiary's behest. They function as protective factors that insulate against the disorientating impacts of stressors; thus hedging against low achievement and school disengagement (Mackinnon, 2012; Perry, Liu, & Pabian, 2010).

Findings of numerous studies appear to be convergent on the idea that Social Support constitutes a very significant factor in determining positive outcomes among children and adolescents (Arslan, Cardark & Uysal, 2013). Steinberg and Darling (1994) examined the relationship between Social Support and Academic Achievement among a sample of students. Their study outcome indicated that Social Support emanating from family and friends appeared to impact some significant influence on the academic performance and long-term educational plans of the students. Wentzel (1998) also conducted a study on Social Support of parents, teachers, as well as peers, for their motivational influence on academic and pro-social goals among 167 middle school students in a predominantly middle class community. The study findings revealed that parental and peers support predicted academic goals.

Concerning the role of peers in the motivation of teens to remain participative of students' activities and programs, Dollete, Steese, Philips and Matthews (2004) found that when teens had positive peer interactions in their extra-curricular activities, they reported greater levels of commitment and increased motivation to continue to participate in the activities. In other words, the findings point to the fact that teens whose activities lacked positive peer relationships would deliver lower levels of commitment and motivation toward their talents and other relevant activities.

Statement of the Problem

The crucial role played by Social Support, particularly from family and friends in individual's performance, has actually been underscored by a number of studies. In a study carried out by Steinberg and Darling (1994), students were directly requested to report on the extent to which their parents and friends encourage them, in board ramifications, to put up excellent academic performance in their institutions of learning. On the part of the concerned parents, they were asked to indicate their level of involvement in their wards' school activities, the standards of performance, as well as their excepted outcomes for their wards' performance. For friends, the questions were about the level of premium they attached to academic achievements; and the extent to which they were supportive of high performance among their friends. Findings of the

study revealed that both family and friends significantly influenced the academic performance of the students.

Also, Holahan, Valentiner & Moos (1995), in a cross-sectional study involving first year students found that youngsters with elevated levels of perceived parental support reported higher levels of well-being and happiness, and were less prone to distress and anxiety compared to those with lower levels of parental support. Similarly, Cutrona, Cole, Colangelo, Assouline and Russel (2004) examined the role of perceived Social Support from family and friends by tracking students' performance via their Grade Point Average (GPA) from the beginning of the First Semester to the end of the Second Semester. The outcome of the study show that, after controlling for academic aptitude - college admission test - perceived parental support and peer Social Support were significantly predictive of the students' academic adjustments. Their finding was in consonance with outcomes of earlier studies, which indicated that Social Support was a crucial buffer factor, which provided the necessary enablement to students.

On their part, Safree and Adawiah, (2009) carried out a study involving 120 undergraduate university students to examine the role Social Support plays in low and high performing students. Findings of their study revealed that students enjoying high levels of Social Support reported better academic performance than those with low levels of Social Support. The outcomes of all these studies tend to suggest that the availability and receipt of the right quality and quantity of Social Support from family, friends and relevant others, significantly contributed to the development of elevated levels of academic performance by students.

Social Support has been found to be related to healthy levels of development. For example, Social Supports from family and friends have been involved in cases of psychological well-being. Safree & Adawiah, (2010) conducted a study to examine the relationship between Social Support and Psychological Problems, using 120 undergraduate university students. Their study findings revealed that Social Support was significantly correlated with depression, anxiety, and with stress in a negative way. Also, outcome of the study of Safree & Adawiah, (2010) in the relationship between Social Support and academic achievement among 120 undergraduate students of International Islamic University in Malaysia indicated that there was a significant positive relationship between Social

Support and Academic Achievement; suggesting that the higher the Social Support, the higher the level of achievement.

However, even though studies abound that study the relationship between Social Support and Academic Performance among students of Tertiary Institutions in the U.S, Canada, and many other Western Countries, such studies have been largely un-charted and un-explored in Africa particularly in Nigeria. This is the gap, vacuum or loophole in the literature that this study seeks to fill using the undergraduate students of the Madonna University Okija, Nigeria as a case study.

Hypothesis

There will be a significant and positive relationship between Social Support and Academic Performance among university undergraduate students.

Methodology

The study participants were 270 undergraduate students of Madonna University Nigeria (MUN) in Years 2, 3, and 4 selected through purposive sampling technique. Of these participants 170 (62.96%) were females, while 100 (37.04%) were males from the Departments of Business Administration, Psychology and Mass Communication. 121 participants (44.81%) were from the Department of Business Administration, 32 (11.85%) from the Department of Psychology, while 117 (43.34%) were from the Department of Mass Communication.

Of the total study population, 70 (25.93%) were second year **s**tudents; 92 (34.07%) were third year students; while 108 (40.00%) were year four- or final-year students. In terms of their ages, 19 of them were 19 years old, 31 were 20 years old, 83 were 21 years old, 72 were 22 years of age, 30 were 23 years, 23 of them were 24 years old, while 12 were 25 years old.

First year students were excluded from this study for a number of reasons: First, many of the students were still very young; just fresh from secondary schools, and yet to really take a bearing on the *raison d'etre* of their being in the University. Secondly, some of them, on account of the peculiarities of their backgrounds were yet to effectively integrate themselves into the mainstream university sociology. The logic escorting this exclusion takes anchorage on the expectation and belief that after the

students' first year in the University, many of these highlighted social encumbrances would have been remarkably vitiated. They would thus have attained a reasonable level of acculturation with the sophistication and cosmopolitanism of university communities; and this would allow for more equitable basis of evaluation.

This variable was measured using the Social Support Behaviours Scale (SSB) developed by Vaux, Reidep & Stewart (1987). The SSB is a 45-item questionnaire designed to assess the availed supportive behaviours from the respective domains of family and friends. The scale is established on a 5-point Likert-type rating. The ratings run from 1 = no one would do this; through 3 = some family members/friends would probably do this; to 5 = most family members /friends would certainly do this. The higher the scores, the more reflective it is of the presence of Social Support. The internal constituency values accruing from family and friends were respectively 0.79 and 0.77; and this was considered adequate for the study.

Results

A total of 270 undergraduate students of Madonna University, Nigeria (Okija Campus) from the three Departments of Business Administration, Psychology and Mass Communication participated in the study. Analysis was carried out to investigate the relationship between Social Support and Academic Performance using correlation analysis. The analysis indicated significant and positive relationship between the two constructs with a correlation coefficient of $r = 0.88$, $p = 0.01$. This result (see Table 1) is indicative of the fact that higher scores in Social Support tend to predict the attainment or higher academic performance among the students.

Table 1: Correlation between Social Support and Academic Performance

	Variable		1	2
1.	Social Support		-	-
2.	Academic Performance	0.88**		-

**Correlations significant at the 0.01 level (2 - tailed)

Discussion

This study investigated the relationship between Social Support and Academic Performance among 270 undergraduate students of Business Administration, Psychology and Mass Communications, department of Madonna University, Nigeria. Female and male students in second, third and final years from the three departments participated in the study. While Social Support was tested for psychological construct, variables tested for demographics in the study included age, gender, Cumulative Grade Point Average (CGPA), departments of study, as well as the year of study, (i.e. years two, three, and four).

The study hypothesised that there would be a significant positive relationship between perceived Social Support and academic performance among university undergraduate students. Results of the correlation analysis showed that perceived Social Support indeed has a significantly positive relationship with academic performance among students. This result ($r = 0.88$) confirmed the hypothesis. This result corroborates previous findings by Eisenberg, Fasolo & Davis-LaMastro (1990) that there was a highly significant positive relationship of perceived support with attendance and performance.

The outcome of this study equally confirmed previous findings by Cutrona, Cole, Colangelo, Assouline and Russell (2004) that parental Social Support significantly predicted Grade Point Average (performance). This study result was also in agreement with prior research outcomes by Safree & Adawiah (2009; 2010; 2011) that there were significant negative relationships between Social Support and psychological problems; thus alluding to the positive relationship between Social Support and performance (having effectively attenuated the undermining impact of psychological challenges).

These findings highlight the notion that the perception of availability of Social Support by individuals tend to bolster their belief that the requisite resources to diligently engage in and excel in their academic endeavors are in attendance. They therefore tend to be better adjusted having concluded the appraisal of the Social Support's capacity to effectively put at abeyance, distractions and undermining elements that may impinge the prospects of optimality in their performance. Contingent upon these thoughts and beliefs, Social Support can be seen as a key

indicator of Academic Performance especially through its stress-buffering mechanism.

Implications of the Study

The findings of this study provide a number of theoretical and practical implications in the domain of academic achievement particularly among undergraduates in university organisations. The vast illumination of critical home-school dynamics that are predictive of and contributory to the drive towards academic excellence constitute a significant contribution to the enrichment of the quantity of theoretical discussions in this domain.

Consonant with the exchange theory therefore, when students perceive the availability and accessibility of necessary enabling resources form parents, teachers and peers, they tend to reciprocate in the form of scaling up their efforts to achieve, in order to ensure that the various constituencies supplying the support do not have cause to express regrets over 'wasted investments'. This notion is particularly prominent in most Nigerian cultural settings where activities in families, households, and kindred are driven by a keen sense of community.

Practical implications of this study involve the crucial imperatives of leveraging the insights inherent in this study outcome, to awaken and agitate the appreciation in the general corpus of students (of Madonna University, Nigeria; and sundry University organizations), of the care being extended toward their psychological well-being; and thus trigger in these students, the necessary excitation of feelings of obligation to reciprocate through tenacious commitment to diligence in learning; for enhanced academic performance.

Conclusion

This study investigated the relationship between Social Support and Academic Performance among undergraduate students of Madonna University, Nigeria. Part of the focus was to examine the extent of convergence that would be established between the findings of present study, and the outcomes of prior studies. This is in consonance with Kantowitz, Roediger and Elme's (1994) assertion that converging operations are veritable means for enhancing the generalisability of scientific results.

The result of this study substantially converged with findings of past studies in which the relationship between Social Support and Academic Performance was the issue of consideration. The outcome of the present study indicated that there was a positive significant relationship between Social Support and Academic Performance among university undergraduate students. It could therefore be asserted that the quantity and quality of Social Support extended to, and received by students from the various provinces – parents, teachers, peers – are predictive of and contributory to, enhanced Academic Performance of university undergraduate students. The crucial salience of appreciating the fact that the performance delivered by students do not stem exclusively from issues of academics but very importantly also from the Social Support provided for them is germane.

Mention should be made of some of the limitations of this study. The study sample was exclusively from a faith-based catholic private university. This could certainly impugn the fidelity of the study outcome vis-à-vis extrapolating the result to other populations. Again, the sample came from just three departments of the university - fundamentally from the social sciences and management to the total eclipsing of the other faculties. This is a source of limitation to the extrapolate ability of the study findings. Also, students of the university are from backgrounds of manifestly higher socio-economic status. It would therefore appear inappropriate to attempt to generalise the study outcomes to, for instance, public university populations with students of parentages of relatively lower socio-economic profiles.

Of great concern also, was the measure used to assess Academic Performance – CGPA. It should be appreciated that grade point averages often differ remarkably by career and by sundry allied factors. For instance, a grade point average of 4.5 may represent a very sterling performance in some careers, while in some other careers, it may just be a shade above average. This constitutes a source of error and it is considered a limitation to the findings of this study.

Recommendation

Researchers in the area of Industrial and Organisational Psychology should turn more attention to exploring the relationship between Social Support and Academic Performance among students of tertiary institutions

particularly, the University Educational System. This is so because even though these studies abound in the US, Canada, and many other Western countries, where such studies have been largely uncharted and unexplored in Africa particularly in Nigeria.

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Teacher Training Programmes as Predictors of Teacher Job Satisfaction and Performance in Oyo State, Nigeria

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Abstract

The study investigated teacher training programmes as predictors of teacher job satisfaction and performance in Oyo State, Nigeria. Teacher training programmes examined include: regular courses, workshops, seminars and academic conferences. Descriptive survey research was used. The population comprised all public secondary school teachers in Oyo State. Cluster, purposive and simple random sampling techniques were employed to select a total of 1,800 teachers on whom questionnaire was administered, while 1,500 copies of the questionnaire distributed were retrieved and found suitable for analysis. The research instrument used for data collection was Teacher Job Satisfaction and Performance (TJSP). Three research questions and six hypotheses were answered. Data collected were analysed using descriptive statistics for the research questions while MANOVA, Multiple Regression Analysis (ANOVA) and t- test were used for the hypotheses. The result revealed that the level of teacher job satisfaction was lower than the level of teacher job performance with the overall weighted average of 2.380 and 2.702 respectively. Also, there was a significant combined influence of teacher training programmes on teacher job satisfaction and performance. The study concluded that teachers in Oyo State rarely participated in teacher training programmes, especially in-service training. On the basis of the findings of the study, it is recommended that in-service-training for teachers should be given priority by the Secondary School Management Board. Also, government should

make adequate provisions for teacher training programmes in its budget, while proper follow-up and feedback should be provided.

Keywords: Teacher training, teacher job satisfaction, teacher job performance.

Introduction

Teacher job satisfaction and performance cannot be over emphasised in the realisation of the purpose of education and national objectives. A teacher is an individual who has acquired relevant training in teaching pedagogies with the goal of helping the younger generations to fully realise their potentials through the provision of right guidance and tutorship as well as proper dissemination of information which are considered useful to the socio-economic and cultural values of the society. He is a professionally trained individual who carefully and passionately guides, directs and inspires others to elicit positive and acceptable behaviors capable of enhancing individual and societal developments. Okon (2015) asserts that a teacher is a facilitator in the teaching-learning process that impacts into the students the necessary skills and education required to help them grow and become responsible members of the society. Ojomu (2016) conceived a teacher as someone who identifies with the students' problems, encourages them to overcome by turning their weaknesses into strengths. Lanham (2015) stressed that teachers play important role in constructing and molding the personality of students, understand their abilities, believes that every child has his own potentials which must not be underestimated but help them to maximise such potentials.

The job of being a teacher is both demanding and challenging. Teachers are saddled with multidimensional responsibilities ranging from effective mastery of the subject matter, effective teaching, providing guidance, counseling and direction, motivating students towards learning, monitoring students' progress through continuous assessment serving as role models to the students (Ogunleye, 2017). The teacher is equally responsible for the interpretation and implementation of the curriculum. He is the prime mover of the education system. From the foregoing, it is evidently clear that teachers are not just essential for the effective functioning of educational system of any country but as well as the attainment of education goals and national objectives. Their role is both

significant and valuable as it has far-reaching influence on the national development of the nation.

However the ability of teachers to meet the societal expectations and prepare the younger generations to meet with the challenges of a dynamic socio-economic and political environments, are all a function of the level of job satisfaction and job performance of teachers. By implication, job satisfaction and performance of teachers are undoubtedly very important not only to meeting societal expectations but also, to the quality of education process, improvement and product. Job satisfaction describes how content an individual is with his job. It is the pleasurable feelings or enjoyment an individual derives from his job. It is equally viewed as the worker's feeling and state of mind about what he does in relation to his job and a sense of happiness and fulfilment a worker has when he discovers that his expectations of the job are met (Anwoye, 2018). It is the positive emotional feelings an individual felt after the appraisal or assessment of the job and work experiences (Adams, 2018). The happy an individual is, the higher the level of job satisfaction.

Teacher job satisfaction is the positive attitude of teachers due to suitable work environment that meets their professional and prospects. Teacher job satisfaction relates to the teacher's expectations teaching and what he/she is actually getting from the job (Khan, 2017). It is the affective relation of teachers to the teaching role which is a function of what the teacher conceived in terms of the relationship between what he wants form teaching and what he perceives teaching offers (Aduloju, 2019). Teacher job satisfaction is thus a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job. Individual teacher has his or her concerns that bring about job satisfaction or enrichment. Teacher job satisfaction might be brought about by personal interest of teachers in teaching carrier. Furthermore, the level of satisfaction varies from one teacher to another, especially with respect to different individuals, cultural backgrounds, organisational settings and environmental factors present (Oponge, 2015). Thus, teacher job satisfaction is subjective as it is made up of diverse values, which a teacher consciously or unconsciously desires to obtain from teaching job. Teachers expect teaching job to improve their livelihood. When they realise the presence of their job expectations, they get zealous with

teaching job because they feel secured and comfortable about their career.

Job performance is the entire behavior of workers in relation to the task assigned to them. It is the assessment of workers aimed at determining whether workers meet up with the job specifications and set standards. The notion of job performance can be viewed from different perspectives. Firstly, the determination of what workers are expected to do as indicated by the employers viz-a-viz what the workers are actually doing. Secondly, the determination of workers' actual workload alongside with whether it is too heavy or light. Thirdly, assuming that a worker has a clear outline of what the job description is, there are certain variables which might enhance or hinder workers' efforts as well as willingness or desire to perform effectively and efficiently (Dickson, 2015). Teacher job performance implies the degree or extent to which a teacher executes his role with reference to certain specified standards set by the educational institution. It is related to achieving stated degrees of quality, quantity, creativity and cooperation (Onuah, 2017). It implies the efforts made by the teacher within and outside the school system in order to achieve set educational goals and objectives (Ojo, 2017).

At present, a large number of public secondary school teachers in Oyo State seem to be unsatisfied and lack deep interest in teaching profession while at the same time they perform below job specifications and societal expectations. The high turnover in teaching profession, frequent strike actions and low level of interpersonal relationships between teachers and students, teachers and parents and with the society at large are likely to be pointers to this fact. It is quite disheartening to mention that public secondary school teachers in Oyo State are tends to show little commitment to the academic pursuits of their students. They hardly monitor their students' progress, they pay little or no attention to individual differences and students with learning difficulties scarcely receive special assistance. Teachers seldom attend to the basic classroom schedules as may appear on the time tables except on strict supervision and monitoring from the state inspectorate division of education. Teachers appear indisposed to their primary responsibilities and any other extra-curriculum activities. They rarely take pleasure in any school related activity especially when such activity is not confined within the school environment and it will not attract financial benefits.

The attention and loyalty of teachers for effective job performance tends to be lacking as teachers believe that their salaries alone could no longer sustain them and their immediate families. Hence, their attention is geared towards attending to some personal endeavors elsewhere in a bid to provide supplement to their economic demands. They run helter-skelter trying to seek alternative means of livelihood (Dickson, 2015). For instance, it is not uncommon to see public secondary school teachers in Oyo State floating their private businesses within the school premises even during the official school hour. Consequently, students seem to be uninterested and unmotivated towards learning because they lack proper and adequate mentoring from teachers and the relationship between them appears to be strained.

Several factors have been identified to be responsible for low job satisfaction and performance of teachers. Irregularity in payment of teachers' salary and other allowances, dilapidated structures in schools, non-availability of instructional materials, poor condition of work, poor subject mastery, level of education, age, promotion and advancement teaching experience and poor recognition of teachers (Benson, 2018; Anwoye, 2018; Gardner, 2010; Mudrak, 2015). Teacher training is another factor that could be responsible for low job satisfaction and performance of teachers.

Teacher training is a programme designed to equip teachers with the necessary skills required to meet with the challenges of teaching-learning process. It is a programme which aims at producing teachers who will be responsive to the challenging needs of students and the society at large. It is a professional development programme geared towards conscious and systematic steps to ensure teacher upgrade and continuous self-improvement (Adeosun, 2015). It is equally viewed the provision of professional and specialized training within a specified period of time aimed at the preparation of individuals who intends to develop and nurture the young ones into responsible and productive citizens (Aderoju, 2018). Teacher training programmes focus on assisting teachers to adequately interpret and implement government policies on education.

The importance of teacher training programmes cannot be overemphasised. This is probably because the backbone of manpower training and development to achieve education as well as national objectives leading to nation building is a function of teacher training

programmes. A skillful teacher requires training and teaching profession should be restricted to a trained individual, that is, a teacher (by virtue of training) who has gone through a period of training, acquired the right skills to effectively deliver instructions to the learners and has developed passion for the profession.

This is why the position and activities of Teachers Registration Council of Nigeria (TRCN) are highly commendable. The TRCN has taken up the challenges of ensuring that people in the teaching profession are actually trained to do their job well. It has equally stipulated that all teachers should admit the fact that students have been entrusted to them and should avoid any breach of trust the society reposed in them by the society. Hence, to be legally recognised as a teacher in Nigeria, an individual must register with TRCN.

The importance of teacher training is equally recognised by the Federal Government of Nigeria as indicated in The National Policy on Education (NPE, 2014). The goals of teacher education are spelt out in the National Policy on Education (NPE) are to:

- produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational systems,
- encourage further the spirit of inquiry 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; and
- enhance teachers' commitment to the teaching profession.

Teacher training can be in form of pre-service training or in-service training. Pre-service training is the initial training programmme which is geared towards the professional development of teachers as a body of systematic activities to prepare teachers for teaching job. While in-service training is a professional training programme designed for teachers to enhance efficient and effective performance through acquisition of new skills. It is a persistent and conscious programme which exposes teachers to new teaching pedagogies with the aim of upgrading the professional knowledge and competence of teachers. Billing as cited in Osamwonyi (2016) conceived in-service training as a deliberate and continuous process involving the identification and discussion of present

and anticipated means of individual staff for furthering their job satisfaction and career prospects and the institution for supporting its academic work plans and implementation of programmes of staff activities designed for the harmonious satisfaction of their needs. In-service training in the 21st Century is mostly designed to meet the growing needs of education in the global economy. Maduabum, (1992) identified different types of in-service training as regular courses, conferences, workshops, seminars, correspondence courses and exhibitions.

Badmus, (2018) revealed in a study on the benefits of staff development on employees' productivity level that pre-service education and training matter, while others (Werang, 2017; Okon, 2015 ; Dan, 2015) indicated that in-service training could be more effective. No doubt, the evidence is somehow complicated and mixed. This study investigated teacher training programmes as predictors of teacher job satisfaction and performance in public secondary schools in Oyo State. Teacher training programmes examined are in-service programmes such as regular courses, workshops, seminars and academic conferences.

Statement of the Problem

A close look at the educational system in Oyo State today would show that teachers who are the major role players in the teaching-leaning process appear to be somehow unsatisfied with teaching job and perform below societal expectations. The low level of teacher job satisfaction and performance tends to produce a downturn effect on the educational system as a whole and more specifically, on school output who turn out to be unproductive, half- baked and non-visionary individuals who are not proactive and nonchalant towards the goal of nation building. The implication of this scenario is that the achievement of national goal through the school system might be a mirage. Several factors have been attributed to low job satisfaction and performance of teachers; among which are motivational factors that is, (intrinsic and extrinsic) factors. However, there seems to be limited research on the combined subjects of teacher job satisfaction and performance with reference to teacher training programmes. There is therefore the need to investigate into teacher training programmes such as regular courses, workshops, seminars and conferences as predictors of teacher job satisfaction and performance. It is against this backdrop that this study sought to examine

teacher training programmes as predictors of teacher job satisfaction and performance in Oyo State.

Research Questions

1. How often do teachers in Oyo State participate in in-service-training?
2. What is the level of teacher job satisfaction in Oyo State?
3. What is the level of teacher job performance in Oyo State?

Hypotheses

Ho1: There will be no significant combined influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on teacher job satisfaction and performance in Oyo State.

Ho2: There will be no significant combined influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on teacher job satisfaction.

Ho3: There will be no significant relative influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on teacher job satisfaction in Oyo State.

Ho4: There will be no significant combined influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on teacher job performance in Oyo State.

Ho5: There will be no significant relative influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on teacher job performance in Oyo State.

Ho6: There will be no significant gender difference in teacher job satisfaction in Oyo State.

Ho7: There will be no significant gender difference in teacher job performance in Oyo State.

Methodology

The research design was descriptive design of survey type. The study population comprised all public secondary school teachers in Oyo State. The sampling techniques used for the selection of the samples were cluster, purposive and simple random sampling techniques. At present, there are a total of 604 public secondary schools in Oyo State. The public schools are clustered on the basis of existing three (3) senatorial districts

and local government areas. The first stage was the selection of the local governments per the senatorial districts whereby five (5) local governments were selected randomly (56%, 38% and 45% of the local governments in each senatorial district respectively) making (15) local government areas. The second stage was the selection of the schools per each selected local government. Simple random sampling technique was used to select (10) public secondary schools in each selected local government area making a total of (150) schools (31%, 29% and 22% of the total per local government area respectively). Purposive sampling and simple random sampling techniques were used to select teachers at the third stage. Some schools have large population of teachers while some have a small numbers of teachers, as low as (18). Hence to achieve an adequate representation of teachers from each school, the researcher purposively selected (12) teachers randomly from each selected public secondary schools making a total of (1,800) teachers (10%, 17%, and 12% per senatorial district respectively). One thousand five hundred (1500) questionnaire was retrieved (83% of the total) from the administered 1,800.

The research instrument for the study was divided into four sections, namely: A, B, C and D. Section A was designed to elicit information on personal data of the respondents. Section B was designed to measure the frequency of teachers' participation in in-service training. Sections C and D adapted structured items to elicit information on teachers' job satisfaction and performance respectively using four Likert Scale (Very often =4, Often =3, Not Often =2, Never =1). A pilot study was carried out to validate the instrument and the reliability of the instrument was tested using test-retest method to establish the stability principle and co-efficient is 0.89. The data collected was analysed using descriptive statistics like percentage and mean for the research questions, MANOVA was used for hypothesis one while regression analysis (ANOVA) was used for hypotheses two to five and t-test was used for hypotheses six and seven all at 5% level of significance.

Results

Research question 1: How often do teachers in Oyo State participate in in-service- training?

Table 1: Teachers' Participation in Training

S/N	Items	At least once in a year	At least once in two years	At least once in three years	Not at all
1.	Regular courses	178(11.90%)	299(19.9%)	417(27.8%)	606(40.4%)
2.	Workshops	104(6.9%)	355(23.7%)	478(31.9%)	563(37.5%)
3.	Seminars	89(5.9%)	207(13.8%)	554(36.9%)	650(43.3%)
4.	Conferences	73(4.9%)	252(16.8%)	493(32.9%)	682(45.5%)
	Weighted Average				1.917

Decision Rule:
0-1.49= Very Low
1.50-2.49= Low
2.50-3.49= High
3.50-4.00= Very High
Source: Fieldwork, 2019

Table 1 presents analysis of teacher training programmes identified in the study. The frequency of teachers' training was evaluated on the basis of how often public secondary school teachers in Oyo State attend in-service training, workshops, seminars and conferences. As reported in Table 1, 11.90% (178) of the teachers admitted they attended in-service training at least once in a year, 19.9% (299) at least once in two years, 27.8% (417) at least once in three years, while 40.4% (606) claimed that they did not participate in any in-service training. 6.9% (104) attended workshops at least once in a year, 23.7% (355) attended at least once in two years, 31.9% (478) attended at least once in three years, while 43.3% (650) did not attend at all. For seminars 5.9% (89) of the teachers attended at least once in a year, 13.8% (207) attended at least once in two years, 36.9% (554) attended at least once in three years, while 43.3% (650) did not attend seminars at all. As reported in Table 1 also 4.9% (73) of the teachers attend conferences at least once in year, 16.8% (252) attended at least once in two years, 32.9% (493) attended at least once in three years, and 45.5% (682) did not attend conferences at all. Hence analysis of teachers' training on the basis of frequency of participation in trainings, workshops, seminars and conferences revealed that teachers in public secondary schools in Oyo State seldom engaged or participated in training.

Research Question 2: What is the level of teacher job satisfaction in Oyo State?

Table 2: Teacher Job Satisfaction in Oyo State

S/N	Items	Very Often (%)	Often (%)	Not Often (%)	Never (%)	Weighted Average
1.	I enjoy teaching	539(35.9)	362(24.1)	358(23.9)	241(16.1)	2.7993
2.	Sometimes I get bored with teaching.	240(16)	300(20)	601(40.1)	359(23.9)	2.2807
3.	My job can secure a good future for me.	421(28.1)	418(27.9)	303(20.2)	358(23.9)	2.6013
4.	I sometimes feel that I am wasting my time doing this job.	183(12.2)	299(19.9)	689(45.9)	329(21.9)	2.2240
5.	In my society, teaching is a valued and respectable profession.	838(55.9)	304(20.3)	358(23.9)	0(0.0)	3.3200
6.	I am promoted as at when due.	181(12.1)	300(20)	421(28.1)	598(39.9)	2.0427
7.	There is no opportunity to learn new skills in teaching.	242(16.1)	302(20.1)	418(27.9)	538(35.9)	2.1653
8.	Advance and additional training is limited in my job.	359(23.9)	423(28.2)	359(23.9)	359(23.9)	2.5213
9.	My job provides me the opportunity of utilizing properly my talents and potentials.	481(32.1)	422(28.1)	358(23.9)	239(15.9)	2.7633
10.	Promotion of teachers is based on arbitrary choices than capabilities and merit.	661(44.1)	418(27.9)	242(16.1)	179(11.9)	3.0407
11.	I am satisfied with my income.	2(0.1)	1(0.1)	359(23.9)	1138(75.9)	1.2447
12.	Retirement benefits are timely paid to teachers.	2(0.1%)	238(15.9)	422(28.1)	838(55.9)	1.6027
13.	My income can adequately take care of my expenses.	1(0.1)	2(0.1)	122(8.1)	1357(91.7)	1.0860
14.	The payment for extra work is adequate.	3(0.2)	298(19.9)	601(40.1)	598(39.9)	1.8040
15.	In teaching profession, teachers are given rewards for their hard work.	62(4.1)	420(28)	658(43.9)	360(24)	2.1227
16.	The work environment in my school is uninviting.	718(47.9)	541(36.1)	61(4.1)	180(12)	3.1980
17.		361(24.1)	360(24)	421(28.1)	358(23.9)	2.4827
18.		238(15.9)	542(36.1)	420(28)	300(20)	2.4787
19.		181(12.1)	360(24)	541(36.1)	418(27.9)	2.2027
20.		301(20.1)	598(39.9)	422(28.1)	179(11.9)	2.6807
21.		300(20)	420(28)	360(24)	420(28)	2.4000
					357(23.8)	

22.	Instructional facilities required for teaching and	358(23.9)	182(12.1)	603(40.2)	238(15.9)	2.3607
23.	learning are available in my school.	363(24.2)	597(39.8)	302(20.1)	62(4.1)	2.7233
24.	My school provides a comfortable working	417(27.8)	543(36.2)	478(31.9)	238(15.9)	2.8767
25.	environment.	243(16.2)	477(31.8)	542(36.1)		2.4833
	The work environment in my school enhances teaching and learning.					
	Physical surroundings in my school are unpleasant.					
	My supervisor is approachable.					
	My supervisor never listens to suggestion.					
	My supervisor is kind and supportive.					
	My supervisor has a bossy nature.					
	My supervisor always makes fair and impartial decision.					
	Overall Weighted Average					**2.3802**

Decision Rule:
0-1.49= Very Low
1.50-2.49= Low
2.50-3.49= High
3.50-4.00= Very High
Source: Fieldwork, 2019

The result from Table 2 showed an overall weighted average of 2.380 which is below the expected weighted average of 2.50. This implies that the teachers' job satisfaction was low. Response to question one on the Table revealed that about 35.9% of the respondents very often enjoyed teaching, 24.1% often enjoyed teaching, while 23.9% and 16.1% not often and never enjoyed teaching. 16% of the teachers affirmed that they very often get bored. To the question of whether the teaching job can secure a good future, about 28.1% of the teachers responded very often, 27.9% responded often, while20.2% and 23.9% responded not often and never respectively. 12.2% responded often, to the question I sometimes feel that I am wasting my time doing this job, while about 19.9%, 45.9% and 21.9% of the teachers responded often, not often and never respectively. Further result showed that only 0.1% of the

respondents respectively acclaimed that very often and often their income can adequately take care of their expenses, while 8.1% and 91.7% respectively affirmed that income was not often and never adequate to take care of their expenses respectively. Overview of the level of teacher satisfaction vis-à-vis the nature of their job, working condition, remuneration and supervision reflect high possibilities that teachers sampled in the study have somewhat low level of job satisfaction.

Research Question 3: What is the level of teacher job performance in Oyo State?

Table 3: Teacher Job performance in Oyo State

S/N	Items	Very Often (%)	Often (%)	Not Often (%)	Never (%)	Weighted Average
1.	Work towards achieving teaching objectives.	898(59.9)	362(24.1)	178(11.9)	62(4.1)	3.8287
2.	As a teacher, I meet the criteria for job performance.	1254(83.6)	238(15.9)	5(0.3)	3(0.2)	3.3973
3.	Demonstrate expertise in teaching related tasks.	418(27.9)	897(59.8)	183(12.2)	2(0.1)	3.1540
4.	I fulfill all the requirements of teaching job.	599(139.9)	719(47.9)	181(12.1)	1(0.1)	3.2773
5.	I could manage more responsibility than typically assigned.	363(24.2)	542(36.1)	417(27.8)	178(11.9)	2.7267
6.	I am competent in all areas of teaching job.	958(63.9)	362(24.1)	179(11.9)	1(0.1)	3.5180
7.	I handle tasks with proficiency and meet deadlines.	661(44.1)	299(19.9)	242(16.1)	298(19.9)	2.8820
8.	I perform well in the overall teaching job by carrying out tasks as expected.	1078(71.9)	420(28.0)	1(0.1)	1(0.1)	3.7167
9.	I plan and organize my lessons to achieve teaching objectives conscientiousness.	1259(83.9)	238(15.9)	5(0.1)	1(0.1)	3.8367
10.	I am punctual in arriving at school.	358(23.9)	542(36.1)	599(39.9)	60(4.0)	2.8380
11.	I am punctual in attending classes.	360(24)	900(60.0)	180(12.0)	1017(67.8)	3.0400
12.	I take undeserved work holiday.	3(0.2)	3(0.2)	477(31.8)	12.1(8.1%)	1.3280
13.	I close towards the end of the day.	2(0.1)	1138(75.9)	239(15.9)	122(8.1)	2.6807
14.	Gives advance notice if unable to come to school.	181(12.1)	1018(67.9)	179(11.9)	1138(75.9)	2.8387
15.	Engage in personal business during the school hour.	0(0.0)	1(0.1)	361(24.1)	1198(79.9)	1.2420
16.	Take unnecessary time off work.	1(0.1)	2(0.1)	299(19.9)	1320(88)	1.2040
17.	Get involve in idle conversation during the school hour.	0(0.0)	0(0.0)	180(12)	659(43.9)	1.1200
18.	Spend a great deal of time in personal phone conversation.	1(0.1)	123(8.2)	717(47.8)	239(15.9)	1.6440
19.		360(24)	720(48)	181(12.1)	597(39.8)	2.8007
20.		182(12.1)	359(23.9)	362(24.1)		2.0840

					119(7.9)	
	Helps other teachers with their					3.4007
21.	works when they are absent.	899(59.9)	422(28.1)	60(4.0)	360(24)	
						2.4773
22.	Volunteers to do things not formally required by teaching job.	358(23.9)	360(24)	422(28.1)		
					180(12)	
						2.4400
23.		0(0.0)	840(56)	480(32)	62(4.1)	
	Takes initiatives to orient new					2.9967
24.	teachers.	478(31.9)	601(40.1)	359(23.9)		
					2(0.1)	
	Assist teachers with high					3.0760
25.	workloads and periods.	478(31.9)	660(44)	360(24)		
	Get involved in extracurricular activities.					
	Makes innovative suggestions to improve the overall quality of teaching.					
	Willingly attends programs that will contribute to the improvement of teaching, learning process.					
Overall Weighted Average						**2.7019**

Decision Rule:
0-1.49= Very Low
1.50-2.49= Low
2.50-3.49=High
3.50-4.00= Very High
Source: Fieldwork, 2019

As reported in Table 3, 59.9% of the sampled teachers acclaimed that they very often work towards achieving teachers objectives, as against 24.1% responded often, 11.9% responded not often and 4.1% for responded never. 83.6% of the teachers claimed that they very often meet the criteria for job performance, as against 15.9%, 0.3% and 0.2% of the respondents that very often, not often and never respectively meet criteria for job performance. About 27.9% of the teachers very often demonstrated expertise in teaching related tasks, while 59.8%, 12.2%, 0.1% often, not often and never demonstrated expertise in teaching related task. 39.9% very often fulfilled all the requirements for teaching job, responses for often stood at 47.9%, responses for not often stood at 12.1% while 0.1% acclaimed never. Responses to punctuality at school stood at 23.9% for very often, 36.1% for often, 39.9% for not often and 0.1%for never. Response for punctuality in classes stood at 24% for very

often, 60% for often, 12% for not often, and 4% for never. 31.9% of the respondents claimed to very often make innovative suggestion to improve the overall quality of teaching, 40.1% often do so, 23.9% not often did so while 4.1% never did so. 31.9% of the respondents very often willingly attend programmes that will contribute to the improvement of teaching and learning process, 44% often willingly did so, 24% not often did so while 0.1% of the respondents never did so. The overall weighed average from table 3 above, reflected that on the average, teachers sampled in the study possessed attributes of high level of job performance of an overall weighed average of 2.70 against the expected of 2.50.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Durbin Watson
2	.752a	.743	.748	3.21760	.743	7.761	3	1497	1.633

a. Predictors: (Constant), Teacher Training Progammes
b. Dependent variable: job satisfaction and job performance

Hypothesis One

There will be no significant combined influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on public secondary school teacher job satisfaction and performance in Oyo State.

Model Summary

MANOVAb

Model		Sum of Squares	df	Mean Square	F	Sig.
2	Regression	750.373	3	250.124	7.761	.001a
	Residual	51242.34	1497	22.230		
	Total	51992.713	1500			

a. Predictors: (Constant), Teacher Training Programmes
b. Dependent variables: job satisfaction and job performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Durbin Watson
2	.752a	.743	.748	3.21760	.212	7.761	3	1497	1.633

Hypothesis Two

There will be no significant combined influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on public secondary school teacher job satisfaction in Oyo State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Durbin Watson
					R Square Change	F Change	df1	df2	
1	.733a	.713	.723	4.77811	.713	4.919	5	1495	1.612

a. Predictors: (Constant), Teacher Training Programmes

b. Dependent variable: job satisfaction

The result showed that teacher training programmes combined (regular courses, workshops, seminars, and academic conferences) exerted a significant positive influence on job satisfaction and performance of public secondary school teachers in Oyo State, with $P<0.05$. R^2 is 74% and Standard Error estimated mean is 3.2176. Hence the null hypothesis is rejected while the alternative is accepted; there is significant combined influence of teacher training on job satisfaction and performance of public secondary school teachers in Oyo State.

ANOVAb

Model		Sum of Squares	df	Mean Square	F	sig
1	Regression	825.333	5	165.067	4.919	0.01
	Residual	50167.38	1495	33.557		
	Total	50992.713	1500			

a. Predictors: (Constant), Teacher Training Programmes

b. Dependent variable: job satisfaction

The result showed that teacher training programmes combined (regular courses, workshops, seminars, and academic conferences) exerted a significant positive influence on job satisfaction of public

secondary school teachers in Oyo State, with $P<0.05$. R^2 is 71.3% and Standard Error Estimated Mean is 4.7781. Hence the null hypothesis is rejected while the alternative is accepted; there is significant combined influence of teacher training on job satisfaction of public secondary school teachers in Oyo State.

Hypothesis Three

There will be no significant relative influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on public secondary school teacher job satisfaction in Oyo State.

Coefficients a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.125	.557		335.859	.000
	Regular courses	.527	.353	.052	5.354	.001
	Workshops	.523	.355	.043	3.936	.000
	Seminars	.564	0.368	.045	3.968	.002
	Academic Conferences	.517	.364	.041	3.829	.003

a. Dependent Variable: Job Satisfaction

The result showed that teacher training (regular courses, workshops, seminars, and academic conferences) exerted a relative significant positive influence on job satisfaction of public secondary school teachers in Oyo State. Specific Coefficient estimate stood at 0.527($p = 0.001 < 0.05$) for regular courses, 0.523($p = 0.000 < 0.05$) for workshops, 0.564 ($p = 0.002 < 0.05$) for seminars and 0.517($p = 0.003 < 0.05$) for academic conferences. Therefore the null hypothesis is rejected while the alternative is accepted; there is significant relative influence of teacher training on job satisfaction of public secondary school teachers in Oyo State.

Hypothesis Four

There will be significant combined influence of teacher training programmes (regular courses, workshops, seminar and academic conferences) on teacher job performance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Durbin Watson
1	.620a	.600	.600	3.66400	.600	4.705	4	1261	1.500

a. Predictors: (Constant), Teacher Training Programmes

b. Dependent variable: job satisfaction

ANOVAb

Model	Sum of Squares	df	Mean Square	F	sig
1 Regression	702.210	4	165.067	4.705	0.001
Residual	40022.27	1496	33.557		
Total	40724.480	1500			

a. Predictors: (Constant), Teachers Education Training Variable

b. Dependent variable: job performance

The result showed that teacher training programmes combined (regular courses, workshops, seminar, and academic conferences) exerted a significant positive impact on job performance of public secondary teachers in Oyo State with $P<0.05$. R^2 is 60.0% and Standard Error Estimated Mean is 3.664. Hence the null hypothesis is rejected while the alternative is accepted; there is significant combined influence of teacher training on job performance of public secondary school teachers in Oyo State.

Hypothesis Five

There will be no significant relative influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on public secondary school teacher job performance in Oyo State.

Coefficientsa

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	45.014	.435		113.638	.000
	Academic conferences	.316	.121	.074	2.132	.002
	Workshops	.312	.133	.065	1.814	.003
	Seminars	.353	.146	.067	1.835	.003
	Conferences	.306	.142	.060	1.607	.000

a. Dependent Variable: Teachers Job Performance

The result showed that teacher training exerted a relative significant positive influence on teacher job performance. Specific Coefficient estimate stood at 0.316($p = 0.002 < 0.05$) for regular courses, 0.312($p = 0.003 < 0.05$) for workshops, 0.353 ($p = 0.003 < 0.05$) for seminars and 0.306($p = 0.000 < 0.05$) for academic conferences. Therefore, the null hypothesis is rejected while the alternative is accepted, there is significant relative influence of teacher training on job performance of public secondary school teachers in Oyo State.

Hypothesis Six

There will be no significant gender difference in the job satisfaction of public secondary school teachers in Oyo State.

Gender Difference

Variable	Gender	N	Mean	Std Dev	Std Error Mean	t	P
Job satisfaction	Female	895	56.486	7.231	0.1567	.639	0.001
	Male	605	37.852	5.237	0.1987		

significant at 0.05 level of significance.

The result showed that average score of female teachers' level of job satisfaction was 56.486 while that of male is 37.852. Skewed statistics revealed that the distribution of teacher job satisfaction was positively skewed. Independent t-test statistics revealed that there was significant gender difference in public secondary schools' teacher job satisfaction. Therefore, the null hypothesis is rejected while the alternative is accepted; there is significant difference in the job satisfaction of male and female public secondary school teachers in Oyo State.

Hypothesis Seven

There will be no significant gender difference in the job performance of public secondary school teachers in Oyo State.

Gender Difference

Variable	Gender	N	Mean	Std Dev	Std Error Mean	t	P
Job performance	Female	895	67.597	8.222	0.1471	-3.639	0.120
	Male	605	48.963	6.997	0.1714		

significant at 0.05 level of significance.

The result showed that average score of female teachers' level of job performance was 67.597 while that of male was 48.96. Skewed statistics revealed that the distribution of teacher job performance was negatively skewed. Independent t-test statistics revealed that there was no significant gender difference in public secondary school teacher job performance in Oyo State. Therefore, the null hypothesis is accepted.

Discussion of Findings

For research question one, analysis of the study conducted revealed that public secondary school teachers in Oyo State seldom engaged in in-service training. The result is in consonant with the findings of some researchers which showed that teachers are rarely exposed to in-service training (Ogunleye 2017; Maduabam 1992).

For research question two, the analysis conducted in this study revealed that the level of job satisfaction of public secondary school teachers in Oyo Sate is low with the overall weighted average of 2.3802 as against 2.50. The discovery of this study agreed with the findings of some researchers which revealed that teachers are not satisfied with teaching profession because it does not enjoy due respect from the government, parents, students and the society at large (Obineli 2018; Anwoye 2018). In the same vein, other studies revealed that teachers are unsatisfied with teaching job as a result of poor salary, poor school environment and poor working condition (Aduloju 2019; Adam 2018,).

For research question three, the analysis conducted in this study revealed that the level of teacher job performance in public secondary school in Oyo State is high with overall weighted average of 2.7019 as against 2.50. These findings agreed with the findings of Dickson (2015) in a study on determinants of teacher job performance among secondary school teachers in Rivers State. On the contrary, it was discovered that teacher job performance is low as a result of incessant close of schools due to strike actions (Atto 2017).

For hypothesis one, the analysis conducted in this study revealed that teacher training programmes combined, exerted significant positive influence on job satisfaction and performance of teachers in public secondary schools in Oyo State. The result of this study is in consonant with the findings of Khan (2016) and Adeosun (2015).

For hypothesis two, the analysis conducted in this study revealed that teacher training programmes combined, exerted significant positive influence on job satisfaction of public secondary schools in Oyo State. This discovery agreed with the findings of some researchers which revealed that teacher training significantly influenced teacher job satisfaction (Aderoju 2019, Oladele 2018).

For hypothesis three, the analysis conducted in this study revealed that teacher training programmes exerted significant relative influence on

job satisfaction of teachers in public secondary schools in Oyo State. The discovery of this study aligned with the discoveries of Werang (2017), Nelson (2016) and Dan (2015).

For hypothesis four, the analysis conducted in this study revealed that teacher training programmes exerted combined significant positive influence on job performance public secondary schools in Oyo State. This discovery agreed with the findings of some researchers which indicated that in-service training programmes significantly influenced teacher job performance (Onuah 2017; Ojo 2016).

For hypothesis five, the analysis conducted in this study revealed that teacher training programmes exerted significant relative influence on teacher job performance in public secondary school in Oyo State. This discovery aligned with the findings of Fawals (2018) in a study on enhancing teacher job performance in Nigeria through professional development. In the same vein Adebajo (2019) discovered that in-service training of teachers significantly influenced the level of teacher job performance.

For hypothesis six, the analysis conducted in this study revealed that there was significant difference in job satisfaction of female and male teachers in Oyo State. The discovery of this study is in agreement with some researchers which revealed that gender notably influenced the level of job satisfaction of teachers (Beckly 2017; Kim2015).

For hypothesis seven, the analysis conducted in this study revealed that there was no significant difference in job performance of female and male teachers in public secondary schools in Oyo State. This study agreed with the discovery of Johnson (2016) in a study on exploring workers job performance and role of gender differences.

Conclusion

The study, on the basis of its findings concluded that public secondary school teachers in Oyo State were moderately satisfied with teaching profession, while they exhibited a high level of job performance. Also, public secondary school teachers in Oyo State rarely participated in in-service-training such as regular courses, workshops, seminars and academic conferences. Again, this study revealed that teacher training programmes (regular courses, seminars, workshops and academic conferences) jointly influenced teacher job satisfaction and performance.

In the same vein, job satisfaction of public secondary teachers in Oyo State was significantly influenced by gender as there was significant difference in the job satisfaction of male and female teachers. On the contrary, job performance of teachers was not influenced by gender as there was no significant difference in the job performance of male and female teachers.

Recommendations

1. The government both at the federal, state and local levels should recognise the importance of teacher training programmes and put in place necessary measures to enforce its implementation. It is important that the government should allocate enough funds for this purpose in its budget.
2. School education boards and ministries of education should regularly organize in-service training programmes for teachers. This can be carried out in conjunction with institutes or faculties of education in the universities, colleges of education, the national teachers' institutes and schools of education in the polytechnics.
3. In-service-training should be made compulsory for teachers. Teachers should be made to realise the need to keep abreast and updated in the modern trends of teaching with respect to the 21st Century teaching pedagogy.
4. As a way to ensure compliance, teachers' advancement or promotion can be attached to their in participation and attendance at in-service-training programmes. That is, teachers' exposure to in-service-training should be one of the criteria for teachers' promotion and advancement on the job.
5. Teachers should be given incentives in form of monetary support to ease the financial burden associated with the cost of in-service-training.

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Language Laboratory Availability and Usage as Predictors of Senior Secondary School Student Academic Achievement in Oral English in Ibadan South-west Local Government Area, Oyo State, Nigeria

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Abstract

The aim of this research is to examine language laboratory availability and usage as predictors of senior secondary school students' academic achievement in Oral English. The study used a questionnaire administered to two hundred randomly selected Senior Secondary School two (SSS2) students across five public and five private purposively sampled senior secondary schools in Ibadan South-West Local Government area for the research. The findings of the study revealed that the availability level of the language laboratory is very low whilst the usage level is negligible. Also, the proficiency level of the students in Ibadan South-West Local Government in Oral English is at an average level. It was also revealed that there is significant combined and relative influence of availability and usage of language laboratory on the academic achievement of the students in Oral English. There is no significant school type difference while gender differences in academic achievement of students in Oral English in Ibadan South-West Local Government area was significant. It is recommended that stakeholders should work towards

providing at least one audio-active language laboratory in each of the senior secondary schools in Ibadan Southwest Local Government area. Trainings and workshops should also be organized in order to enhance adequate usage of the language laboratories.

Keywords: Language Laboratory, Availability, Usage, Senior Students' academic achievement, Oral English.

Introduction

The English language is not the mother tongue of Nigerians. It was handed to us by the colonial masters ~~is~~ and is to be learnt as a second language. Many speakers of the English language in Nigeria undergo the process of language learning, which is a result of direct instruction in the rules of the language (Haynes**,** 2018). For some Nigerians, due to the increasing rate of urbanization, English language can be said to have become one of the first languages acquired by a good number of Nigerian children. However, there are still lapses in the way Nigerian speakers of the English language use the language**,** especially in the areas of grammatical structure**s** and phonology. This has reflected in the increasing poor–performance of Nigerian senior secondary school students in standardized examinations such as the West African Senior Secondary Certificate Examination English papers.

In Oyo state, statistics shows that between 2012 and 2017, the average percentage pass range has been 31.3%. Perhaps the 60.8% success rate in English Language in 2017 might be less impressive than it is if one considers that only 24,484 students sat ~~for~~ the English language paper which is far less than the 54,404 candidates that was recorded in 2015 which had a percentage pass range of just 18.7%. Some scholars like Meenakshi (2013) have attributed some of the struggles of non-native learners of the English language, especially in the area of speaking and pronunciation, to the interference phenomenon. It is a situation whereby the patterns of the mother tongue or first language influences influence the patterns of the target language used by the language learner. In simple terms, features of the mother tongue are reflected in the learner's use of the target language. A native speaker will definitely sound different from a non-native speaker.

Oral English is a key part of the senior secondary school English Language curriculum, which is concerned with the teaching and learning of

the usage of speech sounds, stress and intonation in the English Language. Oral English is relevant to the senior secondary school English language curriculum as the students are expected to develop the speaking skills required to effectively communicate in the language. It is aimed at improving the proficiency level of spoken English amongst English Language learners. Thus, the Oral English Examination or Test of Orals which forms part of the senior secondary school students' assessment in English language is, according to Inegbenechi (2018), aimed at testing the proficiency of the students in phonetic and phonological aspects such as vowel sounds, consonant sounds, rhymes, stress patterns and intonation. Some of the areas students are tested on include; emphatic stress, identifying words with same vowel or consonant sounds, identifying words that have a specified vowel or consonant sounds, stress patterns and so on (Inegebenechi, 2018). It must be considered that the English paper is a basic requirement for entry into the higher institution in Nigeria as a candidate must have at least a credit pass in the paper. Oral English or Test of Orals is usually the third paper for English which contains sixty questions that test candidates' ability to speak the language correctly (Inegebenechi, 2018).

It is only reasonable to concede that in order for the students to perform at an optimal level in Oral English as with other academic subjects they will sit, they have to be properly prepared by the teachers. The teaching and learning process is relevant to the chances of students performing well or poorly in any achievement test. Mohammed (2017) observed that the problem of lack of or inadequate practice is a major one that arises in the learning of spoken English as a result of absence or inadequate teaching materials and facilities. According to him, students would need intensive activities to attract them to practice listening and speaking in and out of their classes. This would include linguistic materials that contain stretches of speech to attract the learner's attention to listen and learn.

Therefore, the language laboratory is presented as appropriate for use in any programme or teaching that aims at fostering communication at normal speed, fluency and accuracy in a second or target language (Aulia, 2016). It must be striking that one of the main ends of the language laboratory is to facilitate and foster effective communication which is very key and essential to the pedagogical process. Aulia goes on to explain that

the language laboratory comprises of various technological aids such as computers, internet facilities and other techno-electronic devices. Tiwari (2016) is of the opinion that the Language laboratory can help to speed the process of internalising and adequately mastering the structures and patterns of the target language in keeping with the abilities of the learners. Pritchard (2000) classifies language laboratories into three based on the type and capacities of the equipment available. These are; listening laboratory which can also be referred to as an audio lab, audio- active laboratory and; audio-active-record laboratory. In the audio laboratory, the only function that can be operated by the learners is listening. It provides nothing other than the gramophone or tape recorder. The drawback of this installation as identified by the scholar is that the learners are passive and this could have a negative effect on the active participation required for learning to take place effectively. The teacher that uses this installation may be required to constantly monitor the learners and could be interrupting class activity in the process.

In the case of the audio-active installation, Pritchard (2000) opines that it could be the best installation for an average secondary school as it is less expensive than the audio-active-record laboratory which could be more appropriate for universities and colleges. This installation generally allows the students respond and hear their response through the headset. The idea is that they listen to the tape recorder of the same speech in the target language and are able to repeat and hear themselves as they do. It is easier for the teacher to monitor the learners at a more individualistic level in this installation as there is relative ease in accessing the problems and challenges of each learner, making it easier to correct them at their own pace. Also, the teacher will be able to adequately identify areas that need reinforcement in the previously presented materials which is an advantage over the normal classroom situation where the teacher has less flexibility.

In the audio-active-record installation, it is more complex and has more functions than the other installations. A key feature is the ability of the students to record their responses which could be of huge benefit to both learners and teachers.

However, scholars have bemoaned the low level of availability facility let alone the usage of the language laboratory. One would question how an unavailable facility can be used. Ajisafe and Okotie (2012) have

identified noticeable absence of the language laboratory in most Nigerian secondary schools and English Departments in tertiary institutions. In some cases where they are sparsely available, they are not adequately utilised. Some of the factors put forward as inhibiting the adequate availability of language laboratory and its usage include the expensive cost of building, equipping and maintaining the language laboratory. School heads are particularly putt off by the exorbitant cost of setting them up (Ajisafe & Okotie, 2012).

Classroom size is another factor that has been identified as militating against the availability and usage of the language laboratory. Ajisafe and Okotie (2012) posit that the number of students that have to use the language laboratory per time is a huge headache for most Nigerian school heads as it is well established that particularly in the public space, class sizes are usually very large. This definitely has its recourse on the success of teaching and learning as the teachers might not be able to considerably meet every student at their respective points of need.

Also, the issue of getting skilled manpower that is versed in the management and maintenance of the language laboratory is another dilemma for school heads according to Ajisafe and Okotie (2012). Some of the teachers who use the laboratory may have little or no useful skills or experience to adequately use language laboratory equipment.

Whilst the language laboratory is not to replace the teacher, its major objective is to increase the effectiveness of individual student's practice (Brenes, 2006). This way, the learners' general difficulties can be dealt with in sessions that are constructively tailored towards that area which could be segmental (vowel and consonant sounds) or supra-segmental (stress and intonation).

This study thus aims to analyse the relevance of the availability and usage of the language laboratory and the effects it could have on senior secondary school students' academic achievement in oral English examinations. Considering the generally poor performance level of the students from previous WAEC results and the observation that most works by scholars have been centered on the use of language laboratory for teaching English from a communicative approach as well as other foreign languages and also looking at the peculiarities of schools in Nigeria but Ibadan South-West, Oyo State, Nigeria has not been extensively considered, this research to this end will investigate the availability and

usage of the language laboratory as predictors of Senior Secondary School Students' Academic Achievement in Oral English by looking at the following research questions:

1. what is the availability level of the language laboratory in Senior Secondary Schools in Ibadan South-West Local Government Area?
2. what is the usage level of the language laboratory facility in teaching Oral English in Senior Secondary Schools in Ibadan South-West Local Government Area?
3. what is the proficiency level of the students in Oral English in Senior Secondary Schools in Ibadan South-West Local Government Area?
4. what type of language laboratory installation is available and used in the Senior Secondary Schools in Ibadan South-West Local Government Area?

Hypotheses

$H_0$1 There will be no significant combined influence of the availability and usage of language laboratory on students' academic achievement in Oral English.

$H_0$2 There will be no significant relative influence of the availability and usage of language laboratory on students' academic achievement in Oral English.

$H_0$3 There will be no significant school type difference in the students' academic achievement in Oral English.

$H_0$4 There will be no significant gender difference in the students' academic achievement in Oral English.

Methodology

A descriptive research design, survey type was adopted for this research so as to capture firsthand data from the field and adequately analyse same. The population of the study is all the Senior Secondary School two (SSS2) students in Ibadan South-west Local Government in both private and public schools. A total of 200 SSS2 students across private and public secondary schools formed the sample for the study. A multistage sampling technique was used. At the first stage, simple random sampling was used to select 5 public secondary schools out of 21 and 5 private secondary schools out of 25 to make a total of 10 schools. SS2 students have been

purposively selected first because they are no longer transiting and second, they are stable enough to attend to and understand questionnaire items due to their age and class. A simple random sampling technique was used to select 20 SSS2 students from each school making 200 students.

A self-made questionnaire was used to gather data for the research. The questionnaire contained three sections with Section A generating demographic data of respondents, Section B generating data for availability and usage of language laboratory while Section C generated data for proficiency level of the students in Oral English through a teacher made achievement test. The students were given the questionnaire to fill and which was retrieved immediately.

Descriptive statistical tools such as mean and standard deviation were used to analyse the research questions, while inferential statistical tools such as multiple regression and t-test were used to analyze the hypothesis at 0.05% level of significance.

Results

The study investigated language laboratory availability and usage as predictors of Senior Secondary School Students' Academic Achievement in Oral English in Ibadan South-West Local Government area of Oyo State. Two hundred (200) respondents (SSS2 students) were sampled for the study. The administered questionnaire copies were correctly filled, returned and found useful for the study.

Bio Data Information

Table 1: Sex of the Respondents

Gender	Frequency	Percentage
Male	97	48.5%
Female	103	51.5%
Total	200	100%

The table above presents the gender of the sampled respondents. The table shows that out of 200 SSS2 students sampled for the study, 97 students (48.5%) were males while 103 students (51.5%) were females. There is thus a good representation of both male and female in the study.

Table 2: Age Group of Respondents

Age Group	Frequency	Percentage
11-14 years	82	41.0%
15-18 years	118	59.0%
Total	200	100%

The table shows the data for the age group of the respondents. 82 students representing 41.0% of the respondents were between 11 and 14 years of age whilst 118 students representing 59.0% of the respondents were between 15 and 18 years of age. There were more students between 15 and 18.

Answering the Research Questions

Research Question 1: What is the availability level of the language laboratory in Senior Secondary Schools in Ibadan South-West Local Government Area?

Table 3: Availability level of Language Laboratory in Senior Secondary Schools in Ibadan South-West Oyo State

No of Language Laboratory	Frequency	Percentage
None	179	89.5%
One	10	5.0%
Two	11	5.5%
Three or more	0	0.0%
Total Weighted Mean =1.12	200	100%

Note: Mean response ranges from 0-1.4= Very low; 1.5-2.4= Low; 2.5-3.4= High; 3.5-4.0= Very high (Normal Test Value)

The analysis of responses to Research Question One on the availability level of language laboratory in Senior Secondary Schools in Ibadan South-West Oyo State presented in Table 3 above reveals that 179 respondents given as 89.5% indicated that there is no language laboratory available in their senior secondary schools while 10 respondents given as 5.0% indicated they have just one language laboratory and 11 respondents

represented by 5.5% indicated two language laboratories. None of the respondents indicated three or more language laboratories.

With the weighted mean given at 1.12, it implies that the response of the respondents indicates that the availability level of language laboratories in senior secondary schools in Ibadan South-West Local Government area of Oyo State is very low.

Research Question 2: What is the usage level of the language laboratory facility in teaching Oral English in Senior Secondary Schools in Ibadan South-West Local Government Area?

Table 4: Usage Level of the Language Laboratory Facility in Teaching Oral English in Senior Secondary Schools in Ibadan South-West Local Government Area of Oyo State.

Item	Not at all	Once a While	Regularly	Mean	Std. Deviation
I have access to computer programmemes that help me learn oral English better	140 70.0%	44 22.0%	16 8.0%	1.38	0.631
My teacher uses Language Laboratory to teach Oral English Weighted Mean= 1.27	177 88.5%	15 7.5%	8 4.0%	1.16	0.460

Note: Mean response ranges from 0-1.4 = Not at all; 1.5-2.4= Once a while; 2.5-3.0= regularly.

The analysis of the data for research question two gives figures for the usage level of the language laboratory facility in teaching Oral English in Senior Secondary Schools in Ibadan South-West Local Government. The table revealed that 140 respondents given as 70.0% indicated that they do not have access to computer programmes that help students learn Oral English better, 44 respondents representing 22.0% indicated once a while

whilst 16 respondents given as 8.0% indicated regularly thus, the mean is given at 1.38. On the other hand, 177 students, given as 88.5% indicated that their teacher never uses language laboratory to teach Oral English whilst 15 students, given as 7.5% indicated once a while and 8 respondents given as 4% indicated regularly to give the mean as 1.16. The weighted mean of 1.27 implies that the respondents indicated that the language laboratory facility in teaching Oral English in Senior Secondary Schools in Ibadan South-West Local Government area is not in use at all. Since the availability level of the language laboratory is very low, usage level is also expected to be very low.

Research Question 3: What is the proficiency level of the students in Oral English in Senior Secondary Schools in Ibadan South-West Local Government Area?

Table 5: Proficiency Level of Students in Oral English in Senior Secondary Schools in Ibadan South-West Local Government Area, Oyo State

Grade	Frequency	Percentage
Poor (1-11)	68	34.0%
Average (12-15)	42	21.0%
Good (16-20)	49	24.5%
Very Good (21-25)	41	20.5%
Excellent (26-30)	0	0.0%
Total Weighted mean = 2.32	200	100%

Note: Mean response ranges from 0-1.4= Poor; 1.5-2.4= Average; 2.5-3.4= Good; 3.5-4.4= Very Good and 4.5-5.0= Excellent.

The above table shows that 68 respondents given as 34.0% scored between 1 and 11 marks in the proficiency achievement test administered; this is graded as poor performance. Also, 42 students given as 21.0% scored between 12 and 15 marks which is graded as average performance; 49 students given as 24.5% scored between 16 and 20 marks which is graded as good performance while 41 students given at 20.5% scored between 21 and 25 marks which is graded as very good performance. None of the respondents scored above 25 marks. The

weighted mean is given as 2.32 which indicate that the proficiency level of Senior Secondary School students in Ibadan South-West is at an average level.

Research Question 4: What type of language laboratory installation is available and used in the senior secondary schools in Ibadan South-West Local Government Area?

Table 6: Type of Language Laboratory Installation Available and in Use in Senior Secondary Schools in Ibadan South-West Local Government Area, Oyo State

Language Laboratory	Frequency	Percentage
Audio Laboratory	4	2.0%
Audio Active Laboratory	7	3.5%
Audio Active Record Lab	0	0.0%
None Weighted Mean = 1.1	189	94.5%

Note: Mean response ranges from 0-1.4= Very low; 1.5-2.4= Low; 2.5-3.4=High; 3.5-4.0= Very High.

The analysis from the above table shows that only 2.0% of the respondents have the audio language laboratory installation in their school while 3.5% has the audio active laboratory. 189 respondents indicating 94.5% of the respondents do not have any of the installations in operation in their respective schools. With a weighted mean of 1.1, the type of installation is very low just as the availability and usage of language laboratory are very low.

Hypotheses Testing

Table 7: Combined Influence of Availability and Usage of Language Laboratory on Students' Academic Achievement in Oral English.

Model	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig**	**Remarks**
Regression	307.907	2	153.953			
Residual	7136.448	197	36.226	4.250	0.016	Sig.
Total	7444.355	199				
R = 0.203 R Square = 0.041 Adjusted R Square = 0.032						

Table 7 presents the analysis of Hypothesis 1 showing the combined influence of availability and usage of language laboratory on students' academic achievement in Oral English in Ibadan South-West Local Government. The table shows that the two independent variables have positive and significant combined influence with students' academic achievement in Oral English (R = 0.203). The coefficient of determination (Adjusted R Square = 0.032) showed that 32% of the total variations in students' academic achievement in senior secondary schools in Ibadan South-West Local Government is accounted for by the change in the independent variables (availability and usage of language laboratory). The linear combination of all the predictor variables was found to have significant influence with students' academic achievement ($F(2, 197) = 4.250$; $P < 0.05$. Then, the hypothesis is rejected at 0.05 level of significance. The implication of this is that availability and usage of language laboratory significantly have combined influence on students' academic achievement in Oral English in Ibadan South–West Local Government area of Oyo State.

Table 8: Relative Influence of Availability and Usage of Language Laboratory on Students' Academic Achievement in Oral English

Model	Unstandardised Coefficient		Stand. Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	18.053	3.810		4.738	0.000
Availability of Language	0.017	0.932	0.004	0.086	0.008
Laboratory	0.006	0.837	0.000	0.007	0.004
Usage of Language Laboratory					

Table 8 reveals the relative influence of availability and usage of language laboratory on the dependent variable, (students' academic achievement), this is expressed as beta weights, viz a viz availability of language laboratory ($\beta = 0.017$, $P < 0.05$) and usage of language laboratory ($\beta = 0.006$, $P < 0.05$). The results above show that the two independent variables in the study (availability and usage of language laboratory) were found to exert significant influence on students' Academic Performance in Oral English of Senior Secondary School in Ibadan South-West Local Government area of Oyo State. The implication of the result is that availability of the language laboratory is important and significant to students' Academic Performance in oral English also, the usage of the language laboratory is important as well.

Table 9: Summary of T–Test Showing School Type in the Students' Academic Achievement in Oral English

Variable	N	$\overline{X}$	SD	T	Df	Sig	Rmk
School Type: Public	100	15.66	5.461				
Private	100	14.93	6.326	0.727	198	0.468	Not Sig.
Students' Academic Achievement in Oral English	200	15.12	6.116				

Significant at 0.05 level of significance

Table 9 shows the t-test table of analysis of hypothesis three on school type difference in students' academic achievement in oral English in Senior

Secondary School in Ibadan South-West Local Government. The table reveals that there is no significant difference by school type in the Academic Performance in Oral English of the Senior Secondary School Students in Ibadan South-West Local Government. ($t = 0.727$; $df = 198$; $P > 0.05$), then, the hypothesis is not rejected at 0.05 level of significance. This implies that there is no significant school type difference in students' academic achievement in oral English in senior secondary school. The mean values for the public school and private schools in the table are given as 15.66 and 14.93 respectively while the standard deviation values for public and private schools are 5.461 and 6.326 respectively.

Table 10: Summary of T–test Showing Gender Difference in the Students' Academic Achievement in Oral English

Variable	N	$\overline{X}$	SD	T	df	Sig	Rmk
Gender: Male	97	16.58	6.934				
Female	103	13.74	4.877	3.365	198	0.001	Sig.
Students' Academic Achievement in Oral English	200	15.12	6.116				

Significant at 0.05 level of significance

Table 10 above shows the t-test table of analysis of hypothesis four on gender difference in academic achievement in oral English of students in Senior Secondary Schools in Ibadan South-West Local Government. The table revealed that there is significant difference in the gender difference in students' academic achievement in Oral English ($t = 3.365$; $df = 198$; $P < 0.05$). Thus, the hypothesis is rejected at 0.05 level of significance. This implies that there is significant gender difference in academic achievement in oral English of students in senior secondary schools Ibadan South-West Local Government area of Oyo State. The mean values for the male and female students in the table are given as 16.58 and 13.74 respectively while the standard deviation values for male and female students are 6.934 and 4.877 respectively.

Conclusion

Based on the findings of the research, the following conclusions can be made**:**

First, there are no language laboratories in Senior Secondary Schools in Ibadan South-West Local Government area. Most of the schools visited for this research lacked visible language laboratory structure and most of the students (respondents) were basically perplexed at the concept during the research.

Second, language laboratories are hardly used in the teaching and learning process of Oral English in Senior Secondary Schools in Ibadan South-West Local Government area of Oyo State Nigeria.

Third, it is somewhat comforting that the proficiency level of the Senior Secondary School Students in Ibadan South-West Local Government area of Oyo state Nigeria is at least at an average level. This however shows that there is still massive space for improvement. Perhaps with the availability and usage of the language laboratory, things can yet be better.

Fourth, that there is a significant combined influence of the availability and usage of the language laboratory on the students' academic achievement in oral English shows how immeasurable the impact of the language laboratory can be if available and adequately used.

Also, the significant relative influence of the availability and usage of the language laboratory on the students' academic achievement in oral English shows that; it is not enough to have the language laboratory but it must also be put to use where available.

In addition, the research has shown that there is no significant school type difference in the academic achievement of students in Oral English in Ibadan South-West Local Government. Therefore, a student is likely to perform well in Oral English in Ibadan South-West Local Government whether he or she attends a private or a public senior secondary school. The school type is insignificant and has no influence on their performances.

Finally, the research has suggested that there is significance in the gender difference in the students' academic achievement in oral English in

Ibadan South-West Local Government area of Oyo state. From the result, females appeared to perform better than their male counterparts.

Recommendations

The following recommendations are made based on the findings and conclusion arrived at from this research:

1. Government and all stakeholders should provide adequate language laboratory facilities in Senior Secondary Schools in Ibadan South-West Local Government area in Oyo state Nigeria. The audio- active lab has been suggested because it is less expensive than the audio-active-record installation and it provides the learners with opportunities of listening to recordings and also attempting to respond and hear what they are pronouncing whilst learning Oral English.
2. Language laboratory facilities provided must be put into use. This can be done by providing adequate orientation and training for teachers and language laboratory technologists on how to use the laboratory adequately for the purpose of teaching oral English.
3. Teachers must be able to draw up plans on how to organise the class in the language laboratory. Students are also to be allowed to use language laboratory equipment appropriately and must be closely monitored.
4 Adequate oral drills are provided for the teacher in the language laboratories to help them develop more proficiency. The learners should have access to computer programmes where needed such as Computer Based Tests (CBT), Computer Assisted Instructions (CAI), or even games and applications that help the students learn more and become better in oral English.
5. Since there is no significant difference in the school type and the achievement of students in Ibadan South-West Local Government area, it is recommended that both public and private schools are adequately provided with this facility.
6. With the result suggesting that females are more likely to perform significantly better than their male counterparts in Oral English, the researcher recommends that male students be specially helped to bridge the gap but not to the detriment of the female learners.

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Peer Group Influence as a Correlate of Secondary School Students' Motivation towards Learning in Oluyole Local Government, Ibadan

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Abstract
This study investigated peer group influence as a correlate of secondary school student's motivation towards learning in Oluyole Local Government area of Ibadan. The main purpose of this study is to determine the influence of peer group as a correlate of secondary school student's motivation towards learning. In specific terms, the study is designed to determine whether peer group influence secondary school students' motivation towards learning, the factors that can determine student's motivation towards learning, whether peer group influence determines variation in Academic Performance of male and female students, whether age does determine the extent to which peer influence affects Academic Performance of students, just to, mention a few. The researcher employed descriptive survey method for the study. The population for the study was based on all the fifty two (52) secondary schools under Oluyole local government area of Oyo state; consisting of twenty seven

(27) public secondary schools and thirty two private secondary schools. Sampling techniques used were multistage, stratified and simple random sampling technique. A multistage sampling technique was used due to two stages involved in selecting the sample. At the first stage, schools are stratified into public and private, and simple random sampling technique was used to select ten public secondary schools out of twenty seven and ten private schools out of thirty two which make a total of twenty schools. At the second stage, a simple random sampling technique was used in selecting only ten student's from the selected secondary schools from both private and public secondary schools, five from junior secondary school and five from Senior Secondary School in Oluyole Local Government area in Ibadan making a total of two hundred students. A pilot survey was carried out by administering the research instrument to ten randomly selected students who were not part of the selected respondents after which the instrument was subjected to analysis and a cronbach Alpha value 0.757 was obtained. Descriptive statistical tool such as mean and standard deviation were used to analyse the obtained data to answer three questions while person product moment correlation was used to analyse Hypotheses 1 and T-test was used to analyse Hypotheses 2 and 3. All analyses were carried out at 0.05 level of significance. The perceived motivation status of secondary school students towards learning is higher through the weighted mean of 3.24. Peer influence on the academic motivation of secondary school students towards learning is high at 2.89. Peer group influence on secondary school students' academic motivation is high at 3.02. There is significant relationship between peer group influence and secondary school students' motivation towards learning at 0.005. There is no significant gender difference in peer group influence of secondary school student's motivation towards learning at 0.958. There is no significant school type difference in secondary students' academic motivation towards learning at 197. It is recommended that students should move with peer groups that will motivate them towards learning.

Keywords: Peer group, influence, secondary school, students, motivation, learning.

Introduction

Peer group can simply be said to be people of the same age and ability, that is, the peer group is the child's own friends, and equal members of the group often have common characteristics or interests. The peer group

interests are short and temporary. More so, the children change their peer group membership as they go through different stages of development and can belong to a number of peer groups at the same time. In some cases, members' roles are less defined and change frequently in some; it may not be clear who is a member and who is not. In-group, the child holds a certain position and they are expected to think and behave in a certain standard for the group and they also have norms and values they follow.

Peer group influence is more pronounced and noted in secondary schools compared than primary schools, partly because some of the children go away from home and stay in boarding schools where parental supervision and contact is very limited. Another reason is that secondary school students are more mature. The influence of peer group on the child is great, both in and out of the school, because the tendency for members to be comfortable with the group influence may lead to aggressive behaviour (such as rioting in school). In sociology, a peer group is both a social group and a primary group of people who have similar interests. A peer group is a social group that consists of individuals of the same social status who share similar interests and are close in age. A peer group contains hierarchies and distinct patterns of behaviour. Eighteen-year-olds are not in a peer group with fourteen-year-olds even though they may be in school together, just as teachers do not belong to students' peer groups. During adolescence, peer groups tend to face dramatic changes. Peer groups also prompt students to form cliques with nicknames such as, Terror, Shark, Snake, Tempo, Blue Queen, Black Angel and so on. Students are always anxious to initiate their peers whether good or bad, they would want to go to the church or mosque due to their peer influences. Shy children may form social relationships or group networks with similarly shy peers, through which they may provide support and perhaps short-term benefits to one another. Much peer research utilises behavioral situations to assess the quality and type of peer relationships. Akinowo & Nwoha (2011), complemented by children's reports of their peers' social status are filtered through their social-cognitive interpretations of situations, which include motivations, intentions and moral judgments. Peer group could be of positive or negative, depending on the group trying to influence an individual. Peer group is negative when friends or acquaintances of a teen try to make

them do something harmful to their body or against the law. Example of behavior under negative peer includes drinking alcohol, smoking, taking drugs, cutting classes, stealing and vandalising. There are children who would ignore their own commonsense or their better judgment because "everyone is doing it". Negative peer group cannot be avoided always and it may be a fact of life through childhood, adolescence, even into adulthood. However, peer group can also be positive. According to Broussard & Garrison,(2015) a peer group is defined as a small group of similarly aged; fairly close friends, sharing the same activities. In general, peer group or cliques have two to twelve members, with an average of five or six.

Friends can encourage each other to strive for higher grades in school as well as for better performance in sports and creative activities, which is another example of positive peer group influence. When children suffer peer rejection they often feel lonely and socially dissatisfied. Rejected children also have lower self-esteem and may feel more depressed than others. Peer rejection can also lead to problems later in life, such as juvenile delinquency, mental health problems and dropping out of school, which is a frequent outcome. Despite the current effort by the current government to provide more qualified teachers, sustainable learning environment, and learning facilities needed for the pedagogical process, the Nigerian education sector is still losing its value because of some bad peer group influence. Ajibade, (2015).

Motivation is the reason for people's actions, desires and needs. It has also been described as what causes an individual to repeat a certain behavior. Simply put, motivation is the drive that energises behaviour towards a goal. Motivation to learning is defined as the meaningfulness, value and benefits of academic tasks to the learner, regardless of whether or not they are intrinsically interesting. Adekeye & Aremu, (2012), Students' academic motivation towards learning is not completely a new term. What is interesting about it is that, it is commonly assumed to be a good thing that significantly influences an individual's behavior and performance at work. Student motivation naturally has to do with the teachers, parents, the influence of peer group and also student attitude to work. It has to do with students' desire to participate in the pedagogical process within the school environment. It has to do with students' interest in discipline and control, particularly in the classroom. Therefore, it could

underlie their involvement in academic and non-academic activities, which operate in school.

Motivation is difficult to define. The word "motivation" comes from a Latin word "movers" which means to move; thus motivation can literally mean the process of arousing movement in individual. It is a very important factor which determines how successful we are at what we do. It serves as a driving force that gives us the will to accomplish tasks and eventually succeed in reaching an ultimate goal. Castrogiovanni (2002) Motivation also drives us to stick to the low fact selections and recipes required to keep our progress moving. Motivation is an influential factor in teaching and learning process. The success of learning depends on how high or low the motivation of students is. Tracy (2014) defined motivation and academic achievement as all those inner striving conditions, described as wishes, desire, urges to stimulate the interest of a person in an activity. It is therefore an inner state that stimulates and triggers behaviour. Yvonne & Kola (2015) defined motivation to learning as a competence acquired through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialisation by significant orders (especially parents and teachers). Student motivation naturally has to do with the level of peer group influence with the students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or non-involvement in academic activities. Self-Determination Theory based on quality of motivation differentiates between Autonomous Motivation (AM) that originates within an individual and controlled Motivation (CM) that originates from external sources. To determine whether Relative Autonomous Motivation (RAM), a measure of the balance between AM and CM affects Academic Performance through good study strategy and higher study effort and compare this model between subgroups.

Motivation has been shown to positively influence study strategy, academic performance, adjustment and well-being in students in the domains of education over their own personal decision making. Studying motivation, particularly in secondary school students, is important because secondary school students are easily confused and influenced through their peers. There are different theories of motivation; some focus on quantity of motivation and others on quality of motivation. Quality of

motivation depends on whether the source of motivation is internal or external (peer group). In the study conducted by, Sattar (2012) in an high school in Mojokerto which shows that the group of students who have high achievement motivation earn better learning outcomes than the group of students who have low achievement motivation. Williams & Williams (2011) Found that academic motivation significantly affected academic achievement. Likewise, Dagostino. (2015) reported a positive correlation between academic achievement and different aspects of motivation.

Learning is a relatively permanent change in behavior due to practice and experience. For learning to said have taken place, there must be the presence of learning environment. Learning environment refers to the diverse physical locations, contexts and cultures in which a student learns. Learning environment is defined as a place where teachers impact knowledge of the various subjects to students, thereby bringing them morally and guide them as regards career choice. Going by this description, it is safe to assume that peer group influence constitutes a large, if not the whole aspect of a student's learning environment.

A student success or educational outcome is influenced by the type of peer group that such student is associated with. The peer group that a student is associated with sets the perimeters of a student success and learning experience. Depending on the peer group influence, the group can either open or close the doors that lead to academic success. There are some important functions that peer groups plays which greatly influence the Academic Performance of students, they are as follows; they provide the peer group with a considerable degree of emotional security, which help in the intellectual development of the child, the peer group provides the students with a wide variety of experiences which can boost their academic performance, they also provide the opportunity for the development of loyalties that goes beyond the immediate family e.g. political and social loyalty, which are important for future adjustment, they provide opportunities for interpersonal operation, the peer group facilitates pre-adolescent transition from the family to peer orientation.

It is through these peer groups that cultures are established which will provide variations in standards of education and so on. While in their respective groups, the individual members are prepared for performance of specific tasks such as leadership role, spirit of active participation,

submissiveness, in this way, the students learn to lead and follow. These are vital requirements for effective citizenship.

On the other hand, the influence could be geared towards positive aspect of students' academic performance. For instance, the students could be influenced socially, psychologically, intellectually, and all these boost academic performance. The need for affection or closeness is often greater than the need to do the right thing. For some students who feel isolated and abandoned by members of their family, belonging to a peer group provides an individual with acceptance and security not available at home. In the Nigerian society today, the influence of peer group cannot be over-emphasised in the child's life. Peer groups are an important influence throughout one's life but they are more crucial during the developmental years of childhood and adolescence. In school, the extent to which these objectives have been achieved is determined by their level of peer group, time management as student success is reflected in their academic performance. Several factors have generally been identified as causes of poor academic performance. One of these factors may due to peer group influence.

In conclusion, therefore the influence of peer group on the academic motivation of secondary school students towards learning cannot be over emphasised. The peer group forms the main basis through which the child learns lot of empirical facts about his physical and social environment, acquisition of skills and values as well as attitude for a better future.

Hypotheses

Ho1: There will be no significant relationship between peer group influence and secondary school student's motivation towards learning in some selected secondary schools.

Ho2: There will be no significant gender difference in peer group influence of secondary school student's motivation towards learning.

Ho3: There will be no significant school type difference in secondary school students' academic motivation towards learning.

Methodology

This was a descriptive survey method for the study. Descriptive survey design was used in conducting this study since the study attempts to investigate and describe the influence of peer group as a correlate of secondary school student's motivation towards learning.

Sampling techniques used were multistage, stratified, and simple random sampling technique. A multistage sampling technique was used due to two stages involved in selecting the sample. At the first stage, schools are stratified into public and private, and simple random sampling technique was used to select 10 public secondary schools out of 27 and 10 private secondary schools out of 32 which make a total of 20 schools. At the second stage, a simple random sampling technique was used in selecting only 10 students from the selected secondary schools from both private and public secondary schools, 5 from junior secondary school and also 5 from Senior Secondary School in Oluyole Local Government Area in Ibadan making a total of 200 students.

A set of questionnaire items was structured to collect data for the study. The instruments used contains four (4) sections, A, B, C and D. Section A requires Demographic data of the participant such as Name of School, Class, Gender, Age, Number of students in the class, School type. Section B contains five (5) structured items on the perceived identical factors that can influence peer group on their academic motivation among secondary school students. Section C contains ways in which peer groups influence the academic motivation of secondary school students within Oluyole Local government area of Ibadan, and Section D contains items on the level of peer group influence. The response to the items would be based on likert's four rating scale of Strongly Agree, Agree, Disagree, Strongly Disagree. A pilot survey was carried out by administering the research instrument to ten randomly selected students who were not part of the selected respondents. The instrument was subjected to analysis and a Cronbach Alpha value 0.757 was obtained. Descriptive statistical tools such as mean and standard deviation were used to analyse the research questions while Pearson product moment correlation was used to analyse hypotheses1 and T-test was used to analyse hypotheses2 and 3. All the analyses were carried out at 0.05level of significance.

Results

Hypothesis One: There will be no significant relationship between peer group influence and secondary school students' motivation towards learning in Oluyole Local Government Area of Oyo State.

Table 4.6: Pearson Product Moment Correlation Showing the Relationship Peer Group and Secondary School Student's Motivation towards Learning

Variable	Mean	Std Deviation	N	R	P Value	Remark
Peer Group Influence	18.090	3.31312	200	0.197	0.005	*Sig
Student's Motivation towards Learning	14.450	3.13314	200			

Not Significant at 0.05 level of significance

Table 4.6 presented the analysis of hypothesis one, testing the relationship between peer group influence and secondary school students' motivation towards learning in Oluyole Local Government Area of Oyo State. The result showed that there is significant relationship between peer group influence and secondary school student's motivation towards learning, ($r = 0.197$; $P < 0.05$). Therefore the hypothesis is rejected at 0.05 level of significance. This indicates that peer group influence has relationship with secondary school student's motivation towards learning.

Hypothesis Two: There will be no significant gender difference in peer group influence of secondary school students' motivation towards learning in Oluyole Local Government Area of Oyo State.

Table 4.7: T–Test table Showing Gender Difference in Peer Group Influence of Secondary School Student's Motivation towards Learning.

Variable	N	$\bar{X}$	SD	t	Df	Sig	Rmk
Gender: Male	113	14.752	2.96868				
Female	86	14.1047	3.30073				
School Student's Motivation towards Learning	199	14.450	3.13314	1.452	197	0.958	Not. Sig.

Not Significant at 0.05 level of significance

Table 4.7 above showed the t-test table of analysis of the Hypothesis Two on gender difference in peer group influence of secondary school students' motivation towards learning in Oluyole Local Government Area of Oyo State. The table showed that there is no significant difference in peer group influence of secondary school students' motivation towards learning, ($t = 1.542$; $df = 197$; $P > 0.05$), then, the hypothesis is accepted at 0.05 level of significance. This implies that there is no significant gender difference in peer group influence of secondary school student's motivation towards learning in Oluyole Local Government Area of Oyo state. The mean values of male and female respondents are 14.752 and 14.1047 respectively while the standard deviation values for male and female respondents are 2.96868 and 3.30073 respectively.

Hypothesis Three: There will be no significant school type difference in secondary school student's academic motivation towards learning in Oluyole Local Government Area of Oyo State.

Table 4.8: T–Test table showing the School Type Difference in Secondary School Student's Academic Motivation towards Learning.

Variable	N	$\bar{X}$	SD	T	Df	Sig	Rmk
School Type: Public	100	18.0825	3.58140				
Private	100	18.0980	3.07178				
School Student's Motivation towards Learning	200	14.45 0	3.13314	1.868	197	0.180	Not Sig.

Not Significant at 0.05 level of significance

Hypothesis three was tested on significant school type difference in secondary school student's academic motivation towards learning in Oluyole Local Government Area of Oyo State and the result is presented in table 4.8 The table showed that there is no significant school type difference in secondary school student's academic motivation towards learning, ($t = 1.868$; $df = 197$; $P > 0.05$), then, the hypothesis is accepted at 0.05 level of significance. This implies that school type, (private or public) has no significant difference in the secondary school student's academic motivation towards learning in Oluyole Local Government Area of Oyo State. The mean values of public and private school are 18.0825 and 18.0980 respectively, while the standard deviation values for public school is given as 3.58140 and that of private school is given as 3.07178.

Discussion

The results of the study were discussed based on the hypotheses stated:

H_o1: From hypothesis one, result showed that there is significant relationship between peer group influence and secondary school student's motivation towards learning. This indicates that peer group influence has a relationship with secondary school students' motivation towards learning. That is, when students are influenced with the right mind of peer group, there will be a positive influence on their academic motivation towards learning thereby enhancing their learning outcomes. The finding of the study is in line with the submission of Sattar (2012), who discovered that there is significant relationship between peer group influence and secondary school student's motivation towards learning.

H_o2: Based on the result gotten from hypothesis two, there is no significance gender difference in peer group influence of secondary school student's motivation towards learning in Oluyole Local Government Area of Oyo State, result shows that it doesn't matter whether a particular student move with the same gender or not. That is, a male student is moving with a female students, a female moving with male students, or male students moving with male students and so on. This implies that there is no significant gender difference in peer group influence of secondary school student's motivation towards learning in Oluyole Local Government Area of Oyo State.

$H_0$3: From hypothesis three, results showed that there is no significant school type difference in secondary school student's academic motivation

towards learning in Oluyole Local Government Area of Oyo State. This implies that school type (private or public) has no significant difference in the secondary school student's academic motivation towards learning in Oluyole Local Government Area of Oyo state. The finding of this result is in line with the submission of who discovered that there is no significant school type difference in secondary school student's motivation towards learning. He later went further by saying that the school a student attend as nothing to do with the academic motivation of student (public and private), it is left for such student to choose the type of peer group he or she wants to keep or belong to.

Conclusion

Peer group influence plays a major role in the motivation status of secondary school student towards learning.

The following purposes are found to be factors influencing student's motivation towards learning as well like environmental factor, family factor, to mention a few. It seems that the peer group a student interacts with has either negative or positive influence on their academic performance. Another conclusion made by the researcher is that when students mix with their peers, they tend to be greatly influenced with their behaviour thereby having a change of mind and behaviour. Keeping friends that will add good value to secondary students is another way at which students can be motivated to learn. Students' motivation is therefore anything done to make student happy, satisfied, dedicated, and committed in such a way that they bring out their best in their various learning activities. A student who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualisation.

There are different theories of motivation; some focus on quantity of motivation and others on quality of motivation. Quality of motivation depends on whether the source of motivation is internal or external (peer group).

Peer group influence could be geared towards positive aspect of student learning performance, for instance, the student could be influenced socially, psychologically, intellectually and all these boost learning performance of the student. Examples are, forming reading group, going to the library, anxious to join others in answering questions

in the classroom and making friends with brilliant students especially in the area of mathematics, English Language, Social Studies and so on. For some students who feel isolated, rejected and abandoned by members of their family, being a member of a peer group provides such individual with acceptance and security not available at home.

Understanding the nature, magnitude, significance and implication of peer group influence in education is very crucial and important for the productivity of educational processes and the organisation design of school systems in our country's educational sector and around the globe. As a result of the various attitudes, skills and knowledge are acquired through role-play.

Recommendations

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

1. students should move with peer group that will add positive value to their life and motivate them towards learning.
2. students should always have people of like mind in their group that can help them to improve their academic motivation towards learning.
3. parents should always take note the type of the peers that their child (ren) keep at school so as to enhance their academic motivation status towards learning.

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Virtual Teaching, Learning and Sustainable Development in Nigeria: Issues, Challenges and Prospects

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Abstract

Education, irrespective of the way it is acquired, underlies the development of all nations of the world. Online strategies of acquiring education, such as virtual or e-learning, which are the twenty-first Century approaches to education delivery; are particularly important in countries bedeviled with staff union strikes, like Nigeria. Depending on the cause(s) of the strikes, learning can continue online between tutors and students. Virtual teaching and learning take place in virtual classrooms, where tutors and students may not face one another. Teaching and learning, including tests, assignments and other classroom activities, are conducted online, where computer and internet facilities are available. This is practised in developed countries and can also be practiced in developing countries like Nigeria, provided education can be well funded, corruption reduced and virtual classrooms can be established. If Nigeria is to participate in virtual teaching and learning, education must be funded generously, develop the political will to embark on virtual education programmes, provide computers and internet services all over the country and train teachers that will handle the programme adequately. Unless and until the steps listed above are taken, it may be difficult, if not impossible, to embark on virtual teaching and learning in Nigeria.

Keywords: Virtual learning, Teaching, Sustainable Development, Issues, Challenges, Prospects.

Introduction

Education plays a very significant role in the life of people, whether in developed, developing or less developed countries of the world. Education remains a veritable tool for the development of individuals, communities and nations of the world. It is only through teaching and learning that the acquisition of knowledge, skills, attitudes, habits and all manner of competencies can be acquired (Eze, 2017; Jhingan, 2011; Mole, 2011. According to Saljo (2000) learning and knowledge are key factors linked to people perceptions of economic and social development. Education may be acquired through all manner of methodologies, including the traditional and modern methods of teaching and learning.

This is because, many individuals learn in different ways (Maison, 2017). There are visual learners (those that have to see what is taught before they can understand), auditory learners (those that learn through listening or who must hear before they can understand) as well as those who must feel or touch and practice with, before they can understand. It is for this reason that learning tools and methodologies have continued to be revised and improved upon, to be able to make things easy for every learner. Today, apart from the traditional methods of teaching and learning which take place at homes, in classrooms or lecture halls, where teachers have a face-to-face contact with students, new methods of teaching, which depend on computers, the internet and other modern devices and which do not require that teachers interact with students on a face-to-face basis are also in use, particularly in developed countries of the world. This can be very helpful in countries that are bedeviled with staff union strikes like Nigeria.

Objective of the Article

The main objective of this article is to explore the issues, challenges and prospects of virtual teaching and learning (which is a modern method) and how Nigeria can utilise the prospects or recommendations in it for the purpose of embarking on it and thus ensure the sustainable development of the nation.

Conceptual Clarifications

This section of the paper presents the clarifications or explanations of the key concepts discussed in this article and the contexts in which they are

used. Such concepts include virtual teaching, virtual learning and sustainable development. Since it is difficult to discuss virtual teaching and learning without reference to modern technological and internet developments, the concept of e-learning will also be explained in the light of its relationship with virtual teaching and learning.

Virtual Learning

Virtual Learning is a learning experience that is enhanced through utilising computers and/or the internet both outside and inside the facilities of the educational organisation. The instruction most commonly takes place in an online environment (Researchgate, 2018a). Virtual Learning uses computers software, the internet or both to deliver instruction to students. This minimises the need for teachers and students to share a classroom. Instruction is presented by a teacher but that teacher is not usually, physically present with the students.

Virtual Teaching

Virtual Teaching is a teaching experience in which the teaching activities are carried out online, whereby the teacher and learners are physically separated in terms of place, time or both. This type of teaching takes place in a virtual classroom, which is a teaching and learning environment where participants can interact, communicate, view and discuss presentations and even engage with learning resources while working in groups, all in an online setting.

Virtual Classroom

A virtual classroom is an online learning environment that allows for live interactions between the tutor and the learners as they are participating in learning activities. The most common tools found in a virtual classroom include facilities for video conferencing, online whiteboard for real time collaboration, instant messaging tools, participatory controls and breakout rooms (Researchgate, 2018a).

Sustainable Development

The concept of sustainable development has been defined by Daku, Zachi and Lato (2016); as the combination of social development, economic development and environmental protection. They contended that there is

a strong linkage between sustainable development and higher education generally and university education in particular. The thrust of this article is to explore in what ways virtual learning can contribute to the development of total persons, who can contribute to sustainable Nigerian national development, not just through the development of their skills, knowledge and the morality they may acquire, but also through what Tracy and Chee (2003) called the twelve (12) disciplines of leadership. To these authors, leaders that can facilitate sustainable development must be disciplined in the areas of leadership excellence, clarity, self-control and self-responsibility, character, competence, competitiveness, creativity, courage, caring about people, change management, concentration and personal excellence. It is the anticipation of this, that virtual learning, if and when properly handled in excellent learning environments, can and should go some way in raising Nigerian leaders with the disciplined attributes leaders should possess, as itemised by Tracy and Chee (2003). According to Wikipedia, the free encyclopedia, sustainable development is the organizing principle for meeting human development goals while simultaneously sustaining the ability of natural systems to provide the natural resources and ecosystem services based upon which the economy and society depend. This implies that as resources are expended in this generation, steps are taken not to jeopardise the future generational opportunities.

Steps should be taken by government to infuse updated and relevant subjects and topics into the national education curriculum, in order to produce graduates that can facilitate the execution of sustainable social, economic, political and cultural development of Nigeria.

E-learning

E-learning has been described or defined variously by different authors. Fry (2010) defined E-learning as a delivery of training and education through networked interactivity and distribution of technologies. Ojwang (2012) saw it as the intentional use of networked information and communications technology in teaching and learning. He added that e-learning comprised a lot more than online learning and that it included virtual learning, distributed learning, networked or web-based learning. It could use networked or stand-alone computers and other electronic devices. To Khan (2005), e-learning utilizes different technologies and

methods, such as Computer-Based Training (CBT), Internet-Based Training (IBT), Web-Based Instruction (WBI), Advanced Distributed Learning (ADL), Distance Learning (DL), Online Learning (OL), Mobile Learning (ML) as well as Learning Management System (LMS) (Dondo, Okpe and Gbough, 2019).

Virtual Learning and E-learning

From the definitions of both virtual and e-learning proffered in the preceding paragraphs, it has become very clear that virtual and e-learning have so many things in common and that they inter-relate very closely. The methodologies adopted for both virtual and e-learning are almost all the same. Both of them depend, largely, on computers, the internet and other technological devices. It is, therefore, clear from the definitions that both virtual and e-learning interdepend and rely on each other for the success of their operations.

Issues in Implementation of Virtual Learning

Virtual learning has largely, been accepted and is in use, especially in developed countries of the world. Virtual, like e-learning, is among the latest waves of the 21st Century education strategies, and it is believed to be having a fair show around the world, despite the challenges posed for both instructors and students. Implementing virtual learning strategy demands that instructors put in intensive work and time to design the instructions. Students who will benefit from such instructions; need to equip themselves with lots of technical proficiency to be able to decode the course materials (Kumar, 2015). Kumar identified five challenges faced by students in virtual as well as e-learning classes. The issues include adaptability struggle, technical issues, level of computer literacy, time management and self-motivation. These challenges are explained in the following ways:

***Adaptability Struggle*:** It has to do with switching from traditional classroom and face-to-face instructor training to computer-based training in a virtual classroom. This makes learning experience entirely different for students. Many times, students resistance to change does not allow them to adapt to online learning environment. It takes them time to get accustomed to Course Management System (CMS) and the methods of

computer-based education. Students with traditional mindset tend to find it difficult to adapt to the modern online learning strategy.

- ***Technical Issues*:** Such issues relate to strong internet connections which online courses require. These are largely absent, especially in developing countries, and where this happens, students fail to catch-up with their virtual classmates. Weak internet monitors make it difficult for the affected students to follow the course management system (CMS) and therefore, their learning experience becomes problematic. Those of them who live off-campus will find it difficult to keep in tune with the technical requirements of their chosen course.

- ***Computer Literacy*:** It is a very common problem among students and even tutors, especially in developing countries. Many students cannot operate, even such basic computer programmes as Microsoft Word and PowerPoint and therefore, are not able to handle their files. Also, many of them cannot fix basic computer problems due to lack of basic knowledge in this area. But technological proficiency is a must for all students and tutors for following online courses. It enables students and teachers to manage their assignments and courseware in an organised manner and without struggling.

- ***Time Management*:** It is critical to both tutors and students of virtual and e-learning. Online courses are intensive in nature and require efficient time management. Students must develop time management habits to be able to succeed in their programmes. Most of the time, adults prefer web-based learning programmes because of their place and time flexibility, unfortunately they rarely have the time to take the courses due to their various everyday commitments. Students who wish to succeed in online studies need to develop regular schedule planning habits and be willing to even employ the use of reminders for their courses and assignments.

- ***Self-motivation*:** It is a virtual and e-learning requirement that students must cultivate to remain on their online programmes. Students need to find the motivation to follow the new educational

trends and to also properly equip themselves for future challenges in e-learning. Self-motivation will assist them to persist in their search for knowledge irrespective of difficulties that many confront them.

There is the issue of how to establish a virtual classroom environment. A virtual classroom is an online environment that allows for live interaction between the tutor and the learners as they are participating in learning activities. It is a shared online environment, where both tutor and students undertake learning activities. Such environments require internet service, a computer or smartphone, a microphone and a software tool for hosting live stream events and other technological information and communications equipment (Samba, 2019). Also, Ozgur, (2015) gave a list of the equipment to use in a virtual classroom as including web-based equipment such as functioning computer, a good internet connection, a vision conference software, a microphone and a webcam. However, the issue of poor power supply, poor or non-existent internet services in Nigeria, makes it rather difficult for the country to embark on virtual teaching and learning at all levels of education. This is so because the countrys budgetary allocation to education is usually below 10% of the total national budget against the 26% prescribed by UNESCO in 2011.

Benefits of Virtual Learning

The Researchgate organisation (2018b) identified five benefits of virtual classroom teaching and learning over the traditional classroom and methodologies. They include increased convenience, schedule flexibility, knowledge retention, immediate feedback, increased participation and engagement of participants during the lesson. They also claimed that virtual learning environment enhances the combination of structure and freedom. While the environment provides the structure, both teachers and students are afforded the flexibility to act as and when they are ready and willing. Students and teachers have access to coursework from anywhere and anytime that suits them. Students can do their assignments even when they are out of town or on business trip.

Combination of Structure and Freedom

Many online degree programmes are built on a structure of weekly assignments and due dates that you must meet. This happens whether the student requires to take online tests, posting home-works, papers and projects, watching a faculty presentation or participating in a discussion with fellow classmates. However, within the programmes structure, students have the freedom to choose the test times to participate, which will fit properly into their schedules.

Effective Time Management

Online education provides a welcome environment for working adults, who need to balance work and family with the demands of school work. Workers save hours every week, not having to commute back and forth to classes on campus. Going back to school as a worker, sharpens ones time management skills because one has to be disciplined enough to find time to study at home.

Expanded World View

Virtual learning programmes, can attract students from all parts of the world and this will bring different perspectives from diverse cultures. Students are afforded the opportunities to work on group projects and collaborate with international classmates. Insights into other business cultures, attitudes and problem-solving approaches are gained and these can inform ones future approaches to problems and opportunities.

Asynchronous Discussions with Classmates

The student has the opportunity to attend class from anywhere. Student can participate in discussions, add his/her posts, submit his/her lessons and it usually works perfectly, with perfect internet facilities. In a virtual classroom, discussions do not cease just because the time is up. Students have the opportunity of formulating their ideas, even when they are out for their runs, and posting them when they return home for their colleagues to see and benefit from.

Immediate Feedback on Tests

Virtual teaching and learning situations or environments do not delay feedback to students and teachers. Students usually take their tests online

and these are scored immediately they submit their work. Thus they can quickly see where they did well and where they did not, and therefore, need improvement.

Sharpened Digital Skills

As students who engage in virtual learning increase their knowledge and skills in their areas of study, they also improve on their digital skills on the most sophisticated online learning technology. They gain greater confidence and become more highly productive in using online tools, such as online tests, drop boxes for homework, collaboration tools, e-mail communications to faculty and fellow students or classmates and video presentations by faculty.

Challenges of Virtual Teaching and Learning

Among the disadvantages or challenges of virtual teaching and learning, according to Redlaunch (2011), Otuka (2010) and Onyegagbu and Eze (2011) includes the following:

(a) online student feedback is limited. A student is told that he or she has done or has not done well in a test, but he or she is left to find out what is wrong. The teacher is not immediately around to explain what has gone wrong.

(b) virtual education, based on e-learning, can cause social isolation. Whereas the traditional classroom environment encourages group study, where students interact with one another on a face-to-face basis, e-learning can take place with the student, working alone, in an isolated environment.

(c) e-learning requires strong self-motivation and time management skills, which many students may not have and these can jeopardise their efforts.

(d) online students run the risk of lack of communicational skills development because they do not study in company of other students. They lack the opportunity to communicate with other people and this affects their communicational skills.

(e) the task of preventing cheating by students during online assessments by teachers is very complicated. Whereas, in a traditional classroom situation, teachers have the opportunity of facing students directly and preventing them from cheating during

tests, in virtual learning environments, students are far away from teachers and cannot be supervised directly. They may, therefore, cheat during tests and assignments, without the teacher detecting easily and immediately.

(f) Nigerian educational institutions lack the technological, infrastructural and internet facilities that virtual learning and/or teaching can thrive on. Teachers and students do not enjoy the benefit of the supply of computers, laptops, overhead projectors and a host of other gadgets that can support the creation of virtual learning environments.

(g) Education is generally very poorly funded in Nigeria. In a number of cases, not only is education poorly funded, even the little fund allocated to education is poorly managed, misapplied and/or out rightly embezzled. This in a way affects the running of virtual classes.

(h) Power or electricity supply in Nigeria remains epileptic and is interrupted at will and therefore, can hardly support a sustainable virtual learning programme.

(i) Nigeria lacks the required skilled manpower to install and manage any sustainable virtual teaching and learning programme. Many lecturers or tutors do not have the required computer literacy and knowledge they need to be able to teach students in virtual study environments and government appears reluctant to send them to training programmes that can improve their knowledge and skills in computer studies.

(j) There is a general lack of political will to embark on virtual learning by leaders in Nigeria. This makes them reluctant to set up virtual classrooms that are well equipped and can facilitate the teaching and learning by tutors and students.

Conclusion

Education, everywhere in the world and at all times, underlies the development of individuals, communities, economies and all facets of natural life and this appears to explain why the methods of its delivery have kept evolving and improving over time. From the traditional methods of education delivery, which encouraged face-to-face interactions between teachers, students and among themselves, we now have modern

methods of education delivery, such as virtual and e-learning strategies, in which teachers do not need to interact in a face-to-face situation, with their students. These 21st century strategies of education delivery, of course, have their benefits and challenges. In countries like Nigeria, where staff and student union strikes are the order of the day, embracing the modern methods of education delivery would certainly be an added advantage in their effort to establish and entrench sustainable national development.

From available records, these 21st century methods of education delivery, have been adopted by developed countries of the world, where internet services, computers and other technological devices required by the modern methods abound. Power supply is hardly ever interrupted. These, unfortunately, are not yet so well established in developing countries, like Nigeria. This, most likely, is why many developing countries are finding it difficult to embark on using the modern methods of education delivery. Since high quality education underlies development, including sustainable development, then developing countries must strive to embark on adopting the modern methods, which can deliver education to learners even in times of staff and/or student union strikes. All that developing nations (among them, Nigeria) need to do is to develop the requisite political will and decide to improve on the funding of education.

Virtual education is expensive, since it thrives on the internet, computers and several other technological devices. Nigeria, particularly, must improve on its power supply to sustain the internet and computer services, required by virtual and e-learning programmes. If Nigeria cannot develop the political will, improve on education funding, procure the internet and computer services as well as improve on her supply of electricity to the nation, she may as well forget about embarking on virtual education delivery strategies for now.

Way Forward

Having regard to the challenges and benefits of virtual education, it is hereby recommended:

- Policy makers and the government should adopt the attitudes of being willing to participate in it. Such attitudes can inform the political will to engage in it and that, in turn, can lead to the

government changing its mind about the budgetary allocation to education every year.

- Virtual teaching and learning, which can only take place in virtual learning environments, is cost-intensive and requires generous financial allocation to education in Nigerias annual budgets. If funding of education improves, and given the requisite political will, virtual classrooms will be provided with all the necessary equipment that facilitate virtual teaching and learning in Nigeria.

- Virtual teaching and learning can only take place if and when teachers are given requisite knowledge and skills in computer education. Teachers should be exposed to all training programmes — such as in-service training, study leave with pay, workshops, seminars and other short-term training programmes, so that they can improve on their knowledge and skills of the computer and information and communications technology (ICT). Students should also be exposed to basic computer knowledge and skills so that they can cope with lessons that their teachers may deliver in their virtual classrooms.

- Government and parents should assist in motivating the teachers and students in order to sustain their interest in virtual teaching and learning. Steps should be taken by government to infuse updated and relevant subjects and topics into the national educational curriculum, in order to produce graduates that can facilitate the execution of sustainable social, economic, political and cultural development of Nigeria.

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Ogun State and Environmental Pollution: The Place of the Church

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Abstract
Climate disasters are on the rise with pollution as one of the major causes. Around 70 per cent of disasters are now climate related – up from around 50 per cent for more than two decades ago. The study explored the issue of environmental crises which is one of the major concerns for humanity. These environmental pollution related disasters take a heavier human toll and come with high impact. The cost of responding to such disasters has risen tenfold between 1992 and 2008. Destructive sudden heavy rains, intense tropical storms, repeated flooding and droughts are likely to increase, as will the vulnerability of local communities in the absence of strong concerted action from all quarters. Therefore, this paper concluded that an environmental and ecological crisis, pollution in particular, demands the active role of the Church for solution in such a way that it will foster development. To tackle these identified environmental pollutions and its attendant ecological crises like depletion, desertification and deforestation, climate changes, drought and floods and other natural problems with pollution topping the list threatening life on earth, this paper recommended among other things that stemming environmental and ecological crisis demands that the Church take into account ecological norms as part of the mandate of Jesus in Matthew 28: 19-20 which is to preach the good news.

Keywords: Church, Climate, Environmental Pollution, Ogun State, Pollutant, Religion.

Introduction

Little works were written about the synergy between the Environment and Religion vis-à-vis man's exploitative tendencies and their resulting effects until White's lecture, 'The historical roots of present-day ecologic crisis' was delivered on December 26, 1966, at the Washington meeting of the American Association for the Advancement of Science (AAAS). In the article that was later published in the Journal 'Science' in 1967, White conjectured that 'the Christians' influence in the middle Ages were the root of ecological crisis in the 20th century' (Alabi, 2017). White's article was based on the premise that 'all forms of life modify their context,' that is: we all create change in our environment. He believed man's relationship with the natural environment was always a dynamic and interactive one, even in the middle ages, but marked the Industrial Revolution as a fundamental turning point in our ecological history. He suggested that 'at this point the hypotheses of science were married to the possibilities of technology and our ability to destroy and exploit the environment was vastly increased.'

Nevertheless, he also suggested that the mentality of the Industrial Revolution, that the earth was a resource for human consumption, was much older than the actuality of machinery, and has its roots in medieval Christianity and attitudes towards nature. He further suggested that what people do about their ecology depends on what they think about themselves in relation to things around them. Citing the Genesis creation story he argued that:

> *Judeo-Christian theology had swept away pagan animism and normalized exploitation of the natural world because: (1) The Bible asserts man's dominion over nature and establishes a trend of anthropocentrism. (2)Christianity makes distinction between man (formed in God's image) and the rest of creation, which has no soul or reason and is thus inferior.*

Driving his point home, he posited that these beliefs have led to an indifference towards nature which continues to impact in an industrial, 'post-Christian' world. He concluded that applying more science and technology to the problem won't help, that it is humanity's fundamental ideas about nature that must change; one must abandon superior,

contemptuous attitudes that make man willing to use the earth for his slightest whim.' White suggests adopting St. Francis of Assisi as a model in imagining a 'democracy' of creation in which all creatures are respected and man's rule over creation is delimited (Alabi, 2017).

However, brilliant his views and accurate he thought he was, White's ideas set off an extended debate about the role of religion in creating and sustaining the West's destructive attitude towards the exploitation of the natural world. It also galvanized interest in the relationship between history, nature and the evolution of ideas, thus stimulating new fields of study like environmental history and eco-theology. However, many saw his argument as a direct attack on Christianity and other Bible commentators think his analysis of the impact of the Bible, and especially Genesis is misguided. They argued that Genesis provides man with model of 'stewardship' rather than dominion, and asks man to take care of the world's environment.

It is well established that everything in this universe, including the sun, moon, stars, and galaxies are created by God with a purpose and in a balanced way. The Bible in Genesis 1: 1-31states categorically about the proportionate nature of everything created by God. It also informs that the environment is not meant for human beings alone, but for all of His creatures. This may be beautifully summarised as follows: And every kind of thing is produced on the earth in due balance and measure. The mineral kingdom supports the vegetable and they in their turn support the animal, and there is a link of mutual dependence between them. Excess is eliminated; the waste of one is made the food of another, and vice versa. And this is a chain of gradation and inter-dependence.

Attempts are being made at different levels to check the menace of environmental pollution in recent times. The June 1972 world conference on human environment in Stockholm which was attended by 112 countries and which consequently led to the creation of the United Nations Environmental Programme (UNEP) marked the beginning of such steps. Twenty years after, in June 1992, the United Nations Conference on Environment and Development (UNCED) met at Rio de Janeiro and came up with some principles which are relevant to sustainable development. In Nigeria, the 1987 dumping of toxic waste in Koko village in Delta State forced the Federal Government to promulgate the Harmful Waste Decree 42 of 1988, which led to the establishment of the then

Federal Environmental Protection Agency (FEPA). The Agency and other relevant Ministries were later merged to form the Federal Ministry of Environment in 1999. To address the challenges of effective enforcement of environmental laws, standards and regulations therefore, the National Environmental Standards and Regulations Enforcement Agency (NESREA) was established in 2007 (NESREA, 2013).

The Environment

However, recently the role of environment in the survival of human race became better understood and it became clear that environment is a global common heritage which is only on lease to any particular human generation and therefore must be used with utmost care for generations following to be able to meet their environmental and developmental needs. Defining the environment, Alabi opined that:

> *Environmental Pollution is any discharge of material or energy into water, land, or air that causes or may cause acute (short-term) or chronic (long-term) detriment to the Earth's ecological balance or that lowers the quality of life. Pollutants may cause primary damage, with direct identifiable impact on the environment, or secondary damage in the form of minor perturbations in the delicate balance of the biological food web that are detectable only over long time periods. Recorded evidence has also shown that the environment represents a wide range of the external circumstances, conditions and the things that affect the existences and development of an individual organism, group, and or society (2017: 10).*

In another development, quoting Bajah and Youdeowei Alabi (2017:15) simplify the term environment as follow,

> *Environment is about the things which we find around us. These things are important and affect our lives in many ways. It is the area around us. Our environment contains many things; some things in the environment are living while other things are non-living.*

The above simplification of the environment seems to lay more emphasis on the fact that the envionment belongs to both man, animals,

and plants. They further aver that many factors contribute to the environmental changes around us. As human beings act, some of the actions cause changes in the environment and these changes affect lives in many ways because all created beings depend on the environment for almost everything.

Environmental Pollutant

Ahmad, Hashim, and Al Hachim (1997) identified five major pollutants of the water, land, air and atmosphere: natural phenomena like sunshine; toxic chemicals and gases; fossil fuels like coal, gas and oil; minerals like mercury; and the nuclear explosion. There are scientists, however, who preach the gospel of anthropogenic (man-made) carbon dioxide-generated global warming. Some human factors attributed to environmental degradation include deforestation, industrialisation, urbanisation, conflicts and overpopulation, among others. Relying upon this, Ologunorisa (2011) identified four salient causes of climatic variation ascribed to human activities: increase in the $C0_2$ content of the atmosphere; artificial generation of heat; interference with the ozone layer by pollution; and alteration in the earth's albedo.

From the above, it could be seen that the emission of greenhouse gases is due largely to an ever increasing rate of human population which culminates in human struggle for survival through agricultural and industrial activities which consequently lead to ecological degradation, global warming and greenhouse gases emission. The new religious movements in Nigeria, however, have joined the band of environmental polluters in their evangelisation bids and serious competitions among themselves through acquisition and clearing of vast land for camp purposes, with no regard for their adverse implications on the environment. This paper aims at studying how religious activities have resulted in excessive burning of fossil fuels, artificial generation of heat and deforestation and land clearing, all of which are the causes of environmental pollution. The focus of this study is on Ogun State in particular and Nigeria in general where adherents of Christianity and Islam compete in exploiting the environment. There are also the African Traditional Religion practitioners who carry out activities that cause environmental degradation.

Ogun State and Pollution

One of the areas hit by Pollution is Ogun State, South Western part of Nigeria. This can be attributed to the degradation of the cattle waste, cattle feed, burning of cow skin and horns using tyres and hot discharges, which are mostly oxygen demanding. Vehicular emission from the busy express road which is washed by rain and run into the water is a major contributor of heavy metals and other oxygen demanding substances in this area. Gasoline, heavy-duty oil and lubricating oil are all supplemented with additives, such as metallic soaps and organic metal compounds e.g., tetraethyl lead in gasoline and molybdenum sulphide in lubricating oil. These metals then found their ways into the environment when the oils are combusted or disposed of in an environmentally inappropriate ways.

For instance, Ogun river around the cattle market, Isheri, along Ibadan-Lagos express road is presently being overstressed by pollution loads mainly from the cattle market and the pollutants can be said to be from the cattle waste, feeds, slaughter houses and run-off from the busy express road etc. Hence, the water around the market is presently been polluted. This needs to be checked since accumulation of the pollutants over time will have detrimental effects on the Lagos lagoon, which is the final sink.

Although, river purify itself through the process of dilution and mixing, sorption and sedimentation in physical processes, solubility, acid-base and redox reactions, digestion, respiration and photosynthesis in biological processes. It is never restored back to its pristine freshness due to the type of pollution, the type and quantity of the biomass, the river profile, the geometry of the bio-top, pH, temperature, depth and availability of dissolved oxygen and also, trace metals which are not usually eliminated from the aquatic ecosystem by natural processes, in contrast to most organic pollutants. Thus, they tend to accumulate in bottom sediment from where they may be released into water by various processes of remobilization and in changing form especially during mining can move up the biologic chain, thereby reaching human beings where they produce chronic and acute ailments.

Increased levels of nitrogen and phosphorus were observed around the cattle market and the N:P ratio was calculated and found to be around 91%. This will have a negative impact on the water, since

phosphorus concentration in excess of 0.015 mg LG^{1} and nitrogen concentration of about 0.3 mg LG^{1} are sufficient to cause algal bloom. Again, Phosphorus is the limiting nutrient in fresh water aquatic systems and it functions as the growth-limiting factor because is usually present in very low concentration. Excessive concentrations of phosphorus can quickly cause extensive growth of aquatic plants and algal blooms. Concentration of phosphate was higher than that of nitrate in most points around the cattle market. Atmospheric nitrogen also rains down into streams, lakes, rivers and coastal waters and the increased nitrogen then contributes to the algae blooms that deprive fish and other aquatic organisms of oxygen (Oketola and Osibanjo, 2006). Thus, high nitrogen and phosphorus in water leads to algal bloom and eventually, eutrophication, which is excessive enrichment of water body with nutrients whose consequences are detrimental to the life forms in the water.

Religion, a Factor in Pollution

There also exist various religious injunctions concerning man's interaction with the environment for sustainable development. However, it seems that both the divine laws and man-made laws on environmental preservation are not respected by the so called "men of God". The story of Joseph narrated in the Bible is highly relevant here. Joseph received a report that Pharaoh, the then king of Egypt had a dream where he saw seven lean cows devouring seven fat cows and seven green ears of corn, and then seven withered ones (Genesis 41: 1-7). Joseph interpreted the dream to mean seven years of abundant harvest to be followed by seven years of famine (Gen. 41: 25-32). To ensure sustainable food and economic development, Joseph suggested that "for seven years you shall sow continuously, then what you reap leave it on the ear, except a little whereof you eat" (Gen. 41: 33-37). In essence, Christianity enjoins that unless the excesses in utilization of the resources are checked, no sustainable development can take place. Religious bodies are therefore expected to save for the rainy days and to think of the future generation. As Taeb and Kambu (2008, p. 25) explained, "the quest for sustainable development is to ensure the future generations to enjoy life as much as we do." This is also the essence of the Brundtland Report which sees sustainable development as a development that "meets the need of the

present without compromising the ability of future generations to meet their needs" (Reid, 1995). The proliferation of places of worship may be seen as a sign of development, but if spirituality is downplayed, such a development is not sustainable. Spirituality should be such as to affect the mind and spirit, and reflect in the actions and deeds of those who profess the religion.

Religion has been considered by scholars to be relevant to any climate change discourse. This, according to Coward (cited in Posas, 2007), is for three reasons. One, religion is a major part of human civilisation and its wisdom may offer guidance. Two, many people believe in one or another religion, and hence an appeal for individual environmental responsibility could be affected by using the instrumentality of religion. Finally, religion can also facilitate diverse states to cooperate at international level to tackle environmental problems such as global climate change. Yet, adherents of religions are contributing directly and indirectly to environmental pollution. The proliferation of places of worship, retreat camps and religious villages has influenced different religious bodies to adopt means of exploiting the nature in order to meet their objectives. It has been observed that most of these activities are carried out for commercialisation rather than spiritualisation. Rev. Mathew Kukah is highly critical of the insincerity of the Pentecostal pastors and the merchandising of religion. According to him, "many prosperity pastors today have no time for those on the periphery of our national life where the poor are. The main focus of these brands of religion now is fellowship and business with religion sprinkled to add flavour" (Kukah, 2007, pp. 38-39). That church owners compete among themselves for land acquisition and construction of multi-million naira churches is beautifully captured by Abioje (2011) in such newspaper headlines as: "Prophet T. B. Joshua's Synagogue Splashes N18m on 38 Plots of Land: Plans to Build Multi-million Naira Cathedral"; "Pastors Bimbo & Taiwo Odukoya Buy N250 Million Land"; "Bishop Mike Okonkwo Renovates Church with Millions of Naira"; and "Kris Okotie Squanders N30m on Presidential Project: Cannot Pay His Workers." Many so-called religious luminaries prefer, according to the Catholic Bishop of Issele-Uku Diocese (Waapela, 2006) to remain in the "business of religion" because it is more lucrative than being an editor of a newspaper. There are other religious activities in Nigeria that lead to environmental pollution which need to be discussed.

Public Address System and Noise Pollution

Just as manufacturing equipment in industries, vehicles, aircrafts and guns are sources of noise pollution in the environment; mounting of amplifiers during religious programmes is also considered to contribute to noise pollution. Using amplifiers to call devotees to *ṣalāh* (daily obligatory prayers), is understandable. Its use, however, for non-obligatory purposes may lead to noise pollution. It is not sure whether these religious bodies are conversant with the dictate of their religion on neighbourliness. The Qurʾān, for instance, enjoins thus: "And be moderate (or show no insolence) in your walking, and lower your voice. Verily, the harshest of all voices is the braying of the asses" (Adebayo, 2013).

Likewise, there are many churches that use powerful loudspeakers and other musical instruments during vigil, open air crusade service, Sunday service and others causing disturbances and inconvenience for those living in the vicinity of these churches. This has forced some people, especially the tenants, to abandon their homes and relocate to other less-noisy areas. Adesupo, (2011) reported that in Ibadan, the Oyo State capital, a landlord abandoned his home and relocated to another area as he could no longer tolerate sleepless nights as a result of vigil programme of a nearby church which used powerful public address system and musical instrument. Those who could not vacate their homes are forced to endure and tolerate the noise from places of worship, all in the name of God. Noise pollution is also caused by conferences of different religious bodies, especially the New Religious Movements situated along Lagos-Ibadan Expressway. As described by Falako, (2010) noise pollution is also occasioned by heavy traffic during conferences, sirens from V.I.Ps who attend religious programmes, mobile record players and jingles during mobilization for religious programmes, generating plants and indiscriminate blowing of horns by drivers who become impatient and aggressive on the highway during such programmes. The annual *Mawlud Nabiyy* celebration organised by the Tijaniyyah brotherhood of Shaykh Muhammadul-Awwal in Omupo, Kwara State causes traffic congestion and hardships to people. In addition, during the prayer sessions of many churches and Muslim organisations, powerful public address system is used. Indeed, noise pollution has been identified as the source of hearing impairment, sleeplessness, stress, high blood pressure and other cardiovascular problems and nervous disorders (Abdur-Raheem, 2010).

It is worth noting that the National Environmental Standards and Regulations Enforcement Agency (NESREA) were established as a parastal of the Federal Ministry of Environment, Housing and Urban Development. The Agency enacted a noise standard and control regulation to ensure "a healthy environment for all Nigerians, the tranquillity of their surroundings and their psychological well-being by regulating noise level, prescribing the minimum permissible noise level from a facility or activity to which a person may be exposed" (NBF News, 2012). However, this Agency seems unable to enforce their rules in places of worship. The Kwara State Town Planning Authority did demolish many shops and houses at Tanke area in Ilorin early March 2013 for their closeness to the main road. However, churches and mosques close to the main road were left untouched.

Religious Festivals

Environmental pollution is also caused by religious festivals. Despite Islam's emphasis on modesty in everything, be it religious or otherwise, and on avoiding harm to others, Muslims continue to celebrate festivals in a lavish and extravagant ways. During celebration of Mawlud Nabiyy and such socio-religious programmes like naming, marriage and fidāʾ (post funeral prayer) programmes, roads are blocked and loudspeakers are used causing hardships to many. Of particular note is September 10, 2001, a woman drove through a public road barricaded by a group of Muslim worshippers during a Friday service which led to communal riots which claimed many lives and property in Jos, the capital of Plateau State (Adebayo, 2012).

In the month of December every year, during which Christmas is celebrated with a series of threatening and frightening explosions of bangers and thunder-like knock-outs. Such celebrations often cause motor accidents and unnecessary tensions which are not favourable to human health. The December 26, 2012 inferno at Jankara Market, Lagos, was traced to a spark from a fire cracker warehouse. Explosions from the "knockouts" of the warehouse was said to have added more to the panic of the residents in the area who thought it was a bomb that exploded. The incidence claimed one life, razed eight buildings and injured forty persons. Eventually, the State Government banned the sale of such explosives in the State.

Deforestation

It is well-known in Nigeria that serious damage has been done to the nation's ecological system by different religious bodies through indiscriminate felling of trees on the vast area of land acquired for camps or retreats. Felling a tree has implications on the climate, as trees are preservers of human climate. They maintain a balance in global temperature and climate by absorbing carbon dioxide, gases and releasing oxygen for human consumption. They also provide shades for man and serve as speed breaker for winds. It is therefore not a surprise that the Prophet enjoined planting of trees and forbade destruction of trees, saying, "even if you fear that the world would end tomorrow, you should plant a tree". Falako (2010)–identified eighteen different religious groups that occupy vast areas of land from the Old Ibadan toll gate to the Lagos end of the road.

Filth Hazard

In addition, another serious threat to the ecological system caused by abuse of religion is filth hazard from human wastes, nylons of sachet water popularly called "pure water" and other wastes. Places where religious programmes like Mawlud Nabiyy, revivals or retreat take place are littered with different types of filthy human wastes and nylons of sachet water. Organisers of such religious programmes do not make adequate provisions for human and material wastes. These are left at the discretion of those who attend them. Though the provision for water for ablution is taken care of by organisers of religious programmes, no provision has been made for adequate disposal of human wastes. Similarly, many mosques leave their urinals channel to the nearest gutter which causes not merely offensive odours but also provides breeding grounds for mosquitoes.

In African traditional religion, sacrifices and offerings are crucial. Awolalu and Dopamu (1979) identified some categories of sacrifice in West African religion and materials offered to divinities in the form of sacrifice. Such items like sheep, goat, fowl, cow, pigeon, egg, yam, rice, porridge and other food items are used for different categories of sacrifice. Such sacrificial items are thrown into the river to appease the divinities of the waters, rivers, lakes and streams and thus pollute water. The consumption of water from such source leads to dysentery, typhoid, cholera and other water-borne diseases. Sacrifices made and presented to

the idols in their shrines or at cross-roads also constitute health hazard, as they are mostly left to decay and become contaminated.

As a step further, it has been observed that religion is being dragged into communal feud, political favouritism and some other ideological misconceptions in Nigeria. During such religious conflicts, burning of people's property and places of worship no doubt adds to emission of hazardous gases. The religious conflicts are either between Muslims and Christians or between Muslims and the traditional worshippers. Salisu (2009) identified instances of bloody clashes between the Muslims and the traditional worshippers of Egungun in Abule-Okuta, Bariga suburb of Lagos; and the Muslims and Orò worshippers in Ìjebú-Ode, Ogun State. Such clashes had led to obstruction of commercial activities, marauding, looting of merchandise and blocking of traffic flow. During any of such religious clashes, tear gas and other threatening instrument are used by the law enforcing agencies to bring normalcy to the crises areas, while soldiers with armoured tanks are seen patrolling the streets and sirens blown all over the areas. Added to this is the high rate of the migration of people from trouble spot to places of safety. This no doubt constitutes another means through which hazardous gases are burnt to the air.

Conclusion

Ernest Haced, the German biologist, who coined the term "environmental pollution, defined it as the comprehensive science of the relationship of the organism to the environment. Naturally, the relationship, if not interfered with is an aesthetic pattern of exhilarating harm. This harm a theologian described as what God was talking about in the context of socio-religious reflection Deuteronomy 23: 12 – 14. It is evident that man and the environment are partners in progress. The environment is subjected to man to use to his satisfaction but man must, in return, render services to the environment as he is dependent on it. The implication of this, in the opinion of Omer, (2004), is that man will witness no peace in a situation where his attitude towards nature and the natural environment is based upon exploitation, aggression and war. The world is in a State of environmental disarray: a state in which living organisms can no longer survive on their natural habit because the abiotic support has been damaged in the name of human economic and social development.

Way Forward

1) The way forward is that, people need to come back to God's commandments to be able to solve any of the environmental crises.
2) The Church should revisit the Biblical teachings of Jesus Christ on discipleship as stated in Mathew 28 verses 18 to 22.
3) Church leaders should as a matter of urgency lay more emphasis on the rapture, as this will prepare the minds of Christians and remind them of the importance of holy living to the larger society.
4) Beliefs should become lights of divinity in the kosmos, social system of men. They should be the opposite of all darkness.

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Psychometric Instruments Review and Usage Adaptation among Nigerian Study Populations in Work-Family Conflict Studies: Case Study of the University of Benin, Benin City, Nigeria

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Abstract
The purpose of this paper is to review some Psychometric instruments commonly utilised in the Work-Family Conflict Studies and to adopt them for use among the Nigerian study populations. Broadly speaking, the majority of the Psychometric instruments used in conducting research in Africa vis-a-viz, Nigeria are alien and foreign to these researchers. In order to have to be validated to suit local use, this is the gap, vacuum and loophole that this study seeks to fill. Validity and reliability analyses of these Psychometric instruments for use among the Nigerian populations were determined by administering the questionnaires on a sample of 100 participants randomly selected from 375 staff of the University of Benin, Benin City South-South Nigeria and whose results were not included in the main study. Validity and reliability analyses were evaluated with the Cronbach alpha coefficient by utilising the IBM statistical package for the social scientists (IBM SPSS) version 22 for windows with an alpha correlation coefficient of between 0.71 and 0.86 the results showed that the Psychometric instruments were valid and reliable for Nigerian study populations. The study recommends that more studies of this nature should be undertaken by Work-Family Conflict Researchers.

Keywords: Job Demands Sub-Scale, Time Management Behaviour Scale, Social Support Scale, Psychological Empowerment Scale, Psychometric Instruments.

Introduction

Work and family are about the two major areas in which adults are engaged simultaneously. In the course of this engagement, conflict occurs as a result of the critical variables of time and energy that are needed to be expended on each domain. Almost always, they are not enough to be spent on the two domains and consequently, stress occurs.

The regularity of the conflict between work and family has been in existence since antiquity. For example, Kahn, Wolf, Quinn. Snoek and Rosenthal as early as 1964 found that one third of their male employees were concerned with the extent to which their jobs interfered with their family lives. On the one hand, theories that have been advanced to enhance our understanding of the work and family constructs were reviewed. At the other extreme, some empirical studies that have been conducted in this realm of enquiry were also reviewed. They have argued that conflict arises as a result of the different roles that an individual may assume simultaneously thus making it difficult for the individual to fulfill the responsibilities within one domain as a result of demands in another.

Greenhaus and Beautell (1985) expanded the concept of inter-role conflict and in doing so, applied it to work-family domains. Greenhaus and Beautell (1985) defined inter-role conflict as a form of role conflict in which participation in different roles leads to opposing pressures., and role pressures from the work and family domains which are mutually incompatible in some respect." Consequently, this seminal study provided the theoretical underpinning for the concept of work-family conflict.

Statement of the Problem

The majority of the Psychometric instruments used in conducting research in Africa vis-a-vis, Nigeria are alien and foreign to these researchers. In order to have to be validated to suit local use, this is the gap, vacuum and loophole that this study seeks to fill.

Objective of the Study

This study review some Psychometric Instruments and adapt some Psychometric Instruments for Local (Nigerian) use.

By reviewing some of the Psychometric Instruments commonly used in the Work-Family Conflict Literature, Researcher will find it easier to conduct their studies since this study incorporates into one volume most of the instruments used by them.

Studies that examine the validity and reliability of Psychometric Instruments have been largely un-explored and un-charted in the Literature. This particular study becomes very handy in this regard.

Moreover, studies that engage in the adaptation of Psychometric Instruments among staff of Nigerian universities have not been systematically conducted whether in the U.S. Canada or any other Western Country including Africa with particular reference to Nigeria. This study will awaken interest among Work-Family Conflict Researchers in this direction.

From a theoretical and conceptual perspective, the term scope means the area or field of activity and the range covered by an activity, subject or research topic. Thus, the scope or area of study of this research is the staff of the University of Benin, Benin City, South-South, Nigeria.

Methodology

The participants for this study were 375 staff of the University of Benin, Benin City, South-South Nigeria whose ages were between 25 years and 60 years with a mean age of 42.5 years. They were drawn from the entire staff of 6,250 of the University of Benin, Benin City, South-South Nigeria, and was obtained by using the Yamane (1967) statistical distribution formula for computing sample sizes from finite populations. Out of these 375 employees, 91 of them (representing 24%) were academic staff. (See Table 1 below). 142 were Senior Non- Academic Staff (representing 38%). (See Table 1 below). Finally, 142 were Junior Non-Academic Staff (representing 38%). (See Table 1 below).

Validity and reliability analyses of these Psychometric instruments for use among the Nigerian populations were determined by administering the questionnaires on a sample of 100 participants randomly selected from 375 staff of the University of Benin, Benin City South-South Nigeria and whose results were not included in the main study. Validity and reliability analyses were evaluated with the Cronbach alpha coefficient by utilising the IBM statistical package for the social scientists (IBM SPSS)

version 22 for windows with an alpha correlation coefficient of between 0.71 and 0.86 the results showed that the Psychometric instruments were valid and reliable for Nigerian study populations.

Table 1: Distribution of the Study Population

Designation	Population	Sample size	Percentage
Academic Staff	1,524	91	24%
Senior Non-Academic Staff	2,498	142	38%
Junior Non-Academic Staff	2,498	142	38%
Total	**6,520**	**375**	**100%**

Source: Researcher's Field Study, 2019.

Study Population

The study population refers to the sum total or aggregation of all the relevant elements in which data and information are sought and the identifiable set of elements of interest to the researcher (Nnedum, 2013). In Edo State, the University of Benin is located in Benin City, Nigeria which is the Administrative Headquarters of Edo State of Nigeria. According to the National Population Commission of Nigeria (NPCN), (2006 Census), the population of Edo State is 4,564,290, whilst the population of Benin, Benin City, Nigeria is about 1,352,417. The sample populations of the main study and the pilot study were derived from the population of the inhabitants of Benin City, Edo State, South-South Geo-Political Zone of Nigeria. However, accessible population is the population that can possibly be reached. The accessible population of the staff of the University of Benin, Benin City, Nigeria is 6,250. According to the Staff Nominal Roll of the University of Benin, Benin City, Nigeria as at June 2014, the academic staff was 1,524 whilst the non-academic staff was 4.726. Consequently, the sample population for this study was derived from the eligible accessible population which consisted of the entire academic and the non-academic staff of the University of Benin, Benin City, Nigeria.

From the list of states in the South-South Geo-Political Zone of Nigeria, a state was selected for the present study. The names of the states were each written on a separate piece of paper, folded and put inside a bowl thus: Edo State, Delta State, Rivers State, Cross River State, Bayelsa State and Akwa Ibom State. One out of the six states was

selected by means of the systematic simple random method without replacement consecutively and formed the target state for the study. In doing so, Edo State was systematically and randomly selected for the study. Using the same procedure, names of the universities namely, University of Benin, Benin City, Ambrose Alii University Ekpoma, Benson Idahosa University, Benin City; Igbinedion University, Okada; Samuel Adegboyega University, Ogwa and Wellspring University, Benin City, were written on pieces of papers and dropped in a bowl, and the simple random sampling technique was adopted for selecting one university which was used for both the pilot and main studies. In doing so, the University of Benin, Benin City was systematically and randomly selected as the target organisation and or university for both the pilot and main studies.

However, it should be stated that a finite population is the population whose size or number is already known. The statistical distribution formula for the determination of the sample size from i finite population was developed by Yamane (1967). Since the population of this study is finite, an appropriate size determination formula for finite population characteristics was used. The formula is stated below:

$$n \qquad N$$
$$1+N(e)^2$$

Where:

n=the target sample size

N= the finite population

e= the level of significance (0.05)

1= Unity (a constant).

As it was stated in the preceding section, the target sample population of the staff of the University of Benin, Benin City, Nigeria is 6,250. Consequently, the researcher sampled 375 staff out of the entire study population of 6,250 staff for the pilot and main studies based on the above Yamane (1967) formula as computed below:

$$\frac{6,250}{1+6,250(0.0025)}$$
$$= 16.625.$$
$$=\frac{6.250}{16.625}$$
$$=375.939.$$

The 375 staff were sampled, and it was thought to be adequate to represent the entire population based on the statistical distribution formula for the determination of the sample size from a finite population of study developed by Yamane (1967).

Results

Psychometric Instruments

(i) Jobs Demands Sub-Scale

The Job Demands Sub-Scale was adapted from the original Job Demands Resources Scale developed by Jackson and Rothmann (2005). The Job Demands Resources Scale consists of 48 items about pace and amount of work, mental load, emotional load, variety in work, opportunities to learn, independence in work, relationship with colleagues, relationship with immediate supervisor, ambiguities about work, information, communications, participation, contact responsibilities, uncertainty about the future, remuneration, and career possibilities. The items of the scale are rated on a four-point Likert format ranging from 1 =(Never) to 4=-(Always). Jackson and Rothmann (2005) found that the dimension of the Job Demands Resources Scale consisted of seven reliable factors namely, organisational support (alpha=0.88), growth opportunities (alpha=0.80,) overload (alpha=0.75), job insecurity (alpha=0.90), relationship with colleagues (alpha=0.76), control (alpha=0.90), and rewards (alpha=0.78). With an alpha coefficient of between 0.75 and 0.90 obtained, Jackson and Rothmann (2005) maintained that the scale showed acceptable internal consistency reliability. However, for the present study, the job demands resources scale was adapted by using the job demands sub-scale which is a-25-item sub-scale because the interest of the present study was job demands.

The validity and reliability (the psychometric properties) of the sub-scale were carried out by sampling 100 participants (via a pilot study) randomly selected from the study population that were not part of the study sample. Validity and reliability analyses were evaluated with the Cronbach Alpha Coefficient using the IBM Statistical Package for the Social Sciences (IBM SPSS) Version 22 for Windows. A Cronbach Alpha Coefficient of 0.81 was obtained thus indicating that the Job Demands Sub-Scale is a valid and reliable scale for studying job demands among participants of Nigerian origin.(See Table 2 below).

(ii) Time Management Behaviour Scale

Time Management Behaviour Scale developed by Macan, Shahani, Dipboye and Philips, 1990) was used in measuring Time Management Behaviour of the participants of the present study. The scale has three sub-scales: planning, mechanics (e.g., making-to-do-lists) and planning for organisation (e.g., having preference for an orderly way of working). The scale as it was originally designed by Macan et al., (1990), is a five-point Likert rating scale. It has 29 items and was administered on 353 respondents and yielded a reliability coefficient of 0.72. For the current study however, the scale was adapted from the original five-point rating scale to a four-point Likert rating scale ranging from "Seldomly True" to "Frequently True." The validity and reliability indices of this scale for use among Nigerian samples and by implication, for the current study were determined by administering the questionnaire on a sample of 100 participants randomly selected from the study population and whose results were not included in the mam study. Validity and reliability analyses were evaluated with the Cronbach alpha coefficient utilising the IBM Statistical Package for the Social Sciences (IBM SPSS) Version 22 for Windows. With an alpha correlation coefficient of 0.85, the result showed that the Time Management Behavioural Scale is valid and reliable for use for this study and for Nigerian study populations (see table 2 below).

(iii) Work-Family Conflict Scale

In the literature on industrial and organisational psychology, one of the most widely studied topics is work-family conflict, and measuring instruments or scales are frequently utilised. There are countless numbers of scales and the choice of any scale for any study by researchers is purely

by choice and probably discretionary. In the present study and amongst the numerous numbers of these available scales, the researcher utilised the work-family conflict scale by Netemeyer, Boles and McMurrian (1996). The use of this strand of work-family conflict scale by this researcher was purely by choice and convenience.

The Work-Family Conflict Scale developed by Netemeyer et al., (1996) consists of two sub-scales: Work-Family Conflict and Family-Work Conflict. The work-family conflict scale is a-10-item self-report scale with five statements for each sub-scale intended to measure the level of work-family conflict experience of employees. Each sub-scale consists of five items with a seven-point Likert rating scale where 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Neutral, 5=Slightly Agree, 6=Agree, 7=Strongly Agree. Netemeyer et al., (1996) described high internal consistency of the five items sub-scales for both WFC and FWC as Cronbach alpha range of 0.82 and 0.90 respectively. The scale measures the respondent's degree of agreement with each statement; and all items of the scale are directly scored.

For the purpose of the present study, the scale was adapted. In this connection, a-four-point rating scale was utilised instead of the seven-point rating scale originally developed by Netemeyer et al., (1996). The validity and reliability indices of this scale for use among Nigerian study participants were determined by administering the questionnaire on a sample of 100 participants randomly selected from the study population. Validity and reliability indices among Nigerian participants were evaluated with the Cronbach alpha correlation coefficient by utilising the IBM Statistical Package for the Social Sciences (IBM SPSS) Version 22 for Windows. A Cronbach alpha coefficient of 0.82 was obtained implying that the scale is both valid and reliable among Nigerian study participants and therefore, is adequate for use for this study (See table 2 below). The Work-Family Conflict Scale has a good internal consistency with a Cronbach alpha coefficient of 0.82.

(iv) Social Support Scale

The Social Support scale was originally developed by Cohen and Hoberman (1983). However, Cohen, Mermelstein, Kamarck and Hoberman (1985) having been interested in the role Social Supports play in protecting people from the pathogenic effects of stress, developed

their own version of the scale within the context of the limitations of earlier work.

According to Cohen et al., (1985), Social Supports mean the resources that are provided by other persons. Cohen et al., (1985) posit that although many researchers have investigated and in some cases, found evidence for a "buffering" hypothesis-that Social Support protects persons from the pathogenic effects of stress, but nevertheless, it is relatively unimportant to people who are not exposed to stress. Moreover, Cohen et al., (1985) purport that there are difficulties in interpreting this literature for a variety of reasons. First, there are almost as many measures of Social Support as there are studies. Hence, according to these researchers i.e., Cohen et al, (1985), it is difficult to do a comparison of studies and to determine why support works as stress buffer in some cases, but not in others. Second, in the vast majority of works, support measures are used without regard to their psychometric properties or their appropriateness for the questions under study. For example, studies using measures for assessing the structure of social networks (e.g., how many friends do you have'?) are seldom distinguished from those addressing the functions that networks might serve (e.g., do you have someone you can talk to about personal problems?).

Cohen et al., (1985), in pushing forward this line of argument, reasoned that structural and functional items are thrown up together into single Social Support indices resulting in scores that have little conceptual meaning. Within the context of the limitations of earlier work, Cohen et al., (1985) developed their own version of the Social Support instrument to study the support buffering process. The scale is a 40-item scale made up of four subscales as follows: (1) Tangible Support Sub-Scale which comprises of 10 items (2) Belonging Support Sub-Scale with 10 items (3) Self-Esteem Support Sub-Scale with 10 items (4) Appraisal Support Sub-Scale comprising of 10 items. Participants rate each items statement on how true or false they believe it is for themselves. All answers are given on a 4-point scale ranging from "Definitely True"=4 to "Definitely False."=1. The validity and reliability coefficients of the scale among Nigerian study participants for the present study were evaluated via a pilot study by sampling 100 participants randomly selected from the study population that were not part of the main study. Cronbach alpha correlation coefficient was measured by using the IBM Statistical Package

for the Social Sciences (IBM SPSS) Version 22 for Windows. An Alpha Coefficient of 0.71 was obtained. Thus, the instrument was deemed to be both valid and reliable for this study and by extension, the Nigerian study populations and or participants. (see table 2 below).

(v) Psychological Empowerment Scale

The psychological empowerment scale was developed by Spreitzer (1995) and it is used for measuring a psychological construct called psychological empowerment. It is a self-report questionnaire, and designed to measure the four dimensions of psychological empowerment. The four dimensions of the scale are: meaning, competence, autonomy (self-determination) and impact. It has 12-items with 3-items for each dimension of the scale, and is measured on a seven-point Likert-like scale ranging from "Very Strongly Disagree" (0) to Very Strongly Agree"= (6). Spreitzer (1995) measured the reliability of the scale by using a sample of 393 middle level employees drawn from an industrial organisation and an insurance company. Cronbach alpha coefficient obtained was 0.72. However, for the current study, the scale was adapted. Thus, a four-point Likert like rating scale was used ranging from "Strongly Disagree =(l) to Strongly Agree"=(4) instead of the seven-point rating scale as was originally conceived of and designed by Spreitzer (1995). The validity and reliability indices of the scale for Nigerian populations were measured in a pilot study by utilising 100 participants randomly selected from the study population and whose data were not part of the main study sample. Cronbach alpha coefficient was evaluated by using the IBM Statistical Package for the Social Sciences (IBM SPSS) Version 22 for Windows. An alpha coefficient of 0.82 was obtained. Thus, the instrument was adjudged to be valid and reliable for the current study and indeed, for Nigerian study participants (See Table 2 below). The Psychological Empowerment Scale has a good internal consistency.

Table 2: Table of Reliability Statistics of the Study Variables

Variable	No of Items	Cronbach Alpha
Job Demands	25	0.81
Time Management	29	0.85
Work-Family Conflict	10	0.82
Social Support	40	0.71
Psychological Empowerment	12	0.82

Source: Pilot Study, 2019.

Conclusion

The purpose of this paper was (i) to review some psychometric instruments commonly used in the conduct of research in the interplay between the work and family domains and (ii) to validate and adapt these instruments for use among the Nigerian study populations. The rationale behind this endeavour is to provide "readymade" instruments in psychology especially in Industrial and Organisational Psychology with an especial reference to the work and family conflict research studies more readily available for research. The instruments specifically reviewed, validated and adapted for use among the Nigerian study populations were the Job Demands Sub-Scale, Time Management Behaviour Scale, the Work-Family Conflict Scale, the Social Support Scale and the Psychological Empowerment Scale.

Recommendation

Researchers in the area of industrial and organisational psychology should be encouraged to focus on a very extensive review of Psychometric Instruments in order to understand them better. The reason is that a great majority of them is alien to Africans and / or Nigerians.

Those Psychometric Instruments that are available locally should be adapted by evaluating their validity and reliability indices. This will ensure that these measuring instruments are readily available to researchers of Work-Family Conflict.

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Class Size Indices as Predictors of Teachers' Job Performance in Private and Public Secondary Schools in Ibadan Metropolis, Oyo State, Nigeria

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Abstract

Class size indices as predictors of teachers' job performance in private and public secondary schools in Ibadan Metropolis, Oyo State of Nigeria, were investigated in this study. Descriptive survey research design was used and it was questionnaire based. The population of the study comprised public and private secondary school teachers in Ibadan Metropolis, Oyo State of Nigeria. Multi-stage, cluster, purposive and simple random sampling techniques were used to select 1,320 teachers (male and female) from the selected public and private secondary schools for the study. Two research questions were raised while two hypotheses were formulated. The data collected for the study were analyzed using descriptive analysis, simple regression analysis and t-test. All the hypotheses were tested at 5 % level of significance. Among others, the study revealed that class size has significant combined influence on teachers' job performance in both public and private secondary schools in Ibadan Metropolis of Oyo State, Nigeria. As a result of the findings, it was recommended that more classroom blocks should be constructed in many public schools and some private schools to ensure moderate class size in Ibadan Metropolis.

Keywords: Class size and teachers' job performance, private and public secondary schools, Ibadan Metropolis, Oyo State, Nigeria.

Introduction

Performance of teachers in secondary schools in Nigeria has been a great concern to educational stakeholders. The researcher observed that some years back, stakeholders believe teachers' performance is nothing to write home about and felt that their performance of is below projection especially when their productivity is evaluated vis-a-vis the quality of students they produce to the society. As a result of this, stakeholders seem to have lost dependence in teachers especially in public secondary schools. This made many of these stakeholders to take their wards to private schools thereby paying through their noses to get the kind of standard they want for their wards. This seemingly poor performance of secondary school teachers is a serious risk to teaching and learning activities and the society at large and requires prompt consideration and solution. It is evident that the recommendation of UNESCO as per the approved student-teacher ratio of (25:1) has not been complied with in Nigeria especially in public schools, causing: overcrowding in classrooms, leading to teaching-learning activities to take place under trees while some schools make use of dilapidated buildings as classrooms.

Class size refers to the actual number of students/pupils in any natural classroom; it is the number of students/pupils for whom a teacher is primarily assigned during a school year *(*Asodike & Onyeike, 2016*)*. It is the number of students to a particular teacher at a particular time. The ideal number of class size as recommended by UNESCO is 25 students in a class while National Policy on Education (2013 as cited by Ajayi, Audu & Ajayi, 2017) recommended that class size should be 40:1 in secondary schools. When class size is moderate, class management seems to be more effective than when it is overcrowded. In contrast, when class size is higher than recommended, teachers tend to be dissatisfied with their jobs. Where teachers are dissatisfied with their jobs, their performance tends to be negatively infringed upon. From the researcher's observation of some schools in Ibadan Metropolis, class size is on the increase far beyond NPE's and UNESCO's recommendations in Nigeria, as many secondary schools are extremely overcrowded causing teaching-learning effectiveness to be at risk. Fabunmi, Brai-Abu and Adeyinka (2018) reported that average class size in most secondary schools exceeds 50 in Oyo State. Osim (2011 in Yusuf, Onifade & Bello, 2016) also reported

that schools in Nigeria have as many as 80, 100 or above 100 students per class.

Many factors have been identified as the causes of high class size among which are: increase in school enrolment without a corresponding increase in classrooms or accommodation, inadequate personnel, inadequate qualified teachers, and inadequate funding of schools. To buttress this, (Okeke & Emunemu, 2016) explained that continuous upward trend in school enrolment, prompted by the growing demand for education by most citizens of school age has caused school population to increase tremendously and this has affected the population of individual classrooms. From the point of view of Okeke and Emunemu, increase in school enrolment without increase in school building can lead to large class size and this can impart negatively on teachers' job performance.

Job performance is the process whereby an employee discharges the duty and schedule associated with his job specification. Dike and Eric (2019) defined job performance as the skill, knowledge and competence with which a person executes the duties and responsibilities associated with job description. So, the way and manner individual teachers discharge their duties will depend on how well their needs are met in terms of availability of factors needed for them to perform and this will impact greatly on the success or failure of the education sector. It is important to note that for education sector to succeed, stakeholders must ensure that appropriate factors that will motivate teachers to put in their total best are put in place. This is in line with the view of Sonnentag, Volmer and Spychala (2010 in Garba & Muhammad, 2017) that individual's job performance is of high relevance to the existence and well-being of organisations. One of the important, if not the most important, of the responsibilities undertaken by managers of organisations is to ensure that members of their entities achieve high levels of performance (Armstrong, 2016 in Garba & Muhammad, 2017). Measures or indices put in place for employees to perform will determine to a great extent how well or poor the employee will carry out their duties and will also determine the output or productivity of such organisation. Additionally, school enrolment, availability of school buildings, availability of personnel, availability of qualified teachers and some other factors will determine class size, teachers' performance, productivity and the extent of educational goals and objectives' achievement.

Since better performances are expected from teachers, it should be the priority of stakeholders to ensure reasonable class size in accordance with UNESCO's recommendation; as their performance in school activities is dependent on how well they are provided with necessary factors needed. It is when teachers' needs are met that they will perform their duties towards enhancing quality assurance in children' education, it is when teachers' needs are met that they will be happy to discharge their duties well, serving as precursor to achieving educational objectives.

Statement of the Problem

A classroom is a place where students are imparted with skills, values, knowledge, attitudes and norms necessary for them to become future leaders. Consequently, an ideal classroom should be secured, conducive, comfortable and welcoming for both students and teachers such that it will promote teaching-learning effectiveness for the achievement of educational goals and objectives. A welcoming classroom that is well arranged with reasonable number of students can contribute favorably to teachers' job performance, while overcrowded and poorly arranged classrooms can make teachers to be distracted and easily lose control of class management. From the researcher's observation of schools in Ibadan Metropolis, classrooms in many public and some private secondary schools are overcrowded, a situation that results in students being taught under trees and even in dilapidated buildings. Where the classroom is overcrowded, teachers' performance could be seriously eroded, thus, class size constitutes an important area for investigation in this study. Though, literature abounds on researches which examined class size and teachers' performance, (Okeke & Emunemu, 2016; Dike & Eric, 2019) little studies have been concentrated on both public and private schools at the same time. To this end, this study investigated class size indices as predictors of teachers' job performance in private and public secondary schools in Ibadan Metropolis, Oyo State, Nigeria. Ibadan Metropolis in this study comprises all the 11 local government areas in Ibadan land.

Research Questions

1. What is the class size situation in all the secondary schools in Ibadan Metropolis?
2. What is the level of teachers' job performance in public and private and secondary schools in Ibadan Metropolis?

Hypotheses

H_{01}: There will be no significant relationship between class size and teachers' job performance in secondary schools in Ibadan metropolis.

H_{02}: There will be no significant gender difference in teachers' job performance in secondary schools in Ibadan metropolis.

Methodology

A descriptive survey research design was adopted for the study. The population of this study comprised all the public (335) and private (478) secondary schools of Ibadan Metropolis (comprising 11 local government areas) in Oyo State, Nigeria.

Multi-stage, cluster, purposive and simple random sampling techniques were used for selecting the samples (respondents). By the time this study was conducted, there were 813 public and private secondary schools (335 and 478 respectively) in the 11 local government areas in Ibadan Metropolis, Oyo State of Nigeria. These schools were clustered into main and less cities. At the first stage, six public and six private schools were randomly selected from each local government area in both main and less cities, respectively making total of 132 (16%) schools. At the second stage, from the 132 schools selected, 10 teachers were purposively and randomly selected from each school making a total sample of 1320 teachers.

The research instrument used in this study is divided into 3 sections: A, B and C. Section A had to do with respondents' bio-data. Section B had items that interrogated the research questions. Section C had items that measured the postulated hypotheses on all the variables used. Items were structured using four Likert rating scale (Very Often = 4, Often = 3, sometimes = 2 and Rarely = 1.

A pilot study was carried out to validate the instrument and the reliability of the instrument was tested using the test-retest method to

establish the stability principle and the coefficient at 0.763. The data collected were subjected to statistical test and analysis using descriptive statistics (percentage, mean and standard deviation for respondents bio-data and research questions) while simple regression analysis was used to answer hypothesis one and t-test for hypothesis two at 5% level of significance.

Results

Research Question One: What is the class size situation in all the secondary schools in Ibadan Metropolis?

Table 1a: Average Class Size of Students in Class

Number of Students	Frequency	Percentage
5 – 15	151	12.7%
16 – 25	434	36.5%
26 – 35	291	24.5%
Above 36	215	18.1%
No Indication	99	8.3%
Total	**1190**	**100%**
Mean = 2.56		

Source: Fieldwork, 2019

Table 1b: Reaction of Teachers when Class is above 35

Option	Frequency	Percentage
Satisfied	407	34.2%
Dissatisfied	715	60.1%
No Indication	68	5.7%
Total	**1190**	**100%**
Mean = 1.68		

Source: Fieldwork, 2019

Table 1c: View of Teachers on the Ideal Class Size for Effective Teaching-Learning Activities

Teachers' Perception	Frequency	Percentage
Less than 10	39	3.3%
11 – 15	16	1.3%
16 – 20	137	11.5%
21 – 25	94	7.9%
26 – 30	313	26.3%
31 – 35	207	17.4%
36 – 40	209	17.6%
Above 40	48	4.0%
No Indication	127	10.7%
Total	**1190**	**100%**
Mean = 2.56		

Source: Fieldwork, 2019

Answer to research question 1 on class size situation in secondary schools in Ibadan Metropolis is presented in Tables 1a, 1b and 1c. To answer the research question, the actual class size of students in class was investigated and result is presented in Table 1a. It was revealed that 12.7% of the respondents stated they had between 5 and 15 students in their classes, 36.5% of the respondents indicated they had between 16 and 25 students in their classes, 24.5% stated they had between 26 and 35 students in their classes. Furthermore, the table reveals that 18.1% of the respondents stated they had above 36 students in their classes, while 8.3% of the respondents did not attempt the item.

From Table 1b, 34.2% of the respondents stated they were satisfied when class size was above 35 while 60.1% of the respondents stated they were not satisfied. The implication of this is that many of the respondents were not comfortable teaching a large class that is above 35.

Also, Table 1c obtained information from the teachers about their consideration of ideal class size for effective teaching-learning activities. From the result obtained, 1.3 of the respondents indicated that the ideal class size for effective teaching-learning activities is between 11 and 15; 3.3% said 10 students and below, 7.9% indicated between 21 and 25 while 11.5% indicated 16 and 20 students. The Table further reveals that 4.0% indicated above 40 students as ideal class size for effective teaching-learning activities. 17.4% indicated between 31 and 35 as ideal class size

for effective teaching-learning activities, 17.6% indicated between 36 and 40 students, while 26.3% of the respondents considered between 26 and 30 students as ideal class size for effective teaching-learning activities. However, 10.7% of the respondents did not indicate their perception of ideal class size for effective teaching-learning activities.

Research Question Two: What is the level of teachers' job performance in public and private and secondary schools in Ibadan Metropolis?

Table 2: Level of Teachers' Job Performance in Public and Private Secondary Schools in Ibadan Metropolis

Item	Very Often	Often	Some-time	Rarely	No Res.	Mean	Std. D
My performance is still effective even when my classroom is poorly arranged	301 25.1%	281 23.6%	466 39.2%	123 10.3%	19 1.6%	2.65	0.976
Adequate provision of classroom facilities enhances my performance	661 5.5%	287 24.1%	211 17.7%	12 1.0%	19 1.6%	3.36	1.809
My performance is low when my classroom is stuffy due to overcrowding	361 30.3%	309 26.0%	364 30.6%	109 9.2%	47 3.9%	2.81	1.990
I am always happy that I am a teacher and this boosts my performance	451 37.9%	356 29.9%	297 25.0%	64 5.4%	22 1.8%	3.02	0.927
Dealing with too many students is very stressful and brings about poor performance	418 35.1%	342 28.7%	274 23.0%	132 11.1%	24 2.0%	2.90	1.018
Working in dilapidated buildings can affect my performance negatively	400 33.6%	350 29.4%	272 22.9%	139 11.7%	29 2.4%	2.87	1.021
My students are often taught under trees and this hinders my performance	104 8.7%	121 10.2%	253 21.3%	682 57.3%	30 2.5%	1.70	1.016
My performance is very low when I teach more than 40 students in a class	395 33.2%	128 10.8%	405 34.0%	229 19.2%	33 2.8%	2.60	1.160
Weighted Mean = 2.73							

Source: Fieldwork, 2019

Note: Mean ranges form *0 – 1.49 = Very Low*
1.50 – 2.49 = Low
2.50 – 3.49 = High
3.50 – 4.0 = Very High

The result in Table 2 shows that the respondents agreed with the following: My performance is still effective even when my classroom is poorly arranged (mean = 2.65); Adequate provision of classroom facilities enhances my performance (mean = 3.36); My performance is low when my classroom is stuffy due to overcrowding (mean = 2.81); I am always happy that I am a teacher and this boosts my performance (mean = 3.02); Dealing with too many students is very stressful and brings about poor performance (mean = 2.90); Working in dilapidated buildings can affect my performance negatively (mean = 2.87); My performance is very low when I teach more than 40 students in a class (mean = 2.60). The table also revealed that the respondents disagreed with the statement: My students are often taught under trees and this hinders my performance (mean = 1.70). The weighted mean was 2.73, an implication that the job performance of teachers in public and private secondary schools in Ibadan Metropolis was high.

$H_{01:}$ There is no significant relationship between class size and teachers' job performance in private and public secondary schools in Ibadan metropolis.

Table 3: Relationship between Class Size and Teachers' Job Performance in Private and Public Secondary Schools in Ibadan Metropolis.

Variable	N	Mean	Std. Dev.	R	P value	Remarks
Class Size	1190	23.1139	5.54489	0.336	0.012	Significant
Teachers' Job Performance	1190	21.8584	3.37339			

Table 3 presents result of hypothesis formulated on relationship between class size and teachers' job performance. The result shows a significant relationship between class size and teachers' job performance ($r = 0.336$; $P < 0.05$), the hypothesis is therefore rejected at 0.05 level of significance. This implies that class size has significant relationship with secondary school teachers' job performance in Ibadan Metropolis. Mean value of class size was given as 23.1139 and teachers' job performance was given as 21.8584 while standard deviation values of the two variables were 5.54489 and 3.37339 respectively.

$H_{02:}$ There will be no significant gender difference in teachers' job performance in private and public secondary schools in secondary schools in Ibadan Metropolis.

Table 4: Summary of T-Test Table Showing Gender Difference in Teachers' Job Performance in Secondary Schools in Ibadan Metropolis.

Variable	N	Mean	SD	T	Df	Sig	Rmk
Teachers' Gender:							
Male	481	22.160	3.35058				
Female	620	21.640	3.37883	2.541	1099	0.291	Not Sig.
Teachers' Job Performance	101	21.858	3.37339				

Source: Fieldwork, 2019

Not significant at 0.05 level of significance

The result of hypothesis 2 on gender difference on teachers' job performance is presented in table 4. The table reveals that there is no significant difference in the job performance of male and female teachers in public and private secondary schools in Ibadan metropolis ($t = 2.541$; $df = 1099$; $p > 0.05$), then, the hypothesis is accepted at 0.05 level of significance. This implies that there is no significant difference in the job performance of male and female teachers. The mean values for male and female teachers in the table are given as 22.160 and 21.640 respectively while the standard deviation values of male and female teachers are 3.35058 and 3.37883 respectively.

Discussion of Findings

The first research question aimed at finding out the situation of class size in all the private and public secondary schools in secondary schools in Ibadan Metropolis. Findings from Tables 1a, 1b and 1c revealed high class size with weighted mean of 2.56: many of the teachers were not comfortable teaching large class that was above 35 and their consideration of ideal class size ranged between 26 – 30. The result of this study agrees with the findings of Fabunmi, Brai-Abu & Adeyinka (2018) that average class size in most secondary school exceeds 50 in Oyo State. The result also corroborates the findings of Osim (2011 in Yusuf, Onifade & Bello 2016) that Nigerian schools have as many as 80, 100 or above 100

students per class. From the findings of this study, the ideal class size of teacher per students should ranges between 25 – 30.

Hypothesis two shows that there was no significant difference in the job performance of male and female teachers in public and private secondary schools in Ibadan Metropolis. The result of the hypothesis as presented in Table 4 reveals ($t = 2.541$; $df = 1099$; $p > 0.05$), thus, the hypothesis is accepted at 0.05 level of significance meaning that there was no significant difference in the gender of teachers in their job performance in secondary schools in Ibadan Metropolis. The finding of this study supported the findings of Anumaka and Semugenyi (2013) that productivity did not differ significantly among male and female academic staff.

Conclusion

This study concluded that class size significantly predicts teacher job performance in public secondary schools in Ibadan metropolis, Oyo State, Nigeria. Therefore, this study advocated that for better performance of teachers, stakeholders (school administrators, Ministry of Education, to mention few) should ensure reasonable class size that a teacher can manage which should also be in line with the UNESCO recommendation on class size that is, 30-35 secondary students per teacher.

Recommendations

The following recommendations are made based on the findings of the study.

1) More classroom blocks should be constructed in many public schools and some private schools to ensure moderate class size.
2) Government should ear-mark substantial amount of money, of the national budget to education.
3) There should be prompt and timely maintenance of school buildings and furniture in all secondary schools.
4) Government at all levels and private school proprietors should endeavor to make teachers comfortable in their job by making class size moderate. An average class size of 1:25 and 1:35 is considered appropriate in private and public secondary schools respectively.
5) Recruitment of teachers should be increased to match up with demand of student population. This will reduce class size to the barest minimum.

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Empirical Study of Livelihood Assets of Rural Women across Two Vegetation Zones in South-Western Nigeria

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Abstract

Livelihood assets are basic resources through which individuals' livelihoods are being built. The study assessed the five core assets (physical, natural, social, financial and human assets) of rural women in South-Western, Nigeria. The study was designed to examine the access to assets, level of livelihood assets of rural women across two stratified vegetation zones. Multi-stage sampling technique was used to select rural women from two distinct vegetation zones namely the Derived Savannah Zone (DSZ) and the Coastal Vegetation Zone (CVZ). Primary data were collected with the aid of a structured interview schedule and analysed with descriptive statistics (frequency, percentages and means) and T-test analysis. The study revealed that women from both zones in DSZ (76.8%) and CVZ (76.6%) had low access to assets. The result of analysis also indicated that women from both zones had low access to the four assets measured in the study (though the degree varied from one asset to another). However, majority had high access to financial capital. It is concluded that the level of livelihood assets was generally low across the two stratified vegetation zones in the study area. It was recommended that rural credit institutions should be provided by government agencies. There is also a need for the provision of physical assets such as improved production and processing machines by governmental organisations and international agencies in order to improve the livelihood assets of the women in rural communities.

Keywords: Livelihood assets, Rural women, Sustainable livelihood.

Introduction

Rural women around the world play key roles in enhancing their livelihoods and communities in achieving security, food and nutrition, generating income, growing small businesses and overall well-being. They contribute in terms of livelihood pursuits such as food crop production, livestock rearing, crop processing, trading and artisanal activities. These activities contribute to the production of raw materials for export such as oil palm kernels and cassava tubers thereby contributing to the Gross Development Product of the nation in terms of foreign exchange earnings (UNDP, 2011). In many societies, women perform roles that are different from men.

Women perform statutory roles such as childbearing and caring, food preparation for the household and other home management services, yet they still engage in several livelihood activities in order to support their spouses with household needs (Adediran, 2008, FAO, 2009). Consequently, rural women are hardly recognised for their hard work, because her duties are not quantified in monetary terms. Yet, her hard labour in household chores, reproductive and caring roles, income generating activities is undervalued and not recognised (Laura, 2012, World Bank, 2003). Consequently, due to cultural limitations and lack of consideration for her roles at home, family, community and income generating activities, rural women are at a disadvantage in their access to livelihood assets. According to IFAD (2012), in order to enhance rural women's livelihoods and ensure sustainable livelihoods, a paramount issue such as access to assets, improved production and processing machines and social services should be critically emphasised.

Sustainable livelihood as a concept relates to a wide range of issues that surrounds the relationship between individuals', livelihoods and their environments. According to Scoones (2009), a livelihood that is sustainable is accomplished through access to a range of livelihood assets and also the ability to adopt several livelihood pursuits. Therefore, for a rural woman to attain sustainable livelihoods emphasis should be placed on individual's ability to pursue and have independent access to resources both basic materials and social resources that can be found within the individual's environment.

Livelihood assets are resources upon which individuals or households draw on to build their livelihoods (Overseas Development

Institute, 2001). These assets are categorised into tangible and intangible assets. Assets are not simply resources that individuals or households use in building livelihoods, instead these are resources that give the capability to be and act in livelihood pursuits. The term 'asset' in the sustainable livelihood framework connotes more than inputs into income creation because they impart livelihood pursuits and enhance sustainable livelihoods. (FAO, 2010; ODI, 2001).

Considering the sustainable livelihood framework, the terms 'capitals' and 'assets' are used interchangeably or alternatively, but primarily, the term 'capital' is used because most of the assets are invested in productive activities such as farming, fishing, livestock rearing, land lease, social networks and information use which yields a flow of benefits over a period of time. Livelihood is sustainable, when assets are available to support the livelihood. Livelihood can be achieved in many ways through access to various resources or capitals. People draw on the five types of capital to shape their livelihood portfolio. The asset types are related and may potentially be combined or substituted.

Furthermore, assets can be destroyed or created as a result of trends, shocks and seasonal changes based on the more vulnerable situations within which people live (UN, 2009). Those with more assets are more likely to have greater livelihood options with which to pursue their goals and reduce poverty.

Therefore, livelihood assets can reduce risk and increase access to services and reduce marginalisation especially among rural women. Furthermore, greater access to assets will improve rural women's livelihoods and strengthen their ability to ensure sustainable livelihoods.

According to DFID (2000), livelihood assets include the following:

Natural Capital

Natural capital consists of natural resource stocks (such as land, water, forest, rocks, copper, gold, minerals, environmental resources, biodiversity) which resources and services find useful for the livelihoods derived. These resources range from intangible public goods such as the atmosphere, biodiversity to tangible assets that can be divided and used directly for production such as land, trees, water bodies (Carney, 1998).

Natural capital is an important asset to individuals (such as rural dwellers) who derive all or part of their livelihoods from natural resource-based activities (such as farming, fishing and gathering of forest resources). The availability of different types of natural assets (land, water, forest) are considered to have the same level of importance as the access, quality and various combinations of the natural assets at varying seasons of the year. This is essential for sustainable livelihood.

Physical Capital

Physical capital refers to basic infrastructures and producer of goods and means that are needed to assist people in pursuing their livelihoods (DFID, 2000, UNDP, 2010). These basic infrastructures are transport, shelter, energy, communication (such as good roads, railway, building, power supply, access to information) and producer goods (such as farm tools, processing equipment, tractors, farm machineries, generator and tree crops). These facilities are introduced so as to help people meet basic needs and to be more productive. Physical capital is a valuable livelihood asset that assists rural dwellers in improving their livelihood and also in poverty reduction (DFID, 2000).

Social Capital

These are social resources that people draw from in order to achieve livelihood pursuits. These include social networks such as formal or informal groups (DFID, 2011). In rural communities in Nigeria, examples of social groups include farmers' association (such as Women/females association), work exchange groups, (for example, informal work exchange group "aro"), religious groups, community based groups, market associations (such as rural women's groups, community/traders' union), cooperatives, societies and age-grade groups (Jibowo, 1992).

Social capital has a direct link with access to other types of livelihood assets (Lin *et al*. 2001). Through social capital mutual trust and reciprocity are built and maintained thus, ensuring a reduction in the cost of transaction (DFID, 2000). Also, through social capital, economic relations can be improved and this will help to increase people's financial capital (such as their level of income and rates of saving). For instance, the "esusu group" (informal credit and thrift system) or "ajo group" (informal savings and credit system) enables rural dweller's especially rural women

to have access to financial capital at their disposal in order to enhance their livelihood pursuit. Past studies have also shown that persons, households and communities with a higher access to social capital are wealthier (Lin *et al*. 2001, USAID, 2008). Social capital is also essential in improving the management of livelihood resources such as natural capital.

Financial Capital

Financial Capital refers to financial resources that people use to enhance their livelihood pursuits (DFID, 2011). These financial resources consists of stocks and inflows of money such as savings, money flows (cash or goods, wage payments, remittances) and access to formal and informal credits (such as banks, microfinance institutions, informal credit and savings, informal credit and thrift). Financial resources gotten through savings are most preferred because they are an independent source of income with no liabilities attached. Whereas, inflows of money from other sources such as pensions, transfers or remittances may not be regular and as such may not make meaningful contributions to rural dwellers livelihood plans or investments (DFID, 2000). According to ODI (2000), financial capital is the rural dweller's income that can be gotten through trading, goods and services produced, transfers to which one may be entitled or liable to such as pension payments, taxes, food relief and even assistance from relatives. Rural dweller's income (especially rural women) is usually measured as cash earnings from subsistence production and non-farm earnings.

Human Capital

Human Capital refers to the skills, knowledge, ability to labour and good health that enable people to engage in different livelihood pursuits and also to achieve their livelihood objectives (DFID, 2000). Human Capital refers to the ability of people to work in terms of their education, health, skills and work experience. In the opinion of Carney (1998), household as a unit of analysis in human capital is a factor of the size and quality of the "household labour pool". The term, "Human Capital" can be described as the number of individuals or adults, within the household, their level of education and ability to labour. Households may be categorised in terms of their size and dependency ratio and also in terms of endowments such

as level of education or healthy adult labour. In rural communities, available household human capital will also be affected by migration.

Statement of the Problem

From a global perspective, increasing poverty level among rural women has become a phenomenon that cannot be overlooked. Despite an increase in the number of intervention programmes from international agencies and donors, the rate of access to assets by women in rural areas still have a low record (FAO, 2010).

Access to assets, such as natural assets, physical assets, social assets, financial assets are major factors in improving rural women's livelihoods. Studies have also shown that there is a strong link between the access to assets of the rural poor and their livelihoods (FAO, 2010, UNDP, 2010). Poor rural women also have the least access to basic needs such as food, health and education (World Bank, 2010). Yet crucially, these women are an important group for social economic development. From a sustainable livelihood perspective, secure access to resources is a key condition for rural dwellers to improve their livelihood pursuits and standard of living. Hence, investing in rural women can thus be a promising strategy to fighting poverty.

The ecological zones where the rural women are situated, also have a role to play in their access to asset in their various communities. Despite the numerous contributions that rural women play in improving their livelihoods, meeting their basic household needs in Nigeria, they still encounter a number of problems in meeting these basic needs and having access to assets. There is also little empirical research investigating the level of livelihood assets and their access to assets.

This paper examined the key issues among livelihood assets of rural women with a view to determining the implications to sustainable livelihoods in their communities.

Objectives of the Study

The specific objectives of the study are to:

1. describe the level of natural capital of rural women in the study area.
2. describe the level of physical capital of rural women in the study area.
3. describe the level of social capital of rural women in the study area.

4. describe the level of financial capital of rural women in the study area.
5. describe the level of human capital of rural women in the study area.
6. determine the level of accessibility to livelihood assets of rural women across the two stratified vegetation zones in South-Western, Nigeria.

Research Questions

1. What is the distribution of rural women by vegetation zone based on the natural capital?
2. What is the distribution of rural women by vegetation zone based on the physical capital?
3 What is the distribution of rural women by vegetation zone based on the social capital?
4. What is the distribution of rural women by vegetation zone based on the financial capital?
5. What is the distribution of rural women by vegetation zone based on the human capital?
6. What is the distribution of rural women's level of livelihood assets by vegetation zones?

Hypothesis

1. There will be no significant difference in the level of livelihood assets of rural women across the two stratified vegetation zones in the study area.

Methodology

This study was carried out in South-Western, Nigeria. South-Western, Nigeria is divided into four distinct sub-ecological vegetation zones ranging from coastal swamp forest to western upland savannah region. Multi-stage sampling technique was used to sample respondents for the study. Firstly, two distinct vegetation zones: derived savannah zone and the coastal vegetation zone were selected from the region. The derived savannah comprises of woodland forest and savannah mosaic vegetation characteristics, while the coastal vegetation zone comprises of vegetation characteristics such as tropical rainforest and swamp mangrove forest in the coastal region. The coastal vegetation zone falls within the coastal

regions of Lagos and Ogun states, while the derived savannah zone can be found around Oyo and Osun states.

Secondly, twenty-one local government areas were selected for the study. Ten Local government areas were selected in the coastal vegetation zone and eleven local government areas in the derived savannah zone. Thirdly, ten percent of the total number of rural women registered under Women In Agriculture in the chosen LGAs were selected for the study. Finally, a total of 167 respondents in the Coastal Vegetation Zone (CVZ) and 151 respondents in the Derived Savannah Zone (DSZ) were selected for the study.

Both qualitative and quantitative methods were used in collecting data for the study. The qualitative tool (Focus Group Discussion) was used to elicit information from the respondents. Descriptive statistics such as frequency counts, percentages and tables were used to examine rural women's access to livelihood assets.

ODI (2001) states that capital assets are basic materials, social, tangible or intangible resources from where individuals draw to build up their livelihoods. Livelihood assets are made up of the natural, physical, social, financial and human assets.

Results

Research Question 1: What is the distribution of rural women by vegetation zone based on natural capital?

Table 1: Distribution of rural women by vegetation zone based on the level of natural Capital

Level of Natural Capital	Total Scores	Derived Savannah Zone (DSZ)	Coastal Vegetation Zone (CVZ)
Low	181(56.8)	98(64.9)	83(49.4)
High	137(43.2)	53(35.1)	84(50.6)

Source: Field survey, 2012

*Figures in parentheses are percentages

Table 1 shows that majority (56.8%) of the respondents had low level of access to natural capital. This suggests that rural women's access to natural capital is low. This could be as a result of cultural norms that

restrict women from gaining access to natural capital in their communities. The table further revealed that majority (64.9%) of the respondents in the Derived Savannah Zone (DSZ) had low access to natural capital, while 50.6% of the respondents in the Coastal Vegetation Zone (CVZ) had high access to natural capital in their rural communities. This implies that respondents in the Coastal Vegetation Zone have an edge over their counterparts in the Derived Savannah Zone. This may be due to environmental differences between the two stratified vegetation zones in terms of gender roles that are played in carrying out livelihood activities. For instance, in the DSZ, it is easier to clear land for farming, therefore land preparations and farming are carried out by the male counterparts and as a result, rural women are restricted from having access to natural capital (land) at such periods. On the other hand at the CVZ, it is more costly to clear land for farming. Therefore rural women have ready access to small portions of farmland in this region. This implies that majority of the rural women have low access to natural capital, due to low capacity to make the natural capital productive.

Research Question 2: What is the distribution of rural women by vegetation zone based on physical capital?

Table 2: Distribution of rural women by vegetation zone based on the level of physical capital.

Level of Physical Capital	Total Scores	Derived Savannah Zone (DSZ)	Coastal Vegetation Zone (CVZ)
Low	189(59.4)	87(57.6)	102(61.1)
High	129(40.6)	64(42.4)	65(38.9)

Source: Field survey, 2012

*Figures in parenthesis are percentages

Table 2 revealed that 59.4% of the respondents had low access to physical capital. The result further reveals that across the vegetation zones in the Derived Savannah Zone (DSZ) and the Coastal Vegetation Zone (CVZ), majority of the respondents (57.6% and 61.1%) respectively have low access to physical capital. This result implies that rural women across the South-Western vegetation zone have low level of physical capital. This

suggests that rural women make use of locally made production and processing equipment that are available and affordable to them. The study showed that there is a need for improvement in the physical capital level of respondents through investments made by international agencies or governmental donors.

Research Question 3: What is the distribution of rural women by vegetation zone based on social capital?

Table 3: Distribution of rural women by vegetation zone based on the level of social capital.

Level of Social Capital	Total Scores	Derived Savannah Zone (DSZ)	Coastal Vegetation Zone (CVZ)
Low	179(56.3)	75(49.7)	104(62.3)
High	139(43.7)	76(50.3)	63(37.7)

Source: Field survey 2012

*Figures in parentheses are percentages

Table 3 also revealed that 56.3% of the respondents had low level of social capital across the two vegetation zones in South-Western, Nigeria. This suggests that rural women need to be mobilised into functional social groups that can be of benefit to them in several ways.

However, respondents' social capital level differs across the vegetation zones. Majority of the respondents (62.3%) in the coastal vegetation zone indicated a low level of social capital. This finding suggests that in terms of social capital rural women in the derived savannah zone may be engaged in well-established social groups than those in the coastal vegetation zone. Focus Group Discussion (FGD) was also employed to obtain qualitative data on why social capital level is low. The result of this study could be buttressed by discussants during FGDs, in the coastal vegetation zone where rural women seemed to view their points from an individualistic angle. This finding establishes that less cohesive group activities occur among rural women in the coastal vegetation zone. This implies that social capital among rural women in coastal areas is low. This finding is consistent with Ebitigha (2008) that social capital is low in

riverine rural communities of Ondo State in South-Western part of Nigeria.

Research Question 4: What is the distribution of rural women by vegetation zone based on financial capital?

Table 4: Distribution of rural women by vegetation zone based on level of financial capital.

Level of financial capital	Total Scores	Derived Savannah Zone (DSZ)	Coastal Vegetation Zone (CVZ)
Low	129(40.6)	57(37.7)	72(43.1)
High	189(59,4)	94(62.3)	95(56.9)

Source: Field survey, 2012

*Figures in parentheses are percentages

Table 4 reveals that 59.4% of the respondents had a high level of access to sources of financial capital. The table further revealed a similar trend in the level of financial capital across the vegetation zones of derived savannah zone and the coastal vegetation zone, where majority of the respondents (62.3% and 56.9%) had high access to financial capital in their rural communities. This implies that many rural women have access to sources of financial capital, due to the existence of informal rural saving structures such as informal credit and savings *'ajo'* (informal savings and credit system). The following FGD excerpt revealed major reasons why respondents had a high level of access to financial capital in their communities. Qualitative findings of this study revealed that, some young and middle-aged female discussants at Ikole-Ekiti and Ibiade LGAs under the DSZ and CVZ zones during FGDs explained thus:

"we feel more comfortable saving our money through the 'ajo' system of savings."

Research Question 5: What is the distribution of rural women by vegetation zone based on human capital?

Table 5: Distribution of rural women based on the level of human capital.

Level of human capital	Total Scores	Derived Savannah Zone (DSZ)	Coastal Vegetation Zone (CVZ)
Low	242(76.1)	115(76.2)	127(76.0)
High	76(23.9)	36(23.8)	40(24.0)

Source: Field survey, 2012.
Figures in parentheses are percentages.

Table 5 reveals that majority (76.1%) of the respondents had low level of human capital. The table further revealed a similar trend in the level of human capital across the vegetation zones of derived savannah zone and the coastal vegetation zone, where majority of the respondents (76.2% and 76.0%) had low access to human capital in their rural communities. This implies that a rural woman who is educated, has adequate knowledge and skills is more enlightened to better perform her livelihood pursuits and as a result attain optimum levels than her counterpart who is not educated.

This indicates that respondents' low access to quality human capital could impede their ability to increase their level of livelihood activities. This infers that the respondent's level of human capital lack adequate skills, knowledge and educational endowments in assisting the rural women attain optimum levels in their livelihood activities in the study area.

Research Question 6: What is the distribution of rural women's level of livelihood assets by vegetation zones?

Table 6: Distribution of rural women's level of livelihood assets by vegetation zones.

Level of livelihood assets	Total Scores	Derived Savannah Zone (DSZ)	Coastal Vegetation Zone (CVZ)
Low	244(76.7)	116(76.8)	128(76.6)
High	74(23.3)	35(23.2)	39(23.4)

Source: Field survey, 2012.

Figures in parentheses are percentages.

Seventy-six point six percent (76.6%) of the respondents had low access to livelihood assets. The table further revealed a similar trend in the level of livelihood assets of respondents in the derived savannah zone and the coastal vegetation zone as majority (76.8% and 76.6%) had low level of livelihood assets in their rural communities. DFID (2000) stated that, access to capital assets is directly proportional to the level of livelihood activities. This implies that in order to improve the livelihood pursuits and standard of living of the rural women, there would be a need to increase the level of livelihood assets.

Hypothesis

There will be no significant difference in respondents' level of access to livelihood assets across the two stratified vegetation zones in the study area.

Table 7: T-test analysis showing difference in level of livelihood assets of respondents across the two stratified vegetation zones in study area.

Level of livelihood assets	N	Mean	Std. dev.	Std error	Mean difference	t-value	Df	p-value
Derived savannah zone	151	27.58	18.61	1.52	-2.48	-1.24	310.28	0.22
Coastal vegetation zone	167	30.06	17.23	1.33				

Source: Field survey, 2012.

Test of difference on table 7 shows that there was no significant difference in respondents' level of access to livelihood assets across the two stratified vegetation zones in the study area ($t = -1.24$, $p > 0.05$). This implies that respondents' level of access to livelihood assets is not quite different across the derived savannah zone and the coastal vegetation zone in the study area. In addition, the result is consistent with earlier findings of the study on table 6 which revealed that respondents' in the two stratified zones had low levels of access to livelihood assets in their respective vegetation zones. This implies that rural women have limited access to livelihood assets and resources in their communities, thus resulting in unsustainable livelihoods.

Conclusion

The study revealed that majority (56.8%) had low access to natural capital; majority (59.4%) had low access to physical capital, while majority (56.3%) had low access to social capital and majority (76.1%) had low access to human capital. However, majority (59.4%) had high access to financial capital, which may be due to the ready access of the rural women to informal savings and credit system and informal credit and thrift system also know as 'ajo' and 'esusu' in their rural communities. Overall, the study revealed that majority (60.8%) had low access to livelihood assets in the rural communities in the study area.

Overall, respondents' level of livelihood assets were found to be low, which may be due to the low levels accessibility to these livelihood assets, resulting in limited control of natural, physical, social, financial and human assets by these rural women in their communities.

Recommendations

1. There is a need for the provision of rural credit institutions by government agencies. It is necessary that rural savings institutions (such as Informal credit and savings *'ajo')* be institutionalised, especially with reference to rural women so that they can also access soft loans from banks with their low income wage/savings and also at low interest rates.
2. There is a need for the provision of physical assets such as improved production and processing machines, vehicles by governmental organisations and international agencies in order to improve the livelihood assets of these rural women in their communities.

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Language and Religion: Veritable Tools for National Peace in Nigeria

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Abstract

No nation can develop in an atmosphere devoid of peace for it is the basis for every meaningful development. This is why national peace is the primary target of every nation, especially the developing countries. To achieve this goal effectively, the collaborative effort of every citizen is required. It is obvious that Nigeria is a country with diversity of tribe with different cultures, languages and different religious affiliations. The peculiarities of different languages and religious ideologies as unique as they appear, if properly harnessed and harmonised could foster national peace. Observations in some studies have shown that misuse of religion and inappropriate use of language are banes that confront Nigeria national peace. It is therefore, the interest of this paper to bridge "Language and Religion as Veritable Tools for National Peace in Nigeria". The introduction provides the background information on the key concepts of the topic. This was followed by conceptual definitions of language and religion, language choice in conflict resolution and the role of religion and language as veritable tools for national peace. The paper concludes that to achieve national peace, tolerance and unity should take priority over ethnic and religious bigotry. It was therefore, recommended that

tolerance and unity must be taught by all the stakeholders and live by example for peace to reign in the country.

Keywords: Language, Religion, Veritable Tools, National Peace.

Introduction

Since independence, Nigeria has its fair share of conflicts and war. These are clear indications that peace is lacking. This is why matters of national peace have become topical issues of concern in Nigeria today. And most of the causes of these challenges to national peace stem from misuse of religion and inappropriate use of language. In order to achieve national peace, there is the need to understand that human race rely on language as a powerful tool in the society to generate meanings for communication. Religion in itself is not evil but men all in the names of God and religion, have killed themselves during inter-religious crises. By inter-religious crises, we mean tension, fighting or conflict between adherents of one religion and another. Crises of this type are many and common in Nigeria.

Achunike (2008) opined that the wrong perception of other people's religion, wrong religious orientation, low literacy level of religious adherents, selfishness on the part of religious personalities, pervasive poverty, government involvement in religious matters, among others, are responsible for religious crises in Nigeria.

Language is a peculiar characteristic of the human fold. With its phonetic, phonological, morphological, syntactic, semantic and pragmatic elements, it distinguishes the homo sapiens completely from the lower animals (Oladosu, 2012). According to Osisanwo (2012), language is the "human vocal noise or arbitrary graphic representation of this noise used systematically and conventionally by members of a speech community for purposes of communication". It can be inferred from the above definitions of language, that it serves a very important role in the human community. Language is primarily a system of phonetic symbols for the expression of communicable thought and feeling (Oyeleye, 2004). As rightly stated by Barber (1999), one basic function of language which encompasses other functions is the facilitation of human co-operation. In his words:

> … Language enables us to influence one another's behaviours and to influence it in great detail, and thereby makes human co-operation possible. Human co-operation is more detailed and more

> diversified than that found elsewhere in the animal kingdom and no non-human animal society has a division of labour or a system of production at all comparable to those of human societies (Barber, 1999:27).

It could be deduced from Barber assertions that unity, tolerance and peaceful co-existence among human societies can manifest through the influence of language. Where unity, tolerance and peaceful co-existence are denied, human societies are faced with resistance, violence, riot, terrorism among other vices. The role of language as a veritable tool for national peace cannot be over emphasized. This is because it is the basis for every meaningful development. The implication is that the child requires full and sustainable language development before entering the formal school system. These reform and propel his mind in the acquisition of knowledge and values.

Religion on the other hand has always been seen as a veritable tool for national peace. Iruonagbe (2009) stated that religion refers to "man's attempt to find and maintain peaceful relations with the supernatural and his fellow human being. In his opinion, religion is expressed as agent of peace. James (2007) cited in Sulaimon and Ojo (2012) stated that an important dimension to the definition of religion, which is essential for the search of peace, is the often forgotten fact that religious relationship does not only refer to the relationship between man and God, but also the relationship between man and the society. Therefore, religious education can be seen as a process through which a person learns something which his society believed is related to God. No religion preaches violence or conflict. Every religion advocates and preaches peace and peaceful co-existence for all citizens. As such, religion is the very foundation for national peace because God is peaceful, He loves peace and He wants man to project peace in dealing with others. The major religions in Nigeria have been classified into three; these are Islam, Christianity and Traditional religion. Christianity and Islam are the country's major religions, with some others like pagans, atheist, and free thinkers (Oladosu, 2012).

Conceptual Definitions of Religion and Language

It could not be denied that religion has the power to make or mar any given society, community or even a nation. The experiences of man over the ages have undoubtedly demonstrated this fact. Balogun (1987) cited in Jekayinfa (2007) opined that wherever and whenever the power of religion had been correctly used, it is often led to coherence, happiness and progress among the people. He further stated that where religion had been wrongly used, it has always led to misery, untold hardship and widespread destruction. Religion is a fundamental set of beliefs and practices generally agreed upon by a group of people concerning the obedience and worship of the divine (Lawal, 2017). Abdulsalam (2002) posited that there are basically two types of religions namely; scriptural and non-scriptural. The scriptural religion includes those that claim to have revealed books or possess sacred books. Such religion and their scriptures according to Abdulsalam (2002) are: Islam – Glorious Qur'an, Christainity – Holy Bible, just to mention few. The adherents of these religions claim that the scriptures are revealed to them either directly by God or divinely inspired. These scriptures are considered to be sacred, immutable and inviolable.

Non-scriptural religions have no revealed books. The traditional religion has hardly any written scriptures (Kilani, 1998) but nevertheless contends that it is written in all aspects of African life that the sources of its, are: myths, folktales, proverbs, liturgy and songs. In African Traditional Religion, God is believed to be one, who is "High" but can be reached through intermediaries. In other words, there is a belief in Supreme Deity and worship of lesser deities that serve as agents of the Supreme Deity. It could be deduced from the categories of religion posited by Abdulsalam (2002) that men recognise God differently and each adherents of these religions look at their faith to salvation. This longing of God and belief is demonstrated by individuals in accordance with his/her conviction of the belief he holds tenaciously to. Particularly, Islam and Christianity have some belief systems in common. Also, their point of departure cannot be denied. But, what becomes germane is the fact that, their common ground are sufficient enough to enhance peaceful co-existence among the adherents of both religions. For example, the bible affirms that:

> The Earth is the Lord's and everything therein (Psalm 24:1).

Confirming this Biblical injunction, the Glorious Qur'an says

To Allah belong the dominion of the heavens and the earth and God has power over all other things (Qur'an 3:189).

Language on the other hand as stated by Adeyanju (2004). It is incontrovertibly central to all human activities as it is crucial to either peaceful co-existence or disunity among members. Nigeria is a multilingual nation endowed with many languages that scatter all over the surface of the country. According to Bamgbose (1991), there are about 513 languages in Nigeria. Given the multiplicity of languages, the National Policy on Education (NPE) specified the roles and status of each language in education and in our polity. The languages policy statement with regards to the teaching and learning of Nigerian languages as L_2 states that:

> as a means of preserving the people's culture, the government considers it to be in the interest of national unity that a child should be encouraged to learn one of the three major Nigerian languages other than his own mother tongue. In this connection, the government considers the three major languages in Nigeria to be Hausa, Igbo and Yoruba (p.13)

The above statement emphasised the need to use indigenous languages as a means of fostering unity, peace and preserving the culture of the country. Besides, it will minimise ethnic antagonism, hostility and conflict which over the years have been the bane of the country's unity and peace. In the contemporary Nigeria life, it is unfortunate that war and atrocities have been committed because of language differences.

Language Choice in Conflict Resolution

Conflict is a negative phenomenon that brings disharmony and undesirable effects in the relationship between one party and another. While many factors are put forward as causes of conflict, the misinterpretation of a message, thought, idea, belief, culture or emotion (using language) is one issue that runs through all discussions on conflict (Tobalase, 2017). For conflict to be resolved amicably, Nigerian languages must play a prominent role. The languages should be used to preach for the peaceful co-existence amongst the citizenry, so that resolution of conflict will not be seen as a hard nut to crack. The effects of misuse of language far outweighs the use of soft words that appeals to emotion. Our language

use must be accommodating, cooperating, and promoting peaceful co-existence, whether formal or informal. So also is this in our homes, environments, offices, nation and anywhere we find ourselves.

Undoubtedly, appropriate use of language could serve as the best solution to conflicts resolution. The Yoruba adage that says: **"***Ọ̀rọ̀ ní í yọ obì lápò, ọ̀rọ̀ náà ní í yọ ọfà lápó*" meaning, It is the word that draws kola-nut from the pockets, while words can also draw arrows from the quiver, seems to capture the role and effect of language on human actions. The expression clearly demonstrates that as words can provoke hospitality, it can also provoke hostility. What is said and how it is said goes a long way to determine what reactions attend to such utterances. For example, Oyo State was almost turned into a theatre of war over Senator Isiaq Abiola Ajimobi's utterances during his tenure as the State Governor. While addressing the protesting students of the Ladoke Akintola University of Technology, Ogbomoso over the closure of their institution for almost eight months, made some unremarkable statements thus "*Ẹ̀ ń so pé leyìn osù mẹ́jo tí wọ́n ti ti sùkúù yín. Sé èmi ni mo ti súkùù yín ni? Tí ẹ ba fẹ́ so ọ́ di jàgídíjàgan, a dúró deyín. Òní ko ni wọ́n ti ń ti Sùkúù nàò́*" meaning that "You complain your school is shut since eight months. Am I the person who closed your school? If you want to be troublesome, I dare you and ready for you, this is not the first time schools are getting shut. Also, his infamous "Constituted Authority's" handling of the communicative encounter almost, literally set the State on fire.

Jija (2012) stated that language should be carefully, responsibly and politely used so as to advance individual and group co-operation in social affair. He maintained that effective communication skills are necessary pre-requisite in suppressing conflicts. He opined that terms which are considered as being linguistically segregate and divisible should be substituted with the more accommodating and unity enhancing terms. He also stated that inflammatory language or wrong and misconceived words should be avoided when referring to our relationship. He was of the opinion that the best instrument for achieving peace and resolving conflict is the use of languages that honour and respect human dignity, tolerance, truth and national integration.

National Peace and development only anchor in an environment where people's right and freedom are respected. They rest solidly in an environment devoid of acrimony and hatred which are usually expressed

with words. Osam and Ekpo (2009) also remarked that culture of peace is built from values, attitude, behaviours and ways of life based on non-violence, respect for life, liberty, justice, solidarity, tolerance, appreciation of cultural diversity and respect for others.

Role of Language and Religion as Veritable Tools for National Peace

As the saying goes, "where there is no peace, security of lives and properties would be eluded". According to UNESCO (2002), peace is the absence of conflict, presence of states of mind and of society such as harmony, security and understanding. The peaceful atmosphere derived from various relationships between African and Non-African; husband and wife, parents and children, brothers and sisters, employers and employees as a result of influence of language and religion cannot be quantified. Language and Religion perform various roles in societies and the relevance of the two concepts cannot be ignored. Language is a necessary means of communication; an important tool in bringing people together without which a combined social action is not possible. Human beings tend to make both rational and irrational decisions out of informed knowledge which often originates from an external source. This further asserts on the important role of language as a tool to influence the behaviour of an individual.

Intra-religious training is deeply anchored on the religions of its participant. In other words, training to tolerate and understand other peoples' religion is done by the religious leaders through the teachings of their scriptures. The religion of Islam itself means peace and absolute submission to the will of God. In almost every part of the Glorious Qur'an, the understanding that peace is the will of Allah is clearly stated. For instance, the Qur'an enjoined man to live in harmony and peace with fellow human being as contained in Qur'an 3:200. Allah says:

O you who believe! Endure and be more patient.

The believers are commanded to be patient in Islam and are not allowed to abandon it in times of comfort or hardship, ease or calamity. They are also commanded to endure against their enemies, those who hid the truth about their religion. In the Holy Bible, it is stated that all Christians should love both their neighbours and enemies and should live in peace with everyone.

Religion, no doubt is a force to reckon with in the lives of individuals and the nation at large because it is a tool that provides inspiration to Nigerians to unite and fight social upheavals, moral decadence, political stability and promote economic development. Also, religion prepares both the individual and the society for a good life. Religion regulates the conduct and behaviour of people in the society and preaches vital virtues needed in the nation. The religions sermons that are preached in the nooks and crannies of the nation with specific reference to citations from the Holy Bible and Glorious Qur'an are all efforts geared towards modifying the behavior of the people positively in the society.

Conclusion

In conclusion, religious and language competitions have been the bane of our society in the recent past. Nigeria have witnessed several religious riots all in the name of God by bad leaders and gullible followers, resulting in killing of innocent citizens, disruption of national peace and destruction of lives and properties. We have attempted to bridge the gap that language and religion are veritable tools for national peace. To achieve this gap, tolerance and unity should take priority over ethnic and religious bigotry and languages should be used to preach for peaceful co-existence amongst the citizenry, so that resolution of conflict will not be seen as a hard nut to crack.

Way Forward

In the light of the conclusions reached above, the following recommendations are made:

1. tolerance and unity must be taught by all the stakeholders and live by example for peace to reign in the country.
2. good governance by political, religious, community leaders is another way in which language and religious differences could be minimized. There is need for these leaders to show accountability, transparency, responsiveness, equity and justice.
3. seminars, conferences and workshops should be established from time to time for the citizenry especially the youths where the virtues of love, peace and unity in juxtaposition with the evil effects of hatred, conflict and war will be effectively taught.

4. there should be no favouritism from the government towards any religion and language. Every religion and language should be given equal treatment and opportunity. This is because Nigeria is a multi-religious and multi-lingual nation.
5. all religions leaders should teach, practice and enjoin their adherents to honestly practice the tenets of their religion. No true religion teaches wickedness, hostility and hooliganism.
6. the teachings of the two dominant religions in Nigeria (Islam and Christianity) should be made compulsory in the general course in Nigeria Colleges and Universities because they have been taught as a school subject at primary and post-primary level of the Nigerian educational system.

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Enrolment Review and Graduation of Office Technology and Management Education Students in College of Education Ikere Ekiti, Ekiti State

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Abstract
The decrease in the number of enrolment and graduation of students in the Department of Business Education (Office and Technology Management Education option) in Nigerian Colleges of Education has been a major concern for all stakeholders. This prompt the researcher to carry out this research to ascertain the inconsistencies in the number of admissions and graduates in the Business Education Departments, (Office and Technology Management Education option) using the College of Education, Ikere-Ekiti as case study. Admissions in this department were looked into for a period of ten (10) years (2008-2018). These were gotten via the Descriptive Survey design and data was collected from existing record from the College. Causes of the decrease in the rates were identified. The paper recommended possible solutions to the low rates of applicants and graduates in the Department in focus.

Keywords: Transforming, Office Technology and Management, Inconsistencies, Applicants.

Introduction
Office Technology and Management is a new academic programme in Nigerian tertiary institutions designed to replace the old secretarial studies programme to prepare and make students of secretarial studies competent, skillful and employable in the world of work. Secretarial

studies programme in the nation's tertiary institutions, gave birth to Office Technology and Management. As the reliance on technology continues to expand in office, the role and chances of Office Manager has greatly evolved. Office automation and organisational restructuring have led professional Office Managers to assume responsibilities that were once reserved for managerial staff. Office technology and management creates awareness, develops the potentials in man to subdue and harness the resources in his environment for the betterment of himself and his society. Olawole and Abuya (2011). The course provides the business world with multi-skilled knowledge workers who manage information efficiently, equipped with a comprehensive range of skills including managerial, technological (substantial computer applications), human relation skills and communication skills. The work also involves the management of information in administrative, financial, public relations, human resources, legal, e-commerce, event management, or education and training environments. A good office manager must possess all these skills to function well in the world of work. Office Technology and Management is also part of Business Education, many scholars have written on the subject, all have seen it as education that equips the learner with the skills which they required to help them in business offices. There are career opportunities for graduates in this field for employment in a variety of fields in the business world. The work involves the management of information in administrative, financial Management, public relations skill, human resources, event management and communication skill. (Cape Peninsula University of Technology https://www.cput.ac.za. 2019).

A secretary, also known as a Personal Assistant (PA) or Administrative Assistant, has many administrative duties. The title "secretary" is not used as often as in decades past, and responsibilities have evolved to much more advance skill set such as mastering Microsoft Office applications: Word processing , PowerPoint, and Excel to name a few. The duties may vary according to the nature and size of the company or organisation, and might include managing budgets, book-keeping, attending telephone calls, handling visitors, maintaining websites, travel arrangements, and preparing expense reports. Secretaries might also manage all the administrative details of running a high-level conference or meeting and be responsible for arranging the catering for a lunch meeting. Often, executives will ask their assistant to take the minutes at meetings

and prepare meeting documents for review. In addition to the minutes, the secretary may be responsible for keeping all the official records of a company or organisation. A secretary is also regarded as an "Office Manager. "National Careers Service" 2019.

Office Technology and Management is a new academic programme in Nigerian tertiary institutions designed to replace the secretarial studies programme. The Office Technology and Management Education programme is designed to equip students with secretarial/office skills for employment in various fields of endeavours. Akwa and Pwol (2009) citing NBTE asserted that in addition to the acquisition of vocational skills in Office Technology and Management, the students are equipped with effective work competencies and socio-psychological work skills which are very essential in every day interactions with others. Oludele and Dosunmu (2013) described Curriculum Implementation as a network of varying activities involved in translating curriculum design into classroom activities and changing people's attitudes to accept and participate in these activities. Implementing the new, long awaited Information CT-driven Office Technology and Management Education curriculum expectedly threw up new challenges. The Office Technology and Management curriculum was aimed at producing graduates who would be able to effectively manage the electronic driven office, and who would be equipped with secretarial and office skills for employment in various fields of endeavor. Office Technology and Management is one of the most literate course one can offer among other related courses. Any successful graduates from this course do not face any challenges in terms of job opportunities. In Nigeria for example, the demand for office manager by various business concern are on the high rate because they are more of hand work, in-service training and experience in their day-to-day activities. The emergence of Office Technologies has made the secretary's role to change from traditional roles to modernity (Edwin, 2008). The secretaries have access to modern office technology such as the computers, internet, hand phones and fax. These ICT tools makes the work of the secretary much easier. This factor has contributed to the positive performance of the secretaries in the organisations around the world. This is because the secretaries find it easier to send messages and communicate freely.

Managers also find it easier to communicate using the e-mail, group collaborations software such as Zimbra, fax and through the telephone. This and other related software are used by the office managers because it enables her to coordinate and execute the tasks accordingly. In addition, the email, fax machine and the telephone are common in offices. The computer and other ICT tools help the office manager to write, edit and send memos, letters and reports switching in and outside the organization as fast as possible. (Mumini & Hawa, 2014). Office managers are often seen as the live wire of the organisation because of the adequate training received in order to cope with versatility in an increasingly complex and automated modern office.

With all these available opportunities highlighted, there has been a negative attitude among the present day students in studying the course in the tertiary institutions. There can be no developing economy without trained office managers because their contributions cannot be over emphasized. Without adequate training, they will be misrepresented, misapprehended and misinterpreted as well, hence the need for the study. The causes of students' poor attitude towards the study of Office Technology and Management in tertiary institutions" were looked into with a view of finding out the problems and proffering solutions to the identified problems. Perhaps, the most crucial and challenging questions in the minds of office technology and management educators is what to do in order to keep pace with the advancement in the use of new ICT tools and not poor enrolment into the course.

Transformation Agenda: Implications for the Educational Sector in Nigeria.

The Cambridge dictionary defines the word transformation as "a remove lines in the appearance or character of something or someone, especially so that that thing or person is improved" The Microsoft Encarta Dictionaries (2009) defines the word transformation as "a complete change, usually into something with an improved appearance or usefulness" It also gave synonyms of the word as conversion, revolution, alteration, renovation, makeover and change. Adamolekun (2011) discussed these changes extensively in his inaugural lecture titled 'Transformation Agenda for Accelerating National Development'.

The Transformation Agenda consists of five "Fundamentals", Part one of the Lecture discussed the five Fundamentals being (i) Electoral Legitimacy (ii) Peace and Security, (iii) Government Policy Stability (iv) Rule of Law and (V) Anti-Corruption . Part two discussed the three Transformation Result Areas (i) Rehabilitating Education (ii) Fixing Poor Infrastructure and (iii) Achieving the Millennium Development Goals (MDGs). Part three discussed four Implementation Issues (i) The Centrality of the Civil Service (ii) Intergovernmental Dimensions (iii) The role of non-state actors and (iv) The Critical Importance of Monitoring and Evaluation.

The aspects of the Transformation Agenda that directly concern this paper is Part one, item (iii) Government Policy Stability, Part two, item (i) Rehabilitating Education, and Part three, item (iv) The Critical Importance of Monitoring and Evaluation. During the lecture, Adamolekun said that government was committed to the monitoring and implementation of policies, aside policies inherited from previous regimes which were reversed, such as the Polytechnic and College of Education merger between June 2007 and June 2008 among others. According to him, two inherited policies in the education sector that were reversed are: (i) public-private-partnership (PPP) arrangement in the management of 102 Federal Government Colleges (unity schools) and (ii) merger of polytechnics and colleges of education with universities. The main explanation given for reversing the inherited PPP arrangement is because the schools are still useful for promoting national integration and should, therefore, continue to be run by the Federal Government. However, the government was silent on the implicit breach of the contract between it and the emerging Schools Management Organisations. Furthermore, the assertion on the usefulness of the unity schools for promoting national integration was not based on any opinion survey involving the key stakeholders. Regarding the reversal of the inherited policy on the merger of polytechnics and colleges of education with universities, the consultation and dialogue with the public promised by the new administration had not been embarked upon when it decided to push for polytechnics in the country to award bachelor's degree in technology instead of being affiliated with universities. Significantly, no analytic work was conducted on the pre-requisites for ensuring that the proposed bachelor of technology degrees will be of good quality and be relevant to the needs of employers. (Adamolekun, 2007).

Brief History of College of Education

In the beginning, the birth name of College of Education was "Advanced Teachers College". There were four in existence back then: Advance Teachers College, Ondo; Advanced Teachers College, Zaria; Advanced Teachers College, Kano; and Alvan Ikoku Advanced Teachers College. The report of Ashby Commission in 1958, which condemned the quality of teachers in Nigerian schools then and raised the need for higher grade or more qualified teachers gave birth to those institutions which have now metamorphosed into today's colleges of education. Against that backdrop, it is apparent that the demand for quality teachers led to the establishment of the colleges of teacher education. This much was attested to by Prof. Nike Ijaiya while speaking in February this year at a convocation ceremony of the Kwara State College of Education, Ilorin."A logical question to ask now perhaps is: are we back in the same situation we were in 1950s?" Prof. Ijaiya queried? Like her, many erudite scholars admit that the rise in education standards globally is creating challenges for quality and confusion for education managers and students that need to be sorted out. "How do we match the rapidity of change with quality or funding? This is where the role of the teachers comes in, referring to parents as the early teacher, the school teachers and the guardians of the child," Ijaiya stated. (NCCE, 2019).

National Policy on Education

A look at Nigeria's 2013 National Policy on Education suggests an intention to ensure and sustain access and equity to education for the total development of the individual; to ensure the quality of education delivery at all levels; to promote functional education for skill acquisition, job creation and poverty reduction; to ensure periodic review, effectiveness and relevance of the curriculum at all levels to meet the needs of society and the world of work; among others. The initial plan for the creation of Education is to take care of the primary and the secondary school levels in the country with adequate qualified teachers. The vision is well taken care of and organised in the colleges of education. There are various departments to respond to the need of students in their different field of study. This arrangement was in place and still in place up till date. Yet there are problems arising from the negative mentality of an average Nigerian towards teachers' education on one hand and the inferiority

complex on the part of students admitted to study Office Technology and Management on the other hand.

Moreover, some people believed that the Colleges of Education students are the "rejects" of universities and polytechnics. They are labelled as a group of students that are not likely to do well in their studies. Once these students gained admission into the university, you see them abandoning their NCE admission even in NCE II. Speaking on the reasons why applicants apply to Colleges of Education, in her recent interview (Wikipedia, 2012) gave the following as a major reasons "They do this because the vacancies in our universities are limited. Those who failed to secure admission into the universities will have to find an option into College of Education. This mentality is greatly affecting the attitude of students and their academic performance. Some will even prefer to drop out totally.

This situation is so challenging to the growth of Colleges of Education in Nigeria. It has affected drastically the number of students admitted and graduated from the colleges, even more severely for departments with lower patronage such as the Office Technology and Management Department. This problem may be from the none-challant attitude of government towards the teacher training education in the country and students' none exposure to the advantages that can be derived from the study of Office Technology and Management right from the secondary school levels.

In addition, University graduates become level 08 officers in the Civil Service, while College of Education National Certificate in Education (NCE) holders are placed on level 07. These are major signs that can kill students' interest to pursue admission in the colleges of education, not to talk of admission to a particular course of study.

Statement of the Problem

For sometimes now, there has been a decline on the number of prospective school learners who offer Office Technology and Management Education in tertiary institutions.

In another development, some students offering the course claimed that it was their inability to fit into other various prestigious disciplines that made them to settle for Office Technology and Management Education. This ugly development has continued as a matter

of fact to be a source of worry to business educators and management of tertiary institutions that offer this course. It is therefore observed that if this situation is not under control, it will get to a stage where there will be serious scarcity of proficient and efficient office technology managers to be in charge of business offices in every part of the country. The study revealed that some students do not receive proper guidance and counselling in order to know the importance of the course. It is in view of these present challenges that the researcher thought, it is necessary to look into the topic and find out what is responsible for the low enrolment of Office Technology and Management Education in College of Education, Ikere and proffer solutions to the identified problems.

The Case of Office Technology and Management Education Departments in the College of Education, Ikere Ekiti.

College of Education, Ikere Ekiti was established initially as the defunct Ondo State College of Education, Ikere Ekiti with an Edict on December 5, 1977 and as the premier institution of the State. The College was primarily conceived as a training centre for teachers of Technical Education. The College was also to be unique in the sense that it would principally train Technical and Vocational Education teachers without neglecting academic areas of study.

In this paper, the admission and graduation rates of the college for ten (10) years, ranging from 2008 to 2018, were considered, in order to ascertain the quantity of NCE graduates and applicants admitted into the department of Office Technology and Management Education NCE programme and also to affirm if it is on the low side or not. The study also, through the results obtained, examined the implications of the results. The following tables present the data on admission and graduation in the college:

Admission and Graduation Record for College of Education, Ikere Ekiti from 2008 to 2018.

Table1

Year	Session	Number Admitted	Number Graduated	Percentage %
2008	2008/2009	150	140	93.3
2009	2009/2010	104	100	96.1
2010	2010/2011	60	52	86.6
2011	2011/2012	37	35	94.5
2012	2012/2013	49	48	97.9
2013	2013/2014	48	48	100
2014	2014/2015	55	54	98.1
2015	2015/2016	63	60	95.2
2016	2016/2017	27	25	92.5
2017	2017/2018	11	08	72.7

Source: Department of Business Education (Office Technology and Management Education option) College of Education Ikere (2019).

Admission Rate

From Table 1, it is observable that a total of 604 admissions only were gotten over a period of 10 years. 150 admissions were gotten in 2008, it decreased to 104 in 2010, and decreased to 60 in 2011, and 37 in 2012. It increased again to 49 in 2013, only to decrease to 48 in 2014, it increased to 55 in 2015 and 63 in 2016, decreased to 27 in 2017 and finally to 11 in 2018. From the ongoing, we can establish that there are inconsistencies in the admission rate, and that there is more of decrease than increase in the rate of admission into the College over a period of 10 years.

Admission and Graduation Record for College of Education, Ikere Ekiti from 2008 to 2018.

Table 2

Year	Session	Number Admitted	Number Graduated	Percentage (%)
2008	2008/2009	150	140	93.3
2009	2009/2010	104	100	96.1
2010	2010/2011	60	52	86.6
2011	2011/2012	37	35	94.5
2012	2012/2013	49	48	97.9
2013	2013/2014	48	48	100
2014	2014/2015	55	54	98.1
2015	2015/2016	63	60	95.2
2016	2016/2017	27	25	92.5
2017	2017/2018	11	08	72.7

Source: Department of Business Education (Office Technology and Management Education option) College of Education Ikere (2019).

Graduation Rate

From Table 1, it is noticeable that only a total of 570 NCE graduates were produced over a period of 10 years. 140 NCE graduates were produced in 2009, it decreased to 100 in 2010, it decreased from 100 in 2010 to 52 in 2011, it decreased further to 35 in 2012, it increased slightly to 48 in 2013 and 2014, there was an increase in 2015 to 54 and 60 in 2016. In 2017, it decreased to 25 and a drastic fall in decrease to 08 in 2018. The data showed inconsistencies in the rate of graduation, and that there was more of decrease than increase in the rate of graduation in the College over the period of 10 years. The frequency of decrease persist throughout the 10 years considering the number that were admitted each year With these data, the inconsistency in the rate of graduation is established, and there was more of decrease than increase in the number graduated over the 10 year under review.

Deduction from the Foregoing

It can be deduced from the above analysis that:

1. College of Education, Ikere Ekiti admitted only 604 applicants over a period of 10 years
2. The College graduated a total of 570 candidates within the 10 years.
3. There was decrease in the admission rate of students into the College.
4. There were also decrease in the number of students that graduated in the last 10 years,
5. The number of NCE graduates produced per year by the College, was not sufficient for the immediate location to the entire Ekiti State, thereby they were not able to satisfy the teachers need in the Office Technology and Management Education.
6. Majority of the students feel inferior such that they are not bold enough to say they are students from Office Technology and Management Education Department.
7. The students are not aware of the benefit they can derive from running a programme in Office Technology and Management Education Department.
8. The situation has been persistently so for at least 10 years.

Conclusion

From this statistics from College of Education Ikere Ekiti, other Colleges of Education across the nation may be facing the same problem of low enrolment. With this low number of turnout of NCE graduates, the question now is "How are the few NCE graduates in the Office Technology and Management able to respond to the demand for office managers in the organisation or to Business teachers in our primary and secondary level from both private and public schools?

There is need for all stakeholders to urgently intervene so as to arrest this ugly situation. Government and its parastatals, institutions, teachers, parents and students are the beneficiaries of the NCE programme, though the larger percentage of the benefits goes to the government. All this units must work together as a team for the total transformation of the Office Technology and Management in Colleges of Education.

Way forward

Once a problem is identified, it is half-solved. Based on the analysis made in this write up, the following recommendations are therefore made:

1. The students should be exposed to business studies subjects immediately they gain admission to primary and follow the same trend to secondary school.
2. There should be provision of instructional materials such as business studies curriculum, texts and instructional media in the public schools especially to make the subject attractive and interesting for the teachers and the students.
3. There should be training and re-training for the few teachers on ground to make them more versatile in their teaching now that we are in the era of technology.
4. There should be a total change of attitude by the government towards Office Technology and Management Education in Colleges of Education, seeing that the larger percentage of teachers produced for primary and secondary schools are from NCE. NCE graduates of Office Technology and Management are among those that are reluctant or unwilling to stay behind and teach or work in the organisation in Ekiti State.
5. Teachers should be motivated to be committed and hardworking such as to make teaching more interesting and respond correctly to students questions on typing skills, transcription, speed and accuracy, human relation skill, communication skill and so on.
6. OTM programmes are very expensive and need to be given special funding attention and government should also improve substantially the monitoring of its implementation strategies not only to ensure accountability of funds but also for effective teaching and learning. (International Journal of Technology and Inclusive Education (IJTIE), 2014. They further submitted that the anticipated progress in Office Technology and Management Education cannot be contemplated in the absence of very vigorous consistent policies to improve and update vocational education and therefore institutions offering office Technology and Management programmes should be properly equipped with new and more automated instructional equipment.

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Internally Generated Revenue and Budget Implementation in Nigeria, Ekiti State in Focus

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Abstract
The study examined internally generated revenue and budget implementation in Ekiti State. This study adopted ex-post factor design which involve the collection of data from the report of the auditor general for local government on the account of the (16) sixteen Local Governments in Ekiti State for year 2007, 2008 and 2009 respectively were used. Data collected were analysed using descriptive statistics such as mean and standard deviation to provide answer to the research questions. The findings revealed that internally generated revenue of Ekiti State cannot be sufficient to take care of budget. It was hereby recommended that the government need to improve on internally generated revenue of the State and source for funds to support project execution and budget implementation.

Keywords: Budget, budget implementation, internally generated revenue, budgeting system, budgeting techniques.

Introduction
Budget is an indispensable instrument in governance. A good budget implementation process is expected to ensure that intended government policies and priorities as stated therein are achieved. Budget implementation process should aim at maximising the contribution of public expenditure to national welfare. A well-functioning budget system is very vital for the formulation of sustainable fiscal policy with the aim of facilitating economic growth. The major challenge confronting budget

implementation especially in Nigeria is late preparation coupled with late passage of the budget. It is important to clearly explain that without proper and appropriate planning and re-assessing with adequate monitoring and feedback budget implementation will become a ruse.

The major parameter been used in assessing the total economic performance of the nation according to Sani and Nwite (2018), include (i) macro and micro economic stability (ii) overall real growth in gross domestic product and (iii) fiscal operation assessment to determine whether there is a budget surplus or deficit. It therefore means that the utilisation of the volume of government expenditure and revenue is very vital to economic growth which is being expressed as Gross Domestic Product (GDP) of a country. Budget making and its implementation for both state and national assembly is handled by the parliamentary. The importance of government in the socio-economic development of a country cannot be over-emphasised, the reason been that the budget is the weapon by which government allocates resources to the various sectors of the economy with a view to ensuring economic transformation.

According to Olande (2010) a functioning national budget is vital for formulating sustainable fiscal policy that stimulate economic growth, not only this, it enables government to translate government social economic, political goals and promises into action that will help in making equitable decision about how to generate and spend fund in a given period. It therefore means that national budget helps to reveal the proposed expenditure and the expected revenue of the government for the fiscal year. According to Kizito and Hook (2014) a typical budget consists of four major stages namely budget preparation, enactment, implementation and appraisal. Kingsley, Kanayo, Ehigiamusoe and Kizito (2014) opined that budget as an instrument of natural resource mobilization and allocation needs to be properly designed, effectively implemented, adequately monitored and painstakingly evaluated. Hence government uses budget as a reliance for fiscal and economic management, facilitation and realisation of government vision as well as a tool for enhancing economic growth and development.

As budget is very critical to the development and execution of most of government plan programme and objectives, it will be a ruse if the means of actualising the dream is not there hence adequate provision of revenue is of utmost importance to the government to be able to

achieve their goal. The internally generated revenue is one of the major weapon with which government execute their programmes. According to Siyanbola and Olubukunola (2014), various functions of the state government are financed by both the externally and internally generated revenue which serves as bedrock of the existence of every organisation, sourcing for this fund is basically necessary. Udeh (2002) asserts that the poor financial status of states in Nigeria has escalated due to insufficient revenue generation. He stated further that non provision of grants by the Federal Government under which the constitution are needed to be made available annually during budgetary disbursement to leverage sub-national government in crisis is not available which can help to address challenges of inadequate financial resources that will enable the state government cope with their respective assignment services are not catered for hence, the inability to make such services available like provision of infrastructures, good road networks construction of bridges, building of schools etc.

Many state governments including Ekiti State are lacking behind though eager to grow but the where withal is lacking and insufficient to cater for the growing population. It is unbelievable to know that most state government are relying on the Federal Government allocation for their sustenance since the Internally Generated Revenue cannot cater fully for the need of these States. (Ibrahim, 2002; Ishag, 2002 and Hamid, 2008). The IGR that is accrued to some states are so meager as to take care of the various demand within the state which are pertinent to their existence no wonder the setbacks that is been experienced by some state in Nigeria. It is on the basis of this that this study is carried out to discover the effect of IGR on budget implementation which no scholar has ever embarked upon.

There are many sources of revenue available to state government out of which taxation plays a prominent role. In Nigeria just as we have three arms of government (Executive, Legislature and Judiciary) so we have three levels of Government namely that Federal, the State and the Local Government. These three tiers of government are expected to perform their statutory roles to the citizens hence the need for fund to carry out this legitimate responsibility. The funds in question are to be acquired from a particular source. These sources among others include taxes, funds, licenses, permit, intergovernmental revenue, gifts, donations

and grant. For budget implementation, revenue generated is to be used to execute project that are of immense benefit to the populace.

Dubnicks (2002) describes the budget of any government as the technical instruments by which commitments are translated into monetary terms. According to Glautior (2000), budget is simply a plan of dominant individuals in an organisation expressed in monetary terms and subject to the subject imposed by other participants and the environment indicating how the available resources may be utilised to achieve whatever the dominant individuals agree to be the organisation priority. Omopariola (2003) shows that government during a plan for financing the activities of the government during a fixed period usually a year. Budget has been defined by Reeve and Warren (2008) as an accounting device used to plan and control source of operational department of governments and divisions. Baker (2005) opines that in government circles, budgets are used to assist management control and to provide the legal authority to level taxes, collect revenue and make expenditure in accordance with the budget provision. It is the budget that establish and communicates the objectives and priorities government units.

Internally Generated Revenue (IGR) according to Oti and Odey (2017) are those sources of government finance generated majorly by the three levels of Government (Federal, State and Local) which assist in broadening and widening the overall non-oil revenue structure of the various States. They explained further that the current challenges confronting the three tiers of government in Nigeria is the problem of dwindling revenue generation. It has been discovered that most State governments absolutely depend solely on Federal allocation which had been mostly favourable to the Federal Government.

An observation of the income profile of Ekiti State revealed that the internally generated revenue of the state is less than one fourth of the total inflows that is accruable to the State. Despite the fact that State government perform the following functions among others: provision and maintenance of market, collection of taxes and rates, construction and maintenance of rural, road network, naming of streets, development of agriculture, provision and maintenance of health facilities provision of intra State transport services to the citizens, and maintenance of law and order. Yet the resources to execute some of the aforementioned programmes are limited and inadequate. The major sources of revenue accruable to

the state are the IGR and revenue generated from outside the State (Externally Generated Revenue).

Internal Generated Revenue (IGR)

There are revenues that is accruable to the state government from its internal activities although this varies from state to state since this has been influenced by politics, economic, security and culture of those residents within the State. The following are some sources of IGR to the State.

Sources and challenges of Internal Revenue of state Governments in Nigeria. Table shows the sources and challenges of Internal Revenue of State Governments in Nigeria

S/N	Revenue Sources	Challenges
	Taxes	Mismanagement of Tax Collected. Lack of public awareness. Human Resource problem. Bribery and corruption. Non-remittance of income collected. Lack of public awareness.
	Charges & Fees	Bribery and corruption. Non-remittance of income collected. Lack of accountability.
	Licenses	Poor internal control measures. Lack of accountability.
	Earning & Sales	Poor internal control measures. Lack of accountability. Bribery and corruption. Non-remittance of income collected. Inadequate facilities
	Rent on government property	Poor internal control measures. Lack of accountability. Bribery and corruption. Inadequate facilities.
	Interests and dividend	Bribery and corruption Non-remittance of income collected
	Fines	Bribery and corruption. Non-remittance of income collected
	Miscellaneous	Porous sources. Poor internal control measures.

Source: Douglas, 2010, Omotoso, 2009, and Olusola, 2011.

Theoretical Framework: Principal-Agent Theory

At the heart of public budgeting are relationships among those who provide agency services and those who allocate resources to service providers. Schick (1988) has referred to these individuals as claimants and conservers, respectively. Others have entitled them more generally as agents and principal respectively (Dernski, 1998). In this relationship, the principals contract with agents to provide services to the public, and the

main focus for all those involved is the contract (that is, the budget) itself. Two key questions for both participants are; what can be done to draw up the most effective contract? and how can the contract be effectively carried out?. While no one has come up with the answer, current research suggests that we should look at the elements that are common to the contract and its enforcement, which are the distribution and management of information and the hierarchical relationships among budget participants. Principal-agent relations also are likely to be affected by the hierarchical relationships between budgetary participants and the resulting asymmetry of information that occurs among the participants. Nearly all government programs and policies are determined and implemented in a hierarchical manner. Even within a single organisation, such as an agency, subordinate positions are designed to be accountable to supervisor positions. In budgetary relationships, agents are most often government agencies and programs. Principals, however, tend to vary according to the nature of the government's budget decision making process. In both cases, principals are assumed to set the policies and overall goals, and agents then implement programs intended to address the principal's policies and goals. To implement the programs, the agents need money or budget authority. Following principal-agent, the amount of budget authority granted as agency should be determined by the relative dominance of one party over the other during budget negotiation. Unfortunately, the negotiation process may yield inefficient results.

Theory for Internally Generated Revenue

The theory that support IGR is based on the Keynesian theory of public expenditure as cited by Oti and Odey (2017) quoting Keynes 1936 which stated that there is insufficient aggregate demand and active stabilisation policy that is needed to maintain good economic performance. Public expenditure was regarded as an exogenous factor, a policy which can be used to maintain the economic performance. The theory advocates government involvement in the management of the economy with the expansion of fiscal policy to influence macro- economic performance and increase growth. It also suggests that the efficient utilisation of public expenditure can contribute positively to economic growth as well as revenue generation.

The Budgetary Reforms in Nigeria

One of the major concerns of the government from the inception of democratic civilian administration in Nigeria has been the rate of extra budgetary spending, and blatant disregard to budget rule perpetrated by previous (military) administrations. Specifically, during the military regimes, the budget process was said to be thrown into disarray with major defects which precluded the budget from performing its role effectively as a tool for economic transformation, rather pressurised the nation into economic instability. Expectedly, a number of reforms were embarked upon aimed at revamping the processes, programmes and policies considered ailing, in order to bring the economy on tract with the new democratic agenda and to delivering value to the people. The public sector in general and the public budget process in particular were among the areas for which reforms were exigent.

Consequently, a number of budget related reforms were introduced into the Nigeria budget process. These include; Oil-Price based on fiscal rule, the Medium Term Expenditure Framework (MTEF) 2005, and the Fiscal Responsibility Act 2007 among others. The reforms centred on five major aspects namely; administrative procedures, budget preparation, management of government spending, budget implementation, as well as budget monitoring and evaluation. They were intended to achieve the following objectives among others; reduce the cost of governance, improve the management of resources by curtailing extravagances, increasing the level of productivity and efficiency, as well as ensure budget discipline (i.e. adherence to limits). Specifically, the Medium Term Expenditure Framework (MTEF) was introduced into the Nigerian budgetary process in 2005; although it's legal backing came via the Fiscal Responsibility Act in 2007. According to MTEF it entails annual budgeting system in which budget decisions relating to new programs and projects are made at every budget preparation session based on three-year fiscal scenarios, to ensure that projects financed for the next three years will be approved under the annual system and will be consistent with the baseline budgeting approach. Its emphasis is on a multi-year (three years) budget packaging.

The specific objectives for the adoption of MTEF in Nigeria were to improve the allocation of resources to strategic priorities among and within sectors, as well as provide MDAs with a hard budget constraint

among others; State Partnership for Accountability, Responsiveness and Capability (SPARC). Similarly, the Fiscal Responsibility Act (FRA) was signed into the law by President Musa Yar'Adua in 2007. It was meant to ensure prudent management of national resources, a mandate consistent with section 16 of the 1999 constitution, among others. Besides, the FRA was set to promote greater accountability and transparency in fiscal operations and processes within the medium term fiscal policy framework. In summary, the enactment of FRA formed the legal basis for the MTEF, and gave impetus to other budget reforms as well.

Factors Affecting Growth of IGR of State Government

Since IGR varies from state to state depending on the ingenuity of the state government and its ability to drive its resources to harness all the sources of revenue to its revenue nets from time to time. According to Siyanbola and Olubukunola (2014), most states that collect enough IGR tapped into this principle and the under-listed are some of the factors militating against the growth of IGR in some states of the federation: poor knowledge of appropriate tax rate, poor publicity and enlightenment on the benefit accruing for paying revenue voluntarily, sharp practices on the part of revenue collectors for holding on to some, absence of reliable database, lack of enforcement capability of the State Inland Revenue, unclear demarcation of boundaries between one state and the other; non-existence of enabling law to capture some IGR sources and non-mobilization of adequate personnel to drive revenue collection.

The Relationship between Budget Reforms and Budget Management

Budget reforms involve making changes to the ways and manner in which the budget is formulated, implemented and evaluated for the purpose of facilitating effectiveness and efficiency of the economy. It is about restructuring the process and/or management of a nation's budgeting system in order to improve its feasibility as a fiscal policy vehicle. By implication, therefore, budget reforms must have direct impact on the quality of budget management, otherwise it would be unnecessary.

Supportably, the five planks of the reforms mentioned earlier in this paper (i.e. administrative, preparation, management, implementation and monitoring/evaluation) resonated with both, the four phases of the budget cycle (formulation, enactment, execution and evaluation), and the

five major elements of budget management (efficiency, effectiveness, discipline, transparency and accountability). It is this interconnectedness that forms the fulcrum of the conceptual and theoretical underpinning of this study. Three budgets' constructs are prominent namely (Reforms, process and management). The implication exemplified in the model is that budget reforms instigate changes in the process, as well as the management of the budget in order to improve its workability as an economic management tool.

It is also in conformity with the theoretical postulates by institutional economists that institutional reforms are a necessary condition for achieving durable budgetary outcomes, or that the "rule of the game" does shape the nature of decisions taken. Hence, changing the rule of the game can help in reducing the likelihood of systematic biases for poor budget/fiscal outturns. This implies that appropriate and effective reforms of the institutions of budgetary process and management mean shaping the rules of the game which invariably have far reaching implications on the budgetary out turn.

However, most budgetary reforms are targeted at the implementation phase of the budgetary process, because of its susceptibility to corruption and misappropriation. This to a great extent explains why the specification of hard budget constraint or fiscal rules is a common factor of most reforms, hence, the concentration of this paper on IGR budget/implementation. Conceptually, budget discipline is different from fiscal discipline in the sense that while budget discipline is measured by the ratio of budgetary expenditure to actual expenditure, fiscal discipline is measured by the ratio of budget deficit to the Gross Domestic Product. However, both are attributes of efficient fiscal policy management, hence, share similar implication on the economy (GDP).

Prerequisites for Effective Budget Implementation

Development of Oriented Macro-economic Policies

The macro-economic analysis and forecasts which form part of the MTEF should not only be sound but must also be people-oriented. It must be geared towards poverty reduction and well-being of the people. In this connection, it is necessary to seek and deploy institutional support and complementarities. For instance, it is important to strengthen the National Planning Commission to effectively perform a useful role as far as macro-

economic analysis is concerned. Specifically, the NPC should be involved in the conscious transformation of the budgeting horizon from the traditional annual budget to multi-year budgeting and the incorporation of performance measurement information into the budget. The key areas of involvement should include (i) articulation and preparation of the broad macroeconomic framework, (ii) articulation of performance measurement information, and (iii) ensuring proper linkage between development priorities and budget implementation.

Nature and Purpose of Budgeting

The public budget is a financial representation of government's spending plans for delivering public goods and services over a period of time. This involves (a) estimating revenues (income) that will be available (b) identifying the public goods and services to be provided and how they are to be provided (c) estimating what it will cost to provide the identified public goods and services as efficiently as possible (Eboh, 2006).

It is common knowledge that the budget is one of the major tools of macro-economic management. The budget allocates resources in a way that reflects development priorities. In particular, it demonstrates the 23 commitment to improved access to education and health services, increased agricultural productivity and greatly improved infrastructure. The budget should be able to firmly lead to the nation's development priorities, especially in employment generation, wealth creation and poverty reduction and allocate funds to them accordingly. The budgetary process is an important component of the reforms to the way the government does its business to ensure that the challenges are met (Obadan, 2003).

Broadly, the purpose and associated features of the budget may be considered in terms of three aspects as a tool of accountability; as a tool of management, and as an instrument of economic policy (Aku, 2009). Budgeting in the final analysis, regardless of the type of legislature, is a political exercise.

In an ideal sense, the budgetary process can be described as one where there is first an establishment goal in the light of available data and recognition of economic, political and administrative constraints. The next stage consists of the development of plans and programmes for short, medium, and long terms (Iyoha, 2000; Roy, 2003). This stage involves

looking ahead at issues and alternatives. More specifically, it involves the preparation of projects with sizable outlays. The formulation of a development plan is followed by the annual budgeting or the allocation of resources. The implementation of the budget involves the ongoing recognition of new issues and reallocation of resources. The final stage is the appraisal and evaluation of the implemented budget for accountability and, more significantly, as feedback for the formulation of new goals (Ariyo, 2007). Each stage leads to the next, facilitating decision making on the policy, accountability, and management aspects of the budget. Finally, it is clear that budgets are not just numbers detailing abstract expenditure. A budget reveals a vision for the future as well as the ideals shaping that vision.

Budget Conception and Preparation

The starting point for budget conception and preparation is a review of the performance of national budget for the previous fiscal year. Here, data are collated and reviewed; economic, political and social constraints are identified, and the objectives and policies of government are established. The Budget Office in the Ministry of Finance, usually headed by a director is responsible for budget preparation.

Budget Approval

Once the various ministries and agencies submit the draft to the budget department of the ministry of finance, a budget committee is constituted to scrutinise it. During the meetings, reconciliation and adjustments are made so that all the items fall within the budget ceiling. For the capital expenditure, the rolling plan provides the basis for project selection. The draft budget is then submitted to the executive. The budget appropriation bill is then presented formally to the legislature.

Appropriation

The national assembly's primary role is to scrutinise the budget proposal presented by the President, and thereafter, pass it back for signing into law. The constitution does not provide a deadline for legislative approval of the budget.

The appropriation bill constitutes a limited restriction on the disbursement of funds by the executive. No expenditure can be incurred

except on the authority of a warrant and authority-to-incur expenditure (AIE) duly signed by the Minister/ commissioner of Finance. Without such an AIE, the Accountant – General of the Federation/State does not accept, in his account, any charge upon the consolidated revenue fund (Ekpo, 1994; Ekpo, 1996; Falokun and Yekini, 2002).

Implementation

Upon passing of the Appropriation Bill, and the issuance of the general warrant by the minister/commissioner of finance to the Accountant General, funds are released from the consolidated revenue to meet the budgeted services approved in the estimates. The warrant authorises officers controlling votes in the ministries, departments and government agencies to incur expenditures approved in the estimates. The implementation of the budget is, therefore, the responsibility of the executive arm of government (Ekpo, 1996; Oladipo, 2001).

Monitoring

This involves some form of control mechanism to ensure that funds are used for their intended purposes. It ensures that disbursed funds are effectively and efficiently used. And that financial commitments and expenditures do not exceed approved amounts. Monitoring, which usually is the responsibility of Ministry of Finance, and in some cases, that of Project Implementation and Monitoring Agency (under the executive), also ensures that projects not approved by government are not pursued or executed (Oni and Olomola, 2006).

Empirical Review on Internally Generated Revenue and Budget Implementation

Nnanseh and Akpan (2013), investigated the effects of internally generated revenue on infrastructural development in Akwa Ibom State in Nigeria. The study made use of ex-post facto research design and secondary sources of data spanning from 2000-2012 which were obtained from Akwa Ibom State Government Annual Budget Appropriation and the State Board of Inland Revenue (SBIR) Annual Report and Statement of Accounts. The regression result revealed that IGR contributed positively and significantly to the provision of water, electricity and roads but the

road construction was most favoured. In this study, there is evidence that Ho3 is not accepted.

Ironkwe and Ndah (2016) studied the impact of Internally Generated Revenue (IGR) on the performance of local governments in Rivers State Nigeria. The study adopted the ex-post facto research design and made use of a population size of 23 local government councils in Rivers State. The secondary data employed were from 2005 to 2014 and were collected from the authorities of Ogba/Egbema/Ndoni Local Government Council. The findings of the study revealed that TREV and NTRV had no significant impact on Local Government road construction (LGRC) in Ogba/Egbema/Ndoni Local Government Councils within the period studied. The p-value were ($0.26 > 0.05$ and $0.43 > 0.05$) for TREV and NTRV respectively. The result also showed that NTRV had a significant negative impact (p-value $= 0.03 < 0.05$; t-statistics $= -3.980$) on local government staff salaries and wages (LGSW) while the TREV had a significant positive impact (p-value $= 0.02 < 0.05$; t-statistics $= 2.228$) on LGSW. The study indicated that locally generated revenue cannot adequately enhance economic development, therefore the Ho4 is accepted.

Emelogu & Uche (2010) examined the relationship between government revenue and government expenditure in Nigeria, using cointegration and causality approaches. Applying time series data from 1970 to 2007, obtained from the Central Bank of Nigeria, the study was based on four hypotheses such as revenue-spend hypothesis, the spend-revenue hypothesis, the fiscal synchronisation hypothesis and the institutional separation hypothesis. It employs the Engel-Granger two-step co-integration technique, the Johansen co-integration approach and the Granger causality test within the Error Correction Modeling (ECM) framework. The findings revealed that there is a long run relationship between government revenue and government expenditure in Nigeria. Thus, the findings support the revenue-spend hypothesis for Nigeria, indicating that changes in government revenue induce changes in government expenditure at both national and sub-national levels.

Olaoye (2016) examined empirical analysis of the nexus between budget implementation and economic development in Nigeria. The study adopted ordinary least square COLS, CO-integration and error collection model (ECM) in analysing the short and long run effect of budget on

economic growth, the study revealed that public recurrent expenditure will have a positive relationship with GDP while public capital expenditure and public debt service will have a negative relationship with GDP.

Olaoye, Olaoye and Afolabi (2017) examine the impact of capital budget implementation on economic growth in Nigeria. Secondary data collected from CBN was used. Argmented Dickey Fuller unit root test, co-integration test and error correction model was used to analyze the data, result revealed that capital expenditure implementation is germane in maintaining and sustaining economic growth.

Odunayo and Oluwaseun (2015) discusses on budgeting and economic development of Ekiti State Nigeria. Secondary data was used with descriptive analysis of variables collection and regression analysis was employed for the model to test hypothesis. The study recommended that state government should ensure rational allocation of sectarian expenditure based on the development needs.

However, despite the numerous empirical conducted to link revenue and expenditure, yet less attention has been paid on the nexus between internally generated revenue and budget implementation mostly at the subnational levels of government in Nigeria. Hence, this study is to fill the gap with particular reference to sixteen Local Government in Ekiti State, Nigeria.

Statement of the Problem

Over the years researchers have shown that one of the major problems confronting budget in Nigeria is traceable to delay in approving the yearly budget by the house and weak implementation strategy. Feanyinckukini, Ezeamama, Joy and Mgbodule (2016) corroborates the above assertion and submit that in Nigeria, budget implementation has been a major issue of concern which include poor implementation which has actually make execution a weak link in the budget process.

Objectives of the Study

The objective of this study is to investigate Internally Generated Revenue and budget implementation in Ekiti State with a view to ascertain:

1. the status of the Internal Generated Revenue between 2007 to 2009 in the sixteen Local Government Areas in Ekiti State.

2. the status of budget allocation between 2007 to 2009 in the sixteen Local Government Areas in Ekiti State.
3. the extent to which Internally Generated Revenue affect the implementation of budget in the sixteen Local Government Areas in Ekiti State.

Research Questions

The following research questions are raised from the objectives of the study.

1. What is the status of the Internal Generated Revenue between 2007 to 2009 in the sixteen Local Government Areas in Ekiti State?
2. What is the status of budget allocation between 2007 to 2009 in the sixteen Local Government Areas in Ekiti State?
3. What is the extent to which Internally Generated Revenue affect the implementation of budget in the sixteen Local Government Areas in Ekiti State.

Methodology

This study adopted ex-post factor design which involve the collection of data from the report of the auditor general for local government on the account of the (16) sixteen Local Governments in Ekiti State for three years, 2007, 2008 and 2009 respectively were used. Data collected were analysed using descriptive statistics such as mean and standard deviation to provide answer to the research questions.

Results

Research Question 1: What is the status of the Internal Generated Revenue between 2007 to 2009 in the sixteen Local Government Areas in Ekiti State?

Table 1: Analysis of Internal Generated Revenue between 2007 to 2009 in the sixteen Local Government Areas in Ekiti State.

Years	Mean	Standard Deviation
2007	12,962,341.60	1,801,200.06
2008	13,922,312.40	2,767,827.46
2009	18,934,337.3	2,058,948.09

The result of analysis presented in Table I revealed that the status of IGR between 2007-2009 in the sixteen local governments in Ekiti state. It was shown that there was steady increase in the IGR between 2007 and 2008. A very high increase was also observed in the IGR of the state in 2009. This implies that the status of the Internal Generated Revenue between 2007 to 2009 in the sixteen Local Government Areas in Ekiti State was increasing yearly. The status of the Internal Generated Revenue between 2007 to 2009 in the sixteen Local Government Areas in Ekiti State was further presented in figure i.

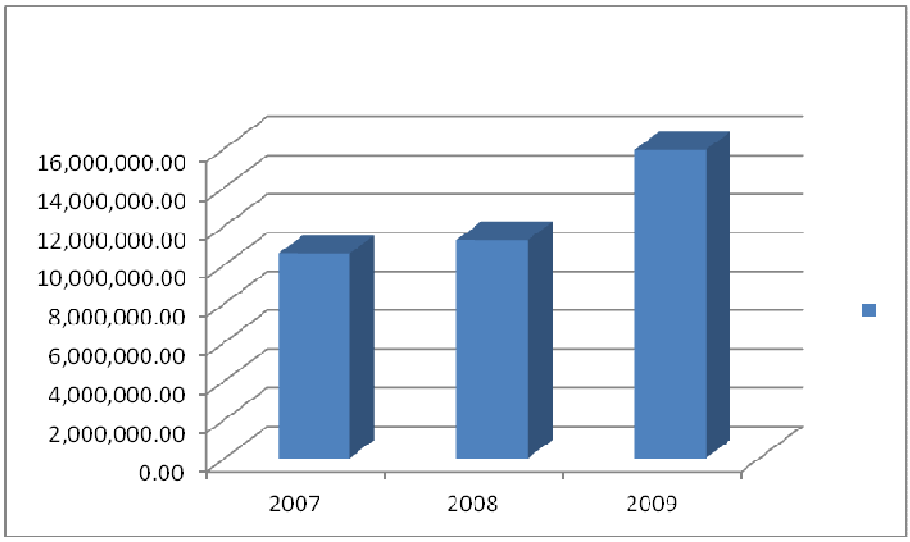


Figure i: Bar Chart showing the summary of IGR in Ekiti State.
Source: Ekiti State Ministry of Finance (Auditor General's Report)

Research Question 2: What is the status of budget allocation between 2007 to 2009 in the sixteen Local Government Areas in Ekiti State?

Table 2: Analysis of Budget Allocation between 2007 to 2009 in the sixteen Local Government Areas in Ekiti State.

Years	Mean	Standard Deviation
2007	10,562,329.60	803,24.11
2008	11,263,321.00	967,827.46
2009	15,924,357.32	1,000,148.09

The result of analysis presented in Table 2 revealed that the status of budget allocation between 2007-2009 in the sixteen local governments in Ekiti state. It was shown that there was steady increase in the budget allocation between 2007 and 2008. There was also high increase in the budget allocation of the state in 2009. This implies that the status of the budget allocation between 2007 to 2009 in the sixteen Local Government Areas in Ekiti State was increasing yearly. The status of the Internal Generated Revenue between 2007 to 2009 in the sixteen Local Government Areas in Ekiti State was further presented in figure ii.

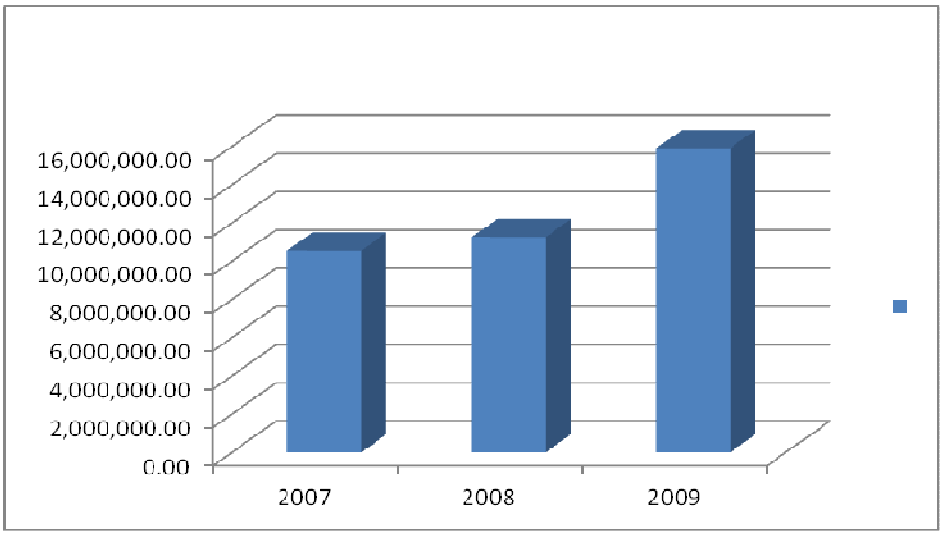
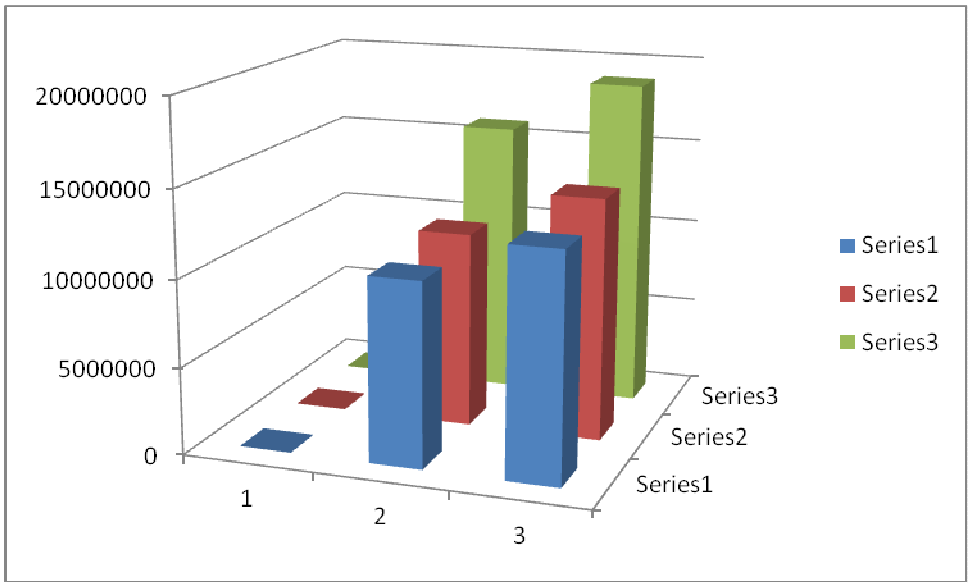


Figure ii: Bar Chart showing the summary of Budget Allocation in Ekiti State.

Source: Ekiti State Ministry of Finance (Auditor General's Report)

Research Question 3: What is the extent to which Internally Generated Revenue affect the implementation of budget in the sixteen Local Government Areas in Ekiti State?

To determine the extent to which IGR affect budget allocation in Ekiti State, multiple bar series chart is used.



Source: Ekiti State Ministry of Finance (Auditor General's Report)

It was revealed that the higher the IGR in the three consecutive years, the higher the budget allocation and implementation. This implies that the extent to which Internally Generated Revenue affects the implementation of budget in the sixteen Local Government Areas in Ekiti State was high.

Discussion

The finding of study for research question one which sought to find out the status of IGR between 2007 and 2009 in the sixteen local governments in Ekiti state revealed that there was steady increase in the IGR between 2007 and 2008 and very high increase in the IGR of the state in 2009. This implies that the status of the Internal Generated Revenue between 2007 and 2009 in the sixteen Local Government Areas in Ekiti State was increasing yearly. Also the finding on research question two revealed that the status of budget allocation between 2007 and 2009 in the sixteen local governments in Ekiti state was increasing yearly. Hence, the extent to which Internally Generated Revenue affects the implementation of budget in the sixteen Local Government Areas in Ekiti State was high. The finding is in line with Akpan (2013) that IGR contributed positively and significantly to the provision of water, electricity and road which are the implementation of annual budget of the government. The study is also in

line with the finding of Emelogu and Uche (2010) that there is a long-run relationship between government revenue and government expenditure in Nigeria. Thus, IGR is germane in the implementation of budget in Ekiti State.

Conclusion

The study concluded that the status of Internally Generated Revenue (IGR) and budget allocation across the local governments in the state increase yearly. This has gradually enhances effective implementation of budget implementation in the state. Hence, there is need for government to device proactive means of improving the method of revenue generation in the State. It was also discovered that as a result of paucity Internally Generated Revenue, project implementation and execution to a large extent has been grossly affected.

Recommendations

This paper therefore makes the following recommendations:

i. the state government should improve on generating more revenue to enhance budget implementation.
ii. the government should source for other means of generating revenue to support the existing ones.
iii. the officials of the internal revenue services must be adequately trained to support increased revenue level.
iv. the government should establish a virile task force with a view to disallow unremitted internally generated revenue.
v. the budget office must be committed to a wholesome budget with financial backing to ensure proper budget implementation and execution.
vi. Government should embark on public enlightenment to educate the people on the need to fulfill their civil responsibility of paying taxes; the federal government should stop playing politics with state government and start being realistic by providing fund to states based on needs not by political affiliations. Prompt remittance of external grants to state government locked up in federal government accounts; total overhauling methods of assessment and collection of revenues; appointment of dedicated officials with proven integrity to take charge of revenue collection in the state;

provision of social amenities to the citizens, for them to know where their tax payments are being spent in the state;

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Christians as Light and Salt in Matthew 5:13-14 and its Implications for Good Governance in Nigeria

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Abstract
The attitude of many Christians in Nigeria to governance is generally poor and this has always had adverse effects on nation building. Going by its tenets and values, Christianity is a worthy religion whose adherents are expected to positively influence the systems they are part of, and so, Christians cannot afford to leave the governance of Nigeria into the hands of others. Unfortunately, Nigerian Christians are, at best, apathetic to political participation. In the Beatitudes, Jesus likened those who believed in Him to light and salt with an expectation that they would have good impacts on their immediate community. Apart from the fact that light and salt are essential to life, they are also change agents. However, as indispensable as they are, they cannot make any appreciable impact unless they are part of the system they are expected to influence. It is, therefore, imperative that Christians in Nigeria would resolve to be practically involved in the governance of the nation. In this paper, the authors will critically examine the description of Christians as light and salt of the world and, using exegetical and hermeneutical methods, the implications of these to good governance in Nigeria would be highlighted.

Keywords: Christians, Salt, Light, Governance, Politics, Nigeria.

Introduction

The attitude of many Christians in Nigeria to the governance of the nation is generally poor and this has always had adverse effects on nation building. Nation building comprises those values that are beneficial to the people as a community and not peculiar to the individual. It involves rights**,** benefits, obligations and responsibilities, and this is heavily dependent on the citizen's understanding of and participation in governance. Unfortunately, it appears that the concept of governance is not fully understood by many Christians and this hinders their involvement in the task of governing the nation. By definition, governance is the activity of administering a country or controlling a company or an organisation; the way in which a country is governed or a company or institution is controlled (Oxford Dictionary, 2nd Edition).

The passivity of some Nigerian citizens, and in this context, Christians, stems from two main errors, among others. First, some Christians see the governance of the nation as the particular task of politicians and have never seen themselves as responsible for being part of the system. So, when governance or government is mentioned, they do not in any way think about their being responsible in the task. Two, some Christians also see anything that has to do with politics as dirty and corrupt and would not want to get themselves "contaminated" by it. These errors are traced to the early missionaries who brought the Christian religion to Nigeria. Some of the early missionaries preached against getting involved in politics (Talbert, 2010) and from their teachings many mainline churches got their doctrine of "Separation of the Church and State." Efforts are being made to make Christians realise their importance and responsibilities to the governance of the nation in contemporary time but some are still highly being influenced by this doctrinal error.

Reading through the Bible, Christians would find out that God's people have always been involved one way or the other in the general governance of the land they found themselves outside of Canaan. The likes of Patriarchs such as Abraham, Isaac and Jacob were very much involved in the system of government of the Philistine and the surrounding nations (Gen. 14:18-24;18:16ff;20;26). Lot, even though was living among immoral people was found at the gate where decisions were being made (Gen. 19:1) Joseph's active participation in Egypt is still being mentioned

till date (Gen. 41:37-40). Daniel served under three consecutive governments in Babylon and influenced the entire system in no small way. In the New Testament, Christians who were scattered to different nations as a result of persecution made great impacts in the government of the nations they found themselves. Those who were in nations where Christianity was not embraced continued to speak apologetically against the undeserved punishments meted out against Christians. The conversion of the then Roman Empire where the greatest persecution of Christians was carried out to a Christian empire that now produces the Pope is as a result of the continued active participation of Christians in the governance of the nations they found themselves. This paper, therefore, looked at the implications of Christians as light and salt in the governance of Nigeria. The authors believed that the understanding of the descriptions of Christians as light and salt of the earth would help them to reposition themselves to bring positive changes to the governance of Nigeria among other nations.

Matthew 5:13-14 and the Sermon on the Mount

The teachings of Christ as recorded by Matthew in chapters 5, 6 and 7 of the book is generally referred to as the "Sermon on the Mount". It is so called because the teachings were made on the top of a mountain. "The Sermon on the Mount" is the first and longest of the five sections in which Matthew gathers together the teachings of Christ. In the edited work of David Alexander and Pat Alexander (2000), these teachings are expressed as "Standards of Discipleship" as Jesus showed his followers how they ought to live – not simply according to a set of rules but by an inner revolution of attitude and outlook (p. 477). Vaught (2001) is of the opinion that the Sermon is one of the main teachings of Christ on morality and discipleship. The images in Matt. 3:13-16, according to Talbert (2010) immediately followed by the Beatitudes and are often interpreted as referring to Jesus expectations of his disciples. Vaught also explains that the Sermon on the Mount has been one of the most widely quoted elements of the Canonical Gospels. The Sermon on the Mount was given very early in the ministry of Christ. It followed immediately after his baptism by John the Baptist, the selection of his first disciples and his return from his 40 days and night in the Judean Desert where he had been tempted by Satan with the aim of making Christ renounce his spiritual

mission and gain worldly riches. Matthew 5:13-16 presents the metaphors of salt and light. These imageries culminate the profile of God's people presented in the Beatitudes. By describing his followers as "salt of the earth" and "light of the world" Jesus was emphasising on their value as agents of change. Perhaps, Jesus expects that when those who listened to his teachings in the Beatitudes obey and live to the demands of the teachings, they would surely become individuals who will transform the entire community where they find themselves.

Christians as the Salt of the Earth

It was Pliny who succinctly summed up a view shared by peoples all over the world living in many circumstances in his time when he wrote "Heaven knows a civilised life is impossible without salt" (Natural History, p. 88). Roman statesman, Cassiodorus also gives a hint about salt when he said "some seek not gold, but there lives not a man who does not need salt" (Life, n.d). This expression literally tells the importance of salt then and even now. Many years before now, salt was highly priced because of its importance in feeding both people and animals, curing and preserving foods, producing chemicals and medicines, and taming hides. Therefore, since access to salt was necessary for survival, it localised people. Through the trade of salt, some nations became very prosperous. Redmond Life gives a brief history of salt, which reflect**s** its importance. According to him:

> salt has become an inexpensive and readily available commodity that most of us take for granted. But in older times, salt was heavily taxed and wars were fought over it. In some ancient civilizations, salt was in sure high demand that it was actually minted into coins to serve as the basic currency. Where salt was scarce, it became as valuable as gold… Salt was traded ounce-per-ounce with gold – if that were still the case we'd have to pay $300-$400 per ounce of salt. Because everyone, rich or poor, craves salt, rulers going back at least as far as the Chinese emperor Yu in 2200B.C. have tried mightily to control and tax it. Salt taxes help finance empires throughout Europe and Asia, but also inspired a lively black market, smuggling rings, riots, and even resolutions.

As rich and important this historical backgrounds of salt, which tells of how expensive it used to be, Christ, however, was not speaking about the price of salt then, but about its universal acceptance and importance to the human life. During the time of Christ in the Ancient Near East, salt was used basically as preservative and to enhance flavour of food (Potts, 1984, p. 225). Apart from these usages, salt also have certain medical benefits: it absorbs and transport nutrients; it maintains blood pressure; it maintains the right balance of fluid; transmits nerve signals; contract and relax muscles (Haskins, 2016). The medical usage of salt in the time of Christ, and especially to Christ may not be ascertained, but its importance as preservative and flavour are doubtless. So, by referring to believers as "the salt of the earth" Christ was simply making the people understand who they are in God and what impacts they need to make wherever they find themselves on earth.

The Text: Matthew 5:13

Greek Version: u`mei/j evste to. a[laj th/j gh/j\ eva.n de. to. a[laj mwranqh/|( evn ti,ni a`lisqh,setaiÈ eivj ouvde.n ivscu,ei e;ti eiv mh. blhqe.n e;xw katapatei/sqai u`po. tw/n avnqrw,pwnÅ

English Translation (RSV): "You are the salt of the earth; but if salt has lost its taste, how shall its saltiness be restored? It is no longer good for anything except to be thrown out and trodden under foot by men." Christ was very affirmative in His description of His disciples (and by implication those who believe in Him) as the salt of the earth. He was not telling them who or what they ought to be, but who they are; that is their status as the people of his kingdom sojourning on the earth. As salt of the earth, Christ was making those who have come to believe in Him that they are to preserve the earth from all manners of corruption and decay and also give taste to the earth through their actions. But in order to accomplish this, the 'saltiness' in these believers must be intact!

There are different kinds of salt, but the salt that was being referred to in this periscope is the normal table salt, NaCl (Sodium Chloride). Nacl has two important elements, Na (sodium) and Cl (chlorine). Sodium is a soft metallic element, a highly reactive member of the alkali metals. The sodium ion is soluble in water and is responsible for

the salty state of the ocean, and the element is essential to sustain human life. Sodium on its own is dangerous to ingest, as sodium ignites when it comes into contact with water, so the element must be handled carefully. On the other hand, Cl (chlorine) is a halogen element, and because of its oxidation powers, it is used in many cleaners, bleaches, and disinfectants. Chlorine on its own is dangerous to ingest, as it is poisonous. However, chlorine becomes chloride when combined with other elements, and as such it forms many compounds necessary to sustain human life. When sodium and chlorine come together, they form sodium chloride (NaCl), popularly referred to as table salt, or simply salt (Cross and Livingstone, 2005).

The importance and usefulness of salt is dependent on its saltiness, which the elements and ions that make it up possess. Once these ions are lost, the salt loses its ability to preserve and sweeten food. The attributes that Christ highlighted and taught to His disciples as found in verses 3-11 could therefore be referred as the "ions/elements" that make Christians become "salty". When these ions/elements are missing, the Christian loses his/her saltiness. The attributes that Christ taught to His disciples include meekness, righteousness, mercifulness and peacefulness among others that are parts of the fruit of the spirit, which Paul highlighted in Galatians 5:22 (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control). These are the ions/elements that make Christians who they are. Once these characters are found in Christians, they are already made salty; they would only need to display these attributes as they live with others on earth in order to make the earth sweetened as well.

The verb mwranqh/ |in the verse translated in the English version as "loses its saltiness" means "to make foolish", "to become tasteless". But can salt lose its saltiness? Stotereau (2010) and White (2013) explain that salt is a very chemically stable substance and will remain salty for years as long as it is not exposed to moisture or rainfall. They both concluded that as long as salt is stored dry, it retains its saltiness. So, what makes a Christian to lose his 'saltiness' are all kinds of 'exposures' to the things of the world that get him or her contaminated and diluted. When this happens, the Christian only becomes one by confession and no longer in attitude for he has failed to keep his ions/elements that made him salty in the first place dry. The only Christians who will make impact on earth

are Christians that are kept dry from moisture and contaminations of all kinds. This is the only way they could remain wise (as against being foolish) and tasteful (as against being tasteless). Christians can actually make necessary impacts in the world by being actively involved in the systems that influence the world such as politics and governance, without necessarily becoming exposed and contaminated therefore losing their saltiness.

Christians as the Light of the World

In the similar way Christ used salt to describe His followers, He also made used of light. Light is a common and everyday phenomenon that is known by all. Light could be used both as noun and as verb. In the context in which it is used (Matt. 5:14). However, it is used as a noun – which explains what they are and by implication, what they would do by the virtue of who/what they are.

The Text: Matthew 5:14

Greek Version: u`mei/j evste to. fw/j tou/ ko,smouÅ ouv du,natai po,lij krubh/nai evpa,nw o;rouj keime,nh\

English Translation (RSV): "You are the light of the world. A city set on a hill cannot be hid."

What readily comes to mind when light is mentioned is illumination that casts out darkness. So, by saying His followers are the light of the world, Jesus may be describing them as people who will bring illumination to the dark world that has been taken over by sin. However, the use of fw/j has deeper meaning than just being an illumination. Several Greek words are translated as light in the Gospels. And as Gagliadi (n.d) observes, all of these words are forms of fire. Today, there are forms of light that have no connection with or form of fire but in Christ's period, this was not so. The Greek word translated "fire", however, is used as "punishment", while "Light" is associated with knowledge and virtue. Three of the Greek words translated "light" are fw/j, (phos), φέγγος (pheggos), and λύχνος (lychnos). All these three words are associated, at one time or another either with wisdom or virtue (Gagliadi). So, it can still be inferred that apart from the fact that Christians are to give illumination to the dark work, they are also sources of wisdom and virtues to the world. By implication, the attitudes that believer in Christ have imbibed

through the teachings of Christ and the fruit of the Holy Spirit can graciously give wisdom to the world as a solution to its foolishness and virtues in place of vices that are predominant in the world and its systems.

In addition, the metaphoric meaning of fw/j as the commonest word for light in Greek is "happiness", "victory", and "glory". Gagliadi further observes that after fw/j began to be used to mean "illumination of the mind", which may have come from its Hebrew source via the Septuagint Greek. Bringing all these together, it could be said that followers of Christ as the light of the world are sources of illumination to cast out darkness from the world; wisdom of the world, to deal with its stupidity and foolishness; possessors of virtues to deal with the vices that have contaminated and corrupted the world. They are the world's happiness without which the world would remain in perpetual sadness and gloom; their presence in the world represents victory over all the onslaught of Satan; and they are the glory of the world, representing God's image. By these descriptions, believers in Christ are indeed agents of real change in the world where they live.

However, as powerful as all these descriptions are and their potential to cause real change, they would be impotent without active participation in the systems that rule and govern the world, of which politics is a part. Politics is one of the ways the systems of the world are being controlled and governance is being carried on. The more Christians dissociate themselves from these important processes of change, the more incapacitated they would become. Christ explains that Christians as light should be well positioned to lighten their worlds; they cannot afford to be covered up. Uncovering themselves does not suggest they would become "exposed" which would make them to lose their saltiness; it is a way of deliberately influencing the world through intentional living and active participations in the things that set the course of the world going without allowing their lights to be put off.

While speaking at the 50th Anniversary of ShepherdHill Baptist Church, Obanikoro, Lagos, the Vice President of Nigeria, Professor Yemi Osinbajo said in his keynote address with the theme "The Role of Contemporary Church in Nation-Building: Pessimism, Optimism or Activism" on the 13th July, 2019 that as salt cannot make any change in a stew unless in the soup, Christians cannot make any difference in the world standing aloof. He is quoted saying that: "Christians must not sit at

home and pray but must be involved to make the difference. There is a test of courage and faith that every nation-builder must face and we must be ready to be the salt of the earth, like Jesus Christ said". He continued that "We (Christians) must put our faith to work and we must be the salt of the earth like Jesus said. As Christians, we do not agree with our flesh; we must be righteous and ensure self-sacrifice, if we will transform the country. People will speak evil of us, but we must stand in righteousness." This statement from the Vice President of Nigeria echoes the teachings of Christ on Beatitudes, which are essential for all to make positive changes through Christians' saltiness and illuminative prowess.

Governance in Nigeria and the Attitude of Christians

It is surprising to know that Christians have poor attitude to governance in Nigeria. Although this fact cannot be generalised; however, it is true for many Nigerian Christians. This problem, however, as earlier noted cannot be completely separated from the erroneous presuppositions and assumptions many Nigerian Christians have about politics and governance in Nigeria. Many Christians believed that Christians should be involved in politics, electioneering processes, exercising of one's civic rights by voting, and that the involvement of Christians in the governance of the nation will bring a positive turnaround but in practicality, only few Christians live to expectations. In a recent research carried out at Ikorodu West Local Government Development Council by Adewale, (2018) to test the participation of Christians in politics in Nigeria, the information in the Table 1.1 was gathered:

S/N	QUESTION	YES	NO	NOT SURE
1.	Should a Christian be involved in Politics?	209	32	9
2.	Should Christians participate in electioneering processes?	187	24	39
3.	Should Christians exercise their civic rights by voting?	232	18	0
4.	Do you have a PVC?	152	98	0
5.	Did you vote in the just concluded election?	52	198	0
6.	Will Christians' involvement in Politics bring a positive change in governance?	227	19	4

Table 1.1: Attitude of Christians to Politics and Governance in Ikorodu West LCDA

Again, this data cannot be taken to be a good representation of all Christians in the research community and the number would be very infinitesimal to speak for the whole Christians in Nigeria, yet, it reveals in part the attitude of many Christians to the governance of their nation. Ironically, many Christians as observed from the research are positively disposed to politics but do not match their beliefs and dispositions with corresponding actions. Also from the work, it can be attested to that Christians do not hate politics. They love governance, they believe in it, they are positively disposed to it, but many are not just ready to be involved in it. It is like refusing to act on what you believe is right and worthy of pursuit but expecting someone else to carry it out. This attitude has turned many Christians into political analysts and commentators who are only interested in talking about the successes and failures of those who are active players in politics, but who will not take the right actions themselves. This is sadly a show of passivity where practical actions are expected to be taken.

Electioneering process is another very critical element of governance. By electioneering process, the authors mean political campaigns, rallies, protests, and other political activities which are much more pronounced during election periods as well as reactions to government policies, which are at variance with the ideals of nationalism. Omotoye (n.d) is of the opinion that protests that are channelled in the right direction, the type Pastor Tunde Bakare of Latter Rain Assembly took part under the umbrella of the "Save Nigeria" group led by Nobel Laurel, Wole Soyinka. The protest was against the absence of President Yar-Adua from Nigeria for over fifty days without allowing the Vice President, Goodluck Jonathan to act, as in accordance with the specific constitutional stipulation. Justifying his participation in the protest, Pastor Tunde Bakare said, "We need to spearhead effective social mobilisation, rebuild the spiritual streets and the walls of our nation and influence what is happening there. It is time for the true church to come out of the closet and rebuild ancient ruins (Nigerian Tribune, 2010). The statistical analysis in Table 1.1 reflects the patriotic level of many Christians in the light of protests and rallies that have to do with good governance.

A good number of Christians believe that gathering of such type, which is not solely for religious purpose, is sinful and unethical of Christians. It is the opinion of the authors, however, that a Christian may get involved in politics, electioneering processes, protests and rallies provided the motive is right and in tandem with the ideals of the nation, without necessarily going against the tenets of the Christian faith and the commands of God. Not everyone in partisan politics is a backslider as some Christians are made to believe. Voters' apathy is another cankerworm to good governance in Nigeria and it is disappointing that many Christians do not vote. Voting, however, is one of many citizens' civic responsibilities, which usually lead to the emergence of political leaders at the national, state and local government levels. As indicated in the research of Adewale as shown above, a good number of Christians believe they are meant to exercise their civic right by voting; only very few of them are not positively disposed to voting. However, even though many Christians support the fact that Christians are meant to be part of the voting exercise to choose their leaders, this paper is of the opinion that not all of them are prepared to actually cast their votes.

Going with the Independent National Election Commission's (INEC) rules and regulations governing election in Nigeria, only those who have what is called a Permanent Voter's Card (PVC) are qualified to participate in the voting exercise. This simply means that those who do not have their PVC cannot vote. Unfortunately, many Nigerians of voting age register to have their PVCs, but do not eventually obtain them after being produced. Even when produced, some only use them for other purposes rather than for the primary reason for issuing the PVC in the first place – to cast their votes. This fact is collaborated from the statistics of the Independent National Electoral Commission (INEC, 2010). From INEC's statistics, out of the 6,570,291 registered voters in Lagos State for example, only 5,531, 389 collected their PVCs, over a million copies of PVCs were not collected. Worst still, only 1, 089,567 of the residents in Lagos that have their PVCs exercised their franchise by voting during the 2019 Presidential Election. The voters' apathy was worrisome. The number again reduced in the gubernatorial election. Christians, observably, are not left out from this disdainful attitude of voting.

Implications of Christians as the Salt of the Earth and the Light of the World for Good Governance in Nigeria

There as so many implications for Christians as the Salt of the earth and the light of the world for good governance in Nigeria. As Salt, Christians need above every other thing to be salty themselves. Jesus said in Mark 9:50 that "Salt is good, but if it loses its saltiness, how can you make it salty again? Have salt among yourselves, and be at peace with each other." One of the things that make Christians salty as earlier explained in this work is for them to have attitudes that Christ enumerated in the Beatitudes and that are also highlighted by Apostle Paul in Galatians 5:22 such as love, joy, peace, forbearance, kindness, goodness, faithfulness. These "ions" make Christians become salty first and foremost, after which they would also be able to influence their immediate and remote environments.

Also as salt, Christians must use these ions that make them salty to promote peace and unity among themselves. Christians may not be able to make any necessary impacts in the governance of the nation if there is disagreement and disunity among them. Some of the many challenges confronting Nigeria as a nation are tribalism, socio-ethnic conflicts, corruption and greed that are usually borne out of selfishness. Unfortunately, all these are also evident among Christians, and these vices will not help them to make any meaningful impact. Regardless of what denomination a Christian body is, it is expected that the group would be part of the Christian Association of Nigeria (CAN). CAN is the only Christian umbrella recognised by the Nigerian constitution and doctrinal differences and denominational beliefs and practices should not deter any Christian denomination in Nigeria from being a member church. If all churches in Nigeria can come together to take a position over a matter that affects the nation, making impacts would be a whole lot easier. Christians will be able to achieve much more together than acting as an individual entity. In Matthew 5:13, the personal pronoun used (u`mei/j) is plural, which suggests that Christ was referring to the body of believers in the first place; individual entity is only implied.

Additionally, as salt of the earth, Christians need to get involved in governance in order to sweeten it and preserve it from decay. Salt as a sweetener and preserver has to get into the content – whether soup, stew or meat before it can unleash its potential into it; it cannot do it from

a distance. In that case, Christians need to get mixed-up in politics and governance to make appreciable impact. This is possible if Christians are ready and determined. It is high time Christians stopped leaving the destiny of the nation in the hands of those who do not have the prosperity of the nation at heart, making themselves political spectators, analysts and commentators – they need to become partisan in politics and governance. This does not necessary have to be at the national level only; they can begin to make necessary impacts at the grassroots.

As light of the world, Christians need to continually get their illumination from God who Himself is the father of all light. God is the source of light and as long as Christians get themselves plugged into God, they can never go out of power to give light. The light that God gives cannot be comprehended; it always shines brightly, disallowing darkness from ruling. There are sinful and unethical practices that are found in politics and virtually all systems in Nigeria; many things have been bastardized. However, Christians need to make the difference as light do. Christians are always being seen in whatever they do. There appears to be no hiding place for them because of what they profess to be. They should therefore shine the light of God in them to give illumination to the world around them. Illumination could come to political office holders at all levels in form of counsel, prayers, and even participation. Christian religious leaders should not run after politicians for monetary gains; they should rather place themselves in the sacred position their religious authority have put them and be ready to tell the mind of God to both political and non-political actors.

Conclusion

This paper has examined Christians as the salt of the earth and the light of the world in the light of good governance in Nigeria. Salt and light are powerful change agents. By referring to Christians as the salt and light of their immediate community, he expects them to influence these communities for good and make good impacts on the nation. If Christians, therefore, will make any significant impact in Nigerian politics and governance, they need to deal with their erroneous mindset about politics and governance in Nigeria, take a new leaf, and become practically involved in the system. Christians should be frontiers in the practices that promote good nation.

Way Forward

Christians should obey simple traffic laws, keep the nation clean, promote peace, unity and togetherness, participate in governance right from their local communities. The creation waits eagerly expecting the manifestations of God's children. Christians, therefore, should stop standing aloof, but join in making Nigeria a better place to live. This is an achievable feat if they resolve to.

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