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the African Economy

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TIME: 9:00am

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INTERNATIONAL CONFERENCE ON HUMANITIES & SOCIAL SCIENCES

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DAY ONE - Thursday 12th September, 2024

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DAY TWO - Friday 13th September, 2024

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Conference Registration - 8:00am - 9:00am
Opening Prayer/Welcome Remark - 9:00am - 9:15am
Institutional Brief/Chairman's Opening Remark - 9:15am - 9:30am
Plenary Session - 9:30am - 12noon
Launch Break/Group Photograph - 12noon - 1:00pm
Plenary Session 2/Research Training - 1:00pm - 4:00pm
Policy Review Session - 4:00pm - 5:00pm

DAY THREE - Saturday 14th September, 2024

Departure of Guest/Conferee/Delegates

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BOOK OF PROCEEDINGS

PUBLIC PERSONNEL MANAGEMENT AND COLLECTIVE BARGAINING PROCESS: A STUDY OF RIVERS STATE MINISTRY OF COMMERCE AND INDUSTRY, 2015-2023

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Abstract

The study investigates public personnel management and collective bargaining within the Rivers State Ministry of Commerce and Industry from 2015 to 2023. Its objectives encompass evaluating recruitment, training, and performance management effectiveness, scrutinizing the stages and challenges of collective bargaining processes, and pinpointing impediments hindering optimal performance and industrial harmony. Drawing upon the Collective Bargaining Theory, the research applies its principles to glean insights into the studied period's dynamics. Methodologically, a qualitative approach is adopted, leveraging secondary data from government records, reports, academic literature, and online databases. Thematic and content analyses elucidate patterns and key issues surrounding personnel management and collective bargaining. The findings identified challenges in collective bargaining include power imbalances and economic constraints, which may skew negotiations and impede agreements. These findings underscore the necessity for targeted interventions to enhance labor-management relations and organizational performance. The study concludes by highlighting significant challenges such as transparency deficits, power dynamics, bureaucratic constraints, and resource limitations. It advocates for interventions fostering effective communication, transparency, and equitable workplace practices. Recommendations include enhancing transparency and communication mechanisms, promoting employee involvement in decision-making, and cultivating a culture of openness and dialogue. Ultimately, addressing these challenges is deemed crucial for fostering industrial harmony, enhancing organizational effectiveness, and nurturing a conducive work environment within the Rivers

State Ministry of Commerce and Industry. Through targeted interventions informed by these findings, the ministry can strive towards a more equitable and productive workplace for both employees and the organization as a whole.

Keywords: Public, Personnel, Management and Collective, Bargaining, Rivers State

Introduction

Rivers State, located in the southern region of Nigeria, is a critical economic hub, primarily due to its rich deposits of crude oil and natural gas. The state's capital, Port Harcourt, is often referred to as the "Oil Capital of Nigeria" and hosts numerous multinational oil and gas companies. This resource wealth has significantly shaped the state's industrial landscape, fostering a diverse economy that includes manufacturing, agriculture, and service industries alongside its dominant oil sector (Eboh, 2020). The Ministry of Commerce and Industry in Rivers State plays a pivotal role in regulating and promoting industrial activities within the state. This ministry is responsible for creating a conducive environment for business operations, supporting local enterprises, and attracting foreign investments. The effective management of personnel within this ministry is crucial for the efficient delivery of these functions (Okonkwo & Chukwum 2019).

Public personnel management involves the strategic approach to acquiring, developing, and retaining competent and motivated workforce within the public sector. It encompasses various activities such as recruitment, training, performance appraisal, and employee relations. Effective personnel management ensures that the ministry can achieve its strategic goals by maintaining a skilled and efficient workforce (Armstrong, 2020). Collective bargaining, on the other hand, is the process through which employers and employees negotiate terms of employment, including wages, working conditions, and other benefits (Freeman & Medoff 1984). In the public sector, collective bargaining is crucial for maintaining industrial harmony and ensuring that the interests of both the employees and the employer are balanced. Effective collective bargaining processes help prevent industrial disputes, enhance employee satisfaction, and promote a stable and productive work environment (Adeyemi, 2018). In the context of Rivers State Ministry of Commerce and Industry, the interplay between public personnel management and collective bargaining is particularly significant. Given the state's complex industrial environment, managing a large and diverse workforce while ensuring industrial peace requires robust mechanisms and strategies. Proper personnel management practices can enhance employee performance and morale, while effective collective bargaining can mitigate conflicts and foster a cooperative workplace culture (Agwu, 2013). By examining the personnel management and collective bargaining processes from 2015 to 2023, this study will identify key challenges and propose recommendations for improving these practices. The goal is to enhance productivity and industrial harmony within the ministry, ultimately contributing to the economic development of Rivers State.

Statement of Problem

Despite the strategic importance of Rivers State's Ministry of Commerce and Industry in driving economic growth, the ministry faces significant challenges in its public personnel management and collective bargaining processes. Inefficient recruitment practices, inadequate training programs, and ineffective performance management systems have led to suboptimal employee performance. Additionally, the collective bargaining process has often been marred by conflicts and prolonged negotiations, disrupting industrial harmony and affecting productivity. This study seeks to identify these issues in the stated organisation and propose solutions to enhance the ministry's operational efficiency and foster a more cooperative work environment.

Aim and Objectives of the Study

The aim of this study is to comprehensively analyze the public personnel management and collective bargaining processes within the Rivers State Ministry of Commerce and Industry from 2015 to 2023. The specific objectives are to:

- i. Assess the effectiveness of recruitment, training, and performance management practices within the Rivers State Ministry of Commerce and Industry from 2015 to 2023.
- ii. Examine the stages, outcomes, and challenges of the collective bargaining processes employed by the ministry during the same period.
- iii. Identify key challenges and gaps in the current personnel management and collective bargaining systems that hinder optimal performance and industrial harmony.

Theoretical Framework Collective Bargaining Theory

Collective Bargaining Theory, primarily attributed to economist John R. Commons, emerged in the early 20th century as a key concept in industrial relations. John R. Commons, often referred to as the "father of American labor economics," significantly contributed to the understanding of collective bargaining processes through his work and research at the University of Wisconsin. Commons viewed collective bargaining as a democratic process where workers, through their unions, negotiate with employers to determine wages, working conditions, and other employment terms. This process aimed to balance power dynamics between labor and management, fostering industrial peace and cooperation. His foundational work, "Industrial Goodwill" (1919), articulated these principles, emphasizing the importance of mutual respect and negotiation in resolving labor disputes (Commons, 1919). Commons' theories laid the groundwork for modern collective bargaining practices, highlighting its role in promoting fair labor standards and reducing industrial conflicts. The concept evolved further with contributions from other scholars, such as Richard B. Freeman and James L. Medoff, who explored the economic impacts of unions and collective bargaining in their book, "What Do Unions Do?" (1984). They expanded on Commons' ideas, demonstrating that effective collective bargaining could lead to improved productivity, better working conditions, and overall economic stability (Freeman & Medoff, 1984).

Principles of Collective Bargaining Theory

- i. **Mutual Respect and Good Faith Negotiation:** At the core of collective bargaining is the principle that both employers and employees must approach negotiations with mutual respect and a genuine willingness to reach an agreement. This means engaging in honest communication, being open to compromise, and honoring the negotiation process.
- ii. **Voluntary Participation:** Collective bargaining is a voluntary process. Both parties must willingly come to the table without coercion. This ensures that any agreements reached are the result of genuine consensus rather than force or manipulation.
- iii. **Collective Representation:** Workers are represented collectively by their union or elected representatives. This principle emphasizes the strength and solidarity of workers negotiating as a group rather than as individuals, thereby balancing the power dynamics between employers and employees.
- iv. **Negotiation of Employment Terms:** The primary focus of collective bargaining is the negotiation of key employment terms, including wages, working hours, benefits, working conditions, and other employment policies. This process aims to improve or at least maintain the employees' terms of employment through dialogue and agreement.
- v. **Continuous and Periodic Renegotiation:** Collective agreements are not permanent; they typically include provisions for their duration and procedures for renewal or renegotiation. This ensures that terms can be updated to reflect changing economic conditions, business needs, and workers' demands.
- vi. **Dispute Resolution Mechanisms:** Effective collective bargaining agreements include mechanisms for resolving disputes that arise during the term of the agreement. These mechanisms might involve mediation, arbitration, or other forms of conflict resolution to maintain industrial harmony and avoid strikes or lockouts.
- vii. **Legal and Ethical Compliance:** The process and outcomes of collective bargaining must comply with relevant labor laws and ethical standards. This includes adherence to national labor regulations, ensuring that agreements do not contravene legal provisions, and maintaining fairness and equity in negotiations.

Application of Collective Bargaining Theory and Principles to the Study

In the study of Public Personnel Management and Collective Bargaining Process of Rivers State Ministry of Commerce and Industry from 2015-2023, the principles of Collective Bargaining Theory can provide valuable insights and guidance:

By analyzing the negotiation processes within the ministry during the specified period, the study can assess whether negotiations were conducted with mutual respect and good faith. Any instances of coercion or bad faith bargaining can be identified, highlighting areas for improvement. The study can examine the extent to which both management and employee representatives willingly participated in the bargaining process. Any indications of reluctance or resistance could indicate underlying issues in the bargaining dynamics that need to be addressed. Evaluating the role of unions or employee representatives in the bargaining process can shed light on the effectiveness of collective representation. The study

can assess whether employees were adequately represented and whether their interests were effectively advocated for during negotiations.

Through analysis of collective bargaining agreements and outcomes, the study can identify the key employment terms negotiated during the period under review. It can assess the extent to which these terms addressed the needs and concerns of both employees and management. The study can examine the frequency and effectiveness of renegotiations or reviews of collective bargaining agreements within the ministry. It can assess whether agreements were periodically updated to reflect changing circumstances and whether procedures for renegotiation were followed. Evaluating the effectiveness of dispute resolution mechanisms outlined in collective bargaining agreements can provide insights into how conflicts were managed within the ministry. The study can assess whether these mechanisms were utilized and whether they contributed to maintaining industrial harmony. Lastly, the study can examine the extent to which collective bargaining processes and outcomes complied with relevant labor laws and ethical standards. Any discrepancies or violations can be identified, and recommendations can be made to ensure compliance and fairness in future negotiations. By applying the principles of Collective Bargaining Theory to the study of public personnel management and collective bargaining processes within the Rivers State Ministry of Commerce and Industry, the research aims to provide a comprehensive assessment of these practices and propose recommendations for improvement.

Conceptual Review Public Personnel Management

Public Personnel Management (PPM) refers to the systematic and strategic management of human resources within the public sector to achieve organizational goals and deliver public services effectively. Scholars have offered various definitions and perspectives on PPM, reflecting its complexity and importance in the functioning of government agencies and public organizations. According to Wamsley (1989), public personnel management involves the planning, organizing, directing, coordinating, and controlling of the procurement, development, compensation, integration, maintenance, and separation of personnel to the end that individual, organizational, and societal needs are satisfied. Shafritz and Hyde (1987) define public personnel management as the systematic management of individuals employed in the public sector to accomplish the mission of government as efficiently and effectively as possible. Rosen Bloom 1983) describes public personnel management as "the study and application of policies and procedures designed to influence the performance, competence, and behavior of public employees. Klingner and Nalbandian (1998) define public personnel management as the strategies and practices by which public organizations acquire, develop, maintain, and retain public employees capable of performing their duties effectively. Riccucci (2010) conceptualizes public personnel management as the art and science of attracting, developing, motivating, and retaining high-quality and highperforming employees in government organizations. These definitions highlight the multifaceted nature of public personnel management, encompassing various functions such as recruitment, selection, training, performance management, compensation, and

employee relations. PPM involves not only administrative tasks but also strategic planning and policy formulation to ensure that public organizations have the necessary human capital to fulfill their missions and serve the public interest.

Collective Bargaining

Freeman and Medoff (1984) define collective bargaining as the process through which employers and employees negotiate the terms and conditions of employment, including wages, hours of work, and other workplace practices. Gould (1994) describes collective bargaining as a system of industrial jurisprudence in which representative employees, bargaining collectively, negotiate with their employers, to establish and administer a collective bargaining agreement governing rates of pay, hours of work, and other terms and conditions of employment. Dunlop (1958) conceptualizes collective bargaining as a social process that takes place within the framework of the law, in which the parties seek to establish agreements covering the employment relationship. Katz and Kochan (2000) view collective bargaining as "a process of negotiation between employers and a group of employees aimed at reaching agreements that regulate working conditions. Mitchell, Lewin, & Lewin (1993) define collective bargaining as the process of negotiating, administering, and interpreting a written agreement between management and labor union representatives, covering wages, hours, and conditions of employment. Malin (2010) describes collective bargaining as the negotiation process through which employers and employees, usually represented by their respective labor unions, establish mutually agreedupon terms and conditions of employment. Kochan, Katz, & McKersie (1986) conceptualize collective bargaining as a process of decision-making between two parties who are in conflict over the distribution of resources. Morris (1992) defines collective bargaining as a system of industrial governance in which workers are represented by unions in negotiating and administering agreements that govern wages, benefits, and conditions of employment. McKersie (1991) views collective bargaining as a process through which employment relationships are defined and regulated through the negotiation and administration of collective agreements between unions and employers. Lewin (1991) describes collective bargaining as a method used by labor and management to settle differences and establish the terms and conditions of employment, usually in a written contract. These definitions offer a diverse range of perspectives on the nature and function of collective bargaining, highlighting its role in shaping labor relations and establishing agreements that govern the employment relationship.

Empirical Review

Adekunle (2010) – Employee Perception of Collective Bargaining in Nigerian Public Sector: A Case Study of Federal Civil Servants. The study objectives were to examine the perception of employees towards collective bargaining, to identify factors influencing perceptions, and to assess the impact of perceptions on organizational outcomes. The hypotheses predict a positive relationship between favorable perceptions and organizational commitment/productivity. The study was guided by 2 research questions, the theoretical Framework used in the study was social exchange theory. Methodologically the study adopted a mixed methods approach, including surveys and interviews. The findings

indicated that majority of employees have positive perceptions of collective bargaining. Perceptions influenced by trust in management and union effectiveness. Positive perceptions correlate with higher organizational commitment and job satisfaction. It concluded that favorable perceptions of collective bargaining contribute to positive organizational outcomes. And recommends strengthen communication between management and employees to enhance perception and effectiveness of collective bargaining.

In Ibrahim (2013), the study titled "Public Sector Personnel Management in Nigeria: Challenges and Prospects" aimed to identify challenges encountered in public sector personnel management in Nigeria and to explore potential solutions. The hypotheses proposed a negative correlation between bureaucratic inefficiencies and organizational performance. The research employed Institutional Theory as its theoretical framework and utilized a qualitative case study approach, supplemented by survey data. The findings highlighted challenges such as bureaucratic red tape, political interference, and a lack of meritocracy. Recommendations included implementing merit-based recruitment, training programs, and decentralizing decision-making. The study concluded that addressing these challenges in public sector personnel management is vital for enhancing organizational effectiveness and service delivery. As a recommendation, the study suggested implementing merit-based recruitment and training programs to improve personnel management efficiency.

In Okafor's study (2015) titled "The Role of Trade Unions in Public Sector Wage Negotiation" in Nigeria, the research aimed to examine the influence of trade unions in public sector wage negotiation, identify factors affecting negotiation outcomes, and assess their impact on labor-management relations. The hypotheses suggested a positive relationship between union strength and negotiation success. The study adopted Power-dependence Theory as its theoretical framework and utilized a mixed methods approach, incorporating surveys, interviews, and archival analysis. Findings revealed that trade unions play a significant role in wage negotiation, with stronger unions achieving better outcomes. Factors such as union leadership, political climate, and economic conditions were found to influence negotiation dynamics. The study concluded that strong trade unions contribute to more favorable wage negotiation outcomes and improved labor-management relations. As a recommendation, the study suggested strengthening union capacity through training and support to enhance their effectiveness in negotiations.

In Yusuf's study (2018) titled "Assessing the Impact of Collective Bargaining on Employee Motivation: Evidence from Nigerian Public Sector," the research aimed to evaluate the impact of collective bargaining on employee motivation, identify mechanisms through which collective bargaining influences motivation, and assess the moderating effects of organizational factors. The hypotheses predicted a positive relationship between collective bargaining and employee motivation, moderated by organizational support. The study employed Expectancy Theory as its theoretical framework and utilized a quantitative survey research design, supplemented with interviews. Findings indicated that collective

bargaining positively impacts employee motivation, primarily through increased job security and better working conditions, with organizational support strengthening this relationship. The study concluded that collective bargaining can be an effective tool for enhancing employee motivation in the public sector; it recommended encouraging participatory decision-making and involving employees in the negotiation process to increase their motivation and commitment.

In Okonkwo's study (2020) titled "Gender Dynamics in Collective Bargaining: A Case Study of Nigerian Public Sector Unions," the research aimed to analyze gender dynamics in collective bargaining processes within Nigerian public sector unions and identify barriers and facilitators for gender equality in negotiation outcomes. The hypotheses suggested that gender biases negatively affect women's participation and influence in bargaining processes. The study adopted Gender and Power Theory as its theoretical framework and utilized a qualitative case study approach, including interviews and document analysis. Findings revealed that gender biases exist in collective bargaining processes, with women often marginalized or overlooked in decision-making, attributed to factors such as patriarchal attitudes, organizational culture, and lack of female representation. The study concluded that addressing gender inequalities in collective bargaining is essential for promoting diversity and inclusivity in public sector unions and recommended implementing policies to promote gender balance and inclusivity in union leadership and bargaining teams.

Summary of Literature Reviewed

The empirical reviews provide insights into various aspects of public personnel management and collective bargaining processes in Nigeria, covering topics such as the role of trade unions, the impact of collective bargaining on employee motivation, and gender dynamics in negotiation outcomes. However, there is a notable gap in the literature regarding the specific context of Rivers State, particularly within the Ministry of Commerce and Industry, spanning the years 2015 to 2023. Existing research does not adequately address the unique challenges and dynamics of public personnel management and collective bargaining within this specific governmental department during this timeframe. Therefore, further investigation into this area is warranted to better understand and address the issues pertinent to Rivers State's Ministry of Commerce and Industry.

Methodology

The methodology for this study involves a comprehensive review of existing secondary data and secondary sources of data collection and analysis. Secondary data will be collected from official government records, reports, and publications related to public personnel management and collective bargaining processes within Rivers State, focusing specifically on the Ministry of Commerce and Industry. Additionally, secondary sources such as academic journals, books, and online databases will be utilized to gather relevant information and insights. Data analysis will involve synthesizing and critically examining the collected data to identify patterns, trends, and key issues pertaining to public personnel management and collective bargaining in Rivers State. The study will adopt a qualitative

approach to analyze the secondary data, employing thematic analysis and content analysis techniques to extract meaningful findings and implications for the study period from 2015 to 2023.

Discussion of Findings

To assess the effectiveness of recruitment, training, and performance management practices within the Rivers State Ministry of Commerce and Industry from 2015 to 2023:

Effective recruitment practices are essential for attracting and selecting the right talent to fill vacancies within an organization. In the context of the Rivers State Ministry of Commerce and Industry, several factors contribute to recruitment effectiveness. According to a study by Ogunleye (2018), bureaucratic constraints and political interference often hinder efficient recruitment processes in Nigerian government agencies. This can lead to delays in filling vacancies and the recruitment of unqualified personnel. Additionally, research by Yusuf and Bello (2019) highlights the importance of transparent and merit-based recruitment processes in ensuring the quality of hires and maintaining public trust in government institutions. Furthermore, a report by the International Labour Organization (ILO, 2017) emphasizes the need for capacity building and training programmes for recruitment personnel to enhance their skills in talent identification and selection. Investing in recruitment training can help improve the effectiveness of recruitment practices within the Ministry of Commerce and Industry. Training is crucial for developing the skills and competencies of employees to meet organizational objectives. In the Rivers State Ministry of Commerce and Industry, training practices play a vital role in enhancing employee performance and productivity. Research by Olufemi (2018) suggests that organizations that invest in employee training and development experience higher levels of organizational performance. However, a study by Lawal (2019) identifies challenges such as limited training budgets and inadequate training infrastructure as barriers to effective training in Nigerian government agencies. To address these challenges, the ministry can leverage online learning platforms and collaborate with external training providers to offer a diverse range of training programs. Additionally, implementing a performance-based training approach, as recommended by Adebayo (2016), can ensure that training initiatives are aligned with organizational goals and employee development needs. Performance Management Practices: Performance management involves setting clear performance expectations, providing feedback, and rewarding employees for their achievements. Within the Rivers State Ministry of Commerce and Industry, effective performance management practices are essential for driving employee engagement and organizational success. A study by Adekunle (2017) emphasizes the importance of regular performance feedback and recognition in enhancing employee motivation and job satisfaction. However, research by Yakubu (2020) highlights challenges such as inconsistent performance evaluation criteria and a lack of performance-based incentives in Nigerian public sector organizations. To improve performance management practices, the ministry can adopt a balanced scorecard approach, as recommended by Mohammed (2021), to measure performance across multiple dimensions, including financial, customer, internal processes, and learning and growth. Additionally, establishing clear performance metrics and aligning them with organizational

goals can help ensure that performance management practices effectively drive employee performance and organizational success. In conclusion, assessing the effectiveness of recruitment, training, and performance management practices within the Rivers State Ministry of Commerce and Industry requires a comprehensive review of existing literature and reports by scholars. By addressing challenges such as bureaucratic constraints, limited training budgets, and inconsistent performance evaluation criteria, the ministry can enhance its HR practices and drive organizational success.

Examination of the stages, outcomes, and challenges of the collective bargaining processes employed by the Ministry of Commerce and Industry in Rivers State during the same period (2015-2023)

We can draw insights from existing literature and reports by scholars. Collective bargaining is a dynamic process involving negotiation between employers and employees, typically represented by labor unions, to determine terms and conditions of employment. Stages of Collective Bargaining: Collective bargaining typically involves several stages, including preparation, negotiation, settlement, and implementation. During the preparation stage, both management and union representatives gather information, define their bargaining positions, and establish negotiation goals. The negotiation stage involves discussions and compromises on various issues such as wages, benefits, working conditions, and grievance procedures. Once an agreement is reached, it is formalized in a collective bargaining agreement (CBA) during the settlement stage. Finally, the CBA is implemented, and both parties monitor compliance and address any disputes that arise.

Outcomes of Collective Bargaining

The outcomes of collective bargaining can vary depending on various factors such as bargaining power, economic conditions, and organizational culture. Positive outcomes may include fair wages, improved benefits, enhanced working conditions, and greater job security for employees. Additionally, effective collective bargaining can foster better labor-management relations, increase employee morale and job satisfaction, and contribute to organizational stability and productivity. However, challenges such as deadlock in negotiations, strikes or lockouts, and disputes over contract interpretation can lead to negative outcomes and strain labor relations. It's crucial for both parties to engage in good-faith bargaining, maintain open communication, and seek mutually beneficial solutions to ensure positive outcomes.

Challenges of Collective Bargaining

Several challenges may impede the collective bargaining process within the Ministry of Commerce and Industry in Rivers State. These challenges can include:

- i. **Power Imbalance:** Disparities in bargaining power between management and labor unions can hinder negotiations and lead to unfair agreements.
- ii. **Economic Constraints:** Economic downturns, budget constraints, and funding limitations may restrict the ability of management to meet union demands.

- iii. **Legal and Regulatory Issues:** Compliance with labor laws and regulations, as well as adherence to government policies, can pose challenges during collective bargaining.
- iv. **Cultural and Organizational Factors:** Differences in organizational culture, values, and priorities between management and unions may create barriers to reaching agreements.
- v. **Resistance to Change:** Resistance from stakeholders, including employees, management, and union leadership, to proposed changes or reforms can prolong negotiations and impede progress.

Addressing these challenges requires proactive measures such as fostering a collaborative bargaining environment, promoting transparency and communication, and seeking creative solutions to contentious issues. Additionally, investing in training and capacity building for negotiation teams and promoting a culture of mutual respect and trust can help overcome barriers to effective collective bargaining. In conclusion, examining the stages, outcomes, and challenges of collective bargaining processes within the Ministry of Commerce and Industry in Rivers State from 2015 to 2023 provides valuable insights into labor-management relations and organizational dynamics. By understanding these factors and implementing strategies to address challenges, the ministry can promote fair and productive collective bargaining practices that benefit both employees and management.

Challenges and Gaps in the Current Personnel Management and Collective Bargaining Systems that Hinder Optimal Performance and Industrial Harmony

Identifying key challenges and gaps in the current personnel management and collective bargaining systems that hinder optimal performance and industrial harmony is crucial for addressing organizational inefficiencies and improving labor-management relations. One of the significant challenges in personnel management and collective bargaining systems is the lack of transparency and communication between management and employees or their representatives. Research by Kochan (2019) emphasizes that ineffective communication channels and a lack of transparency in decision-making processes can lead to mistrust and dissatisfaction among employees. This lack of transparency often results in misunderstandings and conflicts during collective bargaining negotiations, hindering the achievement of mutually beneficial agreements.

Secondly, power imbalances between management and labor unions pose significant challenges to the collective bargaining process. According to Budd (2018), when one party holds significantly more power than the other, negotiations may become skewed, resulting in unfair outcomes. In many cases, management holds more power due to its control over resources and decision-making authority, which can lead to labor unrest and industrial disputes. Addressing power imbalances is essential for fostering a collaborative bargaining environment and achieving industrial harmony. Again, bureaucratic constraints and legal complexities within the personnel management and collective bargaining systems can also hinder optimal performance and industrial harmony. Lipsky (2018) highlight the challenges posed by labor laws, regulations, and bureaucratic procedures, which can complicate the

negotiation process and impede the resolution of disputes. Moreover, adherence to legal requirements may limit management's flexibility in decision-making and hinder innovation and organizational agility.

Another factor is that resistance to change and innovation from both management and labor unions can create barriers to improving personnel management and collective bargaining systems. Martin and Johnson (2018) note that entrenched organizational cultures and resistance to new ideas or practices can stifle progress and prevent the adoption of more effective personnel management strategies. Similarly, labor unions may resist changes to existing collective bargaining agreements or organizational policies, leading to conflicts and impeding efforts to enhance industrial harmony. Also limited capacity and resources within organizations can also hinder optimal personnel management and collective bargaining practices. Heery and Noon (2017) argue that inadequate funding for training and development programs, as well as a lack of skilled personnel management professionals, can impede efforts to improve employee engagement and productivity. Similarly, insufficient resources for collective bargaining initiatives, such as legal support or negotiation training, can weaken labor unions' bargaining positions and lead to suboptimal outcomes. Furthermore, cultural and diversity challenges within organizations can further complicate personnel management and collective bargaining processes. Research by Katz and Kochan (2018) highlights the importance of recognizing and addressing cultural differences and diversity issues in the workplace to promote inclusivity and equity. Failure to address cultural and diversity challenges can lead to tensions and conflicts among employees, undermining industrial harmony and organizational performance. Lastly, identifying key challenges and gaps in the current personnel management and collective bargaining systems is essential for developing targeted interventions to improve labor-management relations and enhance organizational effectiveness. Addressing issues such as lack of transparency, power imbalances, bureaucratic constraints, resistance to change, limited resources, and cultural diversity challenges requires a multifaceted approach that involves stakeholders at all levels of the organization.

Conclusion

In conclusion, the examination of public personnel management and collective bargaining processes within the Rivers State Ministry of Commerce and Industry from 2015 to 2023 underscores the presence of significant challenges and gaps. These include issues related to transparency, power dynamics, bureaucratic constraints, resistance to change, resource limitations, and cultural diversity challenges. Addressing these challenges is imperative for fostering effective labor-management relations, enhancing organizational performance, and promoting industrial harmony within the ministry. By implementing targeted interventions that address these issues comprehensively, the ministry can strive towards achieving equitable and productive workplace practices that benefit both employees and the organization as a whole.

Recommendations

Based on the findings and conclusions of the study on public personnel management and collective bargaining processes within the Rivers State Ministry of Commerce and Industry from 2015 to 2023, the following recommendations are proposed:

- i. Enhance Transparency and Communication: Implement mechanisms to promote transparency in decision-making processes and facilitate open communication channels between management and employees or their representatives. This could involve regular updates on organizational developments, clear dissemination of information during collective bargaining negotiations, and opportunities for feedback from employees.
- ii. Address Power Imbalances: Take proactive steps to address power imbalances between management and labor unions by promoting collaborative decision-making processes and ensuring equitable representation of both parties in negotiations. This may involve training programs on negotiation skills and conflict resolution techniques for both management and union representatives to foster a more balanced bargaining environment.
- iii. Streamline Bureaucratic Processes: Identify and streamline bureaucratic procedures that may impede personnel management and collective bargaining processes. This could involve conducting a comprehensive review of existing policies and procedures to identify areas for simplification and optimization, thereby reducing administrative burdens and enhancing efficiency.
- iv. Invest in Training and Development: Allocate resources for training and development initiatives aimed at building the capacity of personnel management professionals and enhancing the skills of employees and union representatives. This may include providing training on topics such as conflict resolution, negotiation techniques, diversity and inclusion, and labor law compliance to empower stakeholders and facilitate more effective labor-management relations.

By implementing these recommendations, the Rivers State Ministry of Commerce and Industry can address the identified challenges and gaps in public personnel management and collective bargaining processes, ultimately fostering a more conducive work environment, enhancing organizational performance, and promoting industrial harmony.

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ROLES OF BUSINESS EDUCATION IN PROMOTING FUNCTIONAL ENTREPRENEURIAL PRACTICES FOR GRADUATES' JOB CREATION AND SUSTAINABLE ECONOMIC DEVELOPMENT IN DELTA STATE

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Abstract

f v he study examined the roles of business education in promoting functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State. Two research questions guided the study. Two null hypotheses were tested. Descriptive survey research design was adopted for the study. The population comprised 99 business educators in the three colleges of education in Delta State. The entire population was studied without sampling due to its manageable size. A questionnaire structured on 4-point rating scale and contained 29-item statements was used to generate data. The instrument was validated by two experts. The reliability test was determined using Cronbach Alpha which yielded overall coefficient value of 0.79. The 99 copies of the instruments were administered to the respondents and 97 were successfully retrieved. Mean and standard deviation were used to answer the research questions while ttest was used to test the null hypotheses at 0.05 level of significance. Findings revealed that more practical and less theory teaching of entrepreneurialrelated courses; practical examination for students to include production of diverse products for entrepreneurial skills development, teaching students direct and online marketing practically among others are ways business education promotes functional entrepreneurial practices for graduates' job creation and sustainable economic development in Delta State It was recommended among others that business educators should examine students on entrepreneurial skills acquisition based on practical experience and showcased during entrepreneurial product exhibition.

Keywords: Business Education, Functional Entrepreneurial Practices, Graduates, Job Creation, Sustainable Economic Development

Background to the Study

Education is globally recognized as an instrument per excellence for the inculcation of knowledge, skills and values for capacity-building/empowerment of individual learners for meaningful sustainable economic development. Education system in Nigeria is structured to cover lower basic, upper basic, post basic and tertiary institutions. Tertiary institutions according to Federal Republic of Nigeria (2014) include universities, polytechnics, colleges of education and monotechnics. However, the study is interested in college of education as one of the tertiary institutions designed to prepare individuals to be leaders and practitioners in education and related human service fields by expanding and deepening understanding of education as a fundamental human endeavour in helping society define and respond to its educational responsibilities and challenges, as submitted by the Nigerian Academy of Management Administration (NAMA, 2014). Federal Republic of Nigeria (FRN, 2013) stated that colleges of education would provide knowledge, skills and training to students for the production of teachers and skilled personnel who shall be enterprising and self-reliant. Business education is one of the courses that is taught in colleges of education in Nigeria.

Business education is seen as that aspect of vocational education that provides specialized instructions to recipients with knowledge, skills and attitudes for them to properly fit into employment opportunities in diverse settings. Aina (2019) described business education as a vital part of technical and vocational education and training programme (TVET) that is principally aimed at providing graduates with appropriate skills that will ensure versatility in their business endeavour while meeting the economic needs via work engagement. The philosophy of business education at the Nigeria Certificate in Education (NCE) states that business education programme shall provide skills in new and emerging jobs and innovations to fit the world of work or self-reliant (NCCE, 2020). The programme prepares the individual for a career in teaching, employment in industries, civil service and business establishment as well as self-employment. Corroborating this, Badawia, Reyada, Khamisa, Hamdana and Alsartawia (2019) posited that the curriculum content of business education provides a theoretical framework beneficial for understanding business management and, at the same time, provides undergraduates with the knowledge, skills and techniques arguably indispensable to become successful entrepreneurs.

Entrepreneurship education is the type of education designed to change the orientation and attitude of the recipients and the process will equip them with the skills and knowledge to enable them start and manage a business (Paul-Mgbeafulike & Onyeneke, 2023). This is why the target of entrepreneurship education is to ensure that all tertiary education graduates are exposed to knowledge, skills and attitudes necessary for small scale business establishment and operations for self-sustenance, job creation and sustainable economic development of the nation. Hence, the introduction of entrepreneurship education in tertiary institutions was necessitated by the growing rate of unemployment in the country.

Paul-Mgbeafulike and Onyeneke (2023) posits that with the skills acquired through entrepreneurship education, graduates of tertiary institutions can turn their education into productive business ventures thereby making them not only employable but also creating jobs for others on completion of training from entrepreneurship centres in tertiary institutions. College of education is one of the entrepreneurship training centres of which business education is a training programme that offers entrepreneurial courses for the training and production of skillful and enterprising graduates. Thus, functional entrepreneurship practices are products of functional business education.

Functional education is that type of education that connects all study with specific needs and roles, towards which the beneficial interest is directed (Yehudah, 2023). Through this functional education, Olatunji, Omidiji and Ariba (2023) submitted that the recipient gains thinking habit and develops technical means which will help him solve his practical problems. Ali in Edokpolor and Muritala (2017) affirmed that functional education will ensure the availability of food for people, creation of jobs, provision of services among others. It could be deduced that functional education is practically-based for a desirable productive outcome. And business education programme is structured to promote functional entrepreneurship practices for graduates' job creation. In the submissions of Edokpolor and Muritala (2017), functional business education is a kind of education that emphasizes practice more than theory. It is a type of education that helps in producing skilled and competent graduates that would assist Nigerian economy in meeting her developmental needs through the provision of basic necessities such as, food, medicare, education, clothing and shelter as well as self-respect and independence. Thus, functional business education programme is structured majorly to inculcate in individuals, the necessary accounting skills, managerial skills, entrepreneurial skills, information technology skills, computing skills, digital skills, marketing skills, communication skills and pedagogical skills among others, required for creating and obtaining gainful employment.

Business education has significant roles in promoting functional entrepreneurship practices through its programme implementation. The curriculum of business education at the college of education level, shows that entrepreneurship education is well captured from inception of the 3-year programme (100 level through 300 level). The Academic Minimum Standards of the National Commission for Colleges of Education (Business Education) (2020) explicitly outlined business education courses to include: BED 117: Introduction to Entrepreneurship Education 1; BED 127: Introduction to Entrepreneurship Education II (Year One, First and Second Semesters, with two contact hours of one-hour theory and one-hour practical teaching). BED 217: Theories of Entrepreneurship; BED 227: Entrepreneurship in Business Education I (Year Two, First and Second Semesters, with contact hours of two-hour theory followed by two-hour practice). While at the final year second semester, students offer Entrepreneurship in Business Education II, with two contact hours of practical teaching. In addition, the Academic Minimum Standards (NCCE, 2020) stated that there should be a functional School Business Centre (SBC) where entrepreneurship students will showcase their entrepreneurial products; marketing

students will market those products; Office Technology and Management Education (OTME) students will provide photocopying and computer printing and related services, while accounting students will keep all accounting procedures and records of the SBC. Moreover, the mode of teaching business courses as captured in Academic Minimum Standards (NCCE, 2020), would be by lectures, tutorials, case studies, practical through mentoring programme, simulations, excursions and other appropriate methods. Practical lessons in word processing, information communication technology and entrepreneurship education are compulsory. Also, for more practical experiences, it is mandatory for business education students to participate in industrial training and teaching practice exercise on areas of specialization before graduation. All these, are ways of ensuring that the students are adequately prepared for transition from school to world of work and more importantly, for self-reliant. Iyioke and Ezemma (2018) suggested effective strategies such as career education, real-world activities, effective collaboration with employers and job placement during SIWES are strategies for preparing students from school to work transition and decent work empowerment. Pech, Rehor and Slabova (2021) supported that expert involvement and business simulation methods of teaching are very effective in delivering entrepreneurial values and decent work empowerment of students. Okoli, Nwalado and Okolo (2023) asserted that business education programme provides entrepreneurial skills for its recipients that would enable them to start up small or medium scale enterprises (SMEs); production and manufacturing of goods and services in vocational trades. The authors further stated that mastering the skills in business education would position the students to be self-reliant, self-employed and job creators on graduation. This is one of the reasons why final year business education students at the college of education level, are mandated to develop and acquire skills on micro scale business plan writing, management and operations of small and medium business enterprises, products development, product marketing within the local environment, quality control in production, product designs and packaging, innovation and creativity, consumer behaviour during the pilot marketing activities, human resource management, communication, accounting records keeping and auditing in small business enterprises. The acquisition of these skills are further proved during "Institution's Students Entrepreneurship Products Exhibition" (NCCE, Minimum Standard, 2020). At graduation, the business education products are already fortified with skills adequate to succeed in diverse occupation areas, job creation and maximally contribute their quota to the sustainable economic development of the nation.

Consequently, haven passed through these academic exposures, it is expected that the NCE graduates of business education would have acquired the rudiments of functional entrepreneurship practices for job creation leading to sustainable economic development. Hence, entrepreneurial practices encompass a range of activities and behaviour undertaken by entrepreneur in the process of creating and developing new ventures. These practices involve hands-on engagement with business ideas, learning through social interactions and forming collaborations with other firms to drive innovation and learning. On the contrary, Edokpolor and Muritala (2017) lamented that despite the importance of business education on manpower and economic development, research findings have continued to show that business education students still graduate without vocational skills, which aggravated the

increasing rates of unemployment and underemployment. On this, Adegoke (2017) urged governments to show commitment and political will in order to promote functional education through increased funding, policy making, supervision and monitoring of educational projects. The author made a passionate appeal to various supervisory agencies to play better role as watchdog in ensuring that educational institutions operate within and abide by laid down academic standards. Also, governments should place special emphasis on provision of vocational training, modern infrastructure and closing the gap between tertiary education and industries by encouraging public-private-partnership.

However, business educators who teach entrepreneurial courses in colleges of education may vary in their rating of entrepreneurial practices for promoting graduates' job creation as a result of gender. Empirical evidence such as Okoli and Okolo (2023) states that gender significantly influenced business educators' rating of entrepreneurial skills needed for effective implementation of office education curriculum in colleges of education in South-South, Nigeria. Also, there is the likelihood that business educators in federal college of education and their counterparts in state college of education may differ in their ratings on challenges of functional entrepreneurship practices for graduates' job creation. Alao and Ile (2023) observed a significant difference between the opinions of federal and state business education undergraduates on innovative instructional strategies used by lecturers. Hence, the study on roles of business education in promoting functional entrepreneurial practices for graduates' job creation and sustainable economic development in Delta State.

Research Question

- i. What ways do business education promote functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State?
- ii. What are the challenges of functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- i. There is no significant difference between the ratings of male business educators and their female counterparts on ways business education promotes functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State.
- ii. Business educators in federal college of education do not differ significantly from their counterparts in state college of education on challenges of functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State.

Method

The study adopted a descriptive survey research design. The population of the study comprised 99 (50 males and 49 females) business educators in the three colleges of education in Delta State, namely: Federal College of Education (Technical), Asaba (79); College of Education, Warri (10) and College of Education, Mosogar (10). There was no

sample as all the 99 business educators were used because of the manageable size. A questionnaire titled: Roles of Business Education in Promoting Functional Entrepreneurship Practices for Graduates' Job Creation and Sustainable Economic Development Questionnaire (RBEPFEPGJCSEDQ), having two sections 'A' and 'B'. Section 'A' contained information on demographic variable of respondents and section 'B' contained 29- item question statements, structured on a 4-point rating scale and weighted as: Strongly Agreed (SA, 3.50-4.00), Agreed (A, 2.50-3.49), Disagreed (D, 1.50-2.49), Strongly Disagreed (SD, 1.00-1.49) was used for data collection. The instrument was validated` by two experts in Business Education and Measurement and Evaluation Unit, Federal College of Education (Technical), Asaba. The reliability of the instrument was ascertained using splithalf method. The data obtained was analyzed using Cronbach Alpha reliability test which yielded coefficient value of 0.89 indicating that the instrument is reliable. The researcher administered the instrument with the help of two research assistants. Out of the 99 copies of the questionnaire distributed to the respondents, 97 copies (representing 98 percent) were retrieved and used for data analysis. The data collected were analyzed using mean and standard deviation to answer the research questions. T-test was used in testing the hypotheses. The decision was to reject the null hypothesis where the t-calculated is equal or greater than the table value; if otherwise, do not reject.

Results

Research Question 1: What ways do business education promote functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State?

Table 1: Mean Responses on ways business education promotes functional entrepreneurship practices for graduates' job creation and sustainable economic development N=97

Promoting Functional Entrepreneurship \overline{X}	SD	1	narks
Engaging in more practical and less theory teaching of	3.67	0.64	SA
entrepreneurial-related courses.			
Use of qualified and skillful business educators to teach	3.83	0.42	SA
entrepreneurship courses			
Industrial training engagement of students strictly	3.63	0.71	SA
in their area of discipline/specialization.			
Provision of teaching practice exercise for students to	3.61	0.74	SA
Improve their teaching skills for self-reliance.			
Engagement in practical examination for students to include	3.72	0.56	SA
production of diverse products for entrepreneurial			
skills development			
	3.80	0.51	SA
	3.20	0.83	Α
Teaching student's business management/discovering	3.65	0.70	SA
- -			
	3.24	0.78	A
and auditing			
. Teaching students risk management in business enterprise	3.26	0.73	Α
Using e-commerce sites for teaching and learning purposes	3.69	0.57	SA
Utilizing social media platforms (e.g. Facebook) for teaching	3.50	0.82	SA
advertising/promotion of goods and services			
Annual exhibition of products produced by students with	3.67	0.64	SA
Price winning			
. Taking students on excursion/field trip to industries and	3.61	0.74	SA
business organizations for practical experience			
Mentoring and tutorial guidance which cultivates	3.81	0.56	SA
entrepreneurial mindset in students			
. Practical teaching of business proposals, presentation	3.36	0.68	Α
and fund sourcing			
Practical teaching of portfolio development and investment	3.23	0.62	Α
issues			
. Practical teaching on methods of business communication	3.53	0.80	SA
. Use of model office and laboratories well equipped with	3.67	0.64	SA
modern technologies in teaching entrepreneurship			
o. Adequate supply of materials and consumables for practical 3.64	0.66		SA
··1			
	entrepreneurial-related courses. Use of qualified and skillful business educators to teach entrepreneurship courses Industrial training engagement of students strictly in their area of discipline/specialization. Provision of teaching practice exercise for students to Improve their teaching skills for self-reliance. Engagement in practical examination for students to include production of diverse products for entrepreneurial skills development Teaching students direct and online marketing practically Teaching product packaging and labeling practically Teaching student's business management/discovering of business opportunities Teaching student's skills in financial, cost accounting and auditing Teaching students risk management in business enterprise Using e-commerce sites for teaching and learning purposes Utilizing social media platforms (e.g. Facebook) for teaching advertising/promotion of goods and services Annual exhibition of products produced by students with Price winning Taking students on excursion/field trip to industries and business organizations for practical experience Mentoring and tutorial guidance which cultivates entrepreneurial mindset in students Practical teaching of business proposals, presentation and fund sourcing Practical teaching of portfolio development and investment issues Practical teaching on methods of business communication Use of model office and laboratories well equipped with modern technologies in teaching entrepreneurship	entrepreneurial-related courses. Use of qualified and skillful business educators to teach entrepreneurship courses Industrial training engagement of students strictly 3.63 in their area of discipline/specialization. Provision of teaching practice exercise for students to 3.61 Improve their teaching skills for self-reliance. Engagement in practical examination for students to include production of diverse products for entrepreneurial skills development Teaching students direct and online marketing practically 3.20 Teaching product packaging and labeling practically 3.20 Teaching student's business management/discovering 3.65 of business opportunities Teaching student's skills in financial, cost accounting and auditing 3.24 and auditing 3.24 Teaching students risk management in business enterprise 3.26 Using e-commerce sites for teaching and learning purposes 3.69 Utilizing social media platforms (e.g. Facebook) for teaching advertising/promotion of goods and services Annual exhibition of products produced by students with 7.60 Price winning 7.7 Taking students on excursion/field trip to industries and 8.61 business organizations for practical experience 8.6 Mentoring and tutorial guidance which cultivates 8.7 Encetical teaching of business proposals, presentation 9.36 Encetical teaching of portfolio development and investment 1.6 Encetical teaching of portfolio development and investment 1.6 Encetical teaching on methods of business communication 1.6 Encetical teaching 1.6 Enceti	entrepreneurial-related courses. Use of qualified and skillful business educators to teach entrepreneurship courses Industrial training engagement of students strictly in their area of discipline/specialization. Provision of teaching practice exercise for students to Improve their teaching skills for self-reliance. Engagement in practical examination for students to include production of diverse products for entrepreneurial skills development Teaching students direct and online marketing practically 3.20 0.83 (1.20 0.50 0.70 0.50 0.70 0.50 0.70 0.50 0.70 0.50 0.70 0.50 0.70 0.50 0.70 0.50 0.70 0.50 0.70 0.50 0.70 0.50 0.70 0.50 0.70 0.50 0.70 0.50 0.70 0.50 0.70 0.50 0.70 0.50 0.70 0.7

Agreed

Source: Field Survey, 2024

Table 1 reveals 15 items with mean ratings ranging from 3.50 to 3.83, indicating strongly agreed. The remaining five items have mean scores ranging between 3.20 and 3.36, implying agreement. With the cluster mean of 3.57, it implies that business education promotes

functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State. All the standard deviation values are within the same range, indicating that the respondents are not wide apart in their ratings.

Research Question 2: What are the challenges of functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State?

Table 2: Mean Responses on challenges of functional entrepreneurship practices for graduates' job creation and sustainable economic development N = 97

S/N	Challenges of functional entrepreneurship practices	1	X	SD Remarks
21.	Poor funding of entrepreneurial programme which			
	by nature, is capital intensive	3.53	0.62	SA
22.	Inadequate time allocation for practical teaching on	3.05	0.63	A
	course time-table.			
23.	Use of unqualified personnel in teaching			
	entrepreneurship courses	3.87	0.52	SA
24.	Insufficient modern vocational training infrastructures,			
	e.g. (model office, ICT laboratory).	3.69	0.50	SA
25.	Unstable power supply for functionality of relevant			
	facilities	3.54	0.55	SA
26.	High cost of materials for hands-on practical on	3.69	0.57	SA
	creative and innovative practise			
27.	High cost of transportation which affects cost of	3.37	0.76	A
	raw materials needed for production			
28.	Lack of capital for business start-up	3.82	0.55	SA
29.	Unfavourable government policies such as multiple	3.41	0.76	A
	taxation, registration of business etc.			
	Cluster Mean/SD	3-55	0.61 S	trongly Agreed

Source: Field Survey, 2024

Table 2 shows that items 21, 23 – 26 and 28 with mean scores ranging from 3.53 to 3.87 indicates strongly agreed. Items 22, 27 and 29 having mean scores ranging between 3.05 and 3.41 shows agreement. With the cluster mean of 3.55, it means that the respondents rated all the items as challenges of functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State. The standard deviation values are within the same range, indicating homogeneity in respondents' ratings.

Testing of Hypotheses

Ho₁: There is no significant difference between the ratings of male business educators and their female counterparts on ways business education promotes functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State.

Table 3: Summary of t-test analysis of the mean ratings of respondents on ways business education promotes functional entrepreneurship practices for graduates' job creation and sustainable economic development

Variables	N	Mean	SD	<u>df</u>	Alpha	t-Cal	t-Crit.	Decision
Male	49	3.22	0.27					
Female	48	3.31	0.43	95	0.05	-1.37	1.96	Not Rejected

Table 3 reveals that the calculated t-value of -1.37 is less than the critical t-value of 1.96 at 95 degree of freedom. This implies that the null hypothesis of no significant difference was accepted. It means that male and female business educators do not significantly differ in their mean ratings on ways business education promotes functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State.

Ho₂: Business educators in federal college of education do not differ significantly from their counterparts in state college of education on challenges of functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State.

Table 4: Summary of t-test analysis of the mean ratings of federal and state business educators on challenges of functional entrepreneurship practices for graduates' job creation and sustainable economic development

Institution	N	Mean	SD	df	Alpha	t-Cal	t-Crit.	Decision
Federal	78	3.49	0.53					
				95	0.05	0.33	1.96	Not Rejected
State	19	3.37	0.51					

Table 4 reveals that the calculated t-value of 0.33 is less than the critical t-value of 1.96 at 0.05 level of significance (tcal = 0.33 \leq tcrit = 1.96). This implies that the hypothesis of no significant difference is accepted. It means that, there is no statistically significant difference between the opinions of business educators in federal college of education and their counterparts in state college of education on challenges of functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State.

Discussion of Findings

The study in respect to research question one determined ways business education promotes functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State. The study found that engagement of more practical and less theory teaching of entrepreneurial-related courses; use of qualified and skillful business educators to teach entrepreneurship courses; industrial training engagement of students strictly in their areas of discipline/specialization; engaging students on teaching practice exercise to improve their teaching skills for self-reliance; practical examination of students to include production of diverse products for entrepreneurial skills development,

teaching students direct and online marketing practically; teaching product packaging and labeling practically; annual exhibition of products produced by students with price winning; taking students on excursion/field trip to industries and business organizations for practical experience amongst others promotes functional entrepreneurship practices for graduates' job creation and sustainable economic development. The findings align with the submissions of Okoli, Nwalado and Okolo (2023) that business education programme provides entrepreneurial skills for its recipients that would enable them to start up small or medium scale enterprises (SMEs); production and manufacturing of goods and services in vocational trades. The authors further stated that mastering the skills in business education would position the students to be self-reliant, self-employed and job creators on graduation. In agreement, Aina (2019), described business education as a vital part of technical and vocational education and training programme (TVET) that is principally aimed at providing graduates with appropriate skills that will ensure versatility in their business endeavour while meeting the economic needs via work engagement. Corroborating this, Badawia, Reyada, Khamisa, Hamdana and Alsartawia (2019) posited that the curriculum content of business education provides a theoretical framework beneficial for understanding business management and, at the same time, provides undergraduates with the knowledge, skills and techniques arguably indispensable to become successful entrepreneurs. Edokpolor and Muritala (2017), asserted that functional business education is a kind of education that emphasizes practice more than theory. It is a type of education that helps in producing skilled and competent graduates that would assist Nigerian economy in meeting her developmental needs through the provision of basic necessities such as, food, medicare, education, clothing and shelter as well as self-respect and independence. The results of findings clearly depicts that if the curriculum contents of business education are implemented in accordance with the Academic Minimum Standards (Business Education), (NCCE, 2020) and lending credence to Federal Republic of Nigeria (FRN, 2013), that colleges of education would provide knowledge, skills and training to students for the production of teachers and skilled personnel who shall be enterprising and self-reliant, then, business education graduates would become successful practicing entrepreneurs, creating jobs and employing job seekers irrespective of the numerous challenges facing entrepreneurship in Nigeria. More so, the result of hypothesis showed that male and female business educators do not differ significantly in their ratings on ways business education promotes functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State. The finding contradicts the report of Okoli and Okolo (2023) that gender significantly influenced business educators' rating of entrepreneurial skills needed for effective implementation of office education curriculum in colleges of education in South-South, Nigeria. The findings from the present study implies that male and female business educators agreed in totality that business education promotes functional entrepreneurial practices for graduates' job creation.

The study further indicates that poor funding of entrepreneurial programme; inadequate time allocation for practical teaching; use of unqualified personnel in teaching entrepreneurship courses; insufficient infrastructure; unstable electricity power supply; high cost of materials for hands-on practical on creative and innovative practice; high cost of

transportation; lack of capital for business start-up and unfavourable government policies such as multiple taxation are some of the challenges of functional entrepreneurship practices for graduates' job creation and sustainable economic development. Adegoke (2017) reiterated by urging the governments to show commitment and political will in order to promote functional education through increased funding, policy making, supervision and monitoring of educational projects. The author made a passionate appeal to various supervisory agencies to play better role as watchdog in ensuring that educational institutions operate within and abide by laid down standard. Also, governments should place special emphasis on provision of vocational training, modern infrastructure and closing the gap between tertiary education and industries. The result of hypothesis two, finds no significant difference between the opinions of business educators in federal college of education and their counterparts in state college of education on the challenges of functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State. This finding disagrees with that of Alao and Ile (2023) who reported that a statistically significant difference exists between the opinions of federal and state business education undergraduates on innovative instructional strategies used by lecturers to address the SDG 2030 of decent work in Nigeria. However, the implication of the present finding connotes that these challenges hindering functional entrepreneurship practices are common to all and sundry. Hence, a passionate call for the intervention of governments at all levels to show commitment in addressing and combating these challenges in a bid to enhance graduates' self-reliance.

Conclusion

Based on the findings of the study, it was concluded that business education has significant roles of promoting functional entrepreneurship practices for graduates' job creation and sustainable economic development in Delta State, through adequate teaching of practical entrepreneurship by qualified and skillful business educators, exposure of students to industrial training in their areas of discipline, field trip and excursion to industries, annual product exhibition by students and so on. The challenges of poor funding of entrepreneurship programme; inadequate time allocation of course for practical teaching on time-table; use of unqualified personnel in teaching entrepreneurship courses; insufficient modern vocational infrastructures among others, should be addressed by management of colleges of education and the government to encourage entrepreneurship practices among business education graduates, for job creation and sustainable economic development in Delta State.

Recommendations

- i. There should be conscious efforts by business educators to teach entrepreneurial courses strictly according to specifications of the current Academic Minimum Standards of the National Commission of Colleges of Education (NCCE), so as to prepare enterprising self-reliant graduates.
- ii. Management of Colleges of Education should strengthen their social and corporate responsibilities with Public Private Partnership, which open avenues for students' practical work experiences.

- iii. Business educators should examine students on entrepreneurship skills acquisition based on practical experience and showcased during entrepreneurial product exhibition.
- iv. The federal government through its organ such as Tertiary Institution Trust Fund (TETFUND) should adequately fund business education programme with emphasis on entrepreneurial training materials, equipment and facilities.

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BANK SUPPORT SYSTEMS AND UNIVERSITY OF JOS GENERAL DEVELOPMENT

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Abstract

7 he activities of banks particularly, in Nigeria encompassed many systems that supported many organizations and establishments. These Bank Support Systems included; loans, donations, products, advisories, partnerships, renovations, vehicles, constructions and infrastructural developments among others to their customers. University of Jos as an academic institution and a peculiar academic establishment had its underlined general development needs, haven considered its various campuses. University of Jos had banks that they did banking transactions with at different times. These banks collected deposits and other banking transactions from the institution at different transactions hence University of Jos should have continuously enjoyed some of these Bank Support Systems. The need for banks to specially support the University became expedient. This research understudied Banks Support Systems and its need to be involved in University of Jos General Development needs, particularly in the area of students' hostel accommodations and vehicular transport for students from hostels to lecture area and back. The need for banks to bring in their various support systems for the general development of the institution was paramount. The methodology included a survey research design with primary data, adopting self-administered interviews with bank staff and students. The source of data for this research was primary with five-point Likert-scale. The nature of self-administered interviews was applied and validated by three senior lecturers in the field of banking and university administration. The analytical statistical tool used for this study was chisquare. Findings revealed that University of Jos was in the need for more developments in the area of more hostels for students and vehicular provisions to convey students from hostels to lecture areas and back but banks have not done enough in the provisions of various support systems in

the areas of constructing student hostels and the provision of vehicles to convey students from hostels to lectures area and vice visa. In conclusion, it was noticed that despite the angle at which banks operated, University of Jos had a lot to benefit in the area of various banks support systems for general development. Recommended were that the Management of banks where the University of Jos operated accounts should strategically liaise with the University of Jos with their support systems particularly, in the area of provision of vehicles particularly, buses to convey students from hostels to lecture areas and vice visa and construct more hostel accommodations for students. On the part of the University of Jos, they should strategically, with the speed of light, identity the various banks support systems and strategically, activate special processes to benefit from these various banks support systems thereby, complementing the institution's general development.

Keywords: Bank, Support, Systems, University, Jos, Development

Background to the Study

Banks of different nomenclatures, as micro finance bank, deposit money bank, development bank, mortgage bank and lots more, have their numerous products. In this study, the products are classified as "Support Systems". Support Systems here mean what the banks have to offer their customers. These support systems are; loans, donations, products, advisories, partnerships, renovations, vehicles, constructions and infrastructural developments among others, designed to meet the yearning of their prospective and existing customers. These support systems are usually mentioned to bank customers, at the point where banking relationships are being established or after the banking relationships have been established. Thereafter, the supports systems come to play to further solidify the banking relationships. However, it could be that not all support systems are sold to all the prospective and already established customers at the points of engagements between them. These prospective and already established customers could be individuals, organizations, institutions, among others. Here therefore, comes the issue of support systems to these various categories of customers. As these customers embark on banking relationships, they also expect to gain some forms of supports from these banks hence the Support Systems. Since banks enjoy the floats of the University, the University should also enjoy the banks support systems.

University of Jos is an academic institution that has exhibited academic excellence, discipline and dedication over several years and time. The University has many campuses for its academic pursuits. The University is a customer to many banks where various banking transactions are done. More so, some of the students in this University are encouraged to raise RRR or other transactions at specific banks that the University has accounts. It then behooves on these banks to stand to their responsibilities to activate the various Support Systems for the General Development of this University.

Statement of the Problem

Vehicles to convey University of Jos students from their various hostels to their various lectures areas and back are a concern. More so, more decent hostel accommodations for students at the University of Jos form a great concern too. Hence banks with their various Support Systems could form significant solutions to these problems. Banks have their Support Systems which if appropriately identified, followed up and the banks ready to support their customers, would be of greater benefits to their customers. University of Jos has different campuses where proximity to one another is not easy for students. More vehicular support systems would be of greater benefits to the students. Most often, it involves conveying of students at different points. Commercial transportation of students has no significant benefits to students considering the exorbitant fares charged. Students could find this difficult to cope. This situation may in one way or the other affect the productivity of these students because it could take them much time, as a way of delay in boarding vehicles to their campuses. Inadequate vehicles and transport systems form a concern to the University. Students are time bound to be at their various lecture halls.

In related situation, the inadequate hostel accommodation for students following the increasing number of admitted students, with the antecedent approvals and establishments of new academic faculties and departments form another concern that Bank Support Systems are required. When students are appropriately and comfortably accommodated, their sense of academic assimilation could be higher and of positive outputs. Therefore, the strategically coming up of Bank Support Systems by Banks in the forms of providing vehicles and constructing more decent hostels for students could be a way far enough to solving the concerns at the University of Jos.

Research Questions

To address the problems that prompted this research, following research questions are asked and answered in this study:

To what extent have bank provided their support systems in the construction of more hostels for students and to what extent have banks provided more vehicles to convey students from hostels to lecture areas and back?

Aim and Objectives of the Study

The aim of this study is to investigate Bank Support Systems and how they would be of greater significance to the General Development of University of Jos.

The specific objective is:

To investigate if banks have constructed more hostels for students and have provided more vehicles to convey students from hostels to lecture areas and back

Research Hypothesis

Ho-null: Banks have not constructed more hostels for students and have not provided more vehicles to convey students from hostels to lecture areas and back

H1-alternate: Banks have constructed more hostels for students and have provided more vehicles to convey students from hostels to lecture areas and back

Significance of the Study

The likely beneficiaries of this research include:

- i. Banks Management: The various bank managements that would want to establish any banking relationship with any tertiary institution would have to consider this research and its recommendations. If these recommendations are considered by the management, it will go a long way in strengthening their banking relationships with the tertiary institutions.
- **ii. Universities Management:** The management will now further know that banks have more support systems that would ease the pressures on staff and students. In that way, will generally develop the Universities. They will capitalize on these recommendations and approach banks as never before.
- **iii. Undergraduates:** When these recommendations from this research are adopted, the students of universities will benefit and reduce the pressure

Conceptual Reviews

The Conceptual was grouped into: Relationship and Reward.

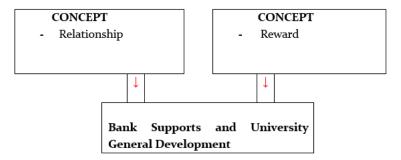


Fig: 1 Concepts in relation to Bank Supports and University General Development Researcher's Survey

The Concept of Relationship brings to fore the idea of establishing mutual understanding among sets of organization or persons. The ability to work together with adequate understanding for the benefit of all is much more important. Also, the Concept of Reward appears when after the mutual relationship is established, it is then expected that there would be reward. It is expected that both parties should be able to benefit from the relationship established. The relationship between Banks and Universities is relevant to this research. Also, the reward for both Bank and Universities is important to this research

Empirical Review

Anarfo, Ntuli, Boateng and Abor (2022) posited that the causal links among financial inclusion, banking sector development, and financial stability. There finding revealed that banking sector development, and financial stability have a reverse causation, which are

complementary rather than contradictory. Accordingly, financial institutions and central governments should not separately pursue any of these variables as a policy objective but rather consider them as complements when modeling or implementing economic policies for development. This allows the pursuit of financial stability without compromising financial inclusion and banking sector development.

Decker and Kingdom (2021) posited that banks are authorized and regulated financial intermediaries that undertake different activities to meet consumption, savings, investment, and financial risk management needs. In this situation, the contribution to the general development of universities is an added responsibility to banks. Gobat (-2012) identifies making loans, creating money, and transmitting money policy as key bank functions. Banks bring savers and borrowers together and, in so doing, reduce the transaction and information costs of mobilizing savings and financing investments. This facilitates economic activity and growth. Modern banks are multi-product firms, with broad distinctions made between commercial banks which combine deposit taking with credit creation and payments services and investment banks. Investment banks help companies to raise funds through the financial markets, offer financial advisory services, and trade financial instruments. Resilient banks that also adopt an inclusive approach

Ezema, Adegbuyi, Olokoyo, and. Moses (2020) found out that entrepreneurship has been recognized as an essential strategy for economic growth, solving unemployment problems and reducing the poverty level. That with entrepreneurship education it provides knowledge, skills, competencies, and motivation to create and innovate important business ideas that can lead to start-ups or businesses in various settings. Economic development, as witnessed by developed countries, can be traced to entrepreneurial activities. There are various motivating factors for starting a business. One of such motivating factors is the availability of support systems which include entrepreneurship education, enabling environmental/policies, infrastructure, media/market information, and finance. That the effects of these support systems in developing economies such as Nigeria need to be properly examined to understand why many start-ups fail to develop into thriving and prosperous businesses.

Guimon (2012) found out that the most appropriate approach to promoting university-industry collaboration depends on the country's technological and institutional endowments and its willingness to consider the promotion of university-industry linkages as part of a broader science, technology, and innovation policy program. Guimon (2012) further said, the challenge for governments is to select policy instruments that best serve national needs, in consultation with key stakeholders. Facing limited budgets, governments along with firms and universities must make complex choices between collaboration in education or in research, between university collaboration with established firms (marching grants, consortia) or new firms (spin-offs, incubators), and between providing grants or developing science parks, among other factors. While this policy brief has offered a review of the main policy options available, more empirical evidence on the success of specific policy programs to support university-industry collaborations in developing countries is needed

Methodology

The study employed the descriptive survey design. Justification was that: the information needed was gathered through self-administered interviews. (structured, unstructured, etc) (Samuel & Oka, 2010), suitable for the study of attitudes, behaviors, thoughts, opinions, comments of respondents, determined and reported the way things were and appropriate for exploring Bank Support Systems and University of Jos General Development. Adopting the descriptive survey design involves interviewing the respondents on their experience from their views about phenomena which they observed directly. Also, they evoked discussion to give survey respondents opportunity to communicate and discussed important key survey topic, created meaning and new knowledge. More so, the design quantified data for highly objective research with statistical tools to analyze and interpret the results. In support to this study, the following adopted the survey design:

Mugenda & Mugenda (2003) said, the survey design is process that describes the exact situation with the purpose of collecting data to test hypotheses or to answer specific questions concerning the present position of the subject research. It allowed the collection of large sums of required data from the standard population in highly effective and efficient manner using questionnaires (Micheni, 2011). The intent was to establish, confirm or validate the relationship and to develop the generalizations that contribute to theory. There are overall philosophical writing strategies and ethical consideration for research which include: quantitative, qualitative and mixed methods research (Creswell 2017) with ethical issues that arise during studies. Chih-Pei, & Yan-Yi (2017) posited the various contributions of John W. Creswell on research design.

Area of Study

This is on Bank Support Systems and University of Jos General Development to see how Banks are to strategically assist the development of University of Jos in some critical areas. The study was carried out in Jos, Plateau State because it gives a direct approach to the understudying of the developmental needs of the University with clear objective of accessing the respondents.

Population of the Study

The population of the study is 417, randomly selected. The whole population of 417 is used. This is made up of 400 students and 17 bank staff

Decision Rule

If the P-value is greater than the level of significance of 0.05, accept H₀ and reject H₁

Source of Data

This is from randomly selected primary data of 400 University of Jos Students and 17 Bank Staff.

Instrument for Data Collection

The instrument for the data collection is a self-administered interview which comprised of

both open-ended and close-ended interviews questions. The five-point Likert-scale nature of interviews which ranges from "strongly agree" to "strongly disagree" (1 = 'Strongly Agree', 2 = 'Agree', 3 = 'Neutral', 4 = 'Disagree' and 5 = 'Strongly Disagree') was also used for this study. The instrument was validated by three senior lecturers in the field of banking and university administration by making available to each all the interviews aspects. The selection of the bank staff was by the researcher visiting some of the deposit money banks in Jos at the pick of banking business. But for the University of Jos students, it was randomly done by meeting with them at strategic locations and self-administered interviewing. Afternoon was adapted to self-administered interviews because it was the pick of activities for bank staff and university students. The self-administered interviews were within six weeks.

Method of Data Analysis

The method of data analysis is by Chi-square statistical tool to test the hypotheses. Chi-square (X^2) , as a method for testing hypotheses, measures the reliability and significance of data to see whether deviations of the actual observations (observed frequency) from the expected is significant so that it may lead to the acceptance or rejection of the null hypotheses. This is to see deviations of the actual observations (observed frequency) from the expected that led to the acceptance or rejection of the null hypotheses. Functional reliability test is used to test for the internal consistency of each of the interview questions (variables) stated in the interview. For the appropriateness for the study, the most convenience method for testing the internal consistency is the Cronbach's Alpha.

Decision Rule

If the P-value is greater than the level of significance of 0.05, accept H₀ or otherwise

The chi-square formula is thus:

Chi square
$$\chi^2 = \sum \left[(\underline{fo - fe})^2 \right]$$

Where:

O = Observed value (frequency);

E = Expected value (frequency) and

 Σ = Summation sign.

Degree of freedom = (Rows - 1)(Column - 1)

Level of significance = 0.05

Ho-null: Banks have not constructed more hostels for students and have not provided more vehicles to convey students from hostels to lecture areas and back

H1-alternate: Banks have constructed more hostels for students and have provided more vehicles to convey students from hostels to lecture areas and back

Table 1: Representation of the Study Population

Banks Staff	University of Jos Students	GRAND TOTAL
17	400	417

Source: Researcher Survey

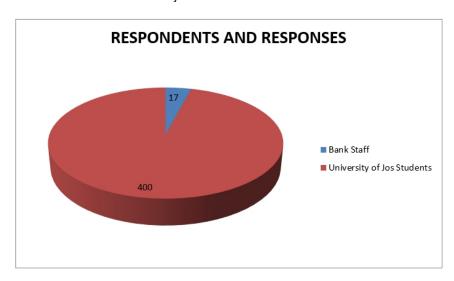


Fig.2: Graphical representation of Responses

Source: Researcher's presentation

There is the need to calculate the expected frequencies if we are to test the observed frequencies (Table 1) against what we would expect by chance, since we have two concerned respondents of Bank Staff, and University of Jos Students. Fig 2 is the graphical representation of the respondents. We would expect one-fifth of the individuals to fall in each of the categories. One-fifth (20%) of 417 is 83. So, if the selection of the respondents is largely a chance pattern, we would expect to find 83 respondents in each category.

Table 2: Observed and Expected Frequencies for the Selection of Majors

Category	O (observed frequency)	E (expected frequency)	О-Е	(O–E) ²	(O-E) ² /E
Bank Staff	17	83	-66	4356	52.48
University of Jos Students	400	83	317	100489	1211
Total	417	249			1263.48

Source: Researchers Calculation

Table 2 shows the observed and expected frequencies for each category by computing the difference between them (O-E), $(O-E)^{2/2}$, divides the square by the expected frequencies $(O-E)^2/E$, and sums those quantities to give us our X^2 , which is 12.63, the P-value.

Recast the Decision Rule

If the P-value is greater than the level of significance of 0.05, accept \mathbf{H}_{\circ} . Therefore, since the P-value is greater than the level of significance of 0.05, we accept the \mathbf{H}_{\circ} which states that:

Ho-null: Banks have not constructed more hostels for students and have not provided more vehicles to convey students from hostels to lecture areas and back

Discussion of Findings

Since the P value of 12.63 from the chi-square is more than the level of significance 0.05, Ho will be accepted. That is: **Ho-null**: Banks have not constructed more hostels for students and have not provided more vehicles to convey students from hostels to lecture areas and back. Meaning bank support systems has not positively affected the General Development of the Institutions. In support of this, Collins (2023) posited that the activities of banks should as a matter of facts, include the provision of certain amenities to institutions which presently are not adequately provided.

Conclusion

In consideration of observation, it was noticed that despite the angle at which banks operated, University of Jos has not significantly benefitted from these Bank Support Systems and measures need to be in place to get these supports to the University for the General Development. University of Jos has a lot to benefit in the area of various banks support systems for general development

Recommendations

- i. The Managements of banks should strategically liaise with the University of Jos with their support systems and the University of Jos should also strategically, with the speed of light, identity the various banks support systems and strategically, activate special processes to benefit from these various banks support systems particularly, the provision of vehicles (buses) to be conveying University of Jos students to their campuses, hostels and lecture areas for the General Development of the Institution.
- ii. The Managements of banks should strategically liaise with the University of Jos with their support systems and the University of Jos should also strategically, with the speed of light, identity the various banks support systems and strategically, activate special processes to benefit from these various banks support systems particularly, the provision of hostel accommodations for University of Jos students for the General Development of the Institution.

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THE IMPACT OF POLITICAL INSTABILITY ON ECONOMIC DEVELOPMENT IN NIGERIA: IMPLICATIONS OF INSECURITY AND ECONOMIC GROWTH

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Abstract

ver the course of more than a decade, Nigeria has experienced unparalleled security challenges caused by the activities of militants, kidnappers, violent armed robberies in almost every part of the nation, political assassinations, ritual killings, Banditry, and Boko Haram activities in some northern regions, that has ravaged the northeast. When combined, these societal ills threaten the safety of the lives and property of foreign nationals' resident in Nigeria or even intending to invest in the country as well as Nigerians natives who desire to invest too. This has great concerns in view of Nigeria's quest to be listed among the world's twenty (20) economic developed nations. These social threats cast a shadow of doubt on Nigeria's efforts to achieve its economic vision and, as well as national economic development. Moreover, it discourages foreign investment and its potential to advance Nigeria's economy. This paper investigates how Nigeria's economic development as impacted by insecurity; Its implications to the economy and the general public. The investigation demonstrated how, among other things, insecurity affects government revenue, investment, and raises unemployment, poverty among its citizenry. This paper also seeks to suggest measures that best address issues with security is to solve the problem of unemployment, poverty, and instability through good government policies that can change the Fortune of the economy through effective leadership. The study examined its impact on a few economic metrics using data from secondary source.

Keywords: Insecurity, Development, Economy, Implications, Growth

Background to the Study

Nigeria as a country over the years has experienced violence, anarchy, chaos, and disorderliness in the society. Any nation that experiences or is faced with security challenges will have its economic development detorieted. therefore, the level of this unpleasant scourge is highly deplorable as lives and property are lost on a daily basis, businesses are collapsing, lots of Nigerians are displaced from their homes and foreign investors are scared because security challenges. Nigerians now live in constant fears amidst high level of poverty, low productivity and increasing unemployment. Besides, challenges such as kidnappings, banditry and other socials vices often distract investors and this has seriously affected Nigeria foreign direct investment (Gbemiga, 2021).

To realize a nation with productivity and advancement in the economy, security of lives and property must be taken seriously because it forms one of the basic prerequisites for human capital development. Thus, the importance of security can never be overemphasized because it promotes a society with wealth creation and high level of industrial development. There are several factors responsible for security collapse in different societies of the world, but each with its distinct peculiarities. The factors that mitigate against security in Nigeria includes poverty, unemployment, corruption, bad leadership, weak political institutions etc. It is pertinent to note that security is one of the basic needs of every member of the society (Dauda, 2020). In Nigeria today, people find it extremely difficult to meet up with the physiological needs as a result of the alarming rate of insecurity. Recorded cases of insecurity especially banditry and kidnapping across regions affect the economy prosperity of Nigeria.

The Nigeria successive governments have not done enough to curb the rising wave of insecurity and this has plunged the country on verge of security collapse. This problem posts a serious threat to economy development and by extension the socio economy wellbeing of the people. This, therefore implies that the inaction has proved that the government is unable to safeguard the lives and property of its citizens because in every society or community that is vulnerable to insecurity, economic development will not strive. For example, in north western part of Nigeria that is ravaged by terrorism, banditry and kidnapping most economically vibrant communities are deserted, businesses are gradually folding up, unemployment have soared higher revenue generated internally have declined. Same applicable to south eastern, Nigeria that is ravaged by the activities of the indigenous people of Biafra (IPOB), Yoruba nation agitator in the south west, book haram in the north east and central etc. (Niyi, 2021). The current insecurity situation of Nigeria is deplorable as lives are lost on daily basis, businesses are in comatose, settlements are displaced, and investments are constrained, while people live in fear amid abject poverty due to low productivity and rising unemployment. Bombings, kidnappings, armed robbery and some other forms of crime that distracts investors. Hence, the purpose of this paper is to therefore examine the various ways in which insecurity affect the economy development of Nigeria.

To have a country free of security threats, the government of the day must rise to its responsibilities and guaranty the security of its citizens of all and sundry. To achieve this, Nigeria must have a sustained and productive economy through appreciable advancement

in the economy, human security is paramount and a basic requirement for human resource development and productivity (Ito, 2021). The advantages and importance of a safe society can never be overemphasized because it promotes some form of peaceful coexistence. Therefore, it is clear that the primary responsibility of the government is to provide security and welfare of its citizens. There are several factors that cause insecurity in Nigeria, some of these factors include; poverty, unemployment, weak political institution, corruption etc as identified by (Gbemiga & Akinlolu, 2021). The height of this monster in the country is the developing new dimension of terrorist activities that breeds the increasing insecurity. This has threatened the economic growth of the nation through the loss of human capital, unemployment, business closure, low productivity and output leading to high level of poverty.

The disheartening aspect is that due to the inability of the government of the day to curb theses nefarious activities, that have spread across the states of the federation. Consequently, ease and cost of doing business in some parts of the country have increased and automatically affect the investors output, turnover, rate of employment generation and finances. It is against this backdrop that this study seeks to examine the effect of insecurity on the impact of insecurity on economic development of Nigeria. Since the transition from military to democracy about 24years ago, Nigeria has experienced high level of security challenges that have made Nigeria and foreigners vulnerable to social problems. Since 2009 when the spate of insecurity was occasioned by the activities of terrorist in the north eastern part of Nigeria, there has been an alarming dimension to security issues. This social and economic problem have reinforced insecurity and this has impeded Nigeria effort to economic development. The consequences of this is that foreign investors are scared of investing in the society that is not economically safe. Economic development is one the signs of prosperity in any country but the security challenges facing Nigeria are not handled the best way. This is because the government over the years hasn't been able to understand that the composition and nature of the country deserves home grown solutions (Wojuade, 2021).

In response to the implications of insecurity on economic development, the federal government has over the years put in place measures to tackle the scorch. This includes huge budgetary allocations for the Nigeria military and other security agencies to fight crime (Yusuf, 2022). Therefore, Nigeria as a nation that aspires to develop and gain economically to be safe country that will enhance economic and business activities to thrive. In Africa generally, the issue of security is not taking seriously and the citizens are not in any way fairly treated. This makes any society not conducive for investment and it limits job opportunities for the people. The menace continues to be a threat to good governance and economy growth in Nigeria. In almost all the shelters sit the country, insecurity continues to pose a threat. This is substantiated by the ravaging conflicts in every state of the federation. Although some of these issues occur based on the nature of the states involved. The contention here is that, Nigeria is blessed with resources at all levels but the failure of is largely of those in governments towards the people. Therefore, this is care clear that the problem can be solved by the government because it is the duty of the government to protect lives and properties. The problems security challenges have placed on this nation is unquantifiable (Salawu,

2019). A nation endowed with both human and natural resources is suffering from severe issues of security. This scenario has prompted many youths to engage in nefarious and precarious activities such as armed robbery, kidnapping, child abduction etc. Thus, it is abundantly evident that the government's incompetence and callous disregard for the needs of the impoverished masses are major contributors to Nigeria's current condition of insecurity. The government's incapacity to offer sufficient security to foreigners as well as Nigerians serves as evidence of this (Emmanuel, 2019). Nigeria has the resources to meet its citizens' requirements, but corruption at all levels has prevented public officials from concentrating on meeting the needs of the general public. Nigeria makes a lot of money from the sale of its oil, but it never uses this money to build its economy, infrastructure, or to meet the needs of its people.

Statement of the Problem

The spate of insecurity in the country may continue to threaten the economic development of Nigeria. Insecurity in Nigeria has remained a reoccurring phenomenon that has continued to threaten the socio-economic fabric of Nigeria's development. It poses a threat to human lives and properties, distort business activities and dampen local and foreign investors, thereby leading to a deficit in the country's social and economic growth and development Insecurity in Nigeria can be traced to the 1960s when Nigeria gained its independence (Michael, 2019). The underlying ethno-religious divide in Nigeria paved the way for the Civil War of 1966 and since then insecurity in the country has continued to evolve. Recently, however, insecurity has assumed a more dangerous dimension in the country from Insurgency to banditry to kidnapping and violent extremism including militancy and terrorism. In recent times, Nigerians have woken up to Terrorism and Herdsmen attacks.

The government is still in charge of ensuring the safety of people and property. The Federal Government of the Federal Republic of Nigeria is officially charged with overseeing the security of people's lives and property, according to the 1999 constitution. A major problem that has impeded industrialization and sustainable development in Nigeria in particular as well as throughout Africa is insecurity. The activities of Fulani herdsmen, Boko Haram insurgencies, armed robberies, kidnapping, political and religious unrest, murder, the destruction of oil facilities by Niger Delta militants, child abduction and trafficking, and other incidents of insecurity have taken place in Nigeria, which is known as the giant of Africa.

Due to these difficulties, security has become a crucial problem, leading to the nation's extremely limited resources being allocated to the preservation of people and property (Nwanegbo, 2020). Additionally, it has forced the government to shift funds intended for development to security. Insecurity is also evident in the startling rate at which the country's social, political, religious, and economic spheres are currently collapsing. The desperate attempt to industrialize, the current sociocultural peace, and sustainable growth have all been put in jeopardy by insecurity. Because of this, Nigeria was given a low security rating in the 2012 Global Peace Index.

Nigeria is implied to be a dangerous place to live and to be among the nations with the worst rates of terrorism worldwide. As a result, investors, foreigners, expatriates, and even Nigerian natives are reluctant to part with their hard-earned money in profitable ventures in their home country. Thus, insecurity is defined as a condition of worry, anxiety, restlessness, and uncertainty brought on by our leaders' avaricious and unhappy behaviour, as well as that of terrorists and Boko Haram sects. Any nations that aspire to grow and develop should have a safe environment that would allow businesses and economic activities to thrive well. Unsafe haven discourages investments both private and public sector investments. Thus, insecurity is a situation in which people's lives and properties feel unsafe. In some developed and even developing countries of the world, the issue of insecurity is being taken care of due to the fact that the citizens of the countries are treated fairly and majority of the people live above the poverty line. This makes the environment to be conducive for investments to thrive well, thereby, creating employment opportunities for thousands of people so as to earn a living. Another major challenges that sparked up insecurity in Nigeria include; injustice, favouritism, bad governance, porous borders and weak security system (Aghaulor, 2020). The insecurity incidence which majorly started with the activities of Boko Haram has caused damages to the assets/properties of both private and public sectors' investments. This has caused the number of employment generation by these investors to drop drastically, thereby causing the rate of unemployment in Nigeria to shoot up year in year out. Their output, turnover, and finances have shrunk (Wojuade, 2021). Due to these developments, investors are discouraged to invest.

Scope/ Delimitation

The scope of this paper covered 12 local government areas of southern Kaduna in Kaduna state that have been ravaged by the activities of terrorism, kidnapping, banditry, farmer/herder clashes, ectho religious crises which have grounded the economic activities of the area thereby hampering the economic growth of the country. This is imperative inview of economic hardship being experience as result of menance in the region which has affected any positive economic development thereby discouraging investors to invest in the area of agriculture for food security and other minerals resources with huge economic potentials embedded in the area.

Conceptual Framework The Concept of Insecurity

Insecurity implies different meanings. This included danger, hazard, and absence of safety or lack of protection. Beland 2005 posits that insecurity means a state, situations or conditions of fear or anxiety due to absence of protection. Achumba 2013 examined insecurity means a state of being vulnerable or subject to danger or threat, danger here implies the situation of being susceptible to injury or harm. Secondly, insecurity is the state of being exposed to risk or anxiety, anxiety here refers to a vague undesirable emotion that people experience in anticipation of certain misfortune. The above explanations and definitions of insecurity points out the nature and planet state of insecurity in Nigeria. Within the context of this paper, insecurity will cover every breach of peace that Nigerians have experienced. The undue exposure of Nigerians to scrutiny threat is gradually taking another dimension in Nigeria.

According to Essien, (2012), insecurity entails the various situations or stage of being vulnerable to risk, terror and harassment. This includes every condition of insecure and unsafe, or it can be said to mean situations where people live in constant fear and anxiety. All the indices mentioned and examined from the above assertions are present in Nigeria today. In the works of Michael (2018), the issue of security is a social contact in which citizens willingly surrender their rights to the government to oversee their survival.

Security is defined Achumba, (2013) as the ability to defend against harmful and covert disturbances to day-to-day activity at homes, workplaces, communities, etc. This suggests that maintaining the safety of people and property is a part of security. According to Wojuade (2021), who approaches security from a socio-political standpoint, security is having the freedom to pursue one's most treasured social and political goals. In other words, security is inherently socio-political since it is necessary for political stability and, in turn, for social activities to function normally. To this end, Nwanegbo&Odigbo (2020) see security as efforts by a nation to contain internal/external aggression, control crime, eliminate corruption and enhance growth towards improved quality of life for every citizen.

Causes of insecurity in Nigeria

i. Unemployment

The increasing level of unemployment is one of the causes of insecurity in Nigeria. The saying "an idle hand is the devil's workshop" implies that when people are unemployed, there is the certainty they may get involved in crime. Most people are enticed with peanuts the can make if they are working but due to the unavailability of jobs, they see this as a means of survival. The current unemployment rate surged to 5.0 per cent in the third quarter of 2023 from 4.2 per cent in the previous quarter (National bureau of statistics, 2023). Nigeria's unemployment rate is skyrocketing because, despite government promises to solve it, vital infrastructure such as roads, steady electricity, and water supplies is not being implemented.

ii. Poverty

Poverty is another social problem that has bedeviled Nigerian societies over the years and this also occasioned by unemployment. In order works, as unemployment rate continue to increase, poverty level also increase. It is sad that despite many poverty intervention programmes, Nigerians continue to experience poverty. Poverty levels are projected to increase to 38.8% in 2024. Despite the low unemployment rate in the country, low consumer spending and purchasing power remains an issue, especially in the absence of commensurate increase in minimum wage to mitigate the inflationary growth in the economy (Nigeria economic outlook, 2024).

iii. Ethnic, and socio-religious crisis

Several authors have identified that ethnic, and socio-religious crisis is one of the major causes of insecurity in Nigeria. This type of conflict often occurs among Nigerians because of lack of peaceful co-existence. There are have been clashes in various communities in Nigeria, and this gives room for other terror groups to take advantage of such situation to perpetrate crime. Claims bothering issues of boundary, religious issues, tribal wars have all impeded on

security measures in Nigeria. Achumba and Akpor (2013) aver that ethno-religious conflict arises when the relationship between members of one ethnic or religious group and another is marked by lack of cordiality, mutual suspicion and fear; which tend to violent confrontation. This problem has eaten deep into the Nigeria society in such a way that people often identify themselves along religious or ethnic line and this can never bring about economic prosperity.

iv. Ineffective security measures and weak criminal justice.

The issue of ineffective security measures is also one of the major causes of insecurity in Nigeria. The issue of ineffective policing remains one of the major drivers of insecurity in Nigeria. This is a result of ineffective and inefficient policing system. The weak criminal justice in Nigeria contributes to the culture of disobedience and impunity that affects the collapse of security measures. Most times, the security agencies and the courts cannot bring people to justice. Security agencies cannot be blamed completely because it is an accumulation of problems from the government and the citizens and this is as a result of the attitude of impunity from perpetrators of crime. Therefore, the security agencies and concerned Nigerians must subject themselves to character reconfiguration.

v. Corruption

Corruption has been a major factor responsible for the above-mentioned problems. In a society where corruption thrives unchecked, such society is bound to experience social problems. The state of insecurity in Nigeria is as a result of large-scale looting of the state treasury. Since 1960 several corruption cases have been mentioned, some people were prosecuted but only a few were convicted. Corruption is therefore responsible for Nigeria's massive social problems

The Concept of Economic Development

Development scholar Karl Seidman (2005), summarizes economic development as "a process of creating and utilizing physical, human, financial, and social assets to generate improved and broadly shared economic well-being and quality of life for a community or region". Looking at Nigeria, the government have tried to utilize both human, physical and social assets to bring development. This development is always expected to bring prosperity to the nation but no Nigerian can prosper economically with the spate of insecurity.

The exact meaning of economic development has been debated; sociologists have focused on more expansive processes of modernization and change, whilst economists of the 20th century saw development largely in terms of economic growth. Development is defined as "a process of creating and utilizing physical, human, financial, and social assets to generate improved and broadly shared economic well-being and quality of life for a community or region". Economic development is defined as a "broadly based and sustainable increase in the overall standard of living for individuals within a community" by Daphne Greenwood and Richard Holt (2005). They also note that growth metrics like per capita income are not always correlated with improvements in quality of life.

In conceptualizing economic development, it is important to understand growth and development are known to mean level of increase in both the quantity and quality of available resources. In the works of Aghaulor (2020), economic development can be said to be a change in the processes of social and economic transformations within a country. Todaro and smith (2013) point that there are three basic objectives of economic development and this includes life sustenance, self-esteem and freedom. The three basic objectives are concerned with different indices. Life sustenance covers the provision of basic needs, self-esteem includes the feeling of independence and self-respect, while freedom includes people's capacity to determine their destinies.

The process of improving human life quality by raising per capita income, decreasing poverty, and expanding individual economic prospects is known as economic development, on the other side. According to Gbemiga (2021), he opine that it is also occasionally defined to encompass enhanced health and nutrition, better education, preservation of natural resources, a clean environment, and a fuller cultural life. It is to be noted that all the foregoing concepts makes humans the ultimate beneficiaries of development through their inter-relations with the society to transform the environment. Therefore, the whole essence of development is to improve the potentials and capacities of mankind to overcome challenges and generally enhance the conditions for existence.

Implications of insecurity of socio-economic development of Nigeria

Over the years, insecurity have continued to be a persistent social problem to Nigerians, this has however become worrisome in recent times. The state has been able to channel her energy and resources to curb insecurity and its implications on economic problem. This security situations often halt businesses from operating during violent periods also impedes economic development especially in places where security threats are alarming. This is evidenced in almost every part of Nigeria today and it negatively slows the economic development of the areas and Nigeria at large. There is evidence of businesses that have relocated from Northern Nigeria to Southern Nigeria. Studies have also shown that increasing level of insecurity affects Foreign Direct Investment (FDI) to be geared towards countries that are safer than Nigeria. (Yusuf and Mohd, 2022. Chuku et al (2022) posit that the problem of insecurity reduces returns on investments, foreign direct investments and portfolio investments.

Nigeria has however experienced an increased spate of insecurity since the return of democratic dispensation. The level of insecurity is now regionalized in a way that various groups operate in all the nook and crannies of Nigeria. We have the militia groups in the southern Nigeria and this has always affected Nigeria's targeted barrels of crude oil per day, there is insurgency and banditry in the north, kidnappings and ritual killing are as well rampant. The problem continues to be a threat to both governance and economic development in Nigeria despite the huge sums of budgetary allocations to provide its citizens. Despite all the efforts that the government have put in place, the menace continue to exacerbate. We have clearly experienced the impact of insecurity on economics development in Nigeria and this has resulted in underdevelopment. The present

government believes wealth creation and economic development is one of its core objectives but this can only be achieved through a safe society. The achievement of this objective invariably depends on the level of economic activities which is in turn enhanced by a secured and safe environment for peaceful co-existence of its population to go about their activities unhindered.

Also, the implications of security challenges on economic development in Nigeria is very difficult to measure because there is huge cost that such measurements have on both human and material resources. Available data shows that over 2.4 million people in Nigeria have so far been displaced and what the future holds for them is not certain. Most of the displaced communities have great impact on the economy, for example, communities that strictly go into food production can no longer produce. This has often led to high prices of food and the impact is greatly felt by Nigerians. Salawu (2019) opine that any country that have a strong share of their income (GDP) coming from exports of primary goods are clearly at risk of economic conflicts. This can be seen and substantiated by the level of the implications that conflicts and insecurity has on the economy. Looking at local production in Nigeria, things are gradually going from bad to worse because local production level has reduced.

Theoretical Framework and Justification of the Theory

The theory that best explain the implications of insecurity on the economic development of Nigeria is the Democratic Peace theory of Doyle (1998). The theory suggest that the problem of security depends on making encouragements as regards to the liberal institutions to discharge obligations and responsibilities. Looking at the issue of security in Nigeria, security policies must should and must have a long-term spread of liberalism. This is because the only road map to peace in to make sure that the democratic system generally must have regards for human rights and the promotion of a civil society. This however, depends on an undisturbed and cordial relationship between the democratic norm of Nigeria and its people. Therefore, the democratic peace theory posits that any nation that wants peace and economic development do not wage wars at each other as this will always affects the peace of such nation. Doyle asserts that there was a divergence tolerance in liberal societies and vice versa.

Essien and Onwioduokit (2012), asserts that the new growth model includes endogenous technological process dubbed; learning by doing or innovation process. Incidentally, much work has been done on this theory but be that as it may, the problem arises from the views that this study represents an aspect of violence that affects productivity of people are blessed with wealth creation. In terms of norms and identities, it is hypothesized that democratic publics are more dovish in their interactions with other democracies, and that democratically elected leaders are more likely to resort to peaceful resolution in disputes (both in domestic politics and international politics). In terms of structural or institutional constraints, it is hypothesized that institutional checks and balances, accountability of leaders to the public, and larger winning coalitions make it harder for democratic leaders to go to war unless there are clearly favorable ratio of benefits to costs.

Taking a look at Nigeria, these structural constraints, along with the transparent nature of democratic politics, make it harder for democratic leaders to mobilize for war and initiate surprise attacks, which reduces fear and inadvertent escalation to war. Looking at Nigeria, the vague nature of the democratic political systems as well as some deliberative debates makes it easier for states that are democratic to credibly signal their various intentions for better economic development. This means that every threat must be taken seriously and people who undermine the security potentials of Nigeria should be punished or banished from public offices. The nexus between democracy and peace has been a long tern issue, but several theorist often disagree about the impact of insecurity on economic development. This theory states that democracy brings peace and that other theories often omit variables needed to explain the nexus between several peace theories. In Nigeria, it is better to have the worst democratic government than having a military government as this will continue enhance social-economic development.

Conclusion

The study shows that Nigeria is confronted with issues of security that constantly have negative effect on economic development. The scourge of insecurity has greatly affected the people in a very bad manner that most people have been rendered incapacitated. Businesses and economic activities have been hindered and this suggest that some findings are inevitable for policy making. The study examined the impacts of insecurity on the economic development of Nigeria, on the whole, Nigeria can never attract any possible investment if the problem of security isn't tackled. Economic issues like growth, development, exports, revenues and informal sector will find it very difficult to grow. Policies and Strategies to checkmate insecurity in Nigeria must target the population by eliminating or reducing to its barest minimum the massive loss of life in areas of violent activities, terrorism, kidnapping, ethno religious violence, target oil production, exports and oil revenue by eliminating pipeline vandalization activities, oil bunkering and militancy struggles in the Niger-Delta of Nigeria, target unemployment by creating enabling and peaceful environment for businesses to operate and for investments to strive.

Recommendations

Based on the issues examined, the study therefore recommends the followings

- i. Effective and efficient leadership and good governance is one of the major factors that can foster economic stability in Nigeria because it will guarantee a well-coordinated economic development. Leadership problem is one of the major setbacks of economic development in Nigeria. Any country of the world that intends to grow out of poverty must have leaders that are developmental minded.
- ii. The processes and steps of solving security challenges in Nigeria must be accelerated to accommodate the desired economic development. Development here implies that we must have an economy that will create relevant socio-economic structures that will enhance business operations and industrial growth that will provide employment, strong medical care and high level of infrastructural development.
- iii. The methods and various processes for solving the issue of security in Nigeria must be an accelerated one because of the increase in insecurity. The government should

- always come up with proactive measures that will checkmate security issues before it occurs as they prevention is far better than cure.
- iv. The government is advised to take governance business a very serious one, also certain issues as regards to injustice, marginalization, discrimination and sustainable development as this will create an enabling environment for investors to invest in Nigeria.
- v. The government is cautioned to treat governance seriously, addressing issues of crime, victimization, marginalization, discrimination, and security. It should also establish a secure and welcoming atmosphere for investments that will accelerate industrialization and sustainable development, improving the standard of living for the greatest number of its citizens.
- vi. Activating and accelerating growth at all levels and creating a comprehensive socioeconomic paradigm for business and infrastructure is the answer to Nigeria's insecurity problems. In light of this, it is advised that the government actively pursue the development of infrastructure that is entrepreneurial in nature and revitalize the failing industries in order to create jobs and assist the unemployed in finding employment.

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ENTREPRENEURSHIP EDUCATION: A PANACEA FOR JOB CREATION AND SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract

he main task of entrepreneurship education is to prepare young people to enter the labour market, as well as to develop a sense of initiative and entrepreneurial skills among them. Therefore, it is important how national education systems adapt to changing skill requirements within a globalized economy. The Paper examines Entrepreneurship Education as a Panacea for Job Creation and Sustainable Development in Nigeria. Human capital theory (HCT) and Risk-taking theory (RTT) guided the study. Among other concern areas examined in this study include; literature review, concept of entrepreneurship, basic aspects of an entrepreneur, entrepreneurship education and job creation, brief history of entrepreneurship, benefits of Entrepreneurship for sustainable development, contribution of entrepreneurs in development of Nigeria economy, challenges and possible solutions and conclusion was drawn.

Keywords: Entrepreneurship, Education, Job creation, Sustainable Development

Background to the Study

In order to effectively handle Nigeria's twin problems of unemployment and sustainable development, entrepreneurship education has become increasingly important. It is now crucial to help young people develop an entrepreneurial mindset because of the world's fast expanding population and scarcity of official employment options (Ruggiero, 2021). Using current studies such as (Afolabi, 2018; Audretsch, 2016) and field projects as a guide, this study examines the role that entrepreneurship education plays in Nigeria's efforts to create jobs and promote sustainable development. Youth unemployment has long been a defining

feature of the Nigerian economy; according to recent data, almost 30% of young Nigerians do not have a formal job. In addition to impeding economic growth, this underutilization of human capital creates serious social and political problems (World Economic Forum 2018).

In this regard, it has been determined that entrepreneurship education offers a means of enabling youth to generate their own economic prospects. Beyond conventional business training, entrepreneurship education gives people the mentality and abilities necessary to spot and seize opportunities (GEM, 2020). Learning about entrepreneurship helps people transform their ideas into successful businesses by fostering traits like creativity, critical thinking, resilience, and problem-solving. This helps people manage the intricacies of the modern business landscape. A culture of invention and risk-taking is also promoted by entrepreneurship education, and these traits are crucial for promoting economic expansion and employment development (Nwachukwu, 2020).

For example, alumni of Nigerian entrepreneurship education programs were more likely to launch their own companies and generate employment chances for others, according to a 2019 study by Adeyemo and Alabi. In a similar vein, an International Labour Organization survey (ILO, 2020) demonstrated the beneficial effects of entrepreneurship education on outcomes related to sustainable development and young employment. Numerous programs have been started in Nigeria to help and encourage budding business owners and entrepreneurship education. Young entrepreneurs with creative company ideas can receive training, money, and mentorship through the government-initiated Youth Enterprise with Innovation in Nigeria (YouWIN) initiative. Young entrepreneurs in a variety of areas can receive financial support and assistance in expanding their capability through the Bank of Industry's Youth Entrepreneurship Support (YES) program. These programs have not only created jobs but also contributed to the diversification of the economy and the empowerment of marginalized groups. Furthermore, research has underscored the broader impact of entrepreneurship education on sustainable development in Nigeria. Van Teeffelen et al. (2020) emphasized the role of entrepreneurship education in poverty reduction, social inclusion, and economic diversification. By nurturing a new generation of entrepreneurs who are socially conscious and environmentally responsible, entrepreneurship education can drive inclusive growth and contribute to the achievement of the Sustainable Development Goals (SDGs) in Nigeria.

Literature Review

Concept of Entrepreneurship

The process of seeing possibilities, taking calculated risks, and adding value via the founding and running of a business enterprise is known as entrepreneurship. According to Drucker in Baum, (2022), those with these qualities' creativity, inventiveness, perseverance, and a willingness to take calculated risks are considered entrepreneurs. Starting a business is just one aspect of entrepreneurship; other skills include being able to take advantage of opportunities, adjust to shifting market conditions, and foster innovation. The role of entrepreneurship in promoting economic growth and employment creation has been

highlighted by recent study. Shane and Venkataraman's (2019) study assert that entrepreneurship is essential for fostering innovation, expanding markets, and raising productivity.

Additionally, a study published by the Global Entrepreneurship Monitor (GEM, 2020) emphasized how entrepreneurship promotes economic growth and employment creation in a variety of nations. The ability of entrepreneurship to address societal issues and promote sustainable development is also acknowledged. Entrepreneurs can create novel solutions to urgent problems like poverty, environmental sustainability, and social inequity by promoting an entrepreneurial mindset and social entrepreneurship. Entrepreneurship continues to be a vital force behind innovation, growth, and constructive change in both developed and emerging nations as the world economy changes. In addition to creating jobs, these projects have contributed to the economic diversification and empowerment of marginalized populations. Furthermore, research indicates that entrepreneurial education has a broader impact on Nigeria's sustainable development. Van Teeffelen et al. (2020) emphasized the value of entrepreneurial education in lowering poverty, advancing social inclusion, and creating economic diversity. By developing a new generation of socially and environmentally conscious entrepreneurs, entrepreneurship education may support inclusive growth and assist Nigeria in achieving the Sustainable Development Goals (SDGs). A person who assumes the risk of launching and running a business in order to seize opportunities and add value is known as an entrepreneur.

Basic Aspects of an Entrepreneur

An entrepreneur can be defined and characterized by a few essential factors:

- i. Entrepreneurs are renowned for their persistent enthusiasm and dedication towards realizing their vision and objectives. They possess a deep commitment and enthusiasm for their work, which fuels their drive to overcome challenges and persevere even in the face of adversity (Ruggiero, 2021).
- ii. Ability to take calculated risks and make bold decisions: Entrepreneurs are not afraid to take calculated risks. They realize that taking chances and moving outside of their comfort zones are frequently necessary for success, even if doing so means maybe failing or experiencing setbacks (Huang, Pearce, & Manion, 2018).
- iii. Creativity and innovation: Entrepreneurs are skilled at coming up with novel solutions to issues and thinking beyond the box. They have an innovative mentality that enables them to recognize possibilities and generate ground-breaking concepts that upend established markets (Muegge, 2019).
- iv. Flexibility and adaptability: Entrepreneurs welcome change and are flexible. They are able to swiftly modify their plans and tactics to keep ahead of the curve because they recognize how dynamic and ever-evolving the business landscape is (Thornhill & Amit, 2016).
- v. Resilience and a strong work ethic: Entrepreneurs are renowned for their resilience and strong work ethic. They have a strong desire to succeed and are prepared to make the required time, effort, and sacrifices in order to fulfill their ambitions (Stam & Elfring in cited Shepherd, 2023).

Entrepreneurship Education

The goal of the quickly expanding subject of entrepreneurship education is to provide people the information, abilities, and mindset they need to see opportunities, take prudent risks, and build value through creative entrepreneurial endeavors. The emphasis on creativity, problem-solving, and self-efficacy in this educational method extends beyond standard business knowledge (Afolabi, 2018). In the current fast-paced and fiercely competitive global economy, where entrepreneurship is a key driver of innovation, economic growth, and job creation, entrepreneurship education is regarded as essential (Europen Commission, 2013). The cultivation of an entrepreneurial mindset is one of the main goals of entrepreneurship education.

This way of thinking encompasses qualities like risk-taking, inventiveness, flexibility, and resilience. The goal of entrepreneurship education is to inculcate in pupils the confidence and drive necessary to seize entrepreneurial opportunities and overcome obstacles in their path. Recent studies have demonstrated the benefits of entrepreneurship education for both people and societies. For instance, a study conducted in 2015 by Fayolle and Gailly discovered that students who receive entrepreneurship education are more likely to be self-employed and to have entrepreneurial goals. Likewise, a meta-analysis carried out by Shirokova et al. (2016) demonstrated a robust positive correlation between business performance and entrepreneurship education. Apart from supporting individual entrepreneurship, entrepreneurship education is essential for advancing economic growth and employment generation.

According to a research by the Global Entrepreneurship Monitor (GEM, 2020), nations with greater rates of innovation and new firm formation also typically have higher levels of entrepreneurship education. This shows that a country's economy and competitiveness can benefit greatly from investing in entrepreneurship education. Additionally, the ability of entrepreneurship education to support sustainable development and social entrepreneurship is becoming more widely acknowledged. The goal of social entrepreneurship is to generate economic value while coming up with novel solutions to environmental and social problems. Future generations might be motivated to take up entrepreneurial projects to address urgent global concerns by including social and environmental issues into the curriculum through entrepreneurship education.

Brief History of Entrepreneurship

Since people first started trading goods and services as well as starting businesses in antiquity, entrepreneurship has a long and illustrious history. The concept of entrepreneurship has changed over the ages in reaction to shifting social, technological, and economic environments, influencing how we view wealth creation, innovation, and business development (Shane, 2003). The Industrial Revolution in the 18th and 19th centuries gave rise to the contemporary idea of entrepreneurship as new manufacturing techniques and technology made it possible for people to launch and expand firms. Leading businessmen with vision and leadership, such as Henry Ford, John D. Rockefeller, and

Thomas Edison, transformed industries and economies and became icons of invention and enterprise.

Throughout the 20th century, entrepreneurship remained a crucial factor in propelling economic expansion and advancement especially in light of digitalization and globalization. Tech entrepreneurs like Bill Gates, Steve Jobs, and Mark Zuckerberg emerged as a result of Silicon Valley's development in the US, and they completely changed how people interact, communicate, and operate with technology. In the modern global economy, entrepreneurship is seen as a major force behind innovation, job creation, and economic development (Drucker, cited in Baum, 2022). The entrepreneurial ecosystem now includes startups, accelerators, venture capital, and incubators, which help prospective entrepreneurs and inventors take their ideas to the next level. Current research and publications shed light on the situation of entrepreneurship today and how it affects society.

One publication that provides a thorough review of entrepreneurial activity, goals, and attitudes across nations and regions is the Global Entrepreneurship Monitor (GEM, 2021). Leading entrepreneurship research group The Kauffman Foundation, (2021) disseminates information on startup trends, entrepreneurial ecosystems, and policy suggestions to foster entrepreneurship. In a world that is changing quickly due to social inequity, climate change, and digital disruption, entrepreneurs are becoming more and more crucial in solving complicated problems and promoting sustainable prosperity. Particularly social entrepreneurs are using business concepts to have a good social and environmental impact, proving that entrepreneurship has the power to promote fair and inclusive development.

Theoretical Framework

Innovation Theory of Entrepreneurship by Joseph Schumpeter (1934)

The Innovation Theory of Entrepreneurship, proposed by Joseph Schumpeter (1934), underscores the central role of innovation in economic development. Schumpeter defined entrepreneurs as individuals who disrupt existing markets by introducing new products, processes, methods of production, markets, or organizational forms. This process, referred to as "creative destruction," replaces outdated technologies and business models with more efficient and innovative alternatives, driving economic progress (Schumpeter, 1934).

According to this theory, innovation is not limited to technological advancements but includes novel ways of utilizing resources or reconfiguring industries to gain competitive advantage. Entrepreneurs act as change agents who identify opportunities, take calculated risks, and implement innovations, which lead to increased productivity and economic transformation. Schumpeter's theory is particularly relevant to economies aiming for industrialization and sustainable growth. In countries like Nigeria, fostering entrepreneurship based on innovation can address pressing challenges such as unemployment, low industrial output, and economic dependency. Through entrepreneurship education and supportive policies, individuals can be empowered to develop innovative solutions tailored to local challenges. By placing innovation at the heart of entrepreneurship, Schumpeter's theory highlights its potential to transform societies,

stimulate industrialization, and create sustainable development pathways (Schumpeter, 1934; Drucker, 1985).

Benefits of Entrepreneurship for Sustainable Development

In order to address social and environmental issues, provide jobs, and promote innovation, entrepreneurship is essential to the advancement of sustainable development. Among the main advantages of entrepreneurship for sustainable development are the following:

- i. Innovation and Technology: When it comes to creating novel technology and sustainable business strategies, entrepreneurs are at the forefront of this field. Entrepreneurs minimize their environmental effect while driving economic growth through the development of novel products and services. (WEF, "The Global Competitiveness Report 2020)
- ii. Job Creation: Small and startup companies play a major role in the expansion of the economy and the creation of jobs, especially in emerging countries. Entrepreneurship may support inclusive growth, empower marginalized populations, and lower unemployment. (World Development Report, 2019)
- **iii. Community Development:** By giving people access to resources, opportunities for skill development, and financial support, entrepreneurship may strengthen local communities, social entrepreneurs, in particular, target social challenges including poverty, healthcare, and education. (Website of the Schwab Foundation)
- **iv. Environmental Sustainability:** To limit waste and lower carbon emissions, sustainable businesses create eco-friendly products, use green business practices, and advocate for the circular economy. Businesses that incorporate sustainability into their business plans support climate action and environmental preservation. (UNEP)
- v. Economic Resilience: By encouraging a culture of innovation, adaptation, and risk-taking, entrepreneurship strengthens economic resilience. In times of disaster, like the COVID-19 pandemic, businesses are essential to accelerating economic recovery and reconstruction. (OECD, 2021)

Contribution of entrepreneurs in development of Nigeria economy

Entrepreneurs are vital to Nigeria's economic success because they foster innovation, the creation of jobs, and economic expansion. As the biggest economy in Africa, Nigeria has benefited from the efforts of entrepreneurs in a number of fields, which has advanced the growth and prosperity of the nation, the following contribution are considered:

- i. Job Creation: Nigerian entrepreneurs have played a significant role in providing job possibilities to the country's expanding population. Millions of Nigerians are employed by small and medium-sized businesses (SMEs), which form a large part of the nation's job creation. Over 60 million people are employed by SMEs in Nigeria, according to a report by the International Labour Organization (ILO), which helps to lower the country's rates of poverty and unemployment (ILO, 2021).
- **ii. Economic Diversification:** By lowering Nigeria's reliance on oil earnings, entrepreneurs are essential to the country's economic diversification. Through their investments in a range of industries, including manufacturing, services, technology,

- and agriculture, entrepreneurs play a significant role in constructing a more economy. The government has put policies in place to ensure sustainable entrepreneurship and innovation in a variety of industries because it understands the value of economic diversification (World Bank, 2021).
- iii. Innovation and Technology: Nigerian entrepreneurs have been instrumental in spearheading the nation's technological breakthroughs and innovations. Entrepreneurs have used technology to develop new business models, increase productivity, and provide creative answers to social problems in industries ranging from banking to agritech. Nigeria's tech scene has grown significantly in recent years, with entrepreneurs drawing funding and creating game-changing innovations that could revolutionize a number of industries (CB Insights, 2021).
- iv. Foreign Direct Investment (FDI): Nigerian entrepreneurs have also contributed to the country's ability to draw in FDI. Entrepreneurs have driven foreign direct investment (FDI) inflows by exhibiting the potential of the Nigerian market, forming alliances, and creating commercial opportunities. Facilitating partnerships and cooperation between local and foreign enterprises, the Nigerian Investment Promotion Commission (NIPC) has been aggressively promoting entrepreneurship and investment in the nation (NIPC, 2021).

Challenges

It has been acknowledged that entrepreneurship education is a major factor in Nigeria's sustainable growth and employment creation (Olasehinde-Williams, & Adekeye, 2019). Nonetheless, a number of obstacles impede the successful execution and influence of entrepreneurship education within the nation. The following challenges are considered:

- i. Lack of Resources: A large number of Nigerian educational institutions are devoid of the funds, space, and skilled staff needed to provide top-notch entrepreneurship education programs. Students' inability to access networks, technology, and mentorship possibilities further impedes their ability to develop entrepreneurial abilities.
- **ii. Outdated Curriculum:** Nigerian entrepreneurial curricula are frequently theoretical and out of date, with little emphasis on actual knowledge and abilities. To educate students for the fast-paced business world, the curriculum has to be updated to include practical experiences, case studies, and knowledge pertinent to the industry.
- **iii.** Limited Industry Collaboration: There is frequently a gap between academia and the corporate sector in Nigerian entrepreneurship education programs because of a lack of collaboration with industry partners. Students may find it difficult to acquire meaningful insights into entrepreneurship and to build practical skills in the absence of industry input and mentorship.
- **iv. Cultural and Societal Norms:** In Nigeria, cultural values and societal norms may serve as a deterrent to innovation, entrepreneurship, and taking risks. The influence of entrepreneurship education may be limited by people's reluctance to pursue entrepreneurial endeavors due to the stigma attached to failure and their preference for conventional career routes.

Possible Solutions

- i. Strengthening Partnerships: The efficacy of entrepreneurship education in Nigeria can be increased by cooperation between academic institutions, governmental bodies, business partners, and groups that support entrepreneurship (Nwachukwu, 2020). Through utilizing the knowledge and assets of many partners, students can gain hands-on training, opportunities for mentoring, and connections.
- **ii. Curriculum Reform**: It is crucial to update the entrepreneurship education curriculum to consider new technologies, creative company models, and market trends. Offering students opportunities for hands-on learning, internships, and practical projects helps foster their entrepreneurial mentality and practical abilities.
- **iii. Fostering Entrepreneurial Culture:** In Nigeria, public perceptions of entrepreneurship can be altered by promoting an entrepreneurial culture through networking events, mentorship programs, and awareness campaigns (Afolabi, 2018). Promoting the importance of entrepreneurship, highlighting success stories, and serving as role models might encourage people to take on entrepreneurial endeavors.
- **iv. Funding and Support Accessibility**: Aspiring entrepreneurs can benefit from having access to capital, incubation, and support services, which can aid in bridging the knowledge gap. The establishment of entrepreneurship centers, hubs, and accelerators can foster an atmosphere that is favorable for the development and success of enterprises.

Conclusion

In Nigeria, entrepreneurship education has the potential to be the magic bullet for sustainable development and employment creation. Nigeria can harness the entrepreneurial potential of its youth, promote economic growth, generate jobs, and build a more resilient and inventive economy by tackling the obstacles to entrepreneurship education and putting solutions in place to maximize its impact. Entrepreneurship education is indeed a crucial tool for addressing the issue of job creation and promoting sustainable development in Nigeria. By equipping individuals with the necessary skills, knowledge, and mindset to start and grow their own businesses, foster a culture of entrepreneurship in the country, encouraging more individuals to take risks, pursue their ideas, and contribute to the overall development of the economy. It can also help mitigate the challenges of high youth unemployment and underemployment by empowering young people to create their own opportunities and become job creators rather than job seekers.

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APPRAISAL OF CONSUMPTION OF TRADITIONAL MEDICINE: A STUDY OF KATSINA METROPOLIS, KATSINA STATE, NIGERIA

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Abstract

The paper aims at assessing the utilization of traditional medicine in Katsina Metropolis. Traditional medicine plays a very significant role in the healthcare system in Nigeria. It is considered as an alternative method of treatment to modern medicine. The acceptance and utilization of traditional medicine is attributed to various factors such as the influence of culture, its availability, affordability and accessibility to every individual irrespective of the socioeconomic status. The objectives of this study are to examine the rate of consumption of traditional medicine in Katsina Metropolis, to determine the factors responsible for the consumption of traditional medicine in Katsina Metropolis, to assess the challenges facing traditional medicine in Katsina Metropolis and to explore the measures that can be adopted to address the challenges facing traditional medicine in Katsina Metropolis. The study used qualitative approach and in-depth interview technique was used to elicit the required information. Key findings reveal that majority of the population in the study areas utilize traditional medicine for various reasons which include its availability, affordability, accessibility, effectiveness, etc. In conclusion, traditional medicine is highly utilized and plays a significant role in healthcare delivery system in the study areas. This study recommends that government should pay serious attention to traditional healthcare delivery system to sanitize it and make it better.

Keywords: Appraisal, Katsina State, Nigeria, traditional medicine, utilization

Background to the Study

Over 35,000 of plant species medicinal usage have been well documented with an estimated sale to the tune of US\$ 40 billion (Bandaranayake, 2006). The utilization of medicinal plants is a major part of African heritage. In Nigeria, the majority of citizens still use medicinal plants and visit traditional medicine practitioners for their health care need (Odugbemi, 2006). Lack of medical facilities, poverty, affordability, accessibility and inherent trust in the practice are some of reasons for its continuous usage in this decade. A report by WHO showed Nigerians patronise Traditional Medicine Practitioners (TMPs) for their primary health needs more than orthodox medical doctors as there exists ratio 1:110 of Traditional Health Practitioners to Nigerian population while the ratio of Medical Doctors to the population is 1:16, 400 (African Health Monitor. 2003).

Traditional medicine has remained as the most affordable and easily accessible source of treatment in the primary health care system of poor communities. The local people have a long history of traditional plant usage for medicinal purposes. The medicinal use of plants is very old. The writings indicate that therapeutic use of plants is as old as 4000 - 5000 B.C. and Chinese used first the natural herbal preparations as medicines, (Prakash, 2005). Medicinal plants have played an essential role in the development of human culture. Medicinal plants are sources of traditional medicines and many of the modern medicines are produced indirectly from plants. It has been confirmed by WHO that herbal medicines serve the health needs of about 80 percent of the world's population; especially for millions of people in the vast rural areas of developing countries. Meanwhile, consumers in developed countries are becoming disillusioned with modern health care and are seeking alternatives (Saleh, 2015).

Objectives of the Study

- i. To examine the rate of consumption of traditional medicine in Katsina Metropolis.
- ii. To determine the factors responsible for the consumption of traditional medicine in Katsina Metropolis.
- iii. To assess the challenges facing traditional medicine in Katsina Metropolis.
- iv. To explore the measures that can be adopted to address the challenges facing traditional medicine in Katsina Metropolis.

Research Questions

- i. What is the rate of consumption of traditional medicine in Katsina Metropolis?
- ii. What are the factors responsible for the consumption of traditional medicine in Katsina Metropolis?
- iii. What are the challenges facing traditional medicine in Katsina Metropolis.
- iv. What are the measures that can be adopted to address the challenges facing traditional medicine in Katsina Metropolis?

Literature Review and Theoretical Framework

Conceptual Clarification

Consumption: In general sense, consumption means satisfying needs. The concept of need refers to what is required for existence. When a need is satisfied, it provides pleasure, and otherwise it gives

pain (Dolu, 1993). Consumption has a social and economic association. It is also connected to time and space (Orçan, 2008: 23).

Williams indicates that the very old-dated meaning of consumption is to destroy, spend and waste (Featherstone, 1996). The non-self-sufficient human being has various physiological, psychological, social and cultural needs. All activities towards meeting any of these needs could be stated as consumption. Apart from this definition, it is also possible to use the concept of consumption for some other values that are spent even without a real need. Consequently, consumption could be defined as spending tangible and intangible values that are ventured to meet some demand, whether real or fake (Torlak, 2000). According to another view, consumption, which is formed by the purchasing decision of consumers, is a process that combines behaviors in order to utilize economic goods. Consumption tools enable people to obtain goods and services and also exploit people by keeping them under control. In simple terms, consumption means to have a good or a service, to own it, to use or to dispose it in order to satisfy particular needs. (Ritzer, 2003).

Traditional Medicine: Traditional healthcare system in Africa has been in existence for time immemorial. It was the first system of treatment of various forms of sickness in Africa before the advent of modern medicine from the west. The system is practiced in every nook and cranny of different African societies and is well recognised and accepted. It was accessible and affordable compared with orthodox medicine. In most cases, it is hereditary, and there is also specialization in some cases because some traditional healers deal only with specific health-related ailments like bone setting, tooth disorders, mental sickness, ophthalmic conditions to mention but a few.

Toyin (2014) asserts that there is a general conviction in Nigeria that healthcare delivery system is very weak. There are different explanations for the poor healthcare system such as understaffing, improper allocation of health facilities, and the available ones are mostly found in the urban centres, inadequate potable water, and poor management of healthcare systems and terrible development of facilities, among other things. This is why Nigeria is left behind when compared with other developing nations since many Nigerians especially in the rural region have no access to affordable healthcare. Traditional medicine refers to health practices, approaches, knowledge and beliefs incorporating plant, animal mineral based medicines, spiritual therapies, manual techniques and exercises, applied singularly or in combination to treat, diagnose and prevent illnesses or maintain well-being (WHO, 2015).

Theoretical Framework

Social learning theory was chosen to be used to guide the study. Learning is defined as a change in human performance or performance potential as a result of the learner's interaction with the environment (Driscoll, 1994). Learning is also elucidated by Weinstein & Mayer (1986) as the relatively change in a person's knowledge or behaviour due to experience. Shuell (1986) clarified learning as an enduring change in behaviour, or in the capacity to behave in a given fashion, which results from practice or other forms of experience. Learning theories see the environment as the major force in development. (Hoffman, 1993). Scholars categorized learning theories as Behaviourism, Social Learning Theory (SLT) and Social Cognitive Learning Theory (SCLT). Social learning theory is increasingly cited as an essential component of sustainable natural resource management and the

promotion of desirable behavioural change. (Muro & Jeffrey 2008). This theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviors of others, people develop similar behaviors. After observing the behaviour of others, people assimilate and imitate that behaviour, especially if their observational experiences are positive ones or include rewards related to the observed behaviour. According to Bandura, imitation involves the actual reproduction of observed motor activities. (Bandura, 1977). This theory relates to this study because people learn through interaction with others. They observe the relevance and effectiveness of traditional medicine within their environment and start to use it.

Methodology

Qualitative approach was adopted in the study. Purposive sampling technique was used and the sample size of the study was twenty (20). Therefore 20 participants were interviewed using in-depth interview to obtain the required information. Their responses were recorded using mobile phones and later transcribed.

Results

A Seller of traditional medicine, who was interviewed on the 10th of April, 2024 stated that:

I am selling this medicine for more than ten years. I inherited it from my father and my grandfather. A lot of people who used my herbs, get cured of their diseases. Each day over seventy people come to my house to buy medicine related to their diseases, and I don't charge people high amount for the treatment. Educated and uneducated, urban and rural residents consume of medicines (Drug vendor).

Another interviewed session was conducted with three medical doctors on the 12th of April, 2024 stated that:

A lot of people are consuming traditional medicine because they find it cheaper. You can buy some drugs with hundred or fifty naira. There are a lot of disease and illness which do not have any link with traditional medicine, because people don't want to spend money or going to hospital to join a line, they may end up with chronic disease, (Three medical doctors).

The two leaders of traditional medicine sellers in Katsina were interviewed on the 18th April, 2024 on who consume traditional drugs most, genderwise, said that:

Women consume traditional drugs more than men. This based on the fact that women are more vulnerable to various diseases. They usually take traditional drugs when they are pregnant after delivery. They take traditional drugs for family planning purpose. During their menstrual cycle some of them experience pain and take drugs for relief (Two leaders of traditional medicine).

The last interview was conducted with NGOs on health-related matter e.g. (UNICEF, WHO and local NGO) on the 20th of April, 2024, and they stated that:

During a meeting held with the traditional medicine leaders, a lot of traditional practitioners misunderstood their responsibilities towards attending patients. A lot of people have the spirit if they take traditional medicine all their diseases will

be cured in a short period of time, which is very wrong. (In-depth interview (Representatives of NGO_c)

In an interview with a staff of the ministry of health Katsina State, on the 21th of April, 2024 stated that:

The health educator of ministry of health Katsina State said, every end of the month, we organise a meeting with a lot of traditional medicine leaders from different angles of Katsina State to educate them on how to improve their services (Health Educator).

In a session held with NAFDAC on the 22th April, 2024 on what are the operational regulations for traditional medicine practitioners and what are the measures put in place by NAFDAC to control the consumption of unregistered TM? The participants affirmed that:

About 40% they neither have license nor full registrations with NAFDAC. They don't know the regulations pertaining to drug selling. The NAFDAC ban such practitioners from parading themselves as traditional medicine practitioners (NAFDAC Staff).

Discussion of the Major Findings

The findings of the research revealed that almost every utilized traditional medicine for one disease or another. This is because on the cultural belief that it is effective is regarded as a panacea for every ailment. It is strongly believed that diseases that cannot be treated with traditional medicine can be treated with orthodox medicine. This study further showed that people prefer to go for traditional medicine because it is cost effective, available and accessible. This is corroborated with the assertion of Toyin (2014) that the majority of the population resorts to traditional medicine, which is obtainable, accessible and inexpensive to them. It is the earliest medical practice that maintained them for centuries despite indifferent attitude towards it persists and shines strongly. Statistically over 80 percent of the population depends on traditional medicine for their treatment. Therefore, it needs to be utterly advanced and maintained by the stakeholders. The government should provide a conducive atmosphere for the growth of traditional medicine and its ultimate integration into the healthcare system for the benefit of the individuals. Furthermore, Abdullahi (2011) asserts that traditional medicine (TM) equally named as ethno- medicine, folk medicine, native healing or complementary and alternative medicine is the earliest form of the healthcare system. It is an old and culture-based method of healing that human beings have utilized to cope and deal with different diseases that have threatened their existence and survival. Subsequently, various communities have developed diverse forms of native healing techniques under the general term of traditional medicine, e.g., Chinese, Indian, and African traditional medicine.

Conclusion

The utilization of traditional medicine is high and is on increase because it is cheap, found everywhere. There are certain diseases that people do not normally report to hospitals due to belief that only the traditional medicine can cure such as AIDS, sickle cell disease, hypertension to mention but a few. Despite the advantage of traditional medicine, it has some hurdles such lack of hygiene, dose, proper and standardized diagnostic procedures, documentation system, expiry date, etc.

Recommendations

- i. The traditional healers should be trained under the supervision of medical experts and should know their limitation.
- ii. It is recommending that the three tiers of government should establish a skill acquisition forum and provide relevant machinery which can help them to improve their skills.
- iii. The ministry of health should enlighten women on the impact of consuming of all types of traditional drugs during pregnancy to avoid some risks like abortion, abnormality to mothers and infants, premature delivery, etc.
- iv. There should be collaboration between ministry of health and traditional practitioners.
- v. There should a regulatory body to check all the operations of traditional practitioners in terms of registration, issuance of licence.
- vi. NAPDAC should screen all the traditional medicines before they are consumed by the members of the public.
- vii. A law should be enacted to punish the traditional healers who violate the rules and regulations pertaining to the sourcing, preparation and dispensing of traditional medicines.

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IMPACT OF MACROECONOMICS VARIABLES ON AGRICULTURAL SECTOR PERFORMANCE IN NIGERIA

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Abstract

f v his study examines the impact of macroeconomic variables on agricultural sector performance in Nigeria using an annual data from 1981 to 2021. In the model, agricultural performance is the dependent variable while the independent variables are exchange rates, inflation rate, interest rate, foreign direct investment and money supply. In the estimation, the study used autoregressive distributed lag (ARDL) model and found that exchange rate and money supply have significant positive impact on agricultural sector performance. On the other hand, the results show that inflation rate, interest rate and foreign direct investment have no significant effect on agricultural sector performance. Given the above findings, the following recommendations were suggested. Government in collaboration with Central Bank should revise the current exchange rate policy to boost the value of the local currency with view to improve the performance of agriculture sector. Finally, there is the need for the government to increase its investment into the agricultural sector. Hence the investment in the sector will help to boost agricultural output and will benefit the overall functioning of the economy.

Keywords: Macroeconomics variables, Agricultural and Sustainable Development

Background to the Study

Macroeconomic variables are key economic indicators that capture the overall performance and trends of an entire economy (Mishkin, 2017). These variables provide a broad view of the economic health and stability of a country. These macroeconomic variables are interconnected, and changes in one variable can have ripple effects throughout the

economy. Policymakers, economists, businesses, and investors closely monitor these indicators to make informed decisions and understand the current state of the economy (Barro, 2016). Antwi *et al.*, (2013) opined that macroeconomic analysis has identified different factors that can affect the growth of a given nation from the neoclassical, Keynesian and the new growth models. These variables therefore consist of interest rate, foreign direct investment, GDP per capita, investment, natural resources, human capital, innovation, technology, economic policies, governmental factors, foreign aid, trade openness, institutional framework, political factors, geography, socio-cultural factors, demography etc. Market capitulation and all share price index are also classified as macroeconomic variables (Ezenwa, 2016).

The productive capacity of every economy is measured by the nature of these variables for which also influence the performance of government sector, monetary and financial sector, external sector and real sector. The agricultural sector is the hub of economic transformation in both developed and emerging economies, and reflect a mix of both domestic and international economic characteristics (Central Bank of Nigeria-CBN, 2013). Nigeria's agricultural sector performance was declining due to macroeconomic policy distortions, and notably changes in both exchange rates and interest rates (Ukoha, 1999).

Empirically, Onakoya and Alayande (2019), Obidike, Onyeka, and Nduka (2022), Etsemitan (2023), and Onwuagana and Areghan (2020) conducted empirical studies related to the topic. However, Onakoya and Alayande (2019) confined their analysis to 2017, and several issues have happened in the agricultural sector between 2017 and 2022. As a result, this study expands the sample size to 2021 to examine the relationship between the variables. Furthermore, Obidike, Onyeka, and Nduka (2022) and Etsemitan (2023) employed Ordinary Least Squares (OLS) in their analyses, indicating that OLS is not the best data analysis approach. As a result, their findings were bogus. Based on the shortcomings of the previous research, this study addressed the shortcomings using the Autoregressive Distributed Lag (ARDL) model. To achieve the objective therefore, this study examined the impact of macroeconomic variables on agricultural sector performance in Nigeria.

Literature Review

The theories that underpin this study are the Neoclassical Economic Theory and Political Economy Theory. The Neoclassical economic theory suggests that macroeconomic variables, such as GDP growth, inflation, interest rates, and exchange rates, can significantly influence the performance of the agricultural sector (Balagtas et al., 2018). According to this theory, a healthy macroeconomic environment characterized by stable economic growth, low inflation, low interest rates, and a stable exchange rate promotes investment, consumption, and overall economic activity, which, in turn, can positively impact the agricultural sector. For example, when the overall economy is growing, there is an increased demand for agricultural products, leading to higher prices and increased agricultural production (Fan & Pardey, 1997). Furthermore, low inflation and interest rates can reduce the cost of borrowing for farmers and stimulate investment in agriculture. Stable exchange rates can enhance export competitiveness and increase agricultural exports.

On the other hand, the political economy theory emphasizes the role of political and institutional factors in shaping the relationship between macroeconomic variables and agricultural sector performance (Demeke & Pangrazio, 2020). It suggests that government policies, regulations, and institutions play a crucial role in determining the performance of the agricultural sector. For instance, government policies such as agricultural subsidies, trade barriers, and land ownership regulations can directly affect the profitability and competitiveness of the agricultural sector (Demeke & Pangrazio, 2020). Macroeconomic variables can also influence agricultural policies. For example, high inflation may lead to government interventions, price controls, or trade restrictions that can distort agricultural markets. Political economy theory also highlights the importance of power dynamics between different economic actors. In many countries, large-scale commercial farmers may have more influence over agricultural policies compared to small-scale farmers, which can affect the allocation of resources and the overall performance of the agricultural sector (Mundlak & Cavallo, 2019).

Numerous studies have explored the relationship between macroeconomic variables and agricultural sector performance, focusing on factors such as GDP growth, inflation, interest rates, exchange rates, and government policies. Several studies have found a positive relationship between GDP growth and agricultural sector performance. Increased economic growth leads to rising incomes and higher consumer demand for agricultural products, stimulating agricultural production (Fan & Pardey, 1997). A study in India found that agricultural productivity and output increased in regions experiencing higher overall economic growth (Balagtas et al., 2018). However, the study conducted by Kadir and Tugaal (2015) examined the impact of macroeconomic variables on agricultural output in Malaysia. The researchers utilized the Autoregressive Distributed Lags (ARDL) approach to estimate the parameters and employed an annual time series dataset covering the period from 1980 to 2014. The findings of the study indicated that there was no significant relationship between net exports, government expenditure, inflation, money supply, and interest rates on agricultural output in the long run.

The study conducted by Muftaudeen and Hussainatu (2014) examined the effects of macroeconomic policies on agricultural output in Nigeria. The researchers employed a multivariate Vector Error Correction Model (VECM) for estimation and utilized a time series dataset covering the period from 1978 to 2011. The findings of the study revealed a positive and statistically significant relationship between government expenditure and agricultural productivity. Ali et al. (2010) conducted a study in Malaysia to investigate the dynamic interactions between macroeconomic indicators and agricultural income. They utilized the Johansen Co-integration regression model for their analysis. The study revealed significant findings regarding the relationship between various macroeconomic variables and agricultural income and exports.

Kareem et al., (2013) who studied the factors influencing agricultural output in Nigeria used regression analysis and Granger causality teats to analyze data from 1977 to 2011. The result shows positive relationship between foreign direct investment, commercial bank loan,

interest rate, food import value on agricultural output. Similar study and method by Oyetade, Applanaidu, Applanaidu and Razak (2016) from 1981 to 2013, found that food import, banks loan to agriculture, and interest rate are significant in shaping agricultural output in Nigeria. However, exchange rate, inflation rate and unemployment rate were regarded as inconsequential.

Data and Methodology

This study used of annual time series dataset panning from 1981 to 2021; the data was obtained from secondary source for assessing the impact of macroeconomic variables on agricultural sector performance in Nigeria. The data was source from the Central Bank of Nigeria (CBN) Statistical Bulletin and world development indicators (WDI) a publication of World Bank. The period selected coincides with financial and macroeconomic economic challenges and policy reforms such as Structural Adjustment Programme (SAP), National Economic Empowerment and Development Strategy (NEEDS), global economic crises, covid-19 pandemic and other related reforms from the agricultural sector among others.

In the model, the performance of agricultural sector is measured as the agricultural value added to Gross Domestic Product (GDP) as used by World Development Indictors (2019) and CBN (2019). Similarly, the independent variables employed for this study are exchange rate, inflation rate, interest rate, foreign direct investment and money supply. Furthermore, exchange rate is measured as the price at which Naira is exchange for US dollar following the works of Shuaibu (2018). Inflation is proxy by consumer Price Index (CPI) which reflects the annual percentage changes in the cost to the average consumer of acquiring a basket of goods and services. This measure of inflation was adopted by Shuaibu (2018) and Doguwa, and Alade (2013).

Additionally, interest rate is estimated as the US real interest rate minus Nigeria real interest rate. This is proxy by prime lending rate in line with the work of Olarinde and Abdullahi (2014), Shahzad & Afzal, (2013). Furthermore, foreign direct investment, it will be measured in this study as the aggregate inflows of foreign direct investment during the period under review. This measure of FDI was adopted by Akintoye (2013), Folasade, Joshua and Ifeoluwa (2016) and Okoli and Agu (2015). Finally, money supply is measured as money demand (M1) plus saving and time deposit. This has been considered as the standard measurement of money supply (M2) in Nigeria. This is also in line with the work of (Shahzad & Afzal, 2013). The functional model is specified as:

The econometric equation of the function shown above is given as:

However, from equation 2, AGS is the agricultural sector performance, EXR represent exchange rate, INFR inflation rate, INR connote interest rate, FDI is the foreign direct investment, and MS represents money supply. β_0 to β_5 are the coefficients of intercept and estimated parameters while μ is the error term or white noise. However, in this work, the Autoregressive Distributed Lag (ARDL) model was used to estimate the variable connections. The argument for using ARDL is that it is applicable whether the variables are integrated to order zero (I(o)) or after first difference (I(1)). Furthermore, the technique is appropriate whether the sample size is small or large. This paper also used the Augmented Dickey-Fuller (ADF) and Philips-Perron stationarity (unit root) techniques to avoid presenting erroneous results and to verify that no I(2) series was included in the models. Furthermore, to account for both short-run and long-run effects, equation 2 was translated to the Autoregressive Distributed lag (ARDL) technique proposed by Pesaran, Shin, and Smith (2001) and stated as follows:

$$\Delta AGS_{t} = \beta_{o} + \sum_{i=1}^{m} \beta_{1} \Delta AGS_{t-i} + \sum_{i=1}^{m} \beta_{2} \Delta EXR_{t-i} + \sum_{i=1}^{m} \beta_{3} \Delta INF_{t-i} + \sum_{i=1}^{m} \beta_{4} \Delta INR_{t-i} + \sum_{i=1}^{m} \beta_{5} \Delta FDI_{t-i} + \sum_{i=1}^{m} \beta_{6} \Delta MS_{t-i} + \alpha_{1} AGS_{t-1} + \alpha_{2} EXR_{t-1} + \alpha_{3} INF_{t-1} + \alpha_{4} INR_{t-1} + \alpha_{5} FDI_{t-1} + \alpha_{6} MS_{t-1} + \varepsilon_{t} \dots 3$$

Where Δ is the first difference operator, m is the optimal lag, β_1 to β_6 are the short-run parameter coefficients, and α_1 to α_6 are the long-run coefficients of the variables in the equations. The constant is β_0 , and μ the error term is. The remaining variables are defined in equation 2. The error correction representation of equation 3.3, on the other hand, is written as follows:

Where ECM is the error correction term generated by the ARDL models and β_6 is the ECM coefficient expressing the speed of adjustment back to equilibrium in the event of an economic distortion.

Result and Discussion

This section presents the summary statistics of the variables been study. The result is summarized and presented in table 1.

Table	Table 1: Result of the Descriptive Statistics									
Var.	Mean	Media	Max	Min	Std.Dev.	Skew.	Kurt.	J-Ber	Prob.	Obs.
LAGS	7.300	7.608	10.62	2.836	2.5355	-0.403	1.735	3.847	0.146	41
EXR	108.0	111.2	401.1	0.617	109.97	0.978	3.189	6.609	0.036	41
INF	18.94	12.87	72.83	5.388	16.659	1.854	5.306	32.58	0.000	41
INR	17.44	16.93	31.65	8.916	4.8107	0.319	3.645	1.408	0.494	41
FDI	1.476	1.087	5.790	0.183	1.2358	1.766	6.193	38.74	0.000	41
MS	27.66	27.90	31.41	23.447	2.7141	-0.151	1.603	3.485	0.175	41

Source: Author's Compilation Unsing E-Views Version 10

Table1 shows the descriptive statistics of the impact of macroeconomic variable on the agricultural sector performance in Nigeria. The main statistics used are mean, media, maximum value, minimum value, standard deviation, skewness, and kurtosis. Attention is given to the key variables of interest that is, macroeconomic variables and agricultural sector performance. Result of the descriptive statistics revealed that the average mean value of agriculture sector7.3. This implies that, over the study period, the sector recorded positive growth rate. On comparison, the average mean values of macroeconomic variables such as exchange rate, inflation rate, interest rate, foreign direct investment and money supply are 108.0, 18.9, 17.4, 1.4, and 27.6 all lies at the highest part of the distribution except for foreign direct investment. This suggest that the growth rate of macroeconomic variables superseded the growth rate of the agricultural sector over the study period.

However, going by the probability values of the Jarque-bera coefficients, the results show that all the variables are normally distributed except exchange rate, inflation rate and foreign direct investment. This is due to significant probability values of the variables which is statistically significant at 5% and 1% levels respectively. Having understood the behaviour of the dataset, this study moves ahead and test for stationarity behaviour of the variables and the results are reported in Table 2.

Table 2: Result Unit Root Test						
Variables	Augmente	d Dicky Fuller Test	Philip Perron Test			
	Level <u>I(</u> o)	First difference <u>I(</u> 1)	Level <u>I(</u> o)	First difference 1(1)		
LAGS	-0.1870	-4.4111***	-0.1870	-4.1907**		
EXRT	2.7457	-4.7483***	0.0656	-4.5926***		
INFR	-4.1022**	-5.7524***	-2.8774**	-10.369***		
INR	-2.1235	-5.7462***	-2.0056	-7.1944***		
FDI	-3.8496**	-8.1743***	-3.7588**	-17.663***		
MS	-1.5106	-3.5775**	-0.9918	-3.2073*		
Note: (*), (**), and (***) means statistically significant at 10%, 5%, and 1%.						

Source: Author's Computation using EViews Version 10.

Table 2 displays the result of the unit root. From the results, it is revealed that some of the variables are stationary at a level value and some are stationary after the first difference which conforms to the Autoregressive Distributed Lag (ARDL) model. Variables such as agriculture sector performance, exchange rate, interest rate, foreign direct invest, and money supply are stationary after the first difference I(1), while Inflation rate and foreign direct investment are stationary at level value I(0). Therefore, the null hypothesis that there is no stationarity among the variables is rejected and accepts the alternative hypothesis that there is stationarity among the variables. Going by the nature of the nature of the stationarity tests, it is inferring that the appropriate technique to handle such results is autoregressive distributed lag (ARDL) model. Hence this permit for the estimation of bound test for the ARDL model and the results are shown in Table 3.

Table 3: Results Co-integration Tests (ARDL Bound Test Result)

Test Statistics	Value	Sign. Level	Upper Bound	Lower Bound
F-statistics	16.9	1%	4.15	3.06
K	5	5%	3.38	2.39
		10%	3.0	2.08

Source: Author's Computation, E-Views version 10.

Table 3 shows that there is co-integration among the time series variable. This is because the value of the F-statistic of 16.9 is greater than the critical value of the upper bound I(1) and the lower bound I(0) even at 1% level of significance. Hence, the null hypothesis that there is no co-integration is rejected, and accepts the alternative hypothesis that there is a co-integration among the variables at most 5% level of significance. The implication is that agriculture sector, exchange rate, inflation rate, interest rate, foreign direct investment, and money supply all have equilibrium conditions that keep them together in the long-run.

Table 4: Result of the Short-Run and Long-Run ARDL

		Short-run ARDL					
Dependent Variable: Agricultural Sector Performance							
Variables	Coefficients	Standard Error	T-statistics	P-Value			
D(EXRT)	-0.1871	0.0723	-2.5880	0.0151			
D(INFR)	0.0357	0.0275	1.2956	0.2057			
D(INR)	-0.0272	0.0141	-1.9389	0.0627			
D(FDI)	0.0684	0.1259	0.5435	0.5911			
D(LMS)	-0.0175	0.0656	-0.2660	0.7922			
ECM (-1)	-0.2874	0.0381	-7.5354	0.0000			
		Long-run ARDL					
Variables	Coefficients	Standard Error	T-statistics	P-Value			
EXRT	0.7564	0.1890	4.0014	0.0004			
INFR	0.1795	0.1899	0.9450	0.3527			
INR	-0.0015	0.0285	-0.0512	0.9595			
FDI	-0.0954	0.0707	-1.3502	0.1878			
LMS	0.3145	0.1475	2.1320	0.0419			

Source: Author's Computation, E-Views version 10.

Table 4 revealed the long-run and short-run estimation of the impact of macroeconomic variables on agriculture sector performance in Nigeria. The empirical results from the study revealed that there is negative and statistically significant relationship between exchange rate and agriculture performance in Nigeria in the short run at 5% level. A 1% increase in the exchange rate will bring about 0.18% decrease) in the agriculture sector in the short run over the period of the study. This mean that exchange rate negatively affects the performance of agriculture sector in the Nigeria in the short run. Rise in the exchange rate will deteriorate the performance of the agricultural sector in Nigeria.

Results from the study revealed that there is positive and statistically insignificant relationship between inflation rate and agriculture performance in Nigeria in the short run.

A 1% increase (decrease) in the inflation rate does not bring increase (decrease) in the agriculture sector in the short run over the period of the study. On the other hand, the results from the study shows that there is a significant negative relationship between interest rate and the performance of agriculture sector in Nigeria in the short run. This means that interest rate increase in the rate of interest will lead to decline the performance of agriculture sector in the short run.

Furthermore, the results from the study shows that there is no connection between foreign direct investment and the performance of agriculture sector in Nigeria in the short run over the period of the study. This means that foreign direct investment has no impact on agriculture sector performance in the short run. Results from the study shows that there are no significant linkages between money supply and the performance of agriculture sector in Nigeria in the short run over the period of the study. This means that money supply has no impact on agriculture sector performance in the short run. The result shows that the Error Correction Model (ECM) is negative and statistically significant at 1%. This implies that about 29% of the error may be corrected in the agricultural sector in case of any distortion in the economy by the putting the variables captured by the model into consideration.

In the long run however, the result revealed that there is a positive and significant relationship between exchange rate and the performance of agriculture sector in Nigeria in the long run over the period of the study. A 1% increase (decrease) exchange rate will bring about 0.75% increase (decrease) in the performance of agriculture sector in Nigeria in the long run. This mean that exchange rate influences the performance of the agriculture sector in Nigeria in the long run throughout the period of the study.

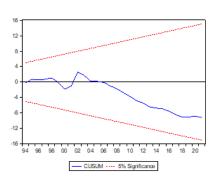
On the other hand, the results suggest that inflation rate, interest rate and foreign direct investment have no significant influence on the performance of agricultural sector in Nigeria. contrarily however, there is a positive and significant relationship between money supply and the performance of agriculture sector in Nigeria in the long run over the period of the study at 5% level. A 1% increase (decrease) money supply will bring about 0.31% increase (decrease) in the performance of agriculture sector in Nigeria in the long run. This mean that money supply influences the performance of the agriculture sector in Nigeria in the long run throughout the period of the study. To avoid reporting spurious results, diagnostic tests such as autocorrelation, Heteroskedasticity and Ramset were carried out and the outputs are shown in Table 5.

Table 5: Results of the Diagnostic Test

Tests	F-statistics	P-value
Heteroskedasticity	1.8515	0.1970
Serial Correlation LM	0.5908	0.5611
Ramsey Test	3.7101	0.3647

Source: Author's Computation using EViews version 10

From Table 5, it was attested that model is free from the issues of autocorrelation and Heteroskedasticity and misspecification. This is evidenced by the insignificant probability values of the tests. In addition, the stability tests were estimated using CUSUM and CUSUMQ approaches hence the results are shown in figure 1 and 2.



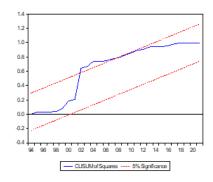


Figure 1: CUSUM

Figure 2: CUSUM of Squares

Figure 1 revealed the result of the stability of the estimated parameters using CUSUM test techniques. The result of the CUSUM test shows that the parameters are stable, this because the sums of recursive errors fall between the two critical lines of the CUSUM test. Thus, there is stability among the estimated parameters. Figure 2 shows the result of the CUSUMQ test of the estimated parameters. The parameters under study are said to be stable if the sum of recursive errors falls within the two critical lines. The result of the CUSUMQ test revealed that the parameters under study were said to be unstable, this is because the sums of recursive errors did not fall between the two critical lines of the CUSUMQ and the reason for this may be as a result of the financial crisis of 2008 and other macroeconomic challenges bedeviling the Nigeria's economy over the sample period.

Discussion of Findings

This section deals with the discussion of results on the impact of macroeconomic variables on agriculture sector performance. From the results, this study revealed the followings:

- i. There is a positive and significant relationship between exchange rate and the performance of agriculture sector in Nigeria. The finding of this study conforms with the finding of Achi (2020) but contradicts the finding of Abebaw (2019) and Ilegbinosa et al. (2012). Who in their respective study areas revealed a significant positive nexus between exchange rate and agricultural sector performance.
- ii. There is no significant relationship between inflation rate and the performance of agricultural sector in Nigeria. This is contrary to the work of Ilegbinosa et al. (2012) who revealed a significant relationship between inflation rate and the performance of agricultural sector.
- iii. There is no significant relationship between interest rate and the performance of agricultural sector in Nigeria. this is in accordance with works of Abula and Ben (2017), Kadir and Tugaal (2015), and Aroriode and Ogunbdejo (2014) who revealed that interest rate has no significant impact on agricultural sector performance. On

- the other hand, the study of Vitalis and Millicent (2017) contradicts the finding of this study by revealing that interest rate has significant negative effect on agricultural output.
- iv. There is no significant relationship between foreign direct investment and performance of agricultural sector in Nigeria. This attested by the work of Kareem et al., who reported that foreign direct investment has no effect on agricultural sector performance.
- v. There is a positive and significant relationship between money supply and the performance of agriculture sector in Nigeria. this contradicts the works of Kadir and Tugaal (2015), and Aroriode and Ogunbdejo (2014) who revealed that money supply has no significant impact on agricultural sector performance.

Conclusions and Recommendations

The study on the impact of macroeconomic variables on agricultural sector performance concluded that exchange rate and money supply are the significant determinants of agricultural sector performance. The implication of the foregoing conclusion is that an increase in exchange rate and money supply will assist favorably in improving the performance of agricultural sector. On the other hand, this study concluded that inflation rate, interest rate and foreign direct investment are not the significant determinants of agricultural sector performance. This may be due to the structure of the sector, which depends on a traditional or local organization in sourcing the capital and negligence government attitude toward the sector. Given the above findings, the study therefore suggests: that, there is a need for the government and the Central Bank to review the current exchange rate policy to boost the value of the local currency to benefit the agriculture sector. This is because a decline in the value of the exchange rate makes local output more expensive relative to international output. Finally, this study revealed that money supply has a positive impact on agriculture sector performance. Based on this, the government should direct the Central Bank of Nigeria to inject additional funds into the agriculture sector, since the rise in agricultural investment will benefit the overall functioning of the economy.

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PUBLIC ADMINISTRATION AND CORRUPTION IN DEVELOPING COUNTRIES: STRATEGIES FOR EFFECTIVE GOVERNANCE IN NIGERIA

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Abstracts

The study explores the impact of corruption on Nigeria's public administration and to develop strategies for enhancing effective governance. Utilizing the Principal-Agent Theory, the study identifies the root causes of corruption within Nigeria's public administration, examines various forms of corruption that hinder governance efficiency, and assesses the effectiveness of existing anti-corruption measures and institutional frameworks. It then proposes actionable strategies to mitigate corruption and improve governance. Through a qualitative research design, the study gathers data from secondary sources such as academic journals, government reports, policy documents, and international organizations like Transparency International and the World Bank. Content and thematic analyses are employed to identify patterns and themes related to corruption and governance in Nigeria. The findings reveal that corruption in Nigeria's public administration is deeply entrenched due to weak institutional frameworks, inadequate enforcement, socio-economic factors like poverty and inequality, and historical practices of patronage and clientelism. Forms of corruption identified include bribery, embezzlement, nepotism, and election-related corruption, all of which erode public trust and reduce the effectiveness of governance. The study concludes that anti-corruption agencies such as the EFCC and ICPC are constrained by political interference and inconsistent enforcement, while legal frameworks suffer from inefficiencies and poor implementation. To address these challenges, the study recommends strengthening the autonomy and capabilities of anti-corruption agencies, implementing public sector reforms with digital technologies, promoting civic engagement, and enhancing transparency and accountability. These strategies are essential for fostering a more accountable and transparent public administration in Nigeria, ultimately improving governance and reducing the pervasive influence of corruption.

Keywords: Corruption, Public Administration, Governance, Anti-Corruption Strategies

Background to the Study

Public administration plays a pivotal role in the development and implementation of government policies, serving as the backbone of governance and the execution of public programmes. However, in many developing countries, including Nigeria, the efficacy of public administration is significantly undermined by the pervasive presence of corruption. Corruption within public administration not only hampers the delivery of essential services but also erodes public trust, exacerbates poverty, and hinders economic growth (Ogidi, Egobueze, & Nwaoburu 2024). It manifests in various forms, including bribery, embezzlement, nepotism, and favoritism, which collectively contribute to the inefficiency of governmental operations and the misallocation of resources. In Nigeria, corruption has been deeply entrenched in public administration for decades, permeating all levels of government and public institutions (Amundsen, 2010).

The country's public sector has been plagued by scandals involving the mismanagement of public funds, the abuse of power, and the lack of accountability, all of which have contributed to Nigeria's poor performance in global corruption rankings. Transparency International (2023) consistently ranks Nigeria among the most corrupt countries, highlighting the challenges that corruption poses to effective governance and sustainable development (Ogidi, Egobueze, & Nwaoburu 2024). The consequences of corruption in public administration are profound. It leads to the diversion of public funds from essential services such as healthcare, education, and infrastructure, thereby depriving citizens of basic necessities and undermining social equity (Osoba, 1996). Moreover, corruption weakens the institutions of governance, reduces the effectiveness of public policies, and perpetuates a cycle of underdevelopment and poverty (Ogidi, Egobueze, & Nwaoburu 2024). This study aims to explore the relationship between public administration and corruption in Nigeria, identify the root causes of corruption within the public sector, and propose strategies for effective governance. By examining the Nigerian context, this research seeks to contribute to the broader discourse on governance and development in developing countries, offering insights and recommendations that can inform policy-making and reform efforts.

Statement of Problem

Corruption remains a pervasive issue in Nigeria's public administration, significantly undermining the efficiency and effectiveness of governance. Despite numerous anti-corruption initiatives and policies, corruption continues to thrive, manifesting in various forms such as bribery, embezzlement, and nepotism. This persistent problem not only drains public resources but also erodes public trust, exacerbates poverty, and hinders sustainable development. The inadequacy of current measures to address these issues underscores the need for a deeper investigation into the root causes of corruption within Nigeria's public sector and the development of more effective strategies to combat it. Without addressing these underlying issues, efforts to improve governance and enhance

public service delivery in Nigeria are likely to remain ineffective, perpetuating a cycle of inefficiency and underdevelopment.

Aim and Objectives

The aim of the study is to explore the impact of corruption on public administration in Nigeria and develop strategies for enhancing effective governance. While the objectives are to:

- I. identify the root causes of corruption within Nigeria's public administration.
- ii. examine the various forms of corruption that affect the efficiency of governance in Nigeria.
- iii. assess the effectiveness of existing anti-corruption measures and institutional frameworks in Nigeria.
- iv. propose actionable strategies for reducing corruption and improving governance in Nigeria's public administration.

Research Questions

- i. What are the root causes of corruption within Nigeria's public administration?
- ii. What are the various forms of corruption that affect the efficiency of governance in Nigeria?
- iii. How effective are the existing anti-corruption measures and institutional frameworks in Nigeria?
- iv. What actionable strategies can be proposed to reduce corruption and improve governance in Nigeria's public administration?

Theoretical Framework Principal-Agent Theory

The Principal-Agent Theory is a foundational concept in economics, political science, and public administration, originating from the work of economists who explored the dynamics of contracts and task delegation. Michael Jensen and William Meckling were instrumental in developing this theory in their influential 1976 paper "Theory of the Firm: Managerial Behavior, Agency Costs and Ownership Structure" (Jensen & Meckling, 1976). Initially focused on understanding the relationship between principals, who delegate tasks, and agents, who execute these tasks, the theory has since been expanded to address various disciplines.

Principles of the Principal-Agent Theory

At the heart of the Principal-Agent Theory is the relationship between the principal and the agent. The theory highlights several key principles, including information asymmetry, where the agent typically possesses more information about the actions and efforts involved than the principal. This imbalance can lead to opportunistic behavior by the agent, as the principal may not be fully aware of the agent's actions. The theory also introduces the concept of agency costs, which are the expenses associated with ensuring that the agent acts in the best interest of the principal. These costs include monitoring the agent's actions,

bonding costs (which are incurred by the agent to commit to acting in the principal's interest), and residual loss, which represents the loss incurred when the agent's actions do not fully align with the principal's goals. Two additional concepts within the Principal-Agent Theory are moral hazard and adverse selection. Moral hazard arises when the agent takes risks, knowing that the consequences will be borne by the principal. Adverse selection occurs when the principal cannot accurately assess the competence or intentions of the agent before entering into a contract. To mitigate these issues, the theory suggests that principals should design incentive structures that align the agent's interests with their own, such as performance-based pay, bonuses, or penalties for non-compliance.

Application of the theory to the Study

In the context of public administration and corruption in Nigeria, the Principal-Agent Theory offers a valuable framework for understanding how and why corruption occurs within the public sector. Public officials, acting as agents, are entrusted by the government and citizens (the principals) to manage public resources and deliver services efficiently. However, due to information asymmetry, weak monitoring, and poorly aligned incentives, these agents may engage in corrupt practices such as embezzlement, bribery, and favoritism (Ross, 1973).

Information asymmetry is particularly pronounced in Nigeria's public administration, where the complexity of government operations and a lack of transparency create significant gaps between what public officials know and what citizens can monitor. This gap allows officials to engage in corrupt activities without detection. The high agency costs evident in Nigeria's public sector, where significant resources are spent on monitoring and enforcement, have not been sufficient to curb corruption, largely due to inadequate enforcement mechanisms and accountability structures.

Moral hazard is also a significant issue in Nigeria, as public officials may engage in corrupt practices believing that the risks of being caught are low, and even if they are caught, the consequences may be minimal. This problem is exacerbated by a weak judicial system and the prevalence of impunity. Additionally, the lack of performance-based incentives and the prevalence of low wages in Nigeria's public administration may drive officials to seek alternative sources of income through corrupt means. Aligning incentives, such as offering fair remuneration and linking rewards to performance and integrity, could help reduce corruption.

Applying Principal-Agent Theory to the study of corruption in Nigeria's public administration allows for a deeper analysis of the underlying causes and provides a basis for proposing strategies to improve governance. These strategies could include enhancing transparency, strengthening monitoring mechanisms, and realigning incentives to ensure that public officials act in the best interests of the citizens they serve.

Empirical Review

Samuel, Egobueze, and Nwaoburu's (2024) study investigates the pervasive issue of corruption in the judiciary system of Bayelsa State, Nigeria, covering the period from 2012 to 2022. The research is grounded in the hedonism theory and employs a survey design, collecting data from 380 participants through questionnaires. The data analysis was conducted using simple percentage methods, and chi-square tests were utilized to assess the research hypotheses. The study's results indicate a significant connection between the judiciary and corruption in Bayelsa State, with corruption affecting multiple levels of the judiciary, thereby undermining public perception of justice and the integrity of legal processes. Key factors contributing to this corruption include institutional deficiencies, insufficient accountability mechanisms, and challenging socio-economic conditions. These findings highlight the complex and multifaceted nature of corruption within the legal system. To combat these issues, Samuel et al. (2024) advocate for the introduction of rigorous anti-corruption strategies within the judiciary of Bayelsa State, such as the implementation of clear protocols for reporting and investigating corruption and the imposition of strict penalties for offenders. Additionally, the study stresses the importance of reinforcing the independence and integrity of the judiciary to effectively address corruption, not only in Bayelsa State but also across Nigeria. This research offers valuable insights into the complex relationship between the judiciary and corruption, providing practical recommendations for enhancing judicial integrity and reducing corruption within the legal system

Afolabi (2020) conducted a study titled "Public Administration and the Fight Against Corruption in Nigeria: A Case of Governance Strategies." The study aimed to examine the effectiveness of public administration strategies in combating corruption in Nigeria. The research was guided by three objectives, three research questions, and two hypotheses. The theoretical framework used was the principal-agent theory, which highlights the relationship between government officials (agents) and the citizens (principals). The study identified a gap in the literature regarding the practical application of governance strategies in curbing corruption. The methodology employed was a mixed-methods approach, combining quantitative surveys and qualitative interviews. The findings revealed that while governance strategies exist, their implementation is often hindered by weak institutional frameworks and lack of political will. The study concluded that for corruption to be effectively addressed, there must be a strengthening of institutions and an increase in transparency. The recommendations included the need for better enforcement of anticorruption laws and the adoption of technology in public administration processes to reduce opportunities for corruption (Afolabi, 2020).

Chukwu (2021) explored the topic "Corruption and Public Sector Performance in Nigeria: The Role of Administrative Reforms." The study aimed to analyze the impact of corruption on public sector performance and assess the role of administrative reforms in mitigating this impact. It was structured around four objectives, four research questions, and three hypotheses. The theoretical framework was based on the institutional theory, which

explains how institutional structures and processes can be both enablers and inhibitors of corruption. The study addressed the gap concerning the effectiveness of recent administrative reforms in reducing corruption. Using a qualitative methodology, the study involved in-depth interviews with public sector employees and experts. The findings indicated that while reforms such as the introduction of anti-corruption agencies have had some positive effects, the overall impact has been limited by corruption within the agencies themselves. The study concluded that without addressing the root causes of corruption, administrative reforms will have limited success. Recommendations included the need for continuous monitoring and evaluation of reforms and the inclusion of civil society in the fight against corruption (Chukwu, 2021).

Ogunleye (2022) examined "The Effectiveness of Anti-Corruption Strategies in Nigerian Public Administration." This study sought to evaluate the effectiveness of various anti-corruption strategies implemented in Nigeria's public administration. The research was anchored on five objectives, five research questions, and four hypotheses. The study utilized the governance theory, which focuses on the relationship between public administration practices and governance outcomes. A significant gap identified was the lack of empirical studies on the long-term effectiveness of anti-corruption strategies. The study adopted a quantitative methodology, using surveys administered to public officials across various sectors. The findings showed that while some strategies, such as whistleblower protection, have been effective in specific instances, overall effectiveness is undermined by inconsistent application and lack of accountability. The study concluded that anti-corruption strategies need to be more uniformly applied and supported by strong legal frameworks. Recommendations included the reinforcement of anti-corruption institutions and the establishment of clear, enforceable penalties for corrupt practices (Ogunleye, 2022).

Nwankwo (2023) conducted a study titled "Corruption, Governance, and Development in Nigeria: The Role of Public Administration." The research aimed to explore how corruption within public administration affects governance and overall development in Nigeria. The study had four objectives, corresponding research questions, and hypotheses. The theoretical framework was the development theory, which examines how corruption in public administration can hinder or promote development. The study filled a gap in understanding the direct correlation between administrative corruption and developmental outcomes. A mixed-methods approach was used, with data collected through surveys and document analysis. The findings revealed a strong negative correlation between corruption levels and development indicators, such as infrastructure quality and public service delivery. The study concluded that for Nigeria to achieve sustainable development, corruption in public administration must be significantly reduced. Recommendations included the decentralization of public administration to reduce the concentration of power, and the implementation of more stringent anti-corruption measures (Nwankwo, 2023).

Summary of Literature Review

The literature on public administration and corruption in Nigeria provides a comprehensive understanding of the complex and multifaceted nature of corruption within the public

sector. Samuel, Egobueze, and Nwaoburu (2024) highlighted the pervasive issue of corruption in the judiciary system of Bayelsa State, revealing the significant impact of corruption on public perception and the integrity of legal processes. Afolabi (2020) explored the effectiveness of public administration strategies in combating corruption, emphasizing the need for stronger institutional frameworks and transparency. Chukwu (2021) examined the role of administrative reforms in mitigating corruption, finding that while reforms have had some positive effects, they are often undermined by corruption within the agencies themselves. Ogunleye (2022) evaluated anti-corruption strategies in Nigerian public administration, noting the inconsistent application and lack of accountability as significant barriers to their effectiveness. Nwankwo (2023) investigated the relationship between corruption, governance, and development, identifying a strong negative correlation between corruption levels and development outcomes.

Gaps in Literature

Despite the extensive research on corruption in Nigeria's public administration, significant gaps remain. Most studies have focused on specific sectors or regions, such as the judiciary in Bayelsa State, leaving a need for a more holistic understanding of corruption across various levels of public administration in Nigeria. Additionally, while the effectiveness of existing anti-corruption measures has been analyzed, there is a lack of research on the root causes of corruption within the public administration system itself. This study, Public Administration and Corruption in Developing Countries: Strategies for Effective Governance in Nigeria, aims to fill these gaps by identifying the root causes of corruption, examining the various forms of corruption affecting governance efficiency, and assessing the effectiveness of anti-corruption measures. It will also propose actionable strategies to reduce corruption and improve governance, offering a comprehensive approach to addressing corruption in Nigeria's public administration.

Methodology

The study on Public Administration and Corruption in Developing Countries: Strategies for Effective Governance in Nigeria employs a qualitative research design to explore the complex nature of corruption within Nigeria's public administration and to develop actionable strategies for effective governance. The qualitative approach is chosen to gain in-depth insights into the underlying causes, forms, and impacts of corruption, as well as the effectiveness of existing anti-corruption measures. Data for this study is sourced using secondary methods, relying on an extensive review of existing literature, including academic journals, government reports, policy documents, and case studies. These sources provide a rich context for understanding the historical and contemporary issues related to corruption in Nigeria's public administration. The study also draws on data from international organizations such as Transparency International and the World Bank, which offer valuable statistics and analyses on corruption levels and governance effectiveness in Nigeria. The secondary data collected is analyzed using content and thematic analysis. Content analysis involves systematically reviewing the collected documents to identify recurring themes, patterns, and key concepts related to corruption and governance. Thematic analysis is then applied to categorize and interpret these themes, providing a comprehensive understanding of how corruption manifests in Nigeria's public administration and its impact on governance efficiency. This approach allows for a nuanced interpretation of the data, enabling the development of informed strategies for reducing corruption and improving governance in the Nigerian context.

Discussion of Findings

Qualitative Answer to Research Question One on the root causes of corruption within Nigeria's public administration

The root causes of corruption within Nigeria's public administration are multifaceted and deeply entrenched in historical, institutional, and socio-economic factors. A qualitative analysis of secondary data reveals several key factors contributing to corruption. Firstly, institutional deficiencies play a crucial role. According to Afolabi (2020), weak institutional frameworks and inadequate enforcement mechanisms create opportunities for corrupt practices. This includes ineffective oversight bodies, lack of transparency, and insufficient accountability measures within public institutions. Secondly, socio-economic conditions contribute significantly to corruption. Samuel, Egobueze, and Nwaoburu (2024) highlight that challenging economic conditions, including poverty and inequality, exacerbate corruption. Public officials may engage in corrupt activities as a means of addressing personal financial hardships or maintaining power in a context of scarce resources. Lastly, historical and cultural factors are also significant. Chukwu (2021) points out that longstanding traditions of patronage and clientelism in Nigeria's political culture foster environments where corruption can thrive. The persistence of these practices undermines efforts to implement effective anti-corruption strategies and reform public administration. These insights are supported by the thematic analysis of secondary data sources, which consistently highlight the interplay of institutional weaknesses, socio-economic pressures, and cultural practices as root causes of corruption in Nigeria's public administration (Ogunleye, 2022; Nwankwo, 2023).

Qualitative Answer to Research Question two on what are the various forms of corruption that affect the efficiency of governance in Nigeria?

The various forms of corruption affecting the efficiency of governance in Nigeria are diverse and have a profound impact on public administration. The qualitative analysis of secondary data reveals several significant forms of corruption. Firstly, bribery and kickbacks are prevalent. According to Afolabi (2020), public officials often accept bribes in exchange for favorable decisions or contracts. This form of corruption distorts decision-making processes and undermines the integrity of public administration by prioritizing personal gain over public interest. Secondly, embezzlement and misappropriation of funds are major issues. Samuel, Chukwu (2021) discuss how public funds are frequently diverted for personal use by officials, which leads to inadequate provision of public services and infrastructure. This misappropriation compromises the efficiency and effectiveness of governance by reducing the resources available for essential public services. Thirdly, nepotism and favoritism are common in Nigeria's public sector. Egobueze, and Nwaoburu (2024) notes that appointments and promotions are often based on personal relationships rather than merit. This practice not only undermines the professionalism and competency of public officials

but also perpetuates inefficiency and corruption within public institutions. Additionally, election-related corruption affects governance efficiency. Ogunleye (2022) highlights that electoral processes in Nigeria are frequently marred by corruption, including vote-buying and manipulation. This compromises the legitimacy of elected officials and undermines the democratic process. The thematic analysis of secondary data sources consistently identifies these forms of corruption as significant barriers to effective governance and highlights the need for comprehensive anti-corruption measures (Nwankwo, 2023).

Qualitative Answer to Research Question three on how effective are the existing anti-corruption measures and institutional frameworks in Nigeria?

Firstly, anti-corruption agencies such as the Economic and Financial Crimes Commission (EFCC) and the Independent Corrupt Practices Commission (ICPC) have made notable efforts in addressing corruption. Ogunleye (2022) highlights that these agencies have achieved some success in prosecuting high-profile cases and recovering stolen assets. However, their effectiveness is often undermined by inconsistent application of anti-corruption laws and political interference. These challenges hinder their ability to operate impartially and maintain public trust. Secondly, institutional frameworks designed to promote transparency and accountability, such as the Freedom of Information Act (FOIA) and the Public Procurement Act, have had limited success. Chukwu (2021) reports that while these frameworks are intended to enhance openness and reduce corruption, their implementation is frequently impeded by bureaucratic inefficiencies and lack of enforcement. The study notes that public officials often exploit these gaps to bypass regulations, thus diminishing the impact of these legal provisions.

Finally, civil society involvement in anti-corruption efforts has shown potential but remains underdeveloped. Nwankwo (2023) emphasizes that while civil society organizations play a crucial role in advocating for transparency and holding officials accountable, their impact is limited by inadequate support and resources. This situation highlights the need for greater collaboration between government institutions and civil society to enhance the effectiveness of anti-corruption measures. Overall, the thematic analysis of secondary data indicates that while Nigeria has established various anti-corruption measures and institutional frameworks, their effectiveness is constrained by implementation challenges and external influences (Afolabi, 2020; Samuel, Egobueze, & Nwaoburu, 2024).

Qualitative Answer to Research Question four on what actionable strategies can be proposed to reduce corruption and improve governance in Nigeria's public administration?

To address the issue of corruption and enhance governance in Nigeria's public administration, several actionable strategies can be proposed based on a qualitative analysis of secondary data. Firstly, strengthening institutional frameworks is crucial. Ogunleye (2022) suggests that reinforcing existing anti-corruption institutions such as the Economic and Financial Crimes Commission (EFCC) and the Independent Corrupt Practices Commission (ICPC) can significantly improve governance. This involves increasing their autonomy from political influences, ensuring adequate funding, and enhancing their

investigative and prosecutorial capacities. Additionally, Chukwu (2021) emphasizes the need for clear, enforceable guidelines and mechanisms to support transparency and accountability. Secondly, implementing comprehensive public sector reforms is essential. Samuel, Egobueze, and Nwaoburu (2024) advocate for the overhaul of public administration processes to minimize opportunities for corruption. This includes adopting digital technologies to improve transparency in procurement processes and financial management. E-government initiatives can reduce human interactions that are prone to corrupt practices and enhance the efficiency of public service delivery. Thirdly, promoting civic engagement and oversight is vital. Afolabi (2020) highlights the importance of involving civil society organizations in monitoring and evaluating public administration. Strengthening the role of these organizations and encouraging public participation in governance processes can help hold officials accountable and ensure that anti-corruption measures are effectively implemented. This can be achieved through support for whistleblower protection programs and creating platforms for public feedback. These strategies, supported by the thematic analysis of secondary data, provide a comprehensive approach to tackling corruption and improving governance in Nigeria's public administration (Nwankwo, 2023; Chukwu, 2021).

Key Findings

The study came with the following findings:

- 1. Corruption in Nigeria's public administration stems from weak institutional frameworks and inadequate enforcement, which create opportunities for corrupt practices, Socioeconomic factors like poverty and inequality exacerbate corruption, as do historical practices of patronage and clientelism, which foster environments where corruption can thrive and Political patronage based on loyalty rather than merit further perpetuates these issues.
- 2. Bribery and kickbacks distort decision-making processes and erode public trust in governance, Embezzlement and misappropriation of funds reduce the effectiveness of public services, Nepotism and favoritism in appointments undermine professionalism in public administration, Election-related corruption compromises the integrity of the democratic process.
- 3. Anti-corruption agencies like EFCC and ICPC are hampered by political interference and inconsistent enforcement, Legal frameworks such as FOIA and the Public Procurement Act suffer from inefficiencies and poor enforcement, Civil society organizations contribute to anti-corruption efforts but are constrained by limited resources and support, Legal and regulatory gaps weaken the effectiveness of anti-corruption measures.
- 4. Strengthening institutional frameworks by enhancing the autonomy and capabilities of anti-corruption institutions is crucial. Implementing public sector reforms, including digital technologies, can reduce corruption, promoting civic engagement through civil society and public participation enhances accountability, enhancing transparency by implementing clear guidelines and improving public operations is essential.

Conclusion

In conclusion, the study reveals that corruption in Nigeria's public administration is deeply rooted in weak institutional frameworks, socio-economic challenges, and entrenched historical practices such as patronage and clientelism. These factors, along with political patronage, have perpetuated various forms of corruption, including bribery, embezzlement, nepotism, and electoral corruption, all of which undermine governance and public trust. The study emphasizes the need for strengthening anti-corruption institutions, implementing public sector reforms, promoting civic engagement, and enhancing transparency to effectively combat corruption and improve governance in Nigeria. The recommendations provided aim to address these critical areas and foster a more accountable and transparent public administration.

Recommendation

Based on the above findings the following recommendations were made:

- i. Strengthen institutional frameworks by enhancing the autonomy and capabilities of anti-corruption agencies like the EFCC and ICPC to ensure consistent enforcement and reduce political interference.
- ii. Implement comprehensive public sector reforms, including the adoption of digital technologies, to improve transparency in procurement processes and reduce opportunities for bribery and embezzlement.
- iii. Promote civic engagement by increasing support for civil society organizations and encouraging public participation in governance to enhance accountability and monitor anti-corruption efforts.
- iv. Enhance transparency and accountability by addressing legal and regulatory gaps, enforcing existing frameworks like the FOIA and Public Procurement Act, and establishing clear guidelines for public operations.

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EXTENT OF UTILIZATION OF ICT RESOURCES AND ITS PERCEIVED CONTRIBUTIONS TO BUSINESS EDUCATION IN COLLEGES OF EDUCATION

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Abstract

This study examines the extent of utilization of ICT resources and its perceived contributions to business education in Colleges of Education. Four research questions guided the study. Related literature and some empirical studies were reviewed. The study employed a survey research design. The population consisted of 175 respondents (lecturers and students). A modified 4–point Likert rating scale made up of 47 structure questionnaire items was used in generating data for the study, while the instrument was face validated by some experts. Data collection was analyzed using the statistical mean (x) and standard deviation. The finding revealed that business education lecturers and students utilize ICT resources at a small extent in business education programme and business education lecturers and students agreed that ICT utilization contributes at a great extent to growth of business education programme in Colleges of Education. It was recommended among others that University management should make the environment conducive by providing ICT resources for business education programmes to boost students and lecturers utilization for quality teaching and learning and University management should engage, encourage and sponsor their business education lecturers and laboratory technologist for re-training programmes to update their ICT knowledge, skills and competencies to effectively utilize the resources for quality instructional delivery in their programmes.

Keywords: Utilization, Information, Communication Technology Resources, Business education

Background to the Study

Education has for long been recognized as a basic instrument of economic growth, social development and technological advancement of any society or nation. It is in recognition of this fact that government is required to commit immense resources to ensure the provision of education for their citizens and also tailor their policies towards ensuring that it is made accessible to the generality of their citizenry. In today's rapidly evolving educational landscape, it is essential to develop 21st century literacy among students, while also encouraging faculty to adopt and innovate teaching practices that effectively integrate technology. Based on this, highly effective school system and improved students' outcome should be the key objectives of the government and private sector. This is because education of highest quality is the foundation for future of the country. For the progress of a nation and the enrichment of society in general, there is need for quality education. In today's world of technology and global competition, quality education is of utmost importance for societal development, and the future of the nation. Therefore, the skills, knowledge, and values to be imparted in students must be of high quality especially in business education programme.

Business education is education for and about business or training in business skills (Esene, 2012). According to Okoli (2020), business education is that aspect of the total educational programme that provides the knowledge, skills, understanding and attitudes needed to perform effectively in the business world as a producer and/or consumer of goods and services that business offers. Business education is an important part of general education which emphasizes skill acquisition for office use. It is a multi-disciplinary programme that encompasses Accounting, Secretarial Studies now Office Technology and Management (OTM) and Marketing/Distributive education (Okorie, 2020). An individual who receives training in business education can easily develop potentials for entrepreneurship pursuits especially in this era of economic recession and unemployment. The programme is concerned mainly with the development of relevant and saleable skills and knowledge that would enable an individual to function effectively in the world of work.

In order to actualize these lofty objectives of business education towards national, socioeconomic growth and development, educational institutions and their systems must function in line with set standards. As a result, a systematic qualitative administration, teaching and learning are required of business education in Nigeria. However, business education being a skill acquiring discipline requires the use of laboratories adequately equipped with information and communication technology resources for practical skills acquisition as well as provision of information and knowledge needed for high quality teacher preparation tantamount to teacher effectiveness in the labour market. Today's labour market demands a quality workforce that can use technology as a means to increase productivity and creativity. This requires networks such as fixed wireless and satellite broadcasting networks, telecommunications and applications like the Internet, Intranet, database management systems and multi-media tools. These skills include identifying reliable sources of information, effectively accessing these sources of information, synthesizing and communicating such information to colleagues and associates. Information and Communication Technologies (ICTs) have become key tools and have a revolutionary impact on how people see and live in the world. It has become so important that every country, organization or institution no matter how highly or lowly placed want to identify and embrace ICT. The place of ICTs in education and the world in general cannot be ignored. Modern day business is conducted and facilitated through the use of telephones, fax machines and computer communication networks through the Internet. This phenomenon has given birth to the contemporary e-commerce, e-medicine, e-banking and e-education among others. Bandele (2016) summed up that ICT is a revolution that involves the use of computers, Internet and other telecommunication technology in every aspect of human endeavour. Bandele posited that ICT is simply about sharing and having access to data with ease. It is regarded as super highway through which information is transmitted and shared by the people all over the world.

Information and Communication Technology resources can be described as tools through which people work with the information and communication processing needs of an organization. It encompasses the computer hardware, software; the network and several other devices (video, audio, photography, camera, etc) that convert information (text), images, sound, and motion and so on into common digital form (Vannili, 2015). ICT resources have a wider spectrum of application and utilization with enormous relevance to universities teaching and learning activities.

Utilization of ICT resources in teaching and learning is a good development with tremendous potentials for qualitative teaching and learning output on tertiary education in general and business education in particular. This is evident as the National Policy on Education (FRN, 2014.17) places emphasis on the provision and utilization of information and communication technology (ICT) when it states that "in recognition of the prominent roles of information and communication technology in advancing knowledge and skills necessary for effective functioning in the modern world, there is urgent need to integrate information and communication technology (ICT) into education in Nigeria". The Federal Ministry of Education (2021) affirmed further that, quality learning outcome depends on the quality of teaching and learning inputs and the qualitative processing of the inputs which among others include the use of ICT facilities for teaching and learning. As Ijaduola (2020) asserted, the efficiency of the product of educational institution is the result of inputs (teachers, equipment, and infrastructural facilities classroom, laboratories, libraries, computers and consumable materials) as well as the process (instructional delivery) such that where the input and process are faulty, the output will be faulty.

Over the years, the challenge in business education programmes in Nigerian tertiary institutions has been the quality of the graduates in relation to employment demands. Despite numerous efforts of relevant stakeholders, criticisms still abound about the extent to which the graduates satisfy the demands of employers in different organization in the country. In other words, there is no clear evidence that the utilization of ICT has contributed to effective teaching and learning in business education in tertiary institutions in Nigeria generally and Colleges of Education in particular. Arising from the foregoing, this study

therefore, determined the extent of utilization of ICT resources and its perceived contributions to business education in Colleges of Education

Statement of the Problem

In developed countries of the world, ICTs have been found to facilitate qualitative teaching and learning in different fields of education. However, the extent to which information and communication technology (ICT) resources are utilized in business education programmes in colleges of education is unclear. Onasanya (2020) noted that when ICT resources are optimally utilized in business education by competent lecturers, qualitative learning outcome in the programme will be guaranteed. It is uninteresting and common to see Nigerian business education graduates enroll in roadside computer centers to acquire ICT skills which ought to have been mastered in their university's days. This why Anoke, (2018) reported that some employers of labour are complaining that business education graduates especially those recruited by local and multi-national private companies could not manipulate basic ICT resources which are fundamental tools of operations in the companies. This may not be unconnected with the reports that ICT resources are not adequately utilized in teaching business education courses in the nation's tertiary institutions. There seems to be a gap in the practical skills especially as regards the ICT resources utilization proficiency in the present teaching of business education courses. Despite the potential benefits of ICT integration, such as enhanced teaching and learning, improved student engagement, and better preparation for the digital workforce, there is a perceived gap in the effective utilization of ICT resources in business education programmes. This gap may be attributed to various factors, including inadequate ICT infrastructure, limited teacher training and support, and insufficient curriculum integration. As a result, the perceived contribution of ICT resources to the effectiveness of business education programmes in colleges of education remains uncertain. Therefore, this study aims to investigate the extent of utilization of ICT resources and its perceived contribution to business education programmes in colleges of education in Delta State.

Purpose of the Study

The purpose of this study was to determine the extent of utilization of ICT resources and its perceived contributions to business education programmes of Colleges of Education. Specifically, the study sought to determine the:

- i. extent to which lecturers utilize ICT resources in instructional delivery in business education programmes in Colleges of Education
- ii. extent to which students utilize ICT resources in business education programmes in Colleges of Education
- iii. extent to which students perceive ICT resources utilization contribute to business education programmes in Colleges of Education
- iv. extent to which lecturers perceive ICT resources utilization contribute to business education programmes in Colleges of Education.

Research Question

The following research questions guided the study:

- i. To what extent do students utilize ICT resources in business education programmes in universities in Colleges of Education?
- ii. To what extent do lecturers utilize ICT resources for instructional delivery in business education programmes in universities in Colleges of Education?
- iii. To what extent do students perceive ICT resources utilization contribute to business education programmes in universities in Colleges of Education?
- iv. To what extent do lecturers perceive ICT resources utilization contribute to business education programmes in universities in Colleges of Education?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- Lecturers and students do not differ significantly in their mean ratings on the extent of utilization of ICT resources in business education programmes Colleges of Education:
- ii. Lecturers and students do not differ significantly in their mean ratings on the extent ICT resources utilization contributes to business education programmes in Colleges of Education

Method

This study utilized descriptive survey design. The chosen area for this study is Colleges of Education Ebonyi State. The population for this study consisted of 175 (13 lecturers and 162 students) of business education from Colleges of Education. There is no sample since the population was manageable. The instrument for data collection in this study was a questionnaire. The instrument was subjected to face validation to project supervisor and one expert in Business Education. The instrument was administered personally by the researcher with the help of non-academic staff and the course Reps we used for the study. Descriptive and inferential statistics were adopted for data analysis. Mean and standard deviation were used to analyze data to answer the research questions and determine the closeness of the respondents mean.

Results

Research Questions One: To what extent do lecturers utilize ICT resources in instructional delivery in business education programmes in Colleges of Education?

Items 1-14 on the questionnaire were designed to get information from the respondents on the research question. The results are shown in table 1 below

Table 1: Mean Responses on Extent Lecturers Utilize ICT Resources in Instructional Delivery in Business Education Programmes

S/N	Items on utilization of ICT resources	X	SD	Remark
1	Power point to plan for teaching	2.04	1.12	Small Extent
2	Overhead projector for delivering lectures	2.00	0.77	Small Extent
3	Internet to search for course materials for teaching	3.46	0.96	Moderate Extent
4	E-mail to assess students work/assignment	2.65	1.10	Moderate Extent
5	Internet for tutorials	2.05	1.09	Small Extent
6	Playlist aggregated objects and collection	2.38	1.01	Small Extent
7	Annotation on audio visual with story player, etc	2.31	1.25	Small Extent
8	Animations in flash to others listed	2.40	1.24	Small Extent
9	Facsimile for lecturer-student classroom interaction	2.38	1.07	Small Extent
10	Multimedia facilities in classroom management and	2.42	0.96	Small Extent
	control			
11	Film strip application as business education teaching aid	2.36	1.13	Small Extent
12	Multimedia projectors	2.32	1.16	Small Extent
13	Interactive whiteboards	3.09	1.07	Moderate Extent
14	Electronic organizer for information processing	2.48	0.87	Small Extent
Clus	Cluster Mean		1.06	Small Extent

Data in Table 1 show that only three out of the fourteen ICT resources listed (No 3, 4 and 13) with mean ratings of 3.46, 2.65 and 3.09 are moderately utilized by lecturers in business education. The remaining eleven ICT resources with mean ratings ranging from 2.00 to 2.48 are utilized to a small extent in business education in the Colleges of Education. The standard deviation for all the items ranges between 0.77-1.25 this implies that the respondents were far apart in their opinion.

Research Questions Two: To what extent do students utilize ICT resources in instructional delivery in business education programmes in Colleges of Education??

Items 1-10 on the questionnaire were designed to get information from the respondents on the research question. The results are shown in table 2 below

Table 2: Mean Responses on students Utilize ICT Resources in Instructional Delivery in Business Education Programmes

S/N	Items on Utilization of ICT Resources	X	SD	Remark
1	Word processor for typing assignment	3.84	0.72	Great Extent
2	Spreadsheet for accounting calculations	1.06	0.63	Very Small Extent
3	PowerPoint for presentation	1.24	0.60	Very Small Extent
4	E-mail for submitting assignment and	2.84	0.87	Moderate Extent
	communication with lecturers			
5	Software for learning keyboarding	3.54	0.71	Great Extent
6	Overhead projector for presentation and micro	1.26	0.67	Very Small Extent
	teaching			
7	Multimedia projector for presentation and micro	1.28	0.66	Very Small Extent
	teaching			
8	Social media for tutorial and communication	3.56	0.57	Great Extent
9	Internet to search for course materials	3.75	0.77	Great extent
10	Interactive whiteboard for presentation	1.04	0.65	Very Small Extent
	Cluster Mean	2.34	0.69	Moderate Extent

Data in Table 2 show that only four out of the ten ICT resources listed (No 1, 5, 8 and 9) with mean ratings of 3.84, 3.54, 3.56 and 3.75 are utilized by students in business education to a great extent. Five ICT resources with mean ratings ranging from 1.04 to 1.28 are utilized at a very small extent in business education while one item (No 4) is utilized at a moderate extent by students in business education in the Colleges of Education. The standard deviations for all the items are within the same range showing that the respondents were homogeneous in their opinion.

Research Question Three: To what extent do lecturers perceive ICT resources utilization contribute to business education programmes in universities in Colleges of Education? Analysis of data in respect of research question 3 is presented in Table 3

Table 3: Mean Rating and Standard Deviation of Students' Perceptions on the Extent to which ICT Resources Contribute to Business Education Programmes

S/N	Items on lecturers' perception on contribution of ICT	X	SD	Remark
	resources			
1	Enhances productivity in business education	4.26	0.87	Great Extent
2	Improves teaching effectiveness	4.07	0.68	Great Extent
3	Increases productivity and professional growth of lecturers			
		4.06	0.58	Great Extent
4	Promotes effective evaluation in business education	4.24	0.34	Great Extent
5	Facilitates decision making and problem solving	3.92	0.62	Great Extent
6	Facilitates collaborative efforts for quality assurance	4.24	0.69	Great Extent
7	Promotes creativity among lecturers and students	3.92	0.79	Great Extent
8	Improves employability potentials of students	4.15	0.78	Great Extent
9	Enhances the administration in the programme	3.96	0.84	Great Extent
10	Enhances the quality of research	3.86	0.82	Great Extent
11	Enhances global competitiveness of the graduates	4.15	0.75	Great Extent
12	Enhances students' practical skills acquisition	4.02	0.67	Great Extent
Clus	Cluster Mean			Great Extent

Data in Table 3 show that all the twelve items listed with mean ratings ranging from 3.86-4.26 with a cluster mean of 4.07. This shows that the lecturers are of the opinion that utilization of ICT contributes to business education programme to a great extent. The standard deviations for all the items are within the same range showing that the respondents were homogeneous in their opinions.

Research Question Four: To what extent do students perceive ICT resources utilization contribute to business education programmes in universities in Colleges of Education? Analysis of data in respect of research question 3 is presented in Table 4

Table 4: Mean Rating and Standard Deviation of Students' Perceptions on the Extent to which ICT Resources Contribute to Business Education Programmes

			U	
S/N	Items on student's perception on contribution of ICT	X	SD	Remark
	resources			
1	Enhances productivity in business education	3.59	0.86	Great Extent
2	Improves teaching effectiveness	4.06	0.68	Great Extent
3	Increases productivity and professional growth of lecturers			
		4.00	0.57	Great Extent
4	Promotes effective evaluation in business education	3.99	0.34	Great Extent
5	Facilitates decision making and problem solving	3.92	0.62	Great Extent
6	Facilitates collaborative efforts for quality assurance	4.13	0.69	Great Extent
7	Promotes creativity among lecturers and students	3.92	0.79	Great Extent
8	Improves employability potentials of students	4.14	0.77	Great Extent
9	Enhances the administration in the programme	3.96	0.84	Great Extent
10	Enhances the quality of research	3.86	0.81	Great Extent
11	Enhances global competitiveness of the graduates	4.14	0.75	Great Extent
12	Enhances students' practical skills acquisition	4.01	0.67	Great Extent
Clust	•		Great Extent	

Result in Table 4 show that all the twelve items listed with mean ratings ranging from 3.59-4.14 with a cluster mean of 3.98. This shows that the students are of the opinion that utilization of ICT contributes to quality of business education programme to a great extent. The standard deviations for all the items are within the same range showing that the respondents were homogeneous in their opinions

Hypotheses

Lecturers and students do not differ significantly in their mean ratings on the extent of utilization of ICT resources in business education programmes in universities in South-West Nigeria. Data analysis for null hypothesis 2 is presented in Table 5.

Table 5: Summary of z-test analysis for the difference between the mean ratings of lecturers and students on the extent they utilize ICT resources in business education

Gender	N	Mean	SD	DF	Z-cal.	Z-crit.	Remarks
Lecturers	13	38.08	10.96	173	2.68	1.96	S
Students	162	37.64	10.81				

Result in Table 5 show a calculated z-value of 2.68 which is greater than z-critical value of 1.96 at 173 degree of freedom and 0.05 level of significance. This means that respondents differ significantly in their mean ratings on the extent they utilize ICT resources in business education in colleges of education. The null hypothesis was, therefore, not upheld. Lecturers and students do not differ significantly in their mean ratings on the extent ICT resources utilization contributes to business education programmes in Colleges of Education

Table 6: Summary of z-test analysis of the difference between the mean ratings of lecturers and students on the extent ICT resources utilization contributes to business education

Gender	N	Mean	SD	DF	Z-cal.	Z-crit.	Remarks
Lecturers	13	38.08	10.96	173	2.68	1.96	S
Students	162	37.64	10.81				

Result in Table 6 show a calculated z-value of 0.54 which is less than z-critical value of 1.96 at 173 degree of freedom and 0.05 level of significance. This means that respondents did not differ significantly in their mean ratings on the extent ICT utilization contributes to quality of business education programme in colleges of education. The null hypothesis was, therefore, upheld.

Discussion

Findings of the study showed that business education students and lecturers in Colleges of Education utilize ICT resources at a small extent as shown by cluster mean. This finding is in consonance with that of Okeke, Ezenwafor and Umoru (2023) which stated that university lecturers' utilization of ICT facilities for quality instructional delivery is significantly low. Also, finding of Akuegwe, Ntukidem, Ntukidem and Jaja (2021) revealed that extent of ICT utilization for students' learning in Nigerian tertiary institutions is low. The finding also agreed with the report of Okolocha and Nwadiani (2015) that ICT resources are rarely utilized for teaching business education courses in both Colleges of Education and Universities in South-South Nigeria.

Findings of the study showed that business education students in Colleges of Education utilize ICT resources at a small extent. This finding buttressed the assertion of Okeke (2018) that although all tertiary institutions have made ICT literacy compulsory for lecturers and students, many institutions appear not to reap the potential of ICT on students learning. Meanwhile, students' and lecturers' moderate utilization of some ICT resources could be as a result of their self provision and private use of some of the ICT resources for learning, teaching and research. Supporting this, Akpan (2018) reported that majority of university students now have their personal laptop connected to the internet through the use of their personal modems with which they can access information, communicate quickly with both students and colleagues and also keep track of students records. Based on the findings low utilization of ICT resources could also be attributed to low level of ICT literacy among tertiary institution lecturers, poor funding by government, limited availability of ICT resources, epileptic power supply, time constraint and management attitude.

Findings of the study indicated that ICT resources utilization contribute to business education programmes in Colleges of Education at great extent as perceived by students and lecturers. This finding is in consonance with the finding of Fetherson in Tella (2021) that integration of ICT into curriculum package for teaching and learning yielded a positive result for both lecturers and students. Similarly, this result confirms the intention of government for integrating ICT into the curriculum of tertiary institution because it enhances teaching and learning in different ways. ICT based teaching and learning makes

teaching easy and learning interesting. ICT provides activity-based learning whereby students fully involve in teaching/learning process (Tella, 2021). In this technological era, the role of ICT in enhancing teaching and learning cannot be overemphasized which is reflected in the respondents" mean rating on extent ICT contributes to business education.

Findings of the study indicated that ICT resources utilization contribute to business education programmes in Colleges of Education at great extent as perceived by students. This finding agrees with the findings of Ezeani and Akpotohwo (2018) that the role of ICT facilities in the teaching and learning of accounting education is of great extent. This result confirms the intention of government for integrating ICT into the curriculum of tertiary institution because it enhances teaching and learning in different ways. ICT based teaching and learning makes teaching easy and learning interesting. ICT provides activity-based learning whereby puting students fully involve in teaching/learning process (Tella, 2021). In this technological era, the role of ICT in enhancing teaching and learning cannot be overemphasized which is reflected in the respondents" mean rating on extent ICT contributes to business education.

Conclusion

Based on the findings of this study, it is concluded that the extent of utilization of ICT resources by students and lecturers is low because they lack relevant competencies for utilizing ICT resources. The fact that the minimal utilization was perceived by both lecturers and students to contribute to business education programmes of universities in South-West Nigeria. This means that if the lecturers and students adequately possess competencies for utilizing the resources, the quality of both the programmes and product will greatly improve.

Implications of the Study

The findings in this research work revealed that ICT resources utilization by students and lecturers was at a small extent, meaning that qualitative teaching and learning in Business Education programme of universities and Colleges of Education is not guaranteed. The graduates can hardly be adequately equipped with relevant ICT skills and knowledge for success in employment and competitiveness in the global workplace of the current technological era.

Besides, the state of our educational sector is nothing to be proud of due to low budgetary allocation to the sector which is less than 10 percent. This has led to inadequate provision of instructional facilities which ought to promote qualitative delivery of instruction, knowledge and skills to the students. Regrettably, the Nigerian budgetary allocation over the last five decades has been abysmally low and has become a serious source of concern. Despite the fact that UNESCO has recommended that countries devote at least 26% of their annual budgets to education. This underscore the importance attached to education in developing and transforming a society.

Lastly, the intention of the Federal and State Government was to provide facilities that would promote ICT use and knowledge across all levels of education. Although this is laudable,

there is no evidence yet of workable, legally approved ICT framework for the sector. In these circumstances, implementation processes would definitely be lopsided, and governed by nepotism, tribalism, and political undertones.

Recommendations

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

- 1. Colleges of Education management should make the environment conducive by providing ICT resources for business education programme to boost students and lecturer's utilization for quality teaching and learning.
- 2. Colleges of Education management should engage, encourage and sponsor their business education lecturers and laboratory technologist for re-training programmes to update their ICT knowledge, skills and competencies to effectively utilize the resources for quality instructional delivery in their programme.
- 3. School management should enter into partnership with ICT manufacturing organizations to assist in improving the supply of the resources for their academic programmes towards qualitative teaching and learning process.
- 4. Management of Colleges of Education should develop sustainable preventive and corrective maintenance culture by servicing and repairing the available ICT resources for optimal utilization by lecturers and students.
- 5. Government at the Federal and State levels should prioritize the funding of education sector to meet up with the recommendation of UNESCO and ensure adequate procurement of ICT resources for effective educational activities in universities.
- 6. Government should make stringent policies to enforce and strengthen utilization of ICT resources to support learning and other programmes of universities to meet global standard of the 21st century.

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THE IMPACT POVERTY REDUCTION ON INEQUALITY SUB-SAHARAN AFRICAN

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Abstract

The paper ascertained the relationship between inequality of income and poverty reduction in Sub-Saharan Africa. The paper uses the econometric method of Cross section Panel Co-integration to determine the long run relationship and also Panel Vector Error Correction method, to examine the short run dynamics. The study employed a sample data for the period of 1999 to 2016. Evidence from the results indicates that there is a long run co-integration among, inequality of income and poverty in Sub-Saharan Africa. However, the results of the dynamic inequality of income have established influence of inequality of income on poverty reduction. This implies that rising income inequality of income may impede poverty reduction especially if the growth does not take a distributional pattern. This suggests that for the selected Sub-Saharan African countries poverty reduction require substantial amount of income distribution.

Keywords: Inequality of Income, Economic growth and long run relationship

Background to the Study

Number of important findings emerged from research. In terms of income inequality, sub-Saharan Africa is one of the most unequal regions in the world, despite low levels of per capita income. Income distribution to improve welfare and the benefit the poor are also high, particularly between rural and urban population in the regions, and have remained persistent over time. Furthermore, although income inequalities are typically more of an urban phenomenon, asset-based and capability-based inequalities in fact tend to be higher in rural than urban areas. (Fasu 2016). Countries with high initial income inequality find economic growth to be less efficient in reducing poverty, and need a combination of

economic growth and reductions in inequality to make a significant impact on poverty. For other countries, particularly those with the lowest per capita income, the effect of redistribution on poverty is smaller, relative to the effect of growth (Fasu, 2016).

Based on World Bank database as employed in Thorbecke (2013), it is apparent that SSA's performance on poverty since 1981 has not been uniform. While the headcount poverty incidence rate at the \$1.25 level increased by about 6.6 percentage points between 1981 and 1996, it actually fell by 6.0 percentage points during 1996–2005, and further by 3.6 percentage points between 2005 and 2010. However, at 9.2 percentage points and 8.4 percentage points, the rates of poverty decline during 1996–2005 and 2005–2010 were, respectively, faster for SAS, a region of the world that has also experienced historically high levels of poverty. Similar observations hold for the poverty incidence at the \$2.50 standard. This poverty rate rose by 4.5 percentage points between 1981 and 1996 for SSA, while it fell by 3.8 percentage points for SAS during the same period (World Bank 2016).

The main objectives of this paper are to examine the direction of the relationship between inequality of income and poverty reduction. This study contributes significantly by filling the gaps in the previous studies that emphasize on monetary aspect of inequality of income without including the non-monetary aspect. This paper also employed the most recent panel co-integration techniques in order to assess countries heterogeneity and draw understanding based on country specific peculiarities. The remaining part of the paper includes literature review, methodology, findings and conclusions.

Theoretical and Empirical Literature

Theoretically, the argument finds its roots from the pioneering work of (Kuznets, 1955) who suggests an inverse relationship between growth and income distribution. He proposed that income inequality initially rises but then declines as per capita income increases. Many empirical evidences have attempted to confirm or repute this plausible relationship; however, it remains ambiguous. Using cross-country African data, Ali & Thorbecke (2013), for example, find that poverty is more sensitive to inequality than it is to income changes. A subset of such inter-country studies, moreover, underscores the important role of inequality in determining the responsiveness of poverty to economic growth (e.g. Ravallion, 1997; Easterly, 2000; Adams, 2004).

These authors were especially interested in the role of inequality in the effectiveness of specific policies. Ravallion (1997), for instance, tested econometrically the "growth-elasticity argument" that states that while low inequality helps the poor share in the benefits of growth, it also exposes them to the risk of contraction. Likewise, assessing the effectiveness of the Bretton Woods Institutions' programmes, Easterly (2000) introduced an interactive variable of growth and the level of inequality in the poverty-growth equation, and observed that the impact of the programmes was enhanced by lower levels of inequality. Finally, Adams (2004) emphasized the importance of measuring growth, whether using survey income or GDP, but also presented elasticity estimates showing that the growth (absolute)

elasticity of poverty is greater for the group of countries with a lower level of inequality. To further underscore the crucial role played by inequality in the poverty –growth relationship, Fosu (2008, 2009, 2010a, 2010b, 2010c) has recently derived and estimated analysis-ofcovariance and other interactive models. The first four of these studies are on African economies, while the last employs a global sample of developing countries. The results from the studies provide further support for the importance of inequality in the poverty –growth transformation. Although they find that decreasing inequality tends to be poverty-reducing generally, the studies also find that in certain cases, a perverse outcome might emerge. In very low-income countries, for instance, reducing inequality could actually raise poverty, mainly because more individuals, especially those at the margin, are likely to fall below the poverty line due to such policy action (Fosu, 2008, 2009, 2010a, 2010b, 2010c). For these countries, therefore, the inequality elasticity of poverty might actually be negative, particularly in the case of poverty incidence. Such a finding further reinforces the notion that a country-specific approach, but one guided by a more general framework, should be pursued. Furthermore, a small number of recent studies have used panel data to explore the growth -inequality -poverty relationship. They include Fosu (2009, 2010c, 2011) and Kalwij & Verschoor (2007). Such an approach helps control for the effects of unobservable countryspecific factors that are often present in static cross-country studies.

Method

Econometric methodology

We employ the techniques of panel data for Nigeria, Boswana, Ghana, Gambia, Cameroun, Codevoire. The rationale is to address the heterogeneous problems in panel data analysis and also to fill in the gap in the previous studies. However, the model is specified below:

$$engi, t - i = \langle 0, t - i + \langle i, poi, t - i + \langle iigdpi, t - i - - - (1) \rangle$$

Where eng is proxy of inequality of income and po stand for the poverty and a control variable economic growth, while ζ , are the random walks, and i and ζ ii are the parameters Ut is the disturbance term.

Panel Unit Root Tests

We introduced panel unit root tests in order to test the stationary of a panel data which is specified under the four panel unit roots test based on Levin, Lin and Chu (LLC) test,

It was in an effort to address this seemingly weakness of the time series data a unit root panel analysis was introduced. This is classified under the four panel unit roots test which is Levin, Lin and Chu (LLC) test, IM, Pesaran and Shin (IPS) test and PP- fisher test. Which is specified below:

$$\Delta\chi i, t = \delta\,i + \chi t + \sum \partial ij \Delta\chi i, t - j + \eta i, t - - - (2)$$

Where Δ the first difference operation ei is is the random terms and sigma for changes of δ_2 , t=1,2--T stand for time period, and i=1,2--10 represents regional cross-time series

Through this approach it become easy to determine the two-dimensional fixed effects (δ and ∂) and unit exact period time trends. Levin, Lin and Chu test, includes the first and null hypothesis Ho: $\chi i=0$ for all i, which is tested on the opposite under the alternative hypothesis Hi $\chi i=\chi < 0$ for all i.

However, the framework, of analysis was extended by the Levin, Lin and Chu analysis in order to provide for the presence of heterogeneity of the coefficient terms in the alternative hypothesis. While on the other hand (Pesaran, and Shin (2003) has compromised the similarity of the first order AR coefficient of the Levin, Lin and Chu test that enable x become not similar along the cross-sectional region in the alternative hypothesis. Both hypotheses are specified as Ho; $\chi i = o < i$, HI= $\chi i < o$ in certain i. While IPS measure is conducted on the basis of the mean group procedure IPS exhibit their approach as appropriate with finite sample ability when compared with the Levin Lin and Chu approach. The Fisher-ADF test developed by (Choi 2001) and the Fisher, PP test developed by (Pedroni 1999) used probability by applying an asymptotic Chi-Square approach. One good merit of using the Fisher test, in place of IM Pesaran test, it doesn't need balance panel. More so, it enables the application of various lag lengths in the separate ADF estimate and easily estimated in the case of any derived Unit roots test. The major demerit of the Fisher test lies on the way the Probability- values where established based on Monte Carlo. However, after achieving integration and co-integration of the series we go ahead and test the short run dynamic of the model.

Panel Vector Error Correction Model

Whenever, a model is found to be co-integrated it indicates that there is the possible existence of causality which is determine through the application of PVECM.

$$\Delta Xit = Ci + \sum \beta k \Delta xi, t - k + \lambda t E Ci, t - 1 + Ui, t$$

Where X is the vector of variable's, comprising the inq, po, gdp. While "I" stand for Panel characteristics of cross-country analysis, EC stands for the error terms λ ui stand for the rate of adjustment to the long run equilibrium equally.

Results of the estimated variables

Table 1: Panel Unit Root Results

	LLC	IPS	ADF-Fisher	PP-Fisher
LNing	1.77609	4.73171	2.27579	2.42562
	(0.9980)	(0.8999)	(0.9989)	(0.9984)
LNpo	-0.22057*	-0.00322	5.69449	0.81336
	(0.0033)	(0.4987)	(o.4583)	(0.8019)
LNgdp	0.02338	0.17118	0.56516	20.69345
	(o.7884)	(0.7792)	(2.9550)	(o.8456)

Note: * ** and *** Suggest the level of rejection at the 10%, 5% and 1% level accordingly. Numbers in Parentheses are the P-values

Table 2: Panel Unit Root at First difference intercept without trend

	LLC	IPS	ADF-Fisher	PP-Fisher
LNing	-3.65261*	-0.51930*	16.6245*	28.5200*
	(0.0030)	(2.0643)	(0.0980)	(0.0046)
LNpo	-3.62655*	-1.64067*	16.8955*	16.3072*
	(0.0009)	(0.0041)	(0.0065)	(0.0003)
LNgdp	-3.13415*	-1.81687*	10.2101*	23.3197*
	(0.0009)	(0.0346)	(0.0370)	(0.0001)

Note: * ** and *** suggest the rejection level at the 10%, 5% and 1% level accordingly. Numbers in Parentheses are the P-values.

Based on table 1 above, the series become non stationary at 5% level as such the null hypothesis of no unit root cannot be rejected. Thus after first differences the series become stationary in both tests at 1% level of significance.

Table 3: Panel Co-integration Test Results (Inequality of income as dependent variable)

	Statistics	p- value
PanelV	2.377294*	0.0542
PanelP	2.46763	0.0560
PanelPP	3.204339*	0.0485
Panel ADF	3.161349	0.0350
GroupP	2.199352	0.0884
GroupPP	2.55226*	0.0339
Group ADF	3.233604	0.0760

Note: * ** and *** suggest the rejection level at the 10%, 5% and 1% level accordingly.

Thus table 3 estimated the Co-integrating order of the series following the newly established approach developed by Pedroni technique to co-integration. The results indicate that the null hypothesis of no co integration is rejected by panel V PP and group pp. We therefore, conclude that there is co-integration among the variables.

Table 4: Panel Vector Error Correction Mechanism Results

Independent variables	Dependent Variables		
	$\Delta LNinq_t$	$\Delta LNpo_t$	$\Delta LNgdp_t$
ECt-1	0.038194*	0.000334*	-0.000187
	(2.63163)	(5.63763)	(0.08082)
$\Delta LNing_{t-1}$	-0.008243*	0.000703	0.00.9906
	(-3.02508)	(2.14554)	(2.03001)
$\Delta LNpo_{t-1}$	0.76950*	-0.037488	0.0066608
	(2.12604)	(-0.37519)	(2.12231)
$\Delta LNgdp_{t-1}$	-1.125.2242*	-0.728370*	-0.001123
	(-2.5821)	(3.30286)	(-0.00942)
Constant	12.1490*	-0.034819	-0.041960
	(4.89526)	(-0.21774)	(-0.58527)

Note:*** ** and * indicate the significance at the 1%, 5%, and 10% accordingly. The P- Value is given in parentheses.

The results of the vector error correction approach are presented in table 4. The results indicate that the ECM is significant in both inequality dynamic model and poverty dynamic model. In the short run the estimated coefficient of inequality of income in the dynamic economic growth model is significantly negative. This implies that in the short run the six sample countries have a serious problem of inequality of income and the so called Kuznet "inverted –U" relationship does not hold in the selected countries in Sub- Saharan Africa. The statistically significant of the inequality model implies that Inequality of income significantly impact on poverty reduction in the short run. In other words, rising income inequality may causes increased in poverty.

Conclusion and Policy Implication

Recently Sub- Saharan countries have experienced rising income inequality with rising poverty. This study attempts to empirically investigate the direction of the relationship between inequality of income and poverty reduction in Sub- Saharan African countries, using a cross- sectional data set, from 1999 to 2016. Empirical evidence from the results indicated that inequality of income causes increase in poverty. However, the results indicate that the influence of inequality on poverty is significant; suggesting that inequality of income may causes increases in poverty even though the effects is not direct one it impacts first growth. In order to achieve sustained considerable poverty reduction, inequality of income must be addressed.

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IMPACT ANALYSIS OF BANDITRY ON RURAL LIVELIHOOD AND FOOD SECURITY IN IGABI LGA OF KADUNA STATE NIGERIA: EVIDENCE FROM AfDB-CBARDP INTERVENTION

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Abstract

 $oldsymbol{7}$ his study investigated the impact of banditry on rural livelihood and food security in Igabi Local Government Area (LGA) of Kaduna State, Nigeria, focusing on beneficiaries of the African Development Bank's Community—Community Based Agricultural and Rural Development Programme in the study area as a case study. It aims to understand how various forms of banditry—such as kidnapping (KDN), cattle rustling (CAR), destruction of farmland (DSF), extortion (EXR), village raids (VIR), and the frequency of attacks (FRA)—affect rural livelihood and food security. Statistical analyses, including the Hosmer and Lemeshow test, were conducted to evaluate the model's fit and the significance of predictors. Using logistic regression analysis on data from 344 respondents, the study found that cattle rustling (CAR), destruction of farmland (DSF), and frequency of attacks (FRA) significantly decrease the odds of achieving rural livelihood, with odds ratios of 0.523, 0.433, and 0.294, respectively. Cattle rustling and destruction of farmland notably reduce rural livelihood odds to 52.3% and 43.3% of the baseline level. Regarding food security, the study revealed that cattle rustling and extortion significantly reduce the odds of food security, with odds ratios of 0.291 and 0.503. Cattle rustling notably decreases food security odds to 29.1%, while extortion reduces it to 50.3%. Interestingly, village raids were found to positively affect food security, with an odds ratio of 2.641, suggesting that they might be associated with improved food security under certain conditions. Kidnapping, destruction of farmland, and

frequency of attacks did not show significant effects on food security. The study recommends enhanced security measures and targeted support mechanisms to address the specific impacts of different forms of banditry on rural livelihood and food security.

Keywords: Banditry, Rural Livelihood, Food Security, Logistic Regression, Kaduna State, Igabi LGA, CBARDP

Background to the Study

Agriculture is the backbone of the Nigerian economy, providing employment and livelihood to about 70% of the population (National Bureau of Statistics, 2022). Rural areas, particularly in the northern regions, rely heavily on subsistence farming and livestock rearing as primary sources of income. However, these agricultural activities are increasingly under threat due to rising insecurity, particularly banditry, which has become rampant in recent years. Banditry, characterized by kidnapping, farm destruction and cattle rustling, has escalated in the northwestern states of Nigeria, including Kaduna. The phenomenon has disrupted the social and economic fabric of rural communities, causing widespread fear and displacement (International Crisis Group, 2023). Igabi Local Government Area (LGA) is one of the regions severely affected by this menace. Bandits often target remote villages, looting livestock and farm produce, which directly impacts the economic well-being of these agrarian communities (Usman, 2024). According to Adamu (2023), the persistent threat of banditry has significantly disrupted agricultural activities, leading to a decline in food production and increased poverty among rural farmers.

The impact of banditry on food security is profound. Farmers are often forced to abandon their fields due to fear of attacks, leading to reduced agricultural output and food shortages. The disruption in farming activities not only affects the immediate availability of food but also the entire agricultural value chain, including processing, distribution, and marketing (Food and Agriculture Organization, 2023). In Igabi LGA, these disruptions have led to increased food prices and decreased household incomes, exacerbating the already high levels of poverty and food insecurity.

Incidentally, Igabi is among the areas that benefited from the African Development Bank's Community-Based Agricultural and Rural Development Project (AfDB-CBARDP). This intervention aimed to stimulate community food production and reduction in rural poverty through increased farm income (AfDB, 2023). The implementation of the CBARDP aimed to address these challenges by enhancing agricultural productivity and improving rural livelihoods through the provision of improved seeds, fertilizers, cost of farm labour supply, mechanical technology, agrochemicals, and training on modern agricultural practices. By targeting smallholder farmers, the CBARDP seeks to increase their productivity and income, thereby contributing to poverty alleviation. Despite the initial success of the intervention, the escalating banditry significantly hampers the continued achievement of its long-term objectives. The increased insecurity poses substantial challenges to the effectiveness of

these interventions. It prevents beneficiaries from accessing their farms, disrupts the supply of agricultural inputs, and discourages community farming activities (Adamu & Mohammed, 2023). Consequently, these disruptions lead to food shortages and worsen the existing poverty crisis in Igabi Local Government Area. Therefore, this study aims to examine the impact of banditry on rural livelihoods and food security in Igabi LGA.

Literature Review Concept of Banditry

Banditry encompasses various criminal acts such as terrorism, armed robbery, theft, and violence, usually occurring in rural or poorly controlled areas. The International Crisis Group (2023) defines it as organized crime involving armed groups that engage in robbery, extortion, and kidnapping, particularly targeting isolated communities where law enforcement is weak. The United Nations Office on Drugs and Crime (2023) describes banditry as involving violent and coercive actions by groups or individuals to commit theft, robbery, or kidnapping, often in regions with minimal state presence. According to the World Bank (2023), banditry is a type of organized crime involving armed theft that disrupts local economies and undermines development efforts, particularly in rural or semi-urban areas. The Global Terrorism Database (2023) views banditry as violent acts committed by non-state actors for financial or political gain, significantly affecting community safety and economic stability in vulnerable regions.

Concept of Food Security

Food security is a complex issue involving several aspects: availability, access, utilization, and stability of food. According to the Food and Agriculture Organization (FAO, 2023), food security means that everyone always has physical, social, and economic access to enough safe and nutritious food to meet their dietary needs for a healthy life. This highlights the need for consistent food access, not just availability. The United States Agency for International Development (USAID, 2023) defines it as having reliable access to enough affordable, nutritious food for a healthy life, focusing on reliability and affordability. The World Bank (2023) emphasizes that food security means everyone always has physical and economic access to enough food for a productive and healthy life, covering both physical and economic access. The World Food Programme (WFP, 2023) adds that food security involves access to sufficient, safe, and nutritious food at all times for maintaining a healthy and active life, stressing the safety and nutritional quality of food.

Concept of Rural Livelihood

Rural livelihood refers to the methods, activities, entitlements, and resources that rural households use to sustain themselves. This concept is crucial for understanding rural poverty and development. According to the Food and Agriculture Organization (FAO, 2023), rural livelihood includes the skills, assets, and activities necessary for a means of living, and it is deemed sustainable if it can withstand and recover from challenges while preserving the natural resource base. The International Fund for Agricultural Development (IFAD, 2023) describes it as the way rural residents earn their income and manage economic

activities such as farming, fishing, and forestry, which are essential for rural employment and income. The World Bank (2023) highlights that rural livelihood involves various ways rural families support themselves, including agriculture and informal work, with an emphasis on sustainability and resilience. The United Nations Development Programme (UNDP, 2023) broadens this to include all activities, assets, and strategies that rural people use to maintain their living standards, encompassing access to resources, financial services, markets, and social networks.

Empirical Review

Usman (2024) investigates the impact of banditry on food security in Northern Nigeria, particularly in Kaduna State. The study evaluates how banditry affects agricultural productivity, food availability, and overall food security in the region. Utilizing a mixedmethods approach that integrates both quantitative and qualitative data, the research reveals that banditry significantly disrupts agricultural activities in Kaduna State. Farmers face frequent theft of livestock and crops, leading to decreased productivity and income. Moreover, the fear of attacks has caused many farmers to either abandon their farms or scale back their agricultural efforts. Nwafor (2023) examines the effects of armed conflicts, including banditry, on rural development and livelihoods across Africa. This comprehensive analysis explores how various forms of violence disrupt rural life, impacting agricultural productivity, economic stability, and social cohesion. The study employs multiple regression and Pearson correlation to analyze data, concluding that armed conflicts severely hinder agricultural activities, resulting in lower crop yields and livestock losses. Ewododhe, Romanus, and Owigho (2023) assess the threat of banditry to food security in Northern Nigeria, focusing on Kaduna, Zamfara, Borno, Sokoto, Kebbi, and Niger states from August 2021 to July 2022. By analyzing secondary data and using descriptive statistics, the study finds that banditry has devastated farmers' livelihoods, imposed heavy taxes, and significantly raised food prices due to its increasing prevalence in the region.

Suleiman and Bilkisu (2023) explore how banditry affect food security in Katsina State, Nigeria. Through focus group discussions with affected community members, the study reveals that banditry has had a detrimental impact on food security by causing the deaths and kidnappings of farmers, displacing them from their lands, seizing farmland, stealing cattle, destroying grain silos, and obstructing local trade routes. Ahmed and Bello (2023) assess the effectiveness of agricultural development projects, including AfDB-CBARDP interventions, in alleviating the effects of banditry on rural areas. The study evaluates the challenges faced by these programs and their success in enhancing agricultural productivity and food security using both descriptive and multiple regression analyses. The results indicate that these projects have improved crop yields and agricultural productivity by providing farmers with better access to seeds, fertilizers, and farming techniques.

Olusegun, James, and Jafaru (2022) provide an anecdotal analysis of how rural banditry impacts food security in Nigeria's North-West. By reviewing relevant secondary sources, the paper highlights how banditry disrupts agricultural activities, exacerbates food crises, and

distorts the economic activities of rural residents in the area, offering recommendations for sustainable solutions to address the crisis.

Theoretical Framework

The theoretical framework combines the Sustainable Livelihoods Framework (SLF), Conflict Theory, and Food Security Theory to analyze the effects of banditry on rural livelihoods and food security. The SLF is crucial for understanding how communities sustain themselves amidst external shocks, emphasizing five asset categories: human, social, natural, physical, and financial capital (DFID, 1999). Banditry disrupts these assets by interrupting agricultural activities, causing displacement, and weakening social networks, which diminishes the resilience and sustainability of rural livelihoods.

Conflict Theory, derived from Karl Marx's work, explains that societal conflicts arise from inequalities and competition over resources. In rural Nigeria, banditry can be both a result and a cause of social and economic inequalities, driven by poverty, unemployment, and weak state presence (Collier, 2000). This theory sheds light on how marginalized groups resort to violence due to these inequalities and the failures in governance that exacerbate the problem. Food Security Theory provides a framework to analyze the availability, accessibility, utilization, and stability of food resources. According to the Food and Agriculture Organization (FAO, 1996), food security exists when everyone has reliable access to sufficient, safe, and nutritious food for an active and healthy life. Banditry's impact on agriculture leads to reduced food supply, affecting overall food security. Integrating these theories offers a comprehensive approach to understanding how banditry impacts rural communities in Igabi LGA. The SLF highlights disruptions to livelihood assets, Conflict Theory addresses the underlying causes of banditry, and Food Security Theory examines its effects on food systems and nutrition. This combined framework aims to provide a holistic view of banditry's effects and guide the development of targeted interventions to enhance both livelihoods and food security.

Gap in Literature

Despite the extensive research on the impact of armed conflicts and general insecurity on rural livelihoods and food security, there is a significant gap in the specific examination of how banditry, as a distinct form of conflict, affects these areas in Igabi Local Government Area (LGA) of Kaduna State, Nigeria. Most studies on rural insecurity and food security in Nigeria have a broader national or regional focus. There is a lack of localized studies that examine the peculiarities and specific challenges faced by communities in Igabi LGA. A detailed, localized study can provide insights that are more relevant and actionable for policymakers and development practitioners working in this area. Additionally, Existing research often employs a single theoretical framework to analyze the impact of conflict on rural livelihoods and food security. There is a gap in studies that integrate multiple theoretical perspectives, such as the Sustainable Livelihoods Framework, Conflict Theory, and Food Security Theory, to provide a more comprehensive understanding of the issue.

Methodology

The Study Area

Igabi Local Government Area (LGA) is located in northwestern Kaduna State, Nigeria, and plays a crucial role in the region's agriculture. It borders Zaria, Giwa, Birnin Gwari, Chikun, and Kaduna North LGAs and features a varied landscape of plains and gentle hills. The climate is tropical savannah, with a wet season from April to October, which supports agriculture, and a dry season from November to March. The population of Igabi LGA is ethnically diverse, including Hausa, Fulani, and other smaller groups. Most people live in rural areas, with a youthful demographic heavily involved in agriculture. The LGA is known for its production of crops like maize, millet, sorghum, rice, groundnuts, and vegetables, as well as livestock such as cattle, goats, sheep, and poultry. Its fertile soil and favorable climate make it an important agricultural region. However, Igabi LGA has been significantly impacted by banditry and violence, including kidnapping, cattle rustling, armed robbery, and village attacks. This insecurity has led to displacement, loss of life and property, and major disruptions in agricultural activities.

Sampling Technique and Sample Size

In this study assessing the impact of banditry on rural livelihoods and food security in Igabi LGA, Kaduna State, Nigeria, a multi-stage sampling method was used to obtain a representative sample. The first stage involved purposively selecting Igabi due to its banditry issues. In the second stage, three rural villages—Igabi, Gwaraji, and Gwada—were selected, as they are part of the CBARDP implementation area. The third stage focused on selecting respondents from CBARDP beneficiaries in these villages. The study's total population was 2,436, with a sample size of 344 determined using the Yamane formula. Data was collected from 2022 to 2024 using structured questionnaires administered by enumerators through verbal interviews. The questionnaire gathered information on respondents' socioeconomic profiles, including gender, age, marital status, household size, education, and their involvement in project activities.

Model Specification

To evaluate the impact of banditry on rural livelihoods and food security in Igabi LGA, Kaduna State, Nigeria, the study will employ a combined model incorporating the Sustainable Livelihoods Framework (SLF), Conflict Theory, and Food Security Theory. Logistic regression will be used for this analysis, which estimates the log-odds of a binary outcome—rural livelihood and food security—based on various factors related to banditry. The model will include k predictors $(X_1, X_2, X_3, ..., X_k)$ and a Bernoulli response variable Y, where p=P(Y=1). This model assumes a linear relationship between the explanatory variables and the log odds of the event Y=1, as described by the linear relationship equation.

Where l denotes the log odd, e denotes the base of the logarithm and λi are the parameters. The odds are re-generated by taking the exponentiation of the log odds:

$$\frac{p}{1-p} = \boldsymbol{\varphi}_0 + \boldsymbol{\lambda}_1 \boldsymbol{x}_1 + \boldsymbol{\lambda}_2 \boldsymbol{x}_2 + \dots + \boldsymbol{\lambda}_k \boldsymbol{x}_k \dots (2)$$

By simple algebraic manipulation, the probability that Y = 1 is

$$P = \frac{e^{\phi_0 + \lambda_1 x_1 + \lambda_2 x_2 + \dots + \lambda_k Xk}}{e^{\phi_0 + \lambda_1 x_1 + \lambda_2 x_2 + \dots + \lambda_k Xk}} = \frac{1}{1 + e^{-(\phi_0 + \lambda_1 x_1 + \lambda_2 x_2 + \dots + \lambda_k Xk)}} \dots (3)$$

The formula above reveals that once ei are stable, the log-odds can be calculated easily either the log-odds that l = 1 for a given observations.

Therefore, t the logistic regression model is denoted as:

$$Y_{it} = \mathbf{\phi}_0 + \lambda_1 X_1 + \lambda_2 X_2 + \lambda_3 X_3 + \lambda_4 X_4 + \lambda_5 X_5 + \lambda_6 X_6 + u_t \dots (4)$$

Where:

Y = Rural livelihood proxied by financial stability, X_i = Kidnapping for ransom, X_z = cattle rustling, X_z = destruction of farmland, X_z = extortion, X_z = village raids, X_z = frequency of attack

The logistic regression model is useful for binary outcomes. In this study, we have two main outcomes of interest:

- a) Rural Livelihood (RUL): Proxied by financial stability,
- b) Food Security (FOS): Measured by the consistency of food availability.

Therefore, to model the impact of banditry on rural livelihood, the equation (4) was respecified as;

$$RUL_{ij} = e_o + \Phi_i KDNit + \Phi_j CAR_{ij} + \Phi_j DSF_{ij} + \Phi_j EXT_{ij} + \Phi_j VIR_{ij} + \Phi_j FRA_{ij} + u \quad (5)$$

Where:

KID represent kidnapping for ransom, CAR represent cattle rustling, DSF represent destruction of farmland, EXT represent extortion, VIR represent village raids, and FRA represent frequency of the attack.

The frequency of attack (FRA) was incorporated into this this model as a control variable. Incorporating the frequency of attack (FRA) as a control variable in the logistic regression model for analyzing the impact of banditry on rural livelihood and food security in Igabi LGA is crucial. It helps to control for the overarching security context, reduces confounding bias, enhances model robustness, and improves predictive power. By doing so, the study can more accurately estimate the effects of specific banditry activities on the dependent variables, leading to more valid and actionable findings.

Similarly, to model the impact of banditry on food security in the study area, equation 5 was re-specified as:

$$FOS_{it} = e_0 + \Phi_1 KDNit + \Phi_2 CAR_{it} + \Phi_3 DSF_{it} + \Phi_4 EXT_{it} + \Phi_5 VIR_{it} + \Phi_6 FRA_{it} + u$$
(6)

Where:

FOS represents food security. The FOS was measured by the consistency of food availability. Φ_{1} , Φ_{2} , Φ_{3} , Φ_{4} , Φ_{5} , and Φ_{6} are the coefficients to be estimated. Rural Livelihood (RUL): Financial stability (binary outcome; 1 if financially stable, 0 otherwise). Similarly, Food Security (FOS): Consistency of food availability (binary outcome; 1 if food secure, 0 otherwise). Additionally, the independent variables were likewise treated as a dichotomous response variable such that; P=1 if yes and 0 if otherwise. u, accounts for the variation in the dependent variable not explained by the predictors. This logistic regression model framework provides a structured approach to understanding the impact of banditry on rural livelihood and food security in Igabi LGA. By analyzing how specific forms of banditry activities (kidnapping, cattle rustling, destruction of farmland, extortion, village raids, and frequency of attack) affect financial stability and food security, the study aims to offer insights that can inform policy interventions and mitigation strategies.

Presentation and Analysis of Result

Table 1: Socio-Demographic Distribution of Sampled Respondents

Variable	Frequency	Percentage
Gender		
Male	233	67.7
Female	111	32.3
Total	344	
		Mean = 34
Age		
Less than 29	4	1.16
29-39	58	16.9
40-50	93	27.0
Above 50	189	54.9
Marital Status		
Single	15	4.4
Married	244	70.9
Separated	11	3.2
Widow/widower	74	21.5
Highest Educational		
Qualification		
Primary	118	34.3
Secondary	113	3 4 ·3 32.8
Tertiary		7.8
Islamic	27 42	12.2
Vocational	-	12.8
v ocational	44	12.0

Source: Author's computation using SPSS 25, 2024

The sample predominantly consists of males (67.7%) compared to females (32.3%), reflecting a significant male dominance. Most respondents are over 50 years old (54.9%), indicating an older population with substantial rural experience. The mean age is 34 years, with many respondents in the 40–50-year age bracket, suggesting a mature group knowledgeable about local agricultural and security issues. A majority of respondents are married (70.9%), which may imply many have family responsibilities and could be more affected by disruptions caused by banditry. The notable presence of widows/widowers (21.5%) highlights additional vulnerabilities.

Educationally, a significant portion of respondents have only primary (34.3%) or secondary education (32.8%), with fewer having tertiary (7.8%), Islamic (12.2%), or vocational education (12.8%). Lower education levels may limit their ability to adapt and recover from banditry's impacts, potentially worsening the effects on food security and rural livelihoods. The diversity in educational backgrounds may influence respondents' skills and coping strategies. Overall, the demographic profile—older, married males with varied educational backgrounds—suggests a population deeply experienced in rural life but potentially highly vulnerable to the effects of banditry.

Table 2: Omnibus Tests of Model Coefficients and Classification Accuracy

		Rural Livelihood			Food Security			
		Chi-	df	Sig.	Chi-	df	Sig.	
		square			square			
Step 1	Step	135.842	6	.000	40.064	6	.000	
	Block	135.842	6	.000	40.064	6	.000	
	Model	135.842	6	.000	40.064	6	.000	
		Classification	Accuracy=		Classificatio	n Accuracy	=	
			73.3		70.1			

Source: Author's computation using SPSS 25, 2024

The Omnibus Tests of Model Coefficients assess the overall significance of a logistic regression model by comparing it to a baseline model with no predictors. For the rural livelihood model, the Omnibus test showed a high chi-square value of 135.842 and a p-value of .000, indicating that the model significantly improves the fit over a baseline model. Similarly, the food security model had a chi-square value of 40.064 and a p-value of .000, also showing a significant improvement compared to a model with no predictors. These results suggest that the predictors in the models have a strong impact on the dependent variables. Regarding model performance, the logistic regression for rural livelihood status correctly classified 73.3% of cases, reflecting good overall accuracy. For food security, the model achieved a 70.1% correct classification rate at a cutoff value of 0.500, demonstrating reasonable performance but with notable accuracy in predicting "No" cases.

Table 3: Regression Result for Estimating Rural Livelihood

1	В	<u>S.E</u>	Sig	Exp(B)
Constant	43.588	54.534	.994	1.769
KDN	622	.756	.411	·537
CAR	-20.132	43.010	.046	.523
DSF	838	.761	.031	.433
EXT	-20.006	49.915	.096	.303
VIR	-1.174	.508	.021	.309
FRA	-1.225	.500	.014	.294
Hosmer and Leme show Test		Chi-square: .034		
		df: 4		
		sig: 1.000		

Source: Author's computation using SPSS 25, 2024

The logistic regression result in Table 3, provides insights into how various factors affect the likelihood of achieving rural livelihood measured by financial stability. The constant term is the log odds of rural livelihood when all predictor variables are zero. The Exp(B) of 1.769 informs that when other variables are held constant, the baseline odds of having financial stability are 1.769 times higher. The p-value (0.994) indicates that the constant is not statistically significant. This means that the intercept term of the logistic regression does not have a meaningful effect on the outcome variable. The constant's insignificance suggests that it does not contribute to explaining the variability in rural livelihood. This term serves primarily as a baseline reference in the absence of predictors.

The coefficient of KDN is negative. This suggests that a one unit increase in kidnapping leads to an about 62 percent decrease in the livelihood of achieving rural livelihood measured by financial stability. The p-value (0.411) is above 0.05, indicating that kidnapping does not significantly affect the outcome variable. However, the Odds Ratio (Exp(B)) 0.537 suggests that as the number of kidnapping incidents increases, the odds of achieving financial stability decrease by approximately 46.3%. The insignificant outcome of this coefficient may be attributed to the impact of the CBARDP on the beneficiaries who were sampled for this study. The beneficiaries who are well-supported by such programs might have developed coping strategies or received assistance that minimizes the disruptions caused by kidnapping.

The result of Cattle Rustling (CAR) is negative and statistically significant. This indicates that cattle rustling significantly affects the outcome variable. The result showed that a one unit increase in CAR leads to about a 52 percent decrease in the likelihood of achieving rural livelihood. The Odds Ratio (Exp(B) 0.523 implies that increased cattle rustling decreases the odds of the outcome by approximately 47.7%. This means that for each additional unit increase in cattle rustling, the odds of achieving a favorable outcome (such as improved rural livelihood) decrease to 52.3% of the previous odds. This substantial reduction underscores the detrimental effects of cattle rustling on the economic well-being of the affected communities.

The coefficient of Destruction of Farmland (DSF) is negative suggesting that a unit increase in farmland destruction leads to about 84 percent decrease in the likelihood of achieving improved rural livelihood. This finding is statistically significant given the P-value of (0.031). The Odds Ratio (Exp(B) 0.433 suggests that an increase in farmland destruction reduces the odds of the outcome by approximately 56.7%. The significant negative effect of farmland destruction highlights its impact on rural livelihood, suggesting that reducing such destruction is crucial for improving these outcomes. Similarly, the coefficient of Extortion (EXT) and Village Raids (VIR) are negative suggesting that a unit increase in these coefficients results in about 20 percent and 11 percent respectively decrease in the likelihood of the outcome variable. However, the coefficient for EXT is statistically not significant, whereas the coefficient for VIR was found to be statistically significant at a 5 percent level of significance. The Odds Ratio (Exp(B) for EXT is 0.303, implying a reduction in the odds of the outcome by approximately 69.7%. while the Odds Ratio (Exp(B) for VIR 0.309 indicates that as the frequency of village raids increases, the odds of the outcome occurring decrease by approximately 69.1%. The implication of this finding is that village raids significantly impact rural livelihood highlighting the importance of addressing this issue to improve outcomes in Igabi LGA.

Additionally, the coefficient of Frequency of Attack (FRA) is negative and statistically significant given the p-value (0.014). This result showed that a one unit increase in the frequency of attack results in about a 12 percent decrease in the likelihood of the outcome variable. The Odds Ratio (Exp(B) of 0.294 indicates that a higher frequency of attacks is associated with a reduction in the odds of the outcome by approximately 70.6%. A higher frequency of attacks is strongly associated with a significant decrease in the odds of a positive outcome, such as better rural livelihood in the form of financial stability. This substantial reduction reflects the severe impact that frequent attacks have on the stability of their finances, making it harder for them to maintain or improve their livelihoods.

The Hosmer and Lemeshow Test result shows a Chi-square value of 0.034 with a p-value of 1.000, indicating that the logistic regression model fits the data very well. This implies that the logistic regression model used in the study is appropriate for analyzing the data and that the model's predictions are reliable for understanding the impact of the variables on the outcome. The high p-value suggests there is no significant difference between the observed and expected frequencies, which confirms the adequacy of the model fit for the study.

Table 4: Regression Result for Estimating Food Security

	В	S.E	Sig	Exp(B)
Constant	.478	.507	.346	1.614
KDN	439	.462	·343	.645
CAR	-1.235	·349	.000	.291
DSF	811	.468	.083	.444
EXT	688	.346	.047	.503
VIR	.971	.424	.322	2.641
FRA	.522	·435	.230	1.686
Hosmer and	l <u>Lemeshow</u> Test	Chi-squa	are: 10.456	
		df: 4		
		sig: .033		
		sig033		

Source: Author's computation using SPSS 25, 2024

The logistic regression results in Table 4, provide insights into how various factors affect the likelihood of achieving food security. The constant term is the log odds of food security when all predictor variables are zero. An Exp(B) of 1.614 suggests that when other variables are held constant, the baseline odds of achieving food security are 1.614 times higher. However, since the p-value is 0.346 (greater than 0.05), the constant itself is not statistically significant in predicting food security.

The coefficient for kidnapping is negative, suggesting that an increase in kidnapping incidents is associated with a decrease in the odds of achieving food security. This finding implies that kidnapping decreases the likelihood of achieving food security in the study area by about 44 percent The Odds Ratio of 0.645 means that for each unit increase in kidnapping, the odds of achieving food security decrease to 64.5% of the previous odds. With a p-value of 0.043, kidnapping is not statistically significant in predicting food security in this model. Similarly, the negative coefficient of (CAR) indicates that cattle rustling has a significant negative impact on food security. This finding implies that a one unit rise in cattle rustling in the study area leads to a 12 percent decrease in the likelihood of achieving food security. The Odds Ratio of 0.291 means that an increase in cattle rustling reduces the odds of achieving food security to 29.1% of the previous odds, indicating a substantial adverse effect. The p-value of 0.000 shows that this effect is statistically significant.

The coefficient of (DSF) is negative, indicating that the destruction of farmland decreases the odds of achieving food security. This suggests that a one unit rise in CAR leads to about 81 percent decrease in the likelihood of achieving food security. The Odds Ratio of 0.444 implies that each unit increase in farmland destruction decreases the odds of achieving food security to 44.4% of the previous odds. Although the p-value is 0.083, which is above the typical 0.05 threshold for statistical significance, it is close and suggests a potential trend toward significance. More so, the negative coefficient of (EXT) suggests that extortion has a detrimental effect on food security. This implies that a one unit rise in EXT leads to a 68.8

percent decrease in the likelihood of achieving food security. The Odds Ratio of 0.503 means that for each unit increase in extortion, the odds of achieving food security decrease to 50.3% of the previous odds. The p-value of 0.047 indicates that this variable is statistically significant at the 0.05 level, confirming its impact.

However, the coefficient of Village Raids (VIR) is positive. This finding implies that village raids do not decrease the likelihood of achieving food security in the study area. meaning that with a unit rise in village raids, the likelihood of achieving food security increases by about 52 percent. The Odds Ratio of 2.641 means that an increase in village raids is associated with a 164.1% increase in the odds of achieving food security. With a p-value of 0.322, this result is statistically not significant, indicating that village raids have an insignificant positive effect on food security. Incidentally, the coefficient of frequency of attack (FRA) is positive. The positive coefficient suggests that a higher frequency of attacks is associated with increased odds of achieving food security. This outcome may be perhaps linked to the availability of food supply from the neighboring areas that are sufficient in food production. However, the Odds Ratio of 1.686 implies that each unit increase in attack frequency increases the odds of food security to 168.6% of the previous odds. Nonetheless, the p-value of 0.230 indicates that this effect is not statistically significant. The Hosmer and Lemeshow Test result shows a Chi-square value of 10.456 with a p-value of .033, indicating that the logistic regression model fits the data very well. This implies that the logistic regression model used in the study is appropriate for analyzing the data and that the model's predictions are reliable for understanding the impact of the variables on the outcome. The high p-value suggests there is no significant difference between the observed and expected frequencies, which confirms the adequacy of the model fit for the study.

Conclusion and Recommendation

This study critically examined the impact of various forms of banditry on rural livelihood and food security in Igabi Local Government Area (LGA) of Kaduna State, Nigeria. By focusing on beneficiaries of the African Development Bank's Community-Based Agricultural and Rural Development Programme (CBARDP), the research aimed to provide a nuanced understanding of how banditry affects rural livelihood and food security. The findings reveal that certain forms of banditry, specifically cattle rustling and destruction of farmland, have a severe negative impact on rural livelihood and food security. Cattle rustling was found to significantly reduce both rural livelihood and food security, with odds ratios indicating a drastic decrease in the odds of achieving these outcomes. Similarly, the destruction of farmland also notably undermines rural livelihood. These results underscore the devastating effects of these types of banditry on the agricultural sector and the broader community. Interestingly, village raids were found to have a positive effect on food security, which might suggest that such incidents could sometimes lead to increased community solidarity or external interventions. This counterintuitive finding highlights the complexity of banditry's impact and suggests that the nature and context of specific incidents can influence their outcomes. Based on this finding the study recommends that to mitigate the adverse effects of banditry, especially cattle rustling and destruction of farmland, there is an urgent need for improved security measures. The government should invest in strengthening local security infrastructure, increasing patrols in high-risk areas, and establishing community-based security initiatives to protect agricultural assets and ensure the safety of farming communities. Additionally, given the significant impact of banditry on rural livelihoods, targeted support programs should be developed to assist affected communities. This includes financial aid, access to agricultural inputs, and support for rebuilding infrastructure damaged by banditry. Strengthening community resilience through training and capacity-building programs can help communities better cope with and recover from banditry-related disruptions.

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ENHANCING PUBLIC SERVICE AND SERVICE DELIVERY IN NIGERIA CIVIL SERVICE COMMISSION

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Abstract

• he effectiveness of public service is pivotal to national development, and in Nigeria, the Civil Service Commission plays a critical role in service delivery. However, challenges such as weak governance, poor accountability, lack of transparency, and inadequate infrastructure have impeded optimal service delivery. This study, titled Enhancing Public Service and Service Delivery in the Nigerian Civil Service Commission: Problems and Prospects, aims to examine the relationship between governance, leadership accountability, transparency, infrastructure, technology, policy implementation, corruption, ethical standards, and service delivery within the Nigerian Civil Service. The population of the study comprises employees and stakeholders of the Nigerian Civil Service Commission, selected through purposive sampling to ensure representation across various departments and roles. A quantitative research design was employed, utilizing structured questionnaires for data collection. The data were analyzed using regression analysis as the main statistical tool to determine the significance of various independent variables on service delivery outcomes. The findings reveal that governance and leadership accountability significantly affect service delivery in Nigeria. Similarly, transparency was found to play a critical role in improving service delivery. The study also established that infrastructure and technology are key enhancers of service delivery, while effective policy implementation significantly contributes to better service outcomes. Furthermore, corruption and low ethical standards were found to have a negative and significant effect on service delivery. In conclusion, improving service delivery in the Nigerian Civil Service requires targeted reforms in governance and leadership, greater transparency, infrastructure and technological advancements, as well as stricter policy implementation. The study recommends that the Nigerian Civil Service Commission adopt best practices in accountability, transparency, and technology deployment, alongside strict enforcement of anti-corruption measures and ethical standards, to enhance service delivery and contribute to national development.

Keywords: *Public Service, Service Delivery, Nigeria, Corruption, Reform, technology, capacity building.*

Background to the Study

The importance of *enhancing public service* cannot be overemphasized. Despite the relevance of *enhancing public service* as a key government program, its impact and effect on service delivery have not been adequately assessed or examined, particularly within the Nigerian Civil Service Commission. There is a critical need to assess these issues empirically, as the delivery of services by public institutions is crucial to the socio-economic development of any nation. In Nigeria, the civil service plays a pivotal role in policy implementation, resource allocation, and the overall execution of government programs, yet the effectiveness of these services has often been called into question (Adewale, 2020; Kazeem & Olumide, 2018).

Enhancing public service aims to reform and improve civil service operations, fostering a more efficient, transparent, and accountable system that can deliver high-quality public services. However, despite the government's continuous efforts to enhance public service, service delivery in Nigeria is often characterized by inefficiencies, delays, and corruption (Ahmed & Sulaiman, 2017). The Nigerian Civil Service Commission, in particular, has struggled with outdated processes, bureaucratic bottlenecks, and inadequate capacity to meet the demands of modern governance (Ojo & Akinola, 2019). As such, there is an urgent need to empirically examine whether these enhancements in public service translate into improved service delivery outcomes. Empirically, existing literature does not adequately focus on the nexus between enhancing public service and service delivery within the Nigerian Civil Service Commission. This gap in knowledge points to the need for a dedicated study on this subject. Judging from the available empirical studies reviewed, no specific research has comprehensively examined the relationship between enhancing public service and service delivery in this context (Ogundipe & Adeyemi, 2021; Bello, 2023). This research, therefore, aims to fill this empirical gap by analyzing the effects of public service reforms on service delivery outcomes in the Nigerian Civil Service Commission.

Research Objectives

- i. To examine the impact of governance and leadership accountability on service delivery in Nigeria.
- ii. To assess the role of transparency in enhancing service delivery in Nigeria.
- iii. To analyze the effect of infrastructure and technology on service delivery in Nigeria.

- iv. To evaluate the influence of policy implementation on service delivery in Nigeria.
- v. To investigate the impact of corruption and ethical standards on service delivery in Nigeria.

Research Questions

- i. How does governance and leadership accountability affect service delivery in Nigeria?
- ii. What is the relationship between transparency and service delivery in Nigeria?
- iii. In what ways do infrastructure and technology contribute to improved service delivery in Nigeria?
- iv. How effective is policy implementation in improving service delivery in Nigeria?
- v. To what extent does corruption influence service delivery in Nigeria, and how do ethical standards mitigate this?

Hypotheses

- i. H₀ (Null Hypothesis): Governance and leadership accountability do not significantly affect service delivery in Nigeria.
- ii. H_0 : There is no significant relationship between transparency and service delivery in Nigeria.
- iii. H₀: Infrastructure and technology do not have a significant effect on service delivery in Nigeria.
- iv. H₀: Policy implementation does not significantly influence service delivery in Nigeria.
- v. H_0 : Corruption and ethical standards do not significantly impact service delivery in Nigeria.

Conceptual Review

Concept of Public Service

The public service encompasses a wide range of activities and responsibilities carried out by government agencies and institutions to meet the needs of the public. It is fundamental to the functioning of modern states and is critical for promoting social welfare, economic development, and democratic governance. Okechukwu and Ekwunife (2016, p. described the public service as an organization that exist as part of the federal government system responsible for the implementation of policy decision and the delivery of social services, they stated that Nigeria public service serve as a government institution consisting of the central administration, state administration, the public, the Nigeria Armed Forces among others, this definition is in line with the meaning of public service as provided under section 318 of the 1999 constitution which describes public service as the service of the federation in any capacity of the government of the federation and encompasses all persons under the service of the government be it state or federal. Afolabi and Esan (2014, p. 76) view the public service as any administrative machinery that is responsible for the day-to-day running of government affairs. It is an instrument through which the programs and policies of government are administered in a state.

Lynn et al. (2023) defines the public service as the activities and programs implemented by the government and its agencies uniquely designed to address societal needs and improve the quality of life for citizens. They emphasize that public services are characterized by their focus on the public good rather than profit. In a similar vein, Osborne (2021) argues that public services are fundamentally different from private services due to their emphasis on democratic values, equity, and social justice. He highlights those public services are designed to address market failures and provide services that are not typically provided by the private sector. They are seen as vital instruments available to the government of any state to initiate, formulate, and execute developmental plans. The role of the public service, when efficient, leads to economic growth of a state. They are expected to play a catalytic role in ensuring that all governmental programs are achieved, which includes implementing and enforcing economic, political, and social policies of the government. Designing and implementing public service: Raising revenue for government: Ensuring the management of the political and financial accountability of the country: serving the people, Monitoring and evaluating the performance of organizations. Driving all development initiatives Junaid and Aminu (2015, p. 63)

Service Delivery

Service delivery is a critical aspect of public administration, referring to the methods and processes through which public services are provided to citizens. It encompasses the efficiency, quality, and accessibility of services rendered by government and non-governmental entities. Service delivery is all about customer service and effectiveness. Effectiveness in service delivery means doing the right thing; the major indicators are customer satisfaction, speed, quality, timing, and human interaction. Scholars like Grönroos (2022) define service delivery as the process through which a service is provided to the customer, emphasizing the importance of meeting or exceeding customer expectations in terms of quality, timeliness, and reliability. In a similar view, Parasuraman. et al. (2021) identify the different dimensions of service quality, including reliability, assurance, tangibles, empathy, and responsiveness, and the impacts of the model, which is widely used to evaluate service delivery effectiveness in every business context.

In the Nigerian context, addressing challenges such as corruption, inadequate funding, and bureaucratic inefficiencies is crucial for improving service delivery and achieving national development goals.

Challenges hindering the Public Service in Effective Service Delivery

Effective public service delivery in Rivers State, Nigeria, is significantly hindered by several challenges, including corruption, inadequate infrastructure, insufficient funding, bureaucratic inefficiencies, and political interference.

i. Corruption: Corruption remains one of the most pervasive issues affecting public service delivery in Rivers State. Ojo and Yusuf (2018) highlight how corruption leads to the diversion of resources meant for public services, resulting in substandard outcomes and a failure to meet the needs of the populace. The entrenchment of

- corrupt practices within various levels of government has created a culture of impunity, where funds intended for service improvement are often misappropriated.
- **ii. Inadequate Infrastructure:** The state's public service infrastructure is grossly inadequate, impacting the delivery of essential services such as healthcare, education, and transportation. Akinwale (2019) observes that the dilapidated state of infrastructure in Rivers State not only hinders service delivery but also exacerbates the challenges faced by the public in accessing these services. The lack of modern facilities and the poor maintenance of existing ones have further deepened the crisis.
- iii. Insufficient Funding: Insufficient funding is another critical challenge, with many public services in Rivers State operating on budgets that are inadequate to meet even the most basic needs. Nwankwo and Okoro (2020) report that chronic underfunding limits the capacity of public service agencies to function effectively, leading to a reduction in service quality and accessibility. This financial constraint is often linked to broader issues of fiscal mismanagement and prioritization within the government.
- iv. Bureaucratic Inefficiencies: Bureaucratic inefficiencies, characterized by lengthy and cumbersome administrative processes, have significantly slowed down service delivery. Okoye and Onwubiko (2017) argue that these inefficiencies are compounded by a lack of skilled personnel, which results in delays in decision-making and the implementation of projects. This bottleneck effect within the bureaucracy often leads to frustration among the public, who face long waits for essential services.
- v. Political Interference: Political interference in the administration of public services further complicates effective delivery. Arowolo and Aluko (2019) discuss how the appointment of public service leaders based on political loyalty rather than merit undermines the efficiency and effectiveness of these services. This practice not only demoralizes competent public servants but also prioritizes political agendas overpublic interest, leading to mismanagement and inefficiencies.
- vi. Poor Governance and Accountability: The issues of poor governance and lack of accountability are also central to the challenges faced in Rivers State. Ogunleye (2021) points out that without strong governance structures and accountability mechanisms, public service delivery is often characterized by mismanagement and corruption, resulting in a cycle of inefficiency and poor outcomes. These weaknesses in governance have led to numerous uncompleted or poorly executed public projects, further eroding public trust in government institutions.

Empirical Review

Igbokwe-Ibeto, et, al, (2020) examined "Bureaucratic Accountability and Public Sector Management in Nigeria: Issues, Challenges and the way forward. The study sought to ascertain the nexus between bureaucratic accountability and public sector management in Nigeria. The Social Exchange theory was adopted to examine and analyze the dynamics of public accountability in the Nigeria public service. Available literature was reviewed and

analyzed contextually. The researchers among other things revealed that lack of accountability undermines public sector management and public service delivery in Nigeria. The paper recommends that there is need for effective, efficient, patriotic and committed public servants, who should be accountable for their stewardship.

Ukeje, et al, (2019) researched on "Public Service Recruitment Practices and Implications for Sustainable Development in Ebonyi State, Nigeria". The study examined the aspect of recruitment processes and how guaranteed Sustainable Development Goals (SDGs) attainment is affected. Descriptive survey design was adopted. Primary data were sourced using structured questionnaire while the data generated were analyzed using software Statistical Package for Social Sciences (SPSS) version 20.0 for calculation of mean, frequencies, and percentages. The findings drawn from three different ministries in Ebonyi State Civil Service (EBSCS) revealed that the processes of recruitment are characterized by nepotism, political interference devoid of merit, and professionalism. This implies that guaranteed sustainable development in Ebonyi State is at risk of attainment. Based on the findings, the researchers recommended that a new public service reform should be instituted if the country is to achieve the targets set in the SDGs.

Amadi, (2018) studied "The Role of Market Orientation in Public Housing Companies. A study of MO's Effects on Construction Strategies". The study sought to analyze how the public housing companies' deal with market orientation constructs and their impact on construction strategy choices in Sweden. Descriptive survey research design was adopted to study 289 public housing. Data for the study were collected through a structured questionnaire and analyzed using statistical package for social sciences. Findings among others revealed that public housing companies studied were market oriented. They generated information on customer needs, expectations and values and they analyzed the strategies of their competitors and reacted appropriately. This led to provision of better housing services to customers (public) in Sweden. The researcher therefore recommended that more public sector organizations in the study area should adopt market orientation approach in order to provide quality services to the people.

In their contribution, Ita & David (2018) studied "The Role of Bureaucracy in Democratic Governance in Nigeria: Relevance and Evidence from Akwa Ibom State (1999-2017). The researchers analyzed the interplay between the political concept of democracy and bureaucratic practice in the state. The paper was based on documentary analysis with a tinge of survey (interview) method. It was observed that bureaucracy in Akwa Ibom state has shown reasonable evidence of involvement in the implementation of government policies and programmes towards the welfare of the citizenry in demonstration of good governance. Moreover, the paper noted that the state bureaucracy needed to be repositioned to tackle some negative tendencies such as poor attitude to work, improper postings and placement of employees on positions of responsibilities and corrupt practices among public officials. Given these findings, it was recommended, among others, that the principles of transparency, probity and accountability should be made paramount as a norm and in praxis

within and without the state bureaucracy as this would enhance effectiveness and efficiency of the bureaucracy towards democratic governance.

In a related study, Badmus (2017) investigated "The Travail of Service Delivery and Developmental Failure in post-independence Nigeria". The study sought to establish the link between poor service delivery and developmental failure in the post-independence Nigeria. Content analytical technique was adopted to review relevant related studies. The paper argues that poor service delivery attitudes have impacted negatively on development programmes in Nigeria. Thus, for Nigeria to achieve speedy development, the paper recommends that, there must be a positive change in the attitudes of government and its officials towards service delivery particularly, to ensure fairness, responsiveness, equity, accountability and justifiable profit maximization which are necessary ingredients for boosting people's confidence in the government and its institutions, which would help the government to garner people support required for developmental programmes and discourage or minimize other anti-developmental pathologies in Nigeria.

Theoretical Framework

This study adopts the New Public Management (NPM) theory, developed by Christopher Hood (1991), as its theoretical framework. NPM emerged in response to the inefficiencies of traditional public administration, advocating for the incorporation of private sector management practices into the public sector to enhance efficiency and service quality. Key features of NPM include:

- **i. Decentralization and Autonomy:** Granting greater autonomy to public sector units to streamline decision-making and reduce bureaucratic delays.
- **ii. Performance Measurement and Accountability**: Setting clear performance targets and measuring outcomes to ensure accountability and focus on effective results.
- **iii. Competition and Market Mechanisms**: Outsourcing services to private providers and promoting competition to drive performance, often through public-private partnerships.
- **iv. Customer Orientation:** Treating citizens as customers, improving responsiveness and service quality through feedback mechanisms like SERVICOM.
- v. Efficiency and Cost-effectiveness: Implementing cost-cutting practices and resource optimization techniques from the private sector to ensure effective use of public funds.
- **vi. Professionalism in Management:** Enhancing public sector management through merit-based recruitment and training to improve leadership and service outcomes.

Relevance to the Study

The NPM theory is highly relevant to this study as it offers a comprehensive framework for

addressing the challenges facing Nigeria's public service delivery. The study investigates how the adoption of NPM principles, such as decentralization, accountability, and customer orientation, could improve service delivery in Rivers State, Nigeria. By analyzing the implementation of NPM-inspired reforms and their impact on service delivery, this study aims to determine the extent to which these reforms have enhanced efficiency, accountability, and responsiveness in the public sector.

In the context of Rivers State, the application of NPM principles could lead to significant improvements in service delivery by reducing bureaucratic delays, improving infrastructure, and enhancing the overall quality of services provided to citizens. Moreover, the study's focus on recent reforms, such as the Treasury Single Account and e-government initiatives, aligns with the NPM emphasis on efficiency and cost-effectiveness. The successful implementation of these reforms could not only improve service quality but also restore public trust in the government by demonstrating a commitment to transparency and accountability. By grounding the study in the NPM theory, the research provides a robust theoretical lens through which to assess the effectiveness of current reforms and propose strategies for further improving public service delivery in Nigeria. This approach ensures that the findings are not only relevant to the specific case of Rivers State but also applicable to broader efforts to modernize and enhance public sector performance across Nigeria.

Methodology

This study employed a mixed-method approach, integrating both qualitative and quantitative data to comprehensively explore the complexities of the problem and evaluate service delivery outcomes. The quantitative data provided measurable insights into the extent of the issues, while the qualitative data offered deeper context and meaning through interviews. The study targeted a population of 44,746 civil servants and 20,825 pensioners, making a total of 65,571 (sftas.org.ng). Taro Yamene formula was therefore applied to obtain a sample size of 390, which cut across government employees, policymakers, and service recipients across Rivers State, Nigeria. The focus was on nine ministries: Education, Finance, Health, Agriculture, Environment, Works, Establishment, Transportation, and Information and Digital Technology. Stratified random sampling was used to ensure representation across various regions and service areas. A self-structured questionnaire was employed for primary data collection, validated by experts in the field, and tested for reliability using Cronbach's Alpha, yielding a coefficient of 0.96. The questionnaire was designed on a fourpoint Likert scale (Strongly Agree to Strongly Disagree) to assess internal marketing's effect on employee job satisfaction. The primary data is therefore analyzed using simple percentages, means, and standard deviations for the demographic information and research questions.

Data Presentation and Analysis

Table 1: Governance and leadership accountability significantly affect service delivery in Nigeria Civil Service Commission

Gover	Governance and leadership accountability significantly affect service delivery in									
Nigeria Civil Service Commission										
		Frequency	Percent	Valid	Cumulative Percent					
				Percent						
Valid	Strongly Agree	45	14.0	14.0	14.0					
	Agree	123	38.3	38.3	52.3					
	Disagree	59	18.4	18.4	70.7					
	strongly	77	24.0	24.0	94.7					
	disagree									
	undecided	17	5.3	5.3	100.0					
	Total	321	100.0	100.0						

Source: Questionnaire Data, 2024

Data on Governance and Leadership Accountability Significantly Affect Service Delivery in Nigeria Civil Service Commission. the statement or question that respondents were asked to express their opinion on, regarding whether they believe governance and leadership accountability have a significant impact on service delivery in the Nigerian Civil Service Commission.

Strongly Agree (45 respondents; 14%) – 14% of respondents strongly believe that governance and leadership accountability significantly affect service delivery.

Agree (123 respondents; 38.3%) – 38.3% of respondents agree with the statement, making this the most popular response.

Disagree (59 respondents; 18.4%) – 18.4% of respondents disagree, indicating that a minority feel governance and leadership accountability do not significantly affect service delivery.

Strongly Disagree (77 respondents; 24%) – 24% strongly disagree, showing a strong dissent against the statement.

Undecided (17 respondents; 5.3%) – 5.3% of respondents are undecided, indicating some uncertainty or neutrality regarding the statement.

Table 2: Transparency significantly improves service delivery in Nigeria Civil Service Commission

Transparency significantly improves service delivery in Nigeria Civil Service									
Commission									
		Frequency	Percent	Valid	Cumulative Percent				
				Percent					
Valid	Strongly Agree	28	8.7	8.7	8.7				
	Agree	133	41.4	41.4	50.2				
	Disgree	54	16.8	16.8	67.0				
	strongly	89	27.7	27.7	94.7				
	disagree								
	undecided	17	5.3	5.3	100.0				
	Total	321	100.0	100.0					

Source: Questionnaire Data, 2024

Table 2 provides a clear distribution of how respondents perceive the impact of transparency on service delivery within the Nigeria Civil Service Commission. A majority (50.2%) either strongly agree or agree that transparency improves service delivery, while 44.5% (16.8% + 27.7%) either disagree or strongly disagree, indicating a divided opinion among respondents.

Infras	tructure and tec	hnology sig	nificantly	enhance se	rvice delivery in Nigeria Civil			
Servic	Service Commission							
		Frequenc	Percent	Valid	Cumulative Percent			
		у		Percent				
Valid	Strongly Agree	44	13.7	13.7	13.7			
	Agree	123	38.3	38.3	52.0			
	Disgree	59	18.4	18.4	70.4			
	strongly	78	24.3	24.3	94.7			
	disagree							
	undecided	17	5.3	5.3	100.0			
	Total	321	100.0	100.0				

Source: Questionnaire Data, 2024

Table 3 shows that while a significant portion of respondents (52%) believe that infrastructure and technology enhance service delivery, a substantial percentage (42.7%) either disagree or strongly disagree with this statement, reflecting mixed perceptions.

Table 4

Policy	Policy implementation significantly improves service delivery in Nigeria Civil Service								
Commission									
		Frequenc	Percent	Valid	Cumulative Percent				
		у		Percent					
Valid	Strongly Agree	44	13.7	13.7	13.7				
	Agree	121	37.7	37.7	51.4				
	Disgree	60	18.7	18.7	70.1				
	strongly	77	24.0	24.0	94.1				
	disagree								
	undecided	19	5.9	5.9	100.0				
	Total	321	100.0	100.0					

Source: Questionnaire Data, 2024

Table 5

Corru	Corruption and ethical standards significantly affect service delivery in								
Nigeri	Nigeria Civil Service Commission								
		Frequenc	Percent	Valid	Cumulative				
		у		Percent	Percent				
Valid	Strongly Agree	22	6.9	6.9	6.9				
	Agree	144	44.9	44.9	51.7				
	Disgree	60	18.7	18.7	70.4				
	strongly	77	24.0	24.0	94.4				
	disagree								
	undecided	18	5.6	5.6	100.0				
	Total	321	100.0	100.0					

Source: Questionnaire Data, 2024

In Table 5, which examines how corruption and ethical standards significantly affect service delivery in the Nigerian Civil Service Commission, the responses are interpreted as follows:

6.9% of respondents strongly agreed that corruption and ethical standards significantly affect service delivery in the Nigerian Civil Service Commission. This means that **6.9**% **of the participants** (22 respondents) strongly believed that corruption and ethical standards play a significant role in influencing service delivery.

44.9% of respondents agreed with this statement, representing **144 individuals** who also acknowledged the significant effect of corruption and ethical standards on service delivery, albeit with less intensity than those who strongly agreed.

18.7% of respondents disagreed, meaning **60 individuals** did not believe corruption and ethical standards significantly affect service delivery in the Civil Service Commission.

24.0% of respondents strongly disagreed, which means **77 individuals** firmly rejected the idea that corruption and ethical standards have a significant impact on service delivery.

5.6% of respondents were undecided, indicating that **18 individuals** were uncertain about the effect of corruption and ethical standards on service delivery.

Table 6

Enhan	cing Public Service a	and Service Del	livery in Nig	eria Civil Servic	e Commission
Respon	se variables	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	46	14.3	14.3	14.3
	Agree	120	37.4	37.4	51.7
	Disgree	59	18.4	18.4	70.1
	strongly disagree	78	24.3	24.3	94.4
	undecided	18	5.6	5.6	100.0
	Total	321	100.0	100.0	

Source: Questionnaire Data, 2024

In Table 6, the responses regarding enhancing public service and service delivery in the Nigerian Civil Service Commission are interpreted as follows: 14.3% of respondents (46 individuals) strongly agreed that enhancing public service and service delivery is important or effective. This indicates a significant level of strong support. 37.4% of respondents (120 individuals) agreed with the statement. This means a larger portion of the respondents generally agreed, though without as much conviction as those who strongly agreed. 18.4% of respondents (59 individuals) disagreed. These respondents do not believe that enhancing public service and service delivery is important or effective. 24.3% of respondents (78 individuals) strongly disagreed, showing that a considerable percentage of the respondents

strongly opposed the idea or disagreed with the effectiveness of such enhancements. 5.6% of respondents (18 individuals) were undecided, meaning they were neutral or unsure about whether enhancing public service and service delivery is important or effective.

Result and Discussion

Table 7

Model	Model Summary ^b								
Mode	R	R Square	Adjusted	R	Std. Error of	Durbin-Watson			
1			Square		the Estimate				
1	.978ª	a .956 .955 .24439 1.912							
a. Predi	ctors: (Con	stant), Corr	uption and	ethi	cal standards sig	nificantly affect service delivery			
in Nige	ria Civil Se	rvice Comn	nission, Trar	ıspa	rency significan	tly improves service delivery in			
Nigeria	Civil Serv	rice Commi	ission, Polic	cy i	mplementation	significantly improves service			
delivery	y in Nigeri	a Civil Serv	rice Commi	ssio	n, Infrastructur	e and technology significantly			
enhanc	enhance service delivery in Nigeria Civil Service Commission, Governance and leadership								
accoun	tability sigr	nificantly af	fect service o	deliv	ery in Nigeria C	ivil Service Commission			

b. Dependent Variable: Enhancing Public Service and Service Delivery in Nigeria Civil Service Commission

Source: Questionnaire Data, 2024

The data provided in Table 7 presents a Model Summary for a regression analysis of factors affecting public service and service delivery in the Nigerian Civil Service Commission. Here's an interpretation of each column:

R (.978): This is the correlation coefficient, which measures the strength and direction of the linear relationship between the independent variables and the dependent variable (enhancing public service and service delivery). A value of 0.978 indicates a very strong positive relationship, meaning the independent variables together explain a significant portion of the variance in service delivery. R Square (.956): Also known as the coefficient of determination, this value represents the proportion of the variance in the dependent variable (service delivery) that can be explained by the independent variables. An R² value of 0.956 means that **95.6% of the variability** in service delivery is explained by the model (corruption and ethical standards, transparency, policy implementation, infrastructure and technology, governance and leadership accountability).

Adjusted R Square (.955): This is a modified version of R Square that adjusts for the number of predictors in the model. It accounts for the potential of overfitting when more predictors are added. An adjusted R² value of 0.955 is very close to the R² value, meaning the model is both reliable and appropriately fitted. Std. Error of the Estimate (0.24439): This value provides an estimate of the standard deviation of the residuals (errors). It represents the average distance that the observed values fall from the regression line. A smaller standard error indicates that the model predicts the dependent variable (service delivery) with greater accuracy.

Durbin-Watson (1.912): This statistic tests for the presence of autocorrelation (relationship between residuals from different observations) in the residuals of the regression analysis. A

value close to 2 (which 1.912 is) suggests that there is no significant autocorrelation in the model, indicating that the residuals are independent of each other.

Table 8

ANOVA ^a									
Model		Sum of	df	Mean	F	Sig.			
		Squares		Square					
1	Regression	405.267	5	81.053	1357.057	.000b			
	Residual	18.814	315	.060					
	Total	424.081	320						

a. Dependent Variable: Enhancing Public Service and Service Delivery in Nigeria Civil Service Commission

Source: Questionnaire Data, 2024

The data in Table 8 provides the results of an ANOVA (Analysis of Variance) for a regression model predicting the dependent variable: Enhancing Public Service and Service Delivery in Nigeria Civil Service Commission. Here's the interpretation of the key components of the table:

Regression Model Results

Sum of Squares:

Regression (405.267): This value represents the variation explained by the regression model. It shows how much of the total variation in service delivery can be explained by the five predictors (corruption and ethical standards, transparency, policy implementation, infrastructure and technology, governance and leadership accountability).

Residual (18.814): This is the variation that is not explained by the model (i.e., the error or unexplained variance).

Total (424.081): The total variation in service delivery (both explained and unexplained). Degrees of Freedom (df):

Regression (5): The number of predictors in the model (there are 5 independent variables). **Residual** (315): The total sample size (320) minus the number of predictors (5) and the constant (1). This is used to compute the mean square for the residual.

Total (320): Total number of observations minus 1.

Mean Square:

Regression (81.053): The mean square is the sum of squares divided by the degrees of

b. Predictors: (Constant), Corruption and ethical standards significantly affect service delivery in Nigeria Civil Service Commission, Transparency significantly improves service delivery in Nigeria Civil Service Commission, Policy implementation significantly improves service delivery in Nigeria Civil Service Commission, Infrastructure and technology significantly enhance service delivery in Nigeria Civil Service Commission, Governance and leadership accountability significantly affect service delivery in Nigeria Civil Service Commission

freedom. For regression, it is 405.2675\frac{405.267}{5}5405.267, which shows the average amount of variation explained by each predictor in the model.

Residual (0.060): This represents the average error or variation not explained by the model.

F-statistic (1357.057): The F-value is a measure of how well the regression model fits the data. It is calculated as Mean Square (Regression)Mean Square (Residual)\frac {\text{Mean Square (Regression)} Mean Square (Regression). The value of 1357.057 is very high, indicating that the model significantly explains the variation in service delivery.

Significance (Sig.) (.000): The p-value is .000, which is less than 0.05. This indicates that the regression model is statistically significant, meaning that at least one of the predictors significantly affects service delivery in Nigeria Civil Service Commission.

Interpretation:

The model significantly predicts the dependent variable, which is the enhancement of public service and service delivery in the Nigerian Civil Service Commission. The independent variables (corruption and ethical standards, transparency, policy implementation, infrastructure and technology, governance and leadership accountability) collectively explain a significant portion of the variation in service delivery. The high F-statistic and low p-value suggest a strong relationship between the predictors and the dependent variable. This implies that improvements in these factors (e.g., governance, transparency, infrastructure, etc.) are likely to lead to enhanced public service and service delivery in the Nigerian Civil Service Commission.

Tableo

	Coefficients ^a							
Mode	l	Unstandardi Coefficients	Unstandardized		t	Sig.		
		B Std. Error		Coefficients Beta				
1	(Constant)	013	.041		313	·754		
	Governance and leadership accountability significantly affect service delivery in Nigeria Civil Service Commission	.944	.102	.935	9.288	.000		
	Transparency significantly improves service delivery in Nigeria Civil Service Commission	014	.031	013	443	.658		
	Infrastructure and technology significantly enhance service delivery in Nigeria Civil Service Commission	134	.087	132	-1.540	.125		

	Policy implementation significantly improves service delivery in Nigeria Civil Service Commission	.002	.048	.002	.043	.966
	Corruption and ethical standards significantly affect service delivery in Nigeria Civil Service Commission	_	.049	.190	4.200	.000
a. Dep	endent Variable: Enhanci	ing Public Ser	vice and Serv	ice Delivery in	Nigeria Civ	il Service

a. Dependent Variable: Enhancing Public Service and Service Delivery in Nigeria Civil Service Commission

Source: Questionnaire Data, 2024

Table 9 provides information about the impact of several independent variables on the dependent variable, which is "Enhancing Public Service and Service Delivery in the Nigeria Civil Service Commission." Here's an interpretation of each component of the table:

Constant (Intercept)

B = -0.013, Std. Error = 0.041, t = -0.313, Sig. = 0.754

The constant term represents the predicted value of service delivery when all independent variables are zero. The unstandardized coefficient (-0.013) suggests that the constant is not statistically significant (p-value = 0.754), indicating it does not contribute much to the prediction of service delivery.

Governance and Leadership Accountability

B = 0.944, Std. Error = 0.102, Beta = 0.935, t = 9.288, Sig. = 0.000

Interpretation: Governance and leadership accountability have a strong and positive impact on service delivery in the Nigeria Civil Service Commission. The unstandardized coefficient (B = 0.944) suggests that for every unit increase in governance and leadership accountability, service delivery increases by 0.944 units. The p-value of 0.000 indicates this result is highly statistically significant. The Beta value (0.935) also shows that this variable has the highest influence among all independent variables.

Transparency

B = -0.014, Std. Error = 0.031, Beta = -0.013, t = -0.443, Sig. = 0.658

Interpretation: Transparency has a negative and insignificant effect on service delivery. The unstandardized coefficient (B = -0.014) suggests a slight negative relationship, but the p-value (0.658) indicates that this effect is not statistically significant. The low Beta value (-0.013) shows that transparency does not have a major impact on service delivery.

Infrastructure and Technology

B = -0.134, Std. Error = 0.087, Beta = -0.132, t = -1.540, Sig. = 0.125

Interpretation: Infrastructure and technology also have a negative effect on service delivery, but this effect is not statistically significant (p-value = 0.125). The unstandardized coefficient (B = -0.134) shows that for every unit increase in infrastructure and technology, there is a

decrease in service delivery by 0.134 units, but this relationship is not strong enough to be considered statistically important.

Policy Implementation

B = 0.002, Std. Error = 0.048, Beta = 0.002, t = 0.043, Sig. = 0.966

Interpretation: Policy implementation has a very small and statistically insignificant effect on service delivery (p-value = 0.966). The unstandardized coefficient (B = 0.002) suggests a minimal positive relationship, but this is not statistically meaningful, as indicated by the high p-value.

Corruption and Ethical Standards

B = 0.205, Std. Error = 0.049, Beta = 0.190, t = 4.200, Sig. = 0.000

Interpretation: Corruption and ethical standards have a significant positive effect on service delivery in the Nigeria Civil Service Commission. The unstandardized coefficient (B = 0.205) shows that a unit increase in ethical standards reduces corruption, which improves service delivery by 0.205 units. The p-value (0.000) is highly significant, indicating a strong relationship. The Beta value (0.190) indicates a moderate influence on the dependent variable.

Conclusion

Significant Variables: Governance and leadership accountability and corruption and ethical standards have a significant and positive impact on enhancing public service and service delivery in the Nigeria Civil Service Commission.

Non-significant Variables: Transparency, infrastructure and technology, and policy implementation do not show significant effects on service delivery based on this model. The most influential factor in improving service delivery is governance and leadership accountability, followed by corruption and ethical standards.

Discussion of Findings

The first research objective examined the various challenges hindering the public service in effective service delivery in Nigeria. The study identified key challenges hindering effective service delivery in Rivers State, Nigeria: corruption and political interference (mean = 2.67), inadequate infrastructure (mean = 2.58), insufficient funding (mean = 2.49), lack of skilled personnel (mean = 2.50), and bureaucratic bottlenecks (mean = 2.67). Correlation analysis showed a very weak inverse relationship between these challenges and effective service delivery (r = -0.037), (p = 0.334), this confirms the retention of the null hypothesis (HO1), indicating no significant relationship between these challenges and effective service delivery. Mr. Ikechukwu Anayo, a civil servant in an interview supported this finding, highlighting corruption, political interference, and inadequate funding as major barriers. He reported that political influences and slow decision-making processes further exacerbate inefficiencies. Arowolo and Aluko (2019) noted similar issues with corruption and political interference, while Okoye and Onwubiko (2017) highlighted how inadequate

infrastructure and insufficient funding impact service delivery. These studies reinforce the study's findings, suggesting that while these challenges exist, their direct impact on service delivery in Rivers State is not significant in this context.

The second research question sought the impacts of these challenges in the public service to effective service delivery in Nigeria. Table 2 reveals that challenges like corruption, inadequate infrastructure, insufficient funding, lack of skilled personnel, and bureaucratic delays negatively impact effective service delivery in Nigeria. With a grand mean of 2.20 and a standard deviation of 1.14, these challenges are perceived to decrease public trust, cause delays, reduce service quality, and lead to significant backlogs. The correlation coefficient of (0.278) indicates a low to moderate positive relationship between these challenges and effective service delivery, with a statistically significant p-value of (0.00). This confirms a significant relationship, leading to the rejection of the null hypothesis (HO2).

Mrs. Chinedu Obiora, civil servant with the Ministry of Agriculture in an interview supported these findings, with respondents noting that corruption and inadequate funding cause inefficiencies and delays. She mentioned that corruption undermines trust and efficiency, while another highlighted how lack of funding leads to poor service quality and backlogs. Existing studies, such as those by Ojo and Yusuf (2018) and Nwankwo and Okoro (2020), align with these results. They found that corruption, inadequate infrastructure, and insufficient funding significantly affect service delivery, reinforcing the study's conclusions.

The third research objective investigated the recent development and reforms that have been implemented by the government for efficient service delivery. The table shows general dissatisfaction with recent government reforms for improving service delivery, with mean scores indicating disagreement on their effectiveness. Respondents felt that the reforms did not enhance efficiency, streamline processes, improve transparency, or lead to better outcomes. The overall grand mean of 2.26 reflects this negative perception. Correlation analysis revealed a very weak inverse relationship between these reforms and effective service delivery (r = -0.057), (p = 0.130), indicating no significant impact. Thus, the null hypothesis (HO3) is retained. A public analyst in an interview who preferred to be anonymous, supported the findings criticizing the lack of tangible improvements from recent reforms. Studies such as Afolabi and Adebayo (2019) and Eze and Okeke (2021) also found that recent government reforms in Nigeria have failed to significantly improve service delivery, reinforcing the study's conclusions.

Conclusion

The study assessed the various challenges hindering public service delivery in Rivers State, Nigeria, and evaluated the impacts of these challenges, as well as the effectiveness of recent government reforms. Key challenges identified include corruption, political interference, inadequate infrastructure, insufficient funding, lack of skilled personnel, and bureaucratic bottlenecks. Despite these issues, the study found that these challenges do not have a significant direct impact on effective service delivery, a conclusion supported by interviews

and existing literature. The challenges were found to negatively affect service delivery, leading to decreased public trust, delays, reduced quality, and backlogs. Recent government reforms aimed at improving service delivery were perceived as ineffective, and the study concluded that these reforms have not significantly impacted service delivery. This finding is consistent with interviews and previous studies, which suggest that recent reforms have not led to meaningful improvements. Overall, while significant challenges exist and impact service delivery, recent government reforms have not effectively addressed these issues. The findings highlight the need for more impactful and well-implemented reforms to improve public service delivery in Nigeria.

Recommendations

Based on the findings of this study, this paper recommends the followings;

- i. To combat challenges such as corruption and inadequate infrastructure, the government should implement anti-corruption measures and increase transparency in decision-making. Additionally, enhancing funding for public services and investing in professional development will address inefficiencies and improve service delivery.
- ii. The government should establish robust monitoring mechanisms to evaluate and address the negative impacts of corruption and insufficient funding. Prioritizing transparency and improving resource allocation will help restore public trust and enhance service quality.
- iii. The government needs to reassess its reform strategies, incorporating stakeholder feedback to ensure that reforms meet public needs. Regular evaluations and adjustments based on performance and feedback will increase the effectiveness of future reforms.

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Appendix 1

Structured questionnaire items using Likert scales to measure the impact of 5 independent variables (Governance and Leadership, Accountability and Transparency, Infrastructure and Technology, Policy Implementation, and Corruption and Ethical Standards) on enhancing public service and service delivery in Nigeria. Each item includes a Likert scale with the response options: Strongly Agreed, Agreed, Undecided, Disagreed, and Strongly Disagreed.

Section	Statement	Strongly	Agreed	Undecide	Disagree	Strongly
	mat 4:	Agreed		d	d	Disagreed
Governance and	The quality of					
Leadership	leadership in					
	public service					
	directly					
	influences					
	service					
	delivery.					
Governance and	Leadership					
Leadership	accountability					
	is essential for					
	effective					
	public service					
	delivery.					
Governance and	Poor					
Leadership	governance					
	contributes to					
	inefficiencies					
	in public					
	service					
	delivery.					
Governance and	The					
Leadership	commitment					
	of public					
	service leaders					
	to national					
	development					
	is insufficient.					
Governance and	There is a lack					
Leadership	of leadership					
	vision in					
	public service					
	that affects					
	service					
	improvement.					
Accountability	Public					
and	servants are					
Transparency	held					
	accountable					
	for their					
	actions and					
	decisions.					
	accisions.					

Accountability	There is					
and	sufficient		_			
Transparency	transparency					
Transparency						
	in public					
	sector					
	operations to					
	ensure trust.					
Accountability	Lack of					
and	transparency	_	_			
Transparency	hinders the					
Transparency						
	quality of					
	public service					
	delivery.					
Accountability	Accountability					
and	mechanisms					
Transparency	in the public					
Transparency	service are					
	effectively					
	enforced.					
Accountability	The public has					
and	adequate					
Transparency	access to					
,	information					
	on					
	7					
	government					
	activities.					
Infrastructure	Lack of					
and Technology	infrastructure					
	in public					
	institutions					
	negatively					
	affects service					
T 0	delivery.					
Infrastructure	Investment in					
and Technology	modern					
	technology					
	can enhance					
	public service					
	delivery.					
Infrastructure	Poor					
and Technology	technological	ш			ш	
and reciniology	_					
	infrastructure					
	is a significant					
	barrier to					
	efficient					
	public Service					
Infrastructure	Upgrading					
and Technology	public service					
	infrastructure					
	will lead to					
	improved					
	•					
	service					
	outcomes.					
Infrastructure	There is a					
and Technology	significant gap					
	in the use of					
	digital					
	technology in					
	public service					
	processes.					
p. I'		_		 	_	_
Policy	Poor policy					
Implementation	implementati					
	on is a major					
	factor in the					
	failure of					
	public service					
	delivery.					
	aciirci y.	1	1	1	1	i .

Policy Implementation	Public service policies are not adequately monitored for effective implementati			
Policy Implementation	on. There is a significant gap between policy formulation			
	and implementati on in the public sector.			
Policy Implementation	The public service lacks the capacity to implement existing policies effectively.			
Policy Implementation	Inconsistent policy implementati on undermines service delivery in Nigeria.			
Corruption and Ethical Standards	Corruption is a major challenge in the delivery of public services in Nigeria.			
Corruption and Ethical Standards	Ethical standards are not strictly enforced in the public sector.			
Corruption and Ethical Standards	The absence of strong ethical guidelines in public service encourages malpractice.			
Corruption and Ethical Standards	Corruption significantly reduces the efficiency of public service delivery.			
Corruption and Ethical Standards	Public servants are not sufficiently trained on ethical standards.			
Service Delivery in Nigeria	The quality of public service delivery in Nigeria is below the expectations of the citizens.			

Service Delivery	Lack of			
in Nigeria	adequate			
	funding is a			
	major issue			
	affecting			
	public service			
	delivery in			
	Nigeria.			
Service Delivery	Corruption			
in Nigeria	among public			
	officials			
	negatively			
	impacts the			
	delivery of			
	public services			
	in Nigeria.			
Service Delivery	Public service			
in Nigeria	reforms in			
	Nigeria have			
	the potential			
	to enhance			
	service			
	delivery if			
	properly			
	implemented.			
Service Delivery	Technology			
in Nigeria	adoption in			
	public			
	institutions			
	will improve			
	service			
	delivery in			
	Nigeria.			



STRATEGIC PROBLEM-SOLVING SKILL IN CONTEMPORARY SOCIETY AS PREVENTION OF VIOLENCE AMONG SOCIAL STUDIES STUDENTS IN OGOJA EDUCATION ZONE, CROSS RIVER STATE

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Abstract

his study examined the role of strategic problem-solving skills in preventing violence among Social Studies students in the Ogoja Education Zone of Cross River State, Nigeria. The increasing incidence of student-related violence in schools has prompted educators and policymakers to seek proactive and skills-based interventions. Grounded in the framework of social learning and conflict resolution theories, the research explored how equipping students with strategic problem-solving competencies could serve as a preventive mechanism against violent behavior. A descriptive survey design was adopted, and the population comprised male and female Social Studies students from the five local government areas within the Ogoja Education Zone. A total sample size of 451 students was selected through stratified random sampling to ensure balanced representation across gender and geographic areas. A validated questionnaire titled Strategic Problem Skills and Violence Prevention Scale (SPSVPS) was used for data collection. The study employed simple linear regression analysis to determine the predictive value of strategic problemsolving skills on the prevalence of violence among students. Findings revealed a statistically significant inverse relationship between students' acquisition of strategic problem-solving skills and the occurrence of violent behavior (p < 0.05). The results suggest that students who demonstrate higher levels of strategic thinking and conflict resolution capabilities are less likely to engage in or become victims of school violence. The study concludes that integrating strategic problem-solving training into the Social Studies curriculum can be a viable approach to violence prevention in secondary schools. Based on these

findings, it is recommended that curriculum developers, educators, and policymakers collaborate to incorporate structured strategic thinking modules into classroom instruction. Further research is also encouraged to explore longitudinal impacts and teacher preparedness in delivering such interventions.

Keywords: Strategic problem-solving, violence prevention, Social Studies, secondary school students, Ogoja Education Zone, conflict resolution, student behavior

Introduction

Prevention of violence has been recognized as one of the crucial contemporary social problem in the world today, especially in Nigeria due to ethnic and religious diversity. It is a multidimensional phenomenon that takes the form of physical, psychological and emotional among individuals or groups within public or private space. Violence in some cases, changes the positive vision of the society to a negative one which of course, if not properly managed might hinder the development of the society. The prevalence of social violence in Cross River State today, especially in schools, is a cause for serious concern for all and sundry (Onoge, 2008). It undermines the social fabric by eroding the sense of safety and security. Violence impacts on society occur in different ways due to the nature and extent of violence committed. It constitutes a problem when violence incidence becomes rampant in the society and poses a threat to the security of persons and property, as well as social order and solidarity. Violence mostly evolved to crime which is a threat to the economic, political and social security of Nigeria as a whole and a major factor associated with underdevelopment; because it discourages both local and foreign investments, reduces the quality of life, destroys human and social capital, damages relationship between citizens and the states, thus undermining rule of law and the ability to promote development.

The study by National Bureau of Statistics NBS and Federal Ministry of Youth Development FMYD (2009) further show that different distributions of gender characterized the age groups though the trend was the same in that, the males were consistently more than the female youths in violent crime in Cross River State. It was however revealed that as the age increased, fewer males were getting involved in violent crime, and females were 8-10 times more likely to be involved in violent crime than males in the State. In age group 11 - 15, females accounted for 45.8% percent and males were 54.2% percent; in age group 16 - 20, females recorded 47.4% while males recorded 52.6%. In age groups 26 - 30 and 31 - 35, males accounted for 38.7% and 39.7% while females recorded 61.3% and 60.3% respectively.

The reasons for the increase in violent crimes in Cross River State may include urbanization which is spreading more widely and rapidly than improvement in the social and economic condition. Okafor (2011) He further noted that violence is a huge threat to public safety and economy retrogression. It causes great personal suffering, most times vast material damage, and place enormous burden on the urban social network. In Cross River State, 60% of city

inhabitants have been victims of one type of violent crime or another while over half of these crimes have involved personal crime (kidnapping, robbery, beating, bullying among others). Sadly, there are reports of violent crimes committed mostly by the young person's at virtually every corner of Cross River State, especially in Ogoja Education Zone. Violent crimes have become an integral part of the State daily life.

Education Zone has been witnessing an increasing incident of violent conflicts in recent times. Secret cult group clashes have become another recurrent decimal in Cross River State (Edwards, 2000). The effects of secret cult group's conflicts are huge and at times they have disrupted academic activities in schools and economic activities as well. In Ogoja Education Zone some communities have witnessed suspension of academic activities in schools due to violence in their community ranging from land disput to others. Communities like Bedia, Abong-Ikeb, Kutia, Ukrutong and Ibong in Obudu Local Government Area, Busi, Bishiri, Lishikwel, Kugeh and Bassang in Obankiku Local Government Area and many other communities in Bekwarra Local Government Area. Violence are also recorded in Ogoja and Yala Local Government Area. Its effects stretch from loss of lives, destruction of private and public infrastructures such as churches, mosques, schools and massive displacement of people. Good citizens have been affected greatly by violence due to the fact that a lot of looting takes place in an unsafe environment. This has serious consequences on the society as they are force to go back to their hiding for safety.

In order to manage violence in school among students, strategic problem-solving skills could be used as preventive measures, hence, is the process of acquiring values, knowledge, attitudes, skills and behaviours to live in harmony with oneself, others and the natural environment. It is based on the above background that this study intends to investigate strategic problem-solving skills as violence prevention among Social Studies students' in Ogoja education zone, Cross River State, Nigeria.

Table 1: Chronological Violent in Cross River State from 1990-Date (Chronicles June 16, 2021

Name of schools/Local	Date	Causes of	Negative impact
Government		violence	
Are			
Royal comprehensive	July	Cult clash	Disruption of school academic
secondary school	2004	between	calendar, loss of lives, maiming
kubon Bette.		JSS111 and SS1	and four months teachers stay at
			home.
Community secondary	April	Football riot	Destruction of School library,
school Busi11 Obanliku	2003	between	including residential homes,
LGA.		JSS111and SS1	schools and worship centres,
			teachers and students maiming
Begiading secondary	2011	Cult clashes	Destruction of lives, properties
grammar school		between boys'	including residential homes,
Ohong obudu LGA		girls	schools and worship centres, rape
· ·		<u> </u>	of women girls.
			•

Bendi Technical Collage Obanliku LGA	March 2003	Cult groups fighting for superiority	Destruction of lives, properties, properties and worship centres, mass displacement of people.
Abong-ikeb/Tiv (Obudu LGA).	July 2004	Cult groups fighting for superiority	Destruction of lives, properties, properties and worship centres, mass displacement of people.
Obudu/Vandikia in Obudu	August 2004		Destruction of farm land houses, schools and worship centres
Ogoja/Bakwarra LGA's	May 2005	Land and boundary disputes	Destruction of farm land, lives and properties, school etc
Community secondary school Akorshi Obanliku LGA.	April 2007	Riot between students' teachers.	Destruction of properties, schools, homes and worship centres
Obudu/Vandikia in Benue	April 2010	Tribal war	Destruction of lives and properties, mass displacement
Ukrutong/Kutia (Obudu L. G. A.)	April 2011	Secret cult fight for superiority	Destruction of lives and properties, school, worship centres and mass displacement of people
Ukrutong and Kutia (Obudu L. G. A.)	August 2011	Location of Government project	Destruction of lives and properties, school, worship centres and mass displacement of people
Ukrutong and Kutia (Obudu L. G. A.)	September 2011	Political dispute	Destruction of lives and properties, school, worship centres and mass displacement of people
Bisu & Bassang (Obanliku L. G. A.)	May 2014	Secret cult feuds and fight for superiority	Destruction of lives and properties, school, worship centres and mass displacement of people
Busi 3 & Busi 5 (Obanliku L. G. A.)	June 2018	Political party disputes	Destruction of lives and properties, school, worship centres and mass displacement of people
Bebi/New Equette (Obanliku and Tiv)	June 2018	Location of Government project	Destruction of lives and properties, school, worship centres and mass displacement of people

Obudu & Sekwande (Obudu &Tiv)	April 2019	Secret cult feuds and fight for superiority	Destruction of lives and properties, school, worship centres and mass displacement of people
Lishikwel & Kubong	May	Cult groups	Destruction of lives and
Bette	2019	fighting for	properties, school, place of
		superiority	worship and displacement of people
Obudu/Vandikia in	May	Land and	Destruction of lives and
Benue	2019	boundary	properties including schools,
		disputes	churches etc
Cross River/Ebonyi	April	Land and	Destruction of lives and
State in Yala LGA	2020	boundary	properties including schools,
		disputes	churches etc
Igwo/Okambi/	May	Airport land and	Destruction of lives and
In Obudu LGA	2020	boundary	properties including farm land
		disputes	
Bishiri/Kugeh	May	Secret cult feuds	Destruction of lives, properties,
	2021	and fight for	properties and worship centres,
		superiority	mass displacement of people.

Statement of the Problem

For over a decade now, the communities in Cross River State including those communities in Ogoja Education Zone have experienced frequent violent conflicts in one form or the other. In some cases, most communities' violence is manifested in an average of sseven months. The ripple effect of this violence conduct has also been experienced in our school's system. This in so many ways have influenced learning negatively as reflected in academic outcome in the period under study. See table 1 and violent behavior among students has been a recurring decimal in our secondary schools which appear to be a huge problem for effective teaching and learning. It has been observed that the atmosphere prevailing in our secondary schools provide an enabling environment for violence to thrive. This may include erosion of the traditional academic culture, absence of intellectual debates and all other activities that are components of traditional campus secret culture. Violence does not give room for a stable academic year. Many times, students are expelled as a result of one form of violence or the other characterized by unwanted destruction of properties to the general break down of law and order in school.

This situation has created worries among the parents, teachers, guardians, the government and the general public on the safety of the students in school and their academic outcome. Going by the above observation, the researcher wonders what might be the main predictor variable predicting the increase of school violence in Ogoja Education Zone, Cross River State? Could this be in connection with lack of strategic problem-solving skill in Ogoja education zone, Cross River State Nigeria?

Purpose of the study

The main purpose of this study was to investigate strategic problem skill in contemporary society as prevention of violence among Social Studies students' in Ogoja Education Zone, Cross River State, Nigeria. Specifically, the study sought to examine the:

Prediction of strategic problem-solving skills on violence prevention among Social Studies Students' in Ogoja Education Zone. The purpose of the study was converted research question thus; how does strategic problem skill prevent violence among secondary school students in Ogoja education zone? Also, one statement of hypothesis was posed for the study; strategic problem-solving skill does not significantly predict prevention of violence among Social Studies students

$Significance \, of \, the \, Study$

This study will be of great benefit to the entire society: the teacher' and students' population, researchers, policy makers/experts, and government. The finding of this study will be of more benefit to the above listed groups as enumerated bellow:

The teachers and student's population will benefit immensely from the finding of this study. The study will help the teachers and student's population understand the extent of gap created by lack of knowledge in peace education skills on violence prevention. The outcome of the study will aid the teachers and students' population shuns violence while fighting for due process.

The study will be of great importance to researchers in Cross River State, Nigeria and the world in general who are interested in carrying out research trying to unravel the level of violence prevention in Nigeria, Cross River State and the entire world. It will give researchers guide on the level of peace education skills among teachers and students in Ogoja Education Zone, Cross River State and Nigeria. The study can also give the direction on the consequences and impact of peace education and violence prevention in the entire world. The government of Cross River State and Nigeria also benefit from this study. The finding of the study will aid the government to make policies and decisions, which will help in improving the level of peace education skills among teachers and students in the Zone, State and entire country. As such, this study scope was confined to Upper basic schools (202/2024 session) in Ogoja Education Zone in Cross River State. Only Upper basic II students were used in the study.

Appraisal of the literature reviewed on strategic problem solving

In problem-solving approach, parties' underlying interests are predominant and encourages parties to maintain and build their relationship even if they disagree rather than creating an adversarial process (Nugent, 2017). This implies that in handling violence, one should focus on the problem not the person. Keep the discussion free of personal criticism, recriminations, abusive language, and especially subtle jibes that inflict pain. Make it clear that disagreement is with the ideas and actions and not a value of the person. Separate the criticism of actions and ideas from the idea that the rejection is a statement of value of a

person. Keep a sense of humor. Keep all weapons out of reach. No one hurts another. Protect each other's ego. Provide acceptable reasons for people to switch viewpoints.

It is also good to adopt policies and practices that create safe and supportive environments. Teachers need skills to navigate social and emotional challenges though problem-solving. Connect students to health and mental health services; and build strong bonds between staff and students to improve connectedness to school. School violence refers to physical, psychological and sexual violence. Rapee (2017). It takes place inside or outside of the classroom, around schools, on the way to or from school, as well as in online and other digital environments. School violence is primarily experienced by students but it can be perpetrated by other students, by teachers or others in the school community. Strategic problem-solving skill in contemporary society as prevention of violence, according to Ayse (2011) examined whether adolescents' perceptions of problem-solving skills differ according to their sex, experiences of exposure to violence, age and grade, and the variables predicting their experiences of exposure to violence. Data were collected from 600 (298 females, 302 males) 14-19-year-old students attending various types of high schools in central Eskibehir. The Problem-Solving Inventory and a questionnaire were used in the study. Findings of the study revealed that students' perceptions of problem-solving skills do not change according to their sex and the place they are exposed to violence. Adolescents' perceptions of problemsolving skills differ in accordance with the level of their exposure to violence; perception level of the problem-solving skills of the students rarely exposed to violence is higher than that of the students exposed to violence occasionally or often. Perception level of the adolescents who are often exposed to violence does not change depending on their sex and age. The variables predicting adolescents' experiences of exposure to violence are listed as perceptions of problem-solving skills, sex, grade, age, and school type. In conclusion, the adolescents' perceptions of problem-solving skills are partially effective in protecting them against school violence. The place of the skills training programs-particularly the ones that aimed at prevention of and protection from violence-in the content of counselling programs was discussed. Violence prevention study conducted using problem solving way by Myrna (2009), he carried out a study on Preventing Violence using Problem-Solving approach. Based on more than 20 years of research on specific interpersonal cognitive problem-solving (ICPS) skills, intervention methods were developed to test the hypothesis that behavior can be modified by focusing on thinking processes rather than on behaviors.

The study of Kabasakal, Sağkal and Türnüklü (2015) examined the effects of strategic problem-solving skills as prevention of violence on ninth grade students. The research was carried out using a pretest-posttest-follow-up test control group quasi-experimental design. The study group consisted of a total of 142 students (girls n=72, 51%; boys n=70, 49%), 46 (girls n=24, 52%; boys n=22, 48%) of which were in the experimental group, 48 (girls n=24, 50%; boys n=24, 50%) were in the control group and 48 (girls n=24, 50%; boys n=24, 50%) were in the placebo group. The research was carried out at the western region of our country during the 2013-2014 academic year in Anatolian high schools where mostly children of middle socioeconomic status families are educated and where interpersonal conflicts are

frequently observed. The ages of the participants ranged between 14 and 16 (X=14.70, ss=.53). Violence Tendency Scale and Social Problem-Solving Inventory-Revised were used as measurement instruments. The research findings indicated that violence tendencies of students in the experimental group decreased and social problem-solving skills increased significantly in comparison with those of the students in the control and placebo groups.

Methodology

Procedures used in this stud are prudently discussed thus:

The research design adopted for the study is ex-post facto. Isangedihi, Joshua, Asim and Ekuri (2004) asserts that this type of design is a systematic empirical enquiry in which the researcher does not have direct control of independent variables because their manifestation had already occurred or because they cannot be inherently manipulated. The area of this study is Ogoja Education Zone in Cross River State. It is one of the three Education zones in the State comprising Bekwara, Obanliku, Obudu, Ogoja and Yala Local Government Areas. Ogoja education zone is bounded in the north-east by the Republic of Cameroon, in the south by Ebonyi State, east by Ikom and Boki Local Government Areas. The Zone lies between 7°, 3°'E of the Greenwich Meridian and in latitude 47° 5'N -7° 00'N of the equator. There are 73 public and several private secondary schools spread all over the local government areas. The zone hosts two campuses of the University of Cross River State (UNICROSS). The campuses are Faculty of Management Sciences located at Abakpa, Ogoja and College of Medical and Health Sciences located at Okuku, Yala Local Government Area. The zone hosts the School of Nursing and Midwifery in Ogoja Local Government Area. There is also the Federal College of Education at Obudu Local Government Area. All of these provide educational opportunities for both indigenes and non-indigenes. Politically, the zone constitutes the northern senatorial district in Cross River State. It has diverse ethnic groups with rich cultural heritage. The major food crops are yam, rice, cassava and groundnut. The tourism sites of the zone include the Obudu cattle Range, Obudu Dam Resort as well as Monaya Beach.

The population of the study was made up of 4511 Uper Basic II (JSSII) school students in 73 secondary schools in Ogoja Education Zone, Cross River State. There are five local governments in the zone. These are Bakwarra, Obanliku, Obudu, Ogoja and Yala Local Government Areas. All participants were JSSIII students. This is so because they are exposed enough to adequately communicate their attitude on various issues and as it effects their academic achievement (see Table 1).

The sample for this study consists of 451 male and female students from fifteen (15) secondary schools, approximately 20% in Ogoja Education Zone of Cross River State. The number of respondents selected was to obtain adequate representative samples of students from each school in the area under study. All the selected schools were ensured equal representation in the study (see Table 2).

The instruments that were used for data collection included a set of survey questionnaire called "strategic problem-solving Skill and Violence Prevention Questionnaire (SPSVPQ). The questionnaire consists of two sections; A and B. Section A focused on the personal data of the students such as sex, age and name of the school while section B elicited information on strategic problem-solving Skill and Violence Prevention. The questionnaire (SPSVPQ) was drawn based on a modified four-point scale of Strongly Agree (SA) Agree (A) Strongly Disagree (SD) Disagree (D) as shown in Appendix 1. This section consists of twenty (20) research items generated with respect to the four hypotheses of the study. Five items were generated to obtain information from each hypothesis making a total of twenty (20) items from the hypothesis.

Table 2: Distribution of Sample by Local Government Areas

LGA	No of schoolsN	No of schoolsNo of sampled		No of students	%
			students	sampled	sample
20%				10%	
Bekwarra	133		555	56	12.42
Obanliku	10	2	713	71	15.74
Obudu	15	3	976	98	21.73
Ogoja	18	4	1,143	114	25.28
Yala	173		1,124	112	24.83
Total	7315		4511	451.0	100.0

The instrument was administered on the sample group under the closed supervision of the researcher and research assistants. The research assistants were trained of the techniques involved in the administration of the instrument. There were therefore asked to ensure individual students' concentration and also prevent exchange of information and discussion of any form among the subjects. Out of four hundred and fifty-one (451) copies of questionnaires administered only four hundred and forty-two (442) were successfully completed and retrieved from the tertiary institutions sampled and were used as sample for that study.

Resultand Discussion

Result of the statistical analysis of data gathered for this study as well as the interpretation, discussion was presented below:

Simple regression result of the prediction of Strategic problem-solving skills and violence prevention among Social Studies Students'

Model	R	R.	Adjusted R.	Std error of the	
		square	Square	estimate	
1	.771(a)	.594	.593	1.99423	
Model	Sum of	df	Mean square	F	p-
	square				value
Regression	2558.479	1	2558.479	643.324	.000(a)
Residual	1749.865	440	3.977		
Total	4308.344	441			

^{*} Significant at .05 level.

The simple regression analysis of the prediction of strategic problem-solving skills on the violence prevention among Social Studies Students' yielded a coefficient of regression (R) of .771 and regression R-square (R²) of .594 and an adjusted R² of .593. The adjusted R² of .593 indicated that the Strategic problem-solving skills accounted for 59.3 % of the determinant violence prevention among Social Studies Students' in the study area. This finding is a critical indication that strategic problem-solving skills is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was F = 643.324 and the sig. value of .000 (or p<.05) at the degree of freedom (df) 1 and 440. The implication of this result is that strategic problem-solving skills is a significant relate to violence prevention among Social Studies Students'.

The identified equation to understand this relationship was that violence prevention among Social Studies Students' = 9.369+ 1.250(strategic problem-solving skills). The result of this hypothesis indicated that there is a significant prediction of strategic problem-solving skills on violence prevention among Social Studies Students'. The finding of this hypothesis agrees with the view of Ayse (2011) who revealed that students' perceptions of problemsolving skills do not change according to their sex and the place they are exposed to violence. Adolescents' perceptions of problem-solving skills differ in accordance with the level of their exposure to violence; perception level of the problem-solving skills of the students rarely exposed to violence is higher than that of the students exposed to violence occasionally or often. Perception level of the adolescents who are often exposed to violence does not change depending on their sex and age. The variables predicting adolescents' experiences of exposure to violence are listed as perceptions of problem-solving skills, sex, grade, age, and school type. In conclusion, the adolescents' perceptions of problem-solving skills are partially effective in protecting them against school violence. The place of the skills training programs-particularly the ones that aimed at prevention of and protection from violence- in the content of counselling programs was discussed.

Conclusion

Based on the result and finding of the study, it was concluded that the application of strategic problem-solving skill remains a powerful approach to be deplored in preventing violence among students in Ogoja education zone and society at large. These skills need to be taught at all levels of our educational system so that stability and social order would be achieved in our dynamic and contemporary society. The learners are to be giving independent opportunity to solve problems on their own without interference, but under guidance of the teachers to enable them become great asset to the society.

Recommendations

Based on the findings of the study, the following recommendation was made:

 Peace-building education should be taught at all levels of education for the inculcation of acceptable and healthy societal values and discipline in students to enhance a peaceful society for economic development in Nigeria. 2. Teachers who are implementers of the National policy on Education and school curriculum through civic education should promote peace education by inculcating in students good value system that can aid the curbing of aggressiveness, fighting violence and conflicts in school system. Policy maker as a matter of exigency should make provision for peace counseling and sensitization to complement the effort of school at all levels of education.

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TEACHERS' CLASSROOM CREATIVITY AND STUDENTS' EFFECTIVE LEARNING OF MATHEMATICS IN SENIOR SECONDARY SCHOOLS, NIGERIA.

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Abstract

his study investigated the influence of teachers' classroom creativity and students' effective learning of Mathematics in Senior Secondary School. A sample of 300 students was used with a multi-stage random sampling technique. Questions and null hypotheses were tested at p≤0.05. Two instruments namely: Teachers' classroom creativity in Mathematics (TCCM) and Mathematics Performance Test (MPT) were used to collect the data. Regression analysis was used. It was found that Teachers' classroom creativity significantly influences students' effective learning of Mathematics. From the result of hypothesis, teachers' classroom creativity in terms of classroom communication was not statistically significant. Based on these findings, it is recommended among others that if classroom teachers make Mathematics class creative, students can learn independently effectively.

Keywords: Teachers, Creativity, Environment, Classroom and Effective.

Introduction

In the entire history of education, Mathematics has held a leading position among all other school subjects, because it has been considered as an independent tool in the formation of the educated man. Mathematics is a body of knowledge which centres on concepts such as quality, structure, space and change and also on academic discipline that study them. Benjamin (2002), opines Mathematics to be the science that draws necessary conclusions. It is a real fact that Mathematics is an indispensable tool in the formation and training of individual to approach the affairs of daily life with some sense of detachment and objectives to reason soberly and accurately. Enukoha (2010) maintains that Mathematics to be a science

of pattern and that Mathematicians seek out patterns whether found in numbers, space, computers, imagery, abstraction or elsewhere. Akinsola (2005), note Mathematics to explore such concept among to formulate new ideas and established their truth by rigorous dedication from appropriately chose axioms and definition through the use of abstraction and logical reasoning. Also, Enukoha (2011), also explained that mathematics evolved from counting, calculating, measurement and the systematics study of the shapes and motions of physical object knowledge and use of basic, Mathematics have always been on inherent and integral part of physical objects individual and group life, hence Mathematics has become an important subject that deals with nature so that one can rightly refer to it as the science of nature. Mathematics has contributed a lot to the development of the society in that, it is central intellectual discipline of any technological society and it is a universal language that cuts across culture and serves as a means of expressing taught in a neat and precise form (Anagbogu, 2021).

The teacher role in classroom creativity may signals to students whether teachers think that they are capable of learning and whether they are succeeding in meeting the teacher's expectations. If students perceive teachers as supporting their learning through what they say, the students may likely adopt defensive measures such as avoidance strategies. Conversely, if students perceive teacher creativity as non-supportive as suggesting that they cannot or will not meet such expectations they may then adopt avoidance strategies. Research has suggested that certain classroom creativity practices as supportive. In this study teacher classroom creativity was examined as it is related to:

- i. Critical thinking
- ii. Classroom environment
- iii. Communication
- iv. Instructional strategy

In today's classroom, the mode of instruction has changed from a teacher centred environment where students <u>are passive</u>, comments only on specific information and responds to examination from memorization (cope, 2014) to an active and engaging classroom through the use of technology. For learning to take place optimally the 21st century classroom skills have to be organized to meaningfully engage and energise the students. Today, many teachers are bombarding students with already overcrowded curriculum.

Creativity and critical thinking among students can be developed through the use of questions and checking the feedback gotten through their responses. Communication skills reflect the boundless information found in the media through interactive games, digital stories and video journal. (Melinda, 2011) communication in the 21st century, focuses on the ability to express thoughts clearly, crisply articulate points, give coherent instructions, and inspire others through the use of speeches are greatly treasured in the school, workplace and the society at large. The entire teaching and learning interaction hinges on it, which is a two ways process of reaching mutual understanding, and the goal is not just for the participants

to exchange information, news ideas and feedings through encoding and decoding, which can also create room for sharing meaning. It is a means of connecting people or places.

One of the greatest challenges of the 21st century is the fact that most questions are open ended and do not have just one right answer, in view of these it is better to help students prepare for the future by creating an enabling environment where for multiple answers as long as these can be proved. The focus on developing the 21st century skills can only be achieved through ensuring that the 21st century classroom is created to enhance students' attainment of the 21st century in other to have production of students and not consumers only. In Mathematics, developing the skill of communication is very important, because most time the reason why students fail is not because they do not know the right answer but because they do not express themselves appropriately to the understanding of the examiner. Therefore, developing the skills of communication in Mathematics will enhance student's performance in other areas of learning and endeavour.

Creativity according to Mumford cited in Agommouh and Ndirika (2017) is expressed as the tendency of generating ideas that are useful in problem solving. Scientifically, the process of problem solving includes the formulation of hypotheses, experimenting and creating of new innovations, which hinges on creativity. It includes the ability to brainstorm, to elaborate, refine, analyze, and evaluate original ideas with the goal of improving. This can be achieved only with an open that is ready to accept new and diverse viewpoints.

Creativity among students is important for these reasons.

- i. Need for varied and complex student
- ii. Need to communicate ideas and values
- iii. Need to solve problems (Meusburglr, 2009). The creativity of students can be manifested in different patterns otherwise referred to as creative styles.

However (Agommouh & Ndirika 2014) identified the following terms.

- i. A measure of creative capacity
- ii. Belief in unconscious processes
- iii. Use of techniques
- iv. use of other people
- v. final product orientation
- vi. environmental control/behavioural self-regulation
- vii. superlative and the use of the senses

In order to boost the creative ability of students, the curriculum has to be adjusted to meet the demand of the larger society.

Critical thinking

Critical thinking is another aspect of creativity in mathematics. It is derived from a Greek word kpitikos meaning "critic" which implies a critique, the capacity to judge intellectually

and discern things is an advanced level of thinking, where the students seeks to establish directions between the known and the unknown to grasp the height, depth and breadth of a matter. Developing thinking and problem-solving skills are important to student's development in Mathematics, especially since thing have a heightened sense of curiosity of the word around them and how it can be figured out. (Clement & Saramator 2009, 2012).

However, (NAEYC & NCTM, 2002,2010) critical thinking and problem solving in Mathematics manifest itself from the foundation stages of Mathematics in number and operations, algebra, geometry, and data analysis and probability. In these areas, comparisons of adding to and taking away are done, grouping of objects according to like terms. The aim of critical thinking and problem solving is to encourage students to think deeply about solutions rather than focus on one right answer to solve problem. The following steps were identified by (French, Comcio & Boynton 2003) which can help students to achieve classroom creativity.

- i. Reflect and ask
- ii. Plan and predict
- iii. Act and observe
- iv. Report and reflect

Constructivist Theory by Brunner (1980)

Constructivism is "based on the premise that we all construct our own perspective of the world, through individual experiences and schemas. This constructivist theory focuses on preparing the learner to problem solving in ambiguous situation. Constructivists believe that learners construct their own reality or at least interpret it based upon their perceptions of experiences. So an individual knowledge is a function of one's prior experiences, mental structures and beliefs that are used to interpret objects and events" (Johnnasson, 1991).

Assumptions of the constructivism include that:

- i. Knowledge is constructed from experience.
- ii. Learning is an active process in which meaning is developed on the basis of experience.
- iii. Conceptual growth comes from the negotiation of meaning, the sharing of multiple perspectives and the changing of our internal representations through collaborative learning.
- iv. Learning should be situated in realistic settings, testing should be integrated with the task and not separately (Samuelsson, 2010).

In a constructivist setting, the tutor's duties are not to dispense knowledge, but to provide students' with opportunities and incentives to build up. "He is a guide and learners are sense makers' teachers are coordinators, facilitators, resource advisors, tutors or coaches" (Samuelsson, 2010). They are "to introduce new ideas or cultural tools necessary and to provide the support and guidance for students to make sense of these for themselves. They are to listen and diagnose the ways in which the instructional activities are being interpreted

to inform further action. Teaching from this perspective is also a learning process for the teacher" (Ogundare, 2001).

- i. Clear objective
- ii. The meeting of pre-requisites
- iii. Attention to the task
- iv. The need for practice
- v. Knowledge of results (feedback) and
- vi. Reinforcement (p.116)

Scholars like Enukoha (2011), Orim & Ekwueme, (2011), Anagbogu & Owor (2021) view effective teaching as the tailoring of instruction to meet individual's needs, capabilities and goals of individual learner.

Teaching or instructional strategy refers to the procedure employed by facilitators to guide and direct knowledge to the students. It involves, the principles of learning experience, which imply starting from simple to complex and relating present with past experiences to allow for continuity in thought process that facilitates the retention of learnt materials (Aji, 2006).

These teaching or instructional strategy are normally defined within the matrix of classroom work. Essentially, they involve organizing collective group and individual learning activities. Teaching methods are indeed aimed at giving the students more initiative and more opportunities for self-expression.

Research questions

- i. To what extent does teachers' classroom creativity in terms of critical thinking influence students' effective learning of mathematics?
- ii. How does teachers' classroom environment influence students' effective learning of mathematics?
- iii. To what extent does teachers' classroom communication influence students' effective learning of mathematics?

Statement of Hypotheses

- i. There is no significant influence of teachers' classroom creativity in terms of critical thinking and students' effective learning of mathematics.
- ii. There is no significant influence of teachers' classroom environment and students' effective learning of Mathematics.
- iii. There is no significant influence between teachers' classroom communication and students' effective learning of Mathematics.

Purpose of the Study

The purpose of this study was to investigate the effectiveness of teachers' classroom creativity and in relation to students effective learning of Mathematics in Senior Secondary

School on students Mathematics learning outcomes. Specifically, the objectives of the study are to:

- i. Identify teachers' classroom creativity in terms of critical thinking and students Mathematics learning outcomes.
- ii. Examine teachers' classroom creativity in terms of classroom environment and students' Mathematics learning outcomes
- iii. Identify teachers' classroom creativity in terms of communication and students' mathematics learning outcomes.

Assumptions of the Study

This study operates on the assumptions that:

- i. The responses given by the samples of the questionnaire would be free of bias.
- ii. The samples use for this study would represent the population it would draw from.
- iii. Teachers' variables are measurable construct.
- iv. The professional skills acquired by teachers are adequate to make classroom instruction viable and students oriented centred for learning.

Research Design

The research design adopted for this study is the ex-post facto design. Isangedighi, Joshua, Asim and Ekuri (2004) asserted that ex-post facto research design is a systematic empirical inquiry in which the researcher does not have direct control of independent variables because their manifestations have already occurred or have been manipulated. Inferences about relations among variables are made without direct intervention from concomitant variation of independent and dependent variable. The ex-post facto design is suitable for this study because of the nature and magnitude of relationships among variables being investigated. It is economical for measuring several variables and their inter-relationships simultaneously. Moreso, the researcher has direct control over the independent variable since they have already occurred in the population.

Area of Study

The study was conducted in Cross River State of Nigeria. It is one of the thirty-six (36) states in Nigeria. Cross River State is made up of eighteen (18) Local Government Areas (Abi, Akamkpa, Akpabuyo, Bakassi, Bekwarra, Biase, Boki, Calabar Municipality, Calabar South, Etung, Ikom, Obudu, Obubra, Obanliku, Odukpani, Ogoja, Yakurrand Yala).

Cross River State is located in the south-south geo-political zone of southern Nigeria. It is bounded in the north by Benue State, in the south by the Atlantic Ocean, in the west by Abia and Ebonyi States, in the east by East by Cameroon Republic. It falls within the tropics and lies between latitudes 5°32' and 4°27' north of the equator and longitude 7°50' and 9°28' east of the Greenwich Meridian (Orim & Ekwueme, 2011). The state has a total land mass of 27,074424km² (CRS, 1999). The area falls within the mangrove fresh water swamp and tropical rainforest vegetations. The geographical features of Cross River State include: Oban

and Obudu hills and the Cross River which runs across the state. There are also waterfalls in Agbokim in Etung Local Government Area and Oban hills (Qua falls) in Akamkpa.

The main occupation of the people of these areas includes farming, fishing, hunting and trading. The main farm crops are cocoa yam, plantain, cassava, banana, rice, maize, Okro, Melon and Vegetable. The people of Cross River also involved in lumbering activities.

Population of the study

The target population includes all Senior Secondary School Students (SSS) in public secondary schools in all the critical educational zones of Cross River State. Table 1 below shows the number of public government schools in the zones.

Table 1: Number of schools in Ikom Education Zone of Cross River State

Zone	L.G.A.	No. of Schools	No. of Student
Central Education Zone	Boki	27	
	Ikom	14	
	Obubra	15	
	Yakurr	13	
	Etung	8	
	Abi	9	

Source: Cross River State Secondary Education Board Statistics (CRSSEB, 2016)

Sampling technique

The sampling technique adopted for this study is the multi-stage random sampling technique (stratified and simple random sampling). The researcher stratified the population based on the established schools. Then simple random sampling was used to select the subjects which are respondents for the study. The stratification was done on the basis of the number of teachers and students in a particular school. Then 5% of students were chosen in each school so selected.

Sample

The total sample that was selected for the study was 300 respondents representing 5% of each school selected. The justification for the selection of 5% in each school as sample size is to allow proper generalization of finding since the sample were true representation of the entire population and to give room for a `manageable sample size that the researcher can comfortably work with.

Instrumentation

A researcher-developed questionnaire that was used to collect data on teacher creativity in terms of critical utility, classroom environment, classroom and communication on students' effective learning in terms of homework assistance, home environment and provision of mathematic textbooks. The questionnaire was designed to measure the teacher creativity performance with respect to those variables. The instruments were divided into three

sections. Section A elicited demographic information from subjects while section B elicited responses to test hypotheses on the listed variables.

Validity of the instrument

Copies of the instrument questionnaire were face validated by the researcher's and also by some experts in Educational Research, Measurement and Evaluation, University of Calabar. The items were examined for appropriateness and arrangement. Also, the face validation was ascertained the ability of the items to measure the variables in the various sub-scales. After the validation exercise, the items that are ambiguous were dropped and others were used to compile the final instruments.

Reliability of the instrument

The reliability of the instrument for the study was done using Test and Re-test to answer internal consistency of items in the instrument. The statistical tool was appropriate for testing the internal consistency of the instruments like questionnaire which measure the degree of agreement. The instrument was administered to thirty (30) secondary senior students who were not part of the actual study and their responses were subjected to statistical test for reliability with Test and Re-test statistical tools.

Test and Retest reliability result Estimate of the research instrument

S/N	VARIABLE	NO	TESTING	X	S.D	T
1.	Teachers' Classroom Critical Thinking	5	1 st	1294	1.34	0.78
		5	2 nd	13.31	1.91	
2.	Teachers' Classroom	5	1^{st}	13.25	1.23	
	Environment	5	2 nd	13.88	1.10	0.86
3.	Teachers' Classroom Communication	5	1 st	13.41	1.37	0.67
		5	2 nd	13.58	1.41	

Hypothesis One

There is no significant influence of teachers' classroom creativity in terms of critical thinking and students effective learning of mathematics. The independent variable in this hypothesis is teachers' classroom creativity in terms of critical thinking while the dependent variable in this hypothesis is students' effective learning of mathematics. Simple linear regression analysis was the statistical tool used for this data analysis. Result of the analysis is presented in Table 2.

Table 2: Simple regression analysis of the influence of teachers' classroom creativity in terms of critical thinking and student's effective learning of mathematics.

Variable	R	R ²	Adj. R²	Std. Error	_	
teachers' classroom	0					
creativity	.210 ^a	.044	.043	4.13545		
Source of variation	SS		Df	MS	F	Sig.
Regression	537.960		1	37.960	31.456	.000 ^b
Residual	11629.31	3	299	21.102		
Total	12167.27	3	300			

^{*}significant at .05 level.

From table 2 above the analysis showed that the Adj R^2 is 0.043. This implies that 4.3% of the variance in the dependent variable (student effective learning of mathematics) could be accounted for by teachers' classroom creativity. However, though the percentage contribution is small, a cursory look at the table showed F=31.456 (at p<.05). Since p(.000) is less than p(.05), it implies that there is a There is a significant influence of teachers' classroom creativity in terms of critical thinking and students effective learning of Mathematics. Hence the null hypothesis is rejected.

Hypothesis Two

There is no significant influence of teachers' classroom environment and students' effective learning of Mathematics. The independent variable in this hypothesis is teachers' classroom environment, while the dependent variable in this hypothesis is students' effective learning of Mathematics Simple linear regression analysis was the statistical tool used for this data analysis. Result of the analysis is presented in Table 3.

Table 3: Simple Regression Analysis of the Influence of Teachers' Classroom Environment and Students' Effective Learning of Mathematics.

Variable	R	R ²	Adj. R²	Std. Error	_	
teachers' classroom	.203 ^a	.036	.035	3.24248		
environment	,	,.))	J-1-1-		
Source of variation	SS		Df	MS	F	Sig.
Regression	467.321		1	37.960	26.431	.000 ^b
Residual	11699.9	52	299	31.211		
Total	12167.27	3	300			

^{*}significant at .05 level.

From table 2 above the analysis showed that the Adj R^2 is 0.035. This implies that 3.5% of the variance in the dependent variable (effective learning of mathematics) could be accounted for by teachers' classroom environment. However, though the percentage contribution is small, a cursory look at the table showed F=26.431 (at p<.05). Since p(.000) is less than p(.05), it implies There is a significant influence of teachers' classroom environment and students' effective learning of Mathematics Hence the null hypothesis is rejected.

Hypothesis Three

There is no significant influence between teachers' classroom communication and students' effective learning of Mathematics. The independent variable in this hypothesis is teachers' classroom communication, while the dependent variable in this hypothesis is students' effective learning of Mathematics. Simple linear regression analysis was the statistical tool used for this data analysis. Result of the analysis is presented in Table 4.

Table 4; Simple Regression Analysis of the Influence between Teachers' Classroom Communication and Students' Effective learning of Mathematics.

Variable	R	R ²	Adj. R²	Std. Error		
teachers' classroom communication	.319 ^a	.051	.050	4.13112		
Source of variation	SS		Df	MS	F	Sig.
Regression	671.461		1	42.028	48.533	.000b
Residual	11495.81	2	299	31.113		
Total	12167.27	3	300			

^{*}significant at .05 level.

From table 2 above the analysis showed that the Adj R^2 is 0.050. This implies that 5.0% of the variance in the dependent variable (students' effective learning of Mathematics) could be accounted for by teachers' classroom communication. However, though the percentage contribution is small, a cursory look at the table showed F=48.533 (at p<.05). Since p(.000) is less than p(.05), it implies that There is no significant influence between teachers' classroom communication and students' effective learning of Mathematics. Hence the null hypothesis is rejected.

Discussion of Fidings

The findings in this respect from hypothesis one looking at teachers' classroom creativity in terms of critical thinking and students' effective learning of Mathematics. From the result on Table 2 showed teachers' classroom creativity is statistically significant meaning that if teachers' classrooms are creative in terms of critical thinking and reasoning, students' performance in Mathematics will definitely increase in the learning of the subject. From the results, students' effective learning of Mathematics could be accounted for by teachers' classroom creativity. A cursory look at the table showed f=21.456 (p<.05), since p (.000) is less than p (.05). Therefore, it implies that there is a significant influence of teachers' classroom creativity in terms of critical thinking.

The hypothesis was tested using simple regression analysis of the influence of teachers' classroom environment on students' effective learning of Mathematics. The results are shown in Table 3, the calculated f-value is 26.431 and it is statistically significant at .05 significance level. This means that teachers' classroom environment significantly influences students' effective learning of Mathematics. The result agreed with that of Hartas (2011), the home environment of low Secondary Education School (SES) children tend to be

characterized by less dialogue from parents, minimal amounts of book reading and few instances of joint attention.

From the hypothesis 3, was tested using simple regression analysis, since there are two nominal independent variables. The results are shown in Table 4. These results indicate that the calculated f=48.533 and it is not statistically significant meaning teachers' classroom communication has no influence on students' effective learning of Mathematics.

Recommendations

Based on the findings, the following recommendations are made:

- i. Government should provide the needed materials for teachers to enhance their teaching in Mathematics.
- ii. Students should be encouraged to learn and provided the necessary environment, materials that give encouragement to students especially in Mathematics.
- iii. A conducive atmosphere is needed for proper teaching and learning
- iv. Classroom communication should be based on students' level to enable proper understanding

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