

6th African Economic Summit & Strategic Conference

4TH-6TH JUNE, 2024



**THEME: NEW THINKING FOR AFRICAN
DEVELOPMENT & SUSTAINABILITY**

CONFERENCE PROCEEDINGS

UNIVERSITY OF GHANA, ACCRA

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6TH AFRICAN ECONOMIC SUMMIT & STRATEGIC CONFERENCE

UNIVERSITY OF GHANA, ACCRA

THEME: New Thinking for African Development and Sustainability

DATE: Tuesday 4th - Thursday 6th June, 2024

TIME: 10:00am (GMT+1)

CONFERENCE LOC

PT. Hussein Botchway

Center for Clinical Innovation, Strategy & Policy (CCISP)

Conference LOC: University of Ghana

CONFERENCE PEER REVIEW PANEL

Prof. Thomas Traynor

Wright State University, USA

Prof. Lars Kolvereid

Bodo Graduate School of Business, Norway

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Kampala International University, Kampala - Uganda

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6TH AFRICAN ECONOMIC SUMMIT & STRATEGIC CONFERENCE

UNIVERSITY OF GHANA, ACCRA

CONFERENCE PROGRAMME

DAY ONE – Tuesday 4th June, 2024

Arrival of Guest/Conferees/Delegates

DAY TWO – Wednesday 5th June, 2024

OPENING SESSION/PLENARY

Conference Registration	- 9:00am – 10:00am
Opening Prayer/Welcome Remark	- 10:00am – 10:15am
Institutional Brief/Chairman's Opening Remark	- 10:15am – 10:30am
Research Training	- 10:30am – 12noon
Launch Break/Group Photograph	- 12noon – 1:00pm
Plenary Session	- 1:00pm – 4:00pm
Policy Review Session	- 4:00pm – 5:00pm

DAY THREE – Thursday 6th June, 2024

PLENARY/POLICY REVIEW SESSION

Opening Prayer/Welcome Remark	- 10:00am – 10:15am
Conference Briefing	- 10:15am – 10:30am
Plenary Session	- 10:30am – 12noon
Launch Break/Group Photograph	- 12noon – 1:00pm
Plenary Session	- 1:00pm – 4:00pm
Policy Review Session	- 4:00pm – 5:00pm

DAY FOUR – Friday 7th June, 2024

Departure of Guest/Conferees/Delegates



WELCOME TO UNIVERSITY OF GHANA

The University of Ghana, the premier university in Ghana, was founded as the University College of the Gold Coast by Ordinance on August 11, 1948 for the purpose of providing and promoting university education, learning and research.

As a university poised to distinguish itself in the area of research to make an impact at the national and international level, the University launched a Strategic Plan in 2014. The strategic plan (2014-2024) is intended to consolidate the gains made from the review of the University's mission and practices and situate these within the context of a very dynamic environment of higher education in Ghana and beyond.

As the premier university in Ghana, the University aims to produce the next generation of thought leaders to drive national development. Through its research institutes and other centres of learning and research, faculty members are involved in studies that support policy making for national development, often in collaboration with other international institutions.

There are currently a number of Ghanaian and international institutions that hold affiliation with the University of Ghana. As a leader in tertiary education, the University has established several link agreements with universities in Africa, Europe and North America for student, faculty and staff exchange as well as collaborative research.

The student population is approximately 61,000 made up of students enrolled on regular, sandwich and weekend programmes as well as distance education as well as students from affiliate institutions. The University has experienced a steady growth in the number of international students who come from over 70 countries to join either the regular undergraduate and graduate programmes or enroll on the study abroad and other special programmes designed for international students.

The University of Ghana, has over the years built an image as one of the continent's reputable universities, making it the first choice for academics, researchers and students.

Source: <https://www.ug.edu.gh/about/overview>

Timeline for Manuscript Corrections and Journal Publication

The timeline for manuscript assessment and publication is as outlined below:

1. The Plenary/Technical session is compulsory for all conferees. You are advised to note the comments pointed out by the Chairman of the Technical Session and other members of the plenary group. This will help you effect corrections as expected.
2. Corrections of manuscript(s) (full papers) must be effected and submitted within 2 weeks after the conference. All submission must be made to:
sustainablegoals@yahoo.com; disciplinaryresearch@gmail.com
3. The Conference Professional Peer Review Editorial Panel (CPPREP) will meet 2 weeks after the league conference to review papers. This usually takes one week, after which the papers are forwarded to Google scholar International Standard Peer Review Research Council for professional and disciplinary blind peer review and plagiarism check. Usually this takes about 3 weeks.
4. Letter of Papers Acceptance and Journal Publication will be issued to author(s) on the 6th week after the conference. Acceptance will be in three forms:
 - a. After peer review, papers with less than 50% accuracy level will be rejected. Author(s) will be required to re-write the paper based on observations.
 - b. Secondly, papers with 51 – 80% accuracy level will be accepted for publication, but with minor corrections effected by the institute.
 - c. Finally, papers with 81 – 95% accuracy level will be accepted for publication with minor corrections effected by the institute.
5. On acceptance of paper for publication, author(s) will be required to make PAYMENT for paper publication/ pagination (hard print and online) and courier. Payment must be done within 2 weeks of notification of acceptance. Authors will receive their published journals within 10 weeks after the conference.
6. Accepted papers will be published in International Scientific Disciplinary Research Journals with high level Impact Factor (in hard print and e-version). Published journals will be indexed in Google scholar and other online research directory.

Guidelines for Manuscript Submission

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Manuscript should be legibly written with clear symbols, drawings, photographs, chemical structures to ensure clarity and easy reproduction. Authors are urged to pay attentions to tables, figures and references which should be done in the correct format and appropriately cited in the main text.

Format of Paper

The paper should include: Title, author(s) name(s) (surname in full) and address (es), an abstract not exceeding 250 words, a few key words and the main paper. The main paper should have an Introduction, Materials and Methods, Results and Discussion, Tables and Figures, Plates, Conclusion, Acknowledgment, References. If the paper has more than one author, the first on the list is the Correspondence author.

References

The reference style should be APA format.

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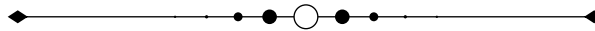




Effect of Attitudinal Change on Entrepreneurship Development Among Youth of Sokoto State Nigeria

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Abstract

This paper focus on the effect of attitudinal change on entrepreneurship development among the youth of Sokoto State Nigeria as the main objective of the study. The study employed descriptive research design. The study used quantitative research methodology and research design which is usually aimed at collecting large and small samples from a population in order to examine the, distribution, incidence, and interaction of sociological phenomenon. The population of the study comprises of youth especially graduates, NYSC corps members and youths between the ages of 18-35 years of age. The study sampled 250 respondents and a well-structured questionnaire titled effect of attitudinal change on entrepreneurship development among the youth of Sokoto State Nigeria, was administered to 250 where 195 questionnaires was correctly filled and returned for analysis from the analysis of the data collected. The study used SPSS for data analysis. Results of the study show that the overall attitude of youths towards entrepreneurship education has a mean score of 3.60 which shows a positive attitude. Results of the study also showed that there are a number of challenges that affect youths' entrepreneurship intentions. It was revealed in the study that difficult in accessing funding, lack of start-up support as well as inadequate business opportunities were some of the challenges that may affect their entrepreneurship intentions despite having successfully gone through the entrepreneurship programme. Results further showed that youths felt that the entrepreneurship course had given enough knowledge and skills to start their own business and the issue of knowledge and skills was not a challenge.

Keywords: *Attitudinal Change, Youth and Entrepreneurship*

Introduction

Entrepreneurship has become the most mentioned and applied word today globally. At the turn of the century many universities especially in the U.S.A floated entrepreneurial education as a way of cushioning unemployment and getting the students integrated into normal life after graduation. The education (entrepreneur) process provides awareness for the student to acquire practice experience by sending them into the market to try their hands at creation by wealth (Brown 2019), Entrepreneurship development is premised on the fault that a body of knowledge skills and attitude, skills and attitude could be learn and supplied by people who are sufficiently motivated, in order to reduce unemployment (Jeverson, 2018).

Entrepreneurship is one of the sources of national wealth (Hindle and Yenchen, 2014). It promotes and stimulates economic development and employment generation (Liñán et al., 2021) via business expansion, technology advancement, and wealth creation (Lumpkin and Dess, 2016). It also serves as a developmental tool for a country (Ismail et al., 2019). Hence, there remains much work to do (Wu, 2019), especially now that it receives more attention than before due to its importance to the national economy (Muhammad et al., 2022). Therefore, it is essential to conduct further studies on entrepreneurship. This paper contributes to the field of entrepreneurship by presenting the current attitude of African youth. The African continent has experienced poverty for several years, and there is a need for poverty alleviation if the continent is to be saved. Entrepreneurship is one of the options for encouraging growth and development in the continent. Thus, it is important to have a good understanding of the attitude of African youth towards entrepreneurship.

The World Bank (March, 2020) confirmed that Africa had a high potential to be successful in 21st century. The institution stated that Africans need to decide to make their continent grow and develop by investing in knowledge, infrastructure, and entrepreneurship. It was also mentioned by the organization that if Africa could invest in those areas, the poverty level could be reduced by half.

Overview of Literature

Entrepreneurship is viewed as a multi-dimensional construct that is defined variously by different people hence there is no unified definition. According to Mokaya, Namusonge and Sikalieh (2022), entrepreneurship is the individual motivation and willingness to take risk, create and sustain a growth-oriented and profit-making enterprise. Entrepreneurship is also viewed as a cultural and economic phenomenon (Gzozdanic., 2018), a process of fundamental transformation from an innovative idea to an enterprise, from an enterprise to creation of value (The Kauffman Panel Report, 2017). According to Teshome (2014) and also Odunaike and Amoda (2013), entrepreneurship is the art of setting up and running an enterprise in a profitable and sustainable manner. The above definitions therefore imply that an entrepreneur is somebody who is innovative, daring and who is able to identify opportunities where others see risks. As also given by Mazura and Norasmah (2021) the above definitions also mean that entrepreneurship is a long-term strategy for reducing unemployment and boosting economic development through the exploitation of business opportunities available.

Entrepreneurship is further viewed as an important driver for economic growth, productivity and social development and hence is perhaps one of the main issues in current public policy debate (Denanyoh, 2015). Demonstrating the importance of entrepreneurship in boosting economic growth, the Global Entrepreneurship Monitor (GEM) (2006) indicated that as much as one-third of the differences in economic growth among nations may be attributed to differences in entrepreneurship activity.

Fostering an entrepreneurial culture among the university graduates has therefore become an issue of great priority (Gerba, 2012) such that developing an opportunity-oriented mindset in university students is now considered very critical. The above is so because entrepreneurship is now viewed as a cog in the socio-economic performance of countries due to its potential and capacity to create employment opportunities (Mustapha & Selvaraju, 2015). In the context of Botswana, as mentioned above, studies show that the rate of unemployment was at 18% as of 2021 and has been rising ever since, with the majority of the unemployed being youths (Statistics Botswana, 2021). This result according to Lekoko (2011) posed a challenge for higher education institutions in Botswana to come up with programmes such as entrepreneurship education to help youths gain knowledge and skills to create their own jobs and be self-employed. The above point by Lekoko dovetails with views of Emanuel, Dazala and Daniel (2022) who argued that for far too long, higher education institutions have been concentrating on producing graduates for whom there is no market rather than concentrate on programmes such as entrepreneurship that help in job creation. Eugene, Adline and Agwubuike (2013) also opined that higher education institutions needed to be criticized for producing job-seeking rather than job-creating, self-reliant graduates.

It's therefore not surprising that the National Universities Commission (NUC) directed that the entrepreneurship education be mandatory for every student for at least two semesters in the course of one's university career irrespective of area of specialization. This is to enhance self-reliance and self-employment. In all countries of the world, education is seen as a process of transmitting the cultural heritage, stabilizing the present and improving or changing the future. It is an essential process of developing the child cognitively, affectively and in the psychomotor aspect. In this regard, education has come to be viewed in every community as a matter of cultural compulsion. The best legacy to bequeath to a child is sound education. This is even more so in this 21st century. In this country, it is quite obvious that knowledge is the greatest asset to possess (Ayodele, 2020). Even though, Nigerians keep struggling to have the essential post-secondary education, it is a common experience that about 80% of the graduates from Nigerian colleges of education, Polytechnics and Universities find it very difficult to get employment every year. The unemployment rate has been said to be growing upwards at 16% per year; the youth of the country being the most affected, with a youth employment rate of over 30% (Doreo Partners, 2013).

Now that the reality of graduate unemployment and national poverty has dawned on the government, institutions, parents, teachers, students, and indeed employers of labour, the need to sweeten and garnish Nigeria's current educational programmes with entrepreneurial knowledge, skills and positive attitude cannot be undeveloped (Olaajo, 2019). Entrepreneurial

spirit is the much-needed pivot for sustainable economic growth, increased productivity, and the reduction in unemployment and poverty alleviation in Nigeria's social, political and economic systems. In Nigeria, where the rate of unemployment has soared astronomically and poverty level increased tremendously, it is pertinent for the education. Here, it is hoped, the undergraduate students will learn the techniques of barriers and of being able to organize and manage small business of their own (Salau, 2021).

The solution to the ever-present problems of poverty, unemployment and underemployment in Nigeria, problems which are a scourge on the national economy, and contributors to the high rate of social vices in the country, therefore, lies in education by which is meant entrepreneurship education. It is, however, worthy to note that the teacher is an important factor in any education system. Where all other inputs are adequately provided, without the teacher, the whole exercise will amount to nothing (Okeke-oti and Adaka, 2012). Additionally, one of the Editor's notes from Forbes.com stated that Africa is a large continent with enormous resources but surprisingly, it continues to be poor. Dr Mo Ibrahim, the writer of the note, asked "Why are we poor?", and in his answer, he argued that it is because of the attitude of Africans. He also argued that it is the responsibility of every African to build his/her nation. He urged them to wake up from their slumber and he slammed the African governance systems. He also stressed that unemployment, with increases in the number of youths these days, possesses a threat to the continent, and he concluded that it is the right time for Africa to encourage entrepreneurship and uplift its businesses (Forbes.com, July 15th, 2022).

Entrepreneurship Development in Nigeria

Entrepreneurship development in Nigeria was not quickly given the needed attention until the last decade of the 20th century. Akiri, Onoja and Kunazang (2016) noted that right after the reinstatement of democracy in 1999, the primary focus of Obasanjo's policies centered on accelerated development through entrepreneurial education (which he made mandatory for college students of all disciplines) and the creation of condition favourable to a new business regime built on innovation and adaptability. This period ushered in economic reforms and a renewed focus on entrepreneurs' development as the only viable means of sustained growth. Nigerian leaders initiated a massive programme of disinvestment and financial deregulation aimed at boosting business development across the micro, small and medium enterprise (MSME) space.

When the Federal Government of Nigeria recognized the role, entrepreneurship plays in jumpstarting the growth and development of the economy, it decided on two things in 2009. One, that entrepreneurship education should be made a general studies course for all undergraduates of the tertiary institutions. The second was that a centre for entrepreneurial development be established in each of the tertiary institutions where different skills would be taught. At the end of their programme of study, graduates of the tertiary institutions would be able to set up their own businesses with a view to contributing to the economy (National Open University of Nigeria (NOUN, 2016). Ogundele and Abiola (as cited in Chioma, Ukoha and Alagah, 2018) revealed that the role of government in entrepreneurship development in

Nigeria became significant after the Nigeria civil war (1967-70). Since the mid-1980s, there has been an increased commitment of government to entrepreneurship development especially after the introduction of the Structural Adjustment Program (SAP) in 1986. Added to this are the establishment of the National Directorate of Employment (NDE), National Open Apprenticeship Scheme (NOAS) and the Small and Medium Enterprise Development Association of Nigeria (SMEDAN).

Youth attitudes towards Entrepreneurship

Entrepreneurship education is viewed as a form of training in entrepreneurial knowledge, behaviour, attitudes and skills (Pulka et al, 2014). As a result, students' attitudes towards entrepreneurship and entrepreneurship education can be measured in terms of three components of entrepreneurship attitudes namely cognitive, affective and behavioural attitude components (Pulka et al, 2014). The cognitive component relates to beliefs, thoughts and knowledge students have about entrepreneurship and entrepreneurship education that shape their attitudes and behaviours (Amdam, 2021). The affective component relates to feelings and emotions about entrepreneurship and entrepreneurship education, that is, how a person sees the desirability or relevance of something and hence whether eventually they either like it or not (Kulpa et al, 2014). The behavioural component relates to actions, overt responses and willingness to respond to or accept something (Mani, 2018).

The importance of entrepreneurship in alleviating economic and social challenges facing society is now a theme of heightened discussion the world over (Lekoko, 2021). The above is echoed by Ramalan and Ngah (2022) who averred that entrepreneurship is a critical agent for economic growth. Literature further attests to the fact that in many countries especially emerging economies, graduate unemployment has become an albatross around the neck of society in general and school leavers in particular (Opoku-Antwi, Amofah, Nyamaah-Koffuor & Yakubu (2022), hence the current clamour for entrepreneurship and entrepreneurship education in higher education institutions. The issue of entrepreneurship as a vehicle to self-employment is further emphasised by Lokoko, Rankhumise and Ras (2022) who argued that the move towards self-employment the world over is and will continue to become an increasingly important element of economic growth and development.

The Youth Entrepreneurship Development Programme was launched on 15th of March 2016 by the Central Bank of Nigeria (CBN). The objective of the YEDP scheme is to inspire and harvest the entrepreneurial abilities of Nigerian youths towards creating over one million direct jobs by 2020 (Amaefule, 2016). According to the CBN Governor, Mr. Godwin Emefiele, “the programme was to ensure that the creative energies of the over 64 million Nigerian youths were harnessed to stimulate growth, address restiveness and promote economic development”. The programme guidelines stated that the targeted beneficiary groups are National Youth Service Corps (NYSC) members and those with not more than 3-5 years post – NYSC experience (CBN, 2016).

Theoretical Review

The Theoretical frame work of this study was adopted from the theories of attitude formation and attitude change and also behaviour change theories. This was because the study was

looking into the attitude of the young people and why they behaved in a certain way towards Entrepreneurship. The specific theories of attitude formation and attitude change used were social learning theory.

Social Learning Theory

The social learning theory pays particular attention on the development of cognitions interconnected to the expected outcome of behaviour. According to McDonald and Kielsmeier, (1970), this theory suggests that a person obtains attitudes by observing other people's behaviours and imitating them. The author adds that the person being observed must be convincing to the observer (Bednar & Levie, 1993). Credibility is largely achieved by creating trust and deep conviction. Observational learning is greater when the objects being observed are seen to be trustworthy and convincing (Zimbardo & Leippe, 1991). According to this theory the opinions that young people hold towards entrepreneurship could have been acquired by observing the society around them in early stages of life. The young people observed that a person who studied and became a doctor, engineer, pilot, among other professions was hailed and a person who started a business was not recognised as much or was not taken to be as successful or took long to succeed in life. Thus, the young people could have been conditioned to this thought and therefore need to be communicated to and informed in order to have some new learning experience which will make them have a change of attitude towards entrepreneurship.

The data obtained from the questionnaire of the 250 questionnaires administered, 196 were returned giving a return rate of 78.4%.

Table 1: Demographic variables (N = 196)

Demographic variable	Number of youth
Age:	
18 – 20	65.2%
21 – 24	18.8%
25+	16%
Gender:	
Male	52.4%
Female	47.6%
Category	
Graduates	44.8%
Still in School	26.8%
Corps member	28.4%

Source: Field Survey, 2024.

Results in Table 1 show that there were more male youth (52.4%) of the respondents than female of (47.6%) of the respondents. Table 1 further shows that most of the youth in the programme were aged between 16 and 20 years while the least number of respondents were aged above 25 years. Finally, most of the respondent's category were from the graduates (44.8%) while the least number (26.8%) of the respondents are still in school.

Table 2: Entrepreneurship development initiatives available to youth of Sokoto North Local Government Area Nigeria.

Item	Mean	Std. Dev.
There is entrepreneurship education lessons	4.06	1.3
Entrepreneurship education lessons increased my interest in a career in entrepreneurship	4.15	0.9
I consider entrepreneurship as being as important if not more important than any other subject	4.37	1.3
Entrepreneurship education prepared me to make innovative and informed decisions about career choices	3.48	1.1
I am happy to have learned entrepreneurship education	3.27	1.4
I consider entrepreneurship a desirable career option	4.24	1.1
The university encouraged youth to pursue entrepreneurship ventures	3.17	1.0
The university and my lecturers helped me to meet and interact with people with good entrepreneurial ideas	3.01	1.1
My institution helped me to meet successful entrepreneurs who motivated me towards entrepreneurship as a career	3.09	1.1
The university and my lecturers helped me to meet and interact with people with good entrepreneurial ideas	2.03	1.2
Average	3.49	1.2

Source: Field work (2024)

Results in Table 2 show that there is a willingness and acceptance by most of the youth ($3 < M \leq 5$) that entrepreneurship is a desirable career option and that entrepreneurship education is important in preparing them to become entrepreneurs. The mean of mean scores of 3.49 also indicates that for most respondents their behavioural attitude towards entrepreneurship and entrepreneurship education is positive. Of the 10 items measuring behavioural attitude towards entrepreneurship, 4 items with mean scores of 4 and above ($4 \leq M \leq 5$) demonstrate that youth have a very positive behavioural attitude towards entrepreneurship as a result of taking part in entrepreneurship education. Of the 10 items measuring behavioural attitude of youth, 5 items with mean of score $3 \leq M < 4$ show that youth have a fairly high behavioural attitude towards entrepreneurship and entrepreneurship education. Only in one item out of 10 do youth show a negative behavioural intention towards entrepreneurship and entrepreneurship education.

Table 3: the factors influencing the attitude of youth of Sokoto North Local Government Area, towards entrepreneurship development initiatives, (N=196)

Item	Mean	Std. Dev.
Inadequate business opportunities	3.92	0.91
Lack of entrepreneurship knowledge and skills	1.45	1.5
Difficult in accessing funding	4.14	0.87
Lack of start-up technical support such as how to write a winning business plan	3.95	1.1
Legislation which is not business-friendly	1.98	1.0
Average	3.09	1.1

Source: Fieldwork (2024)

Table 3 shows the factors influencing the attitude of youth of Sokoto North Local Government Area, towards entrepreneurship development initiatives, The main factor that has an effect on the interest and hence attitude of youth towards entrepreneurship education and entrepreneurship even after going through the entrepreneurship course is difficulty in accessing funds ($M \geq 4$). Challenges with a moderate effect on youth' interest hence negatively affect their attitude towards entrepreneurship are lack of technical support ($M = 3.95$) and lack of business opportunities ($M = 3.92$). Youth believe legislation ($M = 1.98$) is supportive of efforts to start new business also that they do not lack of entrepreneurship knowledge and skills ($M = 1.45$).

Table 4: Possible solutions to the factors influencing the attitude of youths of Sokoto North Local Government Area, Sokoto State Nigeria towards entrepreneurship development initiatives

Item	Mean	Std. Dev.
Due to entrepreneurship education, I am able to identify business opportunities	3.03	1.2
Due to entrepreneurship education, I can now create products and services that satisfy customers	3.01	1.0
Due to entrepreneurship education I can successfully develop business plans	3.74	1.1
Due to entrepreneurship education, I now have skills to can create a new business	4.84	1.2
Due to entrepreneurship education, I can now successfully identify sources of business finance	3.85	1.0
Due to entrepreneurship education, I can now anticipate, tolerate and manage unexpected market changes, setbacks and risks that may affect my business	3.54	1.1
Due to entrepreneurship education, I can perform feasibility studies to check if my business ideas work	2.73	1.3
Modules in the entrepreneurship programme stimulated my interest in entrepreneurship	4.62	1.1
Practical examples as well as use of guest speakers such as successful entrepreneurs helped me understand entrepreneurship better	4.38	1.2
Through entrepreneurship education, my knowledge, skills and interest in entrepreneurship have overall improved	4.33	1.2
Average	3.47	1.0

Table 4 shows that most of the youth believe that the entrepreneurship education they participated in developed knowledge and skills for them to effectively participate in entrepreneurship activities. This is shown by the mean scores $3 \leq M \leq 5$ where in 10 out of 11 items measuring the cognitive component of youth attitudes towards entrepreneurship and entrepreneurship education, youth showed positive cognitive intentions. Out of the 10 items where youth showed high cognitive intentions towards entrepreneurship as a result of participating in entrepreneurship education, in 4 items youth showed very high positive intentions ($4 \leq M \leq 5$) and in 6 out of the 10 items, youth showed fairly high entrepreneurship intentions ($3 \leq M < 4$). It is only in 1 out of the 10 items that youth showed very low entrepreneurship intentions ($M < 3$). A mean of mean scores of $M = 3.47$ shows that overall youth had a positive cognitive intention towards entrepreneurship and entrepreneurship education.

Discussion of Findings

Results of the study show that the overall attitude of youths towards entrepreneurship education has a mean score of 3.60 which shows a positive attitude. It is also shown in the results that youths believe that their participation in entrepreneurship education helped to stimulate their interest in entrepreneurship, and this is a further demonstration of how positive the attitudes of youths are towards entrepreneurship education. This result confirms earlier

studies by Sonitariset al (2017) and also by Basu and Virik (2018) which found that entrepreneurship education stimulates youths' subjective norms and intentions towards entrepreneurship. Ediagbonya (2013) in his study also found that by developing skills, knowledge and motivation in university youths for them to be able to successfully engage in entrepreneurship activities, entrepreneurship education positively impacts on the attitudes of youths towards it and towards entrepreneurship. Iqbal et al (2022) in their study also found that after youths had participated in entrepreneurship education, most youths believed that: i) if they start their own business, they would have a high probability of success, ii) they were better prepared to start their own businesses, and iii) the entrepreneurship education programme had given them enough knowledge and skills to successfully start their own businesses. This is again a sign that youths have a positive attitude towards entrepreneurship education as they see it as benefiting them in the end.

The positive attitude of youths towards entrepreneurship education is therefore an indication that most of them understand and view entrepreneurship education as an attempt to foster entrepreneurial awareness as a career option through the enhancement of the understanding in youths of the process of initiating and managing a business (Mapfaira and Setibi, 2014). The above is also confirmed by Gerba (2012) who argued that having a positive attitude towards entrepreneurship education implies having an appreciation of entrepreneurship education as an important means of developing entrepreneurial skills in people which skills manifest through creative strategies, innovative tactics, uncanny identification of trends and opportunities in the market. Having a positive attitude towards entrepreneurship also means that youths, just like all other people in this volatile economic environment, have come to an understanding and appreciate that the twin challenges of unemployment and the shrinking of economies, as articulated by Iqbal et al (2022), can be solved or at least minimized by empowering people with entrepreneurial skills through entrepreneurship education. The above assertions are also confirmed by a study by Zain et al (2020) who found that more than 50% of youths intended to become entrepreneurs after going through the entrepreneurship programme while a study by Mapfaira and Setibi (2014) found that 73% of youths were willing to start their own businesses after going through entrepreneurship education.

The study also looked at the influence of demographic characteristics of youths that include gender, age and area of specialisation on their attitude towards entrepreneurship. Results showed that gender has an influence on how youths perceive entrepreneurship education as male youths indicated more willingness to and satisfaction in participating in entrepreneurship education than female youths. The above results confirm earlier results in a study by Ismael et al (2020) which found that there were significant differences in attitudes between male and female youths with male youths believing that entrepreneurship is important in shaping their future careers. With regards to the influence of age of youths on their attitude towards entrepreneurship education, results of the study showed that age had a significant influence on the attitude of youths towards entrepreneurship education. The study showed that older youths (21-24 years and 25+ years) had a more positive attitude towards entrepreneurship than youths in the 16-20 years bracket who had a positive attitude but not as high as that of the upper age groups. A study by Pour et al (2013) however found that age did

not have an influence on the attitude of youths towards entrepreneurship education and entrepreneurship as a future career. The current study also showed that area of specialisation did not have an influence on how youths perceive entrepreneurship education which confirmed an earlier study by Pour et al (2013) that also showed that area of specialisation did not have a significant influence on the entrepreneurship inclination of youths.

Results of the study also showed that there are a number of challenges that affect youths' entrepreneurship intentions. It was revealed in the study that difficult in accessing funding, lack of start-up support as well as inadequate business opportunities were some of the challenges that may affect their entrepreneurship intentions despite having successfully gone through the entrepreneurship programme. Results further showed that youths felt that the entrepreneurship course had given enough knowledge and skills to start their own business and the issue of knowledge and skills was not a challenge. Results also show that legal environment in Botswana is pro-business hence laws of the country are not a hindrance to their aspiration to start businesses. The above results confirm an earlier study by Mapfira and Setibi (2014) that found that some of the challenges highlighted by youths as hindrances to starting own businesses were difficult in accessing funds and lack of start-up technical support.

Conclusions

Based on the results above, there are a number of conclusions that can be given. First, youths have a positive attitude towards entrepreneurship and they understand and appreciate the role the programme plays in developing entrepreneurship knowledge and skills. Second, as a result of participation in the entrepreneurship education programme, many of the youths show willingness to engage in entrepreneurship activities after completing schooling. Third, age and area of specialisation have no influence on the attitude of youths towards entrepreneurship education while gender has an influence. Fourth, challenges that have a potential of affecting the motivation of youths to participate in entrepreneurship activities after completing school include accessing seed money as well as a lack of business opportunities. Finally, it is also concluded that legislation in Botswana is very conducive to the promotion of entrepreneurship activities.

Recommendations

Based on the above conclusions, there are a number of recommendations that can be made. First, lecturers teaching entrepreneurship education need to be more specific on the sources of finance available to youths and how exactly they can access these funds. Second, and as a follow-up to the above recommendation, lecturers teaching entrepreneurship need to invite, as part of teaching, members from institutions that provide loans for start-up business, to come and address youths on the technicalities involved in the successful application for loans. Third, more needs to be done by lecturers to help youths become more able to identify business opportunities. In this regard, more of case studies can help. Fourth, as part of teaching entrepreneurship education, lecturers need to make the teaching more practical by linking youths with institutions that are known to provide technical start-up support so that before the youths complete the course they are aware of these institutions and how to use them when they need information about how to start and run their businesses. Fifth, institutions need to come

up with data bases of youths who were able to start their own businesses so that they can monitor and provide technical support where needed.

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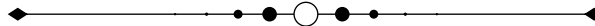
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Employment and Decent Work

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Abstract

This paper aims to investigate the crucial issue of employment and decent work in Africa, recognizing its significance in achieving sustainable development and fostering inclusive growth across the continent. With the need to address persistent challenges such as poverty, inequality, and social exclusion, it is imperative to emphasize the creation of quality employment opportunities that provide adequate income, social protection, and respect for workers' rights. By analyzing existing literature, policy frameworks, and empirical evidence, this study highlights the complex interplay between economic growth, job creation, and decent work in Africa. It explores the diverse factors influencing employment dynamics, including demographic changes, technological advancements, and globalization. Additionally, it examines the roles of governments, employers, trade unions, and civil society organizations in promoting decent work while addressing the informal sector's challenges. The paper underscores the importance of adopting a multi-faceted approach that combines macroeconomic policies, investment in human capital, and targeted social programs to promote inclusive labor markets. It also emphasizes the significance of enhancing skills development, entrepreneurship, and innovation, particularly among youth and marginalized groups. Furthermore, it explores the potential of green and sustainable jobs in contributing to both environmental preservation and employment growth. Drawing on best practices and case studies from various African countries, this research intends to provide policymakers, researchers, and stakeholders with practical recommendations towards achieving decent work for all in Africa. These recommendations encompass the formulation of inclusive labor market policies, fostering productive and inclusive enterprises, strengthening social dialogue, and enhancing social protection systems. Through this paper, it is hoped that a comprehensive understanding of the importance of employment and decent work in Africa will be established, paving the way for the adoption of innovative strategies and policies that will drive sustainable development, eradicate poverty, and promote social inclusion across the continent.

Keywords: *Employment, Decent Work, Sustainable Development, Inclusive Growth, Labor Market, Africa*

Introduction

In the dynamic landscape of African development, the discourse on employment and decent work stands as a linchpin for fostering sustainable progress. As we convene at the 6th African Economic Summit under the overarching theme of "New Thinking for African Development and Sustainability," it becomes imperative to critically examine the nexus between employment, decent work, and the overarching goal of achieving enduring socio-economic prosperity. Africa, with its diverse tapestry of cultures and economies, presents a unique canvas for exploration. This paper embarks on a journey to unravel the complexities and potentials inherent in the employment sector across the continent. Beyond the mere numerical representation of job creation, our focus extends to the qualitative dimension – the concept of decent work. We contend that the mere existence of employment opportunities is insufficient; they must be accompanied by conditions that uphold dignity, fairness, and inclusivity.

As we confront the challenges of the 21st century, marked by technological disruptions, global interconnectedness, and environmental imperatives, it is paramount to redefine our approaches to employment. The paper navigates through innovative strategies, policy frameworks, and collaborative models that not only generate employment but also foster an environment where work becomes a driver of sustainable development.

Conceptual Clarification

- i. **Employment:** Employment, as defined by Gary S. Becker in his seminal work "Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education" (1964), is the utilization of human resources in exchange for compensation within an organizational or economic context. Ronald G. Ehrenberg and Robert S. Smith, in "Modern Labor Economics" (2015), expand this definition to include not only paid work but also activities contributing to the production of goods and services within an economy.
- ii. **Decent Work:** The concept of decent work was first introduced by the International Labour Organization (ILO) in 1999. According to ILO, decent work encompasses four pillars: employment opportunities, social protection, workers' rights, and social dialogue. It aims to promote productive and fulfilling work conditions that ensure equal opportunities, fair income, and social integration. (Author: International Labour Organization)
- iii. **Sustainable Development:** Sustainable development is defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Brundtland Commission, 1987).
- iv. **Inclusive Growth:** According to the International Monetary Fund (IMF): "Inclusive growth is defined as growth that raises the living standards of all segments of society and distributes the dividends of increased prosperity fairly across the entire population" (IMF, 2013).
- v. **Labor Market:** William B. Gould IV, states that, "The labor market is where workers and employers interact in the production of goods and services" (Gould, 2014).
- vi. **Africa** Paul Collier in his book "The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It" (2007), describes Africa as a continent facing unique challenges in terms of development, governance, and economic growth.

Statement of the Problem:

The issue of employment and decent work continues to be a pressing concern, particularly in the African context. Despite economic growth and development efforts, many African countries still face high rates of unemployment, underemployment, and the prevalence of informal sector jobs. This situation not only hinders individual livelihoods and wellbeing but also presents significant challenges to achieving sustainable development and inclusive growth in the region. The lack of employment opportunities and decent work disproportionately affects vulnerable groups, such as youth, women, and individuals living in rural areas. The consequences of this issue are far-reaching, ranging from increased poverty and inequality to social unrest and political instability. Moreover, it impedes the efforts of African governments to harness the demographic dividend and achieve the African Union's Agenda 2063 and the United Nations Sustainable Development Goals. Furthermore, the changing nature of work in the digital era poses additional challenges for job creation and decent work in Africa. The rise of automation and artificial intelligence threatens to displace a significant number of workers, requiring proactive policies and innovative approaches to ensure a just transition and the creation of new employment opportunities.

Addressing the issue of employment and decent work requires a comprehensive and multi-faceted approach. It involves the promotion of entrepreneurship, skills development, and the creation of an enabling environment for business and investment. Furthermore, it necessitates the expansion of social protection systems and the adoption of labor market policies that ensure fair wages, promote work-life balance, provide access to social benefits, and protect workers' rights. Therefore, this paper aims to explore and propose actionable strategies for enhancing employment and promoting decent work in Africa. By delving into the key challenges, opportunities, and best practices, this research intends to provide valuable insights and policy recommendations to be presented at the 6th African Economic Summit and Strategic Conference. The ultimate goal is to foster new thinking for African development and sustainability, transforming the continent into a hub of inclusive growth, innovation, and social progress.

Methodology

To accomplish this research on "Employment Decent Work," an extensive review of peer-reviewed literature, industry reports and reputable online sources was conducted. Data from International Labor Organization, United Nations and World Bank also contributed to our analysis. International Labour Organization (1999) Decent Work Agenda has been foundational in shaping the discourse on employment and work quality globally. It emphasizes the importance of promoting opportunities for work that is productive, delivers a fair income, ensures social protection, and respects workers' rights. Sen, A. (1999) seminal work underscores the concept that development is fundamentally about enhancing human capabilities and freedoms. Sen argues that decent work is a key component of expanding individual freedoms, emphasizing the intrinsic value of work beyond its economic aspects. While the World Bank - World Development Report (2013) highlights the centrality of jobs in the development process. It discusses the role of jobs in reducing poverty, promoting shared prosperity, and fostering social cohesion. The report advocates for policies that prioritize job

creation and improve working conditions. Chen, M., & Vanek, J. (2009) assesses the progress in women's access to decent work. It contributes to understanding gender dimensions in employment and the need for policies that address gender disparities in the workplace. Acemoglu, D., & Restrepo, P. (2018) investigates the impact of technological advancements on employment. It discusses the dynamics of automation, the potential for job displacement, and the importance of policies that ensure the benefits of technology are widely shared. Standing, G. (2011) introduces the concept of the "precariat" — a class characterized by insecure and precarious employment. His work sheds light on the vulnerabilities of modern labor markets and calls for policies that provide stability and security for workers. McGregor, R., & Compton, R. (2018) explores the relationship between human capital development and economic growth. It emphasizes the role of education and skill development in enhancing productivity and creating a workforce capable of driving sustainable development. Duflo, E., & Banerjee, A. (2019) discuss the challenges facing economies globally and advocate for evidence-based policy solutions. Their work addresses issues of inequality, unemployment, and the need for policies that prioritize the well-being of individuals.

Key Challenges:

There are several key challenges to employment and decent work in Africa that need to be addressed:

- i. **Insufficient Skill Development and Education:** Mismatch between the skills demanded by the job market and those possessed by the workforce is a prevalent challenge. Inadequate education and training programs hinder the ability of individuals to secure and retain decent employment.
- ii. **Technological Disruption and Job Displacement:** Rapid technological advancements, including automation and artificial intelligence, can result in job displacement. Adapting to these changes requires proactive measures to reskill the workforce and create new employment opportunities.
- iii. **Informal economy dominance:** A significant proportion of Africa's workforce is engaged in the informal economy, which is characterized by low productivity, low wages, and a lack of social protection. Informal workers often face exploitative working conditions, limited access to social benefits, vulnerability to economic shocks and a lack of decent working conditions.
- iv. **Gender inequality and discrimination:** Women in Africa face multiple barriers to accessing decent work. They are often confined to low-paid and insecure jobs, have limited access to skills development and education, and face discriminatory practices in the labor market.
- v. **Limited access to finance and capital:** Entrepreneurship is crucial for job creation and economic growth in Africa, but many individuals and small businesses struggle to access affordable financing. Limited access to capital and financial services hinders the growth and sustainability of businesses, inhibiting job creation.
- vi. **Inadequate infrastructure and energy access:** Poor infrastructure, including limited access to reliable energy, hampers economic development and job creation. Insufficient transportation networks, inadequate power supply, and limited access to digital connectivity present significant barriers to attracting investment and generating employment opportunities.

- vii. **Youth Unemployment:** High levels of youth unemployment pose a challenge, particularly in regions with a growing young population. Addressing this issue requires targeted policies and initiatives to create employment opportunities for the youth.
- viii. **Discrimination and Social Exclusion:** Discrimination based on factors such as race, ethnicity, age, and disability can hinder individuals from accessing decent work. Eliminating discriminatory practices and promoting inclusivity are essential for creating equitable employment opportunities.
- ix. **Political instability and conflict:** Ongoing political instability and armed conflicts in many African countries undermine economic development and job creation. Conflicts disrupt agricultural activities, cause displacement of people, and destroy infrastructure, leading to unemployment and underemployment.
- x. **Weak social protection and labor rights:** Many African countries have weak labor laws and limited social protection systems, which results in workers facing exploitative working conditions, inadequate wages, and limited access to benefits such as healthcare, maternity leave, and pensions.

Addressing these challenges requires concerted efforts from governments, international organizations, and the private sector. It involves promoting inclusive and sustainable economic growth, investing in education and skills development, strengthening labor market institutions, improving access to finance and technology, and addressing gender disparity.

Key Opportunities:

- i. **Economic diversification:** Encouraging and supporting efforts to diversify national economies can create new sectors and job opportunities. This includes investments in agriculture, manufacturing, renewable energy, and the digital economy.
- ii. **Youth entrepreneurship:** Promoting entrepreneurship among the youth population can help address the high unemployment rates. Governments and organizations can provide training, access to finance, and mentorship programs to empower young people to start their own businesses.
- iii. **Formalization of the informal sector:** The informal sector employs a significant portion of the African workforce. Encouraging the formalization of informal businesses can provide workers with access to social protection, better working conditions, and improved income opportunities.
- iv. **Investment in infrastructure:** Developing and upgrading infrastructure, such as transportation networks, energy systems, and digital connectivity, can stimulate economic growth and create numerous job opportunities in construction, operations, and maintenance.
- v. **Education and skills development:** Enhancing the quality of education and aligning it with the needs of the labor market is crucial. Equipping individuals with relevant skills, especially in areas with future job growth potential, can enhance their employability and income prospects.
- vi. **Women's empowerment:** Gender equality in employment is essential for inclusive economic growth. Encouraging women's empowerment through policy interventions, access to finance, and supportive workplace environments can increase their participation in the labor market.

- vii. Green jobs and environmental sustainability:** Promoting the transition to a green economy can create new job opportunities in sectors such as renewable energy, sustainable agriculture, waste management, and eco-tourism. These sectors have the potential to generate decent work while addressing climate change and environmental degradation.
- viii. Regional integration:** Strengthening regional economic integration efforts can open up new markets, boost intra-African trade, and create employment opportunities. Initiatives like the African Continental Free Trade Area (AfCFTA) aim to facilitate trade and investment within the continent, leading to increased job prospects.

Results and Discussion of Findings:

i. Employment Trends in Africa:

The analysis of employment trends reveals variations across regions, with some areas experiencing growth while others face challenges.

Understanding these trends is crucial for tailoring targeted policies that address specific regional needs and capitalize on emerging opportunities.

ii. Decent Work Indicators and Job Satisfaction:

Survey data on decent work indicators, including fair wages, job security, and workplace safety, highlight areas of improvement. The correlation between these indicators and overall job satisfaction underscores the importance of prioritizing decent work conditions for enhanced workforce well-being.

iii. Impact of Technology on Employment:

Findings suggest a mixed impact of technology on employment, with certain sectors witnessing job displacement and others experiencing growth. Policymakers must navigate this balance, fostering innovation while implementing strategies to reskill workers and ensure a just transition.

iv. Effectiveness of Public-Private Partnerships: Case studies reveal successful public-private partnerships contributing to job creation and skill development.

Examining these partnerships provides insights into effective collaboration models that can be replicated and scaled for broader impact.

v. Skill Development and Education Alignment:

Skill mapping indicates misalignments between educational curricula and industry needs.

Recommending reforms in education systems to bridge these gaps becomes imperative for equipping the workforce with the skills demanded by the evolving job market.

vi. Gender Disparities in Employment:

Gender inequalities persist in terms of wage gaps and underrepresentation in leadership roles.

Addressing these disparities requires targeted interventions, such as promoting equal pay policies and fostering workplace environments that empower women.

vii. **Challenges of Informal Employment:**

Informal and precarious work arrangements remain prevalent, contributing to job insecurity. Policies should focus on formalizing employment relationships, providing social protection, and improving the overall quality of informal jobs.

viii. **Youth Unemployment Dynamics:**

High levels of youth unemployment persist, with implications for social stability. Implementing youth-focused initiatives, including education-to-employment programs and entrepreneurship support, is essential for harnessing the demographic dividend.

ix. **Policy Framework Evaluation:**

Evaluation of existing policies highlights successes and shortcomings in promoting decent work.

Recommending policy adjustments, innovation, and increased enforcement mechanisms are crucial for ensuring effective regulation and support for workers.

Conclusion

In conclusion, this paper has delved into the multifaceted landscape of employment and decent work in Africa, with a keen focus on fostering sustainable development. The analysis of employment trends, decent work indicators, and the impact of technological advancements has unveiled both opportunities and challenges. The findings underscore the critical need for tailored policies and initiatives that address the unique socio-economic contexts across the continent.

Notably, the correlation between decent work indicators and overall job satisfaction emphasizes the intrinsic link between quality employment and the well-being of the workforce. Achieving sustainable development requires not only the creation of job opportunities but also the establishment of working conditions that uphold dignity, fairness, and inclusivity.

The effectiveness of public-private partnerships, successful case studies, and global best practices highlights the importance of collaboration in driving positive outcomes. Recognizing the diversity of challenges, including gender disparities, informal employment, and youth unemployment, reinforces the necessity for targeted and holistic approaches to address specific issues hindering equitable access to decent work.

Recommendations

Based on the comprehensive analysis of employment and decent work in Africa, the following recommendations are put forth to guide policymakers, businesses, and other stakeholders in fostering sustainable development:

i. **Enhance Education and Skill Development:**

Prioritize reforms in education systems to align curricula with the evolving demands of the job market. Invest in skill development programs that equip individuals with the competencies needed in emerging sectors, fostering a workforce prepared for the future.

ii. **Promote Inclusive Policies:**

Implement and enforce policies that promote inclusivity, diversity, and gender equality in the workplace. Addressing disparities in employment opportunities, wages, and leadership positions is crucial for creating a fair and equitable labor market.

iii. **Formalize Informal Employment:**

Develop strategies to formalize informal work arrangements, ensuring that workers in these sectors receive adequate legal protections, social benefits, and opportunities for career advancement. This can contribute to overall job security and the quality of employment.

iv. **Invest in Technology and Innovation:**

Embrace technology and innovation as drivers of job creation. Foster an environment that encourages entrepreneurship, supports digital literacy, and harnesses the potential of technological advancements for economic growth and employment generation.

v. **Strengthen Social Protection Mechanisms:**

Expand access to social protection mechanisms, including health insurance, unemployment benefits, and retirement plans. Robust social safety nets contribute to improved job security, employee well-being, and overall economic resilience.

vi. **Foster Public-Private Collaboration:**

Encourage and facilitate effective partnerships between public and private sectors. Collaborative initiatives can amplify the impact of employment strategies, promote skills development, and contribute to the overall dynamism of the labor market.

vii. **Tailor Policies to Regional Contexts:**

Recognize the diverse socio-economic contexts across different regions of Africa. Tailor employment policies to address specific challenges and leverage opportunities unique to each locality, fostering targeted and effective interventions.

viii. **Youth-Centric Initiatives:**

Implement youth-centric initiatives, including education-to-employment programs, mentorship, and entrepreneurship support. These efforts can harness the demographic dividend, empowering the youth to contribute significantly to economic development.

ix. **Continuous Monitoring and Evaluation:**

Establish robust systems for monitoring and evaluating the impact of employment policies over time. Continuous assessment allows for adaptive strategies, ensuring that interventions remain relevant and effective in addressing evolving challenges.

x. **Facilitate Knowledge Sharing:**

Promote platforms for knowledge sharing and exchange of best practices among African nations. Learning from successful models and experiences can inform policy decisions, facilitating a collaborative approach toward achieving sustainable employment and decent work.

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History Education as Deliberate Strategy for Deepening Intergroup Relations in Africa: Towards Arresting Nigeria's Multifaceted Social Development Challenges

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Abstract

The main objective of this study is to examine the increasing socio-political, cultural and economic problems that have militated against the progress of African continent, and demonstrate the extent to which the re invigoration of history in school curriculum can strengthen development practice in the continent. Africa generally has been plagued by several social problems ranging from insecurity, ethnic-religious conflicts, post-election violence and a number of other socially motivated crises. Thus, from the western African region to the south, Central Africa; East and North, the evidence of conflicts has been reported. The conflicts arising from clash of group interests, and particularly, among contending forces and several belligerent groups have unarguably, been the bane of economic and political development. To most critics, the arguments have continued to hinge of the relegation of history subjects in schools-high schools and tertiary institutions such as universities, polytechnics, among others. The multiplier effects of this are the huge gap that have been created between the past and contemporary age where a vast majority of the people are unarguably isolated from the mainstream culture of unity and common African cultural heritage. Again, with the rising wave of globalization and Information and Communications Technology (ICT), the orientation of the average African child is more or less greatly influenced by western culture and exposure. What we now experience in most African societies (Nigeria inclusive), is a system where people are hardly conscious of the Pan-African spirit of brotherhood which finds expression in collective interest as well as love and care. The consequence of this development is fast staring the continent in the face, while the sub-region constantly gravitates with numerous challenges raging from lack of community bonds, conflicts, violence, terrorism, kidnapping (as in the case of Nigeria); child trafficking, banditry, proliferation of small arms and light weapons; drug peddling, among others. This paper is an exploration of some of the strategies that can be employed in order to mitigate social problems that have continued to fester among groups and sections of the African society using history subject as a point of departure. The study is essentially an archival work, and hence, relies on existing works of experts for its investigation. The method of data collection is therefore secondary in nature. The paper recommends that to effectively contain the challenges confronting the continent, there is the urgent need to reinforce the teaching and learning of historical narratives having to do with African culture and principles, especially among teenage population in African schools. This way, the much sought-after nation-building, peace, stability and viable inter group relations would be realized

Keywords: *History, Education, Strategy, Inter group, Relations, Development*

Introduction

The main thrust of this study is to examine the relationship between history education and the effect of the discipline of historical pedagogy may assert in mitigating social conflagrations and conflicts. The work pays particular attention to the role of history education as deliberate policy framework and the extent to which the subject matter could foster inter group relations in Africa in general and Nigeria, in particular.

Ndijuye and Tandika (2020) in their studies on the role of education in peace-building in Africa's Great Lakes Region, alluded that Africa, and indeed sub-Saharan Africa is notorious for conflicts due to its volatile nature as well as the complex nature of inter group relations. In Africa, and especially after the period of colonization, it does appear that there has been the general problem of social group integration, economic management challenges and the apparent relapse into anarchy. As a result of this development, almost all nation states in Africa namely, West, East, Central and North Africa have one way or the other experience socio-political turmoil. Ndijuye et al; (2020) maintain that there has been widespread political upheaval in many countries within the region, including the celebrated ethnic tension in Rwanda and Burundi between the Hutus and Tutsis; the Mwembechai conflict in 1998 and the Pemfa crisis of 2001.

There have also been intense conflicts in Liberia, Sierra-Leone, Central African Republic, Mali, Democratic Republic of Congo, Nigeria, among others. In all of these conflicts, the enormity of human casualties and deaths as well as material losses are, to say the least, quantifiable. Available empirical evidence of the impacts of conflicts among ethnic groups in Africa reveals that the crisis has continued to gain momentum. The implication of the crisis situation has more or less not only resulted to frosty social relations and mutual co-existence among the people, but also impacted negatively on the economic development and well-being of the people. There is a further evidence to the fact that African countries who have been managed by civil unrest and wars have experienced low economic progress. Particular mention has been made of countries such as Burundi where US\$116 have been supposedly lost, coupled with increasing depletion of the nation's Gross Domestic Product (GDP) to around 50%. Again, the nation's currency was reported to have depreciated to around 386%, while the population of the country living below poverty threshold increased to about 67% (Panama Press, 2004). The United Nations Development (UNDP) (2012) went further to inform that in Democratic Republic of Congo (DRC), and due to the devastating impacts of political crisis and inter group conflicts, well over 70% of the citizens live in abject poverty. Again, nearly 2/3 of the people (most of youthful age brackets) are either unemployed or poor. On the issue of humanitarian crisis, it has been widely reported that hundreds of thousands of African children, women and other vulnerable groups have become destitute homeless and in fact, even abused due to conditions of social unrest among contending social groups.

In the case of Nigeria, many social conglomerates and sub-nationalities exist. From the classic works of Uriah Amadi and Esther (2020), the Nigerian state is home to about 300 minority ethnic groups. This is aside from the major ethnic sects comprising Hausa/Fulani, Igbo and Yoruba. The Hausa/Fulani nationality occupies most of the nation's northern

geopolitical zone. On the other hand, the Igbos and Yorubas inhabits South-East and South-Western geopolitical zones, respectively. According to Abraham (2017), other minorities within the nation's ethnic equation include the Tivs, Annang, Ijaws, Itsekiris, Ibibios, Efik, Ogojas, Obudu, Bekwarra, Utugwang, Gakem, among others. It should be noted here that the politics of colonization and subsequent amalgamation of the hitherto separate territories by the colonialists has further brought about the contestable social group contradictions the nation has continued to grapple with this moment.

This state of affairs therefore raises fundamental questions of the desirability of what history education can do to mitigate inter group conflicts thereby fostering national economic development, social cohesion and integration. For instance, critical questions such as: of what relevance is history education in strengthening intergroup relations in Nigeria? To what extent can history education resolve Nigeria's social development challenge? And, what are the inhibiting factors that have militated against the incorporation of history education as deliberate and ambitious policy strategies aimed at resolving conflicts among inter group relations in Nigeria?

To be able to answer these questions, the study rests on the following set of objectives viz:

- i. To examine the relevance of history educations in a bid to strengthen inter group relations in Nigeria.
- ii. To ascertain the extent to which history education can strengthen inter group relations in Nigeria, and,
- iii. To investigate the inhibiting factors that continue to mitigate against history education as deliberate policy strategy designed to resolve inter group conflicts in Nigeria.

Methodology

The method employed for data collection for this study is exploratory in nature. It involves the use of existing literature and works of experts in the broader field of historical and intergroup relation studies. Essentially, the study relies on existing archival research material sources ranging from academic journals, books, government documents, among others. The effective use and adoption of these material sources have become crucial so as to enrich the study investigation as well as answer very critical questions bothering on the role of history pedagogy and the extent to which this can enhance peaceful co-existence among Nigeria's multiculturally diverse ethnic complexities. According to IPL (n.d) exploratory study is useful due to its flexible nature while carrying out a research study. Besides, this method is important because it assists in examining new related concepts, and therefore, may be used for future research.

Literature Review

History Education

Several attempts have been made by scholars and experts to describe and explain what history of education stands for. According to Richard (2019) history as an academic discipline forms the basic foundation for social enlightenment. This is due to the fact that history recaps past events, reinforces present social circumstances and then, speaks and mould future events as

well direct the affairs of society in general. What this means is that the future owes its potency and survival to the rightful application and knowledge of historical facts. This point of view as put forward by Richard (2019) has however, been criticized. The reason for the critique is because knowledge, in the present global system is evolving. Moreover, the economic expansion as it presently been experienced in developed economies is the direct result of scientific innovations and not direct product of historical collections.

Consequently, it can also be argued that though improvement in technology and information are driving forces of societal development in a global world, research evidence proves that historical events have continued to shape all human actions/inaction, human reactions as well as interactions in every human relationship with either social or physical environments. On his part, Daniels (1966) looks at history on the condition of human experience. To Robert, the absence of history means that it would have been pretty difficult for nations of the world to make appreciable advancements in every area of life, be it economic, social, political or cultural. Adeyinka (1986) agree with Damids (1966) when he asserts that the effective evaluation, analysis and study of historical pasts give room for present developmental strides, which in turn, snowballs into future hopes. On the other hand, history education refers to the application of pedagogy of history in terms of teaching, research and learning using clearly defined study curriculum. This involves ambitious policy framework designed to inculcate knowledge expertise and transmit same from one generation to another.

Inter group Relations

The concept of inter group relations have been viewed differently by historical experts and intelligentsia, though depending on the ideological leanings of each of the proponents. From the point of view of Uwomano (2017) cited in Akinwumi, Erunke and Ameh (2019), inter group relations dates back into history, and up to the period before colonization. According to Afigbo (1987) inter group relations is synonymous with the cultural values of the people woven into a common homogeneous beliefs, social relations, fraternity, cooperation and fraternity. To Afigbo (1987) all African pre-colonial societies have been literally guided by this value system, and the nature of traditional cultural ties that existed at a point is tied around this singular gesture.

However, in view of the changing pattern and nature of inter group relations propelled by propelled by alterations in ideal contents, patterns and forms of social interactions, the argument has tended to shift from the status quo to the new normal. The latter speaks to the changing dynamics of social existence where persons or groups may see themselves as distinct entity, which is why there might be conflict of interest, agitation and different ideological affinities. In Africa, this sense of social differentiation has been the bane of national unity, integration and development. The multiplier effect of this is the dramatic rise in socio-political crisis, civil war, mutual suspicion and insecurity (as in the case of Nigeria), among others.

Role of History Education in Strengthening Inter group Relations in Africa: Perspectives from Nigeria

Africa is a continent made up of heterogeneous, but uniquely connected culture. Of the 53 independent countries in Africa (except for few islands that may still have been under

annexation by other major countries within the continent), there are well established cultural mores between and among the people. According to Ndille (2020) opine that African people are literally cast in the mould of colonization and imperialist conquest, which is why some of the indigenous pre-colonial characteristics have waned out. These characteristics include traditional moral education, piety, social etiquette and code of moral values and conducts. All of these have subsisted and African societies have greatly been shaped and influenced by these moral features until the incursion of modernization and neo-colonization. Thus, as an aftermath of historical evolution, the African continent and its people were readily mandated and supposedly compelled by the changing circumstance to accept the new world order – the modern education and westernization as well as its value systems. This development, undoubtedly, brought to the fore several foreign educational curriculum as templates for human capital development acquisition of knowledge assumed a more or less uni-linear posturing in design and practice.

Buttressing the position held by Ndille (2020) about the evolution of African traditional education system, Obozuwa (1980) had earlier averred that before colonial conquest of African Natives, there existed a well-coordinated African system of education and widely practiced among the respective Native Kingdom. Such ancient kingdoms include the Kingdom of Benin, the old Oyo Empire, the Itsekiri, Efiik, Nembe, Kalaberi, among others, in Nigeria. In Ghana, for example, the Kingdoms that existed before colonization include the Akwamu, Denkyira and Ashanti. In all of these, research evidence proves that parents were actively engaged in teaching children good morals and character molding. In Nigeria, the two most dominant religions – Islam and Christianity helped propagate religious cultural injunctions, attitudes and behavior based purely on their distinct convictions and faith.

In a nutshell, it can be said that education in many precolonial African societies took the form of apprenticeship as well as informal patten. Children were in turn expected to learn moral etiquette from their respective households and transmit same trait to the wider society. The continuous propagation of traditional education, no doubt, constitutes one of the building blocks for the sustenance of peace and stability. This is unarguably one peculiar reason Africa has remained peaceful in the past. However, all that have changed due to the influx of alien cultural values and moral principles. It does appear that the only respite would be the extent to which education can further be strengthened to reflect the prevailing realities of the African people where peace-building reinforces itself in the quality of educational practice in the continent. In view of the foregoing narratives, it becomes pertinent to ponder awhile on the indispensability of history education in the sustenance of peace and tranquility among social groups in society. This poser is rather important in discussions bordering on the political landscape of the Nigerian state.

Again, Richard (2019) has pointed out that Nigeria currently witnesses a very protracted epidemic occasioned by the complex nature of its ethnic group sentiments. There seems to exist a very frosty relationship between sections and ethnic groupings in the Nigerian state. The friction, to many public analysts, gave rise to the over thirty months civil war in 1967 where hundreds of thousands of her citizens were killed in the process. Asides this war, several

contests have been fought and won by a number of social forces emerging in form of armed groups. They include, but not limited to, the likes of Niger-Delta militias, the Indigenous Peoples of Biafra (IPOB), the Odua People's Congress (OPC); Boko Haram Islamic sets, and of late, the armed bandits. The latter operates in most parts of Nigeria's North-East and North-West geopolitical zone of the country. The carnage as well as the enormity of destruction of lives and property caused by these groups are imagined.

The raging debates that have continued to persist is the fact that most youths who have become heavily indoctrinated into terrorism and other dangerous social sects may have lost touch with historical realities which before now, emphasized basically on loyalty, chastity and respect for social order in society.

To a number of classical scholars such as Ciaro, pine that the inability of persons or groups who do not know or remember what history has handed down to succeeding generation, such persons may be doomed! This point has been re-echoed by contemporary historical experts such as Fafunwa (1990) and Ajayi (1990). According to Fafunwa (1990) history education is a panacea for the achievement of sustainable intergroup relations. Accordingly, Fafunwa (1990) warned that when people live in relative ignorance with no knowledge of their past, such people or society might likely be groping in the dark without any clue for the future. Similarly, Ajayi (1990) corroborating the point of view of Fafunwa (1990) argue that there is a significant relationship between history, the extent of historical interactions and the corporate existence and development of a nation-state. to Ajayi (1990) went ahead to stress that every independent nation-state is directly or indirectly, a product of historical circumstances as well as events. This means that no nation can hardly escape from its historical antecedent. The import of this argument is that to be able to strike a balance between national existence of any political entity, there is need to understand its group memories, define it nationality and identity.

In the case of Nigeria, some of these wise counsels do not apply in our national psyche and social existence, especially among the various social cum ethnic cleavages. According to Adedeji (1999), the Nigerian state has hardly utilized historical values, which is probably informs the deafening spate of violence, lawlessness, mutual suspicion, anarchy, religious sentiments, ethnic conflicts, etc.

Undoubtedly, the Nigerian state is inherently diverse, with widespread culture and traditional values. As earlier stated, outside the major tribes such as Hausa/Fulani, Igbo and Yoruba, the nation houses several micro-ethnic sub-nationalities. Research evidence shows that in spite of the seemingly distinct nationalities, there exist mutual interaction in form of pattern of education, trade and exchange as well as common bonds.

The unfortunate situation however, is the inability of the Nigerian leadership at the top political echelon to harness and tap into our common historical bonds to promote peaceful co-existence and national unity. History education, no doubt, assists in nation-building, enhances and promotes in-group potentials as well as helps in leadership recruitment based on character, potentials and track records. It has been widely reported that as a result of long

period of neglect of history education by the leadership of the Nigerian state (military or civilian administrations alike), the nation has courted for herself several myriads of conflicts and insecurity currently being experienced in the nation. To this end, Omolewa (1986) cautioned that training a person in science without corresponding training of the state of the psychological disposition could be detrimental to not only the individual involved, but the ripple effects may take dangerous toll on society itself.

For the benefit of hindsight, the Nigerian federal government had in the recent past incorporated history education in the curricular as part of the continuous efforts to foster national peace and unity. Among other things, the curricular states that there is need to acquire adequate historical knowledge from the past and bring same to bear on the relationship between the state and citizens. again, the federal government of Nigeria, through the West African Examination Council (WAEC) noted that history education equips the mind with requisite intellectual capacity and skills for interpretation of history, appreciate factors that may stimulate national unity, cooperation, as well as relate events in the Nigerian state with other African state with similar events occurring globally.

For most liberal scholars such as Eller (1999) his education serves as potential raw material for the construction of ethnicity. This is evident in a case where politicians have, overtime used history to defend national unity and nationalism in diverse ways. Not only that, history education has the potential to clearly define relations between the society and state and help set the border line between citizens (in terms of rights and obligations) and the state. Though official gazettes and historical documentations, individuals know and understand their civic rights, obligations and responsibility. This in turn facilitates the spirit of patriotism and cooperation. Above, all the subject matter of history education enables a nation to the promotion of social reconstruction during or after conflicts. The internationalization of history education also guides people's thoughts, attitudes and re-invigorates people's original sense of fraternity and brotherhood devoid of prejudice, segregation and social group stereotypes.

Factors Militating against History Education and Effective Inter group Relations

The aforementioned analysis has clearly given insights into the relevance and indispensability of history education and the extent to which inter group relations may be initiated and realized. However, it can be said that a number of mitigating factors have continued to impede this noble objective. Some of the factors believed to have militated against history education and effective social relations among sections of the Nigerian society include, but not limited to the following:

First, there is the challenge of cultural mix between each of the components of the Nigerian social system. The mix finds expression in the complexities that have existed long before colonization. They include the major ethnic tribes as well as the minority groups, each of which have varying degrees of cultural affinities and value system. It therefore becomes difficult to domesticate a general role as common social practice for all of these sub-nationalities to imbibe and internalize. It therefore goes without saying that due to the

differences in cultural practices, Nigerian can hardly accept what is obtainable in other climes that are largely not in consonance with specific culture. From the works of Epitome (2019) argue that unlike the case of Nigeria, the Cameroonians in contemporary times have downplayed important culture values and practices, each of which has become a bane for national integration and development. According to Peshkin (1967) Akpan (1990), Ajour and Odey (2018) agree that in absence of well-defined and acceptable national history education in Cameroon, very insignificant milestone has been achieved in terms of inter group relations.

Secondly, history education has faced huge challenge of ethnic loyalties. The question of ethnicity and ethnic nationalism is prevalent and common place phenomena in Nigeria politics. The difficulty about ethnic sentiments and loyalty in the extent to which different cultural groups see their common ancestry and history and superior to others. When this happens, the paraphernalia of government which specifies national curriculum for public schools can be tinkered with, depending on the ethnic group which forms majority in the parliament. In Nigeria, there has been cases where history as an academic discipline was once excised and removed from the curriculum. It took a lot of agitations and counter-agitations for the subject to be inculcated back into the academic syllabus, especially for high schools.

Ndille (2020) has maintained that ethnic loyalty such as this has been the major driver that propelled most African conflicts in some countries within the continent. Ndille (2020) went further to cite instances from the unfortunate Nigerian civil war of the late 1960s, the post-election skirmishes that occurred in Kenya; the carnage and ethnic blood-bath that took place in the Central African Republic, Liberia, Rwanda and Burundi, among others. In all of these frictions, there has been continuous mutual suspicion and high level of intolerance among the people. Although, recent evidence proves that in spite of increasing animosity in Africa, the government of Rwanda has made ambitious steps to restore confidence and harmonious working relationship between and among various ethnic sects in the East African State. This is demonstrated by the intense drive by the government to reposition educational curriculum, enhanced national integration and re-define developmental goals and achievements within the Rwanda polity.

Moreover, on the reason why history education has failed to achieve integration, and promote adequate inter group relations, the World Bank (2005) has alluded that ever since Africa was integrated into the global capitalist system, there has been a steady rise in the erosion of African history and cultures. These claims are hinged on the introduction of neo-liberal policies such as the Structural Adjustment Programme (SAP) and several other new world orders. Again, the global system of neo-liberalism comes with new inspirations and orientation in terms of social and international economic policies and frameworks. Thus, the emerging global trend such as this is a supposedly a veritable tool for extinction of history education and the role of education a agent of change and cooperation becomes stifled. Consequently, it should be emphasized that the core of neo-liberalism speaks so much to the importance of human capital development, innovation and the new knowledge economy as its cardinal point of departure. To this end, a number of academic curriculum have been allegedly revised in favour of global concerns much to the detriment of national inter group

relations in terms of curriculum design and development. According to Cameroon (1998), the new order places premium on citizenship re-orientation to the demands of global economic politics and the policies, entrepreneurship, creativity; issues of human rights and gender questions. All of these are unarguably opposed to national cultures, opinions and matters relating to geographic and linguistic peculiarities (Cameroon, 1998).

Asides neo-liberal factors to the achievement of integration and inter group relations, there are other impeding factors. These include lack of priority to history education by the federal and state governments infiltration of politics into the nation's educational curriculum and lack of encouragement to pupils to develop interest in history education as a subject. There are also issues of armed conflicts, terrorism, banditry and ethnic conflicts that may not allow room for pupils enrolment in schools. In Nigeria's north east region, for example, the Boko Haram conflicts that erupted since 2009 has incapacitated pupils enrolment in public schools to date.

Conclusion

This paper examined the nexus between history education and the extent to which the subject matter of history can mitigate conflagrations between and among social groups. The study identifies specific social sects in African society existing in a whole web of interactions and as social inter groups. These groups, from the findings are common in the African context, and appears to have unique features in form of ethnic identify, fraternity and tribemanship. One common denominator that defines Africa and her people is the bond that tend to define not only the economy and social relations of the people, but essentially characterize the African politics up to the central governmental system and structures. What this study has done is to stress the overarching importance of history education as an instrument for cohesion and peaceful co-existence bearing in mind that a people with common history and/ancestry should naturally consider themselves in that light, and hence, exist in relative peace and tranquility as social groups.

In this work, references have been made to a number of African countries such as Rwanda, where though, inter group conflicts and wars had permeated their social ranks in the past. This nation, from its recent historical experience, has embarked on a rather ambitious educational projects and development using history education to not only grow its national economy, but basically preach peaceful co-existence amongwarring parties in conflict. The paper raises fundamental questions of relevance of history education to inter group relations and the extent to which this variable can be exploited to engender a befitting inter group relations, using Nigeria as a point of departure. A number of literature have been reviewed including history education and inter group relations, the purpose of which is to identify a gap that has been left undone by previous scholars and experts.

From the findings made in the course of this investigation, it has been observed that a number of factors have constituted themselves into a huge albatross on the path to effective realization of the core objectives and intents of inter group relations using history education.

These factors, among other things, include, prevailing cultural mix between and among various ethnic cleavages making up the African/Nigerian social systems. The findings also

show that the ethnic loyalty question as exemplified by the African Natives to their immediate ethnic divide; the integration of African cultural values into the global capitalist system as well as the usurpation of African historical values by neo-liberal philosophies, among others. All of these factors, to this study, can be said to be inextricably linked, and hence, presents significant contradictions that have continued to oil the wheels of inter group conflicts across the African geo-politics to date.

Recommendations

Based on the aforementioned findings, this work proposes the following recommendations as follows:

1. First, there is need to propagate the concept of ethnic mix and diversity as important agent and means for peaceful co-existence among African people. Cultural mix should not be seen as instrument of separation by virtue of differences in majority or minority group mix.
2. Secondly, African/Nigerian citizens should be made to realize the need to pay allegiance and loyalty to the state rather to ethnic bigots. There should be a legislation in peace, with clearly defined boundaries to this effect.
3. Thirdly, while we may want to argue that the world system is a global community, it should also be known that African historical realities should not be sacrificed at the altar of neo-liberalism and globalization. There is therefore the need to demarcate culture of history of the people from internationalism based on country or continent – specific assessments. This way, African history can be preserved. African governments should also set the right priorities for the preservation of African history, regulate conflicts, encourage pupil's enrolment in schools and generally improve history curricular. All of these will no doubt, engender adequate space for the propagation of history education with all its attendant philosophies in the 21st century and beyond.

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Repositioning College of Education for Sustainable Youth Empowerment and National Development in Niger Delta

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Abstract

This paper focused on repositioning college of education for sustainable youth empowerment and national development. Sustainable youth empowerment states to the process youths in the society are given an assurance enhancement in terms of structural and altitudinal changes in their society which would be to their benefit and for the benefit of the next generation of youths in that society. National development refers to the different development of the sectors of life of a nation, both ethnic developments, financial, and economic. The aim of this paper is to examine some ways through which college of education can be carried out to bring about sustainable youth empowerment and national development and quality delivery can be achieved in Niger Delta colleges of education. This would further develop the students, enabling them to engage in activities that would have a positive effect on the economic and social aspects not just in Niger Delta but also in the worldwide community. Thus, the objective of this paper is to understand the dynamics of the concepts of sustainable youth empowerment and national development in relation to college of education for the advantage of the society and the worldwide community. The paper addressed the use of entrepreneurship education, e-learning, and training in the proper use of ICT, amongst others as a method of shifting the focus of college of education towards sustainable youth empowerment and national development. The challenges facing the repositioning of college of education to achieve sustainable youth development and national development were discussed to include lack of entrepreneurship teaching, lack of supervision, corruption, partisan politics, innovation, amongst others. It was concluded in this paper that it is a necessity for Niger Delta colleges of education to readdress their objectives towards achieving sustainable youth empowerment and national development, as this would bring about a better and sustainable society for present-day and forthcoming youths.

Keywords: *College of Education, Youth Empowerment and National Development*

Introduction

The future and development of every nation depends on the leaders of tomorrow as the saying, youth are the future leaders of tomorrow. There is no community, state, or any nation that is complete without the contributions of the youth. Therefore, youths are required to acquire skills that will enable them to meet up the progress of tomorrow events that will improve the environment or society which they find themselves. Every growing youth heart desire is to become better in his/her life, but the negative economic situations always upset the vision of the expecting youth due to the circumstances behind the environment they are in. The economic system of our nation is in a state of disaster, and one cannot fully depend on the white-collar job from the certificate they obtained from colleges of education. The number of jobs in the Niger Delta job market is not equivalent to the number of youths that graduated from colleges of education in every graduation year. The problems would cause lot or different increase in crime rates among the youths due to unemployment that would further lead to different types of deceitful activities to sustain their life, despite the state of the economy they find themselves. Youths needs to obtain skills that would enable them fit in to the society. The skills will no doubt boost the nation's economy and would certainly bring development to the nation. The world gradually is becoming a global village with invent of technology in every sector of life. These involves the use of information communication technology in teaching and learning process with the use of e-learning services. Use of e-learning methods in colleges of education in Niger Delta would contribute to national development as students would be able to keep up with new era contemporary day training and would also be able to contest with peers in the world. The aim of this paper is to examine some ways through which colleges of education can be carried out to bring about sustainable youth empowerment and national development and how quality delivery can be achieved in Niger Delta. Lot of research works have been done through workshops, conference, seminars, and others, but they may have not carefully detailed the important apparatuses to achieve sustainable youth empowerment and national development through the Niger Delta. The aims of this research work are to fill in the gap.

Education

Education is the process of acquiring knowledge, skills, values, and attitudes through teaching, training, or research. It is often formalized through schooling or other instructional patterns but can also happen informally through experiences and self-directed learning. Education enables individuals to understand the world, develop critical thinking and problem-solving abilities, and prepare for their future roles in society. It encompasses various subjects, including but not limited to, social sciences (accounting, economics, marketing, entrepreneurship, Research methods etc), languages, mathematics, sciences, humanities, and physical education.

Education according to Ofor-Douglas (2022), refers to the knowledge specified to a learner to enable him/her to progress socially and mentally. It is an essential tool that forms the foundation of humanities. Adedigba (2017) opined that foundation starting from nursery school, primary levels, secondary levels, or tertiary institutions of every economy is grounded on the education level. This implies that quality education should be made a top priority in any society that wishes thorough growth.

One of the national educational goals According to Federal Republic of Nigeria (FRN) (2022) as stipulated in the National Policy on Education provides the accomplishment of appropriate practical skills and the enhancement of knowledgeable, humanly, and communal skills and abilities as device on behalf of the individuals to contribute, subsidize and live to improve the society. According to Nwaokokorom and Ikpeama (2023), education is a sequence that promotes and assists persons in improving their whole lives, including their material, spiritual, passionate, administrative, general, and technical aspects, so that they are able to do their work to the best of their abilities in whatever circumstance in which they may find themselves. According to Otamiri (2014), education is the process of growth of a person's capabilities on all levels, including the mental, emotional, psychological, and spiritual. This implies that positive mental and emotional development through education advances the stages of life of individual's progression.

College of Education

A College of Education is a type of higher education institution that focuses on preparing students to become teachers, administrators, supervisors, counselors, and other professionals in educational settings. The aim of establishing Colleges of education according to Federal Republic of Nigeria (2020) is to substitute national development as enshrined in the National Policy on Education. Some key aspects of Colleges of Education include:

1. **Teacher Training:** Colleges of Education offer programs that train students to become teachers at various levels, from primary to secondary education.
2. **NCE Awarding Institution:** Many Colleges of Education are accredited to award the Nigeria Certificate in Education (NCE). The aim of NCE is substitute national development as enshrined in the National Policy on Education
3. **Academic Excellence:** Colleges of Education strive for academic excellence and integrity in teaching, research, and service.
4. **Research and Scholarship:** These institutions encourage scholarly research and professional leadership in education.
5. **Service and Outreach:** Colleges of Education often engage in community service and outreach programs to promote education and development.
6. **Tertiary Education:** Colleges of Education provide tertiary-level education, often in specialized fields like business education, technical education, primary education, computer education, and economics.

Some of the colleges of education in Niger Delta includes Federal College of Education (Technical), Omoku and Isaac Jasper Boro College of Education Bayelsa. The purpose of colleges of education is to serve as centres for the advancement of science and technology, training of entrepreneurs, and creation of highly qualified graduates. This is to say that college of education has a countless advantage to persons who participate in the learning because they will raise in respective ways that they can apply to their forthcoming and profit the lives of people around them and others.

Sustainable Youth Empowerment

Sustainable youth empowerment refers to the process of enabling young people to develop the skills, knowledge, and attitudes necessary to become active and engaged citizens, who can

contribute to the development of their communities and the world at large, while also ensuring a sustainable future for themselves and future generations. Ofor-Douglas (2022) defined Sustainable youth empowerment as the development of youths which would progress to employment. The lives of present and future leaders would improve through empowerment of youths, thereby yielding to the economic growth of the nation in the employment and self-adequacy.

Education and skills development, leadership and mentorship opportunities, community engagement and participation, environmental awareness and action, social justice and human rights education, economic empowerment and entrepreneurship, health and well-being support, intergenerational collaboration and knowledge transfer, cultural preservation and exchange with technology and digital literacy are the key elements of sustainable youth empowerment. Sustainable youth empowerment is relevance to Niger Deltans because it prepares young people for the challenges of the future, fosters innovation and creativity, promotes social cohesion and community building, supports environmental conservation and sustainability, encourages active citizenship and participation, reduces inequality and promotes social justice, empowers young people to become change-makers and leaders, builds resilience and adaptability, enhances global understanding and ensures a brighter future for all. One of the progressive changes in today's current workroom is the request of employers for e-technology graduates to obtain the specialized skills, leadership qualities, and advanced conceptual information. Youth empowerment will contribution in this part for it advances youth on several services and manners that can be employed in many areas of life.

National Development

National development refers to the process of improving the economic, social, and political well-being of a nation. It involves the creation of wealth, the reduction of poverty and inequality, and the improvement of access to healthcare, education, and other essential services. National development also encompasses the promotion of democracy, human rights, and good governance, as well as the protection of the environment and natural resources. National development comprises economic growth and stability, poverty reduction and inequality, human development (health, education, and social welfare), infrastructure development (transportation, energy, and communication), political stability and good governance, environmental protection and natural resource management, social justice and human rights, cultural development and preservation, international cooperation, and global citizenship. National development is significant because it improves the quality of life for citizens, enhances economic prosperity and stability, promotes social justice and human rights, supports environmental sustainability, encourages political stability and good governance, fosters international cooperation and global citizenship, helps to reduce poverty and inequality, supports human development and well-being, encourages cultural development and preservation.

Any national development reform without inclusive of teaching and learning skills for job improvement will not succeed to development the society (Utomi, 2021). This entails that teaching and learning skills must be involved in national development for sustainable

development because it is the opening point of individual development. Amadioha (2016) asserts that education should result in a country that is both free and contemporary. Education in the modernisation of any nation should focus on result of economic growth. This denotes that for economic growth and productivity in any nation, a training workforce with significant knowledge of research must be established for sustainable development. Inclusion of relevant national development activities for sustainable development amounts to supporting cultural development and preservation, addressing poverty, building infrastructure, creating clear and comprehensive development plans.

Ways to Reposition College of Education in Niger Delta for Sustainable Youth Empowerment and National Development

Basically, there are different strategies and ways of repositioning college of education for sustainable youth empowerment and national development in Niger Delta;

Entrepreneurship Education

The word 'entrepreneurship' according to Ofishe (2016) originated from the French word 'enterprise' meaning to assume 'venture and encroach'. Richard Cartillion was the first to describe it as ownership of business ventures in the 17th century. Entrepreneurship involves the readiness and capability of a person to search for investment chances, to start and to run a business positively (Arogundade 2011). In other words, entrepreneurship is the individual eminence that qualifies a human to begin a new business or with innovative ideas of expanding an existing one, thus upholding and vitalising the progress of an economy.

Entrepreneurship education is a process of learning and training that focuses on developing the skills, knowledge, and mindset necessary to start and run a successful business or venture. It encompasses a range of topics, including business planning and strategy, financial management and accounting, marketing and sales, leadership and team management, innovation and creativity, risk management and resilience, networking and partnerships, adaptability, and continuous learning. The aims of entrepreneurship education are to equip individuals with the ability to identify and pursue opportunities, develop innovative solutions, take calculated risks, build, and lead teams, adapt to changing environments and create value and growth. The goals of entrepreneurship education in the nations are fostering entrepreneurial mindset and culture, developing entrepreneurial skills and knowledge, encouraging innovation and creativity, preparing students for startup success, and supporting economic growth and development. Entrepreneurship education is essential in today's fast-paced and rapidly changing business landscape, as it helps individuals develop the skills and mindset necessary to succeed in an uncertain and competitive environment.

E-learning

E-learning is an internet-based standardised teaching method by the use of electronic resources such as computers, tablets and smartphones. It can also be termed as a transfer of knowledge and ideas by a well-structured network. Bennett (2020) sees e-learning as a formalised teaching-based learning system that makes use of electronic resources. According to Ofor-Douglas (2020), e-learning can be compared to the internet, and ICT helps to improve

the teaching and learning process in a classroom setting. With the help of the internet, the globe has progressively transformed into a global village, and technology use is now ingrained in practically every aspect of daily life. Because tasks are completed more quickly and easily, this has significantly enhanced how people live. It is thus essential to actively incorporate e-learning into the Nigerian tertiary (colleges of education, polyethnic and university) curriculum and ensure it is applied to all fields of study including entrepreneurship education. E-learning is also a learning platform that allows students to learn online through among others;

- 1 Learning Management System (LMS): E-learning platforms use a Learning Management System (LMS) to manage and organize online courses and learning materials.
- 2 Virtual Learning Environment (VLE): E-learning platforms provide a Virtual Learning Environment (VLE) for students to access and engage with online courses and learning materials.
- 3 Content Management System (CMS): E-learning platforms use a Content Management System (CMS) to manage and organize online courses and learning materials.
- 4 Online Courses: E-learning platforms offer online courses that are accessible 24/7.
- 5 Self-Paced Learning*: E-learning platforms allow students to learn at their own pace and convenience.
- 6 Automated Feedback*: E-learning platforms provide automated feedback and assessment tools to help students track their progress.
- 7 Collaboration Tools*: E-learning platforms offer collaboration tools such as discussion forums, live chats, and video conferencing to facilitate communication and collaboration among students and instructors.

Overall, e-learning platforms provide a flexible and convenient way for students to learn online, and they are becoming increasingly popular in education and training.

Thus, Colleges of education and other academic institutions must involve in innovative and creative academic research work, at same time employ innovative teaching-learning approaches, to develop a standard shift model that will address the many different spheres required to resolve the complex, intersectional crises affecting Nigeria and the world to which the pandemic has further drawn attention (Zhang *et al.*, 2020).

Challenges Facing Youth Empowerment in Niger Delta

In Niger Delta, the following are some of the challenges facing college of education for sustainable youth empowerment and national development in Niger Delta:

1. **Lack of Entrepreneurship Teaching:** Entrepreneurship education is a practical oriented course that requires skill programme in colleges of education. Practical teachings in entrepreneurship education enables youth to put in practice and perfect in their skills. Regretfully, colleges of education seem to concentrate on theoretical than practical skills.
2. **Lack of supervision:** Inadequate supervision has been a challenge in colleges of education in Niger Delta which needs to be addressed to attend to sustainable youth

empowerment and development. Mismanagement, embezzlement, and extortion deeply affect the colleges of education development because of lack of supervision.

3. **Corruption:** Corruption in the Niger Delta region of Nigeria is a complex and deeply ingrained issue, manifesting in various forms, including bribery and extortion by government officials, illegal oil bunkering, and theft, fraudulent contracts and procurement practices, embezzlement and misappropriation of funds meant for development project, favouritism in government appointments and contracts. All these are caused by weak governance and institutional failure, poverty and economic inequality, lack of transparency and accountability.
4. **Partisan politics:** Because of different ideas of members of a particular party, especially the ruling party decisions on the development and growth or affair, they are interested on their own benefit without considering the affair of the people (Kingsley, 2017). The people considered their party members not caring of the implication of such choice on repositing the youth for empowerment and development.
5. **Innovation:** Innovation is the driving force behind economic growth and the key to solve future global challenges. This will help to engage the tool of research which tends to search for novel ideas, ways, and best practices in the digital age. This will repackage colleges of education curriculum and programmes alongside the global trends in technological breakthroughs that characterize information era. Such attempt will streamline and integrate entrepreneurship.
6. **Online and digital work opportunities:** The Niger Delta region has various opportunities for online and digital work, including attachment schemes, digital summits, and organisations supporting socio-economic development. These opportunities aim to promote economic growth, decent work, and digital skills in the region. Unfortunately, it is outlined paperwork without implementation of it in the college of education in Niger Delta.
7. **Education:** Values, attitudes, skills, and beliefs system that people acquire is to aid constructive contribution to self-development and to the humanity at large. Unfortunately, adequate attention has not been to the development and equipping the youth in Niger delta with relevance skills, attitudes, values, and knowledge.

Conclusion

In spite of the economic challenges in repositioning colleges of education, in Niger Delta, government and college of education administration needs to readdress their objectives towards providing, promoting and enhancing youth empowerment and national development. This would encourage and help youths for self-employment, reduction of unemployment rate, love, and unity in the region, among others. Various challenges facing the repositioning of colleges of education empowerment and national development to achieve a better and sustainable society for present-day and forthcoming youth were discussed.

Recommendations

The following recommendations were made:

1. To promote youth empowerment and sustainable national development for Niger Delta youths or students, entrepreneurship education must be enhanced. Facilities for

- entrepreneurship education should be adequately provided by the authorities involved in order to develop various skills among college of education students.
2. Government at different levels should through relevant agencies and authorities create the environment and adequate awareness for students regarding the objectives and significance of entrepreneurship education in institutions. Government is responsible for the provision of the needed technologies and idea workshop in schools. This will enable students realize the skill of creativity and critical thinking for problem solving.
 3. Government should foster a culture of integrity and zero tolerance for corrupt. It is important to note that addressing corruption in Niger Delta requires a sustained and multi-faceted approach, involving government, civil society, international organisations, and local communities.
 4. The government should through the Niger Delta Development Commission (NDDC) offer easy-going loans to students on their graduation. This will assist economics education graduates set up their respective skills for sustainable development.
 5. Politicians should follow the rules of the law for masses, not for party members alone.
 6. Adequate attention should be given to the development and equipping the youth in Niger delta with relevance skills, attitudes, values, and knowledge in education.

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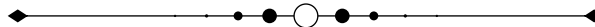
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Political Breadcrumbs and its Implications for Sustainable Development

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Abstract

Sustainable development goals require constructive regeneration of political and attitudinal transformation. However, political breadcrumbing has contributed in state failure and prevented the masses from enjoying the dividends of sustainable development unfortunately, political breadcrumbing does not come without its consequences particularly for sustainable development. It is a breeding ground for corruption and maladministration and keeps the people desensitized to pervasive underdevelopment. Thus, owing to the destructive capacity of political breadcrumbing particularly for sustainable development in Nigeria, the objective of this paper is to examine the causes of political breadcrumbing. Qualitative technique was adopted and the findings from this paper reveals that political breadcrumbing destroys the prospects of any nation to meet up with achieving the entire goals of sustainable development and this is so because the electoral process is often manipulated to the detriment of the voters who more often than not are already carried away by crumbs and so these manipulated elections often produce leaders who are not only disconnected from the yearnings and developmental goals of the nation, but are totally irresponsible to the public. It therefore concludes and recommends that, since political breadcrumbing has become an obvious threat to the survival of sustainable development goals, it is important that legal frameworks should be established wherein the local governments in collaboration with traditional institutions and NGOs should be made to conduct monthly and annual seminars on political education and citizen enlightenment in ways that enhance sustainable development.

Keywords: *Failed State; Political Bread Crumbing; Political Deception; Politricking; Sustainable Development.*

Introduction

Political bread crumbing is a form of politicking and emotional manipulation in which politicians use in attracting the attention of the electorate to their political party or interest in order to earn their votes without any genuine or real interest in serving the people or committing to the responsibilities attached to the office. Thus, the politicians do this by giving the people just enough crumbs to keep them feeling intrigued and loyal to their political interests. Hence, right around elections or electioneering periods, politicians pretentiously start talking about socio-political and economic challenges plaguing the communities and ways they intend to fix these challenges. They also give false hopes by engaging the media to talk about their agendas, plans and laudable ideologies and strategies, take pictures with the youths, social media influencers, entertainers, activists and grassroot people, form committees engaging youth leaders, women leaders or community leaders to talk about what they will do if elected (Hoffmann and Patel, 2022). In the light of this, political bread crumbing is a form of political deception and antic where they give just enough to keep potential electorates interested in their political parties without ever having the intention or willingness to deliver on the campaign promises they dangle (Zimmerman, 2022).

This reveals that political bread crumbing is a political technique used by politicians and political leaders when they have not performed up to expectation or fulfilled their electoral promises but want a second chance from the electorates. Therefore, they achieve this by going to the communities, creeks and core grassroot areas to appeal to the emotions and sentiments of the people, give them adequate time and attention or affection and pretend to care just to keep the electorates loyal and hoodwinked to their political parties regardless of how poorly the politicians perform. Basically, it is the act of beguiling the people into supporting a political interest without the intent of fulfilling the constitutional obligations and developmental obligations attached to such office. In other words, political bread crumbing is one of the familiar manipulative tactics of grooming used by politicians to temporarily gratify the masses and further their political aims by sporadically offering a glimmer of hope such as providing infrastructural facilities during campaign periods, donating to charitable courses and providing scholarships, health care facilities, food and clothing materials to the rural people as well as attending grassroot religious and social events for a short period of time as a way of keeping the masses feeling indebted to them during elections and as soon as the politicians achieve their objectives of winning elections, they disappear with no intentions of continuation. Fundamentally, political bread crumbing has been used effectively in Nigeria's electoral campaign to manipulate the psychologies and thoughts of voters in the attempt to sway the voters in supporting the politician's political interests and so the essence of political bread crumbing is to mislead the people to expect more or something they do not intend to achieve by giving gifts and making dishonest catchy political statements which will disarm the suspicion of the public into making them eagerly expectant and hanging on the fake promises offered to them (Yusuf, 2021).

Unfortunately, political bread crumbing does not come without its dire consequences particularly for sustainable development. It is a breeding ground for corruption, maladministration, impunity and keeps the people desensitized to the infrastructural decay. It

also keeps people contented with mediocrity and crumbs so much that they are misled into thinking that leaders are performing well and demanding for better leadership and development is asking for too much or asking for the impossible or unreasonable. It also keeps them in a state of settling for less or the barest minimum where they are ill-equipped, uninformed and too weak and ignorant to challenge poor governance or demand for better developmental policies and welfare (Emejulu and Obijekwu,2020) . In the light of this, the main thrust of this paper is to examine the implications of political bread crumbing on national development in Nigeria.

Objectives of the Study

1. To examine the causes of political bread crumbing
2. To identify the implications of political bread crumbing on sustainable development
3. To proffer solutions to the menace of political bread crumbing in order to achieve sustainable development in Nigeria

Concept of Political Bread crumbing

Political bread crumbing is a form of political manipulation or politricking where political actors and their minions feign interest and affection for the welfare and development goals of the masses especially during campaign seasons .In other words, state actors pretend to be emotionally, financially and physically invested in the socio-political and economic woes of the people when they are really not. They often accomplish this by providing emotional connection with the people and also providing temporary political succor before or during electioneering seasons to distract the masses from the anger, resentment and disappointment they have against the politicians and to also reinforce active political participation of the people. . Therefore, political bread crumbing raises the hopes of the people to keep them hooked till elections without any concrete sustaining agenda. This suggests that political bread crumbing is a preparatory and predatory process involving grooming the potential electorate with insincere compassion and empathy for the intent of winning their votes in order to exploit them or not even be of any service to them (Yusuf,2021).

This suggests that political bread crumbing is a narcissistic form of political manipulation used by politicians to monetize democracy (Olojede and Aina, 2023) and elections or debase democratic processes to bread and butter in order to convince the struggling masses who are still at the food survival stage to trust them with the responsibility of governance. Hence, political bread crumbing often takes place when the masses or electorates are still beset by parochial and elementary issues at the expense of corporate governance and ideology-based politics. Thus, ricties is the crumbs employed in swindling the masses and so ricties is the distribution of common staple foods such as rice, beans, oil, pasta, garri, yam flour, salt, sugar, condiments etc to the poor in exchange for their votes. The humanitarian distribution is done wearing the cloak of deception such that the politician is presumed to be kind, empathetic, generous and caring. This reveals that poverty and unemployment is a very good administrative eco system used in facilitating political bread crumbing. Fundamentally, political bread crumbing is usually fixated on food (chips, doughnuts , biscuits, candy,

groundnuts, cashew nuts , cornflakes, carbonated drinks etc), cash and gift distribution (campaign t-shirts ,local fabrics, face caps, bracelets, recharge cards etc) to the exclusion of actual manifestoes, ideologies and developmental issues affecting the electorate (Bamidele,2014).

This therefore implies that political bread crumbing is not just a scheming tactic used in defrauding the people in convincing them to mortgage their future and a chance for development for crumbs, it is an anti-democratic activity that destroys the very essence of governance and public administration. Thus, political bread crumbing is a treacherous device employed by politicians to make the voters believe and accept what the politicians throw at them regardless of how corrupt or incompetent they are. In summary, political bread crumbing is a calculative strategy used by politicians and enabled by the poverty and illiteracy of the people to provide false temporary relief and empty promises in order to exploit the electorates for their own agenda applying baiting strategies such as guilt tripping ,deception, propaganda, false hope, ethnicity, intrigue ,gas lighting, projection, scare mongering, scare campaign and invalidation and stonewalling when called to accountability (Nnagbugwu, Onyekwelu and Onyekwelu,2019).

Concept of Sustainable Development

Sustainable development means the capacity of a national economy whose initial economic condition has been more or less stagnant for a long time to generate and sustain an annual increase in its gross national product at rates perhaps 5%-7% or more in ways that are sustainable to meet future demands. This implies that sustainable development is a type of social change in which new ideas are introduced into a social system in order to produce higher per capita incomes and levels of living through more modern production methods and improved social organization using methods that create consistency without jeopardizing the needs of the future. Based on the preceding analysis, sustainable development is the process by which people create and recreate themselves and their life circumstances to realize higher levels of civilizations in accordance with their own choices while establishing opportunities and prospects for future challenges. It therefore makes sense to conceive sustainable development as a multi-dimensional process, subsuming fundamental changes in social structures, popular attitudes and national institutions as well as the acceleration of economic growth and the eradication of poverty adopting methods that will not truncate the future (Nwosu,2013). Similarly, sustainable development means the attainment of self-governance for a consistently long period of time. It also signifies the provision of essential infrastructure that create a healthy atmosphere, proper provision of education, food security, communication and environment for its citizenry for as long as possible. From the foregoing, sustainable development is the ability of that nation to build socio-political institutions permanently and comity of nations (Akanji and Akosile,2001). This suggests that sustainable development is a widely participatory process of directed social change in a society ,intended to bring about both social and material advancement including greater equality ,freedom and other valued qualities for majority of the people generationally. Hence, sustainable development consists of the synergy of advancement of goals such as promoting literacy, improving nutrition and health, limiting family size or increasing productivity (Opaluwa and

Akanni,2014). In the same vein, sustainable development connotes a multi-dimensional process involving major changes in social structures, institutions, political attitudes as well as the acceleration of economic growth, the reduction of inequality and the eradication of absolute poverty while giving thought and plans to future generations

Thus, sustainable development is conterminous with capacity expansion and freedom. As capacity expansion, it requires adequate empowerment of the state and society such that they can adequately distil their complimentary responsibilities as well as institutional and governmental stability in order to satisfy present and futuristic entitlements (Omotola, 2006). This indicates that sustainable development is a process of moving the social system increasingly upwards such that the citizenry can actualize their innate abilities and be able to cope effectively with the challenges of life. What this suggests is that it is a concept that provides remedies for the shortcomings and maladies of future generations. Therefore, sustainable development refers to a state of maturity which characterizes a nation state. This maturity results from the interplay of modern political, economic and social forces and processes which transforms the lives of its people in ways that create accelerated progress for trans generational wealth (Olatunji,2020).

Fundamentally, sustainable development is the capability of a nation to achieve comprehensive improvement or refinement in all ramifications of its existence (economic, political, cultural, religious and technological) aimed at satisfying humanity's needs at present and in the future via natural usage and replenishment of natural resources while preserving for future generations. This reveals that sustainable development is a process of improving the range of opportunities that will enable individual humans and communities to achieve their aspirations and full potentials over a sustained period of time while maintaining the resilience of economic, social and environmental systems (Ogundare,2020).

Finally, there are seventeen sustainable development goals according to Aransi (2017) which is addressed below:

The Seventeen Sustainable Development Goals

Goal 1: Eradicate poverty in all its ramifications globally

Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3: Ensure healthy lives and promote well-being for all at all ages

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning

Goal 5: Achieve gender equality and empower all women and girls

Goal 6: Ensure availability and sustainable management of water and sanitation for all

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10: Reduce inequality within and among countries

Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12: Ensure sustainable consumption and production patterns

Goal 13: Take urgent action to combat climate change and its impact

Goal 14: Conserve and sustainably use the ocean, seas and marine resources for sustainable development

Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Causes of Political Bread crumbing

According to Egonmwan (2020; Nwosu, 2013, Olojede and Odedina,2023) there are several reasons for political bread crumbing and some of them shall be indicated below:

1. **Unemployment and Underemployment:** There is a rising unemployment profile in third world countries. This is significant in the rating of underdevelopment and so one of the consequences of unemployment and underemployment is that it makes the masses politically and economically vulnerable to the schemes and manipulations of politicians. In addition to that, it puts them in a position where they are so hungry and disempowered to think of the long-term consequences of being politically bread crumbed particularly as it affects sustainable development
2. **Self-Seeking Nature of Men:** The human nature of man instinctively makes man think about their own benefits in any situation as well as the best method at any level that makes them succeed in having their way even if it involves deception, pretense, cunning devices and scheming. Thus, politicians always seek to achieve the most favorable option that gives them the prospects of winning elections even when they have little or nothing to offer the people. Hence, during elections, they wear a garb of patriotism that is not sincere just to win the people's trust for their selfish ambition. Hence, in Nigeria, the politicians having mastered the art of manipulation, decoy, politricking, treachery and pretense have come to terms that the only way they can have an edge over their political opponents during elections is by first winning the people's trust and in winning the people's trust, they can get majority of votes and the method to achieve this is by bread crumbing the electorates. This is done by telling them what they want to hear, give them false hopes and play with their emotions. By doing all of this, they will generate the passionate support of the people to their side
3. **Obsession for Political Positions:** Obsession for political offices, titles and ranks refers to when a public official is dominated and engrossed with legitimate and illegitimate actions that lead to a higher political rank rather than ensuring the public interests when taking an initiative. Public officials and politicians who engage in political bread crumbing or selling an illusion to the people resort to different manipulative strategies to achieve their aim .Hence, their main goal is usually to earn higher salaries or networks without being interested in serving the masses and so the real job to serve the

public becomes sidelined when they achieve their goal because service to the people was not their major priority in the first place.

4. **Personal Factors:** The existence of poverty and corruption in a country rich with human and natural resources like Nigeria indicates that poverty is man-made and intentional. Thus poverty and ignorance often creates the demand for political bread crumbing during electioneering by the masses themselves which is often beneficial to the politicians as it will help the politicians evade responsibility and accountability. Infact, it creates a lead way for corruption and gives the people no moral or legal justification to demand for good leadership and developmental policies because they have traded their votes for stipends and crumbs from political minions
5. **The citizen's lack of Discretion:** The citizen's lack of discernment is another factor that enables political bread crumbing by the political class and this is one of the factors that has not just hindered national development it has also inhibited democratic consolidation and an effective public administration in Nigeria. Thus, the citizen's pervasive ignorance, lack of prudence, willful amnesia, ethnic bigotry and quest for immediate gratification has made them easily beguiled and bread crumbed by some political charlatans every electioneering period and so because of the citizens lack of sound judgment, they fall easily into the antics of crooked politicians who breadcrumb by giving pseudo empathy in the form of luring the people with money, food items and infrastructural facilities in order to garner their votes during elections and ensure that they are unable to demand for accountability
6. **Psychological imbalance and Illiteracy:** Another reason why political bread crumbing has been successful in Nigeria is because majority of the citizens are illiterate, poor, emotionally unstable, paranoid, politically apathetic and fatalistic. Thus this has contributed in no small measure to politicians using the political bread crumbing, deception and hovering strategy to win elections
7. **Extreme attachment to culture and Traditions:** Third world countries are identified by the existence of traditional institutions with great emotional attachment to the traditional rules, norms and values. Unfortunately, many of the Nigerian culture perpetuates ethnic chauvinism and predominantly promotes image of ascriptive and diffused orientation as well as political bread crumbing. Thus, traditional societies are typically closed societies and are usually antagonistic to anything that tampers with cultural patterns. Hence, third world countries like Nigeria are characterized by social divisions which intends to fractionalize the society thereby making political bread crumbing and manipulation easier for political actors.

Theoretical Framework

Political Deception Theory

This study is hinged on the political deception theory propounded by Nicollo Machiavelli in 1532 and so political deception or bread crumbing comes from the Machiavellism school of thought which argued that political deception has been a manipulative tool in politics and administration for a very long time. Machiavelli advocated its use in his republic when he advanced for a noble lie to be told to the citizens of the state. This falsehood was meant to be pushed to the masses to make the masses overlook the failures of government and buy into the

politicians' political interests by providing enough crumbs to make them forget government's ineptitude and create division of the state into three sections made up of the rulers, the soldiers and the craftsmen. Thus, this political deception is projected to deceive the people into accepting less than they deserve and ensure that they are not discerning enough to notice poor governance or demand for accountability and development. Hence the major aim of political deception is to groom the masses into accepting whatever developmental projects allotted to them by the state. Basically, politicians often adopt this strategy to ensure that the people are docile enough for the state men and politicians to capture the state without the masses realizing it on time. Another interesting perspective of this school of thought is that political deception or bread crumbing according to the Machiavellian principle is the push for the use of craftiness or cunningness by political leaders in order to secure and protect the parochial interest and prestige of political and administrative elites. Essentially, he epitomized the doctrine of political bread crumbing and emphasized it as a necessary political tactic of winning the loyalty and support of the people and by extension, elections. Most importantly, he noted that for any political or administrative leader to succeed and have a seamless administration without the people revolting, the politician or administrator must be a great pretender and know how to sell an illusion to the people. This therefore makes him an effective breadcrumb by satisfying immediate gratification and providing immediate necessities to disarm or quell their anger over poor governance or social injustice. Therefore, from the Nicollo Machiavelli perspective, he emphasized that the ability to be manipulative and use whatever calculative means necessary to gain political power is what is referred to as political bread crumbing and that is essentially what makes a political actor successful. Thus, the principle of political bread crumbing as suggested by Machiavellism encourages political leaders to use or engage in techniques such as decoy or strategic pretense to serve their own needs and give them the prospects of winning elections (Towler, 2020). Hence, Machiavelli further justified this theory by stating that political deception is a necessary political method for electoral success and bread crumbing works particularly on people who are simple minded and corrupt because politicians will always find people who are willing to be fooled or allow themselves to be deceived because they are preoccupied in satisfying their immediate needs without giving thought to sustainable development (Emejulu and Obiekwu, N.D).

In the light of this, this theory is relevant to this study because it exposed why there are numerous white elephant projects across the state, ineffective developmental and poverty alleviation programmes, uncompleted/abandoned infrastructural facilities as well as lip service to corruption, poverty, national insecurity, terrorism and banditry. This is obviously so because the political and administrative elites have psychologically and financially captured and groomed the minds of the people into making them believe that the next elected leader is always the messiah or savior to emancipate them from unemployment and squalor only to disappoint/discard them and then engage them in bread crumbing and hovering during another campaign season by giving them little dopamine and adrenaline in the form of gifts, attention and pseudo nationalism to make them suffer amnesia while repeating the cycle again during every election period.

Methodology

Documentary method was adopted for this study. Hence, data was sourced from national and international academic publications. These consisted of relevant text book, inaugural lectures, conference proceedings and academic journals. The data gathered from the aforementioned method was analyzed using qualitative descriptive technique.

Political Bread crumbing and its Implications for Sustainable Development

One of the greatest consequences of political bread crumbing on sustainable development is the threat it poses to democracy, electoral administration and every prospect of a nation in achieving sustainable development. This is so because good governance is undermined by twisting and subversion of the minds of the electorate from the formal duties and public roles to private and pecuniary interests. Thus, the lack of social and health determinants like portable water, clean sewage and sanitation system, healthy environment, access to qualitative health care, intensive emergency care and food security are the obvious results of squandering, incompetence and ineptitude of government officials which has been facilitated by years of political bread crumbing. For instance, the Niger-Delta area like other states in Nigeria has been engulfed in constant socio-political uprising, upheaval and protests which has led to increase in poverty, insurgency, militancy, terrorism and banditry and this is as a result of elected officials who feel they are not obligated to be accountable to the people and this is so because the people have been successfully bread crumbed and hoodwinked. Thus, the near absence of socio-economic facilities such as good roads, electricity and functional health care centers has led to further avoidable loss of lives, investments and properties. In addition to that, political bread crumbing destroys the prospects of any nation to meet up with achieving the entire goals of sustainable development and this is so because the electoral process is often manipulated to the detriment of the voters (who more often than not are already carried away by crumbs) and so these manipulated elections often produce leaders who are not only disconnected from the yearnings and developmental goals of the nation, but are totally irresponsible to the public. Hence, when the elected officials do not account to the electorate, good governance becomes relegated to the backburner while mediocrity and impunity have a field day. Thus, the most dangerous result of political bread crumbing is the truncation of an effective public administration that translates to sustainable development (Ikpeze, 2015).

Secondly, political bread crumbing creates an anarchical sociopolitical environment rife for political impunity, political violence, insurgency and large-scale corruption. Unfortunately, this discourages genuine foreign investors from doing business with the country in any way. It could also adversely affect bilateral relations with other countries. Its long-term effect is Nigeria's continued dependence on other nations and foreign donors to augment its lean economy's purse. Again because of the lack of accountability political bread crumbing breeds, it always comes with its attendant consequences antithetical to sustainable development some of which includes kickbacks, racketeering, bunkering, swindling, brigandage, extortion, multiple thumb printing on ballot papers, the announcement of votes in areas where votes were not casted and winners of elections ending up as the losers as well as general interference with electoral freedom or obstruction of free and fair elections. This results into the electorate being assaulted or killed during elections or arson takes place at will and losers end

up clinching victories even in polling centers where votes were not cast. Consequently, the long-term effect is that the society suffers for it as this leads to poor delivery or no delivery in the achievement of sustainable development goals at all levels. Hence, the funds having been siphoned into private pockets, leaves the average citizens in particular and the nation in pervasive poverty and underdevelopment. This is especially because some corrupt politicians may need to recoup the monies spent in electioneering and political bread crumbing. Finally, Political bread crumbing opens doors for mediocrity in governance and failed leadership. A collapse in internal security such as is presently the case in Nigeria where militancy, banditry, broad daylight robbery, terrorism, aggravated assault, wanton destruction of lives and properties, kidnap and assassination are rife. For instance because of the pervasive insecurity, underfunding and terrorism particularly in the northern part of Nigeria, many highly placed public servants fly out of the country at the slightest feeling of pain to get the best medical attention but the poorly funded and ill equipped domestic health sector awaits the generality of the citizens who cannot afford foreign medical care. A key example is that of former President Muhammadu Buhari who flew out of the country in June, 2016 just to have foreign physicians see to his ear infection (Ibiam, 2016)

Conclusion and Recommendations

Political bread crumbing are abusive political patterns detrimental to the achievement of sustainable development goals and used by some unscrupulous politicians with the enablement of some corrupt bureaucrats to keep the masses ignorant and oblivious of their rights and contributions as citizens to what governance should entail in regards to sustainable development goals. Therefore, since political bread crumbing has become an obvious threat to the survival of sustainable development goals, it is important that legal frameworks should be established wherein the local governments in collaboration with traditional institutions and NGOs should be made to conduct monthly and annual seminars on political education and citizen enlightenment in ways that enhance sustainable development.

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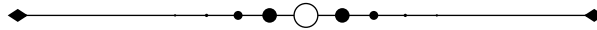
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Political Godfatherism and Democratic Consolidation in Nigeria's Fourth Republic

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Abstract

In Nigeria's Fourth Republic, Political Godfatherism is not entirely a strange concept as it is a phenomenon that has played apparently in infringing on the country's democratic consolidation. It has grown so deeply into the political culture of Nigerian politicians such that it is a political new normal through which the success and relevance of any politician is deduced from the prominent names in support of his or her political ambitions. Hence democratic consolidation suffers as the interests and voices of political godfathers seem to override that of the public. Therefore, this paper examines secondary data extracted from extant literature in journal articles, textbooks, academic researches, government publications and internet materials on the impacts of godfatherism on democratic consolidation in Nigeria's Fourth Republic. The paper derives its analytical anchorage from the political elite's theory and finds out that the activities of political godfathers affect democratic consolidation in Nigeria in several ways including electoral manipulations and distortion of responsive and transparent governance as well as resulting to non-delivery of the dividends of democracy. Hence, it recommends that electoral umpires should be empowered to stand above the manipulations of political godfathers and that leadership should be made transparently responsible to the common men and there is need for public enlightenment on the debilitating effects of godfatherism on development.

Keywords: *Political Godfatherism, Democracy, Democratic Consolidation, Corruption.*

Background to the Study

Many countries in the world have in their quest to guarantee high quality and standard of living of their citizens, adopted democratic pattern of administration with notion that democracy is a form of government that assures the protection of and guarantee of the interests, wellbeing, rights and lives of the citizenry (Anyoaha and Chukwu, 2019). This means that democracy succeeds in all climes in enthroning good governance for the growth, and development of the citizenry as well as enfranchising the citizens at every period of credible change of government and decision making.

Democracy has unquestionably demonstrated in many developed democratically governed countries that indeed; it is people centred and inherently development friendly. Norway Iceland, Sweden, New Zealand, Denmark, Canada, Ireland, Switzerland, Finland, Australia and course France and the United States of America are good examples of countries wherein democracy is governing well in the world.

However, the narrative is unfortunately of a sharp contrast in African states. In Nigeria, the focal point of this paper, the democratic space has been seemingly submerged by the phenomenon of political godfatherism to the demeaning of the democratization process in the country as well as the endangering of the socio-economic wellbeing of the citizenry. This is such that the activities of political godfathers hinder the efficient and effective utilization of national wealth, distortion of leadership policies and programmers and stoppage of electorates from voting into power credible candidates of their choices in a bit to satisfy their personal and class gratifications. An apparent anti-democratic political situation strictly adhered to by political godsons in the interest of them continues political relevance. This reality has been maintained into Nigeria's fourth republic as a new political culture.

Therefore, since the inception of the fourth republic in 1999, Nigeria has been battling with replacing successive governments emerging by the instrumentality of democratic electioneering and yet the clamor for non-realization of democratic dividends and consolidation remains on the increase. This thus, constitutes the crux of this paper to unveil the nature and character of the implications of the phenomenon of political godfatherism on democratic consolidation in Nigeria's fourth Republic.

The Problematique

Nigeria is the largest democracy in the African continent. Joining the committee of democratically governed countries in the world more stably in the fourth republic (1999 till date), the country ought to have demonstrated an appreciable level of democratic development by way of demonstrating reasonable indicators of its consolidation through well entrenched democratic principles , practices and institutions to translate into good governance, development and guarantee of citizens enjoyment of their full rights, liberties and freedoms as it seen in many successful democracies such as of the united states of America (USA). However, over two decades down the lane in the fourth republic, democracy cannot be said to have been consolidated safely in Nigeria. This poses a threat to the workability of democracy as a globally celebrated form of government in ensuring the greatest good of the

greatest number despite its remarkable successes in other parts of the world. This means that it would not be entirely out of reasonable contemplations to conclude that there is more to the successes of other democratic countries than merely being democratic.

Aggravating this puzzle and its attendant desire to delve into democratic consolidation in Nigeria, is the presence and activities of political godfathers in Nigeria's politicalcum democratic space. Godfathers ordinarily should properly and appropriately provide guidance to their godsons towards navigating the ship of the Nigerian state towards democratic consolidation and development through good governance. Contrarily, godfatherism is perceivably one of the key factors responsible for malfunctioning democratic institutions and anti-democratic practices in Nigeria. They seem to provide a negative orientation that election being a key ingredient of democracy as a leadership recruiting platform, is a "do or die" affair. They also demonstrate that money and influence are the holy determinants of success in democratic contestations against public acceptability and that politicians must join confraternities or resort to diabolic politicking in order to be relevant in a democracy. Therefore, this paper sets out to examine political godfatherism and democratic consolidation in Nigeria's fourth republic to ascertain the nature, character and extent of the influence of the former on the latter.

Conceptual Clarifications

Political Godfatherism

Ajayi (2006) contends that a 'godfather' is a kingmaker, boss, mentor and principal, while godson is the beneficiary and the recipient of the legacy of a godfather. A godfather is someone who has built unimaginable respect and followers in the community, and possessed a well-organized political platform, and general acceptance from all and sundry. Ayodele (2007) argues that the godfatherism, in its simple form is a term used to describe the relationship between a godfather and godson. Political godfathers are powerful individuals who determine who get what, when and how, in the corridors of power. The cost of this incidence is enormous to the state as what usually obtains is that when the incumbent godson is at pains to satisfy the whims and caprices of the godfather among other competing demands on the scarce resources of the government, the interest of the larger number is savagely undermined. This has seemingly turned democracy in Nigeria to form of prebendalism and plutocracy with elements of election.

The activities of political godfathers in Nigeria's fourth republic can be likened to that of society mafias as they also display violent scheming and diabolic politicking in order to have their way by any means. In other words, the Machiavellian principle of 'the end justifies the means' underpin their modus operandi. Godfathers are inspired by their resolution to regulate public policies in favor of their concerns. For instance, political/public appointments and plundering the coffers of the state. They are in advantaged positions to decide the political confidence of candidates to political offices and as such those that are not only seen but confirmed to be "loyal" cannot be "given" ticket to be the flag bearer of the parties. This is to ensure that the godsons will be answerable to them when they were elected into power. Because of these conditions, some contenders defect to other parties where they do not have

such influential figures that would aggravate them from their political ambitions (Fatima and Mustapha, 2019). Therefore, the concept of political godfatherism connotes sponsorship of contestants in an election by a wealthy and influential individual or group who in return expects protection and other forms of reward and privileges. Put simply, it is a term used to describe the relationship between a godfather and a godson.

Democracy

Democracy as a system of government is historically traceable to the city states of ancient Greece of Athens and Sparta. Onubi (2002) defined democracy as “rule by the people”. This conforms to Lincoln's definition as government of the people, by the people and for the people. Therefore, it means government of the majority. Ademola (2009) argued that there is no uniformity of views among scholars on the meaning of the concept of democracy. Yet, there is consensus on the original attributes of democracy which include; people, freedom, and authority. For Schumpeter (1947), democracy means only that the people have the opportunity of accepting or refusing the men who are to govern them. By this, democracy implies conducting elections and choosing leaders that will represent the majority. Rousseau and Rivero (2003) see democracy as the power of the people as it manifests in ways of thinking, behaving, and organizing that enhance participation in and influence over the decisions affecting their everyday lives. This kind of process can come through, public debate, election and representation-building of consensus and formidable decision-making. From the foregoing therefore, this paper deduces democracy to mean a system of government where governmental power rests with the consent of the people. It is a form of government rooted in public participation, rule of law, equality and freedom of the citizens from emergence to policy implementations.

Democratic Consolidation

The concept of democratic consolidation means a deliberate political process in a polity by which democracy is “so broadly and profoundly legitimized among its citizens that it very unlikely to break down” (Nwokeke & Jayum, 2011). This means a stable democracy that is not easily disrupted and overthrown by other forms of government. Democratic consolidation requires attitudinal and institutional changes that normalize democratic politics and narrow its uncertainty. It springs from good governance which encompasses accountability, security of human rights and civil liberties, devolution of powers and respect for local autonomy, the absence of which constitute a challenge to democratic regimes (Eyinla, 2000).

Democratic consolidation therefore is defined as the process in which democratic practices in which democratic practices and institutions mature in a society in a manner that its reversal is difficult. This means democracy in all ramifications and indices becomes so enshrined in a polity that its citizens accept it not just as a political system but as a way of life and hence unlikely to tolerate otherwise.

Corruption

The word corruption comes from the Latin verb “corruptus” meaning “to break”. This suggests that corruption means any act that breaks apart, deviates or offends the law of a

community. In political parlance, corruption is the abuse of public trust by public office-holders. This way, Huntington (1968) defines it as the behavior of public officials that deviates from the accepted norms in order to serve a private end. From the above, we deduce that corruption is any deliberate use of public office or resources to achieve personal gains.

Theoretical Framework

The study is anchored on the political elite theory of Gaetano Mosca, Robert Michels, Vilfredo Pareto, Jose Ortega y Gasset, Joseph Schumpeter and a host of others. The major assumptions of elite theory is that in every society there is, and must be a minority which rules over rest of the society, and this minority forms the political class or governing elite composed of those who occupy the posts of political command and more regularly those who can directly influence political decisions (Osakede and Ijimakinwa, 2016). To suenu, an elitist correlation to the understanding of godfatherism is very apt. that godfathers are synonymous with the elites. For him, elites in the political spheres are in the Nigerian context, political godfathers. They are the ones who govern, and are known as the kingmakers, the notables and often seen as strongmen who control every sphere of a society's political life.

While the arguments of the elite's scholars can be said to be suitable in explaining political realities in most democracies, the theory has been attacked for postulating that every society has a class of few who govern and a majority who are governed. That these few are unanimous in seeking the general good of the society and are hence solely responsible for every government decision and policy. This is critiqued on grounds that government policies and programmes are not only determined by the elites but by several other factors both of internal and external origins and that it is not true of the elites being unanimous in seeking the public good.

Amidst the criticism, the political elite's theory is still relevant as it explains leadership, its nature as well as the character displays of the political class. Thus, the theory is relevant for this study on political godfatherism and democratic consolidation in Nigeria's fourth republic. Its stratification of the society suits Nigeria's reality as the elites class in the Nigerian context can be said to be the class of political godfathers who through their political influence, knowledge and wealth, influence the management of the Nigerian state first in their personal interests and then class aggrandizement. Hence, Nigeria's political system her democratic consolidation is but a victim of the manipulations of an elite-like class and phenomenon of political godfatherism in the country.

Godfatherism and Nigeria's Democratic Consolidation

The phenomenon of godfatherism in Nigerian political space is traceable to the 1960s, and early post-independence era where leaders became political godfathers (Fatima and Mustapha, 2019; Mamah, 2004). Alabi and Tunde (2013) supported this when they pointed out that the political godfather phenomenon started during the first republic when the leading supporters of Nigeria's independence such as Nnamdi Azikiwe, Obafemi Awolowo, Abubakar Tafawa Balewa, Ahmadu Bello, etc. emerged to manage political activities in Nigeria. The actions of godfathers became more pronounced with the coming of civilian rule

in 1979. However, they were lessened in power and influence by the military governments that beclouded the political space of the 1980s. The inception of the fourth republic in 1999 also witnessed godfatherism phenomenon from as soon after the governors were sworn into offices. The political actors and their political godfathers apparently contended “who is who” across various states in the federation. Prominent among such power shows include senator Ali M0du Sheriff and Governor Mala Kachalla of Borno; Olusola Saraki and governor Mohammed Lawal (Lt) of Kwara state; senator Jim Nwobodo and governor Chimaroke Nnamani of Enugu state; Chief Emeka Offor and governor Chinwoke Mbadinju of Anambra state; Alhaji Abubakar Rimi and governor Rabiun Musa Kwankwaso of kano state and Lamidi Adebibu and governor Rasheed Ladoja of Oyo state (Osakede & Ijimakinwa, 2016).

The philosophical underpinning of political godfatherism in the first republic was to offer their godsons the needed nationalistic orientations and anchorage in their deliberate commitment to ensuring that wheels of the Nigerian state is steered towards development within the light of global best democratic practices. Observably, godfatherism in the fourth republic is anchored on a different philosophy from what was obtainable in the first republic. here, political godfathers are carefree of the wellbeing and development of Nigeria and do not desire fame in the manner of their first republic counterparts but by maintaining their relevance through ensuring that their godsons dance strictly to their selfish tone in order to accomplish their equally selfish political aspirations (Fatima and Mustapha, 2019).

Godfatherism is in Nigeria fourth republic politics, a debilitating phenomenon. It is rooted in cultural values of the Nigerian society, where it is purely socio-economic in nature and mutually productive for the beneficiaries and they reign across all spheres of the society: academics, legal, traditional and religious environment. Its politicization appears to have contributed to the fierce political contestations as well as its criminalization (Abdullahi \$ Tunde, 2013). Therefore, despite the clamor for true democracy in Nigeria so as to improve the political and socio-economic existence of the country through popular participation in governance, the desire of political godfathers to hold and exercise political and socio-economic powers at all levels, has steadily turned down every effort to that effect.

The implications of Political Godfatherism on Nigeria's Democratic Consolidation

Political Godfatherism is undoubtedly of cardinal nexus with Nigeria's persistent unfruitful democratic consolidation struggles. This is because by and large, anywhere democracy is effectively and efficiently consolidated, it is as a result of the deliberate and conscious political calculations of the elites as argued by Osakede and Ijimakinwa, (2016) who within the context of the Nigerian political space are referred to as godfathers. Thus, democratic consolidations' failure is not only suggestive of leaders' incapacitation to achieve it but that either by commission or omission, they contribute to the crisis of democratic consolidation in the country for one reason or the other. To this end, political godfatherism in Nigeria has impacted negatively on democratic consolidation in a number of ways as discussed further.

1. Electoral manipulation: key to the tenets of every successful democracy is election. It is a democratic instrument and medium through which democratic leadership is begotten and hence its credibility is as important as the quality of the leadership it

produces. Unfortunately, in the context of Nigeria's fourth republic, the activities of political godfathers have derailed election of its credibility and validity in leadership recruitment and there by imposing candidates of their choices on the generality of the citizens. This they do by sponsoring electoral thuggery, rigging, vote buying and influencing officials of the electoral umpire.

2. Distortion of responsive and transparent governance: in a democracy, governance is responsive and transparent to the people. This is necessitated by the fact that the people are the ones who by their thumbs through the ballot, produce the leadership and hence their plight is often responded to transparently by their government. But because godfathers manipulate election to determine election winners, the loyalty of leaders have been governance and political stability which are predicated on rule of law, due process, accountability and transparency in management of state resources.
3. Deterrence of democratic dividends: one major negative impact of political godfatherism in Nigeria's polity is the fact that it makes government unable to deliver dividends of democracy. This is because the resources for national development is syphoned by both political godfathers and their godsons as prebends that they are. Thus, these resources are rather used for private gains.

Conclusion

Democracy is incontestably a system of government that has not only been consolidated effectively in other parts of the world but has created the required leadership, institutions, principles and practices that have contributed immensely to the transformation of those societies as well as the quality of living conditions of their people. This is not the experience in the Nigerian state especially in the fourth republic as democracy has not yet been effectively and efficiently consolidated and institutionalized to create such a development friendly context it has created elsewhere. This is an aberration that is attributed to the nihilistic political activities of godfathers in Nigeria's democracy.

Political godfathers do not only influence leadership decisions but have hijacked state power and use same by their installed godsons in various leadership positions to pursue, achieve and aggrandize their self-pleasing interests. This way, anything development is seemingly accidental rather than being a product of deliberate leadership efforts as the leaders are preoccupied with seeking to advance, protect and achieve the interests of their political godfathers using the state resources. Furthermore, cardinal indicators of democracy and democratic consolidation such as free, fair and credible elections, good governance, transparency, and accountability, rule of law, freedom, independence o judiciary and freedom of the press among others are either not there or exist only in nomenclatures. These must be addressed for democracy to be consolidated and result to the very essence for its choice as a form of government.

Recommendations

From its submissions and conclusion on the impacts of political godfatherism on democratic consolidation, the paper recommends generally that the phenomenon of political godfatherism is a cancer that has arrested and is killing democratic consolidation in Nigeria

and hence all Nigerians of all socio-political cum economic classes should deliberately rise to cut it off in order liberate the country's political system of its grips. More specifically, the paper recommends that:

- i. The electoral umpires in Nigeria which are the independent national electoral commission (INEC) at the federal level and states independent electoral commissions at the various states should be strengthened and empowered to be independent enough to conduct elections free from the manipulations of political godfathers in the country. When they are properly funded, well equipped, trained and remunerated, they can withstand the juicy temptations of these godfathers to lure them into adulterating election results against the choices of the people. This way, elections will reflect that true decision of the people and people's leadership will emerge through it and hence, set the pace for democratic consolidation.
- ii. Leadership should be respectful and transparent to the people. Leaders as a matter of necessity should in their policies and programmes be responsive to the plight of the citizens at all times in a transparent manner. This is because they are in government as representatives of the generality of the people and not just the powerful and wealthy few who supported their electoral biddings. Leadership should ensure the society is predicated on rule of law, due process, accountability, transparency and meritocracy rather than favoritism and unequal treatments. The people will this way be given a sense of belonging, be more loyal to government and a harmonious society where development can thrive will be built.
- iii. Delivery of democracy to the people. Dividends of democracy such as provision of social and infrastructural services as well as government's commitment to human capacity development are major indicators of a responsible government. Therefore, government should ensure that within its span of stay in office, it is able to deliver appreciable benefits of democracy of the people. National resources should be used to address the needs of the people rather than be committed to serving interests.
- iv. Laws should also be enacted for the prohibition of godfatherism in Nigeria's politics. Those who offend such laws should be barred from political activities.
- v. There should be massive political orientations to enlighten general public on the debilitating effects of political godfatherism on democratic consolidation and the overall development of the nation.
- vi. Finally, upcoming politicians should be encouraged to eschew positive moral and good political values to earn the massive support of the public rather than seeking to be groomed and brought up by seasoned and established politicians. This way, they will be able to govern and not be used by those who would bring them up.

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Sports Development as a Panacea for Youth Restiveness and National Development

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Abstract

It goes without gainsaying that sports have become a universal language spoken by all and sundry. Its universality is such that it cuts across cultural, religious, ethnic and national divide. It has the tendency of aligning people of diverse creed and colour, through its unifying prowess. All over the world, it is apparent that sport fanatics are youths between the ages of 18 and 40, cutting across all genders. With the right policies and political will, sports and sporting activities can be made a viable national development tool, which has the tendency to deter young people from restiveness and curb nuisance, hence, turning our youths into a more productive workforce. It is against this backdrop that the paper attempts to analytically x-ray the nexus between sports, youth restiveness and national development. The paper relies mostly on content analysis as its methodology but infuses key-person-interview (KPI), along side the desk research, thereby adopting both qualitative and quantitative methodology. The paper finds that with commitment from all stakeholders, sporting activities can be explored to better engage our youths and position them as contributors to national development. The paper recommends amongst others that, governments at all levels must ensure they prioritise sporting activities and tap into the resourcefulness of the youths for a more prosperous productive young workforce.

Keywords: *Sports Development, Panacea, Youth Restiveness, National Development*

Introduction

Sports, an embodiment of human prowess and unity, transcend mere physical activity to become a vibrant force shaping societies worldwide. Beyond the thrill of competition, sports serve as conduits for cultural exchange, social cohesion, and individual growth (Smith, 2019). In the intricate fabric of societal dynamics, sports emerge as potent tools for engaging youth, addressing restiveness, and propelling national development agendas (Jones & Johnson, 2020). At the heart of every sporting event lies a narrative of unity and camaraderie. From the cheers of spectators to the sweat of athletes, sports dissolve barriers of language, ethnicity, and ideology (Brown, 2018). Be it the fervor of the World Cup or the solidarity of a neighborhood soccer match, sports have an unparalleled ability to foster connections and inspire collective pride. In the spirit of fair play and mutual respect, individuals find common ground, forging bonds that transcend societal divides and nurture a sense of belonging (Garcia & Martinez, 2021).

For young people, sports serve as crucibles of character and opportunity (Clark, 2017). Beyond the confines of the field, courts, or tracks, sports instill vital life skills such as discipline, teamwork, and resilience (Robinson et al., 2016). Through triumphs and setbacks, youth learn the value of perseverance and goal-setting, laying the groundwork for personal and professional success. Moreover, sports offer a sanctuary for self-expression and empowerment, empowering young athletes to defy stereotypes, pursue their passions, and amplify their voices on issues that matter (Taylor & Williams, 2020).

In the face of youth restiveness, sports emerge as a beacon of hope and transformation (Davis, 2018). By channeling energy into constructive pursuits, sports provide an antidote to idleness, discontent, and social alienation. Whether through organized leagues or informal pick-up games, sports offer avenues for positive engagement, steering young people away from negative influences and towards pathways of opportunity (Nguyen & Tran, 2019). Moreover, sports contribute to holistic development, promoting physical well-being, mental resilience, and social cohesion among youth populations. In this way, investing in sports becomes not just an expenditure but a strategic imperative for fostering human capital and societal progress (Walker & Smith, 2020).

Central Theme

The exploration of the nexus between sports, youth restiveness, and national development demands a multifaceted approach (Evans & White, 2021). Through qualitative analysis, interviews, and desk research, scholars and practitioners unravel the intricate dynamics at play (Adams, 2019). By delving into real-world experiences, case studies, and policy frameworks, researchers illuminate the pathways through which sports can drive positive change and catalyze youth empowerment (Miller & Brown, 2018). With each methodological tool, the picture becomes clearer: sports are not just a pastime but a powerful force for social transformation. In this pursuit, stakeholders must recognize the imperative of concerted action (Smith & Johnson, 2022). Governments, civil society organizations, sports federations, and communities alike must collaborate to harness the full potential of sports as a vehicle for youth empowerment and national development (Wilson et al., 2017). Policy frameworks

must prioritize investment in sports infrastructure, youth development programs, and inclusive initiatives that reach marginalized populations (Roberts & Garcia, 2020).

Moreover, it is essential to foster an environment where young people have access to diverse sporting opportunities and are encouraged to pursue their passions without barriers. By promoting gender equality, accessibility, and social inclusion in sports, societies can unlock the talents of all youth, regardless of background or circumstance. Furthermore, the role of sports extends beyond the realm of individual empowerment to encompass broader societal transformation (Hernandez & Nguyen, 2023). Through sports-based initiatives, communities can address pressing social issues such as gender-based violence, substance abuse, and environmental degradation (James & Clark, 2019). By leveraging the influence of sports icons and leveraging the platform of major events, advocacy campaigns can raise awareness, mobilize resources, and drive systemic change (Robinson & Taylor, 2021).

Conclusion & Recommendation

In conclusion, the journey towards harnessing sports as a catalyst for youth empowerment and national progress is one of collective endeavor and unwavering commitment. As we navigate the complexities of the 21st century, let us seize the transformative potential of sports to inspire, unite, and uplift generations to come. Through strategic investment, inclusive policies, and collaborative action, we can build a future where sports serve as not just a game but a gateway to a more equitable, prosperous, and resilient world for all.

In a world beset by challenges, sports emerge as beacons of hope, unity, and progress. From the streets of urban neighborhoods to the halls of international diplomacy, sports transcend boundaries, empower individuals, and shape the course of nations. As we look to the future, let us recognize the transformative potential of sports to inspire, uplift, and unite. By harnessing the power of sports as a catalyst for youth empowerment and national progress, we pave the way for a brighter, more inclusive, and resilient tomorrow.

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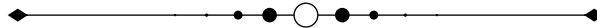
Foreign Direct Investment and the Evolution of Telecommunications in Nigeria: Drivers of Economic Growth and Technological Progress

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Abstract

This study examines the impact of Foreign Direct Investment (FDI) on the growth and technological advancement of Nigeria's telecommunications sector from 1990 to 2021 using an Autoregressive Distributed Lag (ARDL) model. The research explores the short-term and long-term effects of FDI, highlighting its critical role in facilitating economic growth through enhanced connectivity and technological innovation. A unit root test (ADF) was conducted to ensure data stationarity, followed by diagnostic tests for normality, serial correlation, and heteroscedasticity. The results reveal a negative but statistically insignificant short-term relationship between FDI and telecommunications growth, while the long-term findings also suggest a potential negative impact. Despite these findings, the study emphasizes the importance of attracting FDI to improve Nigeria's telecommunications infrastructure, recommending targeted policies to ensure that foreign investment contributes more positively to sectoral growth. The findings contribute to the ongoing discourse on how FDI can be strategically leveraged to foster sustainable economic development in emerging markets like Nigeria.

Keywords: *Foreign Direct Investment, Evolution, Telecommunications in Nigeria, Drivers of Economic Growth, Technological Progress*

Introduction

Foreign Direct Investment (FDI) has consistently served as a catalyst for economic growth and technological progress in emerging economies by providing critical capital, expertise, and innovation. In Nigeria, FDI has played a significant role in transforming various sectors, particularly telecommunications, which is vital for modern economic development and technological advancement. Telecommunications, encompassing mobile networks, internet services, and digital infrastructure, is a key driver of Nigeria's growth, facilitating commerce, enhancing connectivity, and fostering innovation (Oseni & Okoye, 2020; Adewale, 2018). Despite extensive research on FDI's overall impact on economic growth, its specific influence on Nigeria's telecommunications sector remains underexplored. This study seeks to address this gap by investigating the role of FDI in the growth and technological advancement of Nigeria's telecommunications industry.

The period from 1990 to 2021 has been chosen for analysis as it marks significant changes in Nigeria's economic policies and global telecommunications development. Following the liberalization policies introduced with the Structural Adjustment Program (SAP) in 1986, Nigeria opened its economy to foreign investors, particularly in sectors like telecommunications, which had previously been restricted. The post-SAP era witnessed an influx of FDI, as the government prioritized privatization, deregulation, and increased foreign participation (Uche & Shima, 2020). This period also saw rapid technological advancements, positioning telecommunications as a key sector for Nigeria's modernization efforts.

Telecommunications, being a capital-intensive industry, has greatly benefited from FDI. Foreign investors bring not only financial resources but also technical expertise, modern management practices, and access to global technologies—all of which are crucial for expanding and upgrading telecommunications infrastructure (Ezeoha & Ugoji, 2019). Multinational corporations, as primary sources of FDI, have introduced state-of-the-art technologies that have transformed Nigeria's telecommunications landscape, from mobile networks to broadband advancements (Akpan, 2017). By focusing on the 1990-2021 period, this study aims to examine how FDI has shaped Nigeria's telecommunications sector, contributing to economic growth and technological progress.

Furthermore, this research will explore both long-term trends and short-term fluctuations in FDI inflows and their effects on telecommunications development. Key events such as the 2008 global financial crisis and Nigeria's economic recessions will be examined to understand how external shocks influence the relationship between FDI and telecommunications growth. This analysis will provide insights into how FDI can be strategically leveraged to enhance Nigeria's telecommunications infrastructure and drive sustainable economic growth. Ultimately, the study will contribute to understanding the pivotal role of FDI in advancing technological innovation and supporting Nigeria's long-term development goals (Adewunmi et al., 2016; Okechukwu, 2018).

Literature Review

A relevant theoretical framework for analysing the impact of Foreign Direct Investment (FDI) on the evolution of Nigeria's telecommunications industry is the Eclectic Paradigm, also

known as the OLI Model, developed by John Dunning (Dunning, 1991; 2003). This theory suggests that FDI occurs when three key advantages—ownership, location, and internalization (OLI)—are aligned. The ownership advantage refers to a firm's unique assets, such as proprietary technology, brand value, or intellectual property, which give it a competitive edge in foreign markets (Sharmiladevi, 2017). The location advantage pertains to specific characteristics of the host country, such as its market size, resource availability, or strategic importance, which make it attractive to foreign investors (Dunning & Lundan, 2008). Lastly, the internalization advantage explains why firms prefer direct investment rather than other entry modes like licensing or exporting, as it allows them to maintain control over their resources and reduce transaction costs.

In the context of Nigeria's telecommunications industry, foreign firms with cutting-edge digital technologies and telecommunications expertise (ownership) are drawn to Nigeria due to its large and growing market, as well as the critical need for expanded digital infrastructure (location). These firms often prefer direct investment to retain control over operations and ensure seamless integration of their technologies (internalization). This theory is especially applicable to understanding how FDI has driven the growth of Nigeria's telecommunications sector by enabling technology transfer, improving infrastructure, and injecting capital that has spurred innovation and connectivity (Tallman, 2003).

Empirical literature on the relationship between FDI and sectoral growth demonstrates varied outcomes depending on the region, sector, and economic context. For instance, Chaudhury et al. (2020) found that FDI inflows in South Asia had different effects on primary, secondary, and tertiary sectors, with telecommunications falling under the tertiary sector. Yimer (2022) applied a dynamic error-correction model to study African economies, showing that FDI significantly boosts long-term growth, particularly in sectors driven by technological advancement and investment. Similarly, Luo et al. (2022) studied the environmental impacts of FDI in countries like China and India, emphasizing the role of technology transfer and its effect on sustainable development.

Majumder and Rahman (2020) explored the dynamics of FDI in China, demonstrating its strong positive impact on GDP growth. Nguyen (2020) and Opeyemi (2020) reinforced these findings by showing that FDI positively influences economic growth in Vietnam and selected African nations, with telecommunications being a crucial sector for this impact. Baiashvili and Gattini (2020) highlighted that the positive effects of FDI on economic growth depend on a country's income level and institutional quality, reinforcing the importance of governance in maximizing FDI benefits. Similarly, Ma'in and Isa (2020) used an Auto-Regressive Distributed Lag (ARDL) model to confirm the long-run positive relationship between FDI and economic performance in Malaysia, offering parallels to Nigeria's own growth trajectory in telecommunications.

These studies underline the nuanced relationship between FDI and economic growth, particularly in sectors like telecommunications, where technological advancement and infrastructure expansion are crucial. FDI's role in Nigeria's telecommunications industry is

thus pivotal for both economic development and technological progress, making it a key area of study for understanding the broader economic impacts of foreign investment.

Methodological Notes

This study used an ex post facto research design in accordance with the pragmatic research philosophy. As a result, in order to investigate the impact of foreign direct investment on Nigeria's economic growth in the telecommunication sectors. Objective, accurate, and verifiable data was included into this research. This is as compared with reliance on subjective, perception-based data which is vulnerable to biases such as socially desirable responses and respondent fatigue. In addition, this study's variables have been conceptualized using economic growth theory which require aggregate relevant economic data regarding the actual performances telecommunication sector of the economy.

Model Specification

In general, growth models are developed by taking into account the impacts of local and foreign capital, as well as institutional variables and conditional convergence. Based on theoretical literature and previous empirical investigations, this study estimates the impact of FDI on the development of the telecommunications industry. To account for the impacts of additional explanatory factors connected to the growth model, Iamsiraroj (2016) used abstracts from studies looking at the direct effects of FDI on economic growth. Following is an example of how the production function might be specified:

$$RGDPT_t = \alpha_0 + \beta_1 FDI_t + \beta_2 CAP_t + \beta_3 LAB_t + \beta_4 OPN_t + \mu_t \quad (1)$$

Where;

RGDPT represents Real Gross domestic product (GDP) in telecommunication.

FDI stand for foreign direct investment

CAP stand for Investment which is proxied by Gross Capital Formation

LAB represents labour supply

OPN means trade openness measured as the percentage of trade to GDP.

α = Constant

β = Coefficients or Regression parameters of the model

μ = Disturbance term or Error Term which captures the effects of other factors or variables on a dependent variable but not included in the model

t = time

This can be transformed to logarithm form as follows

$$\ln RGDPT_t = \alpha_0 + \beta_1 \ln FDI_t + \beta_2 \ln CAP_t + \beta_3 \ln LAB_t + \beta_4 \ln OPN_t + \mu_t \quad (2)$$

Apriori expectation refers to the predicted relationship between variables based on economic theory. In this research, foreign direct investment (FDI) is expected to positively impact economic growth in the telecommunication sector by providing increased financial resources for output generation. Similarly, gross capital formation, a proxy for investment, is anticipated

to boost economic development. Control variables like labour participation and trade openness are also expected to contribute positively to growth by increasing output and promoting economic integration.

Method of Data Analysis

This study utilized the Autoregressive Distributed Lag (ARDL) model, as proposed by Pesaran et al. (2001) and Pesaran and Shin (1999), to analyse the impact of public debt on economic growth in both the short and long run. The ARDL method was chosen for its robustness and ability to handle variables that are stationary at levels, $I(0)$, first difference, $I(1)$, or a mix of both. It also allows for simultaneous estimation of short- and long-term parameters, making it ideal for small sample sizes (Saungwemba & Odhiambo, 2019). A unit root test, specifically the Augmented Dickey-Fuller (ADF) test, was conducted to assess the stationarity of the data. Although ARDL can diagnose dynamic interactions between non-stationary variables, the F-test was used to determine cointegration (Pesaran et al., 2001), with significance judged by critical lower and upper bounds. Additionally, the error correction term (ECM) was employed to verify the long-term relationship between variables. All estimations were carried out using EViews and Microsoft Excel.

$$\begin{aligned} \Delta \ln \text{RGDPT}_t = & \beta_0 + \beta_1 \ln \text{RGDPT}_{t-i} + \beta_2 \ln \text{FDI}_{t-i} + \beta_3 \ln \text{CAP}_{t-i} + \beta_4 \ln \text{LAB}_{t-i} + \\ & \beta_5 \ln \text{OPN}_{t-i} + \sum_{i=0}^p \beta_6 \Delta \ln \text{RGDPT}_{t-i} + \sum_{i=0}^p \beta_7 \Delta \ln \text{FDI}_{t-i} + \sum_{i=0}^p \beta_8 \Delta \ln \text{CAP}_{t-i} + \\ & \sum_{i=0}^p \beta_9 \Delta \ln \text{LAB}_{t-i} + \sum_{i=0}^p \beta_{10} \Delta \ln \text{OPN}_{t-i} + \text{ECM} + \mu_t \end{aligned} \quad (3)$$

Note that all the variables remain as previously described, but Δ stands for the difference (or change) in respective variables and $(-)$ is the lag sign. In satisfying the long-run relationship, ARDL bound test requires a null hypothesis for no co-integration $H_0: \beta_1 = \beta_2 = \beta_3 = \beta_4 = \beta_5 = 0$; for equation (3).

Results and Discussions

The section and subsequent subsections will concentrate on harnessing the empirical results, which will most importantly establish the effect of foreign direct investment on economic growth in telecommunications industry in Nigeria. While the preliminary tests will be necessary, establishing the long- and short-run relationship with the use of ARDL.

Table 1: Summary Statistics

Variables	LNGDPT	LNCAP	LNLAB	LNFDI	OPN
Mean	26.06153	24.83675	17.65281	7.880266	0.358128
Median	27.20984	24.818	17.68096	7.739025	0.345042
Maximum	30.27857	25.13087	17.96545	9.095478	0.522202
Minimum	20.85262	24.59371	17.27459	6.653182	0.139177
Std. Dev.	3.660674	0.163392	0.209927	0.717636	0.104729
Skewness	-0.27284	0.246051	-0.25163	0.188844	-0.29857
Kurtosis	1.361595	1.733003	1.839404	1.818154	2.248324
Jarque-Bera	3.976171	2.463262	2.133679	2.052543	1.228775
Probability	0.136957	0.291816	0.344094	0.358341	0.540972
Sum	833.969	794.7759	564.8899	252.1685	11.46009
Sum Sq. Dev.	415.4165	0.827603	1.366153	15.96505	0.340013
Observations	32	32	32	32	32

Source: Author's Computation, 2022 Using Eviews 10

Summary Statistic and Correlation

The estimation of the result to investigate the effect of foreign direct investment on growth in telecommunications industry in Nigeria commences with the summary statistics, correlation, and unit root test, followed by the cointegration test to ascertain the stationarity as well as the long run relationship between the variables under consideration. The ARDL techniques is adopted for the purpose of the analysis due to the robustness of the outcome of the short-run result using the technique.

The study conducted the descriptive statistics of the relevant variables included in the research. In table 1 all the values are in natural logarithm expect for trade openness. The GDP of the telecommunication sector which is the dependent variable of the study shows the total number of observations, mean, median, maximum, minimum, standard deviation and sum of square deviation as 32, 26.06153, 27.20984, 30.27857, 20.85262, 3.660674 and 415.4165. The FDI, which is the main independent variable, shows the total number of observations, mean, median, maximum, minimum, standard deviation and sum of square deviation 32, 7.880266, 7.739025, 9.095478, 6.653182, 0.717636 and 15.96505. From the Table 1, it could be seen that all the value has a positive mean. Median value as well as the skewness.

Table 2: Correlation Matrix

Variables	LNGDPT	LNCAP	LNLAB	LNFDI	OPN
LNGDPT	1	0.809348	0.971622	0.662565	-0.30375
LNCAP	0.809348	1	0.848247	0.361282	-0.48101
LNLAB	0.971622	0.848247	1	0.566953	-0.32111
LNFDI	0.662565	0.361282	0.566953	1	0.120726
OPN	-0.30375	-0.48101	-0.32111	0.120726	1

Source: Author's Computation, 2022

Since correlation analysis is the determinant of linear relationship between distinct variables, it is done in this research to determine the degree of association among the variables. The correlation results are reported in Table 2 which indicates not all variables are highly correlated.

Stationarity Test and Lag Selection Criteria

Table 3 shows the augmented dickey fuller test results for unit roots. It was obvious to do the ADF test because of its popularity and the reliability of its results. There are no levels or stationary points in the data, which is consistent with the findings. The GDP of the telecommunication, gross capital formation, labour force and FDI are all stationary at first difference while trade openness is stationary at level. Stationarity of each of the variable as presented in table 3 are greater than the critical value. This justifies the choice of ARDL estimation technique.

Table 3: Augmented Dickey-Fuller (ADF) Unit Root Test

Variables	Level t-statistics	p-value	Ist difference t-statistics	p-values	Order of integration
LNGDPT	-0.854700	0.7889	-4.937092	0.0004	1(1)
LNCAP	-0.153363	0.9339	-10.40452	0.0000	1(1)
LNLAB	-1.631166	0.4544	-3.407144	0.0187	1(1)
LNFDI	-1.927912	0.3158	-6.482874	0.0000	1(1)
OPN	-3.398021	0.0105	-6.287660	0.0000	1(0)

Note: * indicates stationery at 10 %, ** means stationery at 5% and *** means stationery at 1%. Unit root test was based on Augmented Dickey-Fuller (ADF) technique following Schwarz Info Criterion (SIC) which was automatically selected by Eviews 10

With the ARDL model, lag selection is very essential and according to Baek (2014), lag selection is very sensitive such that the result of the F-statistic could be affected. Therefore, this research will be following Muhammad et al (2018), Azu and Abu-Obe (2016) in implementing a lag selection criterion. This research therefore employed VAR Lag selection criteria; through which lag one is selected given that the sign falls on lag one.

Table 4: Cointegration Bound Tests Result

F-statistic	4.095037	EC _{M-1}	-0.19375***	(-5.44876)
Significant level		10%	5%	1%
F-Bounds Test	Lower bound	2.2	2.56	3.29
	Upper bound	3.09	3.49	4.37

Note: the number in parenthesis represents t -statistics, *** signifies 1% level of significant, F-statistics is determined with restricted constant and no trend

Bound Test for Cointegration

If the long-term link between the variables is to be estimated, it is important to first determine if there is a long-term relationship. A bound test for cointegration utilising the Autoregressive

distribution lag (ARDL) methodology is used in this study. The result revealed in table 4. Following the assumptions and criteria of Banerjee et al (1998) for establishing long-run in ARDL, the model fully satisfies them with reported negative ec_{m-1} of -0.19375 and significant at one percent. The result as posted in Table 4.4 also fulfilled the criteria established by Pesaran et al (2001), which suggested that the F-statistics fall outside the lower and upper bounds respectively for any of the respective significant levels. It was observed that the F-statistics exceeded the upper limit in a substantial way, indicating that the dependent and independent variables had a long-term association. This happened at five percent level of significance. All in all, one may claim that the long-term equilibrium adjustment speed is 19.37 percent. Long-term relationships need an average speed of 19.37 percent in order to meet up with a long-term convergence which is relatively a low speed of convergence.

Table 5: ARDL Error Correction Regression and Long-Run Effect of FDI on Telecommunication Industry in Nigeria

Panel A ARDL Error Correction Regression				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
D(OPN)	0.35701	0.89119	0.40061	0.6923
D (LNGDPT (-1))	0.80625	0.1401	5.75487	0.0000
D (LNCAP)	-0.7582	1.08759	-0.6972	0.4924
D (LNLAB)	4.21312	2.20689	1.90907	0.0683
D (LNFDI)	-0.0629	0.24215	-0.2599	0.7972
D (OPN)	0.35701	1.20434	0.29644	0.7694
D (OPN (-1))	1.85578	1.21799	1.52365	0.1407
CointEq(-1)*	-0.1938	0.03556	-5.4488	0.0000
Panel B Estimated Long-Run Effect				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
LNCAP	-3.9133	6.37255	-0.6141	0.5449
LNLAB	21.7448	7.22944	3.00782	0.0061
LNFDI	-0.3248	1.42484	-0.228	0.8216
OPN	11.4207	12.9704	0.88052	0.3873
C	-260.96	94.832	-2.7518	0.0111

Case 2: Restricted Constant and No Trend

Source: Author's Computation 2022

The assessment of foreign direct investment (FDI) reveals a short-term negative effect on economic development in Nigeria's telecommunication sector. The short-run coefficient for FDI is -0.06294, which indicates that for every unit increase in FDI, economic growth in the telecommunication sector is likely to decrease by approximately 6.3%. However, this result is not statistically significant, meaning that while there is a suggestion of a negative influence, the evidence is not strong enough to confirm this impact with certainty. This raises concerns about the effectiveness of current FDI flows in the telecommunication industry, suggesting that these investments may not be optimally contributing to short-term growth. Consequently, there is a need for better alignment of FDI strategies with the development needs of the telecommunication sector to ensure that investments have a positive and tangible effect.

In the long run, the estimated coefficient for FDI is -0.32483, which suggests that over time, FDI may have an even more pronounced negative effect on economic development in the telecommunication sector, with a potential decrease of 32.48% in growth for every unit increase in FDI. Like the short-term effect, this result is not statistically significant, indicating that the negative impact remains uncertain. The implication is that while the long-term potential for FDI to negatively affect the sector exists, the current evidence is insufficient to make definitive claims. This underscores the importance of attracting FDI that is focused on sustainable growth and the specific needs of the telecommunication sector, ensuring that foreign investments contribute positively to the economy over the long term.

When examining the causal relationship between FDI and economic development in Nigeria's telecommunication industry, the results suggest a potential bidirectional relationship. The Granger causality test indicates that FDI does not significantly Granger cause economic growth in the telecommunication sector (p -value = 0.6748), meaning that past values of FDI do not provide significant predictive power for future GDP growth in the sector. However, the test also shows that GDP in the telecommunication sector does not significantly Granger cause FDI (p -value = 0.1256), indicating that economic growth in this industry does not strongly predict future levels of FDI. While the results point toward the possibility of a bidirectional relationship between FDI and GDP, where FDI and economic growth may influence each other, the evidence is not strong enough to affirm this conclusively. Nonetheless, this potential bidirectional relationship suggests that improvements in one variable could potentially reinforce positive changes in the other, emphasizing the importance of coordinated efforts to optimize both FDI inflows and sectoral growth.

In summary, although the current results indicate a potential negative impact of FDI on the Nigerian telecommunication industry, the statistical insignificance of the coefficients highlights the need for further investigation. Policymakers should focus on enhancing the quality and relevance of FDI to the sector's specific growth needs, ensuring that investments are not only large but also effective in driving economic development. Moreover, the potential bidirectional relationship between FDI and economic growth implies that fostering an environment where both factors reinforce each other could lead to more sustainable and significant growth in the telecommunication industry.

Stability and Diagnostic Tests

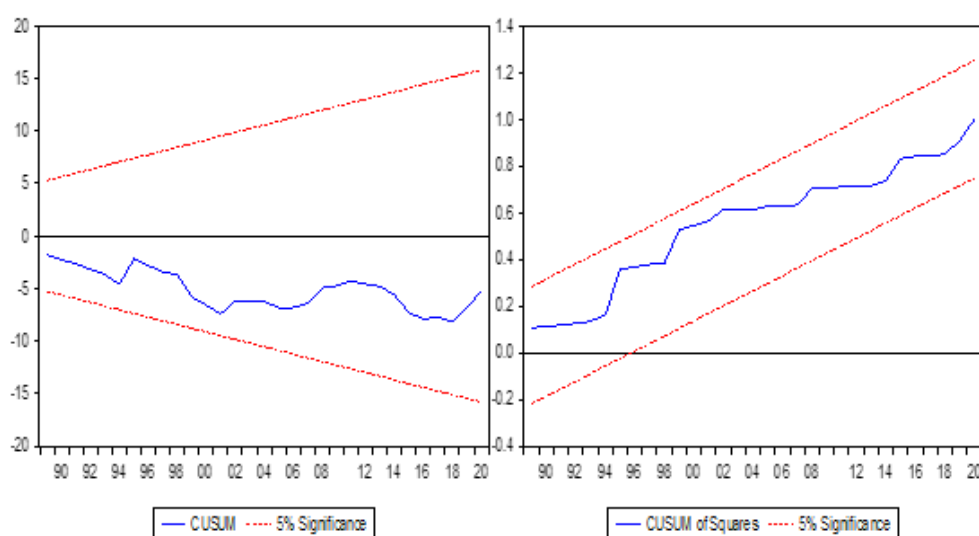
Conducting a stability test is essential for ensuring the reliability of research findings. This study applies the CUSUM and CUSUM of Squares tests, which assess the stability of the model by using cumulative sums of recursive residuals. Brown, Durbin, and Evans (1975) developed the CUSUM test, and it is recognized for its superior ability to detect parameter instability early in a sample compared to tests using OLS residuals, as noted by Ploberger and Kramer (1992). In this research, visual representations of the CUSUM and CUSUM of Squares tests confirm that the model is stable, as the plotted lines remain within the area of stability. Deviations would indicate errors in the model, but no such deviations were observed, affirming the model's stability.

Table 7: Diagnostic Test

R-Square	0.525841
Adjusted R-square	0.502594
Normality Test	23.76564 (0.00007)
Serial Correlation	0.200709 (0.8196)
Heteroscedasticity Test	2.668791 (0.1397)

Note: Numbers in parentheses are probabilities, Jarque Bera Normality Test was utilised, Serial correlation is with Breusch -Godfrey serial correlation Lagrange Statistics, Heteroscedasticity test is with Breusch-Pagan-Godfrey test. All were done using E-views 10 version.

Table 7 presents the results of various diagnostic tests conducted to assess the model's performance. The R-squared value of 0.5258 indicates that approximately 52.58% of the variance in the dependent variable is explained by the independent variables, suggesting a moderate fit. The adjusted R-squared value of 0.5026, which accounts for the number of predictors in the model, further supports this finding, indicating a slight reduction in explanatory power when adjusting for degrees of freedom. The normality test, utilizing the Jarque-Bera statistic, shows a value of 23.76564 with a p-value of 0.00007, indicating a significant deviation from normality at the 1% significance level, suggesting that the residuals are not normally distributed. The serial correlation test, based on the Breusch-Godfrey Lagrange statistics, yields a value of 0.200709 with a p-value of 0.8196, indicating no significant serial correlation among the residuals. Finally, the heteroscedasticity test using the Breusch-Pagan-Godfrey method shows a value of 2.668791 with a p-value of 0.1397, suggesting that there is no evidence of heteroscedasticity in the model. Overall, while the model demonstrates a moderate explanatory power, the violation of the normality assumption requires further investigation and potential corrective measures.

Figure 1.

Discussion of Findings

The results of this study, which show a potential but statistically insignificant negative impact of foreign direct investment (FDI) on Nigeria's telecommunication sector, contrast with findings from various empirical studies. For instance, Chaudhury et al. (2020) found that FDI inflows in South Asia's tertiary sector, which includes telecommunications, generally have positive outcomes for growth. However, as the present study shows no significant positive influence in Nigeria, this suggests that FDI in the Nigerian telecommunication sector may not be as effectively channeled toward fostering growth. This aligns with Baiashvili and Gattini's (2020) conclusion that the positive impact of FDI depends on institutional quality, which could indicate that the Nigerian sector requires stronger governance and better policy frameworks to fully harness FDI's potential.

In the long run, the estimated negative coefficient for FDI in Nigeria's telecommunication sector (-0.32483) raises concerns about the efficiency and type of FDI being attracted. Studies like Yimer (2022) have shown that FDI significantly boosts long-term growth in sectors driven by technological advancement, but Nigeria's case suggests that the technological or capital investments linked to FDI might not be optimized for sectoral growth. Luo et al. (2022) highlighted that FDI's positive effects depend on technology transfer and sustainable practices. In Nigeria, however, these factors might not be sufficiently present, leading to less impactful FDI in the telecommunication sector and a missed opportunity for technological development and long-term sustainability.

The potential bidirectional relationship between FDI and economic growth in Nigeria's telecommunications sector, as suggested by the Granger causality test, is consistent with findings from Majumder and Rahman (2020) and Nguyen (2020), who reported that FDI can have reciprocal effects with GDP growth. However, this study's results, which indicate an uncertain and statistically insignificant relationship, imply that Nigeria has yet to fully realize these reciprocal benefits. This further aligns with Opeyemi's (2020) findings that institutional challenges in African economies can hinder the effective translation of FDI into sectoral growth, emphasizing the need for stronger institutional quality and better-targeted investment policies to enhance the impact of FDI on Nigeria's telecommunication industry.

Conclusions

The findings of this study, based on an ARDL model and data from 1990 to 2021, reveal that foreign direct investment (FDI) has a potential but statistically insignificant negative effect on the economic development of Nigeria's telecommunication sector in both the short and long run. This result suggests that while FDI inflows may not immediately contribute to growth in the sector, the negative impacts are uncertain and warrant further exploration. The absence of a strong positive effect underscores that FDI alone is not sufficient to drive sectoral growth in telecommunications, particularly if it is not well-targeted or supported by appropriate technological advancements and governance frameworks. Additionally, the potential bidirectional relationship between FDI and sectoral growth highlights the possibility of reciprocal benefits, though these remain unrealized due to inefficiencies within the current investment climate.

Given these findings, it is recommended that Nigeria enhance the institutional quality and regulatory environment in the telecommunication sector to maximize the benefits of FDI. Policies should focus on attracting FDI that is aligned with technological innovation and infrastructure development to ensure long-term sustainable growth. Additionally, stronger efforts should be made to encourage technology transfer from foreign investors, ensuring that FDI contributes to both short- and long-term sectoral growth. Finally, continuous monitoring and evaluation of FDI's impact on the sector are essential to adjust policies as needed to optimize the positive outcomes of foreign investment.

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Academic Research Analysis: Fundamentals, Quality, and Contextually Productive Application

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Abstract

To mitigate the challenges faced by early researchers in the analyses and presentation of their survey findings, this article explains and illustrates critically fundamental aspects of academic research data analyses. The contextual presentation, and illustration are an asset to the student-researcher or instructor who desires to quickly look up how to interpret: Likert Scale survey results, correlation probability values, and correlation R-values. Also, this applied research clearly explains the concept of parametric and non-parametric tests using case studies to illustrate when non-parametric tests such as Mann-Whitney U test, Wilcoxon Signed Test, Kruskal-Wallis test, Chi square test, Spearman Rank correlation, and Puri and Sen test can be used. These are sequentially organized to promote constructive research manuscripts and contextually productive application by academics.

Keywords: *Survey analysis; Data analysis; Nonparametric tests; Likert Scale datasets*

Background of the Study

Academic research comprises a statement of specific objectives, research questions, and often a test of hypotheses around an identified problem. To achieve these, the researcher is expected to outline clear and achievable objectives (known as specific objectives); the pursuit of these objectives leads to research questions tailored to each specific objective; finally, the researcher might have an expected outcome or there might be a generally expected standard outcome/value against which the researcher would postulate and test the null hypotheses. Based on the findings to the research questions, and test of hypotheses, the researcher highlights descriptions and or make inferences then draw conclusions. Therefore, academic research requires a working knowledge of the *educational discipline*, some application of *psychology*, and indeed a working knowledge of *test statistics*. The combination of the above trio has often proved to be quite daunting to early researchers, perhaps because concise, contextual, and comprehensive guidelines are not easily available. Also, some experienced educators find it intimidating to interpret test statistic results. This paper attempts to simplify all that, to promote qualitative research, effective collaboration, and socio-economic usefulness of academic research publications.

Gasca, (2016) explained the need for quietness to promote creativity in today's ever buzzing world. Same thing applies to research. Important to point out is that the purpose of this applied research is to provide constructive approaches and engender progressive and advanced academic research reports, not to allot blames or condemnations; moreover, whatever we know today, we have learned from someone or something, and knowledge is progressive.

Aim & Objectives

- 1) Likert Scale: Data gathering, interpretation and decision making
- 2) Parametric and non-parametric tests
- 3) Case study: involving use of Mann-Whitney Utests, Wilcoxon Test, and Kruskal-Wallis
- 4) Correlation: p-values interpretation and hypothesis testing
- 5) Correlation: R-values interpretation and hypthoses

Likert Scale: Data gathering and decision making

The Likert scale is a system of assigning weights to choices. A target audience can express the degree/level to which they accept/like/agree-with specific statements offered as a potential answer to specific question-items posed by a researcher.

As a researcher your research topic would typically have two or more objectives. To investigate these objectives, you would set research questions. Based on your copious review of literature and intuition, you would then provide tentative statements that could be answers to the research questions. Through the research instrument, your respondents can communicate their opinion about which potential answers they consider most to be valid using the Likert Scale that you have provided. When you retrieve the answered questionnaire, you would have a certain number of responses.

Each Likert scale is assigned an arbitrary but logical and sequential weight. Typically, an odd number of options is recommended, this is to make the median response obvious. Thus, five scales (or options) can be chosen thus: Strongly Agree (having a weight of 5), Agree (having a weight of 4), Undecided (having a weight of 3), Disagree (having a weight of 2), and Strongly Disagree (having a weight of 1).

The responses retrieved from the target audience is called data. This data needs to be presented first in Tables to facilitate computations and reveal simple relationships or differences. This is achieved by creating a frequency table as illustrated in Table This frequency (or contingency) Table is built by counting and recording the number of respondents that chose Strongly Agree (SA) for question-item 1. Repeat this step for Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). Repeat the same for the remaining statements and research questions. Having performed this step, you would have a Table like Table 1.

Table 1: A frequency table of audience Likert scale responses

Questionnaire item	Statement	SA	A	UD	D	SD	\bar{x}	Decision
1	abc	2	5	1	1	1	3.60	
...	xyz	1	4	2	1	3	3.20	
n	klj	0	1	2	3	4	2.00	

SA = Strongly Agree; A = Agree; UD = Undecided; D = Disagree; SD = Strongly Disagree

The mean (\bar{x}) illustrated in Table 1 is obtained by:

- 1) Multiply the count of the option by the weight of the option e.g.,

$$\frac{SA}{2 \times 5}$$
- 2) Repeat step #1 for all other Likert Scale options e.g.,

$$\frac{A}{5 \times 4} \quad \frac{UD}{1 \times 3} \quad \frac{D}{1 \times 2} \quad \frac{SD}{1 \times 1}$$
- 3) Add up the value obtained from steps 1 and 2 e.g.,

$$10 + 20 + 3 + 2 + 1 = 36$$
- 4) Divide the value obtained in step 3 by the total number of respondents e.g.,

$$\frac{36}{10} = 3.60$$

$$\therefore \bar{x} = 3.60$$

Likert Scale: Interpretation

Having created a contingency table (see Table 1), the implication of a mean of 3.38, 3.42, 1.40, or 4.25, etc. can be determined. To sustain a common standard, we need to submit to a statistical approach. The range of data needs to be determined. This refers to the difference

between the highest and the lowest weight. Thus, the range for a 5-point Likert scale would be 4 (i.e., 5 – 1). Since the mean is often computed to 2 places of decimal, there is need to use an interpretation that accounts for intervals between our chosen weights. This interval is obtained by dividing the range by the number of weights. Thus, for this scenario, the interval would be 0.8 (i.e., 4 ÷ 5). With this approach, a common decision (interpretation) would be arrived at by researchers irrespective of discipline, geographical location or institutional affiliation (see Table 2).

Table 2: Likert Scale interpretation and decision making

Mean Score interval	decision
4.21 – 5.00	Strongly Agree
3.41 – 4.20	Agree
2.61 – 3.40	Undecided
1.81 – 2.60	Disagree
1.00 – 1.80	Strongly Disagree

Table 2 illustrates how the Likert scale data scores should be interpreted. The *Mean Intervals* was achieved by:

- 1) Start from the least weight (in this case, 1.00)
- 2) Add the interval to the least weight (i.e., 1.00 + 0.80)
- 3) Begin the next level by adding 0.01 to the upper limit of the previous level (i.e., 1.80 + 0.01). The upper limit of this level is obtained by adding the interval to the upper limit of the previous level (i.e., 1.80 + 0.80).
- 4) Repeat step 3 until you arrive at the highest weight (Strongly Agree = 5.00).

By following the above steps, you would obtain a table similar to Table 2 with which you can interpret the average opinion of your respondents. Hence, the decision for statement #1 which had a x of 3.6 would be “**Agree**” (cf. Table 1 with Table 2). That is, “the respondents *agreed* with statement-abc” whereas, the respondents are “undecided” about the statement-xyz. Therefore, the Likert scale data which was gathered and presented in Table 1 is best interpreted as shown in Table 3

Table 3.

Questionnaire item	Statement	SA	A	UD	D	SD	x	Decision
1	abc	2	5	1	1	1	3.60	Agreed
...	xyz	1	4	2	1	3	3.20	Undecided
n	jkl	0	1	2	3	4	2.00	Disagree

Data gathered from the researcher's reputable respondents, analysed and presented in Table 3 can be interpreted thus:

The audience *agreed* that abc is a Nigerian food. The audience were **undecided** whether xyz is a Nigerian food. Lastly, the audience **disagree** that jkl is a Nigerian food. This decision approach is indeed different from what has often been found in some literatures. It becomes obvious that using Table to decide on the mean response is more appropriate. This approach is consistent with the views of (DATAtab, 2024; MATHStorya, 2023). Also, if the options/ratings are more than five or less, Table can be customized appropriately.

Note that, surveys are constructed and administered with the expectation that the respondents are custodians of knowledge on the subject matter for which the research questions pertain. Hence, the interpretation of these average findings could be generalized as the answers/solutions/ratings to the questions asked. For this reason, the researcher owes it as good practice to seek responses from individuals or organizations who are indeed practitioners or custodians of the knowledge being investigated.

Case Study #1

Table 4 below illustrates a set of five (5) point ratings and their corresponding weights which can be applied to a questionnaire.

Table 4.

Rating	Weight
Very Good (VG)	5
Good (G)	4
Fair (F)	3
Poor (P)	2
Very Poor (VP)	1

Example Research Question: How do you rate your University/College on the following services?

Table 5.

University/College Services	VG	G	Avg	P	VP
Student-support					
Library					
Sports facilities					
Hostel Accommodation					
Lecture theatres					
Examination halls					
Environmental aesthetics					
Transportation services					
Sanitation and environment					
Electricity supply					
Water supply					
24hrs security					
Electrical Laboratory					
Electronics Laboratory					
Power Systems Laboratory					
Information Technology					

Parametric and non-parametric tests

Nonparametric tests are performed on observed data which are neither interval or ratio. In other words, nonparametric tests are performed on categorical data, for example Likert Scale data, gender (male or female), groups (group1, group2, etc). On the other hand, parametric tests are performed on observed data which are interval or ratio, for example age (in months or years), body mass, distance, time (in seconds, minutes, hours, or years), weight (in grams, or kilogram), height (in metres or feet) etc.

Typically, nonparametric tests require the original observations to be transformed (Harwell, 1988). The most common of which is a rank transformation. Whichever test is chosen, it is desirable to mitigate type 1 errors. In research statistics, type 1 error refers to rejecting the null hypothesis in favour of the alternate whereas, the null hypothesis was valid. That is, stating that there exists a significant difference whereas, there was actually no difference. According to (Kasahara, 2020) a type 1 error implies rejecting the null-hypothesis whereas the null-hypothesis was actually true.

While some authors argue that larger sample size can mitigate type 1 errors, Harwell (1988) inform that the appropriate sample size depends on the robustness properties of the chosen statistical tests. For example, a sample size of less than 10 per group may be satisfactory (i.e., has a very small chance of causing a type 1 error) even when normality assumptions are violated for an ANOVA test, but a sample size of less than 30 per group for an ANCOVA test would most likely lead to type 1 error when normality assumptions are violated (Harwell, 1988).

Nonparametric tests on the other hand, have the desirable feature of being able to control type 1 error rates for both normal and non-normal distributions, and equal and unequal sample sizes. Despite this benefit, most educational researchers are prone to choose parametric tests over nonparametric tests. This is because, over the years, most parametric tests have been said to be robust, despite violation of normality assumptions. Nonetheless, when the assumption of normal distribution is violated, then the probability of a type 1 error is greatly increased, the test statistic robustness notwithstanding. Therefore, it is desirable that an educational researcher always determine if the data he/she has gathered has a normal distribution or not. If the data has a normal distribution, then parametric test can be used. But if it has non-normal distribution then a non-parametric test should be used. Tests for normality include the Shapiro-Wilk test, Kolmogorov-Smirnov test, histogram, and box plot which can be achieved using IBM's® Statistical Package for the Social Sciences (SPSS).

According to Harwell (1988), the nature of data alone is not a valid determinant of what type of test to use, rather the fit between the test and the data is a valid determinant. That is, the test should be performed after cross-examining the underlying test assumptions (is the test meant for parametric or for non-parametric data? What is the minimum sample size per group?).

Correlation: P-values interpretation

In academic survey, the null hypothesis is usually tested at an alpha-value of 0.05 (also called 5%). This alpha-value is a standard and generally accepted value, and the result of the correlation test has both a p-value (significance level) and an r-value (strength of the correlation and direction of the correlation). The purpose of correlational tests and analyses is not to prove or disprove the hypotheses, rather it is to provide evidence. The resulting evidence can then be checked against a standard or test result, to determine if the evidence is sufficient or not sufficient to prove the standard or hypothesis. It is generally accepted that for the null hypothesis to be rejected, the p-value must be less than the alpha-value. That is, after stating the null hypothesis, the gathered data would be subjected to an appropriate correlational test, or difference test. If the p-value (i.e., probability value) from the test is less than the alpha-value, then the null hypothesis would be rejected, and the alternate hypothesis be accepted. Note that the alternate hypothesis is the opposite statement of the null hypothesis.

Thus, if the test returned a p-value of 0.03, this is obviously less than 0.05. Therefore, the null hypothesis must be rejected and the alternate hypothesis accepted. Since the null hypothesis always posits that there is **no significant difference or correlation**, then a p-value that is less than the alpha-value implies that **there is a significant difference or correlation**.

Correlation: R-values interpretation

All correlational tests return a correlational strength and direction between each pair of the investigated variables. This value ranges from -1 to 1. With such a range comes the need for interpretation.

The purpose of illustrating Table above is to promote universality, standard, and a statistically consistent approach in the interpretation of r-values. In Table above, seven (7) correlational

strengths are considered (Very strong, Strong, above moderate, Moderate, Weak, Very Weak, and No Correlation). With odd-number strengths of correlation, a median level becomes obvious to select.

Table 6: Measured strength of relationship

**Absolute (r-value)	Correlation Strength	Direction
0.81 – 1.00	Very Strong	Positive or Negative
0.61 – 0.80	Strong	Positive or Negative
0.41 – 0.60	above moderate	Positive or Negative
0.21 – 0.40	Moderate	Positive or Negative
0.14 – 0.20	Weak	Positive or Negative
0.08 – 0.13	Very weak	Positive or Negative
0.00 – 0.07	No	Positive or Negative

** A negative r-value means a negative correlation A positive r-value means a positive correlation.

Based on Table above, r-values of 0.06, 0.12, 0.19, 0.3, 0.5, 0.7, and 0.9 for example, would be interpreted as: No correlation, very weak correlation, weak correlation, moderate correlation, above moderate correlation, strong correlation, and Very strong correlation respectively. That is, the magnitude of the r-value indicates the correlation strength while the numeric sign indicates the direction of the correlation (which can be either positive or negative).

Case Study #2

Fifty-One (51) correlational academic survey tests were extracted from Google Scholar and sampled. The indices of interest were to check if the following tables were presented or stated: r-values table, Measured strength of correlation. Typical findings are presented in Table

The survey revealed that while there was a difference between author's interpretation and the interpretation using a statistical approach, there were also some interpretations that had no difference. 100% of the correlational tests interpreted their results without presenting (or citing) a Table (or Standard) of measured strength of relationship for the various levels of correlational strength that the author was willing to consider. Thus, those articles assigned arbitral correlational levels to r-values without maintaining a specific statistical approach.

100% presented their Table of test result r-values.

Table 7.

r-value	Author's interpretation	Statistical interpretation*	Difference
-0.77 ^a	Strong positive correlation	Strong Negative Correlation	No
-0.16 ^a	Weak negative correlation	Weak negative correlation	No
0.33 ^a	Weak negative correlation	Moderate Negative correlation	Yes
-0.47 ^a	Slightly weak negative correlation	moderate Negative correlation	Yes
-0.50 ^a	Strong correlation	Above moderate negative correlation	yes
0.02 ^a	Extremely weak correlation	No Positively Correlation	Yes
0.41 ^b	Significant relationship	above moderate Positive Correlation	Yes
0.24 ^b	Significant relationship	Moderate Positive Correlation	Yes
0.03 ^c	Weak correlation	No Positive Correlation	Yes
0.18 ^c	no significant relationship	Weak Positive Correlation	Yes
-0.05 ^c	significant correlation	No Negative Correlation	Yes
0.24 ^f	No significant correlation	Moderate Positive Correlation	Yes

*this is obtained using Table 6

a: (Adigun, 2020) b:
(Adeyemi, 2008) c:
(Ogedebe et al.,
2012)

A cross-examination of these fifty-one (51) correlational tests revealed arbitral interpretation of r-values. This was due to the absence of a standard table or reference table to interpret the strength of correlation. Statistically inconsistent interpretation of p-values. Some authors use p-values to interpret correlational analysis thus completely ignoring the r-values. However, the r-value is the major reason for a correlational analysis because, it reveals the strength and direction of the relationship.

Nonparametric unpaired sample test

An unpaired sample test is performed on a dataset whose values are known or considered/expected to be free of a previous sample or event. That is, the responses were collected once without repetition. The Wilcoxon signed rank test can be implemented on a single unpaired nonparametric dataset. If there are two groups (e.g., control group and experimental group, male and female, lecturers and students, adolescents and adults, lecturers and industry professionals, etc) then the Mann-Whitney u test (also known as the Wilcoxon Rank Sum test) can be performed to determine if there exists a difference between the mean response of both groups. According to (Harwell, 1988) the Puri and Sen test can also be used for a grouped unpaired dataset.

To determine if there is a difference between the mean responses of more than two groups then Kruskal-Wallis test can be used. According to (Stat59, 2021) these groups can include a control group, course group, and a Course Plus Simulation group.

Chi square test offers a special use case beyond what the typical t-test can handle. With a Chi square test, a researcher can investigate if two or more groups differ in more than one preferences or achievements.

A research question requiring the use of Chi Square can be: *Do men and women differ in their preference of car brand?* Here, the independent variable would be gender (male and female) and the dependent variable would be *car brand* preference (e.g., Innoson, Toyota, Honda, Hyundai, Ford, Lexus, Benz, Kia, Volkswagen). The analyses of which would require the presentation of a contingency table and the calculation of the Chi-square value by combining the contingency table with the expected frequency table. Thus, a contingency Table like Table would need to be developed with a corresponding expected table (See Table .

Table 8: Contingency Table (Observation)

Gender	Innoson	Toyota	Kia	Honda	Total
Male	7.00	16.00	15.00	11.00	49
Female	6.00	13.00	16.00	8.00	43
Total	13.00	29.00	31.00	19.00	92

Table 9: Expectation Frequency

Gender	Innoson	Toyota	Kia	Honda	Total
Male	6.92	15.45	16.51	10.12	49.00
Female	6.08	13.55	14.49	8.88	43.00
Total	13.00	29.00	31.00	19.00	92.00

Nonparametric paired sample test

A paired sample test is performed on a dataset whose values are known or considered/expected to vary due to a mediating action. That is, responses to the same question items were collected more than once from the same sample. Usually, the second response is collected after administering an intervention on the response group. This is why the first response is called pre-test and the second response is called post-test. Examples of paired sample tests include Wilcoxon Signed-Rank test.

Nonparametric correlational, regression, and difference test

A regression test is used to analyse the influence of two or more variables on another variable. It can also be used to predict a variable based on one or more variables. Examples of regression tests include Logistic regression (see DATAtab, 2024 for more details), and Puri and Sen test (see Harwell, 1988 for more details). The Spearman rank correlation test can be used to test the correlation between two nonparametric pairs (Morse, 2022).

Nonparametric tests equivalent to independent samples t-test, dependent samples t-test, test of correlation, and test of regression have been in existence for decades, but their widespread adoption have been constrained by the availability of software programs capable of such calculations, and the low intensity of study of these tests by software related doctoral programs (Harwell, 1988). This conclusion still holds true today. The later reason for the unpopular utilization of nonparametric tests can be reasoned to have persisted because most

software related doctoral programs have typically been fundamentally science-based programs. And science largely investigates numbers (parametric values) not feelings, emotions, and beliefs – a select choice of psychology and sociology which are mostly categorical variables. Nonetheless, the central limit theorem has often been used over the years to justify the choice of parametric tests on sample data that are substantively nonparametric (Harwell, 1988; Stat59, 2021)

Case Study #3 (H03): Attitude of men and women towards government financed childcare.
 Far back as 1988, Harwell recommended and demonstrated the use of the Puri and Sen test to test and analyse nonparametric sample data. This article extracts the data used by Harwell and applies the Mann-Whitney UTest on the data. The analytical result and interpretation are compared with that obtained by Harwell.

Table 10: attitude towards government financed child-care.

	Women	Men
	30	22
	33	11
	35	14
	36	12
	23	24

Null Hypothesis: Men and women do not differ in their attitudes towards government-financed childcare.

Case Study 3 (H03) can be tested using Mann-Whitney's U test (see Table and . The results (see Table and indicates that men had significantly different attitude to government financed childcare than women, $z = -2.402$, $p = 0.016$. Therefore, men differ significantly in their attitude towards government financed childcare than women. These results, interpretation and conclusion corresponds with Harwell (1988) use of the Puri and Sen test.

Table 11: Case Study 3 Ranks

	Gender	N	Mean Rank	Sum of Ranks
	GFCC male	5	7.80	39.00
	Female	5	3.20	16.00
	Total	10		

Computed using IBM SPSS ver. 23

Table 12: Case Study 3 Test Statistics^a

	Rank_GFCC
Mann-Whitney U	1.000
Wilcoxon W	16.000
Z	-2.402
Asymp. Sig. (2-tailed)	.016
Exact Sig. [2*(1-tailed Sig.)]	.016 ^b

a. Grouping Variable: Gender

b. Not corrected for ties.

Computed using IBM SPSS ver. 23

From Table and it can be seen that to perform the Mann-Whitney U test, the raw values of men and women's attitude had to be ranked. It was on these ranked values that the computations were performed on. A similar test can be performed on the question do lecturers and students differ in their rating of University/College services? Here, the independent variable would be status (student and Lecturer) while the dependent variable would be one of the University/College service (Electricity supply, Water supply, Transportation services, Technology Laboratories, Electronics Laboratory, etc) rating. However, if it the researcher desired to investigate whether students and lecturers differed on all the University/College Services, then a Chi-Square test would be appropriate.

Conclusion

The Mann-Whitney U test, Wilcoxon Signed test and Kruskal Wallis test can be applied to the analysis of a nonparametric sample data. The Mann-Whitney U test yielded the same interpretations and conclusions on the data analysed by Harwell (1988) using the Puri and Sen test. It is good practice for an academic researcher to present the reference table or statement by which he/she interprets Likert Scale survey results, and correlational r-values. A choice to maintain a standard/universal approach to the interpretation of test analysis is a choice to advance, standardize, and promote logical consistency, and quality in academic research analysis reporting.16

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